PY 2025-26
California WIOA, Title II: Adult Education and Family Literacy Act (AEFLA) Program Implementation Survey

Instructions:
Use this document to plan your responses with other agency staff before completing the survey online. The final survey must be submitted through the [online survey](#). For questions or assistance, you can reach us at [capm@casas.org](#).
All submissions are due Monday, March 31, 2026.

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?

- o Yes
- o No

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

- o NRS Tables in TOPSpro Enterprise (TE)
- o CASAS Data Portal
- o Payment Points Targets
- o CAEP Outcomes Targets
- o CASAS TE Portals
- o Continuous Improvement Plan
- o HSE/HS Diploma Targets
- o Employment and Wages Outcomes via the Follow-up Survey
- o Employment and Wages Outcomes from some other source
- o Regionally Collaborated Outcomes (via CAEP consortia, local workforce boards, etc.)
- o Enrollment and Attendance Figures
- o Fiscal-based Outcomes
- o Professional Development Based Outcomes
- o Other *(Describe other. 500 characters max)*

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

- o Staffing Changes
- o Other (If other, specify)

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

- o Monitor agency level progress on state and local performance goals
- o Monitor enrollment and persistence
- o Monitor student learning and progress to improve instruction
- o Improve and inform class instruction and curriculum
- o Assess student and community needs to improve programs
- o Prioritize and plan offered classes
- o Report to the district, stakeholders, and the community to promote adult education programs
- o Plan professional development
- o Collaborate with workforce partners
- o Prioritize WIOA regional needs with your local CAEP consortium
- o Improve support services
- o Other *(Describe other. 500 characters max)*

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)

- o Students set attainable goals and monitor progress with staff
- o Student incentives, such as attendance awards and certificates, formal recognition, and priority registration
- o Effective orientation and accurate classroom and level placement
- o Update Local Assessment Policy to improve pre- and post-test pairs
- o Student support services, such as counseling, childcare, bus passes, or using a transition specialist
- o Distance or remote learning, blended or hybrid learning, and/or HyFlex learning.
- o Monitoring attendance
- o Managed enrollment
- o Other strategies to support student persistence *(Describe other. 500 characters max)*

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 *(Describe other. 500 characters max)*

Transitions

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

- ○ Yes
- ○ 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)

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

TRANSITION METHOD	ABE	ASE	ESL	N/A
Other *(Describe other. 500 characters max)*	☐	☐	☐	☐

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

- o Yes
- o 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)

TRANSITION METHOD	ABE	ASE	ESL	N/A
Orientation procedures designed to form a plan for each student	☐	☐	☐	☐
Counseling for students to explore transition options	☐	☐	☐	☐
Support services for students to explore transition options	☐	☐	☐	☐
Guest speakers	☐	☐	☐	☐
Field trips	☐	☐	☐	☐
Partnerships with local business, America's Job Center of California, Chamber of Commerce, Workforce Development Board (WDB), or other workplace-related organization	☐	☐	☐	☐
Vocational ABE or ESL courses or workforce training in conjunction with IET/IELCE	☐	☐	☐	☐
Co-location of adult education classes with WIOA, Title I	☐	☐	☐	☐
Apprenticeship activities or pre-apprenticeship	☐	☐	☐	☐
pathways	☐	☐	☐	☐
College and Career Readiness Standards for Adult Education	☐	☐	☐	☐
Other *(Describe other. 500 characters max)*	☐	☐	☐	☐

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.

- o Yes
- o No

10. If yes, what programmatic and budget shifts have you implemented so far? *(1,000 characters max)*

CATEGORY	INCREASE	NO CHANGE	DECREASE
Class offerings	☐	☐	☐
Staff and staff hours	☐	☐	☐
Changes in class structure (e.g., more online classes, labs, larger class size)	☐	☐	☐

11. Are you maintaining a waiting list?

- o Yes
- o No

12. If yes, how many students are currently on the list? (Cumulative to-date. Enter "0" for "N/A")
ABE: _____
ASE: _____
ESL:_____

13. How many students were never able to take a class in the fall term? (Enter "0" for "N/A")
ABE: _____
ASE: _____
ESL:_____

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

- o Yes
- o No

15. 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)

- o In-kind
- o Student Equity and Achievement Program (SEAP)
- o Local Control Funding Formula (LCFF) State Apportionment
- o California Adult Education Program (CAEP) Apportionment
- o California Work Opportunity and Responsibility to Kids (CalWORKs)
- o WIOA, Title I (Local Workforce Development Board)
- o Pell Grant
- o Carl Perkins
- o Community College Apportionment
- o Other funding sources *(Describe other. 500 characters max)*

[text box]

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

FUNDING SOURCE	INCREASED	DECREASED	NO CHANGE	N/A
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 (AJCC/LWDB)	☐	☐	☐	☐
Pell Grant	☐	☐	☐	☐
Carl Perkins	☐	☐	☐	☐
Community College Apportionment	☐	☐	☐	☐
Other funding sources *(Describe)*	☐	☐	☐	☐

[text box]

17. CDE is planning to align course codes for adult education with the NCES CIP Codes to be implemented within the next two years. Are you currently using CIP codes for reporting data for Perkins or other DOL programs?

- o Yes
- o No

Collaboration

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

- o Yes
- o No

18a. 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)

- o Receive/provide student referrals
- o Host a local America's Job Center of California
- o Track referrals to or from a local America's Job Center of California
- o Assign staff liaison to a local America's Job Center of California
- o Staff work at a local America's Job Center of California
- o Provide cross-training of a local America's Job Center of California and adult education staff
- o Provide classes, training, and/or skills lab
- o Co-location and providing integrated services
- o Co-location with a local America's Job Center of California
- o Conduct workshops, conferences, or informational meetings
- o Arrange job fairs
- o Provide testing/assessment services
- o Reimburse a local America's Job Center of California for services rendered
- o Other *(Describe other. 500 characters max)*

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

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

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

- o Yes
- o No

21. 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)

- o Referrals
- o Participant outcomes and transitions
- o Case-management for advisement, counseling, and support
- o Workforce training for IET/IELCE program
- o EL Co-Enrollment
- o Other *(Describe other. 500 characters max)*

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

- o Administrator serves on the local WDB
- o Staff attend the local WDB meetings
- o Staff serve as local WDB committee members
- o Agency is represented through a CAEP consortium
- o Sharing resources such as personnel, facilities, and equipment with the local WDB
- o Eligible Training Provider List (ETPL)
- o Host Industry Sector Seminars
- o Not collaborating with the local Workforce Development this program year
- o Other *(Describe other. 500 characters max)*

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

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

24. Were you involved in the three-year WIOA planning process with your regional workforce development board?

- o Yes
- o No

25. Does your agency offer programs that are included on the Eligible Training Provider List (ETPL)?

- ○ Yes
- ○ No

25c. If yes, how many? *(1,000 characters max)*

Planning for Professional Development

26. Below is a list of professional development priorities for <u>administrators and coordinators</u>. 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.

PROFESSIONAL DEVELOPMENT PRIORITIES	NO NEED	BASIC NEED	ADVANCED NEED
WIOA, Title II data collection requirements	☐	☐	☐
CAEP data collection requirements	☐	☐	☐
Using TOPSpro Enterprise data to manage and improve programs	☐	☐	☐
Using TOPSpro Enterprise data and assessment to inform instruction	☐	☐	☐
NRS goals/performance	☐	☐	☐
Establishing a Professional Learning Community (PLC)	☐	☐	☐
ABE/ASE programs and instructions	☐	☐	☐
ESL Programs and instruction	☐	☐	☐
EL Civics – Citizenship Preparation and Civic Participation	☐	☐	☐
IELCE and IET	☐	☐	☐
CTE/Workforce Preparation programs and instruction	☐	☐	☐
Integrated Education and Training	☐	☐	☐
Improving learner enrollment, attendance, and persistence	☐	☐	☐
Budget/fiscal issues	☐	☐	☐
Managed enrollment	☐	☐	☐
Staff development and management	☐	☐	☐
Student transitions to employment and career training	☐	☐	☐
Student transitions to college and education opportunities	☐	☐	☐
Student counseling and wraparound services	☐	☐	☐

PROFESSIONAL DEVELOPMENT PRIORITIES	NO NEED	BASIC NEED	ADVANCED NEED
Inequitable access to adult education	☐	☐	☐
Transitioning to remote testing	☐	☐	☐
Transitioning to online learning modalities (distance, blended, hybrid, HyFlex)	☐	☐	☐
Working in collaborative teams	☐	☐	☐

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.

PROFESSIONAL DEVELOPMENT PRIORITIES	NO NEED	BASIC NEED	ADVANCED NEED
Curriculum development, improvement and/or revision	☐	☐	☐
Individual Learning Plans (ILPs)	☐	☐	☐
Course outlines and lesson plans	☐	☐	☐
Computer-based instructional strategies/curriculum	☐	☐	☐
College and Career Readiness Standards for Adult Education implementation	☐	☐	☐
Learner persistence	☐	☐	☐
Integration of technology	☐	☐	☐
English Language Proficiency Standards implementation	☐	☐	☐
EL Civics – Citizenship Preparation and Civic Participation	☐	☐	☐
IELCE and IET	☐	☐	☐
Instruction for adults with learning disabilities	☐	☐	☐
Evidence-based instructional practices	☐	☐	☐
Learner needs assessment	☐	☐	☐
Multi-level classes	☐	☐	☐
Instructional strategies for specific program areas	☐	☐	☐
Transitions into postsecondary education and the workforce	☐	☐	☐
Contextualized workforce education	☐	☐	☐
Learner goal setting	☐	☐	☐
Integrated Education and Training	☐	☐	☐
Inequitable access to adult education	☐	☐	☐
Transitioning to remote testing	☐	☐	☐
Transitioning to online learning modalities (distance, blended, hybrid, HyFlex)	☐	☐	☐
Working in collaborative teams	☐	☐	☐

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

- o Face-to-face training
- o Online training
- o Mentoring, coaching, technical assistance support
- o Conference presentations, workshops, and events
- o Digital Leadership Academy (2-year professional development for integration of technology) (DLAC)
- o California Adult Education Professional Development events (www.caadultedtraining.org)
- o Technology and Digital Learning Symposium (TDLS)
- o California Adult Education Digital Learning Guidance
- o Technology and Digital Learning Report for California Adult Education
- o OTAN's video resources (OTAN website and YouTube)
- o EL Civics Exchange
- o Canvas Learning Management System/California Distance Learning Cooperative
- o California Adult Education Canvas Commons
- o Online curriculum pilot projects
- o Teaching with technology website
- o Web-based articles
- o Lesson Plan Builder
- o Students Succeed
- o Accessibility resources
- o Social media (X, LinkedIn, and Facebook)
- o Digest (monthly)
- o Newsletters (Fall/Spring)
- o Email notifications (e.g. Weekly email blasts)
- o Adult Education News Items
- o California Adult Education Provider Directory
- o California Adult Education Online Application and Reporting site
- o None
- o Other *(Describe other. 500 characters max)*

29. Which of the OTAN resources indicated above did you find most beneficial and why? *(1,000 characters max)*

30. List additional resources and services such as presentations, technical assistance, instructional materials, or other professional development that you would like to see OTAN implement. *(1,000 characters max)*

[ ]

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

- o WIOA, Title II Accountability Training
- o CAEP Accountability Training
- o CASAS Implementation (Assessment) Training
- o TOPSpro Enterprise/CASAS eTests Training
- o TOPSpro Enterprise reports that assist with data management and accountability
- o TOPSpro Enterprise reports that provide assessment results to inform instruction
- o TOPSpro Enterprise Portals
- o NRS, CAEP, and/or Local Performance Goals
- o EL Civics training, EL Civics Network Meetings, EL Civics Support Channel, Citizenship Preparation Support Channel
- o CASAS technical support
- o Statewide network meetings for WIOA, Title II, TOPSpro® Enterprise, and EL Civics
- o Regional network meetings
- o Online resources such as the WIOA II Data Dictionary, CAEP Data Dictionary, CASAS Data Portal and CASAS research briefs
- o QuickSearch Online
- o Online, facilitated training (Zoom)
- o Online, self-paced training (Moodle)
- o CASAS workshop at state or national conference
- o CASAS workshop at consortium or regional conference
- o None
- o Other *(Describe other. 500 characters max)*

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32. Which of the CASAS resources indicated above did you and your staff find most beneficial and why? *(1,000 characters max)*

[ ]

33. How do you ensure that your staff has the most current information regarding these resources at your agency? *(1,000 characters max)*

[ ]

34. List additional support services such as trainings, technical assistance, instructional materials, or other support that you would like CASAS to provide. *(1,000 characters max)*

[ ]

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)
- o Leadership Institute
- o Professional Learning Communities Institute
- o Integrated Education and Training Implementation Clinic
- o Training-of-Trainers Institute (topics determined annually)
- o Consortium and Regional professional Development (examples include: Supporting Student Transitions to Postsecondary Education and the Workforce, Immigrant Integration through Civics Ed, Standards Implementation, Learner Motivation and Persistence, Managing the ESL Multilevel Class, IET, Designing Programs for Adults with Disabilities)
- o CALPRO workshop at state conference
- o Administrator's Forum Webinar Series
- o Instructional Research and Practice Webinar Series
- o Virtual PD (virtual workroom, facilitated or self-directed online courses)
- o None
- o Other *(Describe other. 500 characters max)*

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36. Which of the CALPRO resources listed above did you find most useful? *(1,000 characters max)*

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37. As your agency's administrator, what are the three CALPRO workshop topics that are most valuable to you? (Select up to three)
- Adult Learning and Development
- Advising the Adult Learner: The Teacher's Role
- Agency Partnerships: Supporting Student Transitions to Postsecondary Education and the Workforce
- Agency Partnerships: Collaborative Curriculum Alignment
- Civics Education and Immigrant Integration
- Designing Programs for Adults with Learning Disabilities
- Effective Teaching for Adult Educators
- English Language Proficiency Standards
- ESL: Teaching Adult English Learners Principles and Practices
- Foundations of Adult Education
- Motivation and Persistence for Adult Learners
- Using Questioning Strategies to Improve Instruction
- College and Career Readiness Standards
- Effective Strategies for Writing Instruction ABE
- Evidence-Based Writing Instruction in the ESL Classroom
- Managing the ESL Multilevel Class
- Optimizing ESL Instructional Planning: Management, Monitoring, and Reflection
- Workforce Skills and Career Pathways: Accelerated Learning to Facilitate Career Pathways
- Integrated and Contextualized Workforce Skills in the ABE/ASE Classroom
- Integrated and Contextualized Workforce Skills in the ESL Classroom
- Integrated Education and Training (IET)
- Learner Goal Setting in Adult Education Programs
- Learner Persistence
- Math instructional Strategies
- Middle-Skills Job Preparation for Adult Education
- Orientation for New ESL teachers
- Orientation for New ABE/ASE Teachers
- Evidence-based writing instruction
- Teaching Critical Thinking Skills

38. Please indicate the California Adult Literacy Professional Development Project (CALPRO) resources your agency utilized the current program year. (Select all that apply)
- o Online resources (e.g., Virtual Workrooms, resource, and service links)
- o Printed or online publications (e.g., newsletter, research digests and briefs, fact sheets)

39. List additional support services such as technical assistance, instructional materials, or other support that you would like to see CALPRO implement. *(1,000 characters max)*

Digital Learning and Technology

40. What programs do you currently provide in a distance, blended or hybrid, and/or HyFlex learning format? (Select all that apply)
- o ABE
- o ASE
- o ESL
- o IELCE/IET
- o CTE
- o None
- o Other *(Describe other. 500 characters max)*

41. If you are using online learning formats, what percentage of your classes are offered in a distance, blended or hybrid, and/or HyFlex learning format?

ABE	____%
ASE	____%
ESL	____%
IELCE/IET	____%
CTE	____%
Other	____%

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

____%

43. What online tools and resources have been most helpful for distance, blended or hybrid, and/or HyFlex learning?

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44. Please indicate any barriers to your agency in offering distance, blended or hybrid, and/or HyFlex learning. (Select all that apply)
- o Staffing
- o Cost
- o Availability of technology to students at home
- o Availability of technology at your agency
- o Tracking attendance/recordkeeping
- o Difficulty in implementing
- o Difficulty in maintaining
- o Difficulty in pre- and post-testing students
- o Lack of information about online learning programs
- o Lack of student demand
- o Other *(Describe other. 500 characters max)*

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(Questions continue on next page)

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English Literacy and Civics Education (EL Civics)

45. Is your agency offering EL Civics - Civic Participation (231)?
- Yes
- No

46. Is your agency administering COAAP assessments (231 and/or 243) remotely?

- Yes
- No

47. If yes, how has implementation of EL Civics – Civic Participation (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 *(Describe other. 500 characters max)*

48. Which EL Civics – Civic Participation (231) objectives and/or activities, if any, had the most positive impact on your EL Civics students in this program year and why?
(1,000 characters max)

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

- o Increased student interest in curriculum related to U.S. history and government
- o Increased student interest in curriculum related to Civic Participation
- o Increased student use and access to community resources
- o Increased student confidence to interact in within the class, the community, and the workplace
- o Improved student outcomes by linking student needs assessments to objectives, curriculum, instruction, and assessment
- o Improved student outcomes because objectives, curriculum, instruction, and assessment are based on real-life experiences
- o Increased student participation in Career Technical Education and the workforce
- o Increased capacity to get a job, keep a job or advance on the job
- o Other *(Describe other. 500 characters max)*

50. Is your agency offering IELCE (243)?

- o Yes
- o No

51. If yes, how have students participated in the CTE/workforce training component this year? *(1,000 characters max)*

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

- o Increased funding to improve programs (expanded services, increased staff development, or other improvements)
- o Increased student attendance, participation, and enthusiasm
- o Increased student interest in employment and career training opportunities
- o Enhanced or improved curriculum, instruction, and assessment
- o Improved teacher/administrator/staff collaboration
- o Increased student referrals to employment and career training
- o Increase in student employment outcomes such as a get a job or increase wages
- o Improved wraparound services that help students seek employment and training
- o Greater collaboration and support between Administration, ESL, Counseling and CTE staff
- o Greater collaboration with local WIOA partners (e.g. Workforce Development Board, AJCC, WIOA Title I, CTE Advisory groups)
- o Greater collaboration with regional employers
- o Improved data collection and accountability
- o Improved public relations
- o Other *(Describe other. 500 characters max)*

53. Which IELCE (243) objectives and activities, if any, had the most positive impact on your IELCE students in this program year and why? *(1,000 characters max)*

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)

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

o Other *(Describe other. 500 characters max)*

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55. Is your agency offering EL Civics – Citizenship Preparation (231)?

o Yes
o No

56. If yes, approximately 2 million California residents are eligible to apply for US Citizenship. Are you anticipating or seeing an increase in requests for citizenship prep classes? Is your program likely to offer or expand citizenship programs in the coming year? *(1,000 characters max)*

[ ]

Final Comments

What strategies has your agency found successful during this last program year to deliver distance, blended or hybrid, and/or HyFlex effectively? *(1,000 characters max)*

[ ]

What barriers are affecting your agency from improving your Employment and Earnings Survey response rates and/or obtaining Social Security Numbers? *(1,000 characters max)*

[ ]

Please list any additional technical assistance, instructional materials, or other support you would like the AEFLA program to provide. *(1,000 characters max)*

[ ]