

# California WIOA, Title II Adult Education and Family Literacy Act (AEFLA) Program Implementation Survey 2018–19

The survey must be completed online and is due no later than **Tuesday, April 30, 2019**. For technical assistance, call CASAS Technical Support at 1-800-255-1036. For questions regarding the survey or your agency's submission, contact [data@casas.org](mailto:data@casas.org).

## 1. Information about you and your agency:

First Name: \_\_\_\_\_

Last Name: \_\_\_\_\_

Default Agency: \_\_\_\_\_

Company: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_

State: \_\_\_\_\_

Zip: \_\_\_\_\_

Default Phone: \_\_\_\_\_

Default Fax: \_\_\_\_\_

Default Email: \_\_\_\_\_

Please List names and titles of contributors to this survey: *(Optional)* \_\_\_\_\_

## 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. Has your agency established local-level performance goals for these AEFLA funded programs?

Yes

No

**1b.** If yes, how did you establish these goals? *(500 characters maximum)*

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**1c.** If no, what are the barriers to implementation in your local agency? *(500 characters maximum)*

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**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 need 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 AEBG consortium
- Other

**Specify Other:** (500 characters maximum)

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**3. Student Persistence: Persistence is a critical factor in the success and goal attainment of adult learners. What strategies does your agency use 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

**Specify Other:** *(500 characters maximum)*

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**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
- Classroom/Instruction:** Monitoring and tracking progress toward class and student goal attainment
- Classroom/Instruction:** Setting class goal(s) and learning objective(s)
- 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 class, staff and/or other stakeholders
- Evaluation and Follow-up:** Student evaluations
- Other**

**Specify Other:** (500 characters maximum)

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## Transitions

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

**5. Does your agency have a program to transition students from ABE/ASE/ESL classes into postsecondary education?**

- Yes
- No

**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)**

	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"/>
Guest Speakers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College tours or other field trips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Partnerships with local colleges: Formalized pathways designed to lead to postsecondary certification/degree	<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"/>
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**7. If Other in #6, describe the transition methods used at your agency. (500 characters maximum)**

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**8. Does your agency have a program to transition students from ABE/ASE/ESL classes into the workforce and/or job training?**

- Yes
- No

**9. 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)**

	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	<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"/>





## Budget Issues

**11. 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

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

	Increase	No Change	Decrease
Class offerings and downsizing programs	<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"/>
Specialized student support services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**13. Do you maintain a waiting list?**

- Yes
- No

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

ABE \_\_\_\_\_  
ASE \_\_\_\_\_  
ESL \_\_\_\_\_

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

ABE \_\_\_\_\_  
ASE \_\_\_\_\_  
ESL \_\_\_\_\_

**16. Do you anticipate implementing budget changes that will affect personnel, program offerings, and/or processes for the upcoming program year?**

- Yes
- No

**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 Success and Support Program (SSSP)
- 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 funding sources: (500 characters maximum)**

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**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.**

	Increased	Decreased	No Change	N/A
In-kind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student Success and Support Program (SSSP)	<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 (Cal WORKs)	<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 funding sources:** *(500 characters maximum)*

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## Collaboration

19. In what ways did your agency interact 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
- Other

**Specify Other:** *(500 characters maximum)*

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**20.** 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

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

- Yes
- No

**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

**Specify Other:** (500 characters maximum)

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- 23.** Describe the benefits or challenges associated with tracking students co-enrolled at a local America’s Job Center of California. (500 characters maximum)

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**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 consortium
- Sharing resources such as personnel, facilities, equipment with the local WDB
- ETPL
- Other

**Specify Other:** *(500 characters maximum)*

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**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



## 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), 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 provide it soon) for each of these priorities in the current program year.

	No Need	Basic Need	Advanced Need
Data collection requirements and processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using TOPSpro Enterprise to identify areas needing improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Data analysis/using TOPSpro® Enterprise data to manage and improve programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
NRS goals/performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional Learning Community (PLC)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction in ABE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction in ASE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction in ESL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instruction in Workforce Preparation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner persistence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Budget	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learner transitions into postsecondary education and the workforce	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managed enrollment	<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 Goal Setting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrated English Language and Civics Education (IELCE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English Language Proficiency Standards Implementation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Integrated Education and Training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**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), 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"/>

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 YouTube Channel
- Online, self-guided modules (e.g., Moodle)
- Online curriculum pilot projects
- Teaching with Technology
- California Adult Education Professional Development events ([www.caadultedtraining.org](http://www.caadultedtraining.org))
- Web-based Articles
- Other

**Specify Other:** *(500 characters maximum)*

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**29. Which of the OTAN resources indicated above did you find most beneficial and why? (500 characters maximum)**

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**30. Which distance learning resources is your agency most likely to use in the upcoming program year?**

- Information, technical assistance and resources for designing, developing, and implementing distance learning
- Support for online instruction via Moodle, curriculum pilots, Putting English to Work, and California Distance Learning Project (CDLP) [www.cdlnet.org](http://www.cdlnet.org)
- Workshops and forums (online and face-to-face), meetings, conference presentations
- Other

**Specify Other:** (500 characters maximum)

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**31.** Which of the distance learning resources from OTAN indicated in number 27 above did you find most beneficial and why? (500 characters maximum)

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**32.** 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)

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

- Training for accountability
- Standardized assessment implementation
- TOPSpro® Enterprise
- TOPSpro® Enterprise reports
- Training for use of data to inform instruction, improve programs, provide reports to stakeholders
- EL Civics additional performance assessments, citizenship assessment, writing assessment
- Support for EL Civics: Integrated Education and Training (IET) and Integrated English Literacy and Civics Education (IELCE)
- Technical assistance via telephone, e-mail, online forums, Web site
- Network meetings for TOPSpro® Enterprise, EL Civics, AEFLA, WIOA Title II
- CASAS National Summer Institute
- Research briefs, data fact sheets, online reports
- QuickSearch Online
- CASAS Data Portal
- Online, facilitated training (Zoom)
- Online, self-paced training (Moodle)
- Other

**Specify Other:** *(500 characters maximum)*

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**34. Which of the CASAS resources indicated above did you and your staff find most beneficial and why? (500 characters maximum)**

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**35. How do you ensure that your staff has the most current information regarding these resources at your agency? (500 characters maximum)**

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- 36. List additional support services such as workshops, technical assistance, instructional materials, or other support that you would like to see CASAS provide. (500 characters maximum)**

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**37.** 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 Workshops/ Communities of Practice
- Written Materials from any CALPRO Training
- Administrator's Forum Webinar Series
- Instructor's Forum Webinar Series
- Adult Education Research 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

**Specify Other:** *(500 characters maximum)*

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**38. Which of the CALPRO resources indicated above did you find most useful?** *(500 characters maximum)*

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

- Accelerated Learning to Facilitate Career Pathways
- Integrated Education and Training
- College and Career Readiness Standards
- Mastering the English Language Proficiency Standards
- Integrated and Contextualized Workforce Skills in the ABE/ASE/ESL Classroom
- Enhancing Learner Persistence
- Effective Lesson Planning
- Effective Teaching in Adult Education
- Evidence-Based Writing Instruction (EBWI)
- Learner Goal Setting
- Teaching Critical Thinking
- Using Questioning Strategies to Improve Instruction
- Understanding the Adult Learner
- Math Instructional Strategies
- Optimizing ESL Instructional Planning
- Managing the ESL Multilevel Class
- Designing Programs for Adults with Learning Disabilities
- Professional Learning Communities (PLCs) Institute

**40.** List additional support services such as technical assistance, instructional materials, or other support that you would like to see **CALPRO** implement. *(500 characters maximum)*

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## Distance Learning and Technology

**41.** Does your agency offer any distance/blended learning options for students?

- Yes
- No

**42.** If yes, for each of the AEFLA programs in which your agency offers distance /blended learning, please indicate if the distance learning is a stand-alone alternative, a supplement to classroom instruction, or both.

	Stand-Alone	Supplemental	Both	Did Not Offer
ABE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ASE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ESL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

43. If you are not using online learning in one or more program areas at your agency, 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

**Specify Other:** *(500 characters maximum)*

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## English Literacy and Civics Education (EL Civics)

44. Does your agency offer EL Civics (231)?

- Yes
- No

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

- Enhanced or improved curriculum, instruction, and assessment
- Improved teacher and/or staff collaboration
- Increased funding to improve programs (expanded services, increased staff development, or other improvements)
- Improved data collection and accountability
- Increased student attendance and participation
- Improved public relations
- Increased student linkages to transition or career programs
- Other

**Specify Other:** *(500 characters maximum)*

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**46.** Which EL Civics (231) objective and/or activity, if any, had the most positive impact on your EL Civics students in this program year and why? *(500 characters maximum)*

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47. 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

Specify Other: (500 characters maximum)

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48. Does your agency offer IELCE (243)?

- Yes
- No

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

- Enhanced or improved curriculum, instruction, and assessment
- Improved teacher and/or staff collaboration
- Increased funding to improve programs (expanded services, increased staff development, or other improvements)
- Improved data collection and accountability
- Increased student attendance and participation
- Improved public relations
- Increased student linkages to transition or career programs
- Other

**Specify Other:** *(500 characters maximum)*

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**50.** Which IELCE (243) objective and/or activity, if any, had the most positive impact on your IELCE students in this program year and why? (500 characters maximum)

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**51. 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

**Specify Others:** (500 characters maximum)

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