2012-13 Survey of WIA Title II
Programs in California

Agency Name:

Name and Title of Person Completing Survey:

Address:

City: Zip:

Telephone: Fax: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-Mail:

Names and Titles of Persons Contributing to This Survey:

**WIA TITLE II PROGRAM MANAGEMENT**

1a. The National Reporting Service (NRS) requires that California set state-wide performance goals for WIA Title II-funded agencies each program year. Has your agency established local-level performance goals for your WIA Title II-funded programs?

❑ Yes ❑ No (if no, skip to Question 2a)

 1b. If yes, how did you establish these goals?

2a. Does your agency use data to support the mission of your district and/or community?

❑ Yes ❑ No (if no, skip to Question 3)

2b. If yes, what are the top three ways that you use agency data?

❑ 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

❑ Other ways (please specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Do you use managed enrollment in any of your programs? Please check all that apply.

❑ ABE ❑ ASE\* ❑ ESL ❑ EL Civics ❑ Do not use managed enrollment (Skip to question #5)

*\*Throughout the survey, Adult Secondary Education (ASE) refers to the GED and/or High School Diploma programs.*

1. Please check the items below that best describe the characteristics of managed enrollment in your programs. Check all programs that apply.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | ABE | ASE | ESL | EL Civics |
| Managed enrollment has been in place more than one year |  |  |  |  |
| Students are dropped after a maximum number of absences |  |  |  |  |
| Students must enroll within the first few weeks of the term |  |  |  |  |
| Specific class size must be maintained |  |  |  |  |
| Hybrid (i.e. main site managed, off-site open enrollment) |  |  |  |  |
| None of the above |  |  |  |  |

 Comments:

1. 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?

Students set attainable goals and monitor progress with staff

Incentives, i.e. attendance awards and certificates, formal recognition, and priority registration

Effective Orientation and accurate level placement

Student support services, i.e. counseling services, child care, bus passes, free lunch

Follow up when student is absent, i.e. phone calls, social media, email, postcards

Other (please specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Please check the items below that best reflect your **goal-setting activities**. Check all items that apply to your programs.

Orientation

* Assessing students’ language and basic skills needs
* Placing students into appropriate program and class

Classroom/Instruction

* Setting class goal(s) and learning objectives
* Monitoring and tracking progress toward class and student goal attainment

Evaluation and Follow-up

* Reporting results to class, staff and/or other stakeholders
* Comparing students’ persistence rates and learning gains prior to and after goal setting processes
* Other (please specify)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**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 postsecondary education or job training.

1. What type of programs, if any, does your agency have in place to help students transition from ABE/ASE/ESL classes **into postsecondary education**? Please indicate any programs that you have at your agency for each of the three program areas. Select all that apply. If you do not have any transition programs in place, select “No Transition Programs”.

|  |  |  |  |
| --- | --- | --- | --- |
|  | ABE | ASE | ESL |
| No Transition Programs |  |  |  |
| Classes to help students transition from ABE/ASE/ESL into postsecondary education |  |  |  |
| Orientation procedures designed to form a plan for each student |  |  |  |
| Counseling for students to explore transition options |  |  |  |
| Guest Speakers |  |  |  |
| College tours or other field trips |  |  |  |
| Partnerships with local colleges |  |  |  |
| Co-location of Adult Education classes and Community College classes |  |  |  |
| Common Core State Standards for college and career readiness |  |  |  |

Other, please specify with program area (ABE/ASE/ESL): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. What type of programs, if any, does your agency have in place to help students transition from ABE/ASE/ESL classes **into the workforce and/or job training**? Please indicate any programs that you have at your agency for each of the three program areas. Select all that apply. If you do not have any transition programs in place, select “No Transition Programs”.

|  |  |  |  |
| --- | --- | --- | --- |
|  | ABE | ASE | ESL |
| No Transition Programs |  |  |  |
| Classes to help students transition from ABE/ASE/ESL into the workplace or job training |  |  |  |
| Orientation procedures designed to form a plan for each student |  |  |  |
| Counseling for students to explore transition options |  |  |  |
| Guest Speakers |  |  |  |
| Field trips |  |  |  |
| Partnerships with local business, Chamber of Commerce, one-stop, WIB or other workplace-related organization |  |  |  |
| Offer Vocational ABE or ESL courses |  |  |  |
| Provide curriculum that integrates vocational education with adult education |  |  |  |
| Common Core State Standards for college and career readiness |  |  |  |

Other, please specify with program area (ABE/ASE/ESL): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Budget Issues**

9a. Have you made any programmatic shifts in response to budgetary issues in this program year? This can include changes in class schedules, staff or distribution of resources.

 ❑ Yes ❑ No (If no, skip to Question 10a)

9b. If yes, what programmatic shifts have you made?

* Reduction of class offerings and downsizing programs
* Reduction of instructional hours
* Changes in class structure (e.g. more online classes, labs, larger class size)
* Reduction in staff and staff hours
* Implementing or raising student fees
* Increase in programs and offerings
* Other, please specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

9c. Are there students on the waiting list? ❑ Yes ❑ No

 If Yes, how many?

 ABE\_\_\_\_\_

 ASE\_\_\_\_\_

 ESL\_\_\_\_\_

10a. Do you anticipate having to implement changes in personnel, programs or processes for the upcoming program year?

 ❑ Yes ❑ No (If no, skip to Question 11)

 10b. If yes, briefly describe these changes:

11. In addition to WIA Title II grant funds, what other funding sources are you using in this program year to support your adult education programs? Please check all that apply.

|  |
| --- |
| * WIA I
* Carl Perkins
* State Apportionment
* CBET
* CalWORKs
* Pell Grant
* Apprenticeship Funding
* Fees charged to students
* Other (Grants), please specify:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
 |

12. 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 |
| WIA, Title I |  |  |  |  |
| WIA, Title II |  |  |  |  |
| Carl Perkins |  |  |  |  |
| State Apportionment |  |  |  |  |
| CBET |  |  |  |  |
| CalWORKs |  |  |  |  |
| Pell Grant |  |  |  |  |
| Apprenticeship Funding |  |  |  |  |
| Fees Charged to Students |  |  |  |  |
| Other (Grants) |  |  |  |  |

**Coordination**

13a. In what ways didyour agency **interact** with the local One-Stop Center in this program year?

**If your agency did not interact with the local One-Stop in this program year, check this box** ❑ **and skip to Question 14.**

|  |
| --- |
| **Please check all that apply:** |
| ❑ | Receive/provide student referrals  |
| ❑ | Host the One-Stop Center |
| ❑ | Track referrals to or from the One-Stop Center |
| ❑ | Assign staff liaison to One-Stop Center |
| ❑ | Staff work at the One-Stop Center |
| ❑ | Provide cross-training of One-Stop and adult education staff |
| ❑ | Provide classes or training |
| ❑ | Provide skills labs |
| ❑ | Conduct workshops, conferences, or informational meetings |
| ❑ | Arrange job fairs |
| ❑ | Provide testing/assessment services |
| ❑ | Reimburse One-Stop Center for services rendered |
| ❑ | Other (please specify): |  |

13b. How would you characterize the **effectiveness** of your agency’s interaction with the local One-Stop Center?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very Effective | Somewhat Effective | Not sure/too soon to tell | Somewhat Ineffective | Very Ineffective |
| ❑ | ❑ | ❑ | ❑ | ❑ |

13c. Did your agency use any data collection software in common with the One-Stop? If yes, please check all that apply:

|  |
| --- |
|  |
| ❑ | Track referrals |
| ❑ | Track participant outcomes |
| ❑ | Track or document other case-management issues |
| ❑ | Other (please specify): |  |

13d. Please describe the benefits or challenges associated with data collection for One-Stop participants.

14a. Did your agency interact with your local Workforce Investment Board (WIB) in this program year?

**If your agency did not interact with the local Workforce Investment Board in this program year, check this box** ❑ **and skip to Question 15.**

|  |
| --- |
| If yes, please check all that apply: |
| ❑ | Administrator serves on local WIB board  |
| ❑ | Staff attend WIB meetings  |
| ❑ | Staff serve as WIB committee members |
| ❑ | Agency is represented through a consortium |
| ❑ | Agency has memorandum of understanding (MOU) with WIB |
| ❑ | Other (please specify): |  |
|  |  |

14b. How would you characterize the **effectiveness** of your agency’s interaction with the local Workforce Investment Board?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Very effective | Somewhat effective | Not sure/too soon to tell | Somewhat ineffective | Very ineffective |
| ❑ | ❑ | ❑ | ❑ | ❑ |

**Planning for Professional Development**

1. 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 this program year:

|  |  |  |  |
| --- | --- | --- | --- |
| Priority | No Need | Basic Need | Advanced Need |
| 15a. Data collection and TOPSpro implementation |  |  |  |
| 15b. Data analysis/using TOPSpro data to manage and improve programs |  |  |  |
| 15c.Improving NRS goals/performance |  |  |  |
| 15d. Implementing a Professional Learning Community (PLC) |  |  |  |
| 15e. Improving instruction in ABE |  |  |  |
| 15f. Improving instruction in ASE |  |  |  |
| 15g. Improving instruction in ESL |  |  |  |
| 15h. Improving instruction in Workforce Prep/CTE |  |  |  |
| 15i. Learner persistence |  |  |  |
| 15j. Budget issues |  |  |  |
| 15k. Personnel issues |  |  |  |
| 15l. Learner transitions into postsecondary education and the workforce |  |  |  |
| 15m. Managed enrollment |  |  |  |
| 15n. Contextualized workforce education |  |  |  |
| 15o. Learner Goal Setting |  |  |  |
| 15p. Common Core Implementation |  |  |  |
| 15q. Integrated Education and Training |  |  |  |

1. 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* (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 this soon) for each of these priorities in this program year:

|  |  |  |  |
| --- | --- | --- | --- |
| Priority | No Need | Basic Need | Advanced Need |
| 16a. Using TOPSpro data to inform instruction and monitor progress |  |  |  |
| 16b. Curriculum development, improvement and/or revision |  |  |  |
| 16c. Development of course outlines and lesson plans  |  |  |  |
| 16d. Computer-based instructional strategies/curriculum |  |  |  |
| 16e. Learner persistence |  |  |  |
| 16f. Integration of technology  |  |  |  |
| 16g. Developing Individual Learning Plans (ILPs) |  |  |  |
| 16h. Teaching adults with learning disabilities |  |  |  |
| 16i. Developing evidence-based instructional practices |  |  |  |
| 16j. Assessing learners’ needs |  |  |  |
| 16k. Teaching multi-level classes |  |  |  |
| 16l. Instructional strategies for specific program areas  |  |  |  |
| 16m. Transitions into postsecondary education and the workforce |  |  |  |
| 16n. Contextualized workforce education  |  |  |  |
| 16o. Learner goal setting |  |  |  |

17. Below is a list of professional development delivery methods and modalities. Select the options that you feel your agency is most likely to use in the upcoming program year. Please select all that apply.

❑ Regionally offered workshops and events

❑ Peer-mentoring professional development

❑ Face-to-face network groups

❑ Online network groups

❑ Technology workshops, mentoring, technical assistance

❑ Online workshops guided by a subject expert

❑ Online, self-guided modules (e.g. Moodle)

❑ Podcasts (10-minute audio presentations- downloadable, portable)

❑ Wikis and blogs (collaborate with others on documents, share best practices and resources)

❑ Electronic discussions (listservs)

❑ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

❑ None of the above

18a. Please indicate the OTAN (Outreach and Technical Assistance Network) support resources your agency used during this program year. Select all that apply.

❑ Face-to-Face technology workshops

* Online technology workshops
* Conference presentations
* Email digests, newsletter, news items on OTAN website, notice of events and due dates
* Videos (technology integration examples, students succeed, special projects)

❑ Information on legislation, budgets, state and federal updates

❑ Course outlines, lesson plans, curriculum resources for instructors

❑ Research studies, information downloads

❑ Other (Please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

❑ None of the above

18b. Which of the OTAN resources indicated above did you find **most useful**?

18c. Please indicate the distance learning resources from OTAN that your agency used during this program year. Select all that apply.

|  |
| --- |
| ❑ Information, technical assistance and resources for designing, developing, and implementingdistance learning * Support for online instruction via Moodle, USA Learns, English for All, CDLP
 |
| ❑ Distance learning email list |
| ❑ Workshops and forums (online and face-to-face), meetings, conference presentations |
| ❑ Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |

 ❑ None of the above

18d. Which of the distance learning resources from OTAN indicated above did you find **most useful**?

18e. Please list any additional support such as workshops, technical assistance, instructional materials, or other support from OTAN that you would like to see implemented.

19a. Please indicate the CASAS (Comprehensive Adult Student Assessment Systems) support resources your agency used during this program year. Select all that apply.

 ❑ Training for accountability, standardized assessment implementation, and/or TOPSpro

 ❑ Training for use of data to inform instruction, improve programs, provide reports to stakeholders

 ❑ EL Civics additional performance assessments, citizenship assessment, writing assessment

 ❑ Technical assistance via telephone, e-mail, online forums, Web site

 ❑ Network meetings for TOPSpro, EL Civics, WIA Title II, use of data and reports

 ❑ CASAS National Summer Institute

* Research briefs, data fact sheets, online reports
* TOPSpro reports
* QuickSearch Online
* CASAS Data Portal
* Online, facilitated training (Adobe Connect)
* Online, self-paced training (Moodle)
* Other (Please specify): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
* None of the above

19b. Which of the CASAS resources indicated above did you find **most useful**?

19c. Please list any additional support such as workshops, technical assistance, instructional materials, or other support from CASAS that you would like to see implemented.

20a. Please indicate the CALPRO (California Adult Literacy Professional Development Project) support resources your agency used during this program year. Select all that apply.

❑ Leadership Institute

❑ New Administrator Orientation

❑ Professional Learning Communities Institute

* Training-of-Trainers Institute
* Evidence-based Reading Instruction (EBRI) 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

❑ WASC and Quality Indicators 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: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

❑ None of the above

20b. Which of the CALPRO resources indicated above did you find **most useful**?

20c. As your agency’s administrator, what are the **three** CALPRO workshop topics that are most valuable to you?

 ❑ Integrated Education and Training

 ❑ Postsecondary Transitions

* Integrated and Contextualized Workforce Skills in the ABE/ASE/ESL Classroom
* Advising the Adult Learner: The Teacher’s Role
* Differentiating Instruction
* Effective Lesson Planning
* Enhancing Learner Persistence
* Learner Goal Setting
* Project-Based Learning
* Evidence-Based Reading Instruction (EBRI)
* Evidence-Based Writing Instruction (EBWI)
* Student-Centered Learning
* Teaching Critical Thinking
* Understanding the Adult Learner
* Using Questioning Strategies to Improve Instruction
* Math Instructional Strategies
* Organizing and Managing ABE Instruction
* Managing the ESL Multilevel Class
* Optimizing ESL Instructional Planning
* Designing Programs for Adults with Learning Disabilities
* Managed Enrollment
* The Administrator as Instructional Leader

20d. Please list any additional technical assistance, instructional materials, or other support from CALPRO that you would like to see implemented.

**Distance Learning**

*The working definition of distance learning contains four elements: (1) the separation of teacher and learner in space and time during at least a majority of each instructional process (2) the provision of two-way communication between teacher, tutor, or educational agency and learner (3) the use of educational media to unite teacher and learner and carry course content (4) control of the learning pace by the student rather than the instructor.*

1. Does your agency use **distance learning** options?

 ❑ Yes (Skip to question #23) ❑ No

1. If you are **not** using distance learning at your agency, please indicate any barriers to your agency in offering distance learning.

❑ Staffing

 ❑ Cost

 ❑ Availability of technology to student at home

 ❑ Availability of technology at your agency

❑ Tracking attendance/record keeping

❑ Difficulty in implementing

 ❑ Difficulty in maintaining

 ❑ Difficulty in pre- and post-testing students

❑ Lack of information about distance learning programs

❑ Lack of student demand

❑ Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. For each of the WIA Title II programs in which your agency offers distance learning, please indicate if the distance learning is a **stand-alone** alternative, a **supplement** to classroom instruction (blended learning), or **both**. If your agency **did** **not offer distance learning in a particular program**, please select Did Not Offer.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Program** | **Stand-Alone** | **Supplemental** | **Both** | **Did Not Offer** |
| ABE | ❑ | ❑ | ❑ | ❑ |
| ASE | ❑ | ❑ | ❑ | ❑ |
| ESL | ❑ | ❑ | ❑ | ❑ |
| EL Civics | ❑ | ❑ | ❑ | ❑ |
|  |

**EL Civics**

24. Please indicate the benefits of your agency’s **EL CIVICS** program implementation that have affected **your agency as a whole.**

|  |
| --- |
| **Check 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 |
| ❑ | Other(please specify): |  |

25. What EL Civics objective and/or activity had the most positive impact on your **EL Civics students** in this program year**?** Why?

26. The EL Civics program is based upon four focus areas, which are meant to guide curriculum and shape programmatic decisions. These areas are U.S. History, Government, Naturalization and Citizenship. Do you have any new materials that are particularly useful for your EL Civics program, specifically for these four areas? If so, please list them below.

 26a. U.S. History\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 26b. Government\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 26c. Naturalization\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 26d. Citizenship\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

27. *For agencies with* ***Civic Participation*** *programs:* Please indicate the benefits of your agency’s **Civic Participation** program implementation that have affected your **EL Civics students**.

|  |
| --- |
| **Check all that apply:*** Increased student interest in curriculum related to:
* U.S. History
* Government
* Naturalization
* Citizenship
 |
| ❑ | 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 |
| ❑ | Other(please specify): |  |

**Final Comments**

28. Please list any additional technical assistance, instructional materials, or other support that you would like to see implemented.

29. Please provide **any additional remarks** or **general comments** you have regarding the implementation of **WIA Title II programs**.

**Thank you.**

**We appreciate the time and effort you have taken to complete this survey.**

**If you have any questions, please call CASAS at 1-800-255-1036.**

**Please complete and submit electronically by Tuesday, April 30, 2013.**