

OMB Control Number: XXXX-XXXX

# The National Study of the Implementation of Adult Education Under the Workforce Innovation and Opportunity Act

## Request for Clearance

### Appendix A: State Survey

May 2019



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# National Study of the Implementation of Adult Education



National Assessment of Adult Education

## Adult Education State Director Survey

Instructions: Please answer questions about THE PROGRAM YEAR JULY 1, 2018 TO JUNE 30, 2019.

Information collected for this study comes under the confidentiality and data protection requirements of the Education Sciences Reform Act of 2002, Title I, Part E, Section 183. Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will provide state-level information on the implementation of adult education. Although your name will not be released, data displayed by state will be attributed to the state agency and could be attributed to an individual respondent by readers of the report.

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1850-XXXX. The time required to complete this information collection is estimated to average 30 minutes per response, including the time needed to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to: Melanie Ali, Institute of Education Sciences, U.S. Department of Education, 550 12th Street, SW, Washington, DC 20004. Do not return the completed form to this address.

## Key Terms

In the survey we refer to specific terms from the federal legislation for adult education and workforce development—WIOA. These are listed here so that all state directors are applying the same definition to these terms.

**Adult Education and Literacy Activities:** Programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.

**Core Partners:** The state agencies defined as core partners in your unified or combined state plan that are responsible for administering adult education and training activities, and employment and vocational rehabilitation services under WIOA.

**Integrated Education and Training (IET):** A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

**Integrated English Literacy and Civics Education (IELCE; Sec. 243):** A service provided to English language learners that includes instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training.

**One-Stop Centers (also called American Job Centers or Career Centers):** Local, co-located employment service providers that offer a range of assistance to job seekers. One-Stops offer access to training programs and activities, career counseling, job listings, and similar employment-related services either in person or online.

**Workforce Development:** Activities and services made available through the core program partners and other One-Stop partners to support employment and training.

**Workforce Preparation Activities:** Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and employability skills. This includes competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

**Workforce Development Partners:** *State* workforce development partners include all those identified in your unified or combined state plan, and other state-level agencies or organizations that support workforce development (e.g., through Temporary Assistance for Needy Families [TANF], postsecondary education, or other resources). *Local* workforce development partners include local workforce development boards, One-Stop/American Job Center operators, employers, postsecondary education and training providers, and other local agencies or organizations that support workforce development.

## Funding and Grantmaking

**Q1.** For what program year did your state hold its most recent funding competition for providers of adult education and literacy under Title II (AEFLA)?

20|\_|\_| Year

**Q2.** What was the total number of years in the funding cycle for the most recent competition, including any base and optional years?

- 2 years of funding
- 3 years of funding
- 4 years of funding
- 5 years of funding
- Other (please specify): \_\_\_\_\_

**Q3.** Does your state hold a separate funding competition for integrated English literacy and civics education (IELCE) offered by providers of adult education and literacy under Sec. 243 of Title II (AEFLA)?

*[Hover over text: the term “Integrated English Literacy and Civics Education” (IELCE; Sec. 243) means a service provided to English language learners that includes instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training.]*

- Yes → GO TO Q4
- No → GO TO Q5

**Q4.** For what program year did your state hold its most recent funding competition for IELCE?

20|\_|\_| Year

**Q5.** What was the total dollar amount your state’s adult education program received from governmental and other sources (e.g., foundations) to support Title II adult education and literacy activities and related state leadership activities from July 1, 2018 to June 30, 2019?

- Include full state and local funding and other state line item funding, including funds beyond those reported for federal match.

*[Hover over text: The term “adult education and literacy activities” means programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.]*

Enter dollar amount.    \$|\_|\_|\_|,|\_|\_|\_|,|\_|\_|\_|.00



## Partnerships and Collaborations

**Q6.** To what extent did you or your adult education staff work on policies, plans, or activities related to workforce development with each of the entities below from July 1, 2018 to June 30, 2019?

- In each row, please select the one response that indicates the highest level of collaboration.

[Hover over text in cell Q6a: The state's workforce development board is established under WIOA Sec. 101. It may have a different name in your state.]

	From July 1, 2018 to June 30, 2019				
	Not at all	We discussed policies or plans	We drafted policies or plans	My program or this entity implemented the activities or policies	This entity does not exist in my state
a. State Workforce Development Board (including subcommittees or working groups)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. State labor agency (independent of a workforce development board)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c. State vocational rehabilitation agency (independent of a workforce development board)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
d. Postsecondary education providers (independent of a workforce development board)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. Local Workforce Development Boards (including subcommittees or working groups)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
f. Businesses, employers or representatives (e.g., Chamber of Commerce) (independent of a workforce development board)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g. Other, please specify: _____ —	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Q7.** From July 1, 2018 to June 30, 2019, did you or your adult education staff participate in any of the following ways with workforce development entities?

- *The state's workforce development board is established under WIOA Sec. 101. It may have a different name in your state.*

[Q7a-c will not appear if the response to Q6a is "This partner does not exist in my state".]

	Yes	No
a. Served as the official representative for adult education on the state's workforce development board (WDB)	<input type="checkbox"/>	<input type="checkbox"/>
b. Served as an official member on any subcommittees or working groups of the state's WDB	<input type="checkbox"/>	<input type="checkbox"/>
c. Participated in the state's WDB or subcommittee/working group activities but did not serve as an official member	<input type="checkbox"/>	<input type="checkbox"/>
d. Participated in working groups or collaborations with core partners <i>independent of</i> state WDB activities (core partners are those listed in your unified or combined state plan)	<input type="checkbox"/>	<input type="checkbox"/>
e. Participated in working groups or collaborations that included postsecondary education providers <i>independent of</i> state WDB activities	<input type="checkbox"/>	<input type="checkbox"/>
f. Attended meetings of one or more <i>local</i> WDBs or any of their subcommittees or working groups	<input type="checkbox"/>	<input type="checkbox"/>
g. Participated in business roundtables or other types of working groups that include employers at the state or local level	<input type="checkbox"/>	<input type="checkbox"/>

### Collaborating with State Workforce Development Partners

**Q8.** To what extent did you or your adult education staff work with any state workforce development partners on policies, plans, or activities related to **establishing and administering a shared workforce development system** from July 1, 2018 to June 30, 2019? Specifically, to what extent did you work together on...

- *State workforce development partners include all those identified in your unified or combined state plan, and other state-level agencies or organizations that support workforce development (e.g., through Temporary Assistance for Needy Families [TANF], postsecondary education, or other resources). This excludes local entities, such as local workforce development boards.*
- *In each row, please select the one response that indicates the highest level of collaboration.*

	From July 1, 2018 to June 30, 2019			
	Not at all	We discussed policies or plans	We drafted policies or plans	My program or our partner(s) implemented the activities or policies)
a. Supporting state-level staff training (e.g., training on each partner's roles and responsibilities under WIOA or training on shared data systems)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Putting agreements in place to operate and fund the local workforce development (One-Stop) delivery system (e.g., for infrastructure cost sharing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Putting agreements in place to provide shared instructional services (e.g., for sharing the cost of instructional programming, for co-enrollment policies and procedures)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Aligning technology and data systems across One-Stop partner programs (e.g., using a common intake system)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**Q9.** To what extent did you or your adult education staff work with any state workforce development partners on policies, plans, or activities related to **providing adult education and literacy instructional programming** from July 1, 2018 to June 30, 2019? Specifically, to what extent did you work together on...

- In each row, please select the one response that indicates the highest level of collaboration.

*[Hover over text: State workforce development partners include all those identified in your unified or combined state plan, and other state-level agencies or organizations that support workforce development (e.g., through Temporary Assistance for Needy Families [TANF], postsecondary education, or other resources). This excludes local entities such as local workforce development boards.]*

	From July 1, 2018 to June 30, 2019			
	Not at all	We discussed policies or plans	We drafted policies or plans	My program or our partner(s) implemented the activities or policies
a. Identifying or developing programming designed to enhance digital literacy skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Identifying or developing short-term programs to assist participants with transitioning to occupational skills training programs (e.g., boot-camps)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Identifying or developing short-term programs to assist participants with transitioning to postsecondary programs (e.g., bridge courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Identifying or developing strategies to accelerate instruction (e.g., through compressed schedules)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Identifying or developing strategies to reduce the time or cost to earn a recognized postsecondary credential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Developing Integrated Education and Training programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Providing English language acquisition (ELA/ESL) instruction for participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Expanding the focus of ELA/ESL programs to include preparation for postsecondary education and careers (e.g., use of state content standards, links to career pathways, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q10.** To what extent did you or your adult education staff work with any state workforce development partners on policies, plans, or activities related to **providing accessibility and support services** from July 1, 2018 to June 30, 2019? Specifically, to what extent did you work together on...

- In each row, please select the one response that indicates the highest level of collaboration.

*[Hover over text: State workforce development partners include all those identified in your unified or combined state plan, and other state-level agencies or organizations that support workforce development (e.g., through Temporary Assistance for Needy Families [TANF], postsecondary education, or other resources) This excludes local entities such as local workforce development boards.*

	From July 1, 2018 to June 30, 2019			
	Not at all	We discussed policies or plans	We drafted policies or plans	My program or our partner(s) implemented the activities or policies
a. Conducting outreach to individuals who could benefit from program activities and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Making the internet accessible to participants living in remote areas (e.g., providing hotspots, having statewide broadband initiatives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Making assistive technology available to participants with disabilities (e.g., through device lending libraries, accessible One-Stop web sites and services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Providing support services for participants with disabilities or other barriers to employment (e.g., childcare, transportation, career counseling)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Providing career services for job seekers (e.g., individualized career plans, job search assistance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q11.** From July 1, 2018 to June 30, 2019, how challenging was it to work with your state workforce development partners on these activities related to **establishing and administering a shared workforce development system**?

- By “challenging” we mean the complexity involved in tackling an issue, the level of effort required, or the number of obstacles you faced.

*[Hover over text: State workforce development partners include all those identified in your unified or combined state plan, and other state-level agencies or organizations that support workforce development (e.g., through Temporary Assistance for Needy Families [TANF], postsecondary education, or other resources) This excludes local entities such as local workforce development boards.*

*[Subitem a-e will **not** appear if the corresponding response to subitem Q8a-d is equal to “We did not work on this...”]*

	Not at all challenging	Slightly challenging	Moderately challenging	Very challenging
a. Supporting state-level staff training (e.g., training on each partner’s roles and responsibilities under WIOA or training on shared data systems)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Putting agreements in place to operate and fund the local workforce development (One-Stop) delivery system (e.g., for infrastructure cost sharing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Putting agreements in place to provide shared instructional services (e.g., for sharing the cost of instructional programming, for co-enrollment policies and procedures)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Aligning technology and data systems across One-Stop partner programs (e.g., using a common intake system)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Other, please specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q12.** From July 1, 2018 to June 30, 2019, how challenging was it to work with your state workforce development partners on these activities related to **providing adult education and literacy instructional programming**?

- By “challenging” we mean the complexity involved in tackling an issue, the level of effort required, or the number of obstacles you faced.

*[Hover over text: State workforce development partners include all those identified in your unified or combined state plan, and other state-level agencies or organizations that support workforce development (e.g., through Temporary Assistance for Needy Families [TANF], postsecondary education, or other resources) This excludes local entities such as local workforce development boards.*

*[Subitem a-h will **not** appear if the corresponding response to subitem Q9a-g is equal to “We did not work on this...”]*

	Not at all challenging	Slightly challenging	Moderately challenging	Very challenging
a. Identifying or developing programming designed to enhance digital literacy skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Identifying or developing short-term programs to assist participants with transitioning to occupational skills training programs (e.g., bootcamps)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Identifying or developing short-term programs to assist participants with transitioning to postsecondary programs (e.g., bridge courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Identifying or developing strategies to accelerate instruction (e.g., through compressed schedules)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Identifying or developing strategies to reduce the time or cost to earn a recognized postsecondary credential	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Developing Integrated Education and Training programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Providing English language acquisition instruction for participants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Other, please specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q13.** From July 1, 2018 to June 30, 2019, how challenging was it to work with your state workforce development partners on these activities related to **providing accessibility and support services**?

- By “challenging” we mean the complexity involved in tackling an issue, the level of effort required, or the number of obstacles you faced.

*[Hover over text: State workforce development partners include all those identified in your unified or combined state plan, and other state-level agencies or organizations that support workforce development (e.g., through Temporary Assistance for Needy Families [TANF], postsecondary education, or other resources) This excludes local entities such as local workforce development boards.*

*[Subitem a-f will **not** appear if the corresponding response to subitem Q10a-e is equal to “We did not work on this...”]*

	Not at all challenging	Slightly challenging	Moderately challenging	Very challenging
a. Conducting outreach to individuals who could benefit from program activities and services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Making the internet accessible to participants living in remote areas (e.g., providing hotspots, having statewide broadband initiatives)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Making assistive technology available to participants with disabilities (e.g., through device lending libraries, accessible One-Stop web sites and services)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Providing support services for participants with disabilities or other barriers to employment (e.g., childcare, transportation, career counseling)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Providing career services for job seekers (e.g., individualized career plans, job search assistance)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Other, please specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Collaborating with Local Workforce Development Partners

**Q14.** Did you or your adult education staff work with local workforce development partners, excluding your adult education grantees, on any of the following activities from July 1, 2018 to June 30, 2019?

- Local workforce development partners include local workforce development boards, One-Stop/American Job Center operators, employers, postsecondary education and training providers, and other local agencies or organizations that support workforce development.

	Yes	No
a. Supporting local-level staff training about WIOA and the roles and responsibilities of workforce development partners	<input type="checkbox"/>	<input type="checkbox"/>
b. Putting agreements in place to operate and fund the local workforce development (One-Stop) delivery system (e.g., infrastructure cost sharing)	<input type="checkbox"/>	<input type="checkbox"/>
c. Putting agreements in place to provide shared instructional services (e.g., for sharing the cost of instructional services, for co-enrollment policies and procedures)	<input type="checkbox"/>	<input type="checkbox"/>
d. Aligning curricula or credentials offered with local workforce development plans or needs expressed by employers (e.g., through funding IET, apprenticeship or postsecondary bridge programs to prepare learners for pathways into high-demand occupations)	<input type="checkbox"/>	<input type="checkbox"/>

**Q15.** From July 1, 2018 to June 30, 2019, how challenging was it to work with local workforce development partners on the following activities?

- By “challenging” we mean the complexity involved in tackling an issue, the level of effort required, or the number of obstacles you faced.

[Hover-over text: Local workforce development partners include local workforce development boards, One-Stop/American Job Center operators, employers, postsecondary education and training providers, and other local agencies or organizations that support workforce development.]

[Subitem a-e will **not** appear if the corresponding response to subitem Q14a-d is equal to “No”.]

	Not at all challenging	Slightly challenging	Moderately challenging	Very challenging
a. Supporting local-level staff training about WIOA and the roles and responsibilities of workforce development partners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Putting agreements in place to operate and fund the local workforce development (One-Stop) delivery system (e.g., infrastructure cost sharing)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Putting agreements in place to provide shared instructional services (e.g., for sharing the cost of instructional services, for co-enrollment policies and procedures)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Aligning curricula or credentials offered with	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not at all challenging	Slightly challenging	Moderately challenging	Very challenging
local workforce development plans or needs expressed by employers (e.g., through funding IET, apprenticeship or postsecondary bridge programs to prepare learners for pathways into high-demand occupations)				
e. Other, please specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Technical Assistance and Professional Development

**Q16.** To what extent did your state program discuss, develop, or provide technical assistance (TA) or professional development (PD) for adult education providers on the following topics from July 1, 2018 to June 30, 2019?

- If your state program had supports in place at any point throughout the year on a topic (e.g., online courses or guidelines available on the web), select “We provided TA or PD on this topic.”
- If your state program provided support before July 1, 2018 but not during July 1, 2018 to June 30, 2019, please select “We did not discuss or provide TA or PD on this topic.”

	From July 1, 2018 to June 30, 2019			
	We did not discuss or provide TA or PD on this topic	We discussed providing TA or PD on this topic	We developed TA or PD on this topic	We provided TA or PD on this topic
a. Aligning curricula and instruction to state-adopted academic standards for adult education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Incorporating the essential components of reading instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Becoming an effective One-Stop/American Job Center partner to provide adult learners with access to employment, education, and training services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Developing or implementing workforce preparation activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Developing or implementing integrated education and training (IET) programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Developing or implementing Integrated English Literacy and Civics Education (IELCE) programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Developing or implementing programs and partnerships to transition learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	From July 1, 2018 to June 30, 2019			
	We did not discuss or provide TA or PD on this topic	We discussed providing TA or PD on this topic	We developed TA or PD on this topic	We provided TA or PD on this topic
from adult education to postsecondary education				
h. Expanding the focus of English language acquisition (ELA/ESL) programs to include preparation for postsecondary education and careers (e.g., use of state content standards, links to career pathways, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Developing or implementing distance, blended or hybrid learning courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Using technology for noninstructional purposes (e.g., for recruitment, screening, assessment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Developing materials, tools or services to help adult learners progress on a career path (e.g., through career navigators, transition advisors, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Meeting federal performance accountability reporting requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Other, please specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**Q17.** On which three technical assistance or professional development topics did your state program focus most of its efforts from July 1, 2018 to June 30, 2019?

- By “focus”, we mean where your state program invested the most resources (e.g., staff time, funding).
  - Please select up to three only.
- Aligning curricula and instruction to state-adopted academic standards for adult education
  - Incorporating the essential components of reading instruction
  - Becoming an effective One-Stop/American Job Center partner to provide adult learners with access to employment, education, and training services
  - Developing or implementing workforce preparation activities
  - Developing or implementing integrated education and training (IET) programs
  - Developing or implementing Integrated English Literacy and Civics Education (IELCE) programs
  - Developing or implementing programs and partnerships to transition learners from adult education to postsecondary education
  - Expanding the focus of English language acquisition (ELA/ESL) programs to include preparation for post-secondary education and careers (e.g., use of state content standards, links to career pathways, etc.)
  - Developing or implementing distance, blended or hybrid learning courses
  - Using technology for noninstructional purposes (e.g., for recruitment, screening, assessment)
  - Developing materials, tools or services to help adult learners progress on a career path (e.g., through career navigators, transition advisors, etc.)
  - Meeting federal performance accountability reporting requirements
  - Other, please specify: \_\_\_\_\_

**Q18.** From July 1, 2018 to June 30, 2019, how challenging was it for your state program to provide technical assistance or professional development to adult education providers on the following topics?

- By “challenging” we mean the complexity involved in tackling an issue, the level of effort required, or the number of obstacles you faced.

*[Subitem a-m will **not** appear if the corresponding response to subitem Q16a-m is equal to “We did not discuss or provide...”.]*

	Not at all challenging	Slightly challenging	Moderately challenging	Very challenging
a. Aligning curricula and instruction to state-adopted academic standards for adult education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Incorporating the essential components of reading instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Becoming an effective One-Stop/American Job Center partner to provide adult learners with access to employment, education, and training services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Developing or implementing workforce preparation activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Developing or implementing integrated education and training (IET) programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Developing or implementing Integrated English Literacy and Civics Education (IELCE) programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Developing or implementing programs and partnerships to transition learners from adult education to postsecondary education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Expanding the focus of English language acquisition (ELA/ESL) programs to include preparation for postsecondary education and careers (e.g., use of state content standards, links to career pathways, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Developing or implementing distance, blended or hybrid learning courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Using technology for noninstructional purposes (e.g., for recruitment, screening, assessment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Developing materials, tools or services to help adult learners progress on a career path (e.g., through career navigators, transition advisors, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Meeting federal accountability reporting requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Other, please specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Policies and Procedures

**Q19.** From July 1, 2018 to June 30, 2019, did your state have a **statewide policy** in place requiring adult education providers to use the following types of programming or services?

	Yes	No
a. Instruction that integrates occupational skills training with adult education (e.g., IET)	<input type="checkbox"/>	<input type="checkbox"/>
b. Postsecondary transition programming	<input type="checkbox"/>	<input type="checkbox"/>
c. English language acquisition (ELA/ESL) programs that include preparation for postsecondary education and careers (e.g., use of state content standards, links to career pathways, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
d. Programming delivered through distance, blended or hybrid learning	<input type="checkbox"/>	<input type="checkbox"/>
e. Supports designed to help adult learners progress on a career path (e.g., assistance in career planning, accessing financial supports for education, and developing study and work skills)	<input type="checkbox"/>	<input type="checkbox"/>

**Q20.** From July 1, 2018 to June 30, 2019, to what extent did your state program discuss or put in place a **competitive funding application that requires** adult education providers to use the following types of programming or services?

- *If your state program had a competitive funding application requirement in place at any point throughout the year for a particular type of programming or service, select “We required this.”*
- *If your state program had a competitive funding application requirement for a particular type of programming or service before July 1, 2018 but not during July 1, 2018 to June 30, 2019, please select “We did not discuss or require this.”*

	From July 1, 2018 to June 30, 2019			
	We did not discuss or require this	We discussed requiring this	We prepared for requiring this	We required this
a. Instruction that integrates occupational skills training with adult education (e.g., IET)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Postsecondary transition programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. English Language acquisition (ELA/ESL) programs that include preparation for postsecondary education and careers (e.g., use of state content standards, links to career pathways, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Programming delivered through distance, blended or hybrid learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Supports designed to help adult learners progress on a career path (e.g., assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	From July 1, 2018 to June 30, 2019			
	We did not discuss or require this	We discussed requiring this	We prepared for requiring this	We required this
in career planning, accessing financial supports for education, and developing study and work skills)				

**Q21.** From July 1, 2018 to June 30, 2019, to what extent did your state program discuss or put in place **other state-level funding policies or practices** (e.g., funding formulas, allocation models, awarding additional points in competitive funding applications, use of in-kind resources) that favor or facilitate adult education providers' use of the following types of programming or services?

- *If your state program had other state-level funding policies or practices in place at any point throughout the year for a particular type of programming or approach, select "We implemented other state-level funding policies or practices for this."*
- *If your state program had other state-level funding policies or practices in place before July 1, 2018 but not during July 1, 2018 to June 30, 2019, please select "We did not discuss or implement other state-level funding policies or practices for this."*

	From July 1, 2018 to June 30, 2019			
	We did not discuss or implement this	We discussed policies or practices for this	We drafted policies or practices for this	We implemented policies or practices for this
a. Instruction that integrates occupational skills training with adult education (e.g., IET)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Postsecondary transition programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. English Language acquisition (ELA/ESL) programs that include preparation for post-secondary education and careers (e.g., use of state content standards, links to career pathways, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Programming delivered through distance, blended or hybrid learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Supports designed to help adult learners progress on a career path (e.g., assistance in career planning, accessing financial supports for education, and developing study and work skills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q22.** Did your state program attempt to identify and/or disseminate any promising models of adult education and literacy activities during the time period of July 1, 2018 to June 30, 2019?

- Yes → GO TO Q23
- No → GO TO Q27

**Q23.** How important were the following factors in deciding if a model of adult education and literacy activities was “promising” during the time period of July 1, 2018 to June 30, 2019?

	Not at all important	Slightly important	Moderately important	Very important
a. Model was identified as promising by OCTAE or through national technical assistance projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Model was identified as effective or based on “best practices” in one or more research articles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Model showed evidence of improved outcomes for adult learners compared to other instruction models based on an analysis of state or local data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other, please specify: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q24.** How challenging was it to identify and/or disseminate any promising models of adult education and literacy activities during the time period of July 1, 2018 to June 30, 2019?

- *By “challenging” we mean the complexity involved in tackling an issue, the level of effort required, or the number of obstacles you faced.*

- Not at all challenging
- Slightly challenging
- Moderately challenging
- Very challenging

**Q25.** Did your state program identify and/or disseminate at least one promising model of adult education and literacy activities during the time period of July 1, 2019 to June 30, 2019?

- Yes → GO TO Q25b
- No → GO TO Q26

**Q25b.** Did your state program identify and/or disseminate at least one promising model of adult education and literacy activities in any of the following areas during the time period of July 1, 2019 to June 30, 2019?

	Yes	No
a. Instruction that integrates occupational skills training with adult education (e.g., IET)	<input type="checkbox"/>	<input type="checkbox"/>
b. Postsecondary transition programming	<input type="checkbox"/>	<input type="checkbox"/>
c. English Language acquisition (ELA/ESL) programs that include prepara-	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No
tion for postsecondary education and careers (e.g., use of state content standards, links to career pathways, etc.)		
d. Programming delivered through distance, blended or hybrid learning	<input type="checkbox"/>	<input type="checkbox"/>
e. Supports designed to help adult learners progress on a career path (e.g., assistance in career planning, accessing financial supports for education, and developing study and work skills)	<input type="checkbox"/>	<input type="checkbox"/>
f. Other promising model, please specify: _____	<input type="checkbox"/>	<input type="checkbox"/>

**Q26.** How challenging were the following aspects of identifying and disseminating promising models of adult education and literacy activities for your state program during the time period of July 1, 2018 to June 30, 2019?

- By “challenging” we mean the complexity involved in tackling an issue, the level of effort required, or the number of obstacles you faced.

	Not at all challenging	Slightly challenging	Moderately challenging	Very challenging	We did not do this
a. Identifying models that have a research base	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Identifying promising models that apply to particular types of adult learners (e.g., English language learners, ex-offenders)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Programming delivered through distance, blended or hybrid learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Disseminating promising models effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Providing training on promising models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Convincing program providers to use promising models	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other, please specify: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

## Monitoring and Evaluation

**Q27.** How often does your state program typically assess the performance of each adult education provider?

- Every other year
- Once a year

- Several times a year
- Monthly
- Several times a month
- Other (please specify): \_\_\_\_\_

**Q28.** Are all adult education providers assessed on this schedule?

- Yes
- No

**Q29.** How important to your state program were the following criteria for assessing the performance of individual providers from July 1, 2018 to June 30, 2019?

	Not at all important	Slightly important	Moderately important	Very important
a. Provider's performance based on federal accountability measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Whether the provider's instruction is based on state-adopted standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Provider's progress in planning for or implementing programs that integrate adult education and occupational skills training (i.e., IET and/or IELCE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Provider's progress in planning for or implementing programs designed to help adult learners transition to or participate in postsecondary education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Number and type of professional development activities available to program staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Number and type of support services offered to adult learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Level of intensity of instructional services provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Whether offerings demonstrate responsiveness to local employer needs based on employer surveys or other sources of feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Provider's fiscal performance and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Other, please specify: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q30.** How important to your state program was using the results from your assessment of individual providers' performance for the following purposes from July 1, 2018 to June 30, 2019?

- Please select one response per row.

	From July 1, 2018 to June 30, 2019			
	Not at all important	Slightly important	Moderately important	Very important
a. Informing future decisions to fund the adult education provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Providing technical assistance or professional development to address the adult education provider's weakness(es)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Modifying or expanding technical assistance or professional development offerings to address common weaknesses among adult education providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Modifying the grant application process to improve program performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Modifying the funding formula to improve program performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Publicizing high performing adult education providers to potential partners, funders, or learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other, please specify: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



**Q31. How challenging was using the following criteria for assessing the performance of adult education providers during the time period of July 1, 2018 to June 30, 2019?**

- By “challenging” we mean the complexity involved in tackling an issue, the level of effort required, or the number of obstacles you faced.

	Not at all challenging	Slightly challenging	Moderately challenging	Very challenging	We did not do this
a. Providers’ performance based on federal accountability measures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Whether the providers’ instruction is based on state-adopted standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Providers’ progress in planning for or implementing programs that integrate adult education and occupational skills training (i.e., IET and/or IELCE)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Providers’ progress in planning for or implementing programs designed to help adult learners transition to or participate in postsecondary education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Number and type of professional development activities available to program staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Number and type of support services offered to adult learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Level of intensity of instructional services provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Whether offerings demonstrate responsiveness to local employer needs based on employer surveys or other sources of feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Providers’ fiscal performance and procedures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Other, please specify: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Q32. How challenging were the following aspects of meeting performance accountability reporting requirements during the time period of July 1, 2018 to June 30, 2019?**

- *By “challenging” we mean the complexity involved in tackling an issue, the level of effort required, or the number of obstacles you faced.*

	Not at all challenging	Slightly challenging	Moderately challenging	Very challenging	We did not do this
a. Getting complete and accurate data from providers on their learners’ barriers to employment at intake (e.g., displaced homemaker, ex-offender status, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Getting complete and accurate measurable skill gains data from providers (e.g., obtaining high post-testing rates)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Having enough information on learners (e.g., date of birth, SSN) to determine their postsecondary outcomes using data matching to existing data sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Obtaining postsecondary outcomes data from existing sources for learners who leave the state	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Having enough information on learners (e.g., date of birth, SSN) to determine their employment outcomes using data matching to existing data sources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Obtaining employment outcomes data from existing sources for learners who leave the state	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Having enough information from supplemental data sources such as surveys to determine learners’ follow-up postsecondary or employment outcomes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Other, please specify:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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## Overall Challenges Under WIOA

**Q33.** From July 1, 2018 to June 30, 2019, how challenging were these aspects of providing adult education and literacy services?

- By “challenging” we mean the complexity involved in tackling an issue, the level of effort required, or the number of obstacles you faced.

*[Do not present a subitem if the corresponding response in a prior section is that the topic was not discussed or worked on.]*

	Not at all challenging	Slightly challenging	Moderately challenging	Very challenging
a. Working with state workforce development partners to establish and administer a shared workforce development system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Working with state workforce development partners to provide adult education and literacy instructional programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Working with state workforce development partners to provide accessibility and support services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Developing or implementing integrated education and training (IET) programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Developing or implementing Integrated English Literacy and Civics Education (IELCE) programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Developing or implementing programs and partnerships to transition learners from adult education to postsecondary education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Expanding the focus of English Language Acquisition (ELA/ESL) programs to include preparation for postsecondary education and careers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Putting funding policies or practices in place to require or encourage providers' use of particular types of programming or services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Identifying or disseminating promising models of adult education and literacy activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Assessing the performance of adult education providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Meeting performance accountability reporting requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Other (please specify):	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

