

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 B: Provider Survey

May 2019



AMERICAN INSTITUTES FOR RESEARCH®

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National Study of the Implementation of Adult Education



National Assessment of Adult Education

Adult Education Provider Survey

Instructions: The information collected through this survey will help us understand how adult education is being implemented, and what types of challenges providers face under WIOA.

- Please answer questions about the services you provided to LEARNERS OR STUDENTS WHO YOU REPORTED TO YOUR STATE FOR THE NATIONAL REPORTING SYSTEM (NRS) DURING THE PROGRAM YEAR JULY 1, 2018 TO JUNE 30, 2019.
- You may provide services to adults that are not funded through federal and/or state adult education grants. However, we are interested only in the parts of your program that serve learners supported by and reported to the state for the National Reporting System.

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 summarize findings by state and for the nation as a whole and will not associate responses with a specific provider or individual. We will not provide information that identifies you to anyone outside the study team, except as required by law.

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 respondents are applying the same definition to these terms.

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 One-Stops and other 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.

Provider Type and Program Sizes

Please answer questions about the services you provided to LEARNERS OR STUDENTS WHO YOU REPORTED TO YOUR STATE FOR THE NATIONAL REPORTING SYSTEM (NRS) FOR THE PROGRAM YEAR JULY 1, 2018 TO JUNE 30, 2019, unless otherwise noted.

[Survey will include Q1 only if the state director indicated they will not send provider-level NRS data.¹]

Q1. What type of adult education provider are you?

Please select one response.

- Local Education Agency (LEA)
- Community-based organization (CBO)
- Community or Technical College (CC)
- Public or private college or university (not a community, junior, or technical college)
- Correctional institution
- Faith-based Organization
- Library
- Other

(Please specify) _____

[AEPS Q2²] Q2. At how many sites did you provide services from July 1, 2018 to June 30, 2019?

A site is a geographic location. Please do not include virtual-only sites. If your program is a co-op or a consortium, please include all of your member sites in your responses.

Enter number in box. SITES

[Survey will include Q3 only if the state director indicated they will not send provider-level NRS data.]

¹ National Reporting System (NRS) data are reported annually by state directors of adult education. We are planning to collect provider-level NRS data from state directors to reduce the burden on local providers but will include these questions on the survey as needed.

² Survey items with AEPS notation are items for which the study team anticipates drawing comparisons with data from similar items from the Adult Education Program Survey of 2003.

Q3. What was your total enrollment in each of the following programs in the program year from July 1, 2018 to June 30, 2019?

- Please provide an unduplicated count of all learners (learners who have completed at least 12 contact hours).
- Please enter the IET enrollment separately for each type of program.
- For this item, do not count those enrolled in Integrated English Literacy and Civics Education (IELCE) programs (Sec. 243 of WIOA) in the count of ELA/ESL learners. Count learners in IELCE programs separately.
- Please include enrollment in correctional institutions.
- If you did not have any learners enrolled in a particular program, please enter "0".

Program Type	Number
a. Adult Basic Education (ABE), ABE level 1-4	_ _ _ _ , _ _ _ _
a_1. IET as part of an ABE program	_ _ _ _ , _ _ _ _
b. Adult Secondary Education (ASE), ABE level 5-6	_ _ _ _ , _ _ _ _
b_1. IET as part of an ASE program	_ _ _ _ , _ _ _ _
c. English Language Acquisition (ELA/ESL), level 1-6	_ _ _ _ , _ _ _ _
c_1. IET as part of an ELA/ESL program	_ _ _ _ , _ _ _ _
d. Integrated English Literacy and Civics Education (IELCE) Sec. 243	_ _ _ _ , _ _ _ _
d_1. IET as part of an IELCE Sec. 243 program	_ _ _ _ , _ _ _ _
TOTAL ENROLLMENT [auto-sum in online version]	_ _ _ _ , _ _ _ _

[Survey will include Q4 only if the state director indicated they will not send provider-level NRS data.]

Q4. What was your total enrollment by educational functioning level at intake in the program year from July 1, 2018 to June 30, 2019?

- Please provide an unduplicated count of all learners (learners who have completed at least 12 contact hours).
- If you did not have any learners at a particular functioning level, please enter "0" for that level.

Entering Education Functioning Level	Number
a. ABE Level 1	_ _ _ _ , _ _ _ _
b. ABE Level 2	_ _ _ _ , _ _ _ _
c. ABE Level 3	_ _ _ _ , _ _ _ _
d. ABE Level 4	_ _ _ _ , _ _ _ _
e. ABE Level 5	_ _ _ _ , _ _ _ _
f. ABE Level 6	_ _ _ _ , _ _ _ _
g. ESL Level 1	_ _ _ _ , _ _ _ _
h. ESL Level 2	_ _ _ _ , _ _ _ _
i. ESL Level 3	_ _ _ _ , _ _ _ _
j. ESL Level 4	_ _ _ _ , _ _ _ _
k. ESL Level 5	_ _ _ _ , _ _ _ _
l. ESL Level 6	_ _ _ _ , _ _ _ _
TOTAL ENROLLMENT [auto-sum in online version]	_ _ _ _ , _ _ _ _

Q5. In the program year from July 1, 2018 to June 30, 2019, did you offer instruction in correctional institutions?

- “Correctional institutions” include juvenile justice confinement facilities, prisons, jails, and detention centers.

Yes

No →GO TO Q6

Q5a. For each program type, what was the total enrollment in correctional institutions in the program year from July 1, 2018 to June 30, 2019?

- If you did not have any learners enrolled in a particular program, please enter “0” for that program.
- For this item, do not count those enrolled in Integrated English Literacy and Civics Education (IELCE) programs (Sec. 243 of WIOA) in the count of ELA/ESL learners. Count learners in IELCE programs separately.

Program Type	Number
a. Adult Basic Education (ABE), ABE level 1-4	_ _ _ , _ _ _
b. Adult Secondary Education (ASE), ASE level 5-6	_ _ _ , _ _ _
c. English Language Acquisition (ELA/ESL), level 1-6	_ _ _ , _ _ _
d. Integrated English Literacy and Civics Education (IELCE) Sec. 243	_ _ _ , _ _ _
TOTAL ENROLLMENT [auto-sum in online version]	_ _ _ , _ _ _

Funding Sources and Expenditures

[AEPS Q7a] Q6. Of your budget for ABE, ASE, ELA/ESL, and IELCE received for the program year from July 1, 2018 to June 30, 2019, approximately how much came from each of the following sources?

- **[online version]** Please check to make sure that the total sum at the bottom represents the total amount of funding your program received.
- **[paper version]** You must provide a total dollar amount for your program at the bottom.
- Please include funding for integrated education and training (IET), if applicable.
- Please answer using dollars **OR** as a percentage, whichever is easier.

	Dollars	Percentage
a. Federal government (all sources)	\$ _ _ , _ _ _ , _ _ _ .00	_ _ %
b. State government (all sources)	\$ _ _ , _ _ _ , _ _ _ .00	_ _ %
c. Local government (all sources)	\$ _ _ , _ _ _ , _ _ _ .00	_ _ %
d. Foundation grants	\$ _ _ , _ _ _ , _ _ _ .00	_ _ %
e. Corporate giving	\$ _ _ , _ _ _ , _ _ _ .00	_ _ %
f. Civic/individual donations	\$ _ _ , _ _ _ , _ _ _ .00	_ _ %
g. Fees charged to employers for workforce services	\$ _ _ , _ _ _ , _ _ _ .00	_ _ %
h. Fees charged to learners	\$ _ _ , _ _ _ , _ _ _ .00	_ _ %
i. Other (please specify)	\$ _ _ , _ _ _ , _ _ _ .00	_ _ %
<hr/>		
TOTAL PROGRAM FUNDING	\$ _ _ , _ _ _ , _ _ _ .00	100%
	[auto-sum in online version]	

[AEPS Q6] Q7. From July 1, 2018 to June 30, 2019, how much of the total program funding dollar amount listed in Q6 **[FILL TOTAL DOLLAR AMOUNT FROM Q6 IN ONLINE VERSION]** did you spend on the following items?

- Please include funding for all programs regardless of whether the learners or students are reported for the NRS.
- Answer using dollars or as a percentage, whichever is easier. If answering in dollars, total should equal amount reported in Q6.
- If you did not spend money on an item, please enter "0."

	Dollars	Percentage
a. Administrative staff	\$ _ _ , _ _ _ , _ _ _ .00	_ _ %
b. Instructional staff (creation/delivery of instruction)	\$ _ _ , _ _ _ , _ _ _ .00	_ _ %
c. Counseling staff	\$ _ _ , _ _ _ , _ _ _ .00	_ _ %
d. Other staff	\$ _ _ , _ _ _ , _ _ _ .00	_ _ %
e. Assessment materials	\$ _ _ , _ _ _ , _ _ _ .00	_ _ %
f. Instructional materials/equipment	\$ _ _ , _ _ _ , _ _ _ .00	_ _ %
g. Support services for learners (child care, transportation, etc.)	\$ _ _ , _ _ _ , _ _ _ .00	_ _ %
h. Infrastructure costs for One-Stops/American Job Centers (non-personnel administrative costs)	\$ _ _ , _ _ _ , _ _ _ .00	_ _ %
i. Shared costs for services at One-Stops/American Job Centers	\$ _ _ , _ _ _ , _ _ _ .00	_ _ %
j. Other (please specify)	\$ _ _ , _ _ _ , _ _ _ .00	_ _ %
<hr/>		
TOTAL PROGRAM FUNDING [auto-sum in online version]	\$ _ _ , _ _ _ , _ _ _ .00	100%

Q8. For the **occupational skills training component of any IET** offered by you or your partners, approximately how much funding came from the following sources for the program year from July 1, 2018 to June 30, 2019?

- Please include funding for you or your partners.
- Please include any IET offered with ABE, ASE, ESL, or IELCE.

Our program did not offer IET → GO TO Q9 [programmed skip in online version.]

	None from this source (0%)	A little from this source (1-25% of occupational skills training costs)	Some from this source (26-50% of occupational skills training costs)	A lot from this source (51-75% of occupational skills training costs)	Almost all from this source (76-100% of occupational skills training costs)
a. Federal funding for workforce development (Title I/III)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Federal funding for adult education (Title II/AEFLA)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Federal funding for vocational rehabilitation (Title IV)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. State funding for workforce development, adult education or vocational rehabilitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Supplemental Nutrition Assistance Program (SNAP) Employment & Training funding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Community Services Block Grant (CSBG) funding for workforce development and adult education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Temporary Assistance for Needy Families (TANF) funding for workforce development and adult education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Perkins Career and Technical Education funding for adult and post-secondary education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Fees charged to learners	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Foundation grants	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Employer contributions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Other source (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Instructional Services Provided

Please answer questions about the services you provided to LEARNERS OR STUDENTS WHO YOU REPORTED TO YOUR STATE FOR THE NATIONAL REPORTING SYSTEM (NRS) DURING THE PROGRAM YEAR JULY 1, 2018 TO JUNE 30, 2019.

For the purpose of this section, “courses” are defined as any size group of learners taught or facilitated by an instructor. Please include distance learning programming in the numbers you report.

Q9. How many courses did you offer for each program type in the program year from July 1, 2019 to June 30, 2019?

- *If your courses include learners from several program types (e.g., ABE and ASE students are in the same class), please enter an unduplicated number of courses in the program type that best captures the levels of the students enrolled.*
- *Please count courses as you would for administrative purposes. For example, if you enroll for courses one time per year you may only count them once, whereas if you enroll for courses each term you may count courses by the number of terms in which they are offered.*

Program Type	Number of Courses
a. Adult Basic Education (ABE), ABE level 1-4	_ _ _
b. Adult Secondary Education (ASE), ABE level 5-6	_ _ _
c. English Language Acquisition (ELA/ESL), level 1-6 <i>Please include Integrated English Literacy and Civics Education (IELCE) programs (Sec. 243 of WIOA) courses</i>	_ _ _
TOTAL [auto-sum in online version]	_ , _ _ _

Q9a. Approximately how many of the ELA/ESL courses included civics instruction?

Number of Courses |_|_|_|

[AEPS Q12] Q10. How many weeks were the following types of instruction offered in your program during the 52 weeks from July 1, 2018 to June 30, 2019?

- Please enter the number of weeks for each type. If this type of instruction is not offered, enter a zero. If this type of instruction is offered for an entire year, enter 52.
- Please enter the number of weeks separately for each type of instruction offered as part of an IET program.

	Number of weeks
a. Adult Basic Education (ABE), ABE level 1-4	_ _
a_1. IET as part of an ABE program	_ _
b. Adult Secondary Education (ASE), ABE level 5-6	_ _
b_1. IET as part of an ASE program	_ _
c. English Language Acquisition (ELA/ESL), level 1-6	_ _
c_1. IET as part of an ELA/ESL program	_ _
<i>Please include Integrated English Literacy and Civics Education (IELCE) programs (Sec. 243 of WIOA) courses</i>	

[AEPS Q13] Q11a. What percentage of any Adult Basic Education (ABE Levels 1-4) courses provided were offered for the following number of hours during a typical week from July 1, 2018 to June 30, 2019?

- For example, if three-quarters of your ABE courses meet 3 days per week for two hours each day (or 6 hours per week), you would write 75% in the 4-6 hours row; and, if the remaining one-quarter of your ABE courses provide individual tutoring for two days per week for one hour per day (or 2 hours per week), you would write 25% in the 3 or fewer hours row.

Our program did not offer Adult Basic Education Courses → GO TO Q11b **[programmed skip in online version.]**

	ABE courses offered
a. 3 or fewer hours per week	_ _ _ %
b. 4 to 6 hours per week	_ _ _ %
c. 7 to 12 hours per week	_ _ _ %
d. 13 to 19 hours per week	_ _ _ %
e. 20 or more hours per week	_ _ _ %
TOTAL COURSES [auto-sum in online version]	100%

[AEPS Q13] Q11b. What percentage of any Adult Secondary Education (ABE Level 5-6) courses provided were offered for the following number of hours during a typical week from July 1, 2018 to June 30, 2019?

- For example, if three-quarters of your ASE courses meet 3 days per week for two hours each day (or 6 hours per week), you would write 75% in the 4-6 hours row; and, if the remaining one-quarter of your ASE courses provide individual tutoring for two days per week for one hour per day (or 2 hours per week), you would write 25% in the 3 or fewer hours row.

Our program did not offer Adult Secondary Education Courses → GO TO Q11c **[programmed skip in online version.]**

	ASE courses offered
a. 3 or fewer hours per week	_ _ _ %
b. 4 to 6 hours per week	_ _ _ %
c. 7 to 12 hours per week	_ _ _ %
d. 13 to 19 hours per week	_ _ _ %
e. 20 or more hours per week	_ _ _ %
TOTAL COURSES [auto-sum in online version]	100%

[AEPS Q13] Q11c. What percentage of any English Language Acquisition (ELA/ESL) courses provided were offered for the following number of hours during a typical week from July 1, 2018 to June 30, 2019?

- Please include Integrated English Literacy and Civics Education (IELCE) programs (Sec. 243 of WIOA) courses.
- For example, if three-quarters of your ELA/ESL courses meet 3 days per week for two hours each day (or 6 hours per week), you would write 75% in the 4-6 hours row; and, if the remaining one-quarter of your ELA/ESL courses provide individual tutoring for two days per week for one hour per day (or 2 hours per week), you would write 25% in the 3 or fewer hours row.

Our program did not offer English Language Acquisition Courses → GO TO Q12 **[programmed skip in online version.]**

	ELA/ESL courses offered
a. 3 or fewer hours per week	_ _ _ %
b. 4 to 6 hours per week	_ _ _ %
c. 7 to 12 hours per week	_ _ _ %
d. 13 to 19 hours per week	_ _ _ %
e. 20 or more hours per week	_ _ _ %
TOTAL COURSES	100%

[AEPS Q14] Q12. Considering all instruction provided by your program in a typical week in the program year from July 1, 2018 to June 30, 2019, what percentage of your courses were offered...?

- Please enter percentages in each row. If none, enter a zero.

- | | |
|---|---------|
| a. During the work day, | _ _ _ % |
| b. In the evenings, | _ _ _ % |
| c. On weekends, | _ _ _ % |
| d. At a time of the learner's choosing, not including tutoring (e.g., entirely through distance learning), or | _ _ _ % |
| e. Other (please specify) | _ _ _ % |

TOTAL COURSES [auto-sum in online version]	100%
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[AEPS Q15] Q13. Considering all instructional services provided by your program from July 1, 2018 to June 30, 2019, what percentage of your courses were...

- Please enter percentages. If none, enter a zero.

- | | |
|--|---------|
| a. Open enrollment (open entry/open exit) | _ _ _ % |
| b. Managed enrollments (courses with distinct start and end dates) | _ _ _ % |

TOTAL COURSES	100%
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Q14. From July 1, 2018 to June 30, 2019, how many of the Adult Basic Education (ABE Level 1-4) courses provided by your program used any of the following contextualized instructional approaches?

- Please think specifically about level 1 through 4 ABE instruction, not adult education in general.

Our program did not offer level 1 through 4 ABE courses → GO TO Q15 [programmed skip in online version.]

- Please include courses in your estimate that use each of the following approaches as a component of a course, or are used in combination with other approaches below, or are used as the main instructional approach for a course.

Please select one response per row.

	No courses	Less than half	About half	More than half
a. Basic skills instruction (e.g., reading, mathematics) taught simultaneously and in the same classroom as instruction with an occupational skills training partner (i.e., integrated instruction or co/team-teaching)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Basic skills instruction taught simultaneously but NOT in the same classroom as instruction with an occupational skills training partner that uses a shared curriculum (co-ordinated instruction, or two instructors that co-plan but do not co-teach)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Basic skills instruction taught simultaneously with instruction with an occupational skills training partner that does not use a shared curriculum (i.e., concurrent enrollment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Basic skills instruction that uses occupational topics as context (e.g., reading instruction that uses literature on health occupations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Basic skills instruction that uses academic subjects as context (e.g., reading instruction that uses science texts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Basic skills instruction that is designed to be short-term and uses related occupational content and materials to prepare learners to transition to occupational skills training (e.g., “bootcamp”).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Basic skills instruction that is designed to be short-term and includes study skills and logistical information to prepare learners to transition to postsecondary education programs (e.g., academic “bridge” courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Workforce preparation activities (e.g., related to critical thinking, digital literacy, employability skills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Career exploration or awareness activities (e.g., visits to worksites)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Other approach (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	No courses	Less than half	About half	More than half

[If Q14a is not equal to "None"] Q14a.1 In the program year from July 1, 2018 to June 30, 2019, how many of your level 1 through 4 ABE courses that provide instruction offered simultaneously and in the same classroom as instruction with an occupational skills training partner also **included workforce preparation activities?**

- Please think specifically about level 1 through 4 ABE instruction, not adult education in general.
- The term “workforce preparation activities” means 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.

Please select one response.

No courses	Less than half	About half	More than half
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[If Q14b is not equal to "None"] Q14b.1. In the program year from July 1, 2018 to June 30, 2019, how many of your level 1 through 4 ABE courses that provide instruction simultaneously but NOT in the same classroom as instruction with an occupational skills training partner that **uses a shared curriculum** also **included workforce preparation activities?**

- Please think specifically about level 1 through 4 ABE instruction, not adult education in general.
- The term “workforce preparation activities” means 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.

Please select one response per row.

No courses	Less than half	About half	More than half
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q15. From July 1, 2018 to June 30, 2019, how many of the Adult Secondary Education (ABE Level 5-6) courses provided by your program used any of the following contextualized instructional approaches?

- Please think specifically about ASE instruction (ABE Level 5-6), not adult education in general.

Our program did not offer ASE courses → GO TO Q16 [programmed skip in online version.]

- Include courses in your estimate that use each of the following approaches as a component of a course, or are used in combination with other approaches below, or are used as the main instructional approach for a course.

Please select one response per row.

	No courses	Less than half	About half	More than half
a. Basic skills instruction (e.g., reading, mathematics) taught simultaneously and in the same classroom as instruction with an occupational skills training partner (i.e., integrated instruction or co/team-teaching)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Basic skills instruction taught simultaneously but NOT in the same classroom as instruction with an occupational skills training partner that uses a shared curriculum (co-ordinated instruction, or two instructors that co-plan but do not co-teach)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Basic skills instruction taught simultaneously with instruction with an occupational skills training partner that does not use a shared curriculum (i.e., concurrent enrollment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Basic skills instruction that uses occupational topics as context (e.g., reading instruction that uses literature on health occupations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Basic skills instruction that uses academic subjects as context (e.g., reading instruction that uses science texts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Basic skills instruction that is designed to be short-term and uses related occupational content and materials to prepare learners to transition to occupational skills training (e.g., bootcamp).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Basic skills instruction that is designed to be short-term and includes study skills and logistical information to prepare learners to transition to postsecondary education programs (e.g., academic bridge courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Workforce preparation activities (e.g., related to critical thinking, digital literacy, employability skills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Career exploration or awareness activities (e.g., visits to worksites)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Other approach (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	No courses	Less than half	About half	More than half

[If 15a is not equal to “None”] Q15a.1. In the program year from July 1, 2018 to June 30, 2019, how many of your level ASE courses (ABE Level 5-6) that provide instruction offered simultaneously and in the same classroom as instruction with an occupational skills training partner also **included workforce preparation activities**?

- Please think specifically about ASE instruction (ABE Level 5-6), not adult education in general.
- The term “workforce preparation activities” means 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.

Please select one response.

No courses	Less than half	About half	More than half
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[If Q15b is not equal to “None”] Q15b.1. In the program year from July 1, 2018 to June 30, 2019, how many of your level 5 and 6 ASE courses that provide instruction simultaneously but NOT in the same classroom as instruction with an occupational skills training partner that **uses a shared curriculum** also **included workforce preparation activities**?

- Please think specifically about ASE instruction (ABE Level 5-6), not adult education in general.
- The term “workforce preparation activities” means 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.

Please select one response.

No courses	Less than half	About half	More than half
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q16. From July 1, 2018 to June 30, 2019, how many of the English Language Acquisition (ELA)/English as a Second Language (ESL) courses provided by your program used any of the following contextualized instructional approaches?

- Please think specifically about ELA/ESL instruction including IELCE (Sec. 243), not adult education in general.

Our program did not offer ELA/ESL courses → GO TO Q17 [programmed skip in online version.]

- Include courses in your estimate that use each of the following approaches as a component of a course, or are used in combination with other approaches below, or are used as the main instructional approach for a course.

Please select one response per row.

	No courses	Less than half	About half	More than half
a. Basic skills instruction (e.g., ELA/ESL) taught simultaneously and in the same classroom as instruction with an occupational skills training partner (i.e., integrated instruction or co/team-teaching)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Basic skills instruction (e.g., ELA/ESL) taught simultaneously but NOT in the same classroom as instruction with an occupational skills training partner that uses a shared curriculum (coordinated instruction, or two instructors that co-plan but do not co-teach)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Basic skills instruction (e.g., ELA/ESL) taught simultaneously with instruction with an occupational skills training partner that does not use a shared curriculum (i.e., concurrent enrollment)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Basic skills instruction (e.g., ELA/ESL) that uses occupational topics as context (e.g., reading instruction that uses literature on health occupations)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Basic skills instruction (e.g., ELA/ESL) that uses academic subjects as context (e.g., reading instruction that uses science texts)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Basic skills instruction that is designed to be short-term and uses related occupational content and materials to prepare learners to transition to occupational skills training (e.g., bootcamp).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Basic skills instruction that is designed to be short-term and includes study skills and logistical information to prepare learners to transition to postsecondary education programs (e.g., academic bridge courses)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Workforce preparation activities (e.g., related to critical thinking, digital literacy, employability skills)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Career exploration or awareness activities (e.g., visits to worksites)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Other approach (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[If Q16a is not equal to “None”] Q16a.1. In the program year from July 1, 2018 to June 30, 2019, how many of your ELA/ESL courses that provide instruction simultaneously and in the same classroom as instruction with an occupational skills training partner also **included workforce preparation activities**?

- Please think specifically about ELA/ESL instruction, not adult education in general.
- The term “workforce preparation activities” means 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.

Please select one response.

No courses	Less than half	About half	More than half
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[If Q16b is not equal to “None”] Q16b.1. In the program year from July 1, 2018 to June 30, 2019, how many of your ELA/ESL courses that provide instruction simultaneously but NOT in the same classroom as instruction with an occupational skills training partner that **uses a shared curriculum** also **included workforce preparation activities**?

- Please think specifically about ELA/ESL instruction, not adult education in general.
- The term “workforce preparation activities” means 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.

Please select one response.

No courses	Less than half	About half	More than half
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q17. Did any of your courses include any of the following options for accelerating instruction for learners in the program year from July 1, 2018 to June 30, 2019?

Please select one response per row.

	Yes	No
a. Compressed schedules (compared to similar program offerings), e.g. increasing the number of learning hours in a week and reducing the number of instructional weeks	<input type="checkbox"/>	<input type="checkbox"/>

b. Dual enrollment opportunities that allow learners to earn postsecondary credits or credentials as part of their adult education program	<input type="checkbox"/>	<input type="checkbox"/>
c. Competency-based learning (e.g., learners advance by demonstrating knowledge or skills rather than through seat time) delivered face-to-face or through blended or hybrid instruction	<input type="checkbox"/>	<input type="checkbox"/>
d. Competency-based learning (e.g., learners advance by demonstrating knowledge or skills rather than through seat time) delivered through distance learning only	<input type="checkbox"/>	<input type="checkbox"/>
e. Other options (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

Q18. What percentage of your courses in the program year starting July 1, 2018 and ending June 30, 2019 was delivered strictly face-to-face, through blended learning (some instruction and activities delivered face-to-face and some online/through distance education), or through purely online/distance education?

- Please enter percentages for each program type. If none, enter a zero.

	ABE	ASE	ELA/ESL
a. Face-to-face only	____ %	____ %	____ %
b. Blended learning/ hybrid instruction	____ %	____ %	____ %
c. Online/Distance only	____ %	____ %	____ %
TOTAL	100%	100%	100%

Partnerships and Collaborations

Q19. To what extent did you or your staff work with the following organizations on policies, plans or activities related to ***providing adult education and literacy instructional programming*** from July 1, 2018 to June 30, 2019?

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

	From July 1, 2018 to June 30, 2019			
	Not at all	We discussed this programming	We drafted policies or plans for providing this programming	My program or this organization implemented the programming or related policies
a. Local schools (including public technical schools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Community or technical colleges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. State or local employment, training and vocational rehabilitation agencies (including One-Stops/American Job Centers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Literacy councils/organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Businesses or employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Labor unions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Workforce Development Boards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Public libraries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Correctional facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Reentry organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q20. To what extent did you or your staff work with the following organizations on policies, plans or activities related to **providing occupational skills training in your programs** from July 1, 2018 to June 30, 2019?

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

	From July 1, 2018 to June 30, 2019			
	Not at all	We discussed this programming	We drafted policies or plans for providing this programming	My program or this organization implemented the programming or related policies
a. Local schools (including public technical schools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Community or technical colleges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. State or local employment, training and vocational rehabilitation agencies (including One-Stops/American Job Centers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Literacy councils/organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Businesses or employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Labor unions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Workforce Development Boards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Public libraries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Correctional facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Reentry organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q21. To what extent did you or your staff work with the following organizations on policies, plans or activities related to **providing transition services** from July 1, 2018 to June 30, 2019?

- *Transition services are services that promote movement from adult education courses to post-adult education activities, including postsecondary education, occupational skills training, integrated employment, and continuing and adult education .*
- *In each row, please select the one response that indicates the highest level of collaboration with the organization.*

	From July 1, 2018 to June 30, 2019			
	Not at all	We discussed this programming	We drafted policies or plans for providing this programming	My program or this organization implemented the programming or related policies
a. Local schools (including public technical schools)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Community or technical colleges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. State or local employment, training and vocational rehabilitation agencies (including One-Stops/American Job Centers)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Literacy councils/organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Businesses or employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Labor unions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Workforce Development Boards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Public libraries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Correctional facilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Reentry organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q22. From July 1, 2018 to June 30, 2019, did your program or one of your partners provide any of the following resources to help transition at least some of your learners to the next step in their **education, training, or employment** (e.g., occupational skills training, postsecondary education, credential attainment)?

Please select all that apply.

	Yes, we provided	Yes, partner provided	No
a. Formal referrals to other education or training providers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Foreign transcript review to apply education credits earned in other countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Help identifying or accessing financial supports for education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Facilitating the postsecondary admissions or registration process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Support developing study skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Career exploration activities or counseling (e.g., interest assessments, career fairs)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Help developing individualized career plans	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Support developing employability skills (e.g., communication training, working in teams, problem solving)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Work-based learning opportunities (e.g., internships, pre-apprenticeships)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Job search assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Job placement assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Support for advancing in current employment (e.g., obtaining needed certifications and skills for higher-paying positions)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m. Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q23. In the program year from July 1, 2018 to June 30, 2019, which of the following types of public and private community organizations **provided support services** to your learners?

- *Support services are services such as child care, transportation, psychological counseling, housing placement assistance.*

Please select one response per row.

	Provided services	Did not provide services
a. Local schools (including public technical schools)	<input type="checkbox"/>	<input type="checkbox"/>
b. Community or technical colleges	<input type="checkbox"/>	<input type="checkbox"/>
c. State or local employment, training and vocational rehabilitation agencies (including One-Stops/American Job Centers)	<input type="checkbox"/>	<input type="checkbox"/>
d. Literacy councils/organizations	<input type="checkbox"/>	<input type="checkbox"/>
e. Businesses or employers	<input type="checkbox"/>	<input type="checkbox"/>
f. Labor unions	<input type="checkbox"/>	<input type="checkbox"/>
g. Workforce Development Boards	<input type="checkbox"/>	<input type="checkbox"/>
h. Public libraries	<input type="checkbox"/>	<input type="checkbox"/>
i. Correctional facilities	<input type="checkbox"/>	<input type="checkbox"/>
j. Reentry organizations	<input type="checkbox"/>	<input type="checkbox"/>
k. Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

Q24. Did your program or one of your partners provide learners with the following services in the program year from July 1, 2018 to June 30, 2019?

Please select all that apply.

	Yes, we provided	Yes, partner provided	No
a. Child care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Health services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Housing search/placement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Psychological counseling or other mental health services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Transportation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Translator services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Legal services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Help obtaining public assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes, we provided	Yes, partner provided	No
i. Disability screening	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. Support groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Mentoring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	

Technical Assistance and Professional Development

Q25. From July 1, 2018 to June 30, 2019, did you receive technical assistance or professional development support from your state or their contractors/vendors in the following areas?

- If your program received support at any point throughout the year on a topic (e.g., online courses or guidelines available on the web), select “We received support.”
- If your program received support before July 1, 2018 but not during July 1, 2018 to June 30, 2019, please select “We did not receive and did not need support” or “We did not receive support but would have liked to.”

Please select one response per row.

	We received support	We did not receive and did not need support	We did not receive support but would have liked to
a. Aligning curricula and instruction to state-adopted academic standards for adult education	<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"/>
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"/>
d. Developing or implementing workforce preparation activities	<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"/>
f. Developing or implementing Integrated English Literacy and Civics Education (IELCE) programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Developing or implementing programs and partnerships to transition learners from adult educa-	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Q27. How important to your program was using results from the assessment of your performance data for the following purposes from July 1, 2018 to June 30, 2019?

- *Performance data here is used to refer to program enrollment and outcomes reported for federal accountability.*

Please select one response per row.

	Not at all important	Slightly important	Moderately important	Very important
a. Making decisions about changes needed to curricula	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Making decisions about staff retention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Making decisions about hiring needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Making decisions about changes needed in support services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Determining needs for technical assistance or professional development for staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Reporting program performance to local partners, including the local WDB	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Marketing or publicizing programs to potential partners, funders, or learners	<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"/>

Q28. How challenging were these aspects of **collecting data** from 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	Not applicable
a. Getting complete and accurate data on 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 (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. 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"/>
e. 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"/>
f. Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Demand and Waitlists for Services

[AEPS Q19] Q29. What was the estimated number of potential learners from July 1, 2018 to June 30, 2019 that your program turned away because there was not enough capacity to serve them?

- Enter number for each program. If none, enter 0.

	Not enough capacity
a. ABE, ABE level 1-4	_ _ _
b. ASE, ABE level 5-6	_ _ _
c. ELA/ESL, level 1-6 <i>Please include Integrated English Literacy and Civics Education (IELCE) programs (Sec. 243 of WIOA)</i>	_ _ _

[AEPS Q20] Q30. Did your program maintain a waiting list for any of the following instructional services from July 1, 2018 to June 30, 2019?

Please select one response per row.

	Yes	No
a. ABE, ABE level 1-4	<input type="checkbox"/>	<input type="checkbox"/>
b. ASE, ABE level 5-6	<input type="checkbox"/>	<input type="checkbox"/>
c. ELA/ESL, level 1-6 <i>Please include Integrated English Literacy and Civics Education (IELCE) programs (Sec. 243 of WIOA)</i>	<input type="checkbox"/>	<input type="checkbox"/>
d. Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

Challenges Under the New Adult Education Law (WIOA)

Q31. 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 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	Not applicable
a. Working with local organizations to provide adult education and literacy programming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Working with local organizations to provide occupational skills training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Working with local organizations to provide transition services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Working with local organizations to provide support services	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>
f. Developing or implementing Integrated English Literacy and Civics Education (IELCE; Sec. 243) programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Developing or implementing programs to transition learners from adult education to postsecondary education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Including preparation for postsecondary education and careers in English Language Acquisition programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. Getting the technical assistance or professional development needed to implement changes related to new emphases or requirements in the law	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Not at all challenging	Slightly challenging	Moderately challenging	Very challenging	Not applicable
(e.g., IET, instruction aligned to state-approved content standards, changes to performance measures)					
j. Having instructional staff who have the time or expertise to implement changes in the law (e.g., IET or IELCE [Sec. 243])	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Meeting federal performance accountability reporting requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l. Using data to make decisions about how to improve your program	<input type="checkbox"/>	<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"/>	<input type="checkbox"/>