## Adult Education Block Grant Consortium Annual Plan Template *2017-18 Version 3*

***The following is provided for informational purposes only.*** *The AEBG Consortium Annual Plan Template will be submitted via the Web Portal and will be partially completed based on information provided from your prior year Consortium Annual Plan. As you coordinate with your member agencies, you are encouraged refer to the planning materials provided by the AEBG office located on the AEBG website here:* *<http://aebg.cccco.edu/For-AEBG-Grantees/Reporting-Tool-Kit>*

# Section 1: Plans & Goals

## Executive Summary

*Please provide an Executive Summary of your consortium’s implementation plan for the 2017– 18 Program Year.  In your summary, please include a narrative justifying how the planned allocations are consistent with your three-year adult education plan, a clear and concise description of your consortium’s vision, accomplishments made during the prior Program Year,* *and primary goals for the upcoming Program Year. (Limit: 500 words)*

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## Meeting Regional Needs

*What are the primary gaps / needs in your region? How are you meeting the adult education need and identifying the gaps or deficit in your region? Please provide the reasons for the gap between the need in the region and the types and levels of adult education services currently being offered*

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| # | Gaps in service / regional needs | How do you know? What resources did you use to identify these gaps? | How will you measure effectiveness / progress toward meeting this need? Please be sure to indicate any local indicators planned for measuring student progress. |
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### GAPS IN SERVICE

***For 2017-18, what strategies are planned to incrementally increase capacity in identified gap areas and / or help maintain established levels of service (Must list at least one)?***

*Identify strategies* *planned to incrementally increase capacity in identified gap areas as well as those that help maintain established levels of service. Plans will have identified programming and service gaps including lack of providers, services, access, attainment, and/or performance. These might include, but are not limited to, working with other partners in the service area, developing or expanding programs and plans to assess the effectiveness of these expanded efforts.*

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### Seamless Transitions

*Explain how consortium members and partners are integrating existing programs and services and creating seamless transitions into post-secondary education or the workforce. Please also identify key challenges faced and / or overcome during the 2016–17 Program Year in your efforts to transition students.*

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| In 2016-17 what strategies were **planned**? | To what extent have these strategies been **implemented**? | What challenges **prevented** full implementation? | What intervention strategies, if any, are **planned** for the future? *If you are not planning to implement or expand on this strategy in the coming year, type “None”* | What **state support** would be most helpful to fully implement this strategy? |
| a. | 1 – Not at all implemented  2 – Mostly not implemented 3 – Somewhat implemented 4 – Mostly implemented 5 – Fully implemented |  |  |  |
| b. | 1 – Not at all implemented  2 – Mostly not implemented 3 – Somewhat implemented 4 – Mostly implemented 5 – Fully implemented |  |  |  |
| c. | 1 – Not at all implemented  2 – Mostly not implemented 3 – Somewhat implemented 4 – Mostly implemented 5 – Fully implemented |  |  |  |
| d. | 1 – Not at all implemented  2 – Mostly not implemented 3 – Somewhat implemented 4 – Mostly implemented 5 – Fully implemented |  |  |  |

***For 2017-18, what*** ***NEW strategies are planned to Integrate existing programs and create seamless transitions into postsecondary education or the workforce (Must list at least one)?***

*How will the Consortium align and connect existing and future adult education programs to postsecondary academic pathways and/or career pathways leading to employment? Activities should address how the Consortium will align placement tools, curriculum, assessment tools and rubrics, and student performance outcomes across delivery systems to ensure that student transition paths, both between providers and into postsecondary credit programs, are understood and supported across all systems.*

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### Student Acceleration

*Explain how your consortium members and partners have employed approaches proven to accelerate a student’s progress toward his or her academic or career goals, such as contextualized basic skills and career technical education, and other joint programming strategies between adult education, post-secondary institutions, and career technical education.*

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***For 2017-18, what NEW strategies are planned to accelerate student progress (Must list at least one)?***

*Identify activities that you will implement and/or improve through using specific evidence- based strategies across the region, within and between systems where they currently don’t exist, to accelerate student’s progress. Common strategies include compressing courses into shorter, more intensive terms (accelerated), individualized instruction based on a student’s competencies (competency-based), and putting basic skills content into the context of a student’s goals and career path (contextualized).*

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### Shared Professional Development

*Explain how your consortium has collaborated in the provision of ongoing professional development opportunities for faculty and other staff to help them achieve greater program integration, consortium alignment, and improve student outcomes.*

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***For 2017-18, what NEW strategies are planned to provide shared professional development (Must list at least one)?***

*A critical element to ensuring the effective implementation of the Consortium’s plans to improve adult education programs are faculty and staff equipped with the skills, knowledge, and support needed to deliver high-quality instruction and use classroom support strategies that foster learner persistence and goal achievement. Significant and effective professional development will be required to build capacity within the existing systems to deliver this new vision for adult learning throughout the state.*

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### Leveraging RESOURCES

*See the attached adult education fiscal resources table on your consortium fact sheet. Explain how your consortium is leveraging and braiding these funds sources including those provided by consortium members and partners, incorporating existing regional structures, and reaching out to stakeholders and partners for participation and input.*

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***For 2017-18, what NEW strategies are planned to leverage existing regional structures, including, but not limited to, with local workforce investment areas (Must list at least one)?***

*Identify strategies planned to leverage existing regional structures and utilization of resources, including leverage existing assets or structures to benefit the adult learners in the region. These assets or structures might include, for example, contributions from or collaborations with local Workforce Investment Boards (WIBs), industry employer groups, chambers of commerce, and county libraries.*

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# Section 2: Fiscal MANAGEMENT

*Please provide an update on your AEBG fiscal spending. In the table below, identify the total MOE & Non-MOE funding spent or encumbered for the 2015-16 and 2016-17 program years.*

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| --- | --- | --- | --- |
|  | **Total AEBG Funding** | **Total Spent** | **Total Funds Remaining** |
| **2015-16** | $0 | $ | $0 |
| **2016-17** | $0 | $ | $0 |
| **Total** | **$0** | **$0** | **$0** |

*Please identify challenges faced related to spending or encumbering AEBG funding.*

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*Please describe your approach to incorporating remaining funds from 2015-16 and 2016-17 into activities planned for 2017-18.* *(Limit: 250 words)*

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# Section 3: CERTIFICATION AND SUBMISSION

*As a condition of receiving AEBG funds, each Consortium must confirm they have read, understand, and agree to adhere to the measures put forth in the* ***2017–18 AEBG General Assurances Document.***

Download 2017-18 General Assurances

**Failure to meet the requirements listed in the *2017–18 AEBG General Assurances Document* may result in a determination of non-compliance and lead to partial or complete loss of Consortium and / or Member funding.**

## Certification (Required)

* I hereby certify that the Consortium operates in a manner consistent with all legislative mandates, Consortium, and Member requirements as set forth in the by the AEBG Office and the AEBG 2017–18 Program Assurances Document.
* I hereby certify a) the information contained in this report is true and accurate to the best of my knowledge, b) that this Annual Plan has been approved following established Consortium governance policies, and c) that I am an official representative of the Consortium authorized to submit this Annual Plan on its behalf.

**Signature (Required)**

**Revision History**

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| --- | --- | --- |
| Date | Description / Reason for Changes | Version |
| 5/17/2017 | Initial release | **1** |
| 6/1/2017 | Added new sections for key initiatives by objective  Corrected cut / paste error related to funding prompt “*Please identify challenges faced related to spending or encumbering AEBG funding”* | **2** |
| 6/12/2017 | Several updates based on feedback from the field:   * Removed column (“What strategies do you plan to implement in the coming year to address these needs?”) from Gaps table * Provided additional detail in Objectives tables regarding intervention column * Parsed out prior year activities into individual rows (rather than one for all strategies) * Expanded number of activities per program area from three to five | **3** |