Instructions: The intent of this work plan is to assist you in planning and organizing the implementation of funded programs under the Integrated English Literacy and Civics Education (IELCE) Grant Renewal for FY2024. This work plan follows the format of the Application Narrative portion of your application and should be used to develop the activities that will assist the organization in meeting the goals of the application and carrying out the required and permissible activities. Complete each portion of the following template. This plan should be robust, comprehensive, and detailed. There are examples of activities to guide you in completing this form. **You must develop measurable and comprehensive activities for each quarter. Not following the example or not having a plan that fully addresses the activities implemented throughout the year may result in your workplan being returned to you with required changes prior to receiving your grant agreement.** Note that you may add more rows in each section to include additional activities.

This work plan will be provided to your ICCB Regional Support as the guiding document to be used throughout the year.

Estimated number of IELCE students to be served in FY2024. **100**

Identify Bridge Program to be run. Tech for Employment and Empowerment (TEE) Bridge and Healthcare ESL (HESL) Bridge

Identify ICAPS Program to be run. Early Childhood and Education Professionals ICAPS and Google IT Support Certificate ICAPS

Partnerships and WIOA Alignment Specific to IELCE				
Goal/ Objective Program Considerations 4 and 10 outlined in the Notice of Funding Opportunity.	Strengthen/build our internal (Workforce/Employment, Passages) and external partnerships (One-Stop, College) Identify the partnerships, collaborations, and innovative projects that have been created to meet the needs of the IELCE program participants and how these will strengthen the LWDB partnerships. • Detail any plans to subgrant the award and any applicable cooperative agreements to carry out activities.			
Key Activities	**By September 30**	**By December 31**	**By March 30**	**By June 30**
Activity: Maintain partnership with College to help move ESL and IELCE students on to higher levels of ESL, GED, Bridge and IET programming, or credit courses at the community college level	Schedule visit from College Transitions Specialist,	Complete Fall session visit (either virtual or at College). Assist transitioning students with	Schedule Winter 2024 visit (virtual or in-person) with Fernando. Complete Winter	Schedule Spring 2024 session visit. Meet with staff to discuss

	F. Flamenco, and/ or in-person tour of College to acquaint students with resources and register for classes or training by September 30th. Visit or Tour will occur before end of Fall Term.	registration process, including CASAS testing.	session visit by March 30th.	partnership in FY25
Activity 2: Refer students from ECE ICAPS at Passages/AHS to ECE Bridge and associate degree as one exit pathway from ECE ICAPS program.	Schedule virtual or in-person visit to Partner to learn more about ECE programs and requirements/ enrollment procedure for Fall cohort.	Complete Fall 2023 virtual visit by December 2023.	Schedule and complete Visit for Winter cohort by March 30th, 2024.	Schedule and complete visit for Spring cohort by June 30th. Discuss partnership with Passages staff/ECE workforce instructor, AHS IET instructor, and College staff before June 30th.
Activity 3: Raise awareness of pre- and post-employment services available with a Career Navigator through our Workforce/Employment Program	Schedule Career Navigators/ Employment staff levels visits and share with students about programs they may be eligible for before	Meet with employment department to discuss results from first term (how many students were referred from Adult Ed? How many	Schedule and have Winter 2023 visit before March 30th. Maintain list of students referred and follow up with them for	Schedule and have Spring 2023 visit before June 30th. Check number of responses received from survey sent at end

	the end of Fall term. Instructors will record students who are referred and will follow up with workforce staff within 2 weeks.	students became workforce clients and how many were referred out to other programs, like NAJC?)	feedback on the program from first half of fiscal year.	of Winter 2023 term to former students.
Activity 4: Work with Salesforce team to create survey to be sent quarterly via text to former students and record employment and education/credential attainment for 3 years post-program.	Meet with Salesforce team to develop survey and how information received will be recorded/stored. Set schedule for distributing first survey before December 30th.	Distribute first survey before December 30th.	Review responses and distribute second survey before March 30th. Create spreadsheet of results to share with internal stakeholders.	Schedule meeting to debrief results from FY24 and plan for changes in FY25 before June 30th. Meeting will take place during the start of FY25.
Activity 5: Work with Workforce/ Employment department to continue to refine Google IT Certificate ICAPS course and work to make the program more successful for Adult Ed students and Workforce Clients.	Create taskforce for Google IT with members from Adult Ed, Adult Workforce, Youth Workforce, and our Google IT content instructor. Meet with taskforce to discuss Google IT certificate ICAPS results from FY23.	Implement proposed changes from taskforce for Fall FY24.	Schedule and meet with taskforce to make changes Fall and Winter FY24 results.	Begin and complete Spring 2024 cohort and schedule meeting to evaluate course's success/future for FY25 with taskforce

| Activity 6: Gauge student interest in different career paths by compiling and analyzing results from Career Pathway and Goal form and surveys. | Create and distribute survey to students about their interest in various careers. This data will be used along with the Career Pathway Goal form each student completes beginning of term, and their chosen career pathway on our registration form, to guide future programming. | Create spreadsheet of results from Fall 2023 survey and Career Pathway Goal Form – identify patterns and careers students are most interested in. | Distribute survey and Pathway forms to Winter 2024 students. Compare current program offerings to what students are interested in and identify two outside organizations offering training in the top 2-3 pathways that we could refer students to. | Compile information from the year to guide FY25 planning and for comparison to future years to identify patterns. Establish contacts with the 2-3 outside organizations for a smoother handout when transitioning students. |

Program Design				
Goal/Objective Program Consideration 7 and 8 as outlined in the Notice of Funding Opportunity.	Offer classes in multiple formats in FY24 (virtual, hybrid, etc.), expand current offerings to serve more students, increase student digital literacy through use of apps/programs/virtual meetings, and help guide students along our course pathway (including multiple entrance and exit points) towards meeting their goals (further ESL, higher education, employment, or other).			
Key Activities	**By September 30**	**By December 31**	**By March 30**	**By June 30**
Activity 1: IELCE presentation at fall teacher/staff orientation and other events	Applicable staff will be assigned 1-2 IELCE trainings annually. Staff will examine the PD catalog for	The AE Intake and Data Specialist will review Student data monthly to ensure competencies are being met.	Instructors not meeting the expectation for competencies will meet with Manager to create	Adult Education staff will complete specific professional development related to IELCE

	upcoming training and register when able. Adult Education staff will complete specific professional development related to IELCE competencies.		plan for Spring FY23 and complete additional iLEARN/ALRC trainings on competencies if needed.	competencies by end of FY24
Activity 2: Have virtual and in-person options for classes for Fall, Winter, and Spring terms	Literacy classes (ESL Levels 0 and 1) will be in-person daily, M-F. AM classes Levels 2-4 will operate on a hybrid model (3 days in-person, 2 days virtual), and PM classes will be entirely virtual for Fall FY24 term. RR of US Citizens class, Healthcare ESL, ECE ICAPS, and Google IT will all be offered virtually to serve the greatest number of students possible.	Staff will evaluate class attendance and retention, as well as student surveys, following Fall term to get a sense of how well students' needs are being met by current programming.	Literacy classes (ESL Levels 0 and 1) will be in-person daily, M-F. AM classes Levels 2-4 will operate on a hybrid model (3 days in-person, 2 days virtual), and PM classes will be entirely virtual for Winter FY24 term. RR of US Citizens class, Healthcare ESL, ECE ICAPS, and Google IT will all be offered virtually to serve the greatest	Plan for FY25

			number of students possible.	
Activity 3: For in-person classes, record in-class sessions over Zoom to continue to be able to serve clients who cannot come to the building.	Help new instructors to connect to room cameras at the building and practice recording the classes. Instructors will upload the recordings to their class pages on our school website as needed. Recordings will be deleted each term to protect the privacy of the students in class – videos and school website are also password protected.			
Activity 4: Funding permitting, add in-person Literacy Intervention class (Level 0.5) to meet the needs of preliterate students who may: - *have had little to no formal schooling* - *be unable read or write in their native language* - *have a learning disability OR* - *struggle with English characters/letters*	Determine if funding is available to offer the class by September 1st. If yes, create the syllabus, identify where the class will be held, and	Hire instructor and prepare to launch class in January 2024 for Winter 2024 term.	Complete Literacy Intervention class Winter FY24. Meet with instructor to discuss how class went and make	Assess success of the course after two terms and make decisions for FY25.

Goal of course will be to increase reading and writing skills of students from underserved populations to set them up for better success in higher education and professional settings.	post the position online.		adjustments to class. Offer in-person Literacy Intervention class in Spring FY24 term	
Activity 5: Have loaner technology (laptops, headsets) available for students in need in both ESL and our ECHO (Exploring Career and Higher Education Opportunities for Adult Learners – includes computers, Healthcare ESL, ECE, and Google IT) programs.	Create list of students needing laptops – distribute according to need and on first come-first serve basis (students with disabilities and who are fully remote will be prioritized, otherwise it will be in order of asking). Students who do not receive a laptop one term will be prioritized for the next.	Create list of students needing laptops – distribute according to need and on first come-first serve basis (students with disabilities and who are fully remote will be prioritized, otherwise it will be in order of asking). Students who do not receive a laptop one term will be prioritized for the next.	Create list of students needing laptops – distribute according to need and on first come-first serve basis (students with disabilities and who are fully remote will be prioritized, otherwise it will be in order of asking). Students who do not receive a laptop one term will be prioritized for the next.	Create list of students needing laptops – distribute according to need and on first come-first serve basis (students with disabilities and who are fully remote will be prioritized, otherwise it will be in order of asking). Students who do not receive a laptop one term will be prioritized for the next.
Activity 6: In addition to our computer instructor, have a designated Adult Education staff member who serves as our Media Specialist. This staff member will manage our program student library, distribute and track our loaner laptops, hold tech bootcamps	Designate staff member as Media Specialist. Staff members schedules first tech bootcamp and sets	Staff member hosts first tech bootcamp and records student attendance/response. Staff member coordinates the	Distributes and organizes return of loaner laptops for Winter FY24. Hosts one tech bootcamp and	Distributes and organizes return of loaner laptops for Spring FY24. Hosts one tech bootcamp and

quarterly, and have tech office hours weekly to help students with phone or computer issues.	weekly office hours. Helps to coordinate the distribution of loaner laptops.	return of loaner laptops from Fall FY24.	weekly office hours.	weekly office hours.
Activity 7: Establish a weekly 45-minute computer lab for each of the AM ESL classes to incorporate more digital skills into curriculum.	Make schedule for the five levels according to who will be in person which day. Teachers begin taking their students to the computer lab between 11:10-11:55 on their designated day.	Teachers take their students to the computer lab between 11:10-11:55 on their designated day. Make schedule changes if needed.	Teachers take their students to the computer lab between 11:10-11:55 on their designated day. Make schedule changes if needed.	Teachers take their students to the computer lab between 11:10-11:55 on their designated day. Make schedule changes if needed.
Activity 8: Provide one-on-one or group tutoring for those in need of additional support in any of our Adult Education courses (when available)	See "Support and Service Integration" Activity #10			
Activity 9: Ensure Civics competencies requirements are met for "Rights and Responsibilities of U.S. Citizens," ECHO program, and ESL Levels 3 and 4 classes.	Review syllabus for each course to ensure necessary number of Civics competencies are being met. Manager will work with instructor to brainstorm how to incorporate	Teachers will file recorded competencies for each student in their physical file and on DAISI for Fall FY24	Teachers will file recorded competencies for each student in their physical file and on DAISI for Winter FY24	Teachers will file recorded competencies for each student in their physical file and on DAISI for Spring FY24

	additional competencies, if needed.			
Recruitment and Retention				
Goal/Objective Program Considerations 4 and 11 as outlined in the Notice of Funding Opportunity.	Hit 100+ IELCE student enrollment for FY24 and directly connect 30% of students served to further English, education, or job opportunities			
Key Activities	**By September 30**	**By December 31**	**By March 30**	**By June 30**
Activity 1: Create a brochure and promotional video to market our newly developed ECHO for Adults Program, as well as flyers for each individual class.	Create brochure on Canva – make sure it includes information about our workplace and community-focused programs, such as Healthcare ESL, Early Childhood and Education Professionals, and Google IT. Include a QR code on the flyer as well as contact information for quick enrollment.	Distribute brochure along with flyers virtually and at places in the community – make sure that brochures are shared with students in Levels 3 and 4 of ESL to begin planning for upcoming terms, and are also at the front of the building for walk-ins.	Update brochure and flyers quarterly	Update brochure and flyers quarterly
Activity 2: Hit our target of 100 unduplicated students per yet by rigorously recruiting each term through our channels and continuously looking for outside partnerships.	Between our Levels 3 & 4, Citizenship, Bridge, and IET classes, serve 25+	Serve 50+ unduplicated	Serve 75+ unduplicated	Have served 100+ unduplicated students

	unduplicated students.			
Activity 3: Continue to track number of students who enter employment, retain employment, enter other programs, or move on to higher education via student surveys in classes and of alumni (in partnership with Salesforce team – see "Partnerships and WIOA Alignment" Activity #4)		Instructors record each term how many students entered employment, retained employment, or entered other programs/higher education. Students are also asked to answer this in end-of-term survey. Information is entered into DAISI at end of Fall FY24 term.	Instructors record each term how many students entered employment, retained employment, or entered other programs/higher education. Students are also asked to answer this in end-of-term survey. Information is entered into DAISI at end of Winter FY24 term.	Using DAISI data, track how many IELCE students entered employment or enrolled in other programs while attending AHS per quarter of FY24.
Activity 4: Analyze current student support materials and purchase any new equipment/materials needed to help support all learners and follow our ADA procedure	Make list of any additional materials needed and work with supervisor to order and purchase	Purchase needed ADA materials by December 30th		
Activity 5: Continue to improve and develop social media/web promotion and website content.	Assign instructor to update links, text, and graphics on front of website to make more aesthetically	Work with Development Team to update official website.	Create a welcome video with registration instructions for front of adult education website	Set reminders for recurring posts on official social media promoting adult

	pleasing and user-friendly. Add button connecting current students and alumni Facebook group page on front of website.	information (not same website used by adult education).	with voiceover in multiple languages	ed services on FY25 calendar
Activity 6: Survey students about methods of delivery (virtual, hybrid, etc) and feelings about courses, instructors, and AHS.	Retool end-of-term program evaluation survey to increase student voice in program design and guide future terms.	Distribute survey and evaluate results from Fall FY24	Distribute survey and evaluate results from Winter FY24	Distribute survey and evaluate results from Spring FY24. Make plans for FY25.
Activity 7: Follow up with leads from statewide publicity campaign within a 2-day timeframe	Manager or Intake Specialist will check the Google Sheet containing leads funneled to us from statewide-campaign on a weekly basis, or when notified via email.			
Activity 8: Instructors will contact students after two absences to offer support, if needed, and address any barriers students have in attending classes.	All instructors will follow policy to contact students after two class absences. If they do not hear back from the student, they will attempt	Intake and Data Specialist will track retention via DAISI and compare data to FY23.		

	contact two more times, ideally using multiple forms of contact (ie email, text, call). If a student is unable to attend classes, the instructor will see if they can be referred to any resources to help with the barrier to attendance (daycare, bus pass, etc.)			

English Language Learning & Civics, Workforce Preparation Bridge, and Workforce Training ICAPS				
Goal/Objective Program Considerations 4, 8 as outlined in the Notice of Funding Opportunity.	Run two Bridge courses and two ICAPS/IET programs with an eye to continuous improvement of the course material and activities, as well as and explore adding new bridge and IET programs to assist students in navigating community life and pursuing educational and job opportunities. Offer both cohorts of "Rights and Responsibilities of U.S. Citizens" annually, and meet with instructors individually for all IELCE-funded courses to outline the number of competencies needed discuss how they are being incorporated into the curriculum/course.			
Key Activities	**By September 30**	**By December 31**	**By March 30**	**By June 30**
Activity 1: Look at community data to identify in-demand jobs and industries, and use that information to guide programming	Manager and Intake and Data Specialist will look at census, state, city, and			

	neighborhood data annually to identify in-demand jobs that could be of interest to students or guide programming.			
Activity 2: Off Google IT Support Certificate ICAPS/IET for 3 terms a year and serve 20+ students in FY24.	Fall FY24 cohort	Debrief with Google IT instructor and Google IT Taskforce – what needs to be added or changed in the program? How many of the students who began Fall FY24 finished the whole program?	Winter FY24 cohort	Spring FY24 cohort. Plan for FY25.
Activity 3: Offer ECE ICAPS/IET program and serve 20+ students over the course of FY24	Fall FY24 ECE IET cohort.	Debrief with Passages ECE workforce instructor, IET instructor, and Adult Education manager to schedule Winter FY24 and make any necessary changes.	Debrief with Passages ECE workforce instructor, IET instructor, and Adult Education manager to make any necessary changes to Spring FY24.	Plan for FY25
Activity 4: Offer the Tech for Employment and Empowerment Bridge class to help strengthen students' computer skills and prepare them for modern work-life, ideally serving 12+ students.	Begin enrollment for Fall FY24 class (this course alternates with Intermediate Computer Skills	Complete Fall FY24 class.	Enrollment for Spring FY24 course.	Complete Spring FY24 class. Plan for FY25.

	and is offered every other term).			
Activity 5: All students will complete an Education and Career Goals planning sheet (in addition to indicating their desired career pathway on their registration form) each term. Form will be revisited in subsequent terms as they progress.	Form given to students in-person or digitally during their first week in class. Teachers will work with students to fill out form to level-appropriate completion (example: teacher may write answers for Basic Literacy student)	Forms put in student's folder to be shared with next level teacher	Student will look at form from prior term (if continuing student) and update/complete form for Winter FY24 term.	Student will look at form from prior term (if continuing student) and update/complete form for Spring FY24 term.
Activity 6: Level 4 students will continue to use Burlington English's Career Exploration and Soft Skills Advanced course to do weekly career pathway assignments	All level 4 students will work with their instructor to set personal and professional goals at the beginning of term.	Students will use the BE app to do coursework in the Career Exploration and Soft Skills course on a weekly basis.		
Activity 7: Student interest surveys and career pathway identified on intake forms	See "Partnerships and WIOA Alignment" Activity #5			
Activity 8: Integration with Workforce Department and North American Job Center at College	See "Partnerships and WIOA Alignment"			

	Activity #2 and Activity #6			
Activity 9: Offer "Rights and Responsibilities of U.S. Citizens" cohorts A and B annually with a goal of serving 20+ students in FY24	Recruit for and enroll students in RRUSC Cohort A for Fall FY24	Recruit for and enroll students in RRUSC Cohort A for Winter FY24	Recruit for and enroll students in RRUSC Cohort A for Spring FY24	Plan for FY25

Contextualized Instruction and Assessment				
Goal/Objective Program Considerations 4, 8 as outlined in the Notice of Funding Opportunity.	Ensure all teachers are properly trained to offer rigorous, standards-based instruction to students across levels and courses. Use results of program (BEST Plus and CASAS) and classroom assessments (unit tests and projects) to help guide instruction (is the material resonating? Are students successful?), student promotion (is this student ready for the next level?), and program exits to pathways aligning with students' personal and professional goals. Help to meet the needs of different student populations through instructor training, providing access to materials (like technology), and celebrating the uniqueness and value of all clients.			
Key Activities	**By September 30**	**By December 31**	**By March 30**	**By June 30**
Activity 1: Require all instructors to complete ESL standards-based training within two years of joining the organization, use curriculum that aligns to the standards in all courses, and hold curriculum alignment sessions with ESL instructors twice a year.	Consult PD calendar to learn when training will be offered in 2023-2024. Schedule training on adult education calendar. Use Ventures and Burlington English curriculum in classes.	Schedule and hold curriculum alignment meeting for ESL classes. Use grammar standards as a base, and chart grammar progression from level to level by December 31st.		Schedule year-in-review meeting. Include curriculum alignment/ reflection on agenda. Meeting will take place on June 30th or first week in July.

Activity 2: Manager and/or ESL Coordinator will observe each instructor and provide feedback quarterly, and instructors will have the opportunity to observe their peers twice a year. Supervisors will complete formal performance appraisals annually.	Manager schedules instructor observations for Fall 2023	Manager finishes instructor observations from Fall 2023 and meets with instructors to discuss.	Schedule manager observations, and coordinate peer observations for Winter 2024 before March 30th.	Coordinate Spring 2024 peer observations. Manager and ESL Coordinator complete annual performance appraisals.
Activity 3: Use DAISI Reports for continuous improvement.	Instructors and support staff will review all student files quarterly for accuracy and ensure DAISI is updated appropriately. Data staff will run Error Status Reports weekly to identify any students in error state. Will run the NRS Performance Report weekly after the 4th week of classes to identify all students who need to be post-tested.	Instructors and support staff will review all student files quarterly for accuracy and ensure DAISI is updated appropriately.	Instructors and support staff will review all student files quarterly for accuracy and ensure DAISI is updated appropriately.	Instructors and support staff will review all student files quarterly for accuracy and ensure DAISI is updated appropriately.

Activity 4: Continue to develop new and relevant community-based activities	Teachers will develop 2+ new community activities. They will share activity ideas and outcomes with fellow instructors in our monthly ESL Team meeting.	Teachers will develop 2+ new community activities. They will share activity ideas and outcomes with fellow instructors in our monthly ESL Team meeting.	Teachers will develop 2+ new community activities. They will share activity ideas and outcomes with fellow instructors in our monthly ESL Team meeting.	Plan for FY25
Activity 5: Have eligible instructors attend Foundations of Designing for Equity and Access for All Learners training to better identify and meet the needs of all students.	Consult PD calendar to learn when training will be offered in 2023-2024. Schedule training on adult education calendar.	Have any instructors register in Winter or Spring FY24		All eligible instructors (currently 2) will have completed the training, and attended an in-house PD event on how they can apply what they learned in class
Activity 6: Have all instructors trained to administer the BEST Plus assessment (see Recruitment and Retention, sub-activity #1)				
Activity 7: Instructor in "Rights and Responsibilities of U.S. Citizens" classes (both cohorts) will use USA Learns and Burlington English to give students study options outside of class	Teacher will research available free resources students can use to study for citizenship exam and learn more about life in America	Teacher will incorporate either USA Learns or Burlington English into course for students to use		Evaluate effectiveness of resources used and plan for FY25

Activity 8: Program will share internal pathway options with students in addition to exit points to external partners	Instructors in all classes will share with students the internal pathway from ESL classes – Computer classes – Tech for Employment and Empowerment Bridge class – Early Childhood and Education IET class. Citizenship classes can be taken any time after completing ESL Level 2.	Computer class, Bridge, and IET instructors will visit Fall FY23 ESL and Citizenship classes to share about their courses and answer student questions.	Computer class, Bridge, and IET instructors will visit Winter FY23 ESL and Citizenship classes to share about their courses and answer student questions.	Computer class, Bridge, and IET instructors will visit Spring FY23 ESL and Citizenship classes to share about their courses and answer student questions.
Activity 9: Have additional program staff member complete ADA Coordinator training to ensure student needs will be met even when current ADA Coordinator is out of office.	Staff member, SD completes ADA Coordinator training			
Activity 10: Analyze current student support materials and purchase any new equipment/materials needed to help support all learners and follow our ADA procedure	See "Recruitment and Retention" Activity #4			
Activity 11: Host tech boot camp sessions outside of normal class time to help familiarize ESL students with our online learning system	Media Specialist will host tech bootcamps twice per quarter, covering online learning basics.	Media Specialist will host tech bootcamps twice per quarter, covering online learning basics. Instructors will also review how to use	Media Specialist will host tech bootcamps twice per quarter, covering online learning basics. Instructors will	Plan for FY25

	Instructors will also review how to use our program website and any apps/programs used in class during a student's first two days.	our program website and any apps/programs used in class during a student's first two days.	also review how to use our program website and any apps/programs used in class during a student's first two days.	
Activity 12: Host CASAS information session for upper-level students to give them information about the test and its format. Encourage students to practice CASAS-style questions using the CASAS module on Burlington English. (Have identified that fewer students make level gains when taking the CASAS vs. those taking BEST Plus)	Schedule Fall FY24 virtual CASAS information session	Host CASAS information session and follow up with students who used BE (can see in the teacher profile on BE) about how help they found it.	Schedule and host Winter FY24 virtual CASAS information session.	Plan for FY25

Support and Service Integration

Goal/Objective Program Considerations 10 and 11 as outlined in the Notice of Funding Opportunity.	Work to serve all clients and their families (including those in distance learning) by increasing awareness of our internal resources, and continuing to develop outside partnerships

Key Activities	**By September 30**	**By December 31**	**By March 30**	**By June 30**
Activity 1: Salesforce team hosts a training annually (or on-demand for new staff) about how to use system to make internal referrals. Point person/contact in each department identified and shared with Adult Ed team.	Salesforce team hosts staff in-service helping all staff members know how to make appropriate referrals to support services.	Transition Specialist tracks list of internal contacts by department in the shared Community Resource Binder and updates as needed.		

Activity 2: Offer classes at multiple times and via multiple methods to reach a broader group of students. Use apps and online programs to help in-person and distance learners including: website/LMS, Burlington English, USA Learns, Coursera, Illinois Gateways to Opportunity LMS	See "Program Design" Activity #1			
Activity 3: Partnership with Truman College for transitions (ESL, GED, ICAPS, and credit classes) and supportive services while at College.	See "Partnerships and WIOA Alignment" Activity #1			
Activity 4: Continue to partner with Early Childhood Program at Charter School to provide daycare, pre-K, and family support services for students with young children.	Use Salesforce to identify students with young children who may be in need of ECE (as indicated on their registration form). Refer them to the ECE team at Charter School.	Have the ECE staff visit classrooms and provide information about the programming 3x a year	Organize a site visit to Passages for parents with children 2 years old and older	Plan for FY25
Activity 5: Promote services to students on a monthly basis	Work with other program managers to create a schedule for monthly meetings/webinars for Adult Ed students to learn about the different programs	Host meeting/webinar for 2-3 programs per month, making sure students are able to meet and identify people from that department in case of referral	Host meeting/webinar for 2-3 programs per month, making sure students are able to meet and identify people from that department in case of referral	Plan for FY25

Activity 6: Add flyers for different programs to students' welcome packets	Distribute welcome packets to new students at the beginning of term and include flyers for all relevant programs	Update welcome packet	Update welcome packet	Update welcome packet
Activity 7: Provide the technology (via loaner laptops or programs that gift laptops) and tools necessary for all learners to be able to succeed	Use Salesforce to identify students who may be in need of laptops for e-learning or support materials for a disability (as indicated on their registration form). Purchase headsets for students who are hard of hearing to use in virtual classes.	Continue to pursue funding/opportunities to help students obtain laptops they can keep for their personal, professional, and educational use (particularly our computer class, Civics, Bridge, and IET students).		
Activity 8: Help connect students to outside resources via community events hosted by Charter School and College, as well as agency partnerships created by other departments *(examples include: Compudrop for free computers, Nourishing Hope for food distribution, Bernie's Book Bank for free kids books, and Back-to-School event for free vaccinations and dental/eye exams)*	When free resources are available, share asap with students via Talking Points (all-class messaging), social media, teachers' class pages, and announcements in class.	Attend monthly manager meetings to learn more about upcoming events and giveaways for clients. Share student needs to see if other programs have ideas or potential leads.		

Activity 9: Transitions Specialist maintains a Community Resource Binder that staff can use to connect students/clients to resource and address needs.	Update Community Resource Binder Quarterly. Identify 2 daycares in the area to talk to about our students (are they taking children currently? Do they accept Action for Children?)	Schedule meeting with representative from Action for Children about enrollment process for students/parents and who we can contact if a student/parent would like to enroll.	Update Community Resource Binder Quarterly. Identify 2 additional potential daycares in the area. Identify 1 driving school in the area and contact.	Update Community Resource Binder.
Activity 10: Recruit tutors to help students in all Adult Education classes. Tutors will commit to working with students for 2 hours per week for a minimum of 6-8 weeks.	Create flyer for tutoring program and share with partners/locally. Partner with International TEFL Academy to provide observation and practicum opportunities for students training to be ESL/EFL instructors.	Recruit and train 15-20 tutors per term.	Recruit and train 15-20 tutors per term.	Recruit and train 15-20 tutors per term.
Activity 11: Utilize community connections to help students in need of legal services for citizenship	RR of US Citizens instructor maintains relationship with contact from Spring FY22 who is a retired lawyer	Schedules class visit with former lawyer to answer citizenship questions	Schedules class visit with former lawyer to answer citizenship questions	Schedules class visit with former lawyer to answer citizenship questions

	and offered to help students in need for free. Schedules class visit with him each term.			

<table>
<tr><td colspan="5" align="center">Professional Development</td></tr>
<tr><td colspan="2">Goal/Objective
Program Considerations 9 as outlined in the Notice of Funding Opportunity.</td><td colspan="3">All instructors will complete their required 12 hours of professional development. The 12 hours will be a combination of PD aligned to program needs and PD that meets the personal and professional goals of the instructor.</td></tr>
<tr><td>Key Activities</td><td>By September 30</td><td>By December 31</td><td>By March 30</td><td>By June 30</td></tr>
<tr><td>Activity 1: Have eligible instructors complete ESL Standards Proficient training, with goal of all fulltime instructors completing it by end of FY24</td><td>Determine eligible instructors and look at ALRC schedule for when the next trainings will be hosted</td><td>Put training date on the adult education calendar</td><td>Teacher signs up for ESL Standards Proficient Training</td><td>Teacher completes training and discusses implementation with the Adult Education and Literacy Manager</td></tr>
<tr><td>Activity 2: Instructors will meet with the Manager or ESL Coordinator individually to develop professional development plans for the year.</td><td>Professional development plan in place for all instructors by August 2023</td><td>Create Professional Development plans for any newly hired instructors</td><td>Create Professional Development plans for any newly hired instructors</td><td>Create Professional Development plans for any newly hired instructors</td></tr>
<tr><td>Activity 3: Instructors will complete a Discovery Questionnaire, identifying changes in their role, likes/dislikes, and personal and professional goals for 1-year and 5-years. This will be used in yearly PD plan session.</td><td>All Discovery Questionnaires completed by July 31st, 2023. One-on-one meetings scheduled with manager to create</td><td></td><td></td><td></td></tr>
</table>

	PD plans, incorporating in teachers' personal and professional goals as well as program goals.			
Activity 4: Instructors will share information from PD with AE team and written reflection about how what was learned can be put into practice. This reflection will be put in instructor's PD file.	Manager will draft reflection template by September 30th	Instructors will complete and submit written reflection before monthly AE Team meeting following the completion of their PD.		
Activity 4: AM Level 4 instructor/Transition Specialist will complete 1 transitions-related training	Instructor will look at 2023-2024 PD catalog and determines 1 transitions-related training to complete with Manager's approval	Register or schedule training		Complete training, plan for FY25
Activity 5: Computer Bridge instructor and IET instructor will complete a 1 digital literacy, workforce, or ICAPS/IET training to stay current with practices in the field	Bridge instructor and IET instructor look at 2023-2024 PD catalog and determines 1 training related to the course they are teaching to complete with	Register or schedule training		Complete training, plan for FY25

	Manager's approval			
Activity 6: Civics instructor will attend webinars and PD hosted by USCIS to stay on top of changes to the US Citizenship process	Civics instructor signs up for updates from USCIS	Instructor attends any relevant webinars and/or trainings hosted by USCIS or local PD network (ALRC, etc.)		Plan for FY25