



U.S. Department of Education
Office of Vocational and Adult Education

Fact Sheet Series

Adult Basic and Literacy Education



Adult Education Coordination and Planning (AECAP) Project

Background

AECAP is a demonstration project designed to test models for interagency coordination and strategic planning in adult education at the state and local levels. This effort is designed to help build capacity and improve outcomes of the adult education and literacy system.

The results of this demonstration will be used to support the efforts of all states to increase quality, efficiency, and effectiveness of adult basic and literacy education services.

Overview

Six states are participating in this collaborative effort: Arizona; Florida; Georgia; Maryland; Missouri, and Washington. They are collaborating with Work Force Agencies, CBO's, Community Colleges and LEA's. States are provided technical assistance in using the AIDDE model that is designed to show you how to leverage resources, address common goals, enhance capabilities, improve quality, and increase impact. Four states have developed or expanded their relationships with the work force One-Stop Centers in cross-referral of clients, developing career pathways and providing ABE instruction. One state has developed a plan to restructure the states' adult education professional development system, and another has developed a reading program

The OVAE Fact Sheet Series highlights efforts currently underway at the Office of Vocational and Adult Education (OVAE) to support the principles of the President's *No Child Left Behind Act of 2001*. The principle(s) supported by this effort are checked.

- Increase Accountability and Academic Achievement
- Increase Options and Involvement for Parents and Students
- Increase Flexibility and Reduce Bureaucracy
- Focus on What Works

for out of school youth between ages the 16-24 and ABE classes at a military base.

Outcomes and Products

- A Guide to support dissemination and replication
- A final report
- Two regional meetings to disseminate findings

Timeline

- FY 2003 to FY 2008

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