ICCB

ILLINOIS COMMUNITY COLLEGE BOARD

FISCAL YEAR 2019
ADULT EDUCATION AND LITERACY
PROVIDER MANUAL

July 2018

ILLINOIS workNet® CENTER

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Areas of Focus

- EBRI/STAR
- English as a Second Language (ESL)
- Integrated English Literacy and Civics Education (IEL/CE)
- ESL Standards-Based Curriculum Development & Inst.
- ESL Assessment
- Digital Literacy

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- Career Pathways
- Bridge Programs
- Transitions
- Integrated Education and Training (IET)
- ADA Compliance and Training
- Special Learning Needs Training

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- Adult Basic Education (ABE)
- Adult Secondary Education (ASE)
- Curriculum Development and Instruction

SECTION 1: INTRODUCTION TO ILLINOIS ADULT EDUCATION "CREATING PATHWAYS FOR ADULT LEARNERS"

Mission and Vision of Illinois Adult Education

The mission and vision of adult education is to provide every individual in Illinois access to Adult Education and Literacy services. In Illinois, more than 1.15 million adults have less than 12 grades of formal education, approximately 2.8 million Illinois residents speak a language other than English in their home, and more than 350,944 immigrants reside in Illinois. With these staggering statistics it is important that services are available throughout Illinois that prepare adult learners to succeed.

The Illinois Community College Board is the state agency responsible for governing the Adult Education system in Illinois. The agency is also the coordinating agency for 39 community college districts in Illinois. The Illinois Community College Board seeks to prepare adult learners to compete for jobs of the present and the future. It is necessary to build a system that is education, training and workforce focused.

As stated in the Illinois Community College Board Adult Education Strategic Plan, "In partnership with other stakeholders, we will create learning opportunities that align with statewide education, training, and employment strategies to ensure all adult learners have access to and success across services that are cohesive, coordinated, and innovative to promote better economic opportunities, greater equity, and sustainable career pathways."

The following guiding principles align to the Illinois federal performance measures, the intent of the WIOA law, the State Unified Plan, and the content of the strategic plan. The guiding principles were developed to assist in understanding the goals of the strategic plan. They also reflect the need for services for **all** adult learners and are aligned with the values, mission, intent, and spirit of the goal statements and objectives.

- Responsiveness and Access
- Innovation
- Collaboration and Alignment
- Professional Development and Training
- Accountability
- Technology

Strategic Plan Goals

Goal 1: Improve Outcomes by Scaling Effective Models and Strategies Across the System

- Building, expanding and scaling comprehensive career pathways systems, and create the conditions across every Adult Education program to find breakthrough ways of expanding these proven models.

Goal 2: Increase Postsecondary Transitions and Credential Attainment

- Recognizing that access to postsecondary education is not enough, but also ensure students are accessing postsecondary education and earning credentials that are in demand.

Goal 3: Strengthen College and Career Readiness

- College and career readiness for underprepared adult students is critical to overall success. Increasingly, students entering the workforce are discovering that they need critical knowledge and skills that are used in the workplace.

Goal 4: Develop Life-long Career Pathway Systems & Enabling Technologies

- Strategizing for career and life options while meeting the diverse and context-specific learning needs of various age groups, including the acquisition of basic literacy, and technical skills through both formal education and effective alternative pathways to learning.

Program Priority: Establish a Career Pathway System

To develop and establish a career pathway system that is inclusive of all eligible students and populations, the adult education system must partner with a variety of individuals and institutions, including but not limited to key stakeholders, business and industry, advocacy groups, the broader workforce community, education, and social service organizations. The Strategic Plan for Adult Education states that "adult education cannot accomplish this alone."

A career pathway means a combination of rigorous and high-quality education, training, and other services that aligns both vertically and horizontally across Secondary Education, Adult Education, Workforce Training and Development, Career and Technical Education, and Postsecondary Education systems, pathways, and programs. Collaborative partnerships with these entities and business and industry, along with human service agencies, corrections and other community stakeholders, serve as the foundational structure for high-quality and sustainable career pathways. A career pathway also includes multiple entry and exit points to facilitate individuals to build their skills as they progress along a continuum of education and training and advance in sector-specific employment. ICAPS: Creating Pathways for Adult Learners

The development and implementation of career pathways programming is an integral part of the initiatives set forth by the Workforce Innovation and Opportunity Act of 2014 (WIOA) and is even codified as one of the thirteen program considerations (WIOA Sec. 231 (e)(10)). In the process of developing career pathway programming, providers must perform research using labor market information to verify that the available data demonstrates a quantitative need for the pathway. Additionally, alignment with the goals and priorities of the local and regional plans for workforce development needs to be ensured.

To provide a clear direction, quality instruction, and targeted support for accelerated achievement of learner goals through further education, occupational training, and employment, it will take multiple partners to ensure the pathway system is responsive to the needs of adult learners and the workforce.

This manual is designed to provide adult education providers funded through the Illinois Community College Board with pertinent policies and procedures necessary in successfully operating an Adult Education program in the State of Illinois. This document also contains specific information related to both state and federal adult education policies as well as process and procedural information to ensure compliance.

WIOA Title II

Purpose of Title II—Adult Education and Literacy (WIOA Section 202)

- Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency.
- Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children and will lead to sustainable improvements in the economic opportunities for their families.
- Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, through career pathways.
- Assist immigrants and other individuals who are English language learners in
    - improving their
        - reading, writing, speaking, and comprehension skills in English
        - mathematics skills
    - acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship

Key Highlights of Title II

Increases coordination of core programs through submission of a Unified State Plan or Combined State Plan (WIOA Section 224)

WIOA requires States to prepare a single plan for the core programs that includes the strategic vision and goals of the State and the operational elements that support the four-year strategy. The four Core Partners of WIOA are: Title I. B: Adult, Dislocated Workers and Youth; Title II: Adult Education; Title III: Wagner-Peyser; and Title IV: Vocational Rehabilitation. The plan must include specific elements addressing how the state intends to:

- align content standards for adult education with state-adopted academic standards
- fund local activities using the considerations for grants and contracts, programs for corrections education, English literacy and civics education, and integrated education and training
- use funds to carry out state leadership activities
- assess the quality of adult education providers

Establishes Common Performance Measures across Core Programs (WIOA Section 116 (b)(2)(A), Primary Indicators of Performance)

WIOA includes six primary indicators of performance that will be negotiated with each State by the Secretaries of Education and Labor as part of the State plan.

- The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.
- The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program.
- Median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.
- The percentage of participants who obtained a recognized post-secondary credential or a secondary school diploma, or its recognized equivalent during participation in or within 1 year after exit from the program. A participant who has obtained a secondary school diploma or its recognized equivalent is only included in this measure if the participant is also employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year from program exit.
- The percentage of participants who, during a program year, are in an education or training program that leads to a recognized post-secondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational or other forms of progress, towards such a credential or employment.
- Effectiveness in serving employers, based on indicators developed as required by sec. 116(b)(2)(A)(iv) of WIOA.

Strengthens Alignment between Adult Education, Postsecondary Education, and Employers

WIOA recognizes the core purpose of adult education is to prepare individuals with the skills and knowledge needed to succeed in postsecondary education and the workforce, and has provided guidance for adult education to meet the needs of postsecondary education and employers.

- Expands the purpose of adult education to emphasize that activities should increase an individual's ability to transition to postsecondary education and obtain employment.
- Promotes the integration of adult education with occupational education and training, as well as development of career pathways systems.
- Authorizes the use of funds for "integrated education and training" (IET) and "workforce preparation activities"; and
- Clarifies that integrated English literacy and civics education (IEL/CE) programs provide workforce training.
- Encourages activities provided in collaboration with employers.

Supports Educational and Career Advancement for Incarcerated Individuals

WIOA encourages a range of education and job training activities to promote successful reentry and reduce recidivism.

- Increases the percentage of funding for States to use for correctional education to not more than 20 percent under the new Act.
- Funds may be used for integrated education and training, career pathways, concurrent enrollment, peer tutoring, and transition to re-entry initiatives and other services with the goal of reducing recidivism.

Encourages Establishment of a High-Quality Local Adult Education Delivery System

WIOA amends the considerations States are to use in awarding grants and contracts to local program providers. There are 13 considerations States are required to use in providing funding to local programs that focuses on the following areas:

- an increased emphasis on alignment of activities with regional needs identified in local plans under Title I
- serving individuals with disabilities
- instructional activities based on rigorous research
- effective use of technology
- activities that promote integrated education and training
- coordination with education, training, employers, and social service providers to promote career pathways

Supports Professional Development Opportunities and Innovative Models to Enhance Adult Education Programs

WIOA adds four new required leadership activities to be supported with State leadership funds.

- WIOA encourages activities to support alignment among core programs to implement the State plan strategy, including:
    - the development of career pathways
    - establishment of high quality professional development programs to improve instruction
    - technical assistance based on rigorous research
    - evaluation and dissemination of information about promising practices within the state
- States may also use funds for several allowable activities related to instructional technology, models for integrated education and training and career pathways, and support to eligible providers in achieving performance goals, among other activities.

Promotes Activities to Improve the Quality of Adult Education Programs

The WIOA is committed to ensuring that resources support activities that better prepare adult students for postsecondary and career success.

- The WIOA reserves 2 percent of AEFLA funds (not to exceed $15 million) to carry out national leadership activities.
- The Act requires the Secretary to support four mandatory technical assistance activities, including support for implementing the new common performance measures; conducting rigorous research and evaluations; and carrying out an independent evaluation of adult education and literacy activities every four years.

Codifies (Systematizes) the Integrated English Literacy and Civics Education (IEL/CE) Program

WIOA reinforces support for IEL/CE programs through codification and enhanced services for individuals to effectively participate in education, work, and civic opportunities.

- The WIOA codifies the authority to carry out the Integrated English Literacy and Civics Education (IEL/CE) programming. The program components must include Literacy, English Language Acquisition, and Civics Education in combination with Adult Education

and Literacy activities, Workforce Preparation Activities, and Workforce Training (IET). The allocation formula for these funds to states remains the same.

- Programs should be designed to: (1) to prepare adults who are English language learners for, and, place them in unsubsidized employment in demand industries, occupations that lead to economic self-sufficiency; and (2) to integrate with the local workforce development system and its functions to carry out the program

The federal Adult Education and Literacy Act is encompassed in Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014. The act reinforced and strengthened existing, and created new, partnerships among localities, states, and the federal government to provide for adult education and literacy services. Federal funds authorized under the act are available to programs for the following purposes:

- to assist adults in becoming literate
- to assist adults in obtaining knowledge and skills necessary for employment and self-sufficiency
- to assist adults in obtaining the educational skills necessary to become full partners in their children's education
- to assist adults in completing their secondary school education

The eligible population are adults who

- have attained 16 years of age
- are not enrolled or required to be enrolled in secondary school under state law
- are basic skills deficient
- do not have a secondary school diploma or its recognized equivalent level of education or are English language learners

Targeted Populations (Illinois Unified State Plan for WIOA)

The Illinois Community College Board is committed to serving the populations that are most in need of the services. The strategies for the delivery of instructional services should target the following populations:

- long-term unemployed
- low income adults
- individuals with disabilities, including youth with disabilities
- those receiving public assistance
- out-of-school youth
- veterans
- migrant and seasonal farmworkers
- incarcerated and other institutionalized individuals
- re-entry individuals (ex-offenders)
- English language learners
- older individuals
- homeless individuals

- single parents, temporary assistance to needy families (TANF) recipients, and displaced homemakers
- youth in the foster system or who have aged out
- displaced homemakers
- veterans with disabilities
- low literacy adults, including those without a high school diploma
- unemployed, underemployed, and those not in the labor force who demonstrate a deficiency in basic skills
- low skilled adults, individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency
- Indians, Alaska natives, and native Hawaiians

Adult Education Competitive Process

Request for Proposal (RFP)

The Illinois Community College Board published and broadly distributed a Request for Proposals in the spring of 2017. In addition, the ICCB hosted two bidder's conference webinars for the state to answer questions related to the application process. A list of successful FY18 Eligible Providers is posted on the Adult Education page of the ICCB Website.

During a competitive year, to be considered for funding, applicants must

- be an eligible applicant of demonstrated effectiveness (WIOA Section 203(5)), as listed below
  - local educational agencies (LEAs)
  - community-based organizations (CBOs) or faith-based organizations (FBOs)
  - volunteer literacy organizations
  - institutions of higher education (IHEs)
  - public or private nonprofit agencies
  - libraries
  - public-housing authorities
  - non-profit institutions that are not described previously and have the ability to provide adult education and literacy services to eligible individuals
  - consortium or coalitions of agencies, organizations, institutions, libraries, or authorities described previously
  - partnerships between an employer and an entity previously described
- respond to the RFP by the due date
- complete all required portions of the application
- meet all deadlines and other elements as specified in the Request for Proposal
- meet all eligibility requirements

The Illinois Community College Board has the discretion to issue a competitive RFP or a continuation plan in a given year. To be considered for funding in a continuation year, applicants must

- be a currently funded provider

- submit the continuation application by the due date
- complete the application requirements

Funding in a continuation year is contingent upon the continuing applicant's satisfactory performance in the preceding year and sufficient appropriation of funds.

Program Considerations (WIOA Section 231 (e))

The past effectiveness of an eligible applicant in improving the literacy skills of adults and families is a strong factor in the delivery of adult education instruction and supportive services. The ICCB will consider the success of a funded provider in meeting or exceeding such performance measures as identified by the Federal National Reporting System (NRS). The ICCB also recognizes the need to build a career pathway system for adult learners that will enhance education and employment opportunities. In order to accomplish this, the program/applicants must consider the following considerations as outlined in federal law.

- The documented need of the eligible applicant to serve individuals in the community who are most in need of adult education and literacy services and those who are in need of career pathway services, including individuals who have literacy skills or who are English language learners (i.e., literacy statistics, regional and local needs as identified under the Unified Plan, etc.).
- The applicant demonstrates the ability to serve eligible individuals with disabilities, including those with learning disabilities.
- The past effectiveness of an eligible applicant in improving the literacy skills of adults, including those with low literacy levels; and demonstrates the ability to meet or exceed the levels of performance.
- The applicants proposed adult education services and activities demonstrate an alignment with local plans and services and with local one-stop partners.
- The applicant demonstrates the use instructional practices and activities that research has proven to be effective in teaching to achieve learning gains, is of sufficient intensity and duration, is built on a strong foundation of research and effective educational practice, and includes the essential components of reading.
- The applicant demonstrates the effectiveness in providing instruction in reading, writing, speaking, mathematics, and English language acquisition and is based on best practices, scientific valid research and the state standards.
- The program activities effectively employ advances in technology including the use of computers as a part of instruction including distance education to increase the quality of learning which leads to improved performance.
- The applicant proposes activities that provide contextualized learning including integrated education and training as well as bridge programs to ensure that an individual has the skills needed to compete in the workplace, transition to postsecondary education and training, advance in employment, and exercise the rights and responsibilities of citizenship.
- The applicant proposes activities that are delivered by well–trained instructors, counselors, support staff and administrators who meet state guidelines, have access to high quality professional development.

- The applicant's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways.
- The applicant offers flexible schedules and supportive services (such as child care and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.
- The applicant maintains a high–quality information management system, as determined by the ICCB and has the capacity to report participant outcomes and to monitor program performance measures.
- The local communities have a demonstrated need for additional English Literacy programs and civic education programs.
- The proposed budget is consistent with the eligible provider's activities, is cost efficient within administrative guidelines and places emphasis on serving the target populations.

Adult Education Advisory Council

Public Act 91-0830 provides for governance of Adult Education and Literacy (AEL) by the ICCB, stating the agency "shall establish an advisory council consisting of all categories of eligible providers; agency partners, such as the State Board of Education, the Department of Human Services, the Illinois Department of Employment Security, the Secretary of State literacy program; and other stakeholders to identify, deliberate, and make recommendations to the State Board on adult education policy and priorities."

The 30 members of the advisory council are appointed by the ICCB, and include representation from all provider types including community based organizations, community college, public schools/Regional Offices of Education; the Department of Corrections, members from stakeholder groups, required state agency partners, professional development, and professional associations. The chair of the advisory council is also appointed by the ICCB.

The council meets quarterly to identify, deliberate, and make recommendations to the ICCB on AEL policies and priorities. Council members are assigned to specific committees to address issues as identified by the ICCB and/or as outlined in the Strategic Plan for Adult Education.

Meeting minutes are posted to the Adult Education Advisory Council page of the ICCB website following approval by the advisory council.

Federal and State Reporting

Unified State Plan—Federal (WIOA Section 224)

As required in the Workforce Innovation and Opportunity Act, Illinois must submit a Unified State Plan to the United States Department of Education, Office of Career, Technical and Adult Education (OCTAE), and the United States Department of Labor.

The Illinois Unified State Plan describes the activities for July 1, 2016 – June 30, 2020 and includes

- an executive summary
- an economic and workforce analysis
- Illinois workforce system
- state vision, principles, goals and strategies
- state board functions
- performance goals, assessment, and evaluation
- implementation of state strategy
- core program administration
- operating systems and policies
- assurances

The Core Program Specific Activities Section of the Plan summarizes

- the eligible population and those most in need of services
- how equitable access to funding is achieved
- allowable adult education activities
- procedures for funding providers
- evaluation of literacy activities
- provision of services to persons in correctional facilities
- integrated activities with the one-stop career centers
- proposed leadership and professional development activities

Each year the core program specific activities may be revised to reflect changes in the above activities for the next fiscal year. Also included in the revisions are the annually negotiated performance targets for all titles, including:

- The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.
- The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program.
- Median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.
- The percentage of participants who obtained a recognized post-secondary credential or a secondary school diploma, or its recognized equivalent during participation in or within 1 year after exit from the program. A participant who has obtained a secondary school diploma or its recognized equivalent is only included in this measure if the participant is also employed or is enrolled in an education or training program leading to a recognized postsecondary credential within 1 year from program exit.

- The percentage of participants who during a program year, are in an education or training program that leads to a recognized post-secondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational or other forms of progress, towards such a credential or employment.
- Effectiveness in serving employers, based on indicators developed as required by sec. 116(b)(2)(A)(iv) of WIOA.

As required, a copy of the revised State Plan is provided to the Governor's Office for comments. Upon approval by the U.S. Department of Education, Office of Career, Technical and Adult Education (OCTAE), and the U.S. Department of Labor, the Unified State Plan is posted to the Illinois WorkNet WIOA page (www.illinoisworknet.com/wioastateplan).

National Reporting System for Adult Education—Federal (WIOA Section 185)

Each year the federal government requires all states to submit an annual report for the Adult Education state-administered formula grant program. All reports are due on or before March 15 following the end of the most recent fiscal year. The required annual reports include:

- Statistical (Performance) Report
- Financial Status Reports
- Narrative Report
- Data Quality Checklist (with Improvement Plan, if needed)
- Data Quality Checklist Certification
- Assessment Policy

In the spring of each year, federal performance targets for all eleven educational functioning levels (measurable skill gain indicators) are negotiated with the Office of Career, Technical and Adult Education (OCTAE). In addition, Illinois will submit a combined report for the State that addresses the outcomes of the six performance measures.

Annual Report to the Governor and General Assembly—State

Each year the Illinois Community College Board is required to submit a report on adult education activities to the Governor and General Assembly. This report is due on or before March 1st of each year and details adult education activities from the preceding fiscal year. The annual report includes the following:

- a summary of adult education needs and programs
- the number of students
- federal Workforce Innovation and Opportunity Act activities
- high school equivalency information
- credit hours or units of instruction
- performance data
- total adult education allocations and state reimbursement for
    - adult basic education
    - adult secondary education
    - English language acquisition
    - integrated English literacy
    - civics education

    - bridge and integrated education and training programs
    - vocational skills programs
- the criteria used for program approval
- any recommendations

The Annual Report to the Governor and General Assembly is posted to the AEL Publications & Reports (www.iccb.org/data/?page_id=104) page of the ICCB website.

SECTION 2: AREA PLANNING COUNCILS

Major Policy Points

- Area Planning Councils are established in state statute and operate within the boundaries of each community college district. (*State Policy*)
- Area Planning Council membership is described in legislation and by the ICCB. (*State Policy*)
- Each Area Planning Council must elect officers as well as develop and adopt bylaws that govern the operation of the APC. (*State Policy*)
- Area Planning Councils must develop and submit a plan for coordination and provision of adult education services in the format and timeframe specified by the ICCB. (*State Policy*)
- Area Plans may be changed during the planning year in accordance with the procedures established by the ICCB. (*State Policy*)
- When entities within an Area Planning Council are unable to reach consensus, a Minority Report may be filed. (*State Policy*)

Establishment and Operation

Area Planning Councils are established in state statute and operate within the boundaries of each community college district. According to state statute 105 ILCS 405/2-4, Area Planning Councils provide for the development and coordination of services to the eligible adult education population within the planning area (community college boundaries). The Department of Corrections maintains a separate Area Planning Council. APCs may choose to form a joint APC consisting of two or more community college districts if approved by the ICCB.

The APC planning process is inclusive of all ICCB AEL providers and any other entities that serve adult education learners within the APC boundaries. Participation in the APC does not guarantee ICCB AEFL funding.

Membership

Area Planning Council membership is described in legislation and by the ICCB. The ICCB requires that all ICCB AEL funded providers be members and participate in the local Area Planning Council. The following entities are entitled to one representative on the APC per the legislation:

- each regional superintendent of schools, the majority of whose region is included within the boundaries
- community college

Related community representatives should be invited and are strongly encouraged to participate in the Area Planning Council.

Officers and Bylaws

Each Area Planning Council must elect officers as well as develop and adopt bylaws that govern the operation of the APC. Each APC, including all adult education providers, entitled representatives and appropriate community representatives is required to meet at least two times during each fiscal year. Additional meetings as appropriate are encouraged. The schedule of meetings should be provided to the appropriate Regional Program Support Specialist or designated ICCB staff member.

The initial council meeting each year shall be called and convened by the previous year's chairperson. The chairperson shall describe the roles and responsibilities of the APC, review the bylaws, conduct an election to select a new chairperson, vice or co-chair and/or secretary and facilitate a discussion/approval of any provider sites and services for the current fiscal year. The chairperson of the APC must represent an ICCB AEL funded provider.

APCs must develop and adopt bylaws that govern the operation of the APC, including voting rights. A copy of the bylaws, including any revisions, must be submitted annually to the ICCB after their adoption. Required members and entitled representatives are allowed one vote per institution.

Each APC is required to maintain a file of the minutes of all meetings. A copy of the minutes is to be provided to the appropriate Regional Program Support Specialist after each meeting.

The Area Plan

Area Planning Councils must develop and submit a plan for coordination and provision of adult education services in the format and timeframe specified by the ICCB. The Area Plan focuses on coordination of resources and services regardless of funding source. On or before March 1 of each year, all APCs must submit an annual plan for approval. The ICCB will provide each APC with the forms, due dates and requirements for the plan annually. Preparation of the Area Plan should follow the process outlined in the APC's bylaws.

The following are required minimum components of an Area Plan:

- description and explanation of the educational needs of eligible students in the planning area
- explanation of the educational needs of eligible students that are not being met
- inclusion of data that support needs of eligible adults and their family members
    - census reports, U.S. Bureau of Labor Statistics, welfare data, free and reduced lunch counts, etc.
- formulation of a proposed delivery system that includes identification of partner service providers and description of services to be provided by each

- other information as specified by the ICCB

Changes to the Area Plan

Area Plans may be changed during the planning year in accordance with the procedures established by the ICCB. All changes to the approved Area Plan, including sites and services, must follow the procedures indicated below.

1. Submit the change to the chair of the APC.
2. The chair will inform all members of the change(s), allowing ten business days for a response if the change is presented between scheduled APC meetings.
3. If the members feel the change will result in duplication of services, then the chair must convene the APC and follow its own bylaws to approve the change.
4. Should strong disagreement prevail, then it will be necessary to follow the procedures for submitting a Minority Report as outlined in this section.
5. After APC adoption of changes, submit a copy of the *APC Change Form* to:

Illinois Community College Board
Adult Education and Literacy/Program Compliance
401 E. Capitol Avenue
Springfield, IL 62701

The Minority Report

When entities within an Area Planning Council are unable to reach consensus, a Minority Report may be filed. When strong disagreement prevails, dissenting members of the APC should explain the specific decision being sought and justification for seeking the decision in the Minority Report. The report must be signed by the dissenting members of the APC.

The Minority Report should be submitted with the Area Plan or submitted directly to the ICCB. The Minority Report will be reviewed by an ICCB Adult Education Review Committee. The Review Committee's recommendation, along with the Area Plan and the Minority Report, will be returned to the APC for consideration.

Within ten days of receipt of the recommendation, the APC will decide either to accept and adopt the recommendation or to appeal the recommendation. If the recommendation is accepted, the APC will revise the Area Plan accordingly and return it to the ICCB for review and processing.

If the recommendation is not accepted or if the APC wishes to appeal the decision, the APC must provide documentation regarding its reasoning for the continued review. A further review of the information will be conducted by the Adult Education Review Committee. Additional information may be requested which may include a meeting of the APC and the ICCB.

The ICCB has the final decision. The APC chairperson must reconvene the council if the local Area Plan is not approved. All amendments and/or revisions to the Area Plan must be formally approved by the APC membership before it is resubmitted to the ICCB.

Additional Information

The following forms can be found in *Appendix C* of this manual:

- Area Planning Council Statute
- APC Change Form
- Area Planning Council (ICCB) Officers
- Area Planning Council By-Laws Template

SECTION 3: WIOA REQUIREMENTS

Major Policy Points

- WIOA Introduction
  - Intent of WIOA (Pub. L. 113-128)
  - Purpose of WIOA (WIOA Sec. 2)
- Local Workforce Innovation Board (LWIB) Participation (WIOA Sec. 107 (b)(2)(C)(i))
  - Comprehensive One-Stop Center Participation (WIOA Sec. 121 (b))
  - Career Services (WIOA Sec. 134 (c)(2))
- Infrastructure and Shared Systems Costs (WIOA Sec. 121(c)(2)(A)(ii)(II))

WIOA Introduction

As partially described in the Introduction to this Manual, the Workforce Innovation and Opportunity Act of 2014 (WIOA) renews and changes the focus of Adult Education and the Workforce system as a whole. WIOA has four primary Titles with six core programs or partners: Title I, Workforce Development Activities, is comprised of three core programs: the Adult, Youth, and Dislocated Worker programs, and is administered in Illinois by the Department of Commerce and Economic Opportunity (DCEO or Commerce); Title II is Adult Education and Literacy and is administered in Illinois by the Illinois Community College Board (ICCB); Title III is the Wagner-Peyser Act and is administered in Illinois by the Illinois Department of Employment Security (IDES); and, Title IV, Vocational Rehabilitation or the Rehabilitation Act of 1973, is administered in Illinois by the Division of Rehabilitation Services (DRS) at the Department of Human Services (DHS).

Intent of WIOA

From the Overview of the Final Rules (*(U.S. Departments of Labor, Education, and Health & Human Services)*:

> *The bipartisan Workforce Innovation and Opportunity Act (WIOA) (Pub. L. 113-128) signed by President Obama on July 22, 2014, created a new vision for how America prepares an educated and skilled workforce that expands opportunity for workers and employers. WIOA represents the most significant reform to our public workforce development system in nearly 20 years. The same day the President signed WIOA into law, the Vice President released his Job-Driven Training report recommending improvements to our Federal training programs including stronger employer engagement, the use of work-based learning approaches like apprenticeship, accountability for employment outcomes, and regional partnerships. The Administration laid out a vision for our job training system that, as he explained, "trains our workers first based on what employers are telling us they're hiring for and helps business design the training programs so that we're creating a pipeline into jobs that are actually out there." Many of these recommendations complement the new law.*

> *The 21st century public workforce development system created through WIOA builds closer ties between business leaders, State and Local Workforce Development Boards, labor unions, community colleges, non-profit organizations, youth-serving organizations, and state and local officials to deliver a more job-driven approach to training and skills development. The system will deliver integrated, job-driven services to job seekers including youth and those with barriers to employment as well as to workers and employers. It supports the development of strong regional economies and enhances performance accountability to better inform consumer and investors about programs and services that work.*

From the Illinois Governor's Guidelines:

> *WIOA establishes ambitious goals for the integration of workforce service programs. These goals are intended to maximize the value and benefits to customers of services available to them under federally-funded workforce development programs. Included are business customers seeking to acquire the talent and skills needed to compete in a global economy. Also included are program participants seeking to acquire skills and recognized credentials to move along pathways that lead to high-paying jobs in growing sectors of the economy that offer long-term opportunities for stable employment.*
>
> *Carefully planned and coordinated services among all federally-funded workforce development programs are necessary to achieve the level of integrated service delivery WIOA envisions. This means that all federally-funded workforce development programs work collaboratively in partnership to optimize the quality of services provided. Recognizing that successful integration is directly related to coordinated and joint use of resources, WIOA also requires each partner to contribute its proportionate share of costs required for operation of local one-stop delivery systems.*

Purpose of WIOA

The purposes of WIOA are as follows (WIOA Sec. 2, 29 USC 3101):

(1) To increase for individuals in the United States—particularly those individuals with barriers to employment—access to and opportunities for the employment, education, training, and support services they need to succeed in the labor market.

(2) To support the alignment of workforce investment, education, and economic development systems in support of a comprehensive, accessible, and high-quality workforce development system in the United States.

(3) To improve the quality and labor market relevance of workforce investment, education, and economic development efforts to provide America's workers with the skills and credentials necessary to secure and advance in employment with family-sustaining wages and to provide America's employers with the skilled workers the employers need to succeed in a global economy.

(4) To promote improvement in the structure of and delivery of services through the United States workforce development system to better address the employment and skill needs of workers, jobseekers, and employers.

(5) To increase the prosperity of workers and employers in the United States, the economic growth of communities, regions, and states, and the global competitiveness of the United States.
(6) For purposes of subtitle A and B of Title I, to provide workforce investment activities through statewide and local workforce development systems that increase the employment, retention, and earnings of participants and increase attainment of recognized postsecondary credentials by participants which, as a result, improve the quality of the workforce, reduce welfare dependency, increase economic self-sufficiency, meet the skill requirements of employers, and enhance the productivity and competitiveness of the nation.

The purpose of WIOA Title II—Adult Education and Literacy (*WIOA Sec. 202*) is defined in the law as follows: It is the purpose of this title to create a partnership among the Federal Government, States, and localities to provide, on a voluntary basis, adult education and literacy activities, in order to

(1) assist adults to become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency
(2) assist adults who are parents or family members to obtain the education and skills that
  (A) are necessary to becoming full partners in the educational development of their children
  (B) lead to sustainable improvements in the economic opportunities for their family
(3) assist adults in attaining a secondary school diploma and, in the transition to postsecondary education and training, include career pathways
(4) assist immigrants and other individuals who are English language learners in
  (A) improving their
    (i) reading, writing, speaking, and comprehension skills in English and
    (ii) mathematics skills
  (B) acquiring and understanding the American system of government, individual freedom, and the responsibilities of citizenship

As a core partner under WIOA Title II Adult Education has certain responsibilities above and beyond what was previously required under the Workforce Investment Act of 1998 (WIA). WIOA introduced new adult education and literacy (AEL) activities that are described elsewhere in this manual (see Section 7 – Instruction). Additionally, Title II is required to participate as a full member of the state and Local Workforce Innovation Boards (LWIBs) and is a required partner in the Comprehensive One-Stop Delivery System, and as such is required to provide career services and contribute to infrastructure and shared systems costs as described later in this section. The Illinois Community College Board is the Title II Representative on the Illinois Workforce Innovation Board (IWIB). Representation and participation on LWIBs is described below in subsection 2. The requirements for Comprehensive One-Stop Center participation are described in subsection 3.

Local Workforce Innovation Board Participation

As one of the four core partners under WIOA, the Adult Education and Literacy program has a seat on and is a member of the Local Workforce and Innovation Board (LWIB) in each of the 22

LWIAs (WIOA Sec. 107 (b)(2)(C)(i)). The Area Planning Councils has the authority to determine who that individual will be.

- For LWIAs with multiple APCs having majority presence in a specific LWIA, the APCs will work together to determine the representative for that LWIB.
- For single provider APCs, the APC Chair will serve as the LWIB representative.
- Regardless of how the member is chosen, the Adult Education and Literacy LWIB member is responsible for representing all Adult Education providers in that LWIB, participating in LWIB meetings and consulting with, and reporting back to, the other providers in the APC.

For APCs 508, 504, 527, 524, 512, 535, 515/ LWIA 7, Chicago/Cook County, the Title II Adult Education and Literacy representative seat is held by the ICCB's Deputy Director of Adult Education and Workforce, the chief State administrator for Title II.

The functions of the LWIB include (WIOA Sec. 107(d)):

1. Develop a local plan for workforce development activities (WIOA Sec. 107(d)(1)).
2. Perform workforce research and local and regional labor market analysis (WIOA Sec. 107(d)(2)).
3. Convene local workforce development system stakeholders in the development of the local plan and leverage support for the plan activities (WIOA Sec. 107(d)(3)).
4. Engaging employers (WIOA Sec. 107(d)(4)).
5. Develop and implement career pathways programming with partners from secondary and postsecondary education by aligning various education, training, and supportive services (WIOA Sec. 107(d)(5)).
6. Identify and promote proven and promising practices (WIOA Sec. 107(d)(6)).
7. Develop strategies for using technology to maximize the accessibility and efficacy of the local workforce development system (WIOA Sec. 107(d)(7)).
8. Conduct oversight for programs under WIOA Title I and the local comprehensive one-stop center (WIOA Sec. 107(d)(8)).
9. Negotiate local performance accountability measures (WIOA Sec. 107(d)(9)).
10. Select operators of the one-stop center, providers of youth services, and eligible providers of training and career services (WIOA Sec. 107(d)(10)).
11. Coordinate with local education providers, including Title II: Adult Education and Literacy providers, Career and Technical Education (CTE) providers as defined in section 3 of the Carl D. Perkins Career and Technical Education Act of 2006 (Illinois public community colleges) (20 U.S.C. 2302), and local agencies administering plans under Title I of the Rehabilitation Act of 1973 (IL Dept. of Human Services, Division of Rehabilitation Services (DRS)) (29 U.S.C. 732, 741) (WIOA Sec. 107(d)(11)).
    a. As a part of the coordination with education partners, WIOA requires that the LWIB review local applications for Title II: Adult Education and Literacy funding. The LWIB does not approve the application, but reviews it to ensure alignment with the Local Plan for workforce development activities under WIOA (WIOA Sec. 107(d)(11)(B)(i)(I));
12. Develop the operating budget for the LWIB/LWIA and administer the operation of the LWIA (WIOA Sec. 107(d)(12)); and

13. Assess the physical and programmatic accessibility of all one-stop centers within the LWIA, in accordance with WIOA Section 188 and the Americans with Disabilities Act of 1990 (ADA) (42 U.S.C. 12101 et seq.) (WIOA Sec. 107(d)(13)).

For specifics on the contents and requirements of the local plan for workforce development, see WIOA Section 108.

In addition to the above, the LWIB is required, with the agreement of the chief elected official for the LWIA, to develop and enter into a memorandum of understanding (MOU) with the required partners of the comprehensive one-stop system (WIOA Sec. 121(a)).

Comprehensive One-Stop Participation

In addition to being a core partner, Title II: Adult Education and Literacy is also a required partner of the comprehensive one-stop system, as defined under WIOA Section 121(b). As such, Title II is required to participate in the provision of services and operation of the one-stop system as agreed upon in the negotiated Memorandum of Understanding (MOU) developed by each LWIB. The specifics about the contents and requirements of the MOU can be found in WIOA Section 121(c).

The MOU governs the operation of the comprehensive one-stop system and includes provisions describing:

- The services to be provided through the one-stop delivery system including the manner in which the services will be coordinated and delivered (WIOA Sec. 121(c)(2)(A)(i));
- How the costs of such services and the operating costs of the system will be funded including:
    - Funding through cash and in-kind contributions which may include funding from philanthropic organizations or other private entities or through other alternative financing options (WIOA Sec. 121(c)(2)(A)(ii)(I)); and
    - Funding of the infrastructure costs of one-stop centers (WIOA Sec. 121(c)(2)(A)(ii)(II));
- Methods of referral of individuals between the one-stop operator and partners (WIOA Sec. 121(c)(2)(A)(iii));
- Methods of ensuring accessibility and availability to necessary and appropriate services to all individuals including individuals with disabilities, those with barriers to employment, and youth (WIOA Sec. 121(c)(2)(A)(iv));
- The duration of and procedures for amending the MOU; and
- Any other provisions consistent with the requirements of WIOA Title I as deemed appropriate by the parties to the agreement (WIOA Sec. 121(c)(2)(B)).

Career Services

Included in the requirements of one-stop participation is the provision of career services in the comprehensive one-stop center.

As explained in the Joint Final Rule of WIOA from the Departments of Labor and Education, career services as identified in sec. 134(c)(2) of WIOA consist of three types:

(a) Basic career services must be made available and, at a minimum, must include the following services as consistent with allowable program activities and Federal cost principles:

(1) Determinations of whether the individual is eligible to receive assistance from the adult, dislocated worker, or youth programs;

(2) Outreach, intake (including worker profiling), and orientation to information and other services available through the one-stop delivery system. For the TANF program, states must provide individuals with the opportunity to initiate an application for TANF assistance and non-assistance benefits and services which could be implemented through the provision of paper application forms or links to the application Web site;

(3) Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities (including skills gaps), and supportive service's needs;

(4) Labor exchange services, including—

(A) Job search and placement assistance, and, when needed by an individual, career counseling, including—

(i) Provision of information on in-demand industry sectors and occupations (as defined in sec. 3(23) of WIOA); and

(ii) Provision of information on nontraditional employment; and

(B) Appropriate recruitment and other business services on behalf of employers including information and referrals to specialized business services other than those traditionally offered through the one-stop delivery system;

(5) Provision of referrals to and coordination of activities with other programs and services including programs and services within the one-stop delivery system and, when appropriate, other workforce development programs;

(6) Provision of workforce and labor market employment statistics information including the provision of accurate information relating to local, regional, and national labor market areas, including—

(A) Job vacancy listings in labor market areas;

(B) Information on job skills necessary to obtain the vacant jobs listed; and

(C) Information relating to local occupations in demand and the earnings, skill requirements, and opportunities for advancement for those jobs;

(7) Provision of performance information and program cost information on eligible providers of education, training, and workforce services by program and type of providers;

(8) Provision of information in usable and understandable formats and languages about how the local area is performing on local performance accountability measures as well as any additional performance information relating to the area's one-stop delivery system;

(9) Provision of information in usable and understandable formats and languages relating to the availability of supportive services or assistance with appropriate referrals to those services and assistance including: child care, child support, medical or child health assistance available through the State's Medicaid program and Children's Health Insurance Program, benefits under SNAP,

assistance through the earned income tax credit, and assistance under a State program for TANF and other supportive services and transportation provided through that program;

(10) Provision of information and meaningful assistance to individuals seeking assistance in filing a claim for unemployment compensation.

(A) "Meaningful assistance" means:

(i) Providing assistance on-site using staff who are well-trained in unemployment compensation claims filing and the rights and responsibilities of claimants; or

(ii) Providing assistance by phone or via other technology as long as the assistance is provided by trained and available staff and within a reasonable time.

(B) The costs associated in providing this assistance may be paid for by the State's unemployment insurance program, or the WIOA adult or dislocated worker programs, or some combination thereof.

(11) Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided under WIOA.

(b) Individualized career services must be made available if determined to be appropriate in order for an individual to obtain or retain employment. These services include the following services as consistent with program requirements and Federal cost principles:

(1) Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers which may include—

(A) Diagnostic testing and use of other assessment tools and

(B) In-depth interviewing and evaluation to identify employment barriers and appropriate employment goals;

(2) Development of an individual employment plan to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve his or her employment goals including the list of and information about the eligible training providers (as described in 20 CFR 680.180);

(3) Group counseling;

(4) Individual counseling;

(5) Career planning;

(6) Short-term pre-vocational services including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct services to prepare individuals for unsubsidized employment or training;

(7) Internships and work experiences that are linked to careers (as described in 20 CFR 680.170);

(8) Workforce preparation activities;

(9) Financial literacy services as described in sec. 129(b)(2)(D) of WIOA and 20 CFR 681.500;

(10) Out-of-area job search assistance and relocation assistance; and

(11) English language acquisition and integrated education and training programs.

(c) Follow-up services must be provided as appropriate, including counseling regarding the workplace for participants in adult or dislocated worker workforce investment

activities who are placed in unsubsidized employment for up to 12 months after the first day of employment.

(d) In addition to the requirements in paragraph (a)(2) of this section, TANF agencies must identify employment services and related support being provided by the TANF program (within the local area) that qualify as career services and ensure access to them via the local one-stop delivery system.

The current requirements for provision can be found in the WIOA Services Matrix (www.illinoisworknet.com/DownloadPrint/WIOA%20Services%20Matrix.pdf) on the WIOA Implementation Documents and Updates page of Illinois Worknet (www.illinoisworknet.com).

Infrastructure and Shared Systems Costs

As described in WIOA Section 121(c)(2)(A)(ii), shared responsibility for the infrastructure and shared systems costs is one of the requirements of the required one-stop system partners.

The WIOA Joint Final Rule from the U.S. Departments of Labor and Education describes infrastructure costs as follows (§ 463.700):

(a) Infrastructure costs of one-stop centers are non-personnel costs that are necessary for the general operation of the one-stop center including:

(1) Rental of the facilities;

(2) Utilities and maintenance;

(3) Equipment (including assessment-related products and assistive technology for individuals with disabilities); and

(4) Technology to facilitate access to the one-stop center, including technology used for the center's planning and outreach activities.

(b) Local WDBs may consider common identifier costs as costs of one-stop infrastructure.

(c) Each entity that carries out a program or activities in a local one-stop center described in §§ 463.400 through 463.410 must use a portion of the funds available for the program and activities to maintain the one-stop delivery system including payment of the infrastructure costs of one-stop centers. These payments must be in accordance with this subpart; Federal cost principles which require that all costs must be allowable, reasonable, necessary, and allocable to the program; and all other applicable legal requirements.

The breakdown of proportional responsibility for infrastructure and shared systems costs is determined through a designated funding mechanism and negotiated with all partners as a part of the Memorandum of Understanding (MOU) which is renegotiated every three years. The budgets with these breakdowns must be renegotiated each year with agreement from all partners.

Additional Information

For additional information, see:

- Workforce Innovation and Opportunity Act of 2014 (WIOA), Public Law 113-128
- Illinois Unified State Plan for WIOA
- Governor's Guidelines Supplemental Guidance for FY18
- U.S. Department of Education, WIOA Final Rules page
- Illinois Worknet WIOA Implementation page

SECTION 4: GENERAL FISCAL POLICIES

Major Policy Points

- There are four competitive sources of funds for Adult Education and Literacy provided through ICCB. Each funding source has statutory regulations, policies, and guidelines which dictate the way dollars may be spent. (*Federal and State Policy*)
- Programs must adhere to the Grant Accountability and Transparency Act (*GATA*) Requirements. (*State Policy*)
- Providers may award sub-grants (formally subcontractors) for the provision of services. (*Federal and State Policy*)
- Funding allocations to providers are based upon the funding formula. (*State Policy*)
    - Providers have the option to return unused funds or request additional funds in the spring of each year. In certain instances, providers will be required to return funds to the ICCB. (*State Policy*)
- All funded providers must submit for approval on the ICCB AEL provided forms a Post Allocation Budget and Budget Narrative. (*Federal and State Policy*)
    - The Instructional Line of each budget for State Basic, Federal Basic, and Integrated English Literacy and Civics Education (IEL/CE) must be generated. (*Federal and State Policy*)
- Providers are required to award all contracts according to Community College Act 110 ILCS805/3.27.1. (*State Policy*)
- All providers are required to submit an annual audit to the ICCB by October 15th of each year. (*Federal and State Policy*)
- Programs must submit for approval any purchases over $5,000 and must include such items on their yearly Inventory report. (*Federal and State Policy*)

Funding Sources

There are four competitive sources of funds for Adult Education and Literacy provided through ICCB. Each funding source has statutory regulations, policies, and guidelines which dictate the way dollars may be spent.

The four sources of funds for Adult Education and Literacy provided through ICCB consist of the following:

Federal Funding Categories	State Funding Categories
1. Federal Basic	1. State Basic
2. Integrated English Literacy and Civics Education (IEL/CE)	2. State Performance

For detailed information regarding the purpose, eligible participants, appropriate use of funds, and assessment requirements for each funding source, please refer to the document titled "Overview of Funding Sources for Adult Education and Literacy" at the end of this section.

Revenues and expenditures for each individual funding source must be tracked separately within an individual budget. These funds are to be used to supplement, not supplant, existing resources and existing instructional and support services.

These are restricted purpose funds and may not be transferred to other grants. Records must be maintained to support the appropriate usage of AEL funds. Amounts reported as expenditures must be for allowable services and must reflect actual expenditures. A written purchasing policy that includes appropriate checks and balances to ensure that state and federal funds are properly spent should be established and followed.

When issuing statements, press releases, bid solicitations and other documents describing programs funded in whole or in part with federal money, providers must follow the guidelines of the **Stevens Amendment**.

- Information provided must document the percentage of the total cost of the program that will be financed with federal money.
- The total amount of federal funds used for the program must also be documented.

Claims for allocated funds must be generated throughout the year, and records must support the claims. At the end of the year, 100% of the instructional costs spent (except for State Performance) must be generated.

Grant Accountability and Transparency Act

All Programs must adhere to the requirements of the Grant Accountability and Transparency Act (GATA) requirements.

GATA:

> *In Response to federal Uniform Guidance (*2 CFR 200*) effective December 2014 and the State of Illinois Grant Accountability and Transparency Act (GATA) effective July 2014, Illinois is implementing a state-wide initiative to establish a compliant, uniform framework for grant management. GATA is a collaborative effort between grant making agencies and the grantee community to standardize policies and procedures and remove redundancy in grant management.*

The following steps must be taken to receive a grant from ICCB:

1. Register via the GATA web portal annually for a Pre-Qualification
2. During pre-qualification, Dun and Bradstreet verifications are performed including a check of the Debarred and Suspended status and good standing with the Secretary of State. The pre-qualification process also includes a financial and administrative risk assessment utilizing the ICQ (Internal Control Questionnaire). If applicable, the entity may be notified that it is ineligible for the award as a result of the Dun and Bradstreet verification. The

entity will be informed of corrective action needed to become eligible for a grant award if this occurs.

3. Prior to receiving the award, a programmatic risk assessment (in addition to the ICQ) will need to be completed and returned to ICCB. This assessment will be provided by ICCB programmatic staff.
4. Notice of State Award letter will be generated by ICCB and should then be reviewed, signed, and returned to ICCB staff.
5. Review and sign the Uniform Grant Agreement noting any specific risk conditions.
6. Complete the Uniform Budget using the proper indirect cost rate for your specific program. Some programs have a statutorily capped indirect cost rate, and others will need to use the negotiated rate. Refer to your grant agreement for clarification.
7. Depending on the results from the provider's fiscal and administrative risk assessment as well as the programmatic risk assessment, monitoring and reporting will vary. Refer to your grant agreement to determine specific conditions.

Subgrants

Providers may award subgrants (formally subcontracts) for the provision of services. In a subgrant arrangement, all stipulations regarding the grant agreement are the responsibility of the ICCB AEL-funded provider. The funded provider is responsible for ensuring all subgrantees follow the ICCB AEL program policies and procedures, stipulations in the grant agreement, and the guidelines in EDGAR. Any proposed subgrantee must be an entity of demonstrated effectiveness and is subject to approval by the ICCB.

A written agreement must be developed between the sub-granting agency and the sub-grantee and should include the following:

- Name(s), address(es), telephone number(s) and e-mail address(es) of sub-grantee(s)
- Time frame of agreement
- Proposed services provided by sub-grantee(s)
- Projected number of participants to be served by sub-grantee(s)
- Costs to be paid under sub-grant
- Payment schedule
- Conditions for amending the agreement
- Terms/Conditions for dissolution of the agreement

The subgranting agency must maintain appropriate records (including fiscal) relating to sub-grantee selection process and evaluation as well as sub-grantee qualifications. The ICCB reserves the right to review and to approve all subgrant agreements using ICCB AEL funds. Additionally all sub-grantee records are subject to audit and monitoring/evaluation.

The Funding Formula

Funding allocations to providers are based upon the funding formula. Providers have the option to return unused funds or request additional funds in the spring of each year. In certain instances, providers will be required to return funds to the ICCB.

Funding Methodology

The Illinois Community College Board Adult Education and Literacy funding allocations are determined based upon a funding methodology approved in May 2008. This document details the data used in the calculation of each program's allocation.

In general, the funding allocation is calculated using the following components:

- Index of Need
- Base Funding
  - Foundation Component
  - Enrollment Component
  - Units of Instruction
- Performance Funding
  - Secondary Completions
    - HSE completions
    - High School completions
  - Level Gains
    - Education Functioning Level (EFL) Gains based on post-test assessments within Test Publisher guidelines
    - Vocational Completions
    - Citizenship Completions

Funding Disbursement

Following notification of allocations, the provider will receive a Notice of State Award (NOSA via the Grantee Portal. Following acceptance of the NOSA, the provider will receive a Grant Agreement which must be signed by the provider as well as the ICCB. Providers are then disbursed allocated state funding on a schedule as prescribed by Exhibit C—Payment in the Grant Agreement. Federal Basic and Federal IEL/CE funds must be requested using the Payment Request Form included with the grant document. All federal funds must have been requested no later than August 1.

Generation

A minimum of 45% of the allocation or the amount of funds spent on instruction (whichever is greater) for all funding sources with the exception of the State Performance budget must be generated. Upon submission of the mid-year Enrollment Report, the ICCB will review the report to determine if the instructional line of each funding source has been generated for each program. Budget generation is based upon student enrollment. For every 15 enrollment hours a student earns, one unit of instruction is generated. Each unit is assigned a dollar value based on the instructional category of the unit. Unit rates are established by state statute.

Failure to generate 45% of the instructional line in a funding source (with the exception of State Performance) by mid-year will result in a hold on disbursement of funding. Once the generation is met, the disbursement of funds will be reinstated.

In the spring of each year, providers will be asked to review their budgets to determine whether they will use all of their allocated funding. This process is called the "Intent to Release/Request Additional Funding." If applicable, providers will submit appropriate forms as determined by the ICCB releasing current funds or requesting additional funds that may be available through this process.

Providers should regularly review generation and expenditures throughout the year to determine if they have funds to release or could use additional funds as provided through the annual release/request process. If, at any point, a program does not intend to generate the full instructional budget for any funding source or expend the total AEL grant allocation, the provider should contact the appropriate Regional Program Support Specialist for technical assistance.

Other reasons for return of funding that are not associated as a part of the Release/Request Additional Funds process may include:

- Instructional funds generated are less than 45% of the final actual expenditures.
- Expenditures for a full fiscal year are less than funds received.
    - If the reported end of year expenditures in a funding source are less than 90% of the allocation, then the calculations for instruction, General Administration, Program Support and indirect costs are based on the **new total eligible funding amount** and will not exceed the revised allocation. The new amount is calculated using instructional funds generated and the appropriate percentage allowed for the expenditure category.
- External Audit identifies unspent or inappropriate use of funds.
- The monitoring process determines an inappropriate use of funds.
- The end of the year expenditure report shows the need to return funds.
    - The calculations from the end of year expenditure report will alert programs to revisions and the return of funds. Funds should be returned as soon as external audits are finalized, but no later than October 15th.

Administrative Cost Limitation

State Basic funding, Federal Basic funding and Federal IEL/CE funding have a statutory limitation on the costs of administration (15% for State Basic, 5% for Federal Basic and 5% for Federal IEL/CE). The costs of administration are those portions of reasonable, necessary and allowable costs associated with the overall project management and administration. These costs can be both personnel and non-personnel, and both direct and indirect. Therefore, the limitation applies to the combined claims for indirect costs and direct administration costs.

On the post-allocation budget, direct administration costs are captured in the direct program support costs line item.

Examples of direct administration are salaries, benefits, and other expenses of the recipient's staff that perform the following functions:

- Overall program management, program coordination, and office management functions
- Preparing program plans, budget schedules, and related amendments
- Monitoring of programs, projects, subrecipients and related systems and processes
- Developing systems and procedures, including management information systems, for assuring compliance with program requirements
- Preparing reports and other documents related to the program requirements
- Evaluating program results against stated objectives
- Divisional level administrative services such as program specific accounting, auditing or legal activities

Examples of non-labor costs for direct administration include:

- Costs for goods and services required for administration of the program, including the rental or purchase of equipment, utilities, office supplies, postage, and rental and maintenance of office space
- Travel costs incurred for official business in carrying out program management

The following illustration reflects how administrative cost limitations affects the State Basic portion of an award. State Basic funding has a 15% administrative cost limitation. The limitation is applied to the total award. The effect on the indirect cost reimbursement is show below:

State Basic Grant Funds Available	$1,000,000
Administrative Cost Limitation at 15%	$ 150,000
Direct Program Support Cost Incurred	$ 112,500
Allowable Indirect Cost Reimbursement	$ 37,500
Total Administrative Cost Reimbursement	$ 150,000

Fees

Students may not be charged for instructional costs including the cost of instructional materials. Public entities using State Basic and/or State Performance funds may supplement the cost of offering ASE classes using a $3.00 fee per student per unit of instruction. An accounting of all fees collected must be maintained for each fiscal year. Additionally, an accounting of how the collected fees were used to provide services to ASE students must also be maintained. The fees collected during a fiscal year must be spent during that same fiscal year. All records dealing with a fee charge are subject to monitoring and audit.

The language in the legislation indicates it is for ASE instruction only. Only public entities can make the $3.00 charge. The legislation went into effect prior to the funding of CBO's, so they are not included in the provision for charges.

There is never an instance when a student funded with Federal funds can be charged for services.

Interest Income

All funded providers are required to adhere to the guidelines for federal funds as indicated in the Education Department General Administrative Regulations (EDGAR).

- In accordance with federal law, federal funds cannot be advanced or held in an account more than thirty (30) days. Federal funds must be placed in an interest bearing account, unless:
  - The Grantee receives less than $120,000 in federal awards per year;
  - The best reasonably available interest-bearing account would not be expected to earn interest in excess of $500 per year on federal cash balances; or
  - The depository would require an average or minimum balance so high that it would not be feasible within the expected federal and non-federal cash resources.

The timing and amount of federal funds requested should be as close as administratively feasible to the actual obligations. Pursuant to *34 CFR 74*, the Grantee is required to maintain advances of federal funds in an interest bearing account with some exceptions. Grantees choosing to receive payments on a monthly or quarterly basis should note the following:

- Grantees should manage cash-on-hand to avoid holding funds in excess of 30 days.
- Any interest earned annually totaling $500 or less must be expended on the adult education program or returned to the ICCB.

Per GATA, all grant funds (state and federal) are required to be held in an interest-bearing accounts. The same guidelines apply to both state and federal monies.

Time Distribution Sheets

Time distribution sheets must be maintained for all staff members paid from more than one federal fund. A sample is included in *Appendix C*.

The federal time and effort requirement is at a minimum. Providers are required to keep documentation as required by OMB Circular A87 Attachment B-8h. Providers are encouraged to establish additional detail beyond federal requirements to support payroll and benefits charges.

Post Allocation Budget and Budget Narrative

All funded providers must submit for approval on the ICCB AEL provided forms a Post Allocation Budget and Budget Narrative. The Instructional Line of each budget for State Basic, Federal Basic, and Integrate English Literacy and Civics Education (IEL/CE) must be generated.

After receiving the allocation amount and returning the signed grant agreement to the ICCB, programs must develop and submit a Post Allocation Budget for each funding source received. A Budget Narrative for each source of funds must also be completed. Budgets within a single funding source may be modified without requesting approval from the ICCB as long as the changes do not affect either the negotiated Program Support percentages or 2 CFR 200.308. Budget modifications needing ICCB approval must be signed by the Grantee's authorized representative

upon submission for approval. Expenditure of funds under a requested revision is prohibited and will not be reimbursed if expended before Grantor gives written approval.

If a funded provider is a consortia of eligible entities, the lead agency is the fiscal agent for the consortia. As such this agency is responsible for the submission of all fiscal documents and reports and must ensure that each consortia member follows all federal and state policies and guidelines in the delivery of adult education services.

Fifty-one percent (51%) or more of the direct instructional costs must be paid with ICCB AEL funds to claim units for generation. Please refer to the "Overview of Funding Sources for Adult Education and Literacy" and the "Budget Descriptions" documents at the end of this section for more details.

Awarding Contracts

Providers are required to award all contracts according to Community College Act 110 ILCS805/3.27.1.

- Providers can establish a more restrictive requirement for awarding contracts.
- All contracts for purchase of supplies, materials, or work involving an expenditure in excess of $25,000 must meet the requirements as listed in the Community College Act.

Annual Audit

All providers are required to submit an annual audit to the ICCB by October 15th of each year. All providers subject to OMB Circular A133 must submit one paper and one electronic copy of the audit to the ICCB. Providers not subject to OMB Circular A133, must submit a grant specific audit according to the US Government Accounting Office, also known as the *Government Auditing Standards (The Yellow Book).* One electronic copy should be provided to the attention of Adult Education, Program Compliance.

A grant specific audit will at a minimum include an audit opinion; a compliance report; or an additional paragraph in the audit opinion which provides positive assurance of compliance with rules, regulations, state and federal law and the ICCB Adult Education and Literacy expenditure requirements; a balance sheet; a statement of revenues and expenses; and relevant notes to the financials.

Additional Information

The following documents can be found in *Appendix C* of this manual:

- Budget Descriptions
- Overview of Funding Sources for Adult Education and Literacy
- Request for Budget Item Needing Pre-Approval
- Time Distribution Sheet

For additional information, see:

- The Adult Education and Literacy audit requirements can be found in *Section 12* of this manual.
- Additional information related to the budgets, expenditure reports, and the audit, can be found in *Section 3* of this manual.
- For questions specific to the audit, please contact the Director for Financial Compliance and Program Accountability at the ICCB Springfield Office.

SECTION 5: STUDENT INTAKE

Major Policy Points

- All students are required to complete one intake form per fiscal year. This should be completed when the student enters the program and the form must contain, at a minimum, specific and prescribed elements as outlined by ICCB. (Federal and State Policy)
- Upon entering the program, all students must receive an appropriate orientation that outlines requirements and expectations, services available, and guidance with career and educational planning. Appropriate assessment(s) must also be conducted to establish a baseline for instruction. (Federal and State Policy)
- Students in Adult Education are required to enter into Career Pathway programs. (State and Federal Policy)

Intake

All students are required to complete one intake form per fiscal year. This should be completed when the student enters the program and the form must contain, at a minimum, specific and prescribed elements as outlined by ICCB.

To facilitate the intake process and meet the requirements for maintaining student data, an intake form must be completed for each student.

- A sample student intake form that meets the requirements has been included in Appendix C to assist providers with the intake process.
- The Adult Education and Literacy Student Intake Form is aligned with the approved data system to ease the data entry process at the program level.
- A program can use any locally developed intake form as long as the form includes the required elements. If designing a local intake form, it is strongly recommended that the form layout be consistent with the approved data system screen to assist with data entry requirements.
- Accurately recording information from the Student Intake Form in the approved data system is essential because it becomes the criteria used to measure student success and examine program characteristics.
- It is required that programs have each student complete, date, and sign an intake form each fiscal year.

Orientation

Upon entering the program, all students must receive an appropriate orientation that outlines requirements and expectations, services available, and guidance with career and educational planning. Appropriate assessment(s) must also be administered to establish a baseline for instruction.

Providers must have a procedure in place for orienting students to the program and assisting them in selecting personal goals for instruction and services. The program should also explain the commitment necessary for the student to be successful in the program. The proper time for this process to occur is when the student first enters the program. It is recommended that this orientation occur prior to a student attending the first class session and that procedures be implemented to regularly address student questions and concerns to assist with student retention.

Pre-testing with an ICCB approved standardized assessment must be conducted by either the third class meeting for a fixed-entry class or by the student's third class period in an open-entry class to establish a baseline for student progress. Detailed information regarding assessment can be found in Assessment (Section 5).

Career Pathway Programs

Students in Adult Education programs are required to enter into Career Pathway programs but may also begin by entering a Bridge program. Title II of WIOA defines Integrated Education and Training (IET) as 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 Education and Training programs prepare a student for academic success and meaningful employment along a Career Pathway have been demonstrated to effectively prepare students for successful transitions into post-secondary education and career employment.

The ICCB has approved 16 Career Pathways that lead to meaningful employment and family sustaining wages for students in Adult Education. Students enrolled in Career Pathway programming develop marketable skills training while receiving contextualized instruction that prepares students for passing High School Equivalency (HSE) exams. Providers administering these programs must ensure that there is an alignment with regional and local labor market information as described in regional and local workforce plans.

A Career Pathway prepares adults with limited academic or limited English skills to enter and succeed in credit-bearing postsecondary education and training leading to career-path employment in high-demand middle-and high-skilled occupations. The goal of bridge programs is to sequentially bridge the gap between the initial skills of individuals and what they need to enter and succeed in postsecondary education and career-path employment.

The requirements of Bridge Programming include:

- Contextualized instruction that integrates basic reading, math, and language skills and industry/occupation knowledge.
- Career development that includes career exploration, career planning within a career area, and understanding the world of work (specific elements depend upon the level of the bridge program and on whether participants are already incumbent workers in the specific field).

- Transition services that provide students with the information and assistance they need to successfully navigate the process of moving from adult education or remedial coursework to credit or occupational programs. Services may include (as needed and available) academic advising, tutoring, study skills, coaching, and referrals to individual support services (e.g., transportation and child care).

Bridge Programs are considered Pre-IET programs.

Integrated Education and Training (IET) programming has two models: Integrated Career and Academic Preparation System (ICAPS) Model 1 (Credit) and ICAPS Model 2 (Non-credit).

The **ICAPS** model capitalizes on integrated partnerships between Adult Education providers and Career and Technical Education (CTE) divisions at Illinois community colleges to provide concurrent enrollment and instruction in a team taught environment with comprehensive student supports resulting in skill level gains, high school equivalency certifications, transferrable college credit, and short-term stackable college and industry-recognized credentials.

- The **ICAPS Model 1** also utilizes partnerships between Adult Education providers and college and university workforce and career training programs that may not be funded through Perkins or the Illinois Community College Board. This model also provides concurrent enrollment and instruction in a team taught environment with comprehensive student supports resulting in skill level gains, high school equivalency certifications, college credit, and college and industry-recognized credentials.
- The **ICAPS Model 2** utilizes partnerships between Adult Education providers and workforce and career training programs that may or may not be tied to a specific postsecondary institution. This model allows for the participation of community-based and faith-based organizations, local school districts and educational authorities, regional offices of education, and other state-funded Adult Education providers and partnership with corporate and continuing education divisions at community colleges, Local Workforce Innovation Boards, independent and governmental workforce training agencies, as well as individual employers and industry-based training programs. This model also provides integrated instruction and comprehensive student supports resulting in skill level gains, high school equivalency certifications, and industry-recognized credentials as well as the option for employer-specific training programs.

Additional Information

The following can be found in *Appendix C* of this manual:

- Adult Education and Literacy Student Intake Form
- Consent to Obtain High School Equivalency Test Results
- Integrated Education and Training Framework Graphic

SECTION 6: ASSESSMENT

Major Policy Points

- All students are required to be assessed with an ICCB approved assessment based on the student's enrollment type. Students enrolled in Vocational only or Foreign Language GED® only are the two exceptions to this requirement. (Federal and State Policy) .
    - Students enrolled in Foreign Language GED instruction should be assessed to ensure they are functioning at the ASE level. Foreign Language GED instruction can only occur at the ASE level. Programs have discretion in selecting the assessment tool to use (i.e. SABE or locally developed instrument), but it should be appropriate for the student population. (State Policy)
- Staff administering the approved assessments must be properly trained, and all official assessments used for student placement must be approved by ICCB. (Federal and State Policy)
    - Current assessments for ELA include the BEST Literacy, BEST Plus, and the CASAS. For ABE, ASE or HSCR, the approved assessment is the TABE 11/12. (Federal and State Policy)
- Level gains are measured by improvement (based on point gain) from pre-test (first assessment used for the fiscal year) to the post-test (final assessment for the fiscal year).(Federal and State Policy)
    - In order for results to be claimed, post-testing must be conducted within time frames established by the test publishers. (Federal Policy)
    - Programs must ensure that students are administered alternating forms of the assessment as appropriate. (Federal Policy)
    - Any testing accommodations for assessing special populations must be within the guidelines established by the test publisher. (Federal Policy)
- Programs may elect to use an assessment from the previous fiscal year for placement in the new fiscal year if that assessment was administered within 120 days of the student's enrollment in the new fiscal year. (State Policy)

Student Assessment

All students are required to be assessed with an ICCB approved assessment based on the student's enrollment type. Students enrolled in Vocational only or Foreign Language GED® only are the two exceptions to this requirement.

Students enrolled in Foreign Language GED instruction should be assessed to ensure they are functioning at the ASE level. Foreign Language GED instruction can only occur at the ASE level. Programs have discretion in selecting the assessment tool to use (i.e., SABE or locally developed instrument), but it should be appropriate for the student population.

Assessment is an integral part of any instructional program. It is conducted to place students in appropriate instructional levels, to measure ongoing progress, to identify student strengths and weaknesses, to qualify students for academic and vocational programs, to demonstrate student gains, to guide instruction, or to determine program effectiveness. Different types of assessment take place at different points in the program. Initially, placement assessment is conducted to place students in the appropriate level.

- Pre-testing is to be completed by the student's third class meeting in the enrollment period (open-entry classes) or by the third period of the class (fixed-entry classes) to establish a baseline to determine student progress.
- Student placement for NRS purposes is required and must occur through ICCB AEFL approved assessments. Additional assessment based on locally developed assessment instruments for placement in appropriate course(s) can also be conducted to inform instruction. However, these locally developed tools cannot be used for official NRS placement and reporting.
- Students are required to be assessed with at least one approved ELA assessment for ELA instruction and either the TABE-R or TABE-M based for ABE, ASE, or HSCR instruction.
- Throughout the program, there should be ongoing progress evaluation and post-testing to measure student progress. In order to report progress, all post-testing should be completed within the guidelines set by the test publisher for the specific assessment in use.
- The ICCB has established the minimum post-test rate target at 65%. This rate is subject to change on an annual basis. Programs should also closely monitor reports to ensure that NRS targets are reached for level gains.
- Each year the ICCB negotiates targets for each of the Educational Functioning Levels (EFL's). All programs are expected, at a minimum, to meet these targets.
- Local providers are required to measure the educational gains of all students who receive 12 hours or more of instruction in Illinois' adult education program with a test that the Secretary of Education has determined is suitable for use in the NRS. The approved tests for Illinois are TABE-R, TABE-M, CASAS Life & Work Reading, BEST Plus, & BEST Literacy.
- Distance Learning is a formal learning activity where students and instructors are separated by geography, time, or both for the majority of the instructional period. Distance learning materials are delivered through computer software, web-based programs, and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail, or online technologies and software. (NRS Implementation Guide p. 50)
- Students in distance education should be post-tested after the same amount of instructional time as other students.
- Students enrolled in distance education must accrue at least 12 contact hours to be reportable to the NRS.
- Providers of distance learning must identify which assessment or assessments will be used to pre and post-test students (post-test not required for ASE High). The assessment must be approved for use with AEL students (TABE-R, TABE-M, CASAS Life & Work Reading, BEST Literacy, and BEST Plus).
- All programs must administer all pre- and post-test assessments used to measure educational gain of distance education students for NRS reporting in-person and at a proctored program site within the state that meets NRS assessment policy.

- Assessments not conducted through face-to-face interaction with a trained test administrator in a secure setting are not allowed for NRS reporting.
- All providers of distance learning must use software and curriculum that is approved by ICCB.
- Proxy contact hours must be tracked through one of the following methods, and providers must identify which method will be used. The method must be compatible with the selected software. In addition, all classes must be set up as Individualized Instruction in the statewide Data Collection System.
    - Clock Time Model—Assigns contact hours based on the elapsed time that a learner is connected to, or engaged in an online or stand-alone software program that tracks time;
    - Learner Mastery Model—Assigns a fixed number of hours of credit based on the learner passing a test on the content of each lesson. Learners work with the curriculum; and materials and when they feel they have mastered the material, take a test. A high percentage of correct answers (typically 70%-80%) earns the credit hours attached to the material.
- Providers of distance learning can use one or any combination of the following enrollment types.
    - At a Distance—Asynchronous instruction provided entirely through an online platform *Students are still required to pre- and post-test (with the exception of post testing for ASE High) face-to-face;
    - Learning Lab—Asynchronous or synchronous instruction provided entirely through an online platform accessed at a program provided computer lab;
    - Hybrid—At a Distance or Learning Lab programming offered in conjunction with face to face instruction;
    - In a hybrid learning model, program identifies the number of times students will meet in a traditional classroom setting or face to face. Because these classes must be set up as individualized instruction in the Data Collection System, the number of hours a student attends face to face instruction must be recorded in place of traditional attendance codes.

The results of the pre- and post-test are important to the learner, the teacher, and the program. For the teacher, the results of testing can be used to guide instruction and curriculum development. The results are critical for program improvement and program accountability in terms of achieving targeted outcomes, as well as continued financial support of the program.

Score ranges for each assessment are determined by the test publisher. Student level gains are determined by the post-test results and reflect the final assessment of the fiscal year for the student in comparison with the pre-test score. If the student earns enough points on the post-test, a level gain is granted.

Programs serving ELA students have the discretion to select from three ELA assessments (i.e. BEST Plus, BEST Literacy, or CASAS Life & Work Reading). Programs can choose the assessment(s) that best meets the needs of the program and the students served. Programs may elect to administer up to two different ELA tests during the same fiscal year. As with TABE testing, in order to claim gains on assessments, post-testing must be conducted within the test publisher's

guidelines and the pre-test and post-test must be from the same ELA assessment. While an ELA student can be tested with two different ELA assessments, only one is required. A second ELA assessment may be used to inform instructional practices. However, it is important to note that if two ELA assessments are given for placement and NRS purposes, the student's NRS level will be based on the assessment reflecting the lowest EFL.

Staff Training

Staff administering the approved assessments must be properly trained, and all official assessments used for NRS reporting must be approved by ICCB. Current assessments for ELA include the BEST Literacy, BEST Plus, and the CASAS Life & Work Reading. For ABE, ASE or HSCR, the approved assessment is the TABE 11/12.

In order to obtain valid and reliable results, staff administering these tests must be trained in test administration with an understanding of how forms, levels, and content ranges play a role in interpreting test results. It is important to follow the assessment procedures outlined in the *Administration Manual* for each test in order to ensure the validity and reliability of the results. ICCB Adult Education and the Literacy Service Center Network offer training workshops on each of the assessment instruments.

Placement and Testing

The following options may be used for determining student placement:

- The program can use any ELA assessment instrument (commercial or locally developed) for placement that will appropriately place students according to their skill level.
- An oral interview (formal or informal) may be used to determine which standardized assessment instrument is used for placement and/or pre-testing.
- To ensure accurate placement, student writing samples may be elicited with program-developed writing prompts.
- Additional placement testing to identify specific skill sets in various subject areas may be conducted using program-developed tools.
- A program may also use the pre-test results of the BEST Literacy Skills Test, BEST Plus, and/or the CASAS Life & Work Reading to place students into the appropriate class for ELA. TABE pre-test results may also be used for ABE, ASE or HSCR placement.

ELA Required Testing

All ELA and IEL/CE students must be pre- and post-tested in order to document educational gains. Educational gains are defined as advancement from one functioning level to the next. The three state-approved ELA tests are the BEST Literacy, BEST Plus, and the CASAS Life & Work Reading.

The **BEST (Basic English Skills Test) Literacy** is a reading and writing test based on daily tasks such as reading clothing and food labels, addressing an envelope, and filling out a form. This assessment is appropriate for levels 1-5 of ESL, has a maximum time for administration of 60 minutes, and can be administered individually or to a group. If a student lacks the literacy skills to

be assessed with the BEST Literacy (for example, a student is not literate in his or her native language), then programs may administer the BEST Literacy Screener. (Directions for the BEST Literacy Screener can be found in Appendix C.) If the student is not successful on the screener, a zero will be recorded in the data collection system as a pre-test score. The screener should only be administered once upon enrollment in the adult education program. Subsequent post-testing should use the BEST Literacy itself, not the screener.

The following approved **CASAS** Life and Work Reading tests are administered to assess reading in life and work contexts through a multiple choice format: 27R, 28R, 81R, 82R, 81RX, 82RX, 83R, 84R, 185R, 186R, 187R and 188R. Level selection for students should comply with test publisher guidelines. The tests may be administered in a paper-and-pencil format or an electronic format (the eTest). For the paper-and-pencil format, the 25-minute Appraisal identifies the correct pre-test level and form to give initially, while the pre-test score identifies the correct post-test to administer. The eTest moves seamlessly from a computer-adaptive locator into the correct pre-test level and form and identifies the correct post-test to administer. Both the paper and eTest formats take approximately 60 minutes to administer.

The **BEST Plus** is a face-to-face computer adaptive interview that assesses a student's oral proficiency. The student responds to questions asked by the tester based on computer prompts. The items reflect everyday American life at home, at work, and in the community.

In compliance with the federal NRS, it is required that all ELA students must be pre-tested using one of the state-approved ELA tests. Students must be post-tested with a different form of the test to document progress in the ELA course with the exception of BEST Plus which is a computer adaptive test that changes with each administration.

Student scores used for placement and NRS purposes must be entered in the data collection system. Answer sheets and scores from any of the tests must be kept in each student's file.

Criteria for Standardized Test Selection

Appropriate selection of testing instruments should be based on the range of student proficiency being assessed. Program curriculum, enrollment size, qualified staff, and available technology are some additional factors that must be considered when determining the appropriate standardized assessment instrument(s) for placement and pre- and post-testing in a program. One or more of these instruments can be integrated into the process of placing and/or pre- and post-testing students.

ELA Tests and NRS Levels

It is important to note that two different ELA assessments can be administered during the same time period. However, only one is required. If two ELA assessments have been administered for placement and NRS reporting, the student's NRS placement will be based on the assessment reflecting the lowest NRS level.

Summary of ELA Testing

NRS Levels	BEST Plus**	BEST Literacy*	CASAS**
Beginning Literacy ESL Level 1	361 and Below	0 – 20	180 and Below
Low Beginning ESL Level 2	362 – 427	21 – 52	181-190
High Beginning ESL Level 3	428 – 452	53 – 63	191-200
Low Intermediate ESL Level 4	453 – 484	64 – 67	201-210
High Intermediate ESL Level 5	485 – 524	68 – 75	211-220
Advanced ESL Level 6	525 – 564	76 – 78	221-235
Exit Criteria	Above 565	NA	Above 235

** Students can be placed into Advanced ESL using Best Literacy, but the test does not assess skills beyond this level, so students cannot exit Advanced ESL with this test. Re-testing of students who enter this level with another assessment is appropriate if additional ELA services are needed. Programs should also alternate forms of the BEST Literacy as post-testing is conducted.*

*** A score above 235 on the CASAS or a score above 565 on the BEST Plus places the student in the Exit Criteria range. Students scoring in this range should be transitioned to other services. If the student is in need of additional ELA services, an assessment that reflects the need should be administered. Programs administering the CASAS should alternate forms as post-testing is conducted.*

The BEST Plus is a computer adaptive test. The test changes with each administration and, subsequently, there is no form designation.

ELA students can be administered two different ELA assessments during the fiscal year if needed. Students should be pre- and post-tested with the same assessment. Exceptions include the following:

1. If the student's pre-test score on the BEST Literacy places them in the Advanced Level and additional ELA services are needed, a second ELA assessment should be given. It is not necessary to post-test on the BEST Literacy as the second assessment will be used for student placement.
2. If the student's pre-test score on either the CASAS or BEST Plus places them in the Exit Criteria range, they should either be administered another ELA assessment that reflects the need for ELA services or be transitioned to ABE, ASE or post-secondary as appropriate. Post-testing on one of these assessments when the pre-test revealed the Exit Criteria range is not necessary as the second assessment will reflect the student's level.
3. If the student's pre-test on the BEST Literacy reveals ELA Advanced and a second ELA assessment's pre-test reveals the Exit Criteria range, the student should be transitioned to ABE, ASE or post-secondary as appropriate.

ABE/ASE Required Testing

The ICCB approved test to measure ABE/ASE or HSCR student progress is the TABE (Test for Adult Basic Education). TABE-R (Reading) and TABE-M (Math) are the two assessments that can be used. These allowed assessments come in forms 11 and 12. The ICCB requires that all students be pre-tested for ABE, ASE, or HSCR placement using the TABE and recommends additional placement testing occur to specifically identify student strengths and weaknesses for the purposes of informing instruction. For example, the students scoring the intermediate range (4.0-8.9) on the TABE-R should be assessed for strengths and weaknesses in reading skills. Programs

should use diagnostic reading assessments as recommended in STAR training to determine a student's reader profile for planning evidence-based reading instruction.

The difficulty level of the TABE assessment instrument administered (Literacy, Easy, Medium, Difficult, or Advanced) should match the proficiency of the student to ensure valid scores. Either the complete battery or the survey may be used; however, the complete battery contains a larger number of items and is thought to provide a more accurate measure of skill. The same difficulty level of the assessment instrument must be used to pre- and post-test a student except when a student pre-tests near the top of the range, has made extraordinary progress in class, or retakes the Locator and scores at a higher level. It is recommended that programs use a Locator test and other appropriate placement tests to ensure that the student is placed in the appropriate level for pre-testing.

Students who enroll in Adult Basic Education (ABE), Adult Secondary Education (ASE), or High School Credit (HSCR) courses that are not Math-Only are required to be pre-tested on the TABE-R for placement purposes. It is important to note that in these types of courses, the TABE-M is an optional test.

For programs that offer courses that cover a variety of subjects, the program may find it appropriate to assess students with the TABE-M (Computation and Applied Mathematics sections). If the TABE-M is administered and the Educational Functioning Level (EFL) of the assessment is lower than the EFL reflected by the TABE-R, the TABE-M results will be used to measure student progress for NRS. Student placement for NRS is based on the assessment that reflects the student's lowest level. Students who are enrolled in Math-Only courses are required to be pre- tested on the TABE-M (both Computation and Applied Mathematics sections are required). Programs should consider the primary focus of instruction in determining whether to administer and report the TABE-M for placement and NRS purposes. While the TABE-M may be administered for this purpose, it may also be used only to inform instruction and not necessarily for placement and NRS purposes.

The TABE Language test is also optional and may be administered to inform instruction.

Post-testing to measure progress must be done within the guidelines established by test publishers. Educational gains are defined as advancing from one EFL to another based on gains from pre (first) to post (final) test of the fiscal year.

In compliance with the federal NRS, all ABE/ASE students other than the exceptions noted must be pre-tested using the ICCB-approved TABE test and scores must be recorded in the approved data system.

If a student lacks sufficient skills to be validly assessed with the TABE test, the student's file must contain documentation stating that the student could not be assessed. The lowest score available must be entered into DAISI for those students. The answer sheet and test score must be kept in each student's file.

Summary of ABE, ASE and HSCR Testing and NRS Levels

NRS Levels	TABE 11-12 Scale Score	Grade Level
Beginning Literacy ABE Level 1	Reading – 441or Below Math – 448 or Below	0.0 - 1.9
Beginning Basic ABE Level 2	Reading – 442-500 Math – 449-495	2.0 - 3.9
Low Intermediate ABE ABE Level 3	Reading – 501-535 Math – 496-536	4.0 - 5.9
High Intermediate ABE ABE Level 4	Reading – 536-575 Math – 537-595	6.0 - 8.9
Low Advanced ASE ABE Level 5	Reading – 576-616 Math – 596-656	9.0 - 10.9
High Advanced ASE ABE Level 6	Reading – 617+ Math – 657+	11.0 - 12.9

In addition to pre- and post-testing, a student's progress must be documented in the student's file. Ongoing evaluation of progress can be demonstrated through samples of student work, competency checklists, quizzes, chapter tests, teacher-developed assessments, learner projects, etc.

Level Gains

Level gains are measured by improvement (based on point gain) from pre-test (first assessment used for the fiscal year) to the post-test (final assessment for the fiscal year).

- In order for results to be claimed, post-testing must be conducted within time frames established by the test publishers.
- Programs must ensure that students are administered alternating forms of the assessment administered as appropriate.
- Any testing accommodations for assessing special populations must be within the guidelines established by the test publisher.

As noted above, the scoring ranges for each NRS level are indicated for each type of assessment approved for use in Illinois. Movement from one level to another is based on movement through these score ranges and levels.

The various test publishers have established guidelines for conducting post-testing to measure this progress. Programs must ensure that minimum hours of instruction (based on student attendance) have been reached prior to conducting post-testing. These guidelines help to ensure that students have received an appropriate number of hours of instruction prior to post-testing to help measure student gain.

In addition and as outlined per the test administration manuals, staff administering assessments must ensure that test forms are rotated as appropriate during student post-testing. Accommodations given to students during test administrations must follow the test publisher's guidelines. ICCB does not allow for exceptions outside those established by the test publisher. The guidelines for each assessment approved for use in Illinois are outlined in the following table.

Test Publisher's Guidelines

TABE 11/12	Minimum of 40 hours of instruction; Recommend 60 hours of instruction
CASAS Life & Work Reading	Minimum of 40 hours of instruction; Recommend 70-100 hours of instruction
BEST Literacy	Minimum of 60 hours of instruction; Recommend 80-100 hours of instruction
BEST Plus	Minimum of 60 hours of instruction; Recommend 80-100 hours of instruction

Transitioning from One Fiscal Year to the Next

Programs may elect to use an assessment from the previous fiscal year for placement in the new fiscal year if that assessment was administered within 120 days of the student's enrollment in the new fiscal year.

During the transition from one fiscal year to the next (July 1 begins the new fiscal year), there are sometimes instances where students who were tested in classes at the end of the prior fiscal year enter class(es) in the new fiscal year. When this occurs, it is not necessary to re-test those individuals. If the program so chooses, ICCB policy allows the assessment from the prior fiscal year to be used as the pre-test for the new fiscal year as long as certain criteria are met. The criteria include the following:

- The student must have a start or enrollment date that is within 120 days of the assessment administered in the prior fiscal year.
- The assessment that was administered in the prior fiscal year must be one that is required for the new enrollment (i.e. BEST Literacy, BEST Plus or CASAS Life & Work Reading for an ELA enrollment or TABE for an ABE, ASE or HSCR enrollment).
- It is also important to note that when applying the 120 day rule to use an assessment from a prior fiscal year, the attendance hours used to calculate the hours needed toward post-testing for the new fiscal year will only include those hours associated with the current fiscal year's classes.

The 120 day rule is only applicable when enrollments are across multiple fiscal years.

Additional Information

The following documents can be found in *Appendix C* of this manual:

- Adult Education and Literacy Assessment Requirements Summary
- Using the BEST Literacy Screener
- BEST Literacy Test Screener
- One-Stop Center Report (American Job Center Report)

SECTION 7: INSTRUCTION

Major Policy Points

- Programs are required to provide services in at least one instructional category including Adult Basic Education, Adult Secondary Education (excluding Foreign Language Instruction), English as-Second Language, or High School Credit. (State Policy)
- Programs may choose to provide Vocational Skills Training to students. (Federal and State Policy)
- Programs who received Integrated English Literacy/Civics Education (IEL/CE) funding are required to use and document the use of the Illinois IEL/CE Competencies. Students enrolled in IEL/CE instruction are required to complete a minimum of two competencies per 15 hours of attendance. (State Policy)
- All courses must be approved by the ICCB prior to instruction. (State Policy)
- Courses must be offered in a fixed entry, open-entry/exit, and/or an individualized instruction format. (State Policy)
- As applicable, programs are required to incorporate evidence based reading strategies into instruction. (Federal and State Policy)
- Programs are required to incorporate career pathways into the instructional process. This includes providing all adult learners with access to Bridge Program and/or Integrated Education and Training instruction either as a single program or through a coordinated approach within an Area Planning Council or Workforce Area. (Federal and State Policy)
- Programs are required to incorporate the Illinois Adult Education Content Standards into curricula and instruction through the use of standards proficient instructors. (Federal and State Policy)
- Programs are required to incorporate digital literacy into instruction. (Federal and State Policy)
- Programs must ensure they are only serving students who meet the criteria as outlined in state and federal law and guidance. (Federal and State Policy)
- Programs may provide instructional activities in Family Literacy/Parenting, Literacy Coordination, and Workplace Literacy. (Federal and State Policy)
- Students served in i-Pathways are claimed as distance education students if specific criteria are met. Distance education students must adhere to the same requirements as all other adult

Instructional Categories

Programs are required to provide services in at least one instructional category including Adult Basic Education, Adult Secondary Education (excluding Foreign Language

Instruction), English as-Second Language, or High School Credit. Programs are required to provide instruction in at least one of the instructional categories listed below. Each of the instructional categories has specific information that will assist programs in the development of instructional offerings.

Adult Basic Education (ABE)

ABE curriculum consists of approved courses designed to bring a student from grade zero through the eighth grade competency level as determined by standardized testing. Beginning level courses cover grade zero through the third-grade competency level. Intermediate level courses include grade four through the eighth-grade competency level as determined by standardized testing. This curriculum as well as the instruction must increase a student's ability to read, write, speak and perform mathematics. This should also lead to the attainment of a secondary school diploma or HSE (High School Equivalency) credential; and transition to postsecondary education and training; or to employment. Beginning level courses cover grade zero through the third-grade competency level. The intermediate level courses cover fourth-grade competency through the eighth-grade competency. All level ABE courses include College and Career Readiness Standards (CCRS) within each curriculum. Each level of courses covers each content area. The curriculum is designed to accommodate the concept of individualized instruction and includes courses in general basic skills; reading, writing, literacy and communication skills; computational skills; workforce/employability skills; life skills; career exploration/awareness skills; technology and digital literacy skills; workplace literacy; family literacy/parenting; Bridge instruction and U.S. Citizenship Education.

Adult Secondary Education (ASE)

ASE curriculum consists of approved courses designed to bring a student from grade nine through the twelfth-grade competency level as determined by standardized testing. The curriculum is designed to prepare a student to achieve an HSE (High School Equivalency) credential and includes College and Career Readiness Standards (CCRS). This curriculum as well as the instruction must increase a student's ability to read, write, speak, and perform mathematics. The curriculum is also designed to accommodate the concept of individualized instruction and includes courses in basic skills, general academic and intellectual skills, reading literacy and communication skills, technology and digital literacy skills, computational skills, workforce/employability skills, life skills and career exploration/awareness skills, workplace literacy, family literacy/parenting, Bridge instruction, and U.S. Citizenship Education.

Foreign Language HSE (Spanish) Instruction

Foreign language HSE (Spanish) instruction is designed for an adult who is literate in Spanish and who has sufficient education in that language to achieve a foreign language HSE credential. Native Language or Native Language literacy is not fundable. With the exception of foreign language HSE instruction, all other classes must be taught in English. All foreign language HSE classes must be associated with courses at the ASE level.

Federal funds cannot be used for foreign language HSE (Spanish) instruction. Foreign language ABE services are not an allowable activity.

English as a Second Language (ESL)/English Language Acquisition (ELA)

ESL/ELA curriculum consists of approved courses designed to include instruction in English for those whose native language is not English. The curriculum and instruction is designed to help eligible individuals whose native language is not English. The focus of this instruction and curriculum is designed to help eligible individuals who are English Language Learners achieve competence in reading, speaking, comprehension, and mathematics skills that leads to attainment of a secondary school diploma or high school equivalency and transition to postsecondary education and training or employment. Beginning, intermediate and advanced courses include a curriculum in listening, speaking, reading, and writing and mathematics using the English language. Technology and digital literacy skills as well as CCRS are also included in the curriculum. Other courses using the English language may include instruction in life skills, citizenship education, career exploration, employability skills, (e.g. the OCTAE Employability Skills Framework), workplace literacy, family literacy, Bridge instruction, and Civics. Student levels are based on proficiency as measured by ICCB-approved standardized tests. The curriculum is designed to accommodate the concept of individualized instruction.

High School Credit (HSCR)

HSCR consists of approved courses offered in collaboration with locally approved school districts. Upon satisfactory completion, the student must meet the requirements of the locally approved school district for graduation. **ICCB AEL funds can only be used for approved core academic courses and electives that will prepare students for college and career readiness.**

Vocational Skills Training

Programs may choose to provide Vocational Skills Training to students. A program may choose to offer Vocational Skills Training in addition to the required instructional categories listed above. The recommended method to offer VOC training is as a part of either a bridge program or through an Integrated Education and Training (IET)/ and/or Integrated English Literacy and Civics Education (IEL/CE) programs.

Vocational Skills Training (VOC) consists of an ICCB AEL-approved course that is short-term in nature. VOC training leads to an industry recognized certificate or credential related to a specific career pathway. The training must provide entry–level workforce skills which lead to employment and prepare adults with limited academic or limited English skills to enter and succeed in credit–bearing postsecondary education and training leading to career–path employment in high–demand, middle– and high–skilled occupations. A program may choose to offer Vocational Skills Training in addition to the required instructional categories listed above. The recommended method to offer VOC training is as a part of either a bridge program or through an Integrated Education and Training (IET)/ and/or Integrated English Literacy and Civics Education (ILE/CE) programs. For the purpose of awarding performance dollars, a student may only be marked as a VOC completer in the approved data system if the student receives an industry recognized certificate.

AEL funds can provide no more than 12 units of instruction (180 hours) in vocational training over the lifetime of a student's enrollment in an ICCB AEL-approved program. Only state funding can

be used to fund vocational training. VOC training will allow for more than 180 hours of instruction if the additional hours are paid from unrestricted or other restricted funds. However, vocational completion for performance dollars will only be awarded based upon ICCB restricted – adult education state resources. Beginning in FY15 providers may use State dollars to offer approved 1.2 (community colleges) level credit earning courses to Adult Education students on Career Pathways. Every effort should be made to coordinate with financial aid for Vocational programming.

Integrated English Literacy/Civics Education (IEL/CE)

Programs who received Integrated English Literacy/Civics Education (IEL/CE) funding are required to provide instruction that includes English language acquisition, Civics, and Integrated Education and Training. Students enrolled in IEL/CE instruction are required to complete a minimum of two civic competencies per 15 hours of attendance.

The Illinois Community College Board receives funding from the Federal government to provide Integrated English Literacy Civics Education instruction to immigrants residing in Illinois. The purpose of these funds is to prepare adults who are English language learners for, and place such adults in unsubsidized employment in in demand industries and occupations leading to self-sufficiency and also to integrate with the local workforce development system and its functions to carry out activities of the program.

Integrated English Literacy/Civics Education (IEL/CE) includes education to immigrants and other limited proficient populations and are designed to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and to integrate with the local workforce development system and its functions to carry out the activities of the program in combination with Integrated Education and Training programming. Curriculum for this instructional category assists participants to effectively engage in the education, work, and civic opportunities of the United States of America.

The Components of an IEL/CE program include:

- Educational Services: Literacy/English language acquisition
- Civics Education
- Integrated Education and Training

Educational Services: Literacy/English Language Acquisition

Educational Services under IEL/CE are equivalent to the instruction provided under English Language instructional services as described above. The focus of this instruction and curriculum is designed to help eligible individuals who are English Language Learners achieve competence in reading, speaking, comprehension, and mathematics skills that leads to attainment of a secondary school diploma or high school equivalency and transition to postsecondary education and training or employment. These services should be provided in combination with IET and Civics Education. Programs are strongly encouraged to incorporate Civics Education English language acquisition instruction.

Civics Education

The Illinois Civics competencies consist of seven thematic units (components) of civics development and more than 40 practical and immediately relevant activities for immigrant integration and success. The seven thematic units include Consumer Economics (CE), Community Resources (CR), Democratic Process (DP), Employment (EM), Health Services (HE), Housing (HO) and U.S. School System (SS). All students claimed to IEL/CE funding will be required to complete a minimum of two competencies per 15 hours of attendance. It is suggested that programs use their IEL/CE funds for classes at the High Beginning ESL level and above.

Throughout a combination of classroom instruction and community connections, these competencies will enable participants to effectively engage in education, work, civics opportunities, and rights and responsibilities of citizenship while continuing to build their English Language and Literacy skills. The competencies may be used at each level of ESL/ELA instruction; however, a program should increase the level of difficulty as the student progresses.

Programs and/or instructional staff should use the attached competency checklist to document proficiency in achieving the required competencies. This information must be entered into the approved data collection system and a copy of the checklist maintained with the master class file (if using the class checklist) or with the student file (if using the individual checklist).

Integrated Education and Training (IET)

IET includes three components Adult Education and Literacy Services, which includes ELA instruction, Workforce Preparation, and Training. These three must be offered concurrently as indicated on page 66. Not all students under IEL/CE have to be enrolled in an IET Program, but the program has to have one available for the students to be counted as an IEL/CE participant.

Course Approval

All courses must be approved by the ICCB prior to implementation. All courses funded with ICCB Adult Education Federal and State resources are required to be submitted for approval at least 30 days prior to implementation using the established process. All courses are organized around each Educational Functioning Level covered by the National Reporting System (NRS).

Each area has been coded to maintain consistency across the state through the use of **Program Classification System (PCS) codes** and the **Classification of Instructional Programs (CIP) codes**. PCS and CIP codes are used to classify courses. The CIP codes are generically defined to guide the programs in the correct classification of the courses. The codes are used in the Integrated Postsecondary Educational Data System (IPEDS) and within systems for the Office of Career Technical and Adult Education (OCTAE). The PCS codes are listed below as well as an example of PCS and CIP code usage.

PCS Code	Instructional Category
1.7	Adult Basic Education (ABE) Beginning and Intermediate Levels
1.8	Adult Secondary Education (ASE) High School Credit (HSCR)
1.9	English as a Second Language (ESL)
0	Vocational (VOC)

Example:

PCS Code 1.7	CIP Code: 32.0220	Two Course Levels
Adult Basic Education Intermediate Level (4.0 to 8.9 Grade Level)	**Generic Description** **Basic Skills, General** Courses which may include basic skills, such as literacy, reading, communication, and computational skills; life skills; library and study skills; and family education skills.	• Low Intermediate Basic Education ABE (Grade 4.0 to 5.9) • High Intermediate Basic Education (Grade 6.0 to 8.9)

Programs must select the appropriate PCS and CIP code classification of courses from the Generic Course Descriptions included at the end of this section.

Course Submissions and Modifications: All Programs

Once the appropriate PCS and CIP code identifiers are determined, the information is then entered on the New Course Submission form as well as any additional forms (11D) as applicable. The course form is included in Appendix C. After completing the form(s), the program administrator should submit the course(s) to the ICCB Adult Education Division for review and processing. The review process may take up to 30 days.

Following the review of the courses, the program administrator will be notified by the ICCB Adult Education staff of the decision. Throughout the year there may be changes to the courses that were submitted. The Course Modification form included in Appendix C should be completed and submitted to the ICCB for review and processing. Following the review of the course modification form, the program administrator will be notified by the ICCB Adult Education staff of the decision.

Course Submissions and Modifications: Community Colleges Only

Adult Education Programs in a community college must follow their internal course approval process. These programs should work with the individuals in the college assigned to process course approvals. Once courses are received at the ICCB, the Adult Education program is notified that courses have been submitted for review and processing. The review process may take up to 30 days, so Adult Education programs should plan their course preparation and submission processes accordingly.

The forms for course approval are the same to that of the non-community college programs. Following the review of the courses, the institution will be notified through the specified process.

Upon approval, the course(s) must be entered in the approved data collection system. See the DAISI User Manual for more information.

New Course Considerations

When developing new courses, the following is provided as guidance in completing the course process.

1. Choose the instructional type(s) from the definition listed in the section above and also consider the following:
   - Courses may be approved to serve one instructional type only. However, multilevel instruction may be offered in the classroom with each student enrolled in the appropriate course.
   - All high school credit courses including high school vocational courses must be submitted under the HSCR instructional type.
     - High school credit programs serving other populations must submit separate ABE/ASE/ESL/VOC courses.
     - High school credit courses providing instruction for different subjects must have separate courses for each (e.g., English, Math, Science, etc.).
2. Assign an appropriate course title and number that is meaningful to your program.
3. Assign the appropriate PCS/CIP code using the Generic Course Master List.
4. Write an appropriate course description taking into consideration the following:
   - Consult the ICCB Adult Education and Literacy Generic Course List at the end of this section.
   - Write the course description using these as guidelines and include the content/topic area, skills taught, and the targeted audience for the course.
     - Citizenship Education includes instruction in English literacy and U.S. civics and history in preparation for the U.S. citizenship test. Citizenship Education may be categorized as ABE, ASE, or ESL depending on the population served by the course.
     - IEL/CE includes education to immigrants and other limited proficient populations and are designed to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and integrate with the local workforce development system and its functions to carry out the activities of the program in combination with Integrated Education and Training programming.
     - Foreign language HSE (Spanish) instruction is designed for an adult who is literate in Spanish and who has sufficient education in that language to achieve a foreign language HSE credential. Foreign ABE instruction or Native Language literacy is not fundable.
   - Other than foreign language HSE (Spanish) instruction, all classes must be taught in English including those Foreign Language requirements for High School Credit courses.
   - Bridge Programs may require additional information to be submitted and other supplemental forms.
5. Course approval forms must include intensity and duration. This must include a range of class offerings (i.e., five classes, twice a week for two and a half hours per day, for eight weeks and two classes, three times a week for two hours per day, for six weeks).

6. Include the range of units of instruction offered for each course. To determine the maximum allowable units, calculate the total number of possible attendance hours for each class attached to the course. Determine the number of times a student could be enrolled in the course during one fiscal year. Multiply the number of attendance hours by the number of times a student could be enrolled during a fiscal year and divide by 15 to get the number of units. Each course should have a minimum of .5 credit hours.

Instructional Format

Courses must be offered in a fixed entry, open-entry/exit, and/or an individualized instruction format. Programs are required to establish systems of courses or classes that meet the needs of students. Classes should be offered at flexible and convenient times and locations to accommodate student needs. Programs must make the determination as to which process best fits the students and the individual institution. Currently many classes are offered ranging from eight week to sixteen week intervals providing flexibility in scheduling to meet the needs of the student.

Below are a number of formats that may be offered by a program. A program may consider offering multiple formats when offering classes. However, it is recommended that programs examine movement to a more managed enrollment approach to ensure a higher quality focus on instructional services offered.

Many programs choose to provide instruction and programming in a managed enrollment environment. Managed enrollment is a system developed by local programs that is characterized by entry points that are set at logical break points in the curriculum (typically 3-6 weeks or up to 8 weeks long). Class terms are determined by examining curriculum and using program data to identify how many weeks students attend a class and to help avoid high rates of attrition. Programs may choose to operate a managed enrollment system through fixed, open and/or individualized instruction formats. All classes supported with restricted funds and to be claimed to the current fiscal year must end by June 30th. Appropriate post-testing for these classes must be conducted on or before June 30th in accordance with test publisher guidelines. Any testing conducted after June 30th will only be used in calculating outcomes for the next fiscal year. Programs that utilize Unrestricted or Other Restricted funds to support classes should be aware of the cutoff dates in which testing can be claimed for a fiscal year and the implications for federal reporting.

Adult Education programs also have an option to utilize i-Pathways. This program may be offered as an individualized enrollment option for distance learners in a hybrid format or as a supplemental curriculum within a fixed or open entry class. At this time this is the only ICCB AEL approved distance education instruction. For more information regarding options for using i-Pathways and setting up classes in DAISI, consult the DAISI User Manual (https://manuals.iccbdaisi.org/Home.action).

Fixed Entry

Fixed entry is defined as a class that has a fixed starting and ending date which meets on specific days and times.

- The class has an assigned instructor who provides direct instruction that is guided by an appropriate curriculum.
- Class sessions must be a minimum of 50 minutes of direct instruction. It is not appropriate to claim more than one hour of instruction for a 60-minute hour.
- Students may only enter within the first three days of class (with the exception provided by the Enrollment/Transfer code).
    - For more information regarding the use of the Enrollment/Transfer (ET) code, refer to the document "*Use of Transfer Code in Fixed Entry Classes*" at the end of this section.
- Students must be present and complete assessment by the third scheduled class period.
- The midterm is defined as the midpoint of the class (e.g., a quarter, semester, or year).
- If a student is attending and making progress at midterm, the student receives enrollment hours for the entire term.
- After five consecutive absences, if the student is not present on the sixth day, they will be officially dropped and may be dropped sooner if appropriate. A student must be in attendance at midterm to claim all enrollment hours. In a fixed enrollment program, students who have been dropped may be re-enrolled in the program but must be placed in a class section with a starting date consistent with the re-enrollment date.
- Non-attendance days (e.g., emergency closings, professional development days, or holidays) may be claimed as enrollment days.
- Students are enrolled in the class, a class list is generated, and attendance records must be available to support all student claims.
- Complete class information must be entered into the DAISI data system.
- Attendance hours in a specific class section begin to accrue once a student has earned at least 7.5 hours of attendance in that class section.

Open-Entry/Exit

Open-entry/exit is defined as a class that meets on specific days and times but allows a student to enter at any time. The start and end date of the class may extend for the entire duration of the fiscal year or may be isolated to quarters or semesters.

- The class has an assigned instructor who provides direct instruction that is guided by an appropriate curriculum.
- Class sessions must be a minimum of 50 minutes of direct instruction. It is not appropriate to claim more than one hour of instruction for a 60-minute hour.
- Students must complete an assessment by their third class attendance day.
- The student may enter and exit the program at any time.
- Open-entry/exit midterm is the midpoint of when a specific student starts and exits a class, not to exceed one fiscal year. An open-entry/exit midterm can only be determined at the end of the student enrollment period.
- After five consecutive absences, if the student is not present on the sixth day, they will be officially dropped and may be dropped earlier if appropriate. A program may choose to re-enroll the student.
- Non-attendance days (e.g., emergency closings, professional development days, or holidays) may be claimed as enrollment days.

- Students are enrolled in the class, a class list is generated, and attendance records must be available to support all student claims.
- Complete class information must be entered into the DAISI data system.
- Attendance hours in a specific class section begin to accrue once a student has earned at least 7.5 hours of attendance in that class section.

Individualized Instruction

Individualized instruction is a format used only for at-a-distance classes and can currently only be used with i-Pathways. This format is designed to report activity for individuals enrolled in i-Pathways at-a-distance instruction only. With this class format, attendance is reported only through numeric values. Currently, one hour of attendance is granted for each i-Pathways lesson a student completes with 70% accuracy or greater.

- The class has an assigned instructor who provides direct instruction that is guided by an appropriate curriculum.
- Students must complete an appropriate assessment prior to enrollment in i-Pathways.
- It is strongly encouraged that students who test below the 9.0 reading level not be enrolled in i-Pathways as a distance-learning student. As i-Pathways is expanded, it will include content appropriate for students below this level of instruction.
- The student may enter and exit the program at any time.
- For every lesson successfully completed at the 70% level, the student earns one hour of instruction. The student must complete eight lessons to be claimed for generation in this type of class section.
- Students are enrolled in the class, a class list is generated, and a record of completed units must be available to support all student claims.
- Upon completion or when appropriate, the class exit reason should be recorded for the student.
- Complete class information must be entered into the DAISI data system.
- Attendance hours in a specific class section begin to accrue once a student has earned at least 7.5 hours of attendance in that class section.

Evidence Based Reading Instruction (EBRI)

Programs are required to incorporate Evidence Based Reading Strategies into instruction. EBRI practices integrate findings from the best available reading research to maximize reading gains for adults. EBRI focuses on four components of reading instruction including Alphabetics, Vocabulary, Fluency, and Comprehension. The only ICCB-approved professional development used in assisting programs in the implementation of the EBRI is the Student Achievement in Reading (STAR). This tool provides teachers and programs with strategies to unlock barriers to successful readers through the use of diagnostic assessments and explicit learning. This training examines data, classroom structures, and leveled teaching to help students become good readers.

Adult Education programs in Illinois are expected to implement Evidence Based Reading Instruction to better assist students who may be struggling readers. The state through its contractor, the Adult Learning Resource Center, has developed a statewide plan to expand the use of EBRI in

all programs as applicable. More information about Evidence Based Reading and STAR can be found on the ALRC website (www.thecenterweb.org/alrc/reading-ebri.html).

Incorporating Career Pathways

Programs are required to incorporate career pathways into the instructional process. This includes providing all adult learners with access to Bridge Program or Integrated Education and Training instruction either as a single program or through a coordinated approach within an Area Planning Council District or a Workforce Area. All students in Adult Education are required to enter into Career Pathways at Student Intake. (See *Section 5, Policy Point 3* of this document.)

In the development of a career pathways system for adult education, programs are required to incorporate career pathways services to all adult learners and at all educational functioning levels. This includes the incorporation of Workforce Preparation Activities/Career Awareness, and Career Development Activities designed to assist learners in making informed decisions regarding making smooth transitions to postsecondary education.

Curriculum may include instruction in workplace language, career readiness/exploration, development of career plans, career awareness job readiness, career development including, the use of career cluster essential knowledge and skills statements, job skills and career interest inventories, soft skills, preparation for college entrance exams and career planning. This also includes instruction related to employment opportunities, access to job information, and self-analysis techniques. The instruction is offered at every level of instruction (ABE/ASE/ESL), but each level will only include the most appropriate information for the level of instruction.

The use of bridge programs has been piloted and has shown promise in introducing adult learners to different career options while increasing basic skills. Bridge programs provide adult education learners with contextualized occupation-specific basic skills needed to successfully transition to postsecondary education and employment in high-growth industries. The Illinois Community College Board and other key state agencies and stakeholders developed a bridge definition that is used to ensure consistency in use statewide. This group defined a bridge as a program that prepares adults with limited academic or limited English skills to enter and succeed in credit-bearing postsecondary education and training leading to career-path employment in high-demand, middle- and high-skilled occupations.

The goal of bridge programs is to sequentially bridge the gap between the initial skills of individuals and what they need to enter and succeed in postsecondary education and career-path employment. Three core elements are required to be included as part of a bridge program:

- Contextualized instruction that integrates basic reading, math, and language skills, and industry/occupation knowledge.
- Workforce Preparation/Career development includes instruction in workplace language, career readiness/exploration, career planning within a career area, and understanding the world of work (specific elements depend upon the level of the bridge program and on whether participants are already incumbent workers in the specific field).

- Transition services that provide students with the information and assistance they need to successfully navigate the process of moving from adult education or remedial coursework to credit or occupational programs. Services may include (as needed and available) academic advising, study skills, coaching, and referrals to individual support services (e.g., transportation and child care).

Training in the development of the Bridge Program is available through the Southern Illinois Professional Development Center website (www.siue.edu/SIPDC/).

Integrated Education and Training (IET) is comprised of three components: adult education and literacy activities, workforce preparation activities, and workforce training. Each of these components is offered concurrently. Illinois currently has one developed and implemented model of integrated education and training. Additional models are in the development stage. The ICAPS (Integrated Career and Academic Preparation System) model is an IET model that blends both adult education and Career and Technical Education instruction in a format that leads to a postsecondary credential or an industry recognized credential and postsecondary credit in addition to high school equivalency certification.

Illinois Adult Education Content Standards

Programs are required to incorporate the Illinois Adult Education Content Standards into curricula and instruction through the use of Standards Proficient Instructions. Curriculum based upon standards assures that all instruction in Illinois is held to the same high standards and prepares students to make smooth transition to careers, postsecondary education, and to employment. All programs are required to develop curriculum based upon the appropriate content standards. Standards are available for Adult Basic Education (ABE) and Adult Secondary Education (ASE) as well as English-as-a-Second Language (ESL). The standards were developed by adult educators with expertise in the instructional areas.

ABE/ASE Content Standards

The ABE/ASE Content Standards are aligned with Common Core and College Readiness Standards, Career Pathway Essential Knowledge and Skills, Evidence Based Reading instruction, and Technology Skills. The Illinois ABE/ASE Content Standards broadly define what learners who are studying reading, writing, math, listening, and speaking should know and be able to do as a result of ABE/ASE instruction at a particular level. Content standards also help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.

The Illinois ABE/ASE Content Standards should be used as a basis for curriculum design and may also be used to assist programs and teachers with selecting or designing appropriate instructional materials, instructional techniques, and ongoing assessment strategies. Standards do not tell teachers how to teach, but they do help teachers determine the knowledge and skills their students should have so that they can build the best lessons and learning environments for their classrooms.

Through participation in the National College and Career Readiness Program "Standards in Action" the Illinois Community College Board has developed a Professional Pathway for ABE/ASE instructors. This pathway insures there is specialized training for the accomplishment of "Standards Proficient Instructors" throughout the state. Information on this training and a copy of this pathway is provided in the Professional Development Section of this manual

The Illinois ABE/ASE Content Standards are located on the ICCB website (www.iccb.org/data/?page_id=104). To assist in the development and alignment of curriculum with the ABE and ASE standards, professional development and training is available through Central Illinois Adult Education Services Center (www.cait.org/ciaesc).

ESL Content Standards

The Illinois ESL Content Standards define what adult English Language Learners should know and be able to do as a result of ESL instruction at a specific level. The standards may be used to assist programs and teachers in selecting appropriate instructional materials, instructional techniques, and assessment strategies. These standards should serve as the main basis for curriculum development and provide a common language among ESL levels and programs.

The Illinois ESL Content Standards are currently being updated to include mathematics instruction and should serve as the basis for a program's curriculum development process. For programs with an existing curriculum, that curriculum should be aligned to the standards. For programs without a curriculum, the standards provide an excellent framework and starting point for the curriculum development process.

The ESL Content Standards are located on the ICCB website. For assistance with ESL Standards alignment and curriculum development, professional development and training is available through the Adult Learning Resource Center (ALRC).

Digital Literacy

Programs are required to incorporate Digital Literacy into instruction. Digital literacy means the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information. There are four components of digital literacy. They are basic digital literacy skills, skills to create and communicate information, skills needed to find and evaluate information online, and skills necessary to solve problems in technology-rich environments. Instruction should integrate digital activities in the classroom in a wide range of topic-, project- or problem-based approaches. A *Technology Skills Checklist* for students can be found on the ICCB Website.

Student Eligibility

Programs must ensure they are only serving students who meet the criteria as outlined in state and federal law and guidance. The eligible population are adults:

- who have attained 16 years of age

- who are not enrolled or required to be enrolled in secondary school under state law
- who are basic skills deficient
- who do not have a secondary school diploma or its recognized equivalent level of education or are an English language learner.

Adult Education programs may serve individuals who have earned a U.S. high school diploma, foreign high school or postsecondary diploma, or an HSE credential if they have a demonstrated deficiency in basic skills and/or English proficiency. This may be determined through the use of approved assessments for adult education. Services to this population must not prevent those without a high school diploma from attending the program.

Instructional and Support Services

In addition, Adult Education Instructional and Support Services to 16 and 17 year old individuals is allowable, if:

- the individual is not enrolled or required to be enrolled under state law
- formal separation documentation for 16 and 17 year old students is obtained from the public school system
    - documentation verifying the separation must be provided by the school district based upon the student's current residence
    - documentation must be received prior to a student's enrollment in an Adult Education program
    - documentation must be maintained in the student file

If the withdrawal documentation is not received, the program cannot serve the student until the documentation is received. If the student is 16 or 17 years of age and is served across fiscal years, a copy of the original documentation showing separation from the public/private school district should be maintained in the subsequent fiscal year student file. In addition, for students within this age range, programs must indicate this information has been received within the DAISI system.

ICCB AEL funded programs are prohibited from serving au pairs in adult education classes. These students do not qualify for adult education classes because:

- Au pairs are required to take postsecondary classes since they are high school graduates. Adult education classes are not postsecondary nor can they grant academic credit.
- Au pairs are here under J-1- Cultural Exchange visa and persons with that status do not qualify for adult education classes.

However, it is appropriate to use adult education funds to serve students with the following types of visas:

- Temporary worker (H 1-4)
- Spouses of U.S. citizens (K-3)
- Individuals who have green cards (legal entries)

If au pairs or students with visas other than those indicated need instructional services, refer them to academic or intensive English classes at your institution or another program if these classes are not offered at your institution.

ICCB is **not** suggesting that you ask your students for their visa status, but often students will identify their status while inquiring about class availability or during the orientation/intake process.

Additional Instructional Services

Programs may provide instructional activities in Family Literacy/Parenting, Literacy Coordination, and Workplace Literacy. In addition to the instructional services listed above, programs may choose to provide a full complement of instructional and support services to students by offering Family Literacy, Volunteer Literacy Coordination, and Workplace Literacy. Programs should assess the needs of the local area for these services and as applicable, partner with other agencies, employers, and volunteer organizations to ensure the needs of the students are met.

Family Literacy

Family Literacy is an integrated, intensive service for at-risk families that must include, but is not limited to, the four components of family literacy.

- Adult education as defined above.
- Parenting education includes information and support for parents on issues such as childbirth, development and nurturing of children, child rearing, family management, support for children learning, effective advocacy strategies for the rights of all children, and parent involvement in their child's education.
- Parent/child activities include regularly scheduled interactive literacy-based learning activities for parents and children.
- Child education includes age-appropriate education to preparechildren for success in school and life experiences (includes early childhood programs, school programs and/or childcare).

Only three components—adult education, parenting education, and parent/child activities—can be funded by ICCB Adult Education and Literacy (AEL) funds. The fourth component—child education—must be funded by an appropriate child education partner.

Literacy Coordination

Literacy Coordination may include coordination, tutor training, tutor scheduling, and other support activities that promote student learning gains and may include volunteer literacy. Literacy services must be in conjunction with Adult Education and Literacy instructional programming provided by trained volunteers to target population students.

Literacy Services support classroom instruction and increasing student learning gains. Trained volunteers may work with students during classroom instruction under the supervision and coordination of a paid instructor in an AEL funded class.

Instructional hours may not be claimed for this tutoring because it occurs during regular class time, and enrollment hours are already being claimed for those hours because of the student's enrollment

in an ICCB AEL funded class. In this situation, the one-on-one or small group tutoring that occurs during regularly scheduled class time under the supervision of a paid classroom instructor is a supplement to classroom instruction.

Workplace Adult Education and Literacy

Workplace Adult Education and Literacy include coordination of workplace education projects in collaboration with employers or employee organizations that are designed to meet the unique needs of participating workers and employers. Costs associated with Workplace literacy that are delivered at a work-place or off-site location for services such as instruction, curriculum development, assessment and testing, etc. should be budgeted on the appropriate line for these services.

Workplace Literacy can be funded with Adult Education and Literacy funds provided the class or classes have the same open access as traditional Adult Education classes. All other rules of the AEL grant apply as well.

See the Budgeting Section for more information on Family Literacy, Literacy Coordination, and Workplace Literacy allowable costs.

Distance Education

Students served in i-Pathways are claimed as Distance Education students if specific criteria are met. Distance Education students must adhere to the same requirements as all other adult education students. As a part the National Reporting System (NRS), each state must have a policy that defines which students are claimed as Distance Education.

- Distance Learning is a formal learning activity where students and instructors are separated by geography, time, or both for the majority of the instructional period. Distance learning materials are delivered through computer software, web-based programs, and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail or online technologies and software. (NRS Implementation Guide p. 50)
- Students in distance education should be post-tested after the same amount of instructional time as other students.
- Students enrolled in distance education must accrue at least 12 contact hours to be reportable to the NRS.
- Providers of distance learning must identify which assessment or assessments will be used to pre- and post-test students (post-test not required for ASE High). The assessment must be approved for use with AEL students (TABE R, TABE M, CASAS, BEST Literacy, and BEST Plus 2.0).
- All programs must administer all pre- and post-test assessments used to measure educational gain of distance education students for NRS reporting in-person at a proctored program site within the state that meets NRS assessment policy.
- Assessments not conducted through face-to-face interaction with a trained test administrator in a secure setting are not allowed for NRS reporting.

- All providers of distance learning must use software and curriculum that is approved by ICCB.
- Proxy contact hours must be tracked through one of the following methods and providers must identify which method will be used. The method must be compatible with the selected software. In addition, all classes must be set up as Individualized Instruction in the statewide Data Collection System.
    - Clock Time Model—assigns contact hours based on the elapsed time that a learner is connected to or engaged in an online or stand-alone software program that tracks time
    - Learner Mastery Model—assigns a fixed number of hours of credit based on the learner passing a test on the content of each lesson. Learners work with the curriculum and materials and, when they feel they have mastered the material, take a test. A high percentage of correct answers (typically 70%-80%) earns the credit hours attached to the material.
- Providers of distance learning can use one or any combination of the following enrollment types.
    - **At a Distance:** Asynchronous instruction provided entirely through an online platform *Students are still required to pre- and post-test (with the exception of post testing for ASE High) face-to-face.
    - **Learning Lab:** Asynchronous or synchronous instruction provided entirely through an online platform accessed at a program provided computer lab.
    - **Hybrid:** At a Distance or Learning Lab programming offered in conjunction with face to face instruction.

      In a hybrid learning model, program identifies the number of times students will meet in a traditional classroom setting or face to face. Because these classes must be set up as individualized instruction in the Data Collection System, the number of hours a student attends face to face instruction must be recorded in place of traditional attendance codes.

Additional Information

The following documents can be found in *Appendix C* of this manual:

- Connecting CCR Innovations, EBRI, SLN–An Effective Teaching Process
- ICCB Adult Education ABE/ASE/ESL Generic Course List
- Bridge Definition and Core Elements
- New Course Submission Form
- Course Modification Form
- Bridge Course Addendum (Form 11D)
- Request to Use State AEL Funds for CTE Classes
- EL Civics Competencies List
- EL Civics Competency Individual Checklist – Sample
- EL Civics Competency Class Checklist – Sample
- Use of Transfer Code in Fixed Entry Classes
- Student Transfer Report
- ICAPS: Creating Pathways for Adult Learners

For additional information, see:

- *Section 4* of this manual: General Fiscal Policies
- DAISI User Manual
- Illinois ABE / ASE Content Standards
- ESL Content Standards

SECTION 8: HIGH SCHOOL EQUIVALENCY

High School Equivalency Overview

The Illinois Compiled Statutes—School Code (105 ILCS 5/3-15.12) outlines minimum state requirements for high school equivalency (HSE) testing. This legislation provides the ICCB with the authority to establish guidelines for Illinois HSE testing including the selection of HSE exams and programs; the creation of policies and procedures for testing; the minimum passing standards for an HSE credential; and the state and local fees for exams, transcripts, and credentials.

The ICCB has approved three HSE exams for use in the State of Illinois: the General Education Development Test (GED®) published by GED Testing Service, the High School Equivalency Test (HiSET®) published by Educational Testing Service, and the Test Assessing Secondary Completion (TASC™) published by Data Recognition Corporation/CTB. In addition to passing one of these three HSE exams, a candidate must also pass the high school level U.S. and Illinois State Constitution and Flag Test ("Constitution Test") to be eligible for an Illinois HSE Certificate.

Scores may *not* be combined among HSE exams. Therefore, a student may not begin on one HSE exam and complete that exam by passing a subtest or subtests from another exam. Similarly, incomplete 2002 Series GED examinations cannot be combined with any of the new exams. Candidates must complete the full battery of an ICCB-approved HSE exam along with the Constitution Test to qualify for an Illinois HSE Certificate.

ICCB-funded Adult Education programs prepare students enrolled in HSE preparation courses for successful completion of their HSE requirements and transition into postsecondary education and/or the workforce.

HSE Exam Comparison

The General Educational Development Test (GED) is published by GED Testing Service. The GED has gone through several series changes since its inception, the most recent of which is the 2014 Series GED Test. The 2014 Series GED Test is only offered as a computer-based examination with four subtests: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies. The GED Test has a total cost of $120.

The High School Equivalency Test (HiSET) is published by Educational Testing Service. This exam is offered as both a computer-based and a paper/pencil examination with five subtests: Mathematics, Social Studies, Science, Language Arts-Reading, and Language Arts-Writing. The HiSET Exam has a total cost of $90.

The Test Assessing Secondary Completion (TASC) is published by Data Recognition Corporation/CTB. This exam is offered as both a computer-based and a paper/pencil examination

with five subtests: Mathematics, Social Studies, Science, Reading, and Writing. The TASC Exam has a total cost of $94.

Please see attachment in *Appendix C*: Illinois HSE Exam Options Table.

Eligibility (State Policy)

An individual is eligible to take the GED, HiSET, or TASC exam provided they meet **all** of the following conditions:

- Is 18 years of age or older*
- Does not have a high school diploma or high school equivalency credential and is not currently enrolled in a secondary school
- Is a resident of the State of Illinois

*Underage Testing Requirements

- If an individual is 17 years old and has been enrolled in a public, private, or a home school setting in the last 12 months, they must present a withdrawal letter from the last high school enrolled in before taking an HSE exam.
    - Candidates must create an account on the vendor's website for the test of their choice *before* submitting their withdrawal letter. Age alerts are tied to a candidate's account rather than to their name/date of birth/social security number. ICCB staff must be able to locate an account for the student in order to clear the student test.
    - Withdrawal letters must be on school letterhead and signed by a school official, must include the candidate's full name and date of birth, and must include the formal withdrawal date/last date of attendance.
    - Transcripts are **not** acceptable as proof of withdrawal unless they include a formal withdrawal date *and* the signature of a school official.
    - If homeschooled, the individual must *also* provide a letter from the person responsible for the homeschooling (e.g., instructor, tutor, parent, guardian, etc.) stating the program has been completed, the individual is no longer required to be homeschooled, and the individual has been cleared to take an HSE exam. The letter should include the candidate's full name and date of birth. Letters from homeschooled students must include a *physical signature* from the individual responsible for the home schooling.
    - **Proof of withdrawal must be emailed to ilhseiccb@iccb.state.il.us or faxed to 217-558-6700.**

      NOTE: If an underage student is registering for the HiSET exam **they must also provide their ETS Identification Number** with their withdrawal information so that the age-related hold can be removed from their HiSET account. A HiSET test taker's ETS ID is provided to them by email when they create their HiSET account and can also be found in the top right corner of their HiSET portal after logging in to their account.
- If an individual is 16 years old, they are only eligible to take an HSE exam if currently enrolled in an Alternative Learning Opportunities Program or Regional Safe Schools

Program, if currently enrolled in the Lincoln's Challenge Academy, or if mandated by court order as part of a rehabilitation program or service requirement.
  - These programs must petition on the student's behalf for the student to be approved to take an HSE exam.
  - Please contact ilhseiccb@iccb.state.il.us for additional information.

HSE Preparation for Underage Students

The eligible student population for AE instruction is adults who have attained 16 years of age
- who are not enrolled or required to be enrolled in secondary school under state law and
- basic skills deficient,
- does not have a secondary school diploma or its recognized equivalent level or education,
- or is an English language learner.

Sixteen year old individuals *are* eligible for HSE preparation through an AE program provided the program can demonstrate the student is not enrolled nor required to be enrolled in high school under state law. Documentation requirements for AE programs are outlined in the Instruction section of this manual.

However, a 16 year-old student who is enrolled in HSE preparation is *not eligible* to take an HSE exam unless court-ordered or unless the student is currently enrolled in the Lincoln's Challenge Academy, an Alternative Learning Opportunities Program, or a Regional Safe Schools Program (105 ILCS 5/3-15.12). AE students are eligible to take an HSE exam once they have turned 17, after a withdrawal letter has been provided to, and approved by, ICCB staff.

Registration and Payment by Voucher

Registration

Registration for each of the three HSE exams must be completed online on each vendor's website, and payment is due upon registration.
- GED: www.ged.com
- HiSET: https://hiset.ets.org/test_takers
- TASC: https://illinois.tasctest.com

AE programs may assist their students with registration but will need to do so using the vendor's registration process on each vendor's respective website. If program staff assists students with registration, staff *must* ensure the student's information is entered completely and accurately. Staff should pay particular attention to the accuracy of the email address used for registration as all three vendors utilize email as the main point of student contact.

Vouchers

Programs or testing centers may offer vouchers to students which can be used online as a form of payment in lieu of a credit/debit card or electronic funds transfer. Programs are not required to offer vouchers but are encouraged to do so in order to best serve students without checking accounts or credit/debit cards. Vouchers are currently available for the GED and HiSET exams.

GED

- View voucher pricing and information by state
- Complete a voucher order form and submit to GED Testing Service.

HiSET

- Complete a voucher order form and submit to ETS. Pricing is available on the form.

Identification and State Residency Requirements

Identification

Test takers are required to provide valid government-issued photo identification (ID) on all testing days. The ID must display the test taker's full name (matching the name used for exam registration), address, date of birth, signature, and photograph. On the day of a test, if the test taker does not bring a valid government-issued photo ID, s/he will not be allowed to test. In most cases individuals not allowed to test for this reason are considered no-shows to their exam and are not eligible for a refund of fees.

Acceptable forms of photo ID include:

- A valid driver's license
- A valid state ID
- A valid passport
- A military ID
- Matricula Consular
- Any other form of government-issued ID (national or foreign)*

**Please note an Illinois Temporary Visitor Driver's License (TVDL) is not acceptable as proof of identification. However, this document can be used as proof of residency in combination with another acceptable form of photo identification.*

State Residency

Test takers are required to be a resident of Illinois for 30 days or more prior to taking their HSE exam and must provide proof of residency at the testing center on all testing days. In most cases, proof of residency will be available on the test taker's photo ID. However, if the photo ID does not include a current Illinois address, the test taker must provide additional documentation demonstrating residency. On the day of a test, if the test taker does not bring proof of residency, s/he will not be allowed to test. In most cases, individuals not allowed to test for this reason are considered no-shows to their exam and are not eligible for a refund of fees.

The following documents are acceptable as additional documentation to provide proof of Illinois residency if they are 1) in the test taker's name (matching the name used for exam registration) and 2) dated at least 30 days prior to the test date:

- Wage and tax statements (IRS form W-2)
- Illinois automobile registration card

- Bank statement
- Canceled check
- Deed/title, mortgage, rental/lease agreement
- Insurance policy (homeowner's or renter's)
- Official mail received from a State, County, City, or Federal Government agency, such as:
    - Homestead exception receipt
    - Jury duty notice
    - Selective service card
    - Social Security annual statement
    - Social Security disability insurance statement
    - Voter registration card
- Pay stub or electronic deposit receipt
- Pension or retirement statement
- Utility bill (electric, water, refuse, telephone land/cell, cable, or gas)
- Statement of benefits from the Illinois Department of Employment Security or the Social Security Administration
- Illinois property tax bill
- Illinois Temporary Visitor Driver's License (TVDL)

Accommodations

Each vendor can approve testing accommodations for candidates with documented disabilities and health related needs. Candidates must request accommodations and wait for approval prior to scheduling their test appointment. As the approval process can take 1-2 months, students are urged to complete their accommodations request well in advance of the day in which they would like to test.

A few common accommodations are:

- Extended time
- Separate room
- Recorded audio
- Large print
- Screen magnification
- Scribe or keyboard entry aide
- Additional supervised break time
- Sign language- interpreted instructions

Determinations on accommodations are made by each exam vendor and may vary from student to student based on their documented disabilities or health related needs. Accommodations will directly relate to the documented needs of the student.

To request accommodations prior to taking an HSE exam, students must follow each vendor's specified instructions.

GED

1. Create a GED account at www.GED.com
2. Print and complete the accommodations request form(s)
3. Attach documentation for the disability
4. Fax form(s) and supporting documents to 202-464-4894

GEDTS requires 30 days to review supporting documentation and reach a decision. If a test taker disagrees with the decision, they may appeal to GEDTS by completing the Request for Testing Accommodations Appeal Form.

For complete information on GED Accommodations, visit the Testing Accommodations page of the GED Testing Service web site. For answers to more questions, see the Testing Accommodations FAQ or email GEDTS at accommodations@GEDtestingservice.com.

HiSET

1. Find a testing center in the test taker's area and determine which format of the exam is offered at this location. Exam format (paper/pencil or computer-based) will impact the type of accommodations available.
2. Determine which frequently approved accommodations meet the test taker's needs in the HiSET Test Taker Bulletin (page 13).
3. Complete the HiSET Testing Accommodations Request Form. Students may request ETS match previously accepted accommodations for the GED exam by including a copy of the approval letter from GEDTS in their documentation.
4. Attach supporting documentation.
5. Submit a request and the proper fee for the test being taken to ETS by mail or email.
   Mail:
   ETS HiSET Disability Services
   PO Box 6054
   Princeton, NJ 08541-6054

   Email: disability.reg@ets.org

ETS requires six weeks to review supporting documentation and reach a decision. If the accommodations are approved, ETS will contact the test taker with an authorization letter which will serve as the test taker's admission ticket on test day. **Students should not schedule an exam until they receive their authorization letter which will include instructions for registration and their voucher number to register online.**

For answers to more questions, email HiSETSSD@ets.org or call 1-855-802-2748 (M-F, 8:30am-5pm ET). For complete information on HiSET accommodations, visit the HiSET website.

TASC

1. Find a testing center in test taker's area and determine which format of the exam is offered at this location. Exam format (paper/pencil or computer-based) will impact the type of accommodations available.
2. Download and print the TASC Special Testing Accommodations Request Form.

3. The test taker should complete all information required of the test taker in Section 1 of the request form.
4. If the test taker is attaching alternate documentation (recommended), the test taker should complete Section 2 of the request form.
5. If the test taker is *not* attaching alternate documentation, a licensed professional evaluator will need to complete Sections 2 and 3 of the Request form using the Evaluator Guidelines for Requesting TASC Special Testing Accommodations. The evaluator will provide a diagnostic report and/or detailed letter on the test taker's disability or health-related needs.
6. The test taker submits the request form (with Sections 1-3 completed as applicable) and all supporting documentation to the Test Coordinator at the TASC testing center they would like to test at.
7. The Test Coordinator reviews the examinee's request form and, upon approval, completes Section 4.
8. The test taker must submit the request form and all supporting documentation to the DRC/CTB TASC Accommodations Administrator:
   Mail:
   Data Recognition Corporation | CTB
   Attn: TASC Test Accommodations Administrator
   c/o Customer Service Department
   6901 N Michigan Road
   Indianapolis, IN 46268

   Email: TASCTest_Helpdesk@ctb.com

   Toll-free Telephone: 888-282-0589

   FAX: 877-800-9389

DRC/CTB requires 30 days to review supporting documentation and reach a decision. The student will be contacted with a decision letter which either (1) authorizes the accommodations, (2) requests more information, or (3) declines the accommodations. If a request is approved, the examinee should contact the Test Coordinator at their local testing center to schedule testing with the approved accommodations. **Students should not schedule an exam until they receive their authorization letter.** If the request is not approved, the decision letter will provide information about options for appeal.

For answers to more questions, email TASCTest_Helpdesk@ctb.com or call 1-888-282-0589. For complete information on TASC accommodations, see the TASC website.

Preparation Materials and Educator Resources

ICCB-funded AE programs are expected to teach to the Illinois Adult Education Content Standards which are aligned with Common Core and College Readiness Standards, Career Pathway Essential Knowledge and Skills, Evidence Based Reading, and Technology Skills. All three HSE examinations are aligned to Common Core College and Career Readiness Standards; therefore,

preparing students based on the Illinois Adult Education Content Standards will prepare students for any of the three examinations.

In order to reach this goal, educators are encouraged to utilize a variety of resources. Each of the three HSE vendors has preparation materials and resources for educators available on their website which could be incorporated into an AE curriculum or utilized as outside study materials.

GED Preparation Materials

- GED Free Practice Test
- GED Subject Area Preparation Materials
- GED Print Hub—Printable brochures, posters, sample note boards, etc.
- GED Marketplace—Shop for the GED Practice Test, practice books/materials, etc.

HiSET Preparation Materials

- Official Practice Test Order Form
- Free Practice Tests:
  - Reading
  - Writing
  - Mathematics
  - Science
  - Social Studies
- Mathematics Formula Sheet
- HiSET Test Preparation Store—Official guide, practice tests, etc.
- HiSET Download Library—About the exam, test administration documents, scoring information, test preparation, practice tests.

TASC Preparation Materials

- TASC Test Sample Items – Sample items and fact sheets by subject area.
- TASC Test Resources – TASC Test overview, accommodations information, tutorials, sample items, reference sheets, order forms, promotional materials, etc.

Each vendor also makes professional development materials available for educators.

GED Educator Resources:

- GED Program Educator Handbook
- GED Professional Development
- GED "Tuesdays for Teachers" Webinar Series
- GED 2014 Training
- Educator Downloads—Brochures, infographics, webinars, PD materials, etc.
- GEDPrep Connect Resources

HiSET Educator Resources:

- 2018 Test at a Glance

- HiSET Download Library—About the exam, test administration documents, scoring information, test preparation, practice tests, etc.
- Scored Sample Writing Responses
- Practice Tests Quick Reference Guide and Practice Tests Readiness Chart

TASC™ Educator Resources:

- TASC Test Resources – TASC Test overview, accommodations information, tutorials, sample items, reference sheets, order forms, promotional materials, etc.
- TASC Test Preparation Materials for Educators

GED Manager™

Per ICCB policy, access to GED Manager is limited for the protection of student data and personally identifiable information. Initial access has been granted to the Program Administrator of each ICCB-funded AE program.

Program Administrators may request to add a limited number of additional GED Manager users from their staff pending approval from the ICCB.

GED Manager access now includes access to GEDPrep Connect™ which allows Adult Education programs to access information about currently active students and students interested in their program and monitor the progress of test takers. Adult Education programs can find information regarding GEDPrep Connect™ and on the GED website.

GED Manager access and use will be monitored by ICCB staff. Users are not to share accounts, access data not pertaining to a student enrolled in their AE program, or disseminate data to outside sources. Program Administrators are held directly responsible for the actions of the staff members they allow to utilize GED Manager. Program Administrators are required to immediately notify ICCB staff of any staff changes which would necessitate the removal of a GED Manager account or of the misuse of any GED Manager account by program staff. If a program has already added accounts to GED Manager and is requesting additional staff access, the Program Administrator may be asked to remove old accounts to accommodate new additions. ICCB staff will terminate GED Manager accounts that have been inactive for a period of 90 days or more.

To request additional GED Manager access and/or the removal of GED Manager access for ICCB-funded AE program staff, Program Administrators should complete the Adult Education Request for Access to the GED Manager System Form.

Illinois Department of Corrections testing facilities may request additional access to GED Manager by completing the IDOC Request for Access to the GED Manager System Form.

Constitution Test

In addition to passing an approved HSE exam, candidates for an Illinois HSE Certificate must also take and pass the high school level U.S. and Illinois State Constitution and Flag Test ("Constitution Test") as required by the Illinois Compiled Statutes–School Code (*105 ILCS 5/27-3*). The Constitution Test may be taken at any time before or after completion of the GED, HiSET, or TASC exam.

ICCB policy states that the Constitution Test is free for Illinois test takers. While ICCB-funded AE programs are highly encouraged to administer the Constitution Test not only to their own students, but also to walk-in test takers, **programs are *not* allowed to charge an administration fee for the Constitution Test to any test taker.**

Providing Records

Illinois HSE Certificate candidates who passed their Constitution Test in high school are *not* required to take the test again. Those candidates are encouraged to provide proof of passing to their Regional Office of Education when requesting their Illinois HSE Certificate.

Test takers wishing to submit Constitution Test records to their Regional Office of Education should contact that office directly to determine the requirements of the office. To locate the appropriate Regional Office of Education for a test taker, utilize the ROE Locator Tool (http://iccbdbsrv.iccb.org/roesearch/citysearch.cfm).

Preparation Materials

Preparation materials for the Constitution Test are available for free on the ICCB website (http://www.iccb.org/adult_ed/?page_id=489).

- The Constitution Test Study Guide: English
- The Constitution Test Study Guide: Spanish

Printed copies may be ordered directly from Curriculum Publications Clearinghouse (CPC) by calling 1-800-322-3905.

Paper-Based Constitution Testing Materials (ICCB-Funded AE Programs Only)

To request additional paper-based constitution test materials, please order directly from CPC utilizing the Paper-Based Constitution Test Materials Order Form.

Paper-Based Constitution Test Scoring

Programs that utilize paper-based Constitution testing should return completed answer sheets safely and securely to the Cook County HSE Records Office, where they will be scored and uploaded to the Illinois HSE Database.

When submitting completed answer sheets, test centers should package the answer sheets with a completed Constitution Test Cover Sheet and mail the answer sheets to the following address: Cook County HSE Records Office, 100 W Randolph St, Suite 2-010, Chicago, IL 60601. **Any**

answer sheets sent without a cover sheet will be returned without scoring. The ICCB and the Cook County HSE Records Office **strongly recommend** sending the answer sheet(s) to the scoring site using controlled conditions such as a shipping system that uses tracking numbers and tracking procedures (i.e., UPS, FedEx, USPS Express Mail, or Registered Mail).

An Administration Listing Score Report for the Constitution Exam answer sheet(s) will be returned to the testing center via e-mail, fax or first-class mail in approximately 7 to 10 business days after receipt of the Constitution Test scores. **Please note your preferred method of delivery on your cover sheet.** The Administration Listing Score Reports will show the examinees' names, ID numbers, and test results. No raw score will be reported on the Administration Listing Score Report. Do not hand out copies of the Administration Listing Score Report to examinees, as the report may have other examinees' private information.

The Cook County HSE Records Office will keep record of all Administration Listing Score Reports and the completed answer sheets for three months. Administration Listing Score Reports will only be delivered to the test site. Neither the Administration

Listing Score Report nor an individual test result will be given to an Examinee. Constitution Exam results are only reported to Examinees by the test site, not the scoring site.

If you have any questions about the procedures for scoring the Constitution Test, contact the Cook County HSE Records Office at (312) 814-4488 or customerservice@cookcountyged.org.

Computer-Based Constitution Testing

ICCB-funded programs wishing to administer the computer-based Constitution Test must complete the Request to Administer Computer-Based Constitution Testing form available on the ICCB website. Completed forms should be returned to Caitlyn Barnes, Associate Director of Assessment and Testing (Caitlyn.E.Barnes@Illinois.gov) or faxed to 1-217-558-6700.

Test-Taker Dishonesty

Test-taker dishonesty is a serious issue. Failure to report test-taker dishonesty during an exam may result in legal and administrative ramifications including the potential closure of the testing center. Test-taker dishonesty also has severe ramifications for students as the consequences may include invalidation of exam scores, loss of testing privileges, forfeiture of fees, loss of credential, and/or legal action.

Constitution Test: Test Taker Dishonesty Policies and Reporting Procedures

If a testing center determines a test-taker is engaging in misconduct during the U.S. and Illinois State Constitution Test, the test-taker's scores should immediately be invalidated and the test-taker should be dismissed from the testing site pending investigation. The ICCB investigates cases of test-taker dishonesty or misconduct at testing centers administering the U.S. and Illinois State Constitution Test. Testing centers are required to report cases of misconduct to ICCB staff.

Each report of misconduct should include:

- Testing center information
  - Name and title of individual reporting the incident
  - Testing center name
  - Testing center address, phone, and email
- Test taker's full name, date of birth, and last four digits of the Social Security Number
- Date and time of misconduct
- A detailed description of the incident
- A detailed description of any actions taken by the testing center

Reports should be sent to ilhseiccb@iccb.state.il.us or faxed to 217-558-6700.

In all cases in which a test-taker has been found to have engaged in misconduct on the Constitution Test, their scores will be invalidated. Candidates who were believed to have passed but were later found to have engaged in misconduct, will also have their scores invalidated and any credentials they received will be rescinded. Test-takers may also face further repercussions depending on the severity of the incident including banning the candidate from future testing.

GED: Test-Taker Dishonesty Policies and Reporting Procedures

Policies and reporting procedures for test-taker dishonesty during the GED exam are available to testing sites via the Pearson VUE secured testing center website (https://vss.pearsonvue.com/).

GED Testing Service investigates each case of test-taker dishonesty or misconduct in partnership with ICCB staff. Test-takers who engage in misconduct can face remedial action including, but not limited to: canceling the test appointment in advance, holding or canceling the candidate's scores, rescinding the candidate's credentials, banning the candidate from future GED testing, and pursuing legal action. In addition, the Candidate may be required to forfeit testing fees paid.

HiSET: Test-Taker Dishonesty Policies and Reporting Procedures

Policies and reporting procedures for test-taker dishonesty during the HiSET exam are outlined in the HiSET Program Manual.

ETS requires testing centers to end the test-taker's examination and dismiss the test-taker from the test center if a test-taker engages in any form of misconduct. ETS reviews each report of test-taker dishonesty and invalidates scores for exams in which a test-taker cheated on the HiSET exam. ICCB may also prohibit the test-taker from retesting, based on the severity of the case.

TASC: Test-Taker Dishonesty Policies and Reporting Procedures

Policies and reporting procedures for test-taker dishonesty during the TASC Test are outlined in the TASC Test Administration Manual available to testing sites via the DRC/CTB secured testing center website.

DRC/CTB requires testing centers to fully invalidate student scores from exams in which the examinee has been found (1) giving or receiving assistance with answers to test questions, (2) copying answers to test questions from another examinee or another source, or (3) to have received

test content or answers prior to testing. ICCB may also prohibit the test-taker from retesting based on the severity of the case.

Transcripts and HSE Certificates

A candidate is eligible to receive an Illinois HSE Certificate after passing both an approved HSE exam and the U.S. and Illinois State Constitution Test. Candidates are eligible to request official state transcripts at any time which include scores for any one of the three HSE exams and the Constitution Test. Each Certificate has a cost of $10, and each Transcript has a cost of $10.

Illinois HSE records are not centralized. Records are located at and Transcripts and Certificates are issued by the Regional Offices of Education in each county.

- If the test was completed **before January 1, 2014** (and was not taken on computer), contact the ROE for the county **where the test was taken**.
- If the test was completed **after January 1, 2014** (or was taken on computer in 2012/2013), contact the ROE for the **county of residence** at the time of test completion.

The ICCB Cook County HSE Records Office (www.cookcountyged.org) acts as the HSE custodian of record for Cook County. Full contact information for this office is available on their website.

For all other counties, test takers may use our ROE Locator Tool to search by city or by county for their Regional Office of Education.

Request to Administer an HSE Exam

Adult Education programs may apply to become a testing center for any of the three ICCB-approved HSE exams. All requests to add any of the three HSE exams must be reviewed and approved by the HSE State Administrator. After a request to administer an HSE exam has been approved, the testing center will be required to follow all vendor policies for training of staff and preparation of the testing center.

GED

To request to administer the GED exam, review and complete the following form and online application:

- Request to Administer GED Test in Illinois *(Complete First)*
- Become a Pearson VUE Testing Site

HiSET

To request to administer the HiSET exam, review and complete the Request to Administer HiSET Test form. Programs will also be required to complete the current HiSET Memorandum of Understanding for testing centers. Please contact ilhseiccb@iccb.state.il.us for additional information.

TASC

To request to administer the TASC exam, review and complete the Request to Administer TASC Test form. Programs will also be required to complete the current TASC Memorandum of Understanding for testing centers. Please contact ilhseiccb@iccb.state.il.us for additional information.

Additional Information

The following documents can be found in *Appendix C* of this manual:

- Illinois HSE Exam Options Table
- AE Request for Access to the GED Manager System
- Request to Access GED Manager for Illinois Corrections
- Order Form GED Tests / Constitution Test Materials
- Cook County HSE Records Office Constitution Test Scoring Cover Sheet
- Request to Administer the IL Computer-Based Constitution (CBCT)
- Request to Administer GED Tests in Illinois
- Request to Administer HiSET Tests in Illinois
- Request to Administer TASC Tests in Illinois

For additional information, see:

- ROE Locator Tool
- GED Website: https://ged.com
  - GED Voucher Order Form
  - GED Accommodations
  - Become a Pearson VUE Testing Site
- HiSET Website: http://hiset.ets.org
  - HiSET Voucher Order Form
  - HiSET Accommodations
- TASC Website: www.tasctest.com
  - TASC Accommodations

SECTION 9: STUDENT SUPPORT SERVICES

Major Policy Points

- Programs are required to provide comprehensive student services to reduce personal barriers to retention and accelerate smooth transitions within and between educational/training providers and into the workforce. (Federal and State Policy)
- Programs are required to develop written procedures and maintain auditable records describing how students will receive support services. (State Policy)
- Programs are legally responsible to adhere to administrative requirements according to the Americans with Disabilities Act (ADA). (Federal and State Policy)

Student Services

Programs are required to provide comprehensive student services to reduce personal barriers to retention and accelerate smooth transitions within and between educational/ training providers and into the workforce. Programs will provide learners with a comprehensive array of support and follow-up services as needed. Services may be provided by the program or in coordination with internal and external partnerships. These activities may include but are not limited to:

- Social Work Services:
  - Improvement of students' attendance
  - Identification of patterns of non-attendance
  - Provision of referral assistance
  - Retention strategies
  - Interventions to assist students dealing with problems involving home, school, and community
- Guidance Services:
  - Mental health and career services
  - Counseling activities with students regarding learning styles/problems
  - Evaluating the abilities of students
  - Assisting students to make their own educational and career planning and exploration choices
  - Referrals as needed and requested to mental health and counseling assistance
  - Assisting students in personal and social development
  - Assisting other staff members in planning and conducting guidance programs
  - Assisting students in transitioning to job training, job placement, or future
  - education
- Students with Disabilities Support Services:
  - Assistive or adaptive equipment or special printed materials for AEL students with special needs
  - Referrals as needed and requested to Title IV (DRS).
- Assessment and Testing:
  - Activities to measure individual student achievement and outcomes

    - Any diagnostic testing used to further understand the instructional needs of the student
- Student Transportation Services:
    - Services which convey students and their children (in a family literacy setting) to and from school
    - Includes trips between home and school and trips to school activities
- Child Care Services:
    - Care of a child while an adult education student is engaged in eligible Adult Education and Literacy eligible instructional activities.
    - Coordination of these services with other entities within the community.
- Literacy Services: (Literacy activities in conjunction with AEL instructional programming)
    - Volunteer Literacy including coordination, training, tutor scheduling, and other support activities that promote student learning.
    - Family Literacy including coordination and activities in parenting education and parent-child activities (PACT). Child education must be funded by an appropriate child education partner.
    - Workplace Literacy including, but not limited to, coordination of workplace education projects that are designed to meet the unique needs of participating workers and employers.

Other strategies for developing supportive services for the target population include planning and coordination of activities assuring access to services and providing specialized services to include but not limited to:

- Coordinate with Title IV-Vocational Rehabilitation at the Department of Human Services to easily refer students needing assistance.
- Explore areas of support that are available to populations most in need.
- Identify through the Area Planning Council the opportunity to provide coordination and collaboration of funding sources.
- Develop special services and projects for target populations and provide specialized services for individuals with special learning needs.
- Convene regional topical interest groups to gather input on target populations, workforce development, career pathway and transition issues.
- Provide transition services to students who want to attend postsecondary education. Transition services include, but are not limited to, childcare assistance,
- career counseling, academic advising or counseling, referrals to supportive housing, and assistance accessing income supports or other types of financial aid such as grants or scholarships.
- Explore, identify, and share options for providing high-quality counseling and advising to assist all adult education learners in designing an appropriate social, academic and/or career pathway and enabling them to persist in the continuum of programs making successful transitions along the way.
- Promote and coordinate regular outreach by community colleges and other training providers to assist adult education learners in connecting with financial aid and available transitioning services.

- Develop closer partnerships with social service agencies to assist immigrants and refugees with multiple native languages who may have difficulty understanding initial guidance and career counseling.
- Strengthen the identification process of learners with special learning needs and provisions for accommodating those needs.
- Provide support services that empower all learners to take responsibility for self-advocacy.
- Partner with agencies in the community to provide case management services and continued support to assist learners in moving along their chosen career pathways.
- Provide support for academic programs that assist institutionalized individuals and those in corrections education programs to transition to re-entry initiatives and other post-release services with the goal of reducing recidivism. (WIOA Section 225 (b)(8))
- Coordinate with WIOA core and required partners.

Procedures and Records

Programs are required to develop written procedures and maintain auditable records describing how students will receive support services. The provision of support services such as child care and transportation are an allowable use of ICCB Adult Education funding. However, programs are required to develop written procedures that outline how support services will be provided and the process for selection of individuals to receive services. It is important to note that programs must have a process that provides all eligible learners access to support services. As much as possible, programs should coordinate services within the local community.

The program must establish and maintain written procedures that include, at minimum, the following items:

- the type of support service to be offered
- a description of the support service
- the eligible population to receive the services
- how learners will be selected
- how often services will be provided
- how the services will be documented

If programs provide support services using AEL Funds, auditable records must be maintained and include the appropriate proportionate distribution of funding. For example:

- If transportation is provided, the program must keep an accurate listing of attendance to show the need for transportation assistance.
- If child care is provided, the program must show that a student is actually in class the days that child care services are provided.
- If the student or the class is funded with federal and state funding or other funding sources, the distribution of the funding needs to be calculated based upon the proportionate share using cost allocation principals.

ADA Requirements

Programs are legally responsible to adhere to administrative requirements according to the Americans with Disabilities Act (ADA). Programs are responsible for compliance with the Americans with Disabilities Act. Each program must

- have a designated ADA coordinator
    - The designated ADA coordinator must satisfactorily complete the annual online ICCB Adult Education and Literacy ADA Coordinator training. Contact the Southern Illinois Professional Development Center (www.siue.edu/SIPDC/) for more information.
- provide public notice
- have an established grievance policy
- conduct a self-evaluation
- develop a transition plan regarding accessibility
- submit to the ICCB an approved annual report in a specified format

An ADA Coordinator Manual is available to ADA Coordinators who have completed the training. General guidelines for programs serving students with learning disabilities and other special learning needs may be found on the ICCB website.

Additional Information

The following document can be found in *Appendix C* of this manual:

- Americans with Disabilities Act (ADA) Annual Report Form

SECTION 10: PROFESSIONAL DEVELOPMENT

Major Policy Points

- **Programs are required to develop a professional development plan that outlines the requirements for all staff working in Adult Education. (State Policy)**
    - **Programs are strongly encouraged to develop specialists in the areas of assessment, math, Language Arts (reading, writing), ESL/ELA, Special Learning Needs, and transitions to serve on programmatic instructional teams. (State Policy)**
- **Programs are required to evaluate the transference of learning from professional development into practice. (State Policy)**
- **All instructional staff is required to complete a minimum of 12hours of professional development. (Federal and State Policy)**
- **All new instructors are required to complete ICCB New Teacher Orientation (NTO) within six months of hire and within the fiscal year the online NTO was started. (State Policy)**
- **Program staff must meet minimum qualifications for Adult Education. (State Policy)**
- **Administrators are required to attend state sponsored administrator training and meetings. (State Policy)**
- **Programs must meet in state and out of state travel requirements. (State Policy)**

Professional Development Plan

Programs are required to develop a professional development plan that outlines the requirements for all staff working in Adult Education. Programs are strongly encouraged to develop specialists in the areas of assessment, math, Language Arts (reading, writing) ESL/ELA, Special Learning Needs (SLN), and transitions to serve on program instructional teams.

To ensure staff members meet professional development requirements, an individualized professional development plan should be developed that outlines the goals and priorities of the individual program and ICCB Adult Education and Literacy. The Professional Development Planner is available to assist with this process. A Professional Development Planner and other tools developed by the Service Center Network, are helpful in assessing the need of individual instructors. These materials can be found on the Adult Education's Professional Development page of the ICCB website.

The professional development plan for each program should plan for instructors to become Standards Proficient Instructors based upon the appropriate Instructional Staff Professional Pathway. It is anticipated that over a period of time **ALL** instructors will receive this training.

Information concerning ABE/ASE and ESL Instructional Staff Professional Pathways can be found on the Adult Education's Professional Development page of the ICCB website.

A graphic indicating all Instructional Staff Professional Pathways, their individual options and their interconnectivity to each other is included in *Appendix C* of this manual.

Each program is required to submit a Professional Development plan for the year that is inclusive of all staff.

A well trained staff is necessary for effective programming and a well-developed professional development plan is essential to ensuring staff have the skills necessary to perform their jobs. A professional development plan must be

- program wide
- inclusive of all staff members
- submitted to ICCB each fiscal year

Components of the plan include:

- Needs Assessment
    - What data was used in determining the need?
    - How is evaluation data from the previous year used in determining need?
    - How was staff included in the needs assessment process?
    - How were staff needs assessed?
- Activities and Priorities
    - How were activities selected to meet identified needs?
    - What priorities will the professional development plan focus on?
    - Dissemination
    - How is the information in the training shared/disseminated to other staff members?
- Evaluation
    - What process is in place to document the transference of learning?
    - How is evaluation data used to determine whether priorities were met?

The program administrator is responsible for ensuring activities a staff member participates in are appropriate professional development and lead to accomplishments of individual and program priorities. A Professional Development flowchart has been developed to aid an administrator in this process and can be found at the end of this section.

Local Adult Education and Literacy staff may be reimbursed for postsecondary credit up to a maximum of two courses per fiscal year as long as the credit pertains to the field of adult education or a related subject that will benefit the provider's adult education students. The maximum allowable cost is the cost per credit hour at the nearest public university (to the provider), per semester or quarter per staff member. Mileage, lodging and per diem are not allowable costs for staff to pursue university credit. Activities that provide optional credit and that are sponsored by the ICCB or the ICCB AEL-funded Service Center Network is, however, allowable professional development costs. The maximum of two courses per year is also applicable to the optional credit format.

Records of course descriptions and satisfactory completion of the university credit should be maintained in the staff member's personnel file.

Transference of Learning

Programs are required to evaluate the transference of learning from professional development into practice. The successful development of a Professional Development Plan requires evaluation and ongoing monitoring to ensure the plan is effective. Programs should ensure that professional development activities are used to help the program and program staff more effectively recruit, teach, retain, and transition students through the program.

In order for professional development to be effective, the program should have a strategic approach to ensuring that professional development is transferred into classroom instruction. Professional Development Plans should be examined not just for the number of professional development hours and how participants rate the various training sessions, but on the professional development's impact on program and student success.

Professional Development

All instructional staff are required to complete a minimum of 12 hours of professional development. All instructors active during the fiscal year, whether full or part time, are expected to meet the professional development requirement. Programs should make every effort to ensure all instructors receive the necessary professional development. The state expects that, at a minimum, 90% of instructors will meet the minimum professional development requirement during the fiscal year.

Twelve hours is a minimum requirement. Additional professional development may be necessary and required by the program or institution for those specializing in specific areas. Face-to-face, online, and blended models of Professional Development can be included in meeting the minimum requirements. A listing of Professional Development opportunities is available through the Service Center Network and is posted on the ICCB website and can be found on the Adult Education's Professional Development page of the ICCB website.

Individuals are responsible for reporting their professional development to the program and are strongly encouraged to keep a file tracking their activities. This file should include certificates of completion and other documents which show completion of professional development. Programs are responsible and required to utilize DAISI in a timely manner to report the professional development activity of individuals within the program.

ICCB New Teacher Orientation

All new instructors are required to complete ICCB New Teacher Orientation (NTO) within six months of hire and within the fiscal year the online NTO was started. NTO does not count

towards the 12 hour minimum for professional development. Programs may create a local NTO; however it may not supersede completion of the ICCB New Teacher Orientation. Contact your Service Center for more information.

It is the responsibility of the local Program Administrator to ensure that each newly hired instructor completes the ICCB NTO as described above. A copy of the Certificate of Completion should be placed in the instructor's program file.

Instructors who move between programs are not required to take the ICCB NTO if they have documentation that they have completed NTO within the last five years. However, the program may require additional professional development and specific orientation training for their local program.

Instructors employed by more than one program need only complete NTO once. All programs employing the instructor must maintain documentation of completion of NTO. It is preferred that new instructors complete the core training components as a pre-service activity.

Minimum Qualifications

Program staff must meet minimum qualifications for Adult Education. The professional standards for ICCB are as follows:

Minimum Qualifications for Instructors

- BA or BS degree in education or related field (excluding VOC-only Instructors)

Preferred Qualifications for Instructors

- Three years' experience in teaching ABE, ASE/HSE, Vocational, or ESL
- MA in Adult Education, ESL, or related field
- Training or coursework in teaching reading and math
- Experience with disadvantaged individuals
- Demonstration of proficiency in oral and written English
- Technology/Digital Literacy proficiency
- Teacher certification/training or coursework in teaching methodology
- Completion of at least three instructional workshops in subject area being taught or other relevant topics to the instructional assignment
- Demonstration of competency in subject area development

Educational Counselors and Support Service Coordinators

- Preferred Qualifications
    - BA or BS degree in educational counseling or related field
    - Counseling experience
    - Extensive knowledge of interview techniques
    - Experience working with disadvantaged individuals

- Bilingual skills, including cultural sensitivity, when working with culturally and linguistically diverse populations

Mandatory Administrator Training and Meeting Attendance

Administrators are required to attend state sponsored administrator training and meetings. The Illinois Community College Board requires adult education administrators to attend statewide meetings and trainings. These meetings are designed to assist providers in the operation of their programs and to ensure that administrators receive updates on federal and state information. Trainings may be held in person (statewide or regional), online, or via teleconferencing.

Travel Requirements

Programs must meet in-state and out-of-state travel requirements. Professional development is essential in ensuring that staff has access to high quality training. In-state and out-of-state travel related to Adult Education is permissible with both state and federal resources. It is important that a program has a well-developed process for determining who will attend professional development activities at the national, state, regional and local level. Program administrators must ensure that the budget will support travel costs.

International travel with Adult Education and Literacy funds (partial or full) **requires prior approval** from the Illinois Community College Board Adult Education Division. Requests for approval should be sent to the Associate Director for Program Compliance. The travel must be adult education related. A letter detailing the travel location, the reason for the travel, the dates of the travel, and the approximate costs should be submitted to the ICCB for approval.

Additional Information

The following documents can be found in *Appendix C* of this manual.

- Instructional Staff Professional Pathways Graphic
- Professional Development Activity Flowchart
- Using the Professional Development Activity Flowchart
- Flowchart Examples

For additional information, see:

- Section 4 of this manual: General Fiscal Policies
- Professional Development Planner

SECTION 11: NATIONAL REPORTING SYSTEM

Major Policy Points

- The National Reporting System (NRS) is an outcome based reporting system for state administered, federally funded adult education programs. Illinois must report prescribed data and outcomes information to the Office of Career, Technical and Adult Education (OCTAE) through the NRS. This is based on data collected through student and program level records. (Federal Policy)
- NRS reportable students are a subset of the program's entire population. In order to be reported to the NRS, students must meet certain criteria. (Federal and State Policy)
- Since the NRS is an outcome based reporting system, certain core measures are examined to determine student progress in adult education. This includes level gains in measurable skill gains/educational functioning levels and follow-up measures related to employment, attaining HSE/secondary credential, and entry into postsecondary education. (Federal and State Policy)
- As students exit the program, they must be separated for the appropriate reason to indicate why services are no longer warranted. (Federal Policy)

The National Reporting System for Adult Education

The National Reporting System (NRS) is an outcome based reporting system for state administered, federally funded adult education programs. Illinois must report prescribed data and outcomes information to the Office of Career, Technical and Adult Education (OCTAE) through the NRS. This is based on data collected through student and program level records.

NRS for Adult Education is an outcome-based reporting system for the state-administered, federally funded adult education program. Developed with the support of the U.S. Department of Education's Division of Adult Education and Literacy (DAEL), the NRS continues a cooperative process between state adult education directors and DAEL to manage a reporting system that demonstrates student outcomes for adult education. The NRS meets the accountability requirements for the adult education program in Title II of the Workforce Innovation and Opportunity Act as described in the Introduction section of the manual.

The NRS provides public accountability of the adult education program by documenting its ability to meet federal policy and programmatic goals. The collection of state outcomes enables states to correlate practices and programs with successful outcomes and also assists states in assessing progress in meeting their adult education goals. For local providers, the NRS helps instructors and administrators plan instructional activities and services to enhance student outcomes and to correlate effective practices and programs with successful outcomes. All NRS reporting for local programs and the state are generated from data collected within the approved data collection system.

A complete guide for implementation of NRS guidelines can be found at www.nrsweb.org. It is highly recommended that adult education administrators and staff complete the NRS Online Training System located there.

Student Criteria

NRS reportable students are a subset of the program's entire population. In order to be reported to the NRS, students must meet certain criteria.

- Student must have a minimum of 12 attendance hours from a claimable activity (for fixed-entry programs, the student must also be successfully retained through the midterm of a class).
- For the purposes of reporting measurable skills gains, each program entry per participant during the reporting period is considered a period of participation for the purposes of reporting on employment the 2nd and 4th quarter after exit, median earnings and Credential Indicators. Each program entry per participant during the reporting period is considered a period of participation; a new period of participation is counted each time a participant exits and reenters again even if it occurs during the same program year.
- Student must be assessed with an appropriate and approved assessment based on their instructional enrollment. The assessment must be recorded in the approved data collection system.
- All necessary and required data must be collected and reported within the approved data collection system. The student must be free from all data errors as reported by the approved data collection system.

For students meeting these criteria, NRS requires tracking of participation measures (i.e., hours of attendance, instructional service type, etc.) and descriptive measures (i.e., student demographics, student status, and goals selected).

SPECIAL NOTE: Foreign language HSE only students and Vocational only students are not reported to the NRS.

Core Measures

Since the NRS is an outcome based reporting system, certain core measures are examined to determine student progress in adult education. This includes level gains in measureable skill gains/educational functioning levels and follow-up measures related to employment, attaining HSE/secondary credential, and entry into postsecondary education.

Measurable Skill Gain Indicators

The Measurable Skill Gain Indicator reflects one purpose of the adult basic education program: to improve the basic literacy skills of participants. This goal is the reason that all students reported to the NRS are counted in the educational gain measure. This participant group is comprised of participants who, during a program year, are in an education or training program that leads to a

recognized postsecondary credential or employment and who are achieving measurable skills gains defined as academic, technical, occupational, or other forms of progress towards such a credential or employment.

For Title II, Adult Education, there are two types of Measurable Skill Gains: Secondary Diploma/Equivalent and Educational Functioning Level Gains. The NRS approach to measuring educational gains is to define a set of educational functioning levels at which students are initially placed based on their abilities to perform literacy-related tasks in specific content areas as measured by official approved assessments allowed by the state. After a set time period or number of instructional hours, students are again assessed to determine their skill levels. If their skills have improved sufficiently to be placed one or more levels higher, an advance (or level gain) is recorded for that student. All students who meet the criteria to be included in NRS reporting are included in the Educational Gains Measure.

Core Follow-Up Outcome Measures

For the follow-up measures, students must meet the criteria to be included in NRS and must also exit (or separate) from the program in order to be included in the Core Outcome Measures (WIOA Section 116(b)(2)(i-vi). An individual student may end up in multiple cohorts as long as the student meets the criteria outlined below for each measure. For all of these measures, success is determined through a data matching process with the exception of high school diplomas which are self-reported by the program.

Employment Second Quarter after Exit
Students in this measure are made up of just one group. This includes the following:

- The total number of participants who exited during the program year excluding incarcerated individuals under WIOA section 225 who exited the AEFLA program but are still incarcerated.

Employment Fourth Quarter after Exit
Students in this measure are made up of just one group. This includes the following:

- The total number of participants who exited during the program year excluding incarcerated individuals under WIOA section 225 who exited the AEFLA program but are still incarcerated.

Median Earnings Second Quarter After Exit
Students in this measure are made up of just one group. This includes the following:

- The total number of participants who exited during the program year and who were employed in the second quarter after program exit excluding incarcerated individuals under WIOA section 225 who exited the AEFLA program but are still incarcerated.

Attained a Secondary School Diploma or HSE Credential and Enrolled in Postsecondary Education or Training within One Year of Exit
Students in this measure are made up of just one group. This includes the following:

- The total number of participants who exited during the program year who were at the ninth grade equivalent educational functioning level or higher upon entry as measured by a

pretesting process with an approved NRS test excluding incarcerated individuals under WIOA section 225 who exited the AEFLA program who are still incarcerated.

Attained a Secondary School Diploma or High School Equivalency (HSE) Credential and Employed within One Year of Exit

Students in this measure are made up of just one group. This includes the following:

- The total number of participants who exited during the program year who were at the ninth grade equivalent educational functioning level or higher upon entry as measured by a pretesting process with an approved NRS test excluding incarcerated individuals under WIOA section 225 who exited the AEFLA program who are still incarcerated.

Effectiveness of Serving Employers

Students in this measure are made up of just one group. Policies regarding employer satisfaction are still being developed by the Department of Education and the Department of Labor. Guidelines will be established and programs will be evaluated based on outcomes for employers whether the employer is involved in a sector partnership or not.

Student Separation

As students exit the program, they must be separated for the appropriate reason to indicate why services are no longer warranted. If a student separates from the program, it should be correctly coded in DAISI. Per NRS guidelines, follow-up core outcomes are only measured for students that are separated from the program. According to the federal NRS for Adult Education, students should be coded as separating when:

- A student has not received instruction for 90 calendar days and is not scheduled to receive further instruction;
- Instruction ends and the student indicates that he/she will not be returning; or
- The learner terminates.

Separation indicates that a student will no longer be receiving adult education services from the program. Separation codes are different than Class Exit codes in that Class Exits indicate why a student left a specific class section while the Separation code indicates why the student left the program.

Separations should be conducted, at a minimum, on a quarterly basis and recorded in the approved data system. Students are separated after completing the program or after 90 days of inactivity with no additional services planned. If a student has been separated but returns to the program, the student can continue with adult education services as needed. The separation reason previously recorded will automatically be removed from the system when additional attendance activity is recorded.

Additional Information

A sample Student Separation Form has been included in *Appendix C* to assist providers with the separation process.

For additional information, also see *Section 6* of this manual: AEL Assessment.

SECTION 12: REPORTING AND RECORDS

Major Policy Points

- All ICCB AEL funded programs must submit student and program level reports on a quarterly basis. (Federal and State policy)
- All ICCB AEL funded programs must submit an annual budget, quarterly expenditure and final expenditure reports. Signed certifications of accuracy must accompany vouchers requesting payment, annual reporting, and final fiscal reporting statements. (2 CFR 200.415)(Federal and State policy)
- All ICCB AEL funded programs must submit an annual audit. (Federal and State policy)
- All ICCB AEL funded programs must maintain an Equipment/Inventory Report. This report must include all non-consumable items purchased with federal funds and any items with a cost of $5,000 or more purchased with state funds. (Federal and State policy)
    - Programs must submit an annual report reflecting items with a single unit purchase price of $5,000 or more.
- All programs must submit an AEL Certification of Units Report annually. (State policy)
- Administrative and individual student records must be maintained by the program. All records must be maintained by the institution for at least five years. If an audit is in progress at the end of the fifth year, records must be maintained until the audit is complete. After five years disposal of records should be in accordance with EDGAR guidelines. (Federal and State policy)
- Programs approved by ICCB to enter into sub-award agreement(s) are responsible for all student, programmatic, and fiscal records of the sub-awarding agency relative to services provided with ICCB funds. (Federal and State policy)
- The lead applicant is the fiscal agent for a consortium and is responsible for ensuring each consortium partner member submits required information and complies with all policies, procedures, and regulations. (Federal and State policy)
- WIOA requires that six measures of effectiveness for Adult Education programming are monitored and reported annually to the Federal Government. (Federal and State policy)
- All printed materials must have the American Job Center logo embedded. (Federal policy)

If for any reason a program cannot meet the submission deadline for a required report, the program must officially request in writing no later than 10 days prior to that deadline an extension outlining the reason for the request and providing an estimated time when the required report will be completed. (Use Request for Extension form found in Appendix C.) This request for an extension should be directed to the person/department receiving the report. Upon receipt of this form, ICCB will communicate their decision in writing and keep a copy of the form/decision for their records.

GATA legislation at 30 ILCS 708/60(a) (8) establishes the temporary and permanent classifications for a program being placed on a statewide stop payment list which will prevent a program from drawing down funding. A temporary Stop Payment Status can be remediated. There is no remediation for a permanent Stop Payment Status.

Non-compliance issues for placement on a temporary Stop Payment Status include but are not limited to late performance or expense reporting (30 ILCS 705/4.1).

Student and Program Level Reports

All ICCB AEL funded programs must submit student and program level reports on a quarterly basis. All programs must submit reports on a regular and ongoing basis throughout the fiscal year. These reports reflect program and student data needed to monitor program progress and performance. Programs should ensure that data is entered regularly. Data from a month prior should be entered by the 15th of the next month.

Student and program level reports are all DAISI generated reports and include the following:

- NRS Performance Report
- Enrollment Report
- Program Status Report

For detailed information related to each of these required reports generated from the DAISI system, refer to the Explanatory Documents provided in the DAISI User Manual.

Reporting Requirement Table for Student Level Records (per EDGAR 200.328)

Report	Submission	Due Date
NRS Performance Report	Signed aggregate original and electronic submission	October 30, January 30, April 30, August 30
Enrollment Generation	Signed original for each funding source, except performance	January 30 and August 30
Program Status Report	Signed aggregate original and electronic submission	October 30, January 30, April 30, August 30
DAISI Data Verification	Emailed digital submission	August 30

Budget and Expenditure Reports

All ICCB AEL funded programs must submit an annual budget, quarterly expenditure and final expenditure reports and other reports as necessary. Signed certifications of accuracy must accompany vouchers requesting payment, annual reporting, and final fiscal reporting statements. (2 CFR 200.415)

All reports must be submitted in the format provided by ICCB. Report submission requirements come in the form of both electronic and signed paper copies. The ICCB disseminates instructions for submitting various reports through emails, listservs, and other guidance.

Programs are responsible for ensuring that contact information, as required in the ICCB application, is current. Any personnel, email, phone number or address changes should be reported to the ICCB through a communication on institutional letter-head signed by the President/CEO. This information should be provided to the Associate Director for Program Compliance using the

Provider Directory Update Form and should be submitted along with a letter detailing the changes identified.

An official authorized to legally bind the non-federal entity must certify on annual and final fiscal reports or vouchers requesting payment:

> *"By signing this report, I certify to the best of my knowledge and belief that the report is true, complete and accurate and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, or fraudulent information or the omission of any material fact, may subject me to criminal civil or administrative penalties for fraud, false statements, false claims or otherwise."*

Annual Audit

All ICCB AEL funded programs must submit an annual audit to the ICCB by October 15th of each year. All providers subject to Subpart F of the new Uniform Grant Guidance must submit one paper and one electronic copy of the audit to the ICCB. Providers not subject to Subpart F of the new Uniform Grant Guidance must submit a grant specific audit according to the U.S. Government Accounting Office (GAO), also known as the Government Auditing Standards (The Yellow Book). One paper copy and one electronic copy should be provided to the attention of Adult Education, Program Compliance.

A grant-specific audit will, at a minimum, include

- an audit opinion
- a compliance report or an additional paragraph in the audit opinion which provides positive assurance of compliance with rules, regulations, state and federal laws and the ICCB Adult Education and Literacy expenditure requirements
- a balance sheet
- an end-of-year budget to actual
- a statement of revenues and expenses
- relevant notes to the financials

The Adult Education and Literacy audit requirements can be found in Section 12 of this manual and on the ICCB website. For additional information related to the budgets, expenditure reports and the audit, refer to Section 3: General Fiscal Policies. For questions specific to the audit, please contact the Associate Director for Financial Compliance and Program Accountability at the ICCB Springfield Office.

Equipment/Inventory Report

All ICCB AEL funded programs must maintain an Equipment/Inventory Report. This report must include all non-consumable items purchased with federal funds and any items with a cost of

$5,000 or more purchased with state funds. Programs must submit an annual report reflecting items with a single unit purchase price of $5,000 or more.

A local Equipment/Inventory Report must be maintained for all items purchased with state or federal funds that have a useable life of more than one year and are non-consumables (i.e. do not list books, testing materials, office supplies, etc.). The local grantee should inventory all such items and submit the Equipment/Inventory report annually. The Equipment/Inventory report includes a listing of non-consumable items as defined in this section, including items that have a single purchase price value of more than $5,000 per unit. The Equipment/Inventory Report should include the following:

- Items purchased and used with AEL funds with a value of more than $5,000 per unit must be pre-approved and reported. For example, a computer monitor is one unit, the hard drive is another unit, and the printer is a separate unit. Pre-approval for any of these items would only be necessary if the single unit cost was $5,000 or more.
- Items must be used in conjunction with the ICCB Adult Education and Literacy program.
- Items are subject to the guidelines found in the Code of Federal Regulations, 2 CFR 200.313.
- Items must be shared, if possible, for use on other federal programs if purchased with federal funds.
- Items may not be used to generate revenue.
- Disposition of the items with a single unit cost of $5,000 or more must be pre-approved and recorded with the ICCB, following the guidelines in 2 CFR 200.313.
- Instructions for annual submission of the Equipment/Inventory Report of items with a single unit cost of $5,000 or more will accompany the instructions for end of year expenditure reports.
- A control system must be used to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage or theft shall be investigated and fully documented to the ICCB.

The Equipment/Inventory Report should indicate the source(s) of funds used to purchase items. The items listed should be non-consumables and have a useable life of more than one year. Report details should include:

- Program Name: The name of the program reporting.
- Item Number: The serial number or a local cataloguing or reference number. All items meeting the criteria to be included in the Equipment/Inventory Report purchased with ICCB AEL grant funds must be clearly marked as such.
- Item Description: The description of the item.
- Item cost $5,000 or more: Indicate "Yes" for any item costing $5,000 or more per unit.
- Acquisition Date: The date of purchase.
- Purchase Price: The price agreed upon for the item on the date purchased.
- Source(s) of funds used to pay for the item: Indicate whether Federal AEL (Federal Basic or Federal IEL/CE), State AEL (State Basic, State Public Assistance or State Performance) or Institutional/Other funds (if funds were combined to purchase item).
- Cost paid with ICCB funds: The amount of ICCB AEL funds used to purchase the item.
- Location: The current location of the item (i.e., street address, bldg. name).

- Date of Disposal: List the date of disposal, if it occurred in the current fiscal year. If disposition occurred prior to the current fiscal year, the item should not be listed on the report. Five years after disposal item may be deleted from Equipment/Inventory Report.
- Method of Disposal: Method of Disposal should follow the program's institutional method of disposal except in cases where the unit value is $5,000 or greater. In those instances, the program must contact ICCB prior to disposal of the equipment.

This report must be submitted by August 30. This report is online submission only; no hard copy is required.

Reporting Requirement Table for Fiscal Records

Report	Submission	Due Date
Quarterly Expenditure Reports	Mail signed original	October 30, January 30, April 30
Final Expenditure Report	Mail signed original	*August 30 **Refund, if applicable, due August 30
Budget	Signed original for each funding source	(dependent upon receipt of federal and state allocation)
Annual Audit	Signed original from auditing firm	State – October 15 ***Federal
Equipment/Inventory Report (Single unit value of $5,000 or more)	E-mailed digital submission	August 30
AEL Certification of Units Report	Mailed signed original	August 30

*The August 30 submission consists of a cumulative submission for the fiscal year.

**If the audit does not match the Final Expenditure Report, a new report must be resubmitted to reflect changes.

***The Federal audit of Adult Education and Literacy funds shall be completed and submitted within the earlier of 30 days after receipt of the auditor's report (s), or nine months after the end of the audit period which runs from July 1 to June 30.

AEL Certification of Units Report

All programs must submit an AEL Certification of Units Report annually. The AEL Certification of Units Report is a one page report used as a basis for headcount and unit information utilized for the ICCB AEL funding formula. This report reflects the activity of claimable students funded with State Basic and/or Federal Basic funding sources.

The report must be submitted by August 30 and signed by the Chief Executive Officer and the Chief Financial Officer.

Record Maintenance

Administrative and individual student records must be maintained by the program. All records must be maintained by the institution for at least five years. If an audit is in progress at the end of the fifth year, records must be maintained until the audit is complete. After five years disposal of records should be in accordance with EDGAR guidelines.

Specific administrative and student records must be maintained by the program. The most recent three years must be maintained in paper copy and the final two years may be maintained electronically. All record disposal must be in accordance with EDGAR guidelines.

The following administrative records must be maintained by the institution for at least five years and readily accessible by the program administrator:

- copy of signed Area Plan
- copy of signed application, contract, budget(s) and audit(s)
- copy of Request for Federal Payment Forms and expenditure reports
- bids on all contracts for purchase of supplies, materials or work involving an expenditure in excess of $10,000
- copy of Equipment/Inventory Report
- copy of all ICCB AEL approved courses, with their intensity and duration, description, outline, syllabus and/or task completion list
- copy of any new (current fiscal year) approved courses and/or sites
- copy of all sub-contractual agreements with appropriate signatures
- copy of all partnership agreements with appropriate signatures
- copy of the Workforce Innovation and Opportunity Act (WIOA) Memorandums of Understanding (MOU), and local plan as it pertains to the Adult Education Program (Federal and State)
- master list of names of instructors, class assignments and/or work schedules and job descriptions of all personnel funded in part or totally by ICCB AEL funds
- master list of names of full- and part-time support personnel, work schedules and job descriptions of all personnel funded in part or totally by ICCB AEL funds totality
- master list of names of all program administrative personnel, work schedules and job
- descriptions of personnel funded in part or totally by ICCB AEL funds
- copy of signed DAISI Enrollment Report(s)
- copy of signed DAISI Program Status Report(s)
- copy of signed DAISI Performance Report(s)
- copy of final DAISI Student Master List
- copies of signed instructor's attendance records
- copies of signed Acknowledgement of Confidentiality and Appropriate use of DAISI for all persons with access to the DAISI system
- copy of Professional Development Plan for all ICCB AEL funded staff
- copy of records of Professional Development activities attended by instructional staff to ensure minimum professional development requirements have been met
- copies of records outlining provision of childcare and transportation services, if appropriate
- copies of records required for the provision of services addressing special learning needs of students

- copies of required submissions relating to Data Quality checklists
- copies of required responses to Monitoring/Evaluation Findings
- copies of the annual budget, Expenditure Reports and annual audit
- copy of the annual ADA Report
- copy of Adult Education and Literacy Certification of Units Report
- other information as requested by ICCB

The following student records must be maintained by the institution for at least five years and be readily accessible by the program administrator:

- Documentation of any placement test given to the student (if applicable)
- All ICCB approved assessment test results with the test answer sheet for each test administered including the following:
    - Student name
    - Last four digits of the social security number or other unique identification number
    - Date the test was administered and the score
    - For BEST Plus 2.0, only the individual student score sheet should be included (test booklet not required)
- Student Intake form with Goals Record signed
- Verification of Public Aid status, if applicable. Examples of how this requirement can be met include the following:
    - Copy of the student's Public Aid card in the individual student file
    - A hard copy or electronic record from a local DHS office outlining students served in the program and their public aid status
- Additional examples of the validation of student progress may include the following:
    - Achievement Record
    - Official passing HSE test scores
    - Completion of secondary credentials
    - Instructors' written, signed, and dated verification of progress listing skills gained
    - Passing grades
    - Documented competencies
    - Classroom tests or exercises that are dated and demonstrate progress
- Formal documentation of separation from high school for students ages 16-17, if appropriate
- ICCB Test-Score Transfer Letter (if applicable)

EDGAR Guidelines for Records Retention

Fiscal Year	Period of time	Records Retention Period
2020	July 1, 2019 - June 30, 2020	July 1, 2020 - December 31, 2025
2019	July 1, 2018 - June 30, 2019	July 1, 2019 - December 31, 2024
2018	July 1, 2017 - June 30, 2018	July 1, 2018 - December 31, 2023
2017	July 1, 2016 - June 30, 2017	July 1, 2017 - December 31, 2022
2016	July 1, 2015 - June 30, 2016	July 1, 2016 - December 31, 2021
2015	July 1, 2014 - June 30, 2015	July 1, 2015 - December 31, 2020
2014	July 1, 2013 - June 30, 2014	July 1, 2014 - December 31, 2019

Fiscal Year	Period of time	Records Retention Period
2013	July 1, 2012 - June 30, 2013	July 1, 2013 - December 31, 2018
2012	July 1, 2011 - June 30, 2012	July 1, 2012 - December 31, 2017
2011	July 1, 2010 - June 30, 2011	July 1, 2011 - December 31, 2016
2010	July 1, 2009 - June 30, 2010	July 1, 2010 - December 31, 2015

Sub-Award Agreements

Programs approved by ICCB to enter into sub-award agreement(s) are responsible for all student, programmatic, and fiscal records of the sub-awarding agency relative to services provided with ICCB funds. Successful applicants may enter into a sub-awarding agreement with another eligible entity which is not already funded by the ICCB to provide additional services to support the adult education population served. However, all program responsibilities are to be retained by the applicant to ensure compliance with the terms and conditions of the grant. The ICCB reserves the right to review and approve all sub-award agreements.

Consortiums

The lead applicant is the fiscal agent for a consortium and is responsible for ensuring each consortium partner member submits required information and complies with all policies, procedures, and regulations. A consortium of eligible applicants applying for funding is allowable; however, an individual eligible applicant is not allowed to apply as part of a consortium and as an individual eligible applicant during a grant process.

The lead applicant in a consortium is the fiscal agent and is responsible for ensuring each consortium partner member submits required information and complies with all policies, procedures, and regulations.

Each consortium partner member must maintain record of the responsibilities and a description of services to be provided by each partner as outlined in the Request for Proposal (RFP). All consortium partner members are subject to Illinois Community College Board approval.

Six Measures of Effectiveness

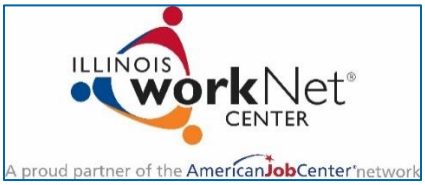
WIOA requires that six measures of effectiveness for Adult Education programming are monitored and reported to the federal government annually. There are six key measures of effectiveness written into WIOA for all Title I, II, III and IV partners:

1. The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program

2. The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program
3. Median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program
4. The percentage of participants who obtained a recognized post-secondary credential or a secondary school diploma or its recognized equivalent during participation in or within one year after exit from the program (A participant who has obtained a secondary school diploma or its recognized equivalent is only included in this measure if the participant is also employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year from program exit.)
5. The percentage of participants who during a program year are in an education or training program that leads to a recognized post-secondary credential or employment and who are achieving measurable skill gains defined as documented academic, technical, occupational, or other forms of progress towards such a credential or employment.
6. Effectiveness in serving employers based on indicators developed as required by sec. 116(b)(2)(A)(iv) of WIOA.

American Job Center Logo (Federal Policy)

All printed materials must have the American Job Center logo embedded. As of July 1, 2017 all printed materials must bear the American Job Center AJC Logo as outlined by the Workforce Innovation and Opportunity Act (WIOA) and the WIOA Illinois Unified State Plan (download)



Additional Information

The following documents can be found in *Appendix C* of this document:

- Acknowledgement of Confidentiality and Appropriate use of DAISI
- Equipment/Inventory Report
- Provider Directory Update Form
- Request for Extension

For additional information, see:

- Section 4 of this manual: General Fiscal Policies
- Section 5 of this manual: Student Intake
- Section 6 of this manual: Assessment
- Workforce Innovation and Opportunity Act (WIOA)
- Illinois Unified State Plan
- Adult Education Resources

SECTION 13: PROGRAM COMPLIANCE REVIEW

Major Policy Points

- Programs are reviewed throughout the year through program visits, the Desktop Review Tool, fiscal monitoring, compliance reviews, and other onsite reviews as conducted by the ICCB. (Federal and State Policy)
- Programs must adhere to policies outlined in the ICCB AEL policy manual and to the ICCB AEL grant agreement. (Federal and State Policy)
- Programs failing to meet set targets for the National Reporting System are subject to being placed on a probation or watch List. (Federal & State Policy)

Compliance Review

Programs are reviewed throughout the year through program visits, the Desktop Review Tool, fiscal compliance reviews, programmatic compliance reviews, and other on-site reviews as conducted by the ICCB. ICCB funded Adult Education and Literacy Programs are reviewed:

- for program improvement
- for demonstrated effectiveness (WIOA Section 225)
- to determine the degree to which the programs comply with ICCB, state, and federal policies and guidelines
- for information to be used in local program planning
- to meet federal requirements

During the course of the fiscal year, all programs are reviewed through a combination of program visits by ICCB staff, the state's Desktop Review Tool and approved data collection system, and other contact with program staff by the ICCB.

Compliance reviews are conducted throughout the year to determine compliance with federal and state requirements. Programs will be contacted to schedule the review. Reviews may be onsite and or may be handled through online submissions.

ICCB Policies and Guidelines

Programs must adhere to policies outlined in the ICCB AEL policy manual and to the ICCB AEL grant agreement. The expectations are that programs will strive to meet all of the policies and guidelines as they are outlined in the policy manual and grant agreement. Any changes to these policies will be communicated through Adult Education Provider and Administrator listservs and/or posted to the ICCB website at http://www.iccb.org/adult_ed.

Probation or Watch List

Programs failing to meet set targets for the National Reporting System are subject to being placed on a probation or watch list. The probation or watch list is designed to identify and assist struggling programs to improve performance at both the program and state level. However, the watch/probation process does not replace other expectations. No part of the watch/probation process is intended to replace or supplant existing rules and requirements.

The probation and watch lists will be based on but not limited to a program's performance in meeting the statewide targets for the Federal National Reporting System. The initial phase of the watch/probation process will look specifically at how programs perform related to the rolled-up (average) state target for Educational Functioning Level (EFL) gains. The state target is established at the beginning of each fiscal year and is determined by negotiations between ICCB and the U.S. Department of Education's Office of Career, Technical Adult Education (OCTAE). As a part of that process, watch and probation benchmarks will be adjusted.

When examining program performance, it is expected that, at a minimum, programs will meet the state targets for level completion rates for EFLs. The watch/probation process will specifically look at the number of NRS reportable students, and of that number, the overall percentage of students obtaining a level gain as determined by post-testing conducted within test publisher guidelines. Students pre-testing at and classified as ASE High students are excluded from this calculation.

The watch/probation process will be based on outcomes. The process is as follows:

1. Programs will submit all End of Year (EOY) DAISI reports.
2. After EOY submissions, programs will complete the verification process to ensure that data reflected in end of year reports is accurate and reflects program performance.
3. After verification, the overall level completion rates achieved by all programs in the state will be reviewed.

After verification and upon review of overall level completion rates, the following will occur:

1. Programs failing to meet the state's EFL rolled-up target of 45% will be placed on either a watch or probation list.
    - Programs performing below 40% will be placed on the probation list.
    - Programs performing between 41% - 44% will be placed on a watch list.
2. A formal letter placing the program on the watch or probation list will be sent to the President/CEO of the institution and the Program Director.
3. Programs placed on the probation list will develop a corrective action plan to outline methods that will be used to improve performance.
    - Programs failing to show marked improvement after one year on the probation list will remain under a corrective action plan.
    - Programs that remain on the probation list for multiple years may experience reductions in funding. Continued failure to meet state targets may result in the program being defunded.
    - Programs on probation making marked improvement and meeting state targets may, based on performance, be moved to the watch list or removed from the watch and

probation process entirely. Once removed from the probation list, the corrective action plan will no longer be required.

4. Programs placed on the watch list will not be required to develop a corrective action plan. However, ICCB will closely monitor these programs to ensure state targets are met.
    - Programs failing to show improvement and reach the state target after one year on the watch list will either remain on the list for a second year or be moved to the probation list if performance warrants.
    - Programs on the watch list for multiple fiscal years without improvement may be moved to the probation list.
    - Programs on either the watch or probation list will be assisted and monitored through contact with ICCB staff.
    - Programs on the watch list making improvement and meeting the state target will be removed from the list.

In the future, additional National Reporting System measures may be included in the watch/probation process. These may include the following under WIOA section 116:

- The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program;
- The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program;
- Median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program;
- The percentage of participants who obtained a recognized post-secondary credential or a secondary school diploma or its recognized equivalent during participation in or within one year after exit from the program. A participant who has obtained a secondary school diploma or its recognized equivalent is only included in this measure if the participant is also employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year from program exit.
- The percentage of participants who during a program year are in an education or training program that leads to a recognized post-secondary credential or employment and who are achieving measurable skill gains defined as documented academic, technical, occupational or other forms of progress towards such a credential or employment.
- Effectiveness in serving employers based on indicators developed as required by sec. 116(b)(2)(A)(iv) of WIOA.

ICCB reserves the right to conduct program compliance reviews on an annual basis. Reviews may take place in the form of a desktop review, but also could be done as an on-site review. All programs are subject to compliance reviews throughout each fiscal year.

Programs that are found to have Medium and/or High Risk GATA Assessments will be required to undergo intensive technical assistance and additional reporting requirements.

Additional Information

The following document can be found in *Appendix C* of this manual:

- Illinois National Reporting System Targets – FY18

For additional information, see:

- Section 6 of this manual: Assessment
- Section 11 of this manual: National Reporting System
- Section 4 of this manual: General Fiscal Policies – Grant Accountability and Transparency Act (GATA)

SECTION 14: AUDIT REQUIREMENTS

General Audit Requirements for Adult Education and Literacy

All providers will be subject to the same basic audit standards; however, each category of provider will be subject to separate audit guidelines.

Financial audits will focus on eligibility of expenditures and compliance with certain specific restrictions on expenditures such as

- A minimum of 45% each of total State Basic, Federal Basic, and Integrated English Language and Civics Education (IEL/CE) funds must be spent on Instruction.
- A maximum of 15% of State Basic grant funds may be expended for Administrative Costs (Program Support Costs plus Indirect Costs). A maximum of 5% of Federal Basic and Federal IEL/CE grant funds may be expended for Administrative Costs (Program Support Costs plus Indirect Costs).

The audit period will be from July 1 to June 30.

An annual audit must be made by an independent auditor in accordance with Government Auditing Standards.

One paper and one electronic copy of the annual State Grant Compliance audit must be submitted to the ICCB by October 15 following the end of the grant period. Additionally, one paper copy and one electronic copy of the Single Audit for recipients of $750,000 or more in federal awards or a Yellow-Book audit for recipients of federal awards under $750,000 must be submitted. Additionally, providers that receive any state awards must also submit a State Grant Compliance Audit. The federal audit must be completed and submitted within the earlier of 30 days after receipt of the auditor=s report(s) or nine months after the end of the audit period. However, the ICCB strongly encourages early completion and submission. Audits should be sent to:

Associate Director for Adult Education, Program Compliance
Illinois Community College Board
401 East Capitol Ave., Springfield, IL 62701.

Electronic Copies should be forwarded to: aeflprogramcompliance@iccb.org

Audit requirements for community colleges will also be included in the ICCB Fiscal Management Manual.

The State Grant Compliance audit must be presented on the accrual basis of accounting. Further, this basis of accounting must be shown in the notes to the State Grant Compliance financial statements.

The separate funding streams of federal dollars must be separately identified in the Schedule of Federal Financial Assistance even though they share the same CFDA number (i.e., Federal Basic, IEL/CE, and Leadership, where applicable).

Only Adult Education and Literacy grant funds may be shown in the State Grant Compliance section of the audit. Inclusion of other funds will distort the actual use of the state funds for compliance purposes.

Specific Requirements – ICCB State Grant Compliance Section

The ICCB distributes several grants to Adult Education and Literacy providers on a periodic basis throughout the fiscal year. In order to facilitate the audit of each community college provider, the ICCB provides to each of the community college chief financial officers a summary of ICCB grants distributed throughout the year which the external auditor should obtain to use in verifying that these restricted purposes funds have been properly accounted for and expended in accordance with state requirements. For all providers, the AEL End of Year Online Expenditure report summarizes total grant payments from the ICCB to the provider and the provider's self-reported expenditures throughout the year.

The ICCB State Grant Compliance section should include the following and be arranged in the order set forth below (for illustrative purposes, sample Adult Education and Literacy financial statements are presented):

- Auditor's Report on Compliance with State Requirements for Adult Education and Literacy (see page 13)
    - Adult Education and Family Literacy Financial Statements
    - Balance Sheet (see page 14)
    - Combined Statement of Revenues, Expenditures, and Changes in Fund Balance (see page 15)
    - Background information on grant activity (see page 17)
- Notes to the financial statements

Specific Requirements – Federal Financial and Compliance Audit (The Uniform Grant Guidance 2 CFR 200.5)

Federal Financial and Compliance Audit

Each provider receiving federal funds is required to submit one paper copy and one electronic copy of its completed annual financial and compliance audit within the earlier of 30 days after receipt of the auditor's report(s) or nine months after the end of the audit period. However, the ICCB strongly encourages early completion and submission. This report may be included in, or attached to, the provider's regular audit report.

In order to meet this requirement, the provider must contract with an independent certified public accounting firm to have an audit performed in accordance with the Uniform Grant Guidance 2

CFR 200. Independent certified public accountants should use their professional judgment in determining the necessary procedures and reporting requirements.

While all community colleges and most school districts receive federal funds in excess of $750,000 which requires they have a Single Audit conducted, some CBOs may receive funds below that threshold. If you are a provider that receives less than $750,000 total in all federal funds, to meet the ICCB audit requirements you should contract with your audit firm to conduct a Yellow Book audit that essentially meets the single audit act filing requirements and includes the reports and schedules previously mentioned in this section. Any additional audit costs resulting from this additional audit may be charged to the state grant funds.

Minimally, the Federal Financial and Compliance Audit section must include the following items (For illustrative purposes, the schedule of federal financial assistance is presented.):

- Auditor's Report on the Schedule of Federal Financial Assistance (not illustrated)
- Schedule of Federal Financial Assistance (all federal financial assistance expenditures listed - see page 10)
- Auditor's Reports on the Compliance with the Laws and Regulations Related to Major and Non-major Federal Financial Assistance Programs (Specific and General Requirements) (not illustrated)
- Study and Evaluation of Internal Accounting Controls Used in Administering Federal Financial Assistance Programs (not illustrated)
- Background information on grant activity (see page 11)

Audit Program Guide

Introduction

There is a broad-based agreement in the state that the education provided for citizens will determine America's future role in the community of nations, the character of society, and the quality of individual lives. Thus, education has become the most important responsibility of the nation and state with an imperative for bold and new directions and renewed commitments. This section is intended to provide technical assistance to the auditors as they review and audit this program.

Audit Objectives and Compliance Determinations

The objective of a compliance review of the payments made to the Adult Education and Literacy provider is to apply audit procedures and gather audit evidence which will enable the auditor to determine with reasonable, but not absolute, assurance:

- whether the provider has expended funds in accordance with the legal and contractually imposed restrictions for which such funds have been authorized by law and grant agreement
- whether the amounts indicated on the statements were received or receivable, properly classified, and adequately described
- whether units of instruction data are reported properly in the DAIS-I reporting system

Requirements for Restricted Grant Expenditures and Reporting

Purpose of Grant

There is a broad-based agreement in the state that the education provided for citizens will determine America's future role in the community of nations, the character of society, and the quality of individual lives. Thus, education has become the most important responsibility of the nation and state with an imperative for bold and new directions and renewed commitments. To meet the challenges and opportunities of this agreement, the ICCB will administer a program of funding that offers transparency, focuses on achievement, and assures adequate, stable, and flexible resources. In addition, there exists an effort to achieve the purpose of Title II Adult Education and Family Literacy of the Workforce Investment Act of 1998, which is to create a partnership among the federal government, states, and localities to provide, on a voluntary basis, Adult Education and Family Literacy services. These services are designed to:

- Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency.
- Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children.
- Assist adults in the completion of a secondary school education.

Allowable Activities

Instructional and Student Services

Instruction
Social Work Services
Guidance Services
Assistive and Adaptive Equipment
Assessment and Testing
Student Transportation Services
Literacy Services
Child Care Services

Program Support

Improvement of Instructional Services
General Administration
Operation and Maintenance of Plant Services
Workforce Coordination
Data and Information Services
Approved Indirect Costs

Expenditure Limitations

Federal Basic

- A minimum of 45% of the grant must be for Instruction.
- Program support expenditures do not exceed the approved program support rate.

IEL/CE

- A minimum of 45% of the grant must be for Instruction.
- Program support expenditures do not exceed the approved program support rate.

State Basic

- A minimum of 45% of the grant must be for Instruction.
- Program Support costs must not exceed 15% of the grant.

Grant Administration Standards

The grant funds shall be accounted for in a set of self-balancing accounts within the restricted purposes fund.

The grant funds shall be expended or obligated prior to June 30 each year, the last day of the fiscal year. Goods for which funds have been obligated shall be received and paid for prior to August 30 following the end of the fiscal year for which funds were appropriated. Funds for services, including salaries and benefits, may not be obligated for services rendered after June 30. Unexpended funds must be returned to the ICCB by October 15 following the end of the fiscal year.

Grant funds not used in accordance with these criteria shall be returned to the ICCB by October 15 following the end of the fiscal year. Other identification of improper expenditures subsequently verified by the ICCB shall be returned upon notification by the ICCB.

Illustrative Audit Procedures

1. Review requirements for restricted grant expenditures and reporting which govern operation of the grant.
2. Verify that funds are set aside in a restricted purposes account and that they are accounted for properly.
3. Confirm grant amounts received from the ICCB by obtaining and reviewing (for community colleges) the summary of ICCB grants distributed throughout the year and/or (for other providers) the AEL End of Year Online Expenditure report under the Final Reports/Adult Education heading at www.iccb.org/financial_compliance/?page_id=9.
4. Test a representative sample of expenditures for compliance with ICCB requirements for Restricted Grant Expenditures and Reporting.
5. Test the grant records for compliance with the following:

   Federal Basic:

   - A minimum of 45% of the grant must be for Instruction.
   - A maximum of 5% of Federa Basic grant funds may be expended for Administrative Costs (Program Support Costs plus Indirect Costs).

   IEL/CE:

   - A minimum of 45% of the grant must be for Instruction.
   - A maximum of 5% of Federal IEL/CE grant funds may be expended for Administrative Costs (Program Support Costs plus Indirect Costs).

   State Basic:

   - A minimum of 45% of the grant must be for Instruction.
   - A maximum of 15% of State Basic grant funds may be expended for Administrative Costs (Program Support Costs plus Indirect Costs).

6. Determine whether unexpended funds from the prior year's appropriation were returned by October 15.
7. Test payments of prior year's encumbrances (if applicable).
8. Review units of instruction for compliance and accuracy with DAISI reporting requirements.
    a. Obtain an understanding of the eligibility and classification requirements by reviewing DAISI reporting requirements for student data which generates units of instruction.
    b. Obtain a copy of the units of instruction certified annually by the provider to the ICCB. This is an available DAISI report which is printed and signed by provider officials annually.
    c. Review a small sample of student records from DAISI and test the records for proper coding and classification.

       (*Students in courses where the funding source is paid with at least 51% from AEFL grant funds are able to generate on DAISI. Those students in courses which are paid with non-AEL funds should not be generating on DAISI. The funding is typically determined by what source the instructor was paid from.)

Schedule of Federal Financial Assistance (Sample)

Please see attachment Schedule of Federal Financial Assistance in *Appendix C*.

Background Information on Grant Activity

Restricted Grants/Federal

Federal Basic
Grant awarded to Adult Education and Literacy providers to assist adults in becoming literate and obtain the knowledge and skills necessary for employment and self-sufficiency; to assist adults who are parents in obtaining the educational skills necessary to become full partners in the educational development of their children; and to assist adults in completing a secondary school education.

Federal Integrated English Literacy/Civics Education (IEL/CE)
Grant awarded to Adult Education and Literacy providers for educational programs that emphasize contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U.S. history and government to help students acquire the skills and knowledge to become active and informed parents, workers, and community members.

State Grant Compliance Reports (Sample)

Please see the following attachments in Appendix C:

- Auditor's Report
- Balance Sheet
- Statement of Revenues and Expenditures
- ICCB Compliance Statement for the Adult Education and Literacy Grant

Background Information on Grant Activity

Restricted Grant/State

State Basic
Grant awarded to Adult Education and Literacy providers to establish special classes for the instruction of persons age 21 and over or persons under the age of 21 an not otherwise in attendance in public school for the purpose of providing adults in the community, and other instruction as may be necessary to increase their qualifications for employment or other means of self-support and their ability to meet their responsibilities as citizens including courses of instruction regularly accepted for graduation from elementary or high school and for Americanization and High School Equivalency Review classes. Included in this grant are funds for support services, such as student transportation and child care facilities or provision.

State Performance
Grant awarded to Adult Education and Family Literacy providers based on performance outcomes.

Federal Grant Reconciliation Form

The Federal Grant Reconciliation form is not a required part of the external audit. It should be completed and submitted to the ICCB if there is a difference between the allocated federal grant revenue and the Single Audit audited expenditures of the grant. This form provides an explanation of any reconciling items of the Federal Basic and IEL/CE grant. If a program receives both grants, a form is to be submitted for each if there is a difference between the federal grant revenue and grant expenditures.

Additional Information

The following documents can be found in *Appendix C* of this manual:

- Schedule of Federal Financial Assistance
- Auditor's Report
- Balance Sheet
- Statement of Revenues and Expenditures
- ICCB Compliance Statement for the Adult Education and Literacy Grant
- Federal Grant Reconciliation Form

APPENDIX A: ACRONYMS AND DEFINITIONS

3. WIOA Title II Definitions (WIOA Sections 203 and 225)
4. WIOA Title II Rule Definitions (Final Regulations: Programs and Activities Authorized by the Adult Education and Family Literacy Act (Title II of the Workforce Innovation and Opportunity Act) by the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) Sections 462.3 and 463.3)
5. Relevant Definitions from EDGAR (34 CFR 77.1)
6. WIOA Joint Rule Performance Accountability Definitions (Final Regulations: Workforce Innovation and Opportunity Act; Joint Rule for Unified and Combined State Plans, Performance Accountability, and the One-Stop System Joint Provisions; Final Rule by the U.S. Department of Labor, Employment and Training Administration (ETA) and the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) and Rehabilitation Services Administration (RSA) Section 463.150)

WIOA Joint Rule Acronyms

Final Regulations: Workforce Innovation and Opportunity Act; Joint Rule for Unified and Combined State Plans, Performance Accountability, and the One-Stop System Joint Provisions; Final Rule by the U.S. Department of Labor, Employment and Training Administration (ETA) and the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) and Rehabilitation Services Administration (RSA) Section II of the Preamble

AEFLA	Adult Education and Family Literacy Act
ABAWD	Able-Bodied Adults Without Dependents
ABS	Adult Basic Skills
APA	Administrative Procedure Act
BFET	Basic Food Employment and Training
BLS	Bureau of Labor Statistics
CBO	Community-Based Organization
CEO	Chief Elected Official
CFR	Code of Federal Regulations
CHIP	Children's Health Insurance Program
CMS	Case Management System
CRIS	Common Reporting Information System
CRO	Community Rehabilitation Organization
CSBG	Community Services Block Grant
CTE	Career and Technical Education
DOL	U.S. Department of Labor
DSA	Designated State Agency
DSU	Designated State Unit
ED	U.S. Department of Education
EEOC	Equal Employment Opportunity Commission
EFL	Educational Functioning Level

E.O.	Executive Order
ESEA	Elementary and Secondary Education Act of 1965
ESL	English as a Second Language
ETA	Employment and Training Administration
ETP	Eligible Training Provider
FEDES	Federal Employment Data Exchange System
FEIN	Federal employer identification number
FERPA	Family Educational Rights and Privacy Act
FY	Fiscal Year
GED	General Education Development
GPA	Grade Point Average
GS	General Schedule
HHS	Department of Health and Human Services
HSE	High School Equivalency
HUD	Department of Housing and Urban Development
ICR	Information Collection Request
INA	Indian and Native American
INAP	Indian and Native American Programs
IPE	Individualized Plan for Employment
IT	Information Technology
ITA	Individual Training Account
JVSG	Jobs for Veterans State Grants
LMI	Labor market information
LSAL	The Longitudinal Study of Adult Learning
MOU	Memorandum of Understanding
NAICS	North American Industry Classification System
NASWA	National Association of State Workforce Agencies
NFJP	National Farmworker Jobs Program
NIST	National Institute of Standards and Technology
NPRM	Notice of Proposed Rulemaking
MIS	Management Information System
OCTAE	Office of Career, Technical, and Adult Education
OJT	On-the-job training
OMB	Office of Management and Budget
ORR	Office of Refugee Resettlement
PII	Personally identifiable information
PIRL	Participant Individual Record Layout
POP	Period of Participation
PRA	Paperwork Reduction Act of 1995
PY	Program Year
RFA	Regulatory Flexibility Act
RFP	Requests for Proposals
RHY	Runaway and Homeless Youth
RIA	Regulatory Impact Analysis
RSA	Rehabilitation Services Administration

SBA	Small Business Administration
SBREFA	Small Business Regulatory Enforcement Fairness Act of 1996
SCSEP	Senior Community Service Employment Program
sec.	Section of a Public Law or the United State Code
SLDS	Statewide Longitudinal Data System
SNAP	Supplemental Nutrition Assistance Program
SRC	State Rehabilitation Council
SSA	Social Security Administration
SSN	Social Security Number
SWA	State Workforce Agencies
TAA	Trade Adjustment Assistance
TAG	Technical Assistance Guide
TANF	Temporary Assistance for Needy Families
TDD	Telecommunications device for the deaf
TEGL	Training and Employment Guidance Letter
UI	Unemployment Insurance
U.S.C.	United State Code
VETS	Veterans' Employment and Training Service
VEVRAA	Vietnam Era Veterans' Readjustment Assistance Act
VR	Vocational Rehabilitation
WDB	Workforce Development Board
WIA	Workforce Investment Act of 1998
WIOA	Workforce Innovation and Opportunity Act
WISPR	Workforce Investment Streamlined Performance Reporting
WRIS	Wage Record Interchange System

WIOA Law Definitions (WIOA Section 3)

Administrative Costs

The term "administrative costs" means expenditures incurred by State boards and local boards, direct recipients (including State grant recipients under subtitle B of title I and recipients of awards under subtitles C and D of title I), local grant recipients, local fiscal agents or local grant subrecipients, and one-stop operators in the performance of administrative functions and in carrying out activities under title I that are not related to the direct provision of workforce investment services (including services to participants and employers). Such costs include both personnel and nonpersonnel costs and both direct and indirect costs.

Adult

Except as otherwise specified in section 132, the term "adult" means an individual who is age 18 or older.

Adult Education; Adult Education and Literacy Activities

The terms "adult education" and "adult education and literacy activities" have the meanings given the terms in section 203.

Area Career and Technical Education School
The term "area career and technical education school" has the meaning given the term in section 3 of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2303).

Basic Skills Deficient
The term "basic skills deficient" means, with respect to an individual:

- who is a youth, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or
- who is a youth or adult, that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society.

Career and Technical Education
The term "career and technical education" has the meaning given the term in Section 3 of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2302).

Career Pathway
The term "career pathway" means a combination of rigorous and high-quality education, training, and other services that

- aligns with the skill needs of industries in the economy of the State or regional economy involved
- prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the "National Apprenticeship Act"; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an "apprenticeship", except in section 171)
- includes counseling to support an individual in achieving the individual's education and career goals
- includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster
- organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable
- enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential
- helps an individual enter or advance within a specific occupation or occupational cluster

Career Planning
The term "career planning" means the provision of a client-centered approach in the delivery of services, designed

- to prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies

- to provide job, education, and career counseling, as appropriate during program participation and after job placement

Chief Elected Official
The term "chief elected official" means
- the chief elected executive officer of a unit of general local government in a local area
- in a case in which a local area includes more than 1 unit of general local government, the individuals designated under the agreement described in section 107(c)(1)(B)

Community-Based Organization
The term "community-based organization" means a private nonprofit organization (which may include a faith-based organization), that is representative of a community or a significant segment of a community and that has demonstrated expertise and effectiveness in the field of workforce development.

Competitive Integrated Employment
The term "competitive integrated employment" has the meaning given the term in section 7 of the Rehabilitation Act of 1973 (29 U.S.C. 705), for individuals with disabilities.

Core Program
The term "core Programs" means a program authorized under a core program provision.

Core Program Provision
The term "core program provision" means
- Chapters 2 and 3 of subtitle B of Title I (relating to youth workforce investment activities and adult and dislocated worker employment and training activities)
- Title II (relating to adult education and literacy activities)
- Sections 1 through 13 of the Wagner-Peyser Act (29 U.S.C. 49 et seq.) (relating to employment services)
- Title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), other than section 112 or part C of that title (29 U.S.C. 732, 741) (relating to vocational rehabilitation services).

Customized Training
The term "customized training" meaning training
- that is designed to meet the specific requirements of an employer (including a group of employers)
- that is conducted with a commitment by the employer to employ an individual upon successful completion of the training
- for which the employer pays:
    - a significant portion of the cost of training, as determined by the local board involved, taking into account the size of the employer and such other factors as the local board determines to be appropriate, which may include the number of employees participating in training, wage and benefit levels of those employees (at present and anticipated upon completion of the training), relation of the training to the competitiveness of a participant, and other employer-provided training and advancement opportunities

- in the case of customized training (as defined in subparagraphs (A) and (B)) involving an employer located in multiple local areas in the State, a significant portion of the cost of the training, as determined by the Governor of the State, taking into account the size of the employer and such other factors as the Governor determines to be appropriate.

Dislocated Worker

The term "dislocated worker" means an individual who

- has been terminated or laid off, or who has received a notice of termination or layoff, from employment;
  - is eligible for or has exhausted entitlement to unemployment compensation; or
  - has been employed for a duration sufficient to demonstrate, to the appropriate entity at a one-stop center referred to in section 121(e), attachment to the workforce, but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that were not covered under a State unemployment compensation law; and
  - is unlikely to return to a previous industry or occupation
- has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility, or enterprise;
  - is employed at a facility at which the employer has made a general announcement that such facility will close within 180 days; or
  - for purposes of eligibility to receive services other than training services described in section 134(c)(3), career services described in section 134(c)(2)(A)(xii), or supportive services, is employed at a facility at which the employer has made a general announcement that such facility will close
- was self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters;
- is a displaced homemaker; or
- is the spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of title 10, United States Code), and who has experienced a loss of employment as a direct result of relocation to accommodate a permanent change in duty station of such member; or
  - is the spouse of a member of the Armed Forces on active duty and who meets the criteria described in paragraph (16)(B).

Displaced Homemaker

The term "displaced homemaker" means an individual who has been providing unpaid services to family members in the home and who:

- has been dependent on the income of another family member but is no longer supported by that income; or
  - is the dependent spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of title 10, United States Code) and whose family income is significantly reduced because of a deployment (as defined in section 991(b) of title 10, United States Code, or pursuant to paragraph (4) of such section), a call or order

to active duty pursuant to a provision of law referred to in section 101(a)(13)(B) of title 10, United States Code, a permanent change of station, or the service-connected (as defined in section 101(16) of title 38, United States Code) death or disability of the member; and

- is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Economic Development Agency
The term "economic development agency" includes a local planning or zoning commission or board, a community development agency, or another local agency or institution responsible for regulating, promoting, or assisting in local economic development.

Eligible Youth
Except as provided in subtitles C and D of title I, the term "eligible youth" means an in-school youth or out-of-school youth.

Employment and Training Activity
The term "employment and training activity" means an activity described in section 134 that is carried out for an adult or dislocated worker.

English Language Acquisition Program
The term "English language acquisition program" has the meaning given the term in section 203.

English language learner
The term "English language learner" has the meaning given the term in section 203.

Governor
The term "Governor" means the chief executive of a State or an outlying area.

In-Demand Industry Sector or Occupation

- In general, the term "in-demand industry sector or occupation" means:
  - an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the State, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or
  - an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate.
- The determination of whether an industry sector or occupation is in-demand under this paragraph shall be made by the State board or local board, as appropriate, using State and regional business and labor market projections, including the use of labor market information.

Individual with a barrier to Employment

The term "individual with a barrier to employment" means a member of 1 or more of the following populations:

- Displaced homemakers
- Low-income individuals
- Indians, Alaska Natives, and Native Hawaiians, as such terms are defined in section 166
- Individuals with disabilities, including youth who are individuals with disabilities
- Older individuals
- Ex-offenders
- Homeless individuals (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6))), or homeless children and youths (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)))
- Youth who are in or have aged out of the foster care system
- Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers
- Eligible migrant and seasonal farmworkers, as defined in section 167(i)
- Individuals within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.)
- Single parents (including single pregnant women)
- Long-term unemployed individuals
- Such other groups as the Governor involved determines to have barriers to employment

Individual with a Disability

- In general, the term "individual with a disability" means an individual with a disability as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102).
- The term "individuals with disabilities" means more than 1 individual with a disability.

Industry or Sector Partnership

The term "industry or sector partnership" means a workforce collaborative, convened by or acting in partnership with a State board or local board, that:

- organizes key stakeholders in an industry cluster into a working group that focuses on the shared goals and human resources needs of the industry cluster and that includes, at the appropriate stage of development of the partnership:
    - representatives of multiple businesses or other employers in the industry cluster, including small and medium-sized employers when practicable;
    - 2 or more representatives of a recognized State labor organization or central labor council, or another labor representative, as appropriate; and
    - 1 or more representatives of an institution of higher education with, or another provider of, education or training programs that support the industry cluster; and
- may include representatives of:
    - State or local government;
    - State or local economic development agencies;
    - State boards or local boards, as appropriate;
    - a State workforce agency or other entity providing employment services;
    - other State or local agencies;
    - business or trade associations;

- economic development organizations;
- nonprofit organizations, community-based organizations, or intermediaries;
- philanthropic organizations;
- industry associations; and
- other organizations, as determined to be necessary by the members compromising the industry or sector partnership.

In-School Youth
The term "in-school youth" means a youth described in section 129(a)(1)(C).

Institution of Higher Education
The term "institution of higher education" has the meaning given the term in section 101, and subparagraphs (A) and (B) of section 102(a)(1), of the Higher Education Act of 1965 (20 U.S.C. 1001, 1002(a)(1)).

Integrated Education and Training
The term "integrated education and training" has the meaning given the term in section 203.

Labor Market Area
The term "labor market area" means an economically integrated geographic area within which individuals can reside and find employment within a reasonable distance or can readily change employment without changing their place of residence. Such an area shall be identified in accordance with criteria used by the Bureau of Labor Statistics of the Department of Labor in defining such areas or similar criteria established by a Governor.

Literacy
The term "literacy" has the meaning given the term in section 203.

Local Area
The term "local area" means a local workforce investment area designated under section 106, subject to sections 106(c)(3)(A), 107(c)(4)(B)(i), and 189(i).

Local Board
The term "local board" means a local workforce development board established under section 107, subject to section 107(c)(4)(B)(i).

Local Educational Agency
The term "local educational agency" has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

Local Plan
The term "local plan" means a plan submitted under section 108, subject to section 106(c)(3)(B).

Low-Income Individual
- In general, the term "low-income individual" means an individual who:

- receives, or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received, assistance through the supplemental nutrition assistance program established under the Food and Nutrition Act of 2008 (7 U.S.C. 2011 et seq.), the program of block grants to States for temporary assistance for needy families program under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.), or the supplemental security income program established under title XVI of the Social Security Act (42 U.S.C. 1381 et seq.), or State or local income-based public assistance;
- is in a family with total family income that does not exceed the higher of:
  - the poverty line; or
  - 70 percent of the lower living standard income level;
- is a homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6))), or a homeless child or youth (as defined under section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)));
- receives or is eligible to receive a free or reduced price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.);
- is a foster child on behalf of whom State or local government payments are made; or
- is an individual with a disability whose own income meets the income requirement of clause (ii), but who is a member of a family whose income does not meet this requirement.

- The term "lower living standard income level" means that income level (adjusted for regional, metropolitan, urban, and rural differences and family size) determined annually by the Secretary of Labor based on the most recent lower living family budget issued by the Secretary.

Nontraditional Employment

The term "nontraditional employment" refers to occupations or fields of work, for which individuals from the gender involved comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Offender

The term "offender" means an adult or juvenile:

- who is or has been subject to any stage of the criminal justice process, and for whom services under this Act may be beneficial; or
- who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.

Older Individual

The term "older individual" means an individual age 55 or older.

One-Stop Center

The term "one-stop center" means a site described in section 121€(2).

One-Stop Operator
The term "one-stop operator" means 1 or more entities designated or certified under section 121(d).

One-Stop Partner
The term "one-stop partner" means:

- an entity described in section 121(b)(1); and
- an entity described in section 121(b)(2) that is participating, with the approval of the local board and chief elected official, in the operation of a one-stop delivery system.

One-Stop Partner Program
The term "one-stop partner program" means a program or activities described in section 121(b) of a one-stop partner.

On-the-Job Training
The term "on-the-job training" means training by an employer that is provided to a paid participant while engaged in productive work in a job that:

- provides knowledge or skills essential to the full and adequate performance of the job;
- is made available through a program that provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, except as provided in section 134(c)(3)(H), for the extraordinary costs of providing the training and additional supervision related to the training; and
- is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate.

Outlying Area
The term "outlying area" means:

- American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the United States Virgin Islands; and
- The Republic of Palau, except during any period for which the Secretary of Labor and the Secretary of Education determine that a Compact of Free Association is in effect and contains provisions for training and education assistance prohibiting the assistance provided under this Act.

Out-of-School Youth
The term "out-of-school youth" means a youth described in section 129(a)(1)(B).

Pay-for-Performance Contract Strategy
The term "pay-for-performance contract strategy" means a procurement strategy that uses pay-for-performance contracts in the provision of training services described in section 145(c)(3) or activities described in section 129(c)(2), and includes:

- contracts, each of which shall specify a fixed amount that will be paid to an eligible service provider (which may include a local or national community-based organization or intermediary, community college, or other training provider, that is eligible under section 122 or 123, as appropriate) based on the achievement of specified levels of performance on the primary indicators of performance described in section 116(b)(2)(A) for target

populations as identified by the local board (including individuals with barriers to employment), within a defined timetable, and which may provide for bonus payments to such service provider to expand capacity to provide effective training;
- a strategy for independently validating the achievement of the performance described in subparagraph (A); and
- a description of how the State or local area will reallocate funds not paid to a provider because the achievement of the performance described in subparagraph (A) did not occur, for further activities related to such a procurement strategy, subject to section 189(g)(4).

Planning Region
The term "planning region" means a region described in subparagraph (B) or (C) of section 106(a)(2), subject to section 107(c)(4)(B)(i).

Poverty Line
The term "poverty line" means the poverty line (as defined by the Office of Management and Budget, and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved.

Public Assistance
The term "public assistance" means Federal, State, or local government cash payments for which eligibility is determined by a needs or income test.

Rapid Response Activity
The term "rapid response activity" means an activity provided by a State, or by an entity designated by a State, with funds provided by the State under section 134(a)(1)(A), in the case of a permanent closure or mass layoff at a plant, facility, or enterprise, or a natural or other disaster, that results in mass job dislocation, in order to assist dislocated workers in obtaining reemployment as soon as possible, with services including:
- establishment of onsite contact with employers and employee representatives;
    - immediately after the State is notified of a current or projected permanent closure or mass layoff; or
    - in the case of a disaster, immediately after the State is made aware of mass job dislocation as a result of such disaster;
- the provision of information on and access to available employment and training activities;
- assistance in establishing a labor-management committee, voluntarily agreed to by labor and management, with the ability to devise and implement a strategy for assessing the employment and training needs of dislocated workers and obtaining services to meet such needs;
- the provision of emergency assistance adapted to the particular closure, layoff, or disaster; and
- the provision of assistance to the local community in developing a coordinated response and in obtaining access to State economic development assistance.

Recognized Postsecondary Credential
The term "recognized postsecondary credential" means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.

Region
The term "region", used without further description, means a region identified under section 106(a), subject to section 107(c)(4)(B)(i) and except as provided in section 106(b)(1)(B)(ii).

School Dropout
The term "school dropout" means an individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.

Secondary School
The term "secondary school" has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

State
The term "State" means each of the several States of the United States, the District of Columbia, and the Commonwealth of Puerto Rico.

State Board
The term "State board" means a State workforce development board established under section 101.

State Plan
The term "State plan", used without further description, means a unified State plan under section 102 or a combined State plan under section 103.

Supportive Services
The term "supportive services" means services such as transportation, child care, dependent care, housing, and needs-related payments, that are necessary to enable an individual to participate in activities authorized under this Act.

Training Services
The term "training services" means services described in section 134(c)(3).

Unemployment Individual
The term "unemployed individual" means an individual who is without a job and who wants and is available for work. The determination of whether an individual is without a job, for purposes of this paragraph, shall be made in accordance with the criteria used by the Bureau of Labor Statistics by the Department of Labor in defining individuals as unemployed.

Unit of General Local Government
The term "unit of general local government" means any general purpose political subdivision of a State that has the power to levy taxes and spend funds, as well as general corporate and police powers.

Veteran; Related Definition

- Veteran – The term "veteran" has the meaning given the term in section 101 of title 38, United States Code.
- Recently Separated Veteran – The term "recently separated veteran" means any veteran who applies for participation under this Act within 48 months after the discharge or release from active military, naval, or air service.

Vocational Rehabilitation Program

The term "vocational rehabilitation program" means a program authorized under a provision covered under paragraph (13)(D).

Workforce Development Activity

The term "workforce development activity" means an activity carried out through a workforce development program.

Workforce Development Program

The term "workforce development program" means a program made available through a workforce development system.

Workforce Development System

The term "workforce development system" means a system that makes available the core programs, the other one-stop partner programs, and any other programs providing employment and training services as identified by a State board or local board.

Workforce Investment Activity

The term "workforce investment activity" means an employment and training activity, and a youth workforce investment activity.

Workforce Preparation Activities

The term "workforce preparation activities" has the meaning given the term in section 203.

Workplace Learning Advisor

The term "workplace learning advisor" means an individual employed by an organization who has the knowledge and skills necessary to advise other employees of that organization about the education, skill development, job training, career counseling services, and credentials, including services provided through the workforce development system, required to progress toward career goals of such employees in order to meet employer requirements related to job openings and career advancements that support economic self-sufficiency.

Youth Workforce Investment Activity

The term "youth workforce investment activity" means an activity described in section 129 that is carried out for eligible youth (or as described in section 129(a)(3)(A)).

WIOA Title II Definitions (WIOA Sections 203 and 225)

WIOA Section 203

Adult Education
The term "adult education" means academic instruction and education services below the postsecondary level that increase an individual's ability to:

- read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
- transition to postsecondary education and training; and
- obtain employment.

Adult Education and Literacy Activities
The term "adult education and literacy activities" means programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, Education language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training.

Eligible Agency
The term "eligible agency" means the sole entity or agency in a State or an outlying area responsible for administering or supervising policy for adult education and literacy activities in the State or outlying area, respectively, consistent with the law of the State or outlying area, respectively.

Eligible Individual
The term "eligible individual" means an individual:

- who has attained 16 years of age;
- who is not enrolled or required to be enrolled in secondary school under State law; and
- who:
    - is basic skills deficient;
    - does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
    - is an English language learner.

Eligible Provider
The term "eligible provider" means an organization that has demonstrated effectiveness in providing adult education and literacy activities that may include:

- a local educational agency;
- a community-based organization or faith-based organization;
- a volunteer literacy organization;
- an institution of higher education;
- a public or private nonprofit agency;
- a library;
- a public housing authority;

- a nonprofit institution that is not described in any of subparagraphs (A) through (G) and has the ability to provide adult education and literacy activities to eligible individuals;
- a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (H); and
- a partnership between an employer and an entity described in any of subparagraphs (A) through (I).

English Language Acquisition Program

The term "English language acquisition program" means a program of instruction:

- designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and
- that leads to:
    - attainment of a secondary school diploma or its recognized equivalent; and
    - transition to postsecondary education and training; or
    - employment

English Language Learner

The term "English language learner" when used with respect to an eligible individual, means an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and:

- whose native language is a language other than English; or
- who lives in a family or community environment where a language other than English is the dominant language.

Essential Components of Reading Instruction

The term "essential components of reading instruction" has the meaning given the term in section 1208 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6368).

Family Literacy Activities

The term "family literacy activities" means activities that are of sufficient intensity and quality, to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children's learning needs, and that integrate all of the following activities:

- Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency.
- Interactive literacy activities between parents or family members and their children.
- Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children.
- An age-appropriate education to prepare children for success in school and life experiences.

Institution of Higher Education

The term "institution of higher education" has the meaning given the term in section 101 of the Higher Education Act of 1965 (20 U.S.C. 1001).

Integrated Education and Training
The term "integrated education and training" means 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.

Literacy
The term "literacy" means an individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

Postsecondary Educational Institution
The term "postsecondary educational institution" means:

- an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor's degree;
- a tribally controlled college or university; or
- a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

Secretary
The term "Secretary" means the Secretary of Education.

Workplace Adult Education and Literacy Activities
The term "workplace adult education and literacy activities" means adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

Workforce Preparation Activities
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 self-management skills, including 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.

WIOA Section 225

Correctional Institution
The term "correctional institution" means any:

- prison;
- jail;
- reformatory;
- work farm;
- detention center; or
- halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

Criminal Offender
The term "criminal offender" means any individual who is charged with or convicted of any criminal offense.

WIOA Title II Rule Definitions

Final Regulations: Programs and Activities Authorized by the Adult Education and Family Literacy Act (Title II of the Workforce Innovation and Opportunity Act) by the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) Sections 462.3 and 463.3

Section 462.3

Adult Basic Education (ABE)
Adult basic education means instruction designed for an adult whose educational functioning level is equivalent to a particular ABE literacy level listed in the NRS educational functioning level table in the guidelines.

Adult Education Populations
Adult education populations means individuals:

- who have attained 16 years of age;
- who
    - are basic skills deficient;
    - are English language learners.

Adult Secondary Education (ASE)
Adult secondary education means instruction designed for an adult whose educational functioning level is equivalent to a particular ASE literacy level listed in the NRS educational functioning level table in the Guidelines.

Content Domains, Content Specifications, or NRS Skill Areas
Content domains, content specifications, or NRS skill areas mean, for the purpose of the NRS, reading, writing, and speaking the English language, mathematics, problem solving, English language acquisition, and other literacy skills as defined by the Secretary.

Educational Functioning Levels
Educational functioning levels mean the ABE, ASE, and ESL literacy levels, as provided in the Guidelines, that describe a set of skills and competencies that students demonstrate in the NRS skill areas.

English as a Second Language (ESL)
English as a Second Language means instruction designed for an adult whose educational functioning level is equivalent to a particular ESL English language proficiency level listed in the NRS educational functioning level table in the Guidelines.

Guidelines
Guidelines means the Implementation Guidelines: Measures and Methods for the National Reporting System for Adult Education (OMB Control Number: 1830-0027) (also known as NRS Implementation Guidelines) posted on the Internet at: www.nrsweb.org.

Section 463.3

Act
Act means the Workforce Innovation and Opportunity Act, Public Law No. 113-128.

Concurrent Enrollment or Co-Enrollment
Concurrent enrollment or co-enrollment refers to enrollment by an eligible individual in two or more of the six core programs administered under the Act.

Digital Literacy
Digital Literacy means the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information.

Peer Tutoring
Peer tutoring means an instructional model that utilizes one institutionalized individual to assist in providing or enhancing learning opportunities for other institutionalized individuals. A peer tutoring program must be structured and overseen by educators who assist with training and supervising tutors, setting educational goals, establishing an individualized plan of instruction, and monitoring progress.

Re-Entry and Post-Release Services
Re-entry and post-release services means services provided to a formerly incarcerated individual upon or shortly after release from a correctional institution that are designed to promote successful adjustment to the community and prevent recidivism. Examples include education, employment services, substance abuse treatment, housing support, mental and physical health care, and family reunification services.

Title
Title means title II of the Workforce Innovation and Opportunity Act, the Adult Education and Family Literacy Act, Public Law No. 113-128.

Relevant Definitions from EDGAR (34 CFR 77.1)

Applicant
Applicant means a party requesting a grant or subgrant under a program of the Department.

Application
Application means a request for a grant or subgrant under a program of the Department.

Award
Award has the same meaning as the definition of "Grant" in this paragraph (c).

Budget
Budget means that recipient's financial plan for carrying out the project or program.

Budget Period
Budget period means an interval of time into which a project period is divided for budgetary purposes.

Contract (2 CFR 200.22)
Contract (2 CFR 200.22) means a legal instrument by which a non-Federal entity purchases property or services needed to carry out the project or program under a Federal award. The term as used in this part does not include a legal instrument, even if the non-Federal entity considers it a contract, when the substance of the transaction meets the definition of a Federal award or subaward (see §200.92 Subaward).

Department
Department means the U.S. Department of Education.

ED
ED means the U.S. Department of Education

EDGAR
EDGAR means the Education Department General Administrative Regulations (34 CFR parts 75, 76, 77, 79, 81, 82, 84, 86, 97, 98, and 99).

Fiscal Year
Fiscal Year means the Federal fiscal year—a period beginning on October 1 and ending on the following September 30.

Grant
Grant means financial assistance, including cooperative agreements, that provides support or stimulation to accomplish a public purpose. 2 CFR part 20, as adopted in 2 CFR part 3474, uses the broader, undefined term "Award" to cover grants, subgrants, and other agreements in the form of money or property, in lieu of money, by the Federal Government to an eligible recipient. The term does not include:

- Technical assistance, which provides services instead of money;
- Other assistance in the form of loans, loan guarantees, interest subsidies, or insurance;
- Direct payments of any kind to individuals; and
- Contracts that are required to be entered into and administered under procurement laws and regulations.

Grantee
Grantee means the legal entity to which a grant is awarded and that is accountable to the Federal Government for the use of the funds provided. The grantee is the entire legal entity even if only a particular component of the entity is designated in the grant award notice (GAN). For example, a GAN may name as the grantee one school or campus of a university. In this case the granting

agency usually intents, or actually intends, that the named component assume primary or sole responsibility for administering the grant-assisted project or program. Nevertheless, the naming of a component of a legal entity as the grantee in a grant award document shall not be construed as relieving the whole legal entity from accountability to the Federal Government for the use of the funds provided. (This definition is not intended to affect the eligibility provision of grant programs in which eligibility is limited to organizations that may be only components of a legal entity.) The term "grantee" does not include any secondary recipients, such as subgrantees and contractors that may receive funds from a grantee pursuant to a subgrant or contract.

Nonprofit
Nonprofit, as applied to an agency, organization, or institution, means that it is owned and operated by one or more corporations or associations whose net earnings do not benefit, and cannot lawfully benefit, any private shareholder or entity.

Private
Private, as applied to an agency, organization, or institution, means that it is not under Federal or public supervisions or control.

Project
Project means the activity described in an application.

Project Period
Project period means the period established in the award document during which Federal sponsorship begins and ends (See 2 CFR 200.77, Period of performance).

Public
Public, as applied to an agency, organization, or institution, means that the agency, organization, or institution is under the administrative supervision or control of a government other than the Federal Government.

Secretary
Secretary means the Secretary of the Department of Education or an official or employee of the Department acting for the Secretary under a delegation of authority.

Subgrant
Subgrant means an award of financial assistance in the form of money, or property in lieu of money, made under a grant by a grantee to an eligible subgrantee. The term includes financial assistance when provided by contractual or other form of legal agreement, but does not include procurement purchases, nor does it include any form of assistance that is excluded from the definition of "grant or award" in this part (See 2 CFR 200.92, "Subaward").

Subgrantee
Subgrantee means the government or other legal entity to which a subgrant is awarded and that is accountable to the grantee for the use of the funds provided.

WIOA Joint Rule Performance Accountability Definitions

Final Regulations: Workforce Innovation and Opportunity Act; Joint Rule for Unified and Combined State Plans, Performance Accountability, and the One-Stop System Joint Provisions; Final Rule by the U.S. Department of Labor, Employment and Training Administration (ETA) and the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) and Rehabilitation Services Administration (RSA) Section 463.150.

Subpart I

Performance Accountability Under Title I of the Workforce Innovation and Opportunity Act §463.150 What definitions apply to Workforce Innovation and Opportunity Act performance accountability provisions?

Participant.
A reportable individual who has received services other than the services described in paragraph (a)(3) of this section, after satisfying all applicable programmatic requirements for the provision of services, such as eligibility determination.

- For the Vocational Rehabilitation (VR) program, a participant is a reportable individual who has an approved and signed Individualized Plan for Employment (IPE) and has begun to receive services.
- For the Workforce Innovation and Opportunity Act (WIOA) title I youth program, a participant is a reportable individual who has satisfied all applicable program requirements for the provision of services, including eligibility determination, an objective assessment, and development of an individual service strategy, and received 1 of the 14 WIOA youth program elements identified in sec. 129(c)(2) of WIOA.
- The following individuals are not participants:
    - Individuals in an Adult Education and Family Literacy Act (AEFLA) program who have not completed at least 12 contact hours;
    - Individuals who only use the self-service system.
        - Subject to paragraph (a)(3)(ii)(B) of this section, self-service occurs when individuals independently access any workforce development system program's information and activities in either a physical location, such as a one-stop center resource room or partner agency, or remotely via the use of electronic technologies.
        - Self-service does not uniformly apply to all virtually accessed services. For example, virtually accessed services that provide a level of support beyond independent job or information seeking on the part of an individual would not qualify as self-service.
    - Individuals who receive information-only services or activities, which provide readily available information that does not require an assessment by a staff member of the individual's skills, education, or career objectives.
- Programs must include participants in their performance calculations.

Reportable individual
An individual who has taken action that demonstrates an intent to use program services and who meets specific reporting criteria of the program, including:

- Individuals who provide identifying information;
- Individuals who only use the self-service system; or
- Individuals who only receive information-only services or activities.

Exit.

As defined for the purpose of performance calculations, exit is the point after which a participant who has received services through any program meets the following criteria:

- For the adult, dislocated worker, and youth programs authorized under WIOA title I, the AEFLA program authorized under WIOA title II, and the Employment Service program authorized under the Wagner-Peyser Act, as amended by WIOA title III, exit date is the last date of service.
    - The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services; services do not include self-service, information-only services, activities, or follow-up services. This also requires that there are no plans to provide the participant with future services.
    - [Reserved].
- For the VR program authorized under title I of the Rehabilitation Act of 1973, as amended by WIOA title IV (VR program):
    - The participant's record of service is closed in accordance with § 463.56 because the participant has achieved an employment outcome; or
    - The participant's service record is closed because the individual has not achieved an employment outcome or the individual has been determined ineligible after receiving services in accordance with § 463.43.
    - Notwithstanding any other provision of this section, a participant will not be considered as meeting the definition of exit from the VR program if the participant's service record is closed because the participant has achieved a supported employment outcome in an integrated setting but not in competitive integrated employment.
- A State may implement a common exit policy for all or some of the core programs in WIOA title I and the Employment Service program authorized under the Wagner-Peyser Act, as amended by WIOA title III, and any additional required partner program(s) listed in sec. 121(b)(1)(B) of WIOA that is under the authority of the U.S. Department of Labor (DOL).
    - If a State chooses to implement a common exit policy, the policy must require that a participant is exited only when all of the criteria in paragraph (c)(1) of this section are met for the WIOA title I core programs and the Employment Service program authorized under the Wagner-Peyser Act, as amended by WIOA title III, as well as any additional required partner programs listed in sec. 121(b)(1)(B) of WIOA under the authority of DOL to which the common exit policy applies in which the participant is enrolled.

State.

For purposes of this part, other than in regard to sanctions or the statistical adjustment model, all references to "State" include the outlying areas of American Samoa, Guam, Commonwealth of the Northern Mariana Islands, the U.S. Virgin Islands, and, as applicable, the Republic of Palau.

APPENDIX B: AEFLA RESOURCE GUIDE 2017

The Adult Education and Family Literacy Act (AEFLA), title II of the Workforce Innovation and Opportunity Act (WIOA, Pub. L. 113-128), is the principal source of federal funding for States for adult education programs. The Office of Career, Technical, and Adult Education's (OCTAE) Division of Adult Education and Literacy (DAEL) administers AEFLA. The purpose of AEFLA's basic state grant program is to assist adults in: becoming literate; obtaining the knowledge and skills necessary for employment and self-sufficiency; obtaining the necessary education and skills to become full partners in the educational development of their children; and completing secondary education or its equivalent. The annual congressional appropriation for the AEFLA State Grant program for fiscal year 2016 was approximately $582 million, including funds for integrated English literacy and civics education programs. The statute requires States to allocate no less than 82.5 percent of their allotments to local agencies, through a competitive grant or contract process.

Performance Accountability

Statute

WIOA title I, Chapter 4, Performance Accountability (Section 116)

Regulations—Subpart I—Performance Accountability under Title I of the WIOA

- § 463.150 What definitions apply to WIOA performance accountability provisions?
- § 463.155 What are the primary indicators of performance under WIOA?
- § 463.160 What information is required for State performance reports?
- § 463.165 May a State establish additional indicators of performance?
- § 463.170 How are State levels of performance for primary indicators established?
- § 463.175 What responsibility do States have to use quarterly wage record information for performance accountability?
- § 463.180 When is a State subject to a financial sanction under the Workforce Innovation and Opportunity Act?
- § 463.185 When are sanctions applied for a State's failure to submit an annual performance report?
- § 463.240 What are the requirements for data validation of State annual performance reports?

OCTAE Program Memorandum

This policy guidance, issued jointly with the U.S. Department of Education's (ED) Rehabilitation Services Administration and the U.S. Department of Labor's (DOL) Employment and Training Administration, provides sub-regulatory guidance on the requirements set forth in WIOA related to the implementation and operation of the performance accountability system under section 116 of WIOA and the implementing joint regulations.

- WIOA Performance Accountability Guidance 17-2 (December 19, 2016; *Revised* August 23, 2017)

ED–DOL Joint Guidance

The U.S. Departments of Labor and Education have collaboratively issued joint guidance to assist state agencies, educational agencies and institutions, and service providers in meeting the performance reporting and evaluation requirements of WIOA. The guidance provides States with information about applicable requirements for, and procedures and options for, matching confidential unemployment compensation information from wage records with personal information from vocational rehabilitation records and personally identifiable information from education records, and for protecting the confidentiality of information contained in such records.

- Data Matching to Facilitate WIOA Performance Reporting and Evaluation (Performance Reporting and Evaluation information can be found in the Executive Summary on pages 3-5 and section "Options for Matching Student Data with UC Wage Records to Report Performance Outcomes" on pages 29-51.)
- Extension of Existing NRS Information Collection Request (ICR) – Response to Public Comments

ED–DOL Joint Performance Information Collection Request

Presentations

These four presentations provide stakeholders with a better understanding of the performance accountability provisions in section 116 of WIOA and the accompanying regulations.

- Performance accountability WIOA Wednesday PowerPoint presentation Part 1 (October 12, 2016)
- Performance accountability WIOA Wednesday PowerPoint Presentation Part 2 (November 2, 2016)
- WIOA Performance Accountability—Hot Topics! WIOA Wednesday PowerPoint Presentation (January 11, 2017)

LEAP Into WIOA

Part 2: NRS Measures and Reporting will provide State teams with a detailed look at the new NRS reporting requirements and revised tables as a result of WIOA implementation and help them develop a plan for meeting these requirements. The slides: 1) describe NRS data requirements and changes needed in State data collection and reporting systems; 2) include ideas for implementing changes and disseminating information to local programs and State WIOA stakeholders; and help states identify areas of needed support.

One-Stop Partner Roles and Responsibilities

Statute

- WIOA title I, Chapter 2, Local Provisions (section 107 Local Workforce Development Boards)
- WIOA title I, Chapter 2, Local Provisions (section 108 Local Plans)

Regulations—Subpart J—Description of the One-Stop Delivery System under Title I of the Workforce Innovation and Opportunity Act

- § 463.300 What is the one-stop delivery system?
- § 463.305 What is a comprehensive one-stop center and what must be provided there?
- § 463.310 What is an affiliated site and what must be provided there?
- § 463.400 Who are the required one-stop partners?
- § 463.410 What other entities may serve as one-stop partners?
- § 463.415 What entity serves as the one-stop partner for a particular program in the local area?
- § 463.420 What are the roles and responsibilities of the required one-stop partners?
- § 463.425 What are the applicable career services that must be provided through the one-stop delivery system by required one-stop partners?
- § 463.430 What are career services?
- § 463.500 What is the Memorandum of Understanding for the one-stop delivery system and what must be included in the Memorandum of Understanding?
- § 463.505 Is there a single Memorandum of Understanding for the local area, or must there be different Memoranda of Understanding between the Local Workforce Development Board and each partner?
- § 463.510 How must the Memorandum of Understanding be negotiated?
- § 463.600 Who may operate one-stop centers?
- § 463.620 What is the one-stop operator's role?
- § 463.625 Can a one-stop operator also be a service provider?
- § 463.635 What is the compliance date of the provisions of this subpart?
- § 463.700 What are the one-stop infrastructure costs?
- § 463.705 What guidance must the Governor issue regarding one-stop infrastructure funding?
- § 463.710 How are infrastructure costs funded?
- § 463.715 How are one-stop infrastructure costs funded in the local funding mechanism?
- § 463.720 What funds are used to pay for infrastructure costs in the local one-stop infrastructure funding mechanism?
- § 463.725 What happens if consensus on infrastructure funding is not reached at the local level between the Local Workforce Development Board, chief elected officials, and one-stop partners?
- § 463.730 What is the State one-stop infrastructure funding mechanism?
- § 463.731 What are the steps to determine the amount to be paid under the State one-stop infrastructure funding mechanism?
- § 463.735 How are infrastructure cost budgets for the one-stop centers in a local area determined in the State one-stop infrastructure funding mechanism?
- § 463.736 How does the Governor establish a cost allocation methodology used to determine the one-stop partner programs' proportionate shares of infrastructure costs under the State one-stop infrastructure funding mechanism?
- § 463.737 How are one-stop partner programs' proportionate shares of infrastructure costs determined under the State one-stop infrastructure funding mechanism?

- § 463.738 How are statewide caps on the contributions for one-stop infrastructure funding determined in the State one-stop infrastructure funding mechanism?
- § 463.740 What funds are used to pay for infrastructure costs in the State one-stop infrastructure funding mechanism?
- § 463.745 What factors does the State Workforce Development Board use to develop the formula described in the Workforce Innovation and Opportunity Act, which is used by the Governor to determine the appropriate one-stop infrastructure budget for each local area operating under the State infrastructure funding mechanism, if no reasonably implementable locally negotiated budget exists?
- § 463.750 When and how can a one-stop partner appeal a one-stop infrastructure amount designated by the State under the State infrastructure funding mechanism?
- § 463.755 What are the required elements regarding infrastructure funding that must be included in the one-stop Memorandum of Understanding?
- § 463.760 How do one-stop partners jointly fund other shared costs under the Memorandum of Understanding?
- § 463.800 How are one-stop centers and one-stop delivery systems certified for effectiveness, physical and programmatic accessibility, and continuous improvement?
- § 463.900 What is the common identifier to be used by each one-stop delivery system?

OCTAE Program Memoranda

- OCTAE Program Memorandum 17-4: One-Stop Operations Guidance for the American Job Center Network (January 18, 2017)
- OCTAE Program Memorandum 17-3: Infrastructure Funding of the One-Stop Delivery System (January 18, 2017)
- OCTAE Program Memorandum 15-3: Vision for the One-Stop Delivery System under the Workforce Innovation and Opportunity Act (August 13, 2015)

Presentation

- Unpacking Title I Regulations: State and Local Board Representation—Required Partners and Their Roles in the One-Stop (2016 National Meeting of Adult Education State Directors PowerPoint presentation)

Resources and Tools

- One-Stop Infrastructure Costs FAQs
- Sample MOU Infrastructure Costs Toolkit

Competitions and Making Awards under Subpart C of 34 CFR Part 463

Statute

- WIOA title II, Adult Education and Literacy (Subtitle B—State Provisions and Subtitle C Local Provisions)

Regulations—Subpart C—How Does a State Make an Award to Eligible Providers?

- § 463.20 What is the process that the eligible agency must follow in awarding grants or contracts to eligible providers?
- § 463.21 What processes must be in place to determine the extent to which a local application for grants or contracts to provide adult education and literacy services is aligned with a local plan under section 108 of WIOA?
- § 463.22 What must be included in the eligible provider's application for a grant or contract?
- § 463.23 Who is eligible to apply for a grant or contract for adult education and literacy activities?
- § 463.24 How must an eligible provider establish that it has demonstrated effectiveness?
- § 463.25 What are the requirements related to local administrative cost limits?
- § 463.26 What activities are considered local administrative costs?

OCTAE Program Memoranda

- OCTAE Program Memorandum 17-1: Clarifications Regarding Competition and Award of AEFLA Funds to Eligible Providers under the Workforce Innovation and Opportunity Act (October 18, 2016)
- OCTAE Program Memorandum 15-6: Competition and Award of Adult Education and Family Literacy Act Funds under the Workforce Innovation and Opportunity Act—Frequently Asked Questions (December 8, 2015)

Presentations

- Unpacking the Regulations: How Does a State Make an Award to Eligible Providers? (2016 National Meeting for Adult Education State Directors PowerPoint Presentation)
- Unpacking the Regulations: Programs for Corrections Education and the Education of Other Institutionalized Individuals (2016 National Meeting for Adult Education State Directors PowerPoint Presentation)

AEFLA Activities—Integrated Education and Training

Statute

- WIOA title II, Adult Education and Literacy (Section 203 Definitions)

Regulations—Subpart D—What Are Adult Education and Literacy Activities?

- § 463.30 What are adult education and literacy programs, activities, and services?
- § 463.35 What is integrated education and training?
- § 463.36 What are the required components of an integrated education and training program funded under title II?
- § 463.37 How does a program providing integrated education and training under title II meet the requirement that the three required components be "integrated"?

- § 463.38 How does a program providing integrated education and training under title II meet the requirement that the integrated education and training program be "for the purpose of educational and career advancement"?

Presentations

- Unpacking the Regulations: Adult Education and Literacy Activities Part 1—(2016 National Meeting of Adult Education State Directors PowerPoint presentation)
- Unpacking the Regulations: Adult Education and Literacy Activities Part 2—(2016 National Meeting of Adult Education State Directors PowerPoint presentation)

Resources and Tools

- Integrated Education and Training (IET) Checklist

AEFLA Activities—Basic Grant Services for English Language Learners

Statute

- WIOA Title II—Adult Education and Literacy, Section 203 Definitions
- WIOA Title II—Adult Education and Literacy, Subtitle C—Local Provisions (Section 231)

Regulations—Subpart D—What Are Adult Education and Literacy Activities?

- § 463.31 What is the English language acquisition program?
- § 463.32 How does a program that is intended to be an English language acquisition program meet the requirement that the program leads to attainment of a secondary school diploma or its recognized equivalent and transition to postsecondary education and training or leads to employment?
- § 463.33 What are the integrated English literacy and civics education services?

OCTAE Program Memorandum

- OCTAE Program Memorandum 15-7: Integrated English Literacy and Civics Education under the Workforce Innovation and Opportunity Act—Frequently Asked Questions (January 11, 2016)

Presentation

- Unpacking the Regulations: Adult Education and Literacy Activities Part 1—(2016 National Meeting of Adult Education State Directors PowerPoint presentation)

AEFLA Activities—Workforce Preparation

Statute

- WIOA title II, Adult Education and Literacy (Section 203 Definitions)

Regulations—Subpart D—What Are Adult Education and Literacy Activities?

- § 463.34 What are workforce preparation activities?

Resources and Tools:

- Employability Skills Framework

Section 243 Integrated English Literacy and Civics Education Program

Statute

- WIOA title II—Adult Education and Literacy, Subtitle D—General Provisions (Section 243)

Regulations—Subpart G—What Is the Integrated English Literacy and Civics Education Program?

- § 463.70 What is the Integrated English Literacy and Civics Education program?
- § 463.71 How does the Secretary make an award under the Integrated English Literacy and Civics Education program?
- § 463.72 How does the eligible agency award funds to eligible providers for the Integrated English Literacy and Civics Education program?
- § 463.73 What are the requirements for eligible providers that receive funding through the Integrated English Literacy and Civics Education program?
- § 463.74 How does an eligible provider that receives funds through the Integrated English Literacy and Civics Education program meet the requirement to use funds for Integrated English Literacy and Civics Education in combination with integrated education and training activities?
- § 463.75 Who is eligible to receive education services through the Integrated English Literacy and Civics Education program?

OCTAE Program Memorandum

- OCTAE Program Memorandum 17-5: Use of Funds Reserved for Activities under Section 243 of the Adult Education and Family Literacy Act (AEFLA), title II of the Workforce Innovation and Opportunity Act (March 23, 2017)

Presentation

- Unpacking the Regulations: Subpart G—Integrated English Literacy and Civics Education Program (2016 National Meeting of State Directors of Education PowerPoint Presentation)

Resources and Tools

- Integrated English Literacy and Civics Education (IEL/CE) Program Guide

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Area Planning Council Statute

Illinois Compiled Statutes
Adult Education Act
Article II. Illinois Community College Board

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 5. The Adult Education Act is amended by changing Section 2-4 as follows:

Sec. 2-4. Area Planning Councils. On or before October 15, 1982, an Area Planning Council shall be established within the boundaries of each community college district. A representative of each approved adult education provider is required to participate on the Area Planning Council. Other members may include:

1) regional superintendents of schools;
2) representatives of school districts;
3) representatives of the community college district's career and technical education program;
4) representatives of the community college district's financial aid office;
5) representatives of the community college district's student services office;
6) representatives of local workforce boards under the federal Workforce Innovation and Opportunity Act;
7) persons with an interest in adult education services provided within the community college district; and
8) persons with an interest in adult education services provided within the Area Planning Council district, including, but not limited to, representatives of social service agencies, businesses and employers, vocational rehabilitation services of the Department of Human Services, and the Department of Employment Security.

Each Area Planning Council must elect officers and develop bylaws that indicate the membership of the Council. The Area Planning Council chairperson must be a representative of an adult education provider approved by the Board. In areas where large multiple-provider Area Planning Councils exist, the Board may designate sub-areas within an Area Planning Council district to ensure maximum representation of need. The Board shall determine the guidelines for the bylaws and operation of the Area Planning Council.

On or before March 1 of each year each Area Planning Council shall submit an annual Adult Education Plan for the area. The Area Adult Education Plan shall provide for the development and coordination of adult education programs in the area as prescribed by the Board. The Area Adult Education Plan must be aligned with Title II of the federal Workforce Innovation and Opportunity Act, the State Unified Plan, local workforce boards, and one-stop activities and must include involvement of the local Board-approved adult education workforce board representative. The local adult education workforce board representative is responsible for convening Area Planning Council chairpersons in a local workforce area to provide information regarding the development of the Area Adult Education Plans and related federal Workforce Innovation and Opportunity Act activities. If the Board finds that the annual Area Adult Education Plan submitted by the Area Planning Council meets the requirements of this amendatory Act

of 1982 and the established standards and guidelines, the Board shall approve the Plan. The approval of adult education programs by the Board for reimbursement under Section 10-22.20 of the School Code shall be based on the Adult Education Plan approved for the Area. The Area Adult Education Plan must be approved prior to funding being made available to an Area Planning Council district.

On or before March 1, 2002 and each year thereafter, the Board shall submit an annual report to the Governor and the General Assembly for adult education for the preceding school year. The annual report shall include a summary of adult education needs and programs; the number of students served, federal Workforce Innovation and Opportunity Act activities, high school equivalency information, credit hours or units of instruction, performance data, total adult education allocations , and State reimbursement for adult basic education, adult secondary education, English language acquisition, integrated English literacy, civics education, bridge and integrated education and training programs, and vocational skills programs; the criteria used for program approval; and any recommendations.

(Source: P.A. 99-650, eff. 7-28-16.)

Adult Education and Literacy
APC Change Form

Indicate the approved changes from the signed APC plan and submit for ICCB approval to the **Illinois Community College Board, Adult Education and Literacy Department, 401 E. Capitol Avenue, Springfield, IL 62701**.

Name of Program: _____ Requested Date of Change: _____

Site Information:

Provide complete site name, address, city and zip. (*APC 508* – Name the specific City College sub-area)

Site Name: _____

Site Address: _____

City: _____ ZIP: _____

Sub-area (508 only): _____

Add? ☐ Eliminate? ☐

If add:

Estimate number of unduplicated students to be funded by ICCB: _____

Estimate number of unduplicated students to be funded by other sources: _____

Instructional Services:

Type of Instruction/Classes/Courses: _____

_____

Add? ☐ AM ☐ PM ☐

Eliminate? ☐

Funded by sources other than ICCB AEL? ☐ Yes ☐ No

Support Services:

Type of Support Service: _____

_____

Add? ☐ Eliminate? ☐

Funded by sources other than ICCB AEL? ☐ Yes ☐ No

Change approved by APC on: _____ APC Chair Signature: _____

ICCB Approval : _____ Date: _____

Senior Director of Adult Education and Literacy

Area Planning Council (ICCB) Officers
FY 2019 Planning Cycle

Area Planning Council Name _____

APC#: _____ **LWIA#:**_____ **Economic Development Region#:**_____

Council Chair*

First Name: _____ Last Name: _____

Title: _____ Agency: _____

Address: _____ City: _____Zip: _____

Phone: _____ Fax: _____Email: _____

Council Co-Chair/Vice Chair

First Name: _____ Last Name: _____

Title: _____ Agency: _____

Address: _____ City: _____Zip: _____

Phone: _____ Fax: _____Email: _____

Council Secretary

First Name: _____ Last Name: _____

Title: _____ Agency: _____

Address: _____ City: _____Zip: _____

Phone: _____ Fax: _____Email: _____

Local Workforce Innovation Area (LWIA) Representative**

Adult Ed Representative to LWIA: _____ LWIA#:_____

Title: _____Agency:_____

Email: _____Phone Number: _____

Please return this form by December 1, 2017 to: Associate Director for Program Compliance, via email at: aeflprogramcompliance@iccb.state.il.us

APC Chair must be an ICCB AEL funded provider.
****Person who has the AE seat on the LWIB.**

Area Planning Council By-Laws (TEMPLATE)
APC #5xx for Adult Education and Literacy
for Fiscal Year 20xx

AUTHORIZATION

Area Planning Councils (APCs) are authorized under Illinois statute 105 ILCS 405/2-4, amended in 2016 by Public Act 099-0650, to provide for the development and coordination of services to the eligible adult education population within the planning area (community college boundaries). The statute specifies the purpose, responsibilities, geographical boundaries, and membership of the Area Planning Council.

ARTICLE 1: PURPOSE AND RESPONSIBILITY

Each Area Planning Council is responsible for submission of an Adult Education and Literacy plan for its area to the Illinois Community College Board. The annual area plan should include an assessment and analysis of the educational needs of adults in the area, past and current activities to provide services, and a description of a proposed delivery system to meet the needs of educationally disadvantaged adults. The annual area plan should also include plans for developing and encouraging collaborative partnerships between and among the various agencies and institutions.

Area Plans are to be submitted on forms provided and at times specified by the Illinois Community College Board.

ARTICLE 2: COUNCIL ORGANIZATION

ARTICLE 2.1: COUNCIL MEMBERSHIP

Voting Members

Voting members of the Area Planning Council shall be one representative from each of the following:

1. The Community College
2. Superintendents of regions or counties within APC # 5xx
3. Public school districts within APC # 5xx with grades kindergarten through 12 or 9 through 12
4. Agencies, institutions, individuals, and schools that receive funding for and/or whose activities are monitored for literacy, adult education, early childhood education, family literacy, and youth activities

Each person present at the Planning Council from the above entities shall be eligible to vote.

Each year those members eligible to vote will be invited to participate in the Planning Council. A member may elect to not respond to the invitation for the current year. In that instance, the right to participate on the Planning Council is forfeited for the year, but the member retains the right to participate in future years.

Non-Voting Members

Individuals, agencies, and organizations not eligible to serve as voting members of the Planning Council are encouraged to attend meetings in an advisory capacity.

ARTICLE 2.1.1: RESPONSIBILITIES OF MEMBERS

Each member is expected to attend scheduled meetings. Each member is asked to participate in the development of the area plan for adult education so that coordination and collaboration will assure that the resources are used efficiently. Members will serve on committees as needed.

ARTICLE 2.2: COUNCIL OFFICERS

The officers of the Area Planning Council shall be a Chair, a Vice-Chair, and a Secretary. All must be voting members of the Planning Council. In addition, the Chair must be an ICCB Adult Education & Literacy-funded provider.

ARTICLE 2.2.1: OFFICER DUTIES

Chair: The Chair shall prepare meeting agendas, convene, and preside at all meetings of the Planning Council. He/she will attend meetings called by the ICCB for the purpose of providing information and/or training to Council officers and will keep abreast of the policies of that agency as well as changes that will affect the members of the Council. The Chair will submit the Area Plan in a timely manner as designated by the ICCB and will perform such other duties as directed by the Planning Council. If the area plan is not approved, the Chair will reconvene the Council.

Vice-Chair: The Vice-Chair shall serve in the absence of the Chair. He/she will coordinate the committees and will perform other duties as directed by the Chair or the Planning Council.

Secretary: The Secretary shall maintain a mailing list of all members and will notify members of the meetings. He/she will maintain and distribute minutes of all meetings to the members and submit a copy to the appropriate ICCB Regional Support Staff. The Secretary will perform other duties as directed by the Chair or the Planning Council.

ARTICLE 2.2.2: ELECTION OF OFFICERS

Officers will be elected by a majority of the voting members present at the first meeting of the fiscal year.

ARTICLE 2.2.3: TENURE/VACANCIES

Officers will serve for the entire fiscal year. Any vacancy in an office may be filled for the unexpired term by a majority vote of the voting members of the Planning Council.

ARTICLE 3: VOTING

Voting procedure shall be governed by parliamentary procedure unless another prevailing method is approved and adopted by the Council.

Each eligible entity is allowed only one vote, even if multiple representatives are present at a meeting.

ARTICLE 4: COUNCIL COMMITTEES

Committees may be established to address specific issues and tasks as needed. They can be established and discharged by a majority vote of Council members present at a meeting. The APC will establish the committee membership and a member of the APC shall chair each committee. The subject or field of activity will be specified by the APC. The committee may be ad-hoc or continuous in nature subject to the desire of the Council. Committees shall report regularly to the Council and shall be coordinated by the Vice-Chair.

ARTICLE 5: MEETINGS

The Planning Council shall meet at least two times each fiscal year. The Chair may call additional meetings if deemed necessary.

The first meeting will be called and convened by the Chair and/or Secretary from the previous year and shall be held within the first fiscal quarter. At that meeting, the presiding officer will describe the role and responsibilities of the Planning Council, review the bylaws and guidelines, and conduct an election to select a Chair, Vice-Chair, and Secretary. The bylaws will be revised as necessary and adopted to govern the operation of the Council. A copy of the bylaws must be submitted to the ICCB. A Writing Committee for that year's Area Plan will also be appointed.

The second meeting will be a forum for agencies and institutions in the area to present the needs of their students/clients for education and/or support services. The Writing Committee will make note of the information and requests presented and consider them when writing the Area Plan.

The third meeting will be held for the purpose of approving the Area Plan to be submitted to the ICCB. The Chair will send a draft copy to all members at least one week prior to this meeting.

A two week notice will be given to all members for any special meetings that may be called by members of the Council. Meetings may be canceled by a majority vote of the Council members.

In the event that an APC member is unable to attend a meeting, the member may send a designated representative in his/her place. The designee would be able to vote in lieu of the member as a proxy.

Discussions leading toward a consensus of the members present will be the prevailing procedure in Council meetings. Parliamentary procedure will be used when a decision of the Council is to be recorded. Passage of a motion requires a majority vote of the quorum. A quorum shall consist of a majority of the total voting membership of the Council for the purposes of conducting Council business.

The ICCB Regional Program Support Representative shall be notified of all APC meetings.

Minutes of the Council meetings will be distributed to all members and shall be recorded and maintained by the Council Secretary, and shall be passed to the next Secretary with each successive fiscal year.

ARTICLE 5.1: SPECIAL MEETINGS

If the Area Plan is not approved as submitted, the Chair must convene the Planning Council to approve any amendments or revisions to the Area Plan.

Any other special meetings of the Planning Council can be called by the Chair or upon written request of three voting members of the Council. The purpose of the meeting shall be stated in the call and, except in cases of emergency, two week notice shall be given.

A meeting may also be held in the spring for review and coordination of plans submitted by other agencies. Information gained at this meeting will be considered in the development of subsequent plans of each agency.

ARTICLE 6: AREA PLAN

- **Planning Period**

The document will cover a one-year planning period.

- **Components of Area Plan**

A. Description and explanation of the educational needs of adults in the planning area.
B. Formulation of a proposed delivery system that includes and incorporates the following elements:
    1. Identification of service providers and description of services to be provided by each
    2. Explanation of the educational needs of adult that are not being met and recommendation for a delivery plan
    3. Inclusion of data that supports the need of adult students – census reports, Department of Labor statistics, welfare data, etc.
C. Minority reports (see Section 2.6 of the AEL Provider Manual)

- **Submission of Area Plan**

Submission of the Area Plan to the ICCB is the responsibility of the APC Chair. If the Area Plan is not approved by the ICCB, the Chair is responsible for reconvening the Council and seeing that the Plan is revised as required.

CHANGES TO BY-LAWS

Existing or current bylaws may be amended by a two-thirds vote of the voting members present at any regular meeting of the Planning Council, provided that the proposed amendment has been submitted in writing to all members of the Council at least two weeks prior to the meeting.

Budget Descriptions

Line Items

Instruction

Instruction is the teaching of students or the direct interaction between a paid instructor and students (with 51% or more of the cost paid with ICCB AEL funds). Instructional costs associated with state budgets are further delineated within the instructional line to indicate instructional costs associated with foreign language HSE and vocational instruction. Federal funds cannot be used for these two instructional types.

Consider the following when developing the Instructional line of the budget:

a. Instruction may be provided for students in a classroom and in other learning environments.
b. Include the activities of paid aides or paid assistants of any type that assist in the instructional process.
c. Substitute instructors' salaries and benefits should be paid from the Instruction line.
d. Salaries and benefits for those instructors attending professional development activities must be transferred from the Instructional line to the Improvement of Instructional Services line.
e. Salaries and benefits for those instructors who have other responsibilities should be charged proportionately to the appropriate line. For example, if the individual teaches 80% of the time and works in administration 20% of the time, then 80% of salary and benefits must come from Instruction and 20% from General Administration.
f. Instructional items such as blackboards, chalk, maps, texts and teaching materials are included under Supplies and Materials.
g. Equipment such as computers, printers, software, desks, tables, chairs, file cabinets and book cases which are used for the purpose of Instruction is budgeted under Supplies and Materials unless the value of one single item is $5,000 or more which is budgeted under Capital Outlay. If these items are also used for purposes other than instruction, costs must be charged proportionally to the Supplies and Materials column on the appropriate line. For example, if computer hardware or software is used for multiple functions within the organization, then the cost of that item such as a site license for *Microsoft Office* that is used both in the classroom and administratively must be divided proportionally among Instruction and General Administration.
h. All classes supported with restricted funds and to be claimed to the current fiscal year must end by June 30. When scheduling classes that are funded with unrestricted or other restricted funds, it is advised not to schedule classes that begin in one fiscal year and culminate in the next. This can help mitigate allocation concerns at the end of a fiscal year. This is also beneficial to ensure that students can earn adequate instructional hours to be post-tested for the end of the year.
    - Any test administered on or before June 30th for students served in the fiscal year will be the final post-test for the fiscal year

Social Work Services

This area provides activities for:

i. Improvement of students' attendance,
j. Identification of patterns of non-attendance,
k. Interventions to assist students dealing with problems involving the home, school and community,
l. Provision of referral assistance and/or retention strategies.

Guidance Services

This area provides activities that pertain to counseling students:

m. Learning styles inventories,
n. Evaluating the abilities of students,
o. Assisting students to make their own educational and career pathway choices, including career awareness and development activities etc.,
p. Assisting students in personal and social development,
q. Assisting staff members in planning and conducting guidance programs,
r. Providing transition services that will lead to postsecondary education and training, bridge programs, integrated education and training programs, employment and other activities of statewide significance to assist them in transitioning to job training, job placement, or future education, and
s. ADA coordination.

Assistive and Adaptive Equipment

This consists of equipment and assistive devices or special printed materials for AEL students with special needs.

Assessment and Testing

Assessment and testing are activities to measure skill gains of individual students enrolled in eligible adult education and literacy activities through the use of the approved assessments for Illinois Adult Education and Literacy. However, other diagnostic assessments designed to place students in appropriate and eligible adult education and literacy instruction are allowable.

Student Transportation Services

These are activities concerned with conveying students and their children to and from schools as provided by Article 29 of the *Illinois School Code* including trips between home and school and trips to school activities.

Literacy Services

These are to be literacy activities in conjunction with AEL instructional programming.

t. Volunteer Literacy Coordination includes coordination, tutor training, tutor scheduling, and other support activities that promote student learning gains. Volunteer literacy services must be in conjunction with Adult Education and Family Literacy instructional programming provided by trained volunteers to target population students. Volunteer Literacy Services support classroom instruction and increasing student learning gains. Trained volunteers may work with students during classroom instruction under the supervision and coordination of a paid instructor in an AEFL funded class. Instructional hours may not be claimed for services provided by volunteer tutors.
u. Family Literacy is an integrated, intensive service for at-risk families that must include, but is not limited to, the four components—adult education, parenting education, parent/child activities, and child education—of family literacy. Parenting education includes information and support for parents on issues such as childbirth, development and nurturing of children, child rearing, family management, support for children learning, effective advocacy strategies for the rights of all children, and parent involvement in their child's education. Parent/child activities include regularly scheduled interactive literacy-based learning activities for parents and children. Only three components—adult education, parenting education, and parent/child activities—can be funded by ICCB Adult Education and Family Literacy (AEFL) funds. The

fourth component—child education—must be funded by an appropriate child education partner.

v. Workplace Adult Education and Literacy Activities include coordination of workplace education projects in collaboration with employers or employee organizations that are designed to meet the unique needs of participating workers and employers. Costs associated with Workplace literacy that are delivered at a work-place or off-site location for services such as instruction, curriculum development, assessment and testing, etc. should be budgeted on the appropriate line for these services.

Childcare Services

This involves the care of children during a time for which a student is engaged in eligible AEL instructional activities. The student must be the primary care giver of the child.

Subtotal Instructional and Student Services

This is the total of line items 1 through 8.

Improvement of Instructional Services (Professional Development)

This includes activities which are designed to enable all local Adult Education staff (e.g., instructors, administrators and support staff) to effectively meet the crucial needs of students and continuously improve student learning achievement.

General Administration

This includes activities concerned with the overall administrative responsibility for the ICCB AEL grant. Staff and activities funded under this category **would not** provide direct services to students, and the cost must be charged proportionately to reflect the job description and time distribution. This could include but not be limited to the following:

w. Program administration activities
x. Program coordination activities
y. Finance and accounting activities
z. Secretarial activities
aa. APC activities

Operation and Maintenance of Plant Services

This consists of activities concerned with keeping the physical plant (i.e., grounds, buildings and equipment) in an effective and safe working condition. Rent and utilities are included in Operation and Maintenance of Plant Services under Purchased Services.

Workforce Coordination

These are activities designed to streamline services through One-Stop delivery systems that partner workforce and educational entities for easy access and to establish and sustain community partnerships with local and state Workforce Development entities.

Data and Information Services

This includes activities concerned with the following:

bb. ICCB AEL approved data system DAISI
cc. Recruitment of students
dd. Public relations functions

Approved Indirect Costs

Grantees without a Federally Negotiated Indirect Cost Rate must apply for a rate with the State of Illinois. Information regarding indirect cost rate application will be sent from the State's Indirect Cost Rate Negotiation firm after completion of Grantee Registration. The Indirect Cost rate for Federal Funds (Federal Basic and Federal IEL/CE) are included as part of the Federal Program Support Negotiations. Indirect cost rates for Federal Funding Sources must be consistent. Indirect Costs and Direct Program Support Costs are subject to administrative cost limitations. The combined total of indirect costs and direct program support costs cannot exceed 15% of the State Basic award for State Basic funds, 5% of the Federal Basic award for Federal Basic funds, and 5% of the Federal IEL/CE award for Federal IEL/CE funds.

Indirect costs represent the expenses of doing business that are incurred for a common or joint purpose benefitting more than one cost objective. These costs are not readily identified with a particular grant, contract, project function or activity.

Object Items

In addition to Line Items, providers must document spending by Object Items (column). Each Object Item on the Post Allocation Budget represents a category of expenditure.

Salaries

These are amounts paid to permanent, temporary, or substitute employees on the payroll of the AEL grant. This includes gross salary for personal services rendered while on the payroll of the grant.

Employee Benefits

These are amounts paid by the grant on behalf of the employees. These amounts are not included in the gross salary and may include such items as retirement benefits, health and life insurance costs, and employer's contribution to social security. The costs of benefits should be proportional to the salary in the corresponding line item and funding source.

Purchased Services

These are amounts paid for services rendered by personnel who are not on the payroll of the grant such as consultants. Consultant fees are allowable at the maximum rate of $600 per day plus expenses (up to a maximum of $200).

- Unemployment insurance
- Workers compensation
- Postal costs
- Telephone costs
- Mileage costs
- Registration costs
- Lodging and per diem costs
- Field trip costs
- Catering costs
- Internet costs

Supplies and Materials

These include amounts paid for material items of an expendable nature that are consumed, worn out, or deteriorated in use. Included are general supplies, textbooks, library books, periodicals, etc. Computer software is considered a supply. It should be claimed according to its functional use. Equipment and non-expendable personal property with a per-unit cost totaling **less than** $5,000 should be charged to this object.

Capital Outlay

These are expenditures for the acquisition of moveable equipment and the replacement of equipment with a minimum per unit cost of $5,000. Software and software licenses with a per unit value of $5,000 are defined as equipment. Equipment is the tangible non-expendable, personal property having a useful life of more than one year. A program may use a more restrictive definition of equipment if a more restrictive local policy exists. Expenditures for single items costing $5,000 or more (inclusive of labor and installation charges), whether budgeted on one or multiple lines, require written pre-approval by the ICCB. (Form in Appendix C.)

Sub Contractual

These are amounts paid for services provided by sub-contractors' underwritten agreements.

Tuition

These are expenditures to reimburse other educational agencies for services rendered to students residing within the legal boundaries described for the paying agency. Payments to other educational facilities should be charged to the appropriate instructional function. Include also the tuition charge for "mainstreaming" students within the same agency or an outside agency.

Other Budgeting Considerations

Retirement

The State Basic and State Performance sources of funds are general revenue fund appropriations. Programs, with the exception of the Illinois Department of Corrections, are **not allowed** to charge the employer's contribution of State Universities Retirement System (SURS), State Employees Retirement System (SERS), or Teachers Retirement System (TRS) on these budgets. Separate appropriations are made by the state to pay these retirement contributions. The appropriate reporting should be made to these retirement systems. If individuals are covered under another retirement system, the employer's contribution may be charged to the grant. Consult your local financial officer if you have questions about the payment of retirement benefits.

Under the federal sources of funds, Federal Basic and IEL/CE, the employer's contribution may be charged proportionately to the sources of funds used to pay the employee's salary regardless of the retirement system used.

Employee's contributions to retirement systems if paid by the grantee as part of the employee's benefits should be charged proportionately to all sources of funds used to pay the employee's salary regardless of the retirement system used.

- *Interest:* In accordance with 30 ILCS 705/10, any interest earned on funds shall become part of the grant principal and be treated according to grant rules.

- *WIOA One-Stop Costs:* WIOA One-Stop costs are claimed in relationship to their use. Funds for the operation One-Stop Center are categorized under General Administration.
- *Loans:* Programs are not permitted to use state and federal grant funds to pay interest expense on borrowing, financing, and refinancing operations.
- *Travel:* For travel, meals and hotel reimbursement, a provider should consult the travel policies of his or her organization. These policies should contain a provision for prior approval for business travel. In the absence of a formal travel policy, the provider should follow the Higher Education Travel Board's policies, however, programs must consistently follow one policy.

Leasing Equipment

The following conditions must be met:

- Lease purchases that span more than one grant year are permissible.
- Costs can be recovered from more than one year of grant funds.

The following provisions should be understood related to such situations:

- Interest and finance charges cannot be charged to federal grants.
- The grant recipient should continue to list the equipment for approval for multiple years until the agreement is complete. The lease purchase concept should be so noted on the approval request.
- The grant recipient must keep financial and programmatic records that document the disbursement of funds associated with the agreement.
- Lease purchases are budgeted under Purchased Services. It is permissible to pay the interest cost associated with lease purchase arrangements only for equipment purchased with state grant sources. It is not permissible to pay interest charges from federal grants.
- Grant continuation from the ICCB cannot be guaranteed.

Audit Requirements

- All providers subject to *OMB Circular A133* must submit one paper and one electronic copy of the audit to the ICCB. Providers not subject to *OMB Circular A133* must submit a grant-specific audit according to the U.S. Government Accounting Office (GAO), also known as the *Government Auditing Standards (The Yellow Book).* One paper copy and one electronic copy should be provided to the attention of Adult Education, Program Compliance.
- A grant specific audit will at a minimum include an audit opinion; a compliance report; or an additional paragraph in the audit opinion which provides positive assurance of compliance with rules, regulations, state and federal law and the ICCB Adult Education and Literacy expenditure requirements; a balance sheet; a statement of revenues and expenses; and relevant notes to the financials.
- The Adult Education and Literacy audit requirements can be found in *Section 12* of this manual.
- For questions specific to the audit please contact the Director for Financial Compliance and Program Accountability, at the ICCB Springfield Office.

Overview of Funding Sources for Adult Education and Literacy

Program Specifications

There are four sources of funds for Adult Education and Literacy provided through the ICCB consisting of both Federal and State funds. Federal Funds include two funding categories:

- Federal Basic
- Integrated English Literacy and Civics Education (IEL/CE)

State Funds include two funding categories:

- State Basic
- State Performance

The charts on the following pages indicate for each funding source the purpose, eligible participants, appropriate use of funds, assessment requirements, and reporting requirements.

Overview of Funding Source

Federal Basic	45% Minimum Instruction; 5% Maximum Program Support plus Indirect Costs
Integrated English Literacy and Civics Education (IEL/CE)	45% Minimum Instruction; 5% Maximum Program Support plus Indirect Costs
State Basic	45% Minimum Instruction; 15% Maximum General Administration Program Support plus Indirect Costs
State Performance	No Minimums or Maximums for Instruction or Program Support

Adult Education and Literacy (Federal Basic)

Purpose

• Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
• Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children and lead to sustainable improvements in the economic opportunities for their families;
• Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, through career pathways; and
• Assist immigrants and other individuals who are English language learners in—
  ○ Improving their—
  ▪ reading, writing, speaking, and comprehension skills in English, and
  ▪ Mathematics skills; and
  ○ Acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

Eligible Participants
Adult Education means instruction and support services below the postsecondary level for individuals who • have attained 16 years of age • are not enrolled or required to be enrolled in secondary school under state law • are basic skills deficient • do not have a secondary school diploma or its recognized equivalent level of education or are English language learners

Use of Funds	Assessment (Pre & Post Test) Requirements
ABE	TABE
ASE	TABE
ESL	BEST Literacy, BEST Plus, CASAS
High School Completion	TABE

Required Reporting for Federal Basic		
Report	**Due Date**	**Format**
Post - Allocation Budget	Dependent on Receipt of State and Federal Allocations	electronic submission
NRS Performance Report	October 30, January 30, April 30, August 30	hard copy (aggregate report)
Program Status Report	October 30, January 30, April 30, August 30	hard copy (aggregate report)
Enrollment Report	January 30, August 30	hard copy
Expenditure Report	October 30, January 30, April 30 and August 30	hard copy
Federal Audit	30 days after receipt of the auditor's report(s), or nine months after the end of the audit period. NOTE: This audit is from the previous fiscal year.	hard copy

Adult Education and Literacy
(Integrated English Literacy and Civics Education (IEL/CE))

Purpose
• Prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in demand industries and occupations that lead to economic self-sufficiency; Integrate with the local workforce development system and its functions to carry out the activities of the program.
Eligible Participants
Adult Education means instruction and support services below the postsecondary level for individuals who • have attained 16 years of age; • are not enrolled or required to be enrolled in secondary school under state law • are basic skills deficient; • do not have a secondary school diploma or its recognized equivalent level of education or are English language learners.

Use of Funds	Assessment (Pre & Post Test) Requirements
Beginning July 1, 2018, Integrated English literacy and civics education, must be in combination with integrated education and training activities.	BEST Literacy, BEST Plus, CASAS

Required Reporting for IEL/CE		
Report	**Due Date**	**Format**
Post - Allocation Budget	Dependent on Receipt of State and Federal Allocations	electronic submission
NRS Performance Report	October 30, January 30, April 30, August 30	hard copy (aggregate report)
Program Status Report	October 30, January 30, April 30, August 30	hard copy (aggregate report)
Enrollment Report	January 30, August 30	hard copy
Expenditure Report	October 30, January 30, April 30 and August 30	hard copy
Federal Audit	30 days after receipt of the auditor's report(s), or nine months after the end of the audit period. NOTE: This audit is from the previous fiscal year.	hard copy

Adult Education and Literacy
(State Basic)

Purpose

• Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
• Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children and lead to sustainable improvements in the economic opportunities for their families;
• Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, through career pathways; and
• Assist immigrants and other individuals who are English language learners in—
  ○ Improving their –
  ▪ reading, writing, speaking, and comprehension skills in English, and
  ▪ Mathematics skills; and
  ○ Acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

Eligible Participants
Adult Education means instruction and support services below the postsecondary level for individuals: • who have attained 16 years of age; • who are not enrolled or required to be enrolled in secondary school under state law; and • who are basic skills deficient; • who do not have a secondary school diploma or its recognized equivalent level or education; or • who are English language learners.

Use of Funds	Assessment (Pre & Post Test) Requirements
ABE	TABE
ASE	TABE
ESL	BEST Literacy, BEST Plus, CASAS
High School Completion	TABE
Vocational	No Requirement
Foreign Language GED®	SABE or appropriate locally developed assessment recommended

Required Reporting for State Basic		
Report	**Due Date**	**Format**
Post - Allocation Budget	Dependent on Receipt of State and Federal Allocations	electronic submission
State Audit	October 15 (Previous Fiscal Year)	hard copy
NRS Performance Report	October 30, January 30, April 30, August 30	hard copy (aggregate report)
Program Status Report	October 30, January 30, April 30, August 30	hard copy (aggregate report)
Enrollment Report	January 30, August 30	hard copy
Expenditure Report	October 30, January 30, April 30 and August 30	hard copy

Adult Education and Literacy
(State Performance)

Purpose

• Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
• Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children and lead to sustainable improvements in the economic opportunities for their families;
• Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, through career pathways; and
• Assist immigrants and other individuals who are English language learners in—
  ○ Improving their –
  ▪ reading, writing, speaking, and comprehension skills in English, and
  ▪ Mathematics skills; and
  ○ Acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

Eligible Participants
Adult Education means instruction and support services below the postsecondary level for individuals: • who have attained 16 years of age; • who are not enrolled or required to be enrolled in secondary school under state law; and • who are basic skills deficient; • who do not have a secondary school diploma or its recognized equivalent level or education; or • who are English language learners.

Use of Funds	Assessment (Pre & Post Test) Requirements
ABE	TABE
ASE	TABE
ESL	BEST Literacy, BEST Plus, CASAS
High School Completion	TABE
Vocational	No Requirement
Foreign Language GED®	SABE or appropriate locally developed assessment recommended

Required Reporting for State Performance		
Report	**Due Date**	**Format**
Post - Allocation Budget	Dependent on Receipt of State and Federal Allocations	electronic submission
State Audit	October 15 (Previous Fiscal Year)	hard copy
NRS Performance Report	October 30, January 30, April 30, August 30	hard copy (aggregate report)
Program Status Report	October 30, January 30, April 30, August 30	hard copy (aggregate report)
Expenditure Report	October 30, January 30, April 30 and August 30	hard copy

Request for Budget Item Needing Pre-Approval

Provider Name: _____ **Fiscal Year** _____

CSFA #: _____ **DUNS #:** _____ **NOFO #:** _____

Detail and Rational for Request: *(Attach Additional Pages or Supporting/Clarifying Documentation as Needed)*

Provider Manual Details

After receiving the allocation amount and returning the signed grant agreement to the ICCB, programs must develop and submit a Post Allocation Budget for each funding source received. A Budget Narrative for each source of funds must also be completed. Budgets within a single funding source may be modified without requesting approval from the ICCB as long as the changes do not affect the negotiated Program Support percentages for Federal Basic and Federal IEL/CE and/or other specific funding requirements for State and Federal budgets.

In addition to Line Items, providers must document spending by Object Items (column).
Each Object Item on the Post Allocation Budget represents a category of expenditure.

- *Capital Outlay:* These are expenditures for the acquisition of moveable equipment and the replacement of equipment with a minimum per unit cost of $5,000. Software and software licenses with a per unit value of $5,000 are defined as equipment. Equipment is the tangible non-expendable, personal property having a useful life of more than one year. A program may use a more restrictive definition of equipment if a more restrictive local policy exists. Expenditures for single items costing $5,000 or more (inclusive of labor and installation charges), whether budgeted on one or multiple lines, require written pre-approval by the ICCB.

Professional Development is essential in ensuring that staff has access to high quality training. In state and out of state travel related to Adult Education is permissible with both state and federal resources.

- International Travel with Adult Education and Literacy funds (partial or full) requires prior approval from the Illinois Community College Board Adult Education Division. The travel must be adult education related. A letter detailing the travel location, the reason for the travel, the dates of the travel, and the approximate costs should be submitted to the ICCB for approval.

Submitted By:

Printed Name	Title	Phone

Signature	Date	E-Mail

Denied: _____ **Reviewed By:** _____ _____

Approved: _____ Printed Name Title

***Approved Conditionally:** _____

Date Received: _____ _____ _____

**See Attached* Signature Date

See Program Manual Section 4 for more details.
Send all completed forms to ICCB, Associate Director of Program Compliance, Adult Education

Time Distribution Worksheet

Name: **Employee ID#:**

Month/Year: **Position:**

Employee's Name: **Submission Date:**

Day & Time	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
8am																															
9am																															
10am																															
11am																															
12pm																															
1pm																															
2pm																															
3pm																															
4pm																															
5pm																															
Fund Source (s)																															

Activities

1 - Recruitment
2 - Retention
3 - Instruction
4 - Assessment
5 - Counseling
6 - Administration
7 - Child Care
8 - Data & Info Services
9 - Transportation
10 - Professional Dev
11 - Program Planning
12 - Fiscal
13 - Clerical
14 - Other:

Funding Sources

1 - Federal Basic
2 - Federal IEL/CE
3 - State Basic
4 - State Performance
5 - State Public Assistance
6 - Unrestricted
7 - Other:

Employee's Signature & Date

Supervisor's Signature & Date

Adult Education and Literacy Student Intake Form for FY 2019

Information provided will be kept confidential in accordance with the Family Educational Rights and Privacy Act of 1974 (P.L. 93-380)

Referral from WIOA Core Partner or One-Stop? ☐ **Yes** ☐ **No If Yes, Name of Referring WIOA Partner/One-Stop:**

Social Security #: _____ **Last Name:** _____ **First Name:** _____

Middle Name: _____ **Date of Birth:** _____ **Sex:** ☐ Male ☐ Female

Marital Status (Check One): ☐ Single ☐ Married ☐ Divorced ☐ Widowed ☐ Unknown

Are you Hispanic or Latino? (Or, are you of Spanish origin?) ☐ Yes ☐ No

Are you from one or more of the following racial groups? (Select All That Apply – required if student is not Hispanic nor Latino).

☐ American Indian or Alaska Native ☐ Asian ☐ Black/African American ☐ Native Hawaiian or Other Pacific Islander ☐ White

Please identify your primary racial/ethnic group (Select One).

☐ American Indian or Alaska Native ☐ Asian ☐ Black/African American ☐ Native Hawaiian or Other Pacific Islander ☐ White

English is a Second Language? ☐ Yes ☐ No **If yes, please record Native Language:** _____

CONTACT INFORMATION

Address: _____ **City:** _____ **Zip Code:** _____

Home Phone #: _____ **Work Phone #:** _____ **County of Residence:** _____

EDUCATION/EMPLOYMENT

School Type: ☐ US Based Schooling ☐ Non-US Based Schooling **Month/Year Last Enrolled:** _____

Number of School Years Completed (Please check one of the following):

☐ No Schooling ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ Grade 6 ☐ Grade 7 ☐ Grade 8 ☐ Grade 9 ☐ Grade 10

☐ Grade 11 ☐ Grade 12 ☐ HS Diploma or Alternative Credential ☐ GED or other High School Equivalency Certificate ☐ Some college, no degree

☐ College or Professional Degree ☐ Unknown

U.S. High School Equivalency upon entry? ☐ Yes ☐ No | **U.S. Diploma upon entry?** ☐ Yes ☐ No

If employed, what is your occupation? _____

STUDENT STATUS	
Please check one: ☐Not Disabled ☐Documented Disability as Defined by ADA ☐Chooses Not to Disclose	
Do you live in (Please check one): ☐Rural Area ☐Urban Area with High Unemployment ☐Neither	
How did you hear about the program: ☐One-Stop ☐Employer ☐Other	
Please check one of the following: *(Required)* ☐Not in the Labor Force ☐Employed but received notice of Termination or Military Separation ☐Unemployed ☐Employed	**If employed, hours per week:** _____
Do you receive Public Assistance? *(Required)* ☐Yes ☐No	**If yes, Public Assistance Number:**
Barriers to Employment Information: (Please check all that apply) ☐Displaced Homemaker ☐Low Income ☐Individual with a Disability ☐Ex-Offender ☐Homeless Person or Runaway Youth ☐Single Parent ☐Youth in Foster Care/Aged out of System ☐Long-Term Unemployed ☐Migrant and Seasonal Farmworker ☐Exhausting TANF within 2 years ☐English Language Learner, Low Literacy Levels, Cultural Barriers	
Please check all that apply: ☐In a Correctional Facility ☐In a COMMUNITY CORRECTIONAL PROGRAM ☐In OTHER INSTITUTIONAL SETTING	

_____ _____ _____ _____

Intake Signature Date Student's Signature Date

Career Clusters

Beginning in FY18, all students must choose & follow a career pathway from one of the 16 recognized Career Clusters while enrolled in Adult Education programming in Illinois. Students should select one of the 16 Career Clusters identified below as the career pathway that they intend to follow:

- ☐ **Agriculture Food & Natural Resources** (*Agribusiness Systems, Animal Systems, Environmental Service Systems, Food Products & Processing Systems, Natural Resources Systems, Plant Systems, Power, Structural & Technical Systems Architecture & Construction*)
- ☐ **Architecture & Construction** (*Construction, Design/Pre-Construction, Maintenance/Operations*)
- ☐ **Arts, A/V Technology & Communications** (*A/V Technology & Film, Journalism & Broadcasting, Performing Arts, Printing Technology, Telecommunications, Visual Arts*)
- ☐ **Business Management & Administration** (*Administrative Support, Business Information Management, General Management, Human Resources Management, Operations Management*)
- ☐ **Education & Training** (*Administration & Administrative Support, Professional Support Services, Teaching/Training*)
- ☐ **Finance** *(Accounting, Banking Services, Business Finance, Insurance, Securities & Investments*)
- ☐ **Government & Public Administration** (*Foreign Service, Governance, National Security, Planning, Public Management & Administration, Regulation, Revenue & Taxation*)
- ☐ **Health Sciences** (*Biotechnology Research & Development, Diagnostic Services, Health Informatics, Support Services, Therapeutic Services*)
- ☐ **Hospitality & Tourism** (*Lodging, Recreation, Amusements & Attractions, Restaurants & Food/Beverage Services, Travel & Tourism*)
- ☐ **Human Services** (*Consumer Services, Counseling & Mental Health Services, Early Childhood Development & Services, Family & Community Services, Personal Care Services*)
- ☐ **Information Technology** (*Information Support & Services, Network Systems, Programming & Software Development, Web & Digital Communications*)
- ☐ **Law, Public Safety, Corrections & Security** (*Correction Services, Emergency & Fire Management Services, Law Enforcement Services, Legal Services, Security & Protective Services*)
- ☐ **Manufacturing** (*Health, Safety & Environmental Assurance, Logistics & Inventory Control, Maintenance, Installation & Repair, Manufacturing Production Process Dev., Production, Quality Assurance*)
- ☐ **Marketing** (*Marketing Communications, Marketing Management, Marketing Research, Merchandising, Professional Sales*)
- ☐ **Science, Technology, Engineering & Mathematics** (*Engineering & Technology, Science & Mathematics*)
- ☐ **Transportation, Distribution & Logistics** (*Facility & Mobile Equipment Maintenance, Health, Safety & Environmental, Management, Logistics Planning & Management Services, Sales & Service, Transportation Operations, Transportation Systems/Infrastructure, Planning, Management & Regulation, Warehousing & Distribution Center, Operations*)

TEST INFORMATION

Date	Test	Form	Level	Raw Score	Scale Score	NRS EFL's
Pre / Post	¶TABE	11 12	L E M D A			
	¶CASAS					
Date:	¶BEST-Literacy	B C D	N/A	Reading = Writing =		
FY:	¶BEST-Plus	N/A	N/A	N/A		
Pre / Post	¶TABE	11 12	L E M D A			
	¶CASAS					
Date:	¶BEST-Literacy	B C D	N/A	Reading = Writing =		
FY:	¶BEST-Plus	N/A	N/A	N/A		
Pre / Post	¶TABE	11 12	L E M D A			
	¶CASAS					
Date:	¶BEST-Literacy	B C D	N/A	Reading = Writing =		
FY:	¶BEST-Plus	N/A	N/A	N/A		
Pre / Post	¶TABE	11 12	L E M D A			
	¶CASAS					
Date:	¶BEST-Literacy	B C D	N/A	Reading = Writing =		
FY:	¶BEST-Plus	N/A	N/A	N/A		

Adult Education Provider
Main Address
9999 Nine Street
City/Town, IL XXXXX

Consent to Obtain High School Equivalency (HSE) Test Results

I, _____ , give my consent to *Program Official Title*, commonly known as *Program Name*, to obtain the results of my HSE testing.

I understand that all information obtained by *Program Name* will be maintained in accordance with the Family Educational Rights and Privacy Act ("Act") and will only be used for the following purposes:

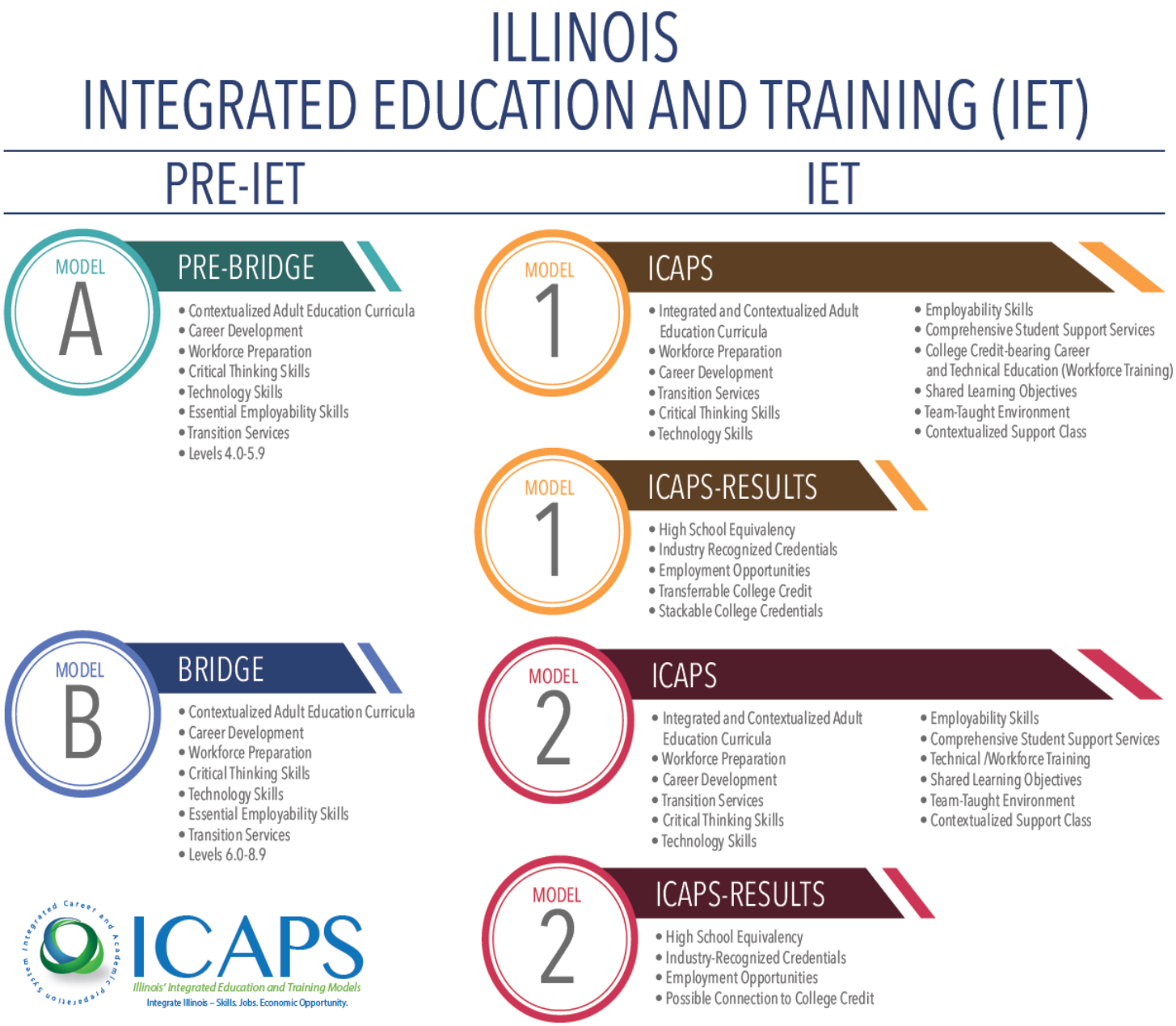
- Information regarding the annual commencement ceremony;
- Determining eligibility for available scholarships and notifying me of the same;
- Tracking student progress through the HSE program; and
- Responding to all mandated state reporting requirements.

By signing this form I acknowledge that *Program Name* may obtain my official HSE test results and give permission for all such results to be provided to *Program Name*.

_____ _____

Printed Name Date of Birth Signature Date

Integrated Education and Training Framework Graphic



DEFINITIONS OF 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. (WIOA Section 203 (11)

Illinois Integrated Education and Training (IET) is comprised of three components: adult education and literacy activities, workforce preparation activities and workforce training. Each of these components is offered concurrently for educational and career advancement. Illinois currently has two models of integrated education: ICAPS Model One and ICAPS Model Two. The ICAPS (Integrated Career and Academic Preparation System) model is an IET model that blends both adult education and Career and Technical Education instruction in a format leading to a postsecondary education certificate or an industry recognized credential, postsecondary credit, and a high school equivalency certification. The ICAPS Model One includes team teaching, support classes, support services, shared learning objectives, partnerships, employers and businesses, and contextualized instruction. The non-credit model, ICAPS Model Two, includes all of the elements identified in the ICAPS Model One, but does not carry a postsecondary education certificate. However, the non-credit model does strongly encourage collaboration with a postsecondary education institution.

Pre-IET Bridge programs prepare adults with limited academic or limited English skills to enter and succeed in credit-bearing postsecondary education and training leading to career-path employment in high-demand, middle- and high-skilled occupations. The goal of bridge programs is to sequentially bridge the gap between the initial skills of individuals and what they need to enter and succeed in postsecondary education and career-path employment. These programs must include three core elements: Contextualized Instruction, Career Development and Transition Services.

Three Requirements of an IET Model

1. **Adult Education and Literacy Activities** include programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training. (WIOA Section 203 (17) (WIOA Title II Rules §463.36)
2. **Workforce Preparation Activities** include activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including 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. (WIOA Section 203 (17)
3. **Workforce Training** is for a specific occupation or occupational cluster which can be any one of the training services defined in section 134(c)(3)(D) of the Act. (WIOA Title II Rules §463.36)

This document was produced in partnership by the Southern Illinois Professional Development Center, SIPDC and the Illinois Center for Specialized Professional Support, ICSPS operating under the direction of the Illinois Community College Board.

Adult Education and Literacy
Assessment Requirements Summary

Enrollment Type(s)	Required Test	Optional Test	Notes
ELA[1]	One of the following ELA assessments: 1. BEST Literacy[1a] 2. BEST Plus 3. CASAS	If needed, a 2nd ELA assessment can be administered to the student. IMPORTANT NOTE: Only one is required for NRS purposes. Programs may elect to administer a second ELA assessment to inform instructional practices.	If two ELA assessments are administered for placement and NRS purposes, placement for the National Reporting System (NRS) is based on the following: 1. Student is placed and progress is measured based on the assessment reflecting the lowest Educational Functioning level (EFL). 2. If both assessments reflect the same EFL, NRS placement is based on the first assessment given (see exception below)[2] 3. If both assessments reflect the same EFL and both were given on the same day, placement is assigned in the following order (see exception below)[2]: a. BEST Plus b. CASAS c. BEST Literacy
ABE, ASE or HSCR (not classified as Math-Only)[3]	TABE-R	TABE-M <u>IMPORTANT NOTE: Only TABE-R is required for NRS. If the primary focus of instruction will be math in General Skills designated courses, the TABE-M may be appropriate.</u>	For students enrolled in ABE, ASE or HSCR courses, the TABE-R is required. However, students in these types of enrollments can also be given the TABE-M either to inform instruction or for placement and NRS purposes. Important items to note are as follows: 1. Students receiving only the required assessment (TABE-R) will be placed and progress measured based on that assessment. 2. If the optional test (TABE-M) is introduced, placement will occur and progress will be measured based on the assessment reflecting the lowest EFL. 3. If both the TABE-R and the TABE-M reflect the same EFL, the student will be placed based on the assessment with the lowest scale score. a. If the EFL's and the scale scores are the same, placement will be based on the TABE-R results.
Math-Only[4]	TABE-M	None	Students enrolled in Math-Only instruction should be administered the TABE-M. Placement will be based on the EFL reflected by this assessment.
Foreign Language GED®	None	N/A	Foreign Language GED® only or Vocational Only enrollments do not require assessments.
Vocational Only	None	N/A	

AEL Assessment Requirement Notes

1. Students enrolled in ELA instruction must be administered at least one of the allowable ELA assessments. If appropriate and needed, a 2nd ELA assessment can also be administered. Both can be given simultaneously. If an ELA assessment is used to inform instruction but not placement purposes, the test results must be maintained in the student file; but only scores used for placement and NRS purposes should be reported in the data collection system. In situations where two ELA assessments are reported for NRS purposes, placement is based on the information outlined above. Prior to post-testing, students must earn the minimum hours needed for the post-test as outlined per the Test Publisher's Guidelines.

*** SPECIAL NOTE RE: BEST LITERACY** - If a student's pre-test on the BEST Literacy reveals the student is at the Advanced level, one of the following should occur:

- The student should be transitioned to other instruction (i.e. post-secondary, ABE, ASE, etc.) as appropriate. If transitioned to ABE or ASE, appropriate TABE testing should be conducted.
- If the student needs additional ELA services, a second ELA assessment reflecting the need for ELA services should be administered.

2. Exceptions regarding student placement for ELA include the following:
    a. For enrollment only in ELA, if the student's pre-test in the BEST Literacy is at the Advanced Level and another ELA assessment reflects the ELA Exit Criteria range, placement will be based on the BEST Literacy test.
        i. If a student's pre-test on the BEST Literacy reflects the Advanced ELA level and either the CASAS or BEST Plus assessment reflects an equal or lower level, placement will occur based on the CASAS or BEST Plus.
    b. For ELA students with either a BEST Literacy ***pre-test*** at the Advanced level or another ELA ***pre-test*** in the Exit Criteria range who are dually enrolled in a class requiring the TABE (i.e. ABE, ASE, etc.), the student's placement and progress for NRS will be based on the EFL of the TABE assessment.
        i. SPECIAL NOTE: In all other instances of dual enrollment between ELA and ABE or ASE, the student's placement and progress will be based on the ELA assessment.

3. TABE-R is the required assessment for ABE, ASE or HSCR enrollment. The attendance hours earned in all classes claimed with an ABE, ASE or HSCR designation will count toward the post-testing on the TABE-R or the TABE-M. Programs may elect to administer the TABE-M if appropriate. If a TABE-M assessment is used to inform instruction but not placement purposes, the test results must be maintained in the student file; but only scores used for placement and NRS purposes should be reported in the data collection system. If administered for NRS purposes, the EFL for NRS will be based on the assessment reflecting the lowest level. If the TABE-M is administered, attendance hours earned in all ABE, ASE, or HSCR courses will count toward post-testing.

Pre- and Post-Testing Exceptions

- Local programs are not required to test Foreign Language-Only GED® students or Vocational-Only students.
- Federal funding **may not** be used to fund Foreign Language GED® students or Vocational students.
- Students who are placed in the ASE High level based on the pre-test used to officially place them for NRS purposes do not require post-testing on that assessment.

For technical assistance or clarification on any portion of this Assessment Policy, please contact the Associate Director for Program Compliance at: aeflprogramcompliance@iccb.state.il.us with questions or concerns.

Using the BEST Literacy Screener

This screener was developed to help programs determine if a student should be pre-tested with the *BEST Literacy Test*. If you are registering a beginning-level student who is not literate in his/her native language or who speaks a language that does not use the Roman alphabet, you may want to use the screener.

If a student cannot complete all the items on the screener, **do not** administer the *BEST Literacy*. Comprehensibility of written information, not 100% accuracy, is acceptable, as described below.

Name: First and last names must be provided (print or script acceptable)

Address: Street number and street name must be provided; misspellings are acceptable.

City: Misspellings are acceptable if comprehensible.

Date: Any date written in numbers or words acceptable, in any order (i.e., month or date may appear first). Misspellings of month are acceptable if comprehensible.

Signature: Printing, cursive or initials are acceptable.

If any of the above five items are not acceptable according to the guidelines provided, date the form and indicate that the student could not test and place him/her in a beginning literacy class. Put the form in the student folder and record a 0 score for the *BEST Literacy* on DAISI for the pre-test. The screener can only be used once and the student will take the *BEST Literacy* (Form B, C or D) as the post-test.

If the student completes the entire form correctly, then administer the BEST Literacy.

The screener will help programs save time and cut down on the cost of the test booklet.

NOTE: If a student is not able to complete the form with reasonable accuracy, do not administer the *BEST Literacy Test.* Enter a score of 0 (zero) into DAISI. The *BEST Literacy Test* must be given as a post-test.

Program Use ONLY

Student Name: _____

Student ID #: _____

Illinois Community College Board
Adult Education and Literacy

BEST Literacy Test Screener

Name: _____

Address: _____

City: _____

Date: _____

Signature: _____

Illinois Community College Board
Adult Education and Literacy

One-Stop Center Report (American Job Center Report)

Name of Program: _____

Program Address: _____

Program Telephone: _____

Program Contact: _____

Student Name: _____

Date of Birth: _____

Last Test Taken	Date Taken*	Form/Level	Raw Score	Scaled Score/GE**
BEST Literacy				
BEST Plus 2.0				
CASAS				
TABE 9/10				
TABE 11/12				

****GE Grade equivalency for TABE only**

Signature of Program Contact: _____

Program Name: _____

Date: _____

Student Telephone Number: _____

***This score is valid for 120 days from the date of the last test taken.**

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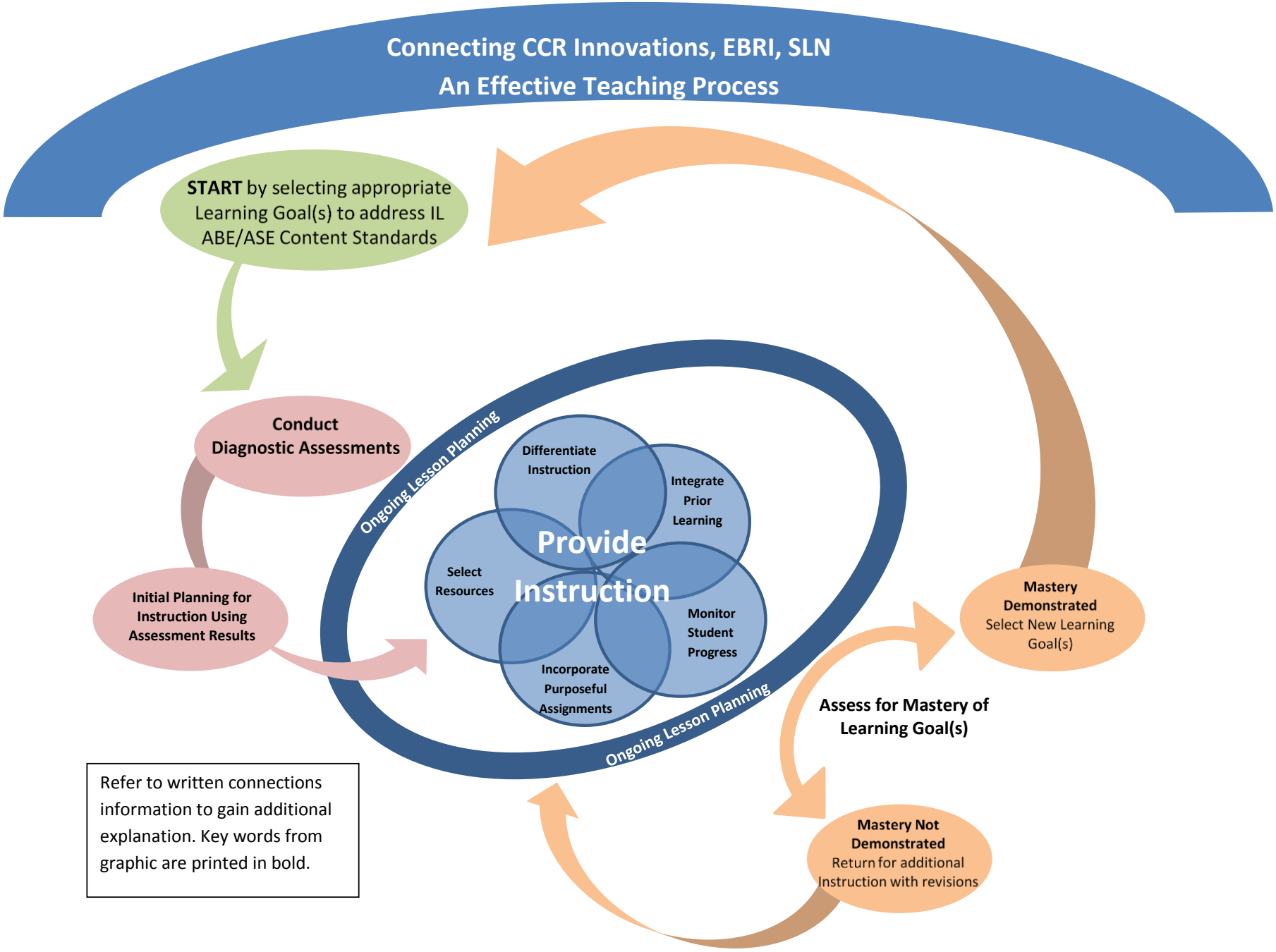
Phone: (217) 785-0123 · www.iccb.org · Fax: (217) 558-6700 · TDD (217) 782-5645


Connecting CCR Innovations, EBRI, SLN
An Effective Teaching Process
START by selecting appropriate Learning Goal(s) to address IL ABE/ASE Content Standards
Conduct Diagnostic Assessments
Initial Planning for Instruction Using Assessment Results
Ongoing Lesson Planning
Differentiate Instruction
Integrate Prior Learning
Provide Instruction
Select Resources
Monitor Student Progress
Incorporate Purposeful Assignments
Ongoing Lesson Planning
Assess for Mastery of Learning Goal(s)
Mastery Demonstrated
Select New Learning Goal(s)
Mastery Not Demonstrated
Return for additional Instruction with revisions
Refer to written connections information to gain additional explanation. Key words from graphic are printed in bold.

Connecting CCR Innovations, EBRI and SLN: An Effective Teaching Process

College and Career Readiness (CCR) Innovations, Evidence-based Reading Instruction (EBRI) and Special Learning Needs (SLN) Connections

- ✓ Use process-driven, evidenced-based approaches to improve instructional effectiveness.
- ✓ Focus on listening, speaking, reading, and writing as a related continuum of learning.
- ✓ Provide tools and resources that create a thorough learning method.
- ✓ Clarify instructional strengths while providing targeted teaching in improving instructional needs.
- ✓ Build on the information and strategies of other instructional practices and when combined solidifies the knowledge from prior learning while providing additional clarifications for specific understanding.

CCR Innovations, EBRI, and SLN Instructional Practices Result in More Effective Teaching

Connections for Diagnostic Assessment

- Conduct oral, one-on-one assessments to identify skills gaps and strengths
- **Assessment** for mastery of learning goals determines next steps of instruction
- Inclusion of Career Assessments ensures contextualization

Connections for Providing Instruction (see connections graphic for further clarification)

1) Use results of assessments to inform instructional **lesson planning.**
   - i.e., assessment shows gaps in vocabulary – lesson plan addresses standard 4.R.VA.4: Acquire and use accurately level-appropriate general academic and domain-specific (subject-based or work related) words and phrases. Combine EBRI and SLN strategies to address student's determined auditory learning strength by using TELL and SHARE method discussing meaning and application of specific work-related words. Then students share with classmates their discussion to further reinforce meanings.
2) **Differentiate** instructional routines organizing when and to which groups of students information is taught, using which levels of materials through focused **selecting of resources.**
   - i.e., group students based on assessed EBRI needs and by SLN strengths and challenges to effectively teach meanings of academic words through direct and explicit vocabulary instruction and for practice and application in context, using high-interest reading material with workplace contextualization and a hands-on approach acting out the words (learning strength of student) – addressing CCR Innovations: Analyzing Alignment of Resources and Revising a Resource to Improve Alignment to the Illinois ABE/ASE Content Standards.
3) **Lesson planning** is flexible, **ongoing** and is based on a **learning goal(s)** taking multiple class sessions and differing instructional approaches including direct instruction **incorporating meaningful activities/tasks** for multiple opportunities for practice.
   - i.e., use multiple texts over time to teach evaluation of author's message – if student's assessed learning strengths are auditory and kinesthetic, use discussion and role play in class to work through meanings - incorporate further extension by presenting importance in the world of work to understand written meaning from supervisor to fulfill desired expectations - CCR Innovations: Creating Standards-Aligned Lessons & Conducting a Lesson Study and Focusing on Assignments and Student Work.
4) **Instruction** includes explanation, modeling, guided practice with feedback, meaningful activities/tasks to augment practice, application, and **integrating prior learning.**
   - i.e., reading texts become more complex as student progresses, teacher models reading and applications of information being read to ensure thorough comprehension – allow students opportunities to display understanding through practice (scenarios of possible daily life or work situations with students working through solutions to problems using information from texts), discussion (classroom discussion of how information could be used in daily life or in work) and application of information (use real-world equipment or allow students to be in work situations applying information from class) - CCR Innovation: Observing the Illinois ABE/ASE Content Standards-in-Action.
5) Ongoing **monitoring** of student progress informs instructional decisions.

Illinois Community College Board
Adult Education and Literacy

ABE/ASE/ESL Generic Course List

PCS/CIP Codes for the Illinois
Adult Education System

Adult Basic Education
(ABE 1.7) Beginning Level
(0 – 3.9 Grade Level)

Curricula must reflect Adult Basic Education (ABE) Content Standards/Benchmarks for each educational functioning level, as appropriate. See the ABE Content Standards/Benchmarks for more information.

Course CIP	Description
32.0200	**Basic Skills, General.** Comprehensive courses that may include basic skills, such as literacy, reading, communication, computation, technology and study skills. Beginning ABE Literacy (Grade 0 to 1.9) Beginning Basic Education ABE (Grade 2.0 to 3.9)
32.0201	**Reading, Literacy, and Communication Skills.** Courses that describe the development of reading, writing, listening, and speaking abilities needed to perform day-to-day tasks. Includes instruction in the use of basic communication skills to develop and transmit ideas and thoughts through courses, such as English, writing, listening, and speaking skills. Beginning ABE Literacy (Grade 0 to 1.9) Beginning Basic Education ABE (Grade 2.0 to 3.9)
32.0202	**Mathematical Skills.** Courses that describe the development of computing and other mathematical reasoning abilities. Includes courses in addition, subtraction, multiplication, division, fractions, percentages, and measurements. Beginning ABE Literacy (Grade 0 to 1.9) Beginning Basic Education ABE (Grade 2.0 to 3.9)

32.0203	**Workforce Skills.** Courses that describe the development of skills related to job searches and self-marketing. Includes instruction in soft skills, assessing one's own capabilities and skills, completing an application, creating a resume, and developing interviewing skills.	Beginning ABE Literacy (Grade 0 to 1.9) Beginning Basic Education ABE (Grade 2.0 to 3.9)
32.0204	**Life Skills.** Courses which may include instruction in basic consumer education, health and safety, and community awareness.	Beginning ABE Literacy (Grade 0 to 1.9) Beginning Basic Education ABE (Grade 2.0 to 3.9)
32.0205	**Career Exploration/Awareness Skills.** Courses at the foundational level that may include instruction in workplace language, career readiness/exploration, and soft skills. Includes instruction to employment opportunities, access to job information, and self-analysis techniques.	Beginning ABE Literacy (Grade 0 to 1.9) Beginning Basic Education ABE (Grade 2.0 to 3.9)
32.0206	**Workplace Literacy.** Courses that include basic skills training for learning or upgrading skills for workplace. Courses may be designed and/or customized to meet specific business and industry needs.	Beginning ABE Literacy (Grade 0 to 1.9) Beginning Basic Education ABE (Grade 2.0 to 3.9)
32.0207	**Family Literacy.** Courses that include literacy activities and family education training to foster a level of proficiency in basic skills.	Beginning ABE Literacy (Grade 0 to 1.9) Beginning Basic Education ABE (Grade 2.0 to 3.9)
32.0208	**U. S. Citizenship Education**. Courses that prepare individuals to take the naturalization test and learn about the rights and responsibilities that accompany United States citizenship. Instruction will include government policy and its laws while preparing for the naturalization exam and interview.	Beginning ABE Literacy (Grade 0 to 1.9) Beginning Basic Education ABE (Grade 2.0 to 3.9)

Adult Basic Education (ABE 1.7) Intermediate Level (4.0 to 8.9 Grade Level)

Curricula must reflect Adult Basic Education (ABE) Content Standards/Benchmarks for each educational functional level, as appropriate. See the ABE Content Standards/Benchmarks for more information.

Course CIP	Description
32.0220	**Basic Skills, General.** Comprehensive courses that may include basic skills, such as literacy, reading, communication, computation, life skills, and library and study skills. Low Intermediate Basic Education ABE (Grade 4.0 to 5.9) High Intermediate Basic Education (Grade 6.0 to 8.9)
32.0221	**Reading, Literacy, and Communication Skills.** Courses that describe the development of reading, writing, listening, and speaking abilities needed to perform day-to-day tasks. Includes instruction in the use of basic communication skills to develop and transmit ideas and thoughts through courses, such as English, writing, listening, and speaking skills. Low Intermediate Basic Education ABE (Grade 4.0 to 5.9) High Intermediate Basic Education (Grade 6.0 to 8.9)
32.0222	**Mathematical Skills.** Courses that describe the development of computing and other mathematical reasoning abilities. Includes courses in addition, subtraction, multiplication, division, fractions, percentages, and measurements. Low Intermediate Basic Education ABE (Grade 4.0 to 5.9) High Intermediate Basic Education (Grade 6.0 to 8.9)
32.0223	**Workforce Skills.** Courses that describe the development of skills related to job searches and self-marketing. Includes instruction in soft skills, assessing one's own capabilities and skills, completing an application, creating a resume, and interviewing skills. Low Intermediate Basic Education ABE (Grade 4.0 to 5.9) High Intermediate Basic Education (Grade 6.0 to 8.9)
32.0224	**Life Skills.** Courses that may include instruction in basic consumer education, health and safety, and community awareness.

Low Intermediate Basic Education ABE (Grade 4.0 to 5.9) High Intermediate Basic Education (Grade 6.0 to 8.9)

32.0225 **Career Exploration/Awareness Skills.** Courses at the foundational and/or intermediate level that may include instruction in career development such as development of career plans, career awareness, career exploration, job readiness, soft Skills, and the introduction of Career Cluster Essential Knowledge and Skills Statements.

Low Intermediate Basic Education ABE (Grade 4.0 to 5.9) High Intermediate Basic Education (Grade 6.0 to 8.9)

32.0226 **Workplace Literacy.** Courses that include basic skills training for learning or upgrading skills for workplace. Courses may be designed and/or customized to meet specific business and industry needs.

Low Intermediate Basic Education ABE (Grade 4.0 to 5.9) High Intermediate Basic Education (Grade 6.0 to 8.9)

32.0227 **Family Literacy.** Courses that include literacy activities and family education training to foster a level of proficiency in basic skills.

Low Intermediate Basic Education ABE (Grade 4.0 to 5.9) High Intermediate Basic Education (Grade 6.0 to 8.9)

32.0228 **U. S. Citizenship Education**. Courses that prepare individuals to take the naturalization test and learn about the rights and responsibilities that accompany United States citizenship. Instruction will include government policy and its laws while preparing for the naturalization exam and interview.
Low Intermediate Basic Education ABE (Grade 4.0 to 5.9) High Intermediate Basic Education (Grade 6.0 to 8.9)

32.0229 **ABE Bridge Program Instruction.** Courses that are contextualized by integrating basic skills with occupational-specific knowledge and skills designed to prepare students to transition into postsecondary and/or into employment. These courses must include career awareness as well as intensive supportive services.

High Intermediate Basic Education (Grade 6.0 to 8.9)

Adult Secondary Level (ASE 1.8)
(9.0 to 12.9 Grade Level)

Curricula must reflect Adult Secondary Education (ASE) Content Standards/Benchmarks for each educational functioning level, as appropriate. See the ASE Content Standards/Benchmarks for more information.

Course CIP	Description
32.0300	**Basic Skills, General.** Comprehensive courses that may include instruction in language arts, mathematics, science and social studies in preparation for the Illinois High School Equivalency exam or high school diploma. Includes study skills, technology, and test preparation skills. Low Adult Secondary Education ASE (Grade 9.0 to 10.9) High Adult Secondary Education ASE (Grade 11.0 to12.9)
32.0301	**Academic and Intellectual Science Skills.** Courses that describe the ability to reason through analytical and logical thinking. Includes the study of basic science principles (biology, chemistry, physics, and other natural sciences). Low Adult Secondary Education ASE (Grade 9.0 to 10.9) High Adult Secondary Education ASE (Grade 11.0 to 12.9)
32.0302	**Reading, Writing, and Communication Skills.** Courses that include the study of Language Arts, such as reading, writing, listening and speaking. Low Adult Secondary Education ASE (Grade 9.0 to 10.9) High Adult Secondary Education ASE (Grade 11.0 to 12.9)
32.0303	**Mathematical Skills.** Courses that describe the development of computing and other mathematical reasoning abilities. Includes courses in basic mathematical principles and concepts, algebra, geometry, and trigonometry. Low Adult Secondary Education ASE (Grade 9.0 to 10.9) High Adult Secondary Education ASE (Grade 11.0 to 12.9)
32.0304	**Workforce Skills.** Courses that describe the development of skills in preparation for the world of work. Includes instruction in assessing one's own capabilities and skills, resume writing, interviewing, job searching, and soft skills. Low Adult Secondary Education ASE (Grade 9.0 to 10.9) High Adult Secondary Education ASE (Grade 11.0 to 12.9)
32.0305	**Life Skills**. Courses which may include instruction in basic consumer education, health and safety, and community awareness.

Low Adult Secondary Education ASE (Grade 9.0 to 10.9)
High Adult Secondary Education ASE (Grade 11.0 to 12.9)

32.0306 **Career Exploration/Awareness Skills.** Courses that describe instruction related to career development including the use of Career Cluster Essential Knowledge and Skills statements, job skills and career interest inventories, soft skills, preparation for college entrance exams, and career planning.

Low Adult Secondary Education ASE (Grade 9.0 to 10.9)
High Adult Secondary Education ASE (Grade 11.0 to 12.9)

32.0307 **Workplace Literacy.** Courses that include basic skills training for learning or upgrading skills in the workplace. Courses may be designed and/or customized to meet specific business industry needs.

Low Adult Secondary Education ASE (Grade 9.0 to 10.9)
High Adult Secondary Education ASE (Grade 11.0 to 12.9)

32.0308 **Family Literacy.** Courses that include literacy activities and family education training to foster a level of proficiency in basic skills.

Low Adult Secondary Education ASE (Grade 9.0 to 10.9) High Adult Secondary Education ASE (Grade 11.0 to 12.9)

32.0309 **U. S. Citizenship Education.** Courses that prepare individuals to take the naturalization test and learn about the rights and responsibilities that accompany United States citizenship. Instruction will include government policy and its laws while preparing for the naturalization exam and interview.

Low Adult Secondary Education ASE (Grade 9.0 to 10.9)
High Adult Secondary Education ASE (Grade 11.0 to 12.9)

32.0310 **ASE Bridge Program Instruction.** Courses that are contextualized by integrating basic skills with occupational-specific knowledge and skills designed to prepare students to transition into postsecondary and/or into employment. These courses must include career awareness as well as intensive supportive services.

Low Adult Secondary Education ASE (Grade 9.0 to 10.9)
High Adult Secondary Education ASE (Grade 11.0 to 12.9)

CODE NEEDED **Academic and Intellectual Social Studies Skills.** Courses that describe the ability to reason through analytical and logical thinking and the basic principles of the social and behavioral sciences (includes the study of history, geography, economics, and civics).

Low Adult Secondary Education ASE (Grade 9.0 to 10.9)
High Adult Secondary Education ASE (Grade 11.0 to 12.9)

English as a Second Language (ESL 1.9)
Beginning Level
For students who possess limited or no oral proficiency in English and may or may not read and write in their primary language. Curricula must reflect English as a Second Language (ESL) Content standards for each educational functioning level, as appropriate. See the ESL Content Standards for more information.

Course CIP	Description
32.0400	**Beginning ESL**. Courses that may include instruction in listening, speaking, reading, and writing using the English language. Includes life skills, technology skills, career exploration, civics education and workforce skills. Beginning ESL Literacy (BEST Plus 2.0 361 and Below/BEST Literacy 0-20/CASAS 180 and Below) Low Beginning ESL (BEST Plus 2.0 362-427/BEST Literacy 21-52/CASAS 181-190) High Beginning ESL (BEST Plus 2.0 428-452/BEST Literacy 53-63/CASAS 191-200)
32.0401	**Workplace Literacy**. Courses that include the development of English vocabulary and other basic skills needed for the workplace. Instructional materials may be designed and/or customized to meet specific business and industry needs. Beginning ESL Literacy (BEST Plus 2.0 361 and Below/BEST Literacy 0-20/CASAS 180 and Below) Low Beginning ESL (BEST Plus 2.0 362- 427/BEST Literacy 21-52/CASAS 181-190) High Beginning ESL (BEST Plus 2.0 428-452/BEST Literacy 53-63/CASAS 191-200)
32.0402	**Family Literacy**. Courses that include literacy activities and family education training to foster a level of proficiency in basic skills. Beginning ESL Literacy (BEST Plus 2.0 361 and Below/BEST Literacy 0-20/CASAS 180 and Below) Low Beginning ESL (BEST Plus 2.0 362-427/BEST Literacy 21-52/CASAS 181-190) High Beginning ESL (BEST Plus 2.0 428-452/BEST Literacy 53-63/CASAS 191-200)

32.0403	**U. S. Citizenship Education**. Courses that prepare individuals, for whom English is not their native language, to prepare for the naturalization exam and interview and learn about rights and responsibilities that are associated with United States citizenship.. Beginning ESL Literacy (BEST Plus 2.0 361 and Below/BEST Literacy 0-20/CASAS 180 and Below) Low Beginning ESL (BEST Plus 2.0 362-427/BEST Literacy 21-52/CASAS 181-190) High Beginning ESL (BEST Plus 2.0 428-452/BEST Literacy 53-63/CASAS 191-200)

English as a Second Language (ESL)
Intermediate Level

For students who possess skills to function satisfactorily in basic situations related to needs, comprehend conversation, participate in basic conversations, read simplified material, and write short messages. Curricula must reflect English as-a-Second Language (ESL) Content standards for each educational functioning level, as appropriate. See the ESL Content Standards for more information. For ESL Bridge Programs, course must meet the approved Bridge Definition requirements.

Course CIP	Description
32.0420	**Intermediate ESL**. Courses that may include instruction in listening, speaking, reading, and writing using the English language. Includes life skills, technology skills, career exploration, civics education, and workforce skills Low Intermediate ESL (BEST Plus 2.0 453-484/BEST Literacy 64-67/CASAS 201-210) High Intermediate ESL (BEST Plus 2.0 485-524/Best Literacy 68-75/CASAS 211-220)
32.0421	**Workplace Literacy**. Courses that include the development of English vocabulary and other basic skills needed for the workplace. Instructional materials may be designed and/or customized to meet specific business and industry needs. Low Intermediate ESL (BEST Plus 2.0 453-484/BEST Literacy 64-67/CASAS 201-210) High Intermediate ESL (BEST Plus 2.0 485-524/Best Literacy 68-75/CASAS 211-220)
32.0422	**Family Literacy**. Courses that include literacy activities and family education training to foster a level of proficiency in basic skills. Low Intermediate ESL (BEST Plus 2.0 453-484/BEST Literacy 64-67/CASAS 201-210)

	High Intermediate ESL (BEST Plus 2.0 485-524/Best Literacy 68-75/CASAS 211-220)
32.0423	**U. S. Citizenship Education**. Courses that prepare individuals, for whom English is not their native language, to prepare for the naturalization exam and interview and learn about rights and responsibilities that are associated with United States citizenship.. Low Intermediate ESL (BEST Plus 2.0 453-484/BEST Literacy 64-67/CASAS 201-210) High Intermediate ESL (BEST Plus 2.0 485-524/Best Literacy 68-75/CASAS 211-220)
32.0424	**ESL Bridge Program Instruction**. Courses that are contextualized by integrating listening, speaking, reading and writing skills with occupational specific knowledge and skills designed to prepare students to transition into postsecondary and/or into employment. These courses must be taught in English and include career awareness as well as intensive supportive services. Low Intermediate ESL (BEST Plus 2.0 453-484/BEST Literacy 64-67/CASAS 201-210) High Intermediate ESL (BEST Plus 2.0 485-524/Best Literacy 68-75/CASAS 211-220)

English as a Second Language (ESL)
Advanced Level

For students who possess skills to function effectively in social situations, comprehend conversations on unfamiliar topics, participate in extended conversation, read authentic materials, and compose routine correspondence and paragraphs. Curricula must reflect English as-a-Second Language (ESL) Content standards for each educational functioning level, as appropriate. See the ESL Content Standards for more information. For ESL Bridge Programs, course must meet the requirement of the Bridge Definition.

Course CIP	Description
32.0440	**Advanced ESL**. Courses that may include instruction in listening, speaking, reading, and writing using the English language. Includes life skills, technology skills, career exploration, civics education, and workforce skills Advanced ESL (BEST Plus 2.0 525-564/BEST Literacy 76-78/CASAS 221-235)
32.0441	**Workplace Literacy**. Courses that include the development of English vocabulary and other basic skills needed for the workplace. Instructional materials may be designed and/or customized to meet specific business and industry needs.

Advanced ESL (BEST Plus 2.0 525-564/BEST Literacy 76-78/CASAS 221-235)

32.0442 **Family Literacy**. Courses that include literacy activities and family education training to foster a level of proficiency in basic skills.

Advanced ESL (BEST Plus 2.0 525-564/BEST Literacy 76-78/CASAS 221-235)

32.0443 **U. S. Citizenship Education**. Courses that prepare individuals, for whom English is not their native language, to prepare for the naturalization exam and interview and learn about rights and responsibilities that are associated with United States citizenship..

Advanced ESL (BEST Plus 2.0 525-564/BEST Literacy 76-78/CASAS 221-235)

32.0444 **ESL Bridge Program Instruction**. Courses that are contextualized by integrating listening, speaking, reading and writing skills with occupational specific knowledge and skills designed to prepare students to transition into postsecondary and/or into employment. These courses must be taught in English and include career awareness as well as intensive supportive services.

Advanced ESL (BEST Plus 2.0 525-564/BEST Literacy 76-78/CASAS 221-23)

Bridge Definition and Core Elements

Bridge programs prepare adults with limited academic or limited English skills to enter and succeed in credit-bearing postsecondary education and training leading to career-path employment in high-demand, middle-and high-skilled occupations. The goal of bridge programs is to sequentially bridge the gap between the initial skills of individuals and what they need to enter and succeed in postsecondary education and career-path employment.

Core Elements

Bridge programs assist students in obtaining the necessary academic, employability, and technical skills through three required components—contextualized instruction, career development, and support services. Required elements include:

- Contextualized instruction that integrates basic reading, math, and language skills and industry/occupation knowledge.
- Career development that includes career exploration, career planning within a career area, and understanding the world of work (specific elements depend upon the level of the bridge program and on whether participants are already incumbent workers in the specific field).
- Transition services that provide students with the information and assistance they need to successfully navigate the process of moving from adult education or remedial coursework to credit or occupational programs. Services may include (as needed and available) academic advising, tutoring, study skills, coaching, and referrals to individual support services, e.g., transportation and child care.

Note: Career development and transition services should take into account the needs of those low-income adults who will need to find related work as they progress in their education and career paths.

Eligibility

Bridge programs are designed for adults 16 years and older, who:

- Have reading and math levels at or about the 6th grade through pre-college level *or*
- Have English language proficiency at or above the low-intermediate ESL level
- May or may not have a high school credential
- May or may not be an incumbent worker

Specific eligibility requirements will depend upon the type of provider offering the bridge program and program requirements.

Program Design Options

A bridge program may be designed as:

1. a single course (for students at higher reading and math levels) that moves students directly into credit-bearing courses, with the aim of eliminating the need for remediation or
2. a series of courses, in which students first complete a lower-level bridge course that prepares them to enter a non-credit or credit occupational course or program that leads to an entry-level job. In this case, the student can stop out for needed work/income and return to a higher-level bridge course without having to repeat content.

The bridge program must prepare students to enter credit-bearing courses and programs within one of the 16 nationally recognized career clusters. That is, the course content must contain the knowledge and skills common for entry-level occupations within a broad cluster (e.g. Health Science, Manufacturing, Information Technology, etc.). This curriculum design element exposes the student to career information and to information about the skills and knowledge required by a broad range of occupational options within a cluster. The bridge program must be of sufficient duration and intensity to produce these transition results.

Education and Training Providers (and Partnerships):

Bridge programs may be provided by: (1) an Illinois Community College Board-approved and funded adult education program[1]; (2) the credit or non-credit department(s) of a community college: and (3) community-based organizations or other types of provider that offer non-credit workforce training.

Bridge programs may be offered by a single entity (e.g., a community-based organization or a community college) or by a partnership (e.g., a community-based organization and a community college). Regardless of the provider, they:

- May provide opportunities to earn college credit (such as through escrow credit accounts)
- May offer dual enrollment in credit and non-credit programs
- May offer a multi-level program that moves people from an adult education course offered by one provider to a non-credit occupational course offered by the same or another provider.

All bridge program providers will use pre-skill assessments consistent with program requirements to place students into the appropriate courses as well as post-skill assessments to measure progress, and all providers will use data tracking systems to collect and analyze key information about bridge program participants and graduates.

Outcomes:

Short-Term

1. Higher number of low-income working adults enrolling in postsecondary education.
2. Bridge program graduates enrolling in credit programs and succeeding in their courses.

Long-Term

1. Higher proportion of low-income working adults attaining degrees and/or certificates.
2. Higher proportion of Adult Basic Education (ABE), English-as-a-Second-Language (ESL), Adult Secondary Education (ASE/HSE), and developmental/remedial adult learners transitioning into, and completing, associates degrees and/or certificates.
3. Increases in earnings and job quality for low-income adults engaged in career pathways.

New Course Submission

See Program Manual Section 7 for details on what to include in Course Description and submitting courses.
Not all questions may be applicable to all providers.
For More Information:
ICCB, Associate Director of Program Compliance, Adult Education

Provider Name: _____ **APC # & Code/5-Digit College #:** _____

Instructional Category: _____**PCS Code:** _____ **CIP Number:** _____ **Fixed Enrollment:** _____ **Open Enrollment:** _____

Course Number: _____ **Course Title**: _____

Intensity and Duration (Hrs. per Day/Days per Week/Number of Weeks)**:** _____

Population the Course is Expected to Serve: _____

Credit Hour Total: _____
Fixed: _____
Variable: _____
(Include justification for variable credit hours.)

Units of Instruction Minimum: _____
Units of Instruction Maximum: _____

Times Course Can Be Repeated: _____

Lecture Hours: _____
Incorporated Lab Hours: _____
(Funding does not pay for separate lab sections.)
Job Skills Incorporated: _____
Citizenship Only: _____
Math Only: _____
I-Pathways: _____ ***If yes…***
Distance Education: _____
Hybrid: _____
As supplemental Instruction: _____

Bridge Course: _____
(If yes, fill out form 11D in addition to this form.)

Course Description:

Submitted By: _____ _____ _____
Printed Name Title Phone

_____
Signature Date E-Mai

Approved: ____ **Not Approved:** ____ **Reviewed By:** _____ _____
Printed Name Title

Date Received: _____ **Process Date:** _____ _____ _____
Signature Date

Course Modification

For More Information:
ICCB, Associate Director of Program Compliance, Adult Education

Provider Name:_____ **APC # & Code/5-Digit College #:** _____

Instructional Category: _____ **PCS Code:** _____ **CIP Number:** _____ **Fixed Enrollment:** _____ **Open Enrollment:** _____

Course Number: _____ **Course Title**: _____

Intensity and Duration (Hrs. per Day/Days per Week/Number of Weeks)**:** _____

Population the Course is Expected to Serve: _____

Credit Hour Total: _____ **Units of Instruction Minimum:** _____ **Times Course Can Be Repeated:** _____

Fixed: _____ **Units of Instruction Maximum:** _____

Variable: _____
(Include justification for variable credit hours.)

Lecture Hours: _____

Incorporated Lab Hours: _____
(Funding does not pay for separate lab sections.)

Job Skills Incorporated: _____

Citizenship Only: _____

Math Only: _____

I-Pathways: _____ ***If yes…***

Distance Education: _____

Hybrid: _____

As supplemental Instruction: _____ **Bridge Course**: _____
(If yes, fill out form 11D in addition to this form.)

Detailed Description of What is Being Changed and Why:

Submitted By: _____ _____ _____
Printed Name Title Phone

_____ _____ _____
Signature Date E-Mai

Approved: ____ **Not Approved:** ____ **Reviewed By:** _____ _____
Printed Name Title

Date Received: _____ **Process Date:** _____ _____ _____
Signature Date

Bridge Course Addendum 11D

Provider Name: _____APC # & Code/5-Digit College #: _____

PCS Code: _____CIP Number: _____

Course Number: _____Course Title: _____

See Program Manual Section 7 for more details.
Send all completed forms to
ICCB, Associate Director of Program Compliance, Adult Education

Bridge Course:

_____ Stand Alone Course
_____ Part of a series of courses
(Attach a list of all other courses that will be a part of the series.)

Bridge Course must include the following core elements:

Contextualized Instruction
Career Development
Transition Services *(A copy of the course curriculum and the details/description of the transition services as defined in the Provider Manual Bridge Definition details provided below must be sent to the ICCB.)*

Bridge Course Career Cluster:

_____ Health Science
_____ Business Management and Administration
_____ Information Technology
_____ Manufacturing
_____ Education and Training
_____ Law, Public Safety, Corrections and Security
_____ Transportation, Distribution, and Logistics
_____ Finance
_____ Marketing
_____ Agriculture, Food, and Natural Resources
_____ Government & Public Administration
_____ Science, Technology, Engineering, & Mathematics
_____ Architecture and Construction
_____ Hospitality and Tourism
_____ Arts, A/V Technology, and Communications
_____ Human Services

Provider Manual Bridge Definition Details

Three core elements are required to be included as part of a bridge program:

- *Contextualized instruction* that integrates basic reading, math, and language skills and industry/occupation knowledge.
- *Workforce Preparation/Career development* includes instruction in workplace language, career readiness/exploration, career planning within a career area, and understanding the world of work (specific elements depend upon the level of the bridge program and on whether participants are already incumbent workers in the specific field).
- *Transition services* that provide students with the information and assistance they need to successfully navigate the process of moving from adult education or remedial coursework to credit or occupational programs. Services may include (as needed and available) academic advising, study skills, coaching, and referrals to individual support services, e.g., transportation and child care.

Request to Use State AEL Funds for CTE Classes

Providers may use State dollars to offer approved 1.2 level credit earning courses to Adult Education students on Career Pathways. See Program Manual Section 7 for details.
For More Information: ICCB, Associate Director of Program Compliance, Adult Education

Provider Name: _____ **APC # & Code/5-Digit College #:** _____

PCS Code: _____ **CIP Number:** _____ **Course Number:** _____

Course Title: _____

Does completion of this course or series result in an industry recognized credential?

_____

This course is part of which Career Cluster?

_____ Health Science
_____ Manufacturing
_____ Transportation, Distribution, Logistics
_____ Agriculture, Food, Natural Resources
_____ Architecture & Construction
_____ Arts, A/V Technology, Communications
_____ Business Management & Administration
_____ Education & Training
_____ Finance
_____ Government & Public Administration
_____ Hospitality & Tourism
_____ Human Services
_____ Information Technology
_____ Law, Public Safety, Corrections, Security
_____ Marketing
_____ Science, Technology, Engineering, Math

Describe in detail how this course will allow a student to continue training/education in a career pathway and improve career opportunities. In order for State AEFL funds to be used to support adult education students in 1.2-level courses, the program must clearly explain how approval of this request will improve a career pathway offered.

Submitted By: _____

Printed Name Title Phone

_____

Signature Date E-Mai

Approved: _____ **Reviewed By:** _____

Not Approved: _____ Printed Name Title

Date Received: _____ **Process Date:** _____ _____

Signature Date

Illinois Civics Competencies List for FY19

The Democratic Process (DP)

DP1. Identify the basic rights of immigrants and U.S. citizens.
DP2. Define and explain the importance of voting.
DP3. List the requirements for voting in their communities.
DP4. Identify the titles of executive leaders of national, state, and local government.
DP5. Identify the legislative leaders of national, state, and local government.
DP6. Identify various courts of the judicial system (e.g., traffic court, small claims court, Supreme Court).
DP7. Identify ways to contact their elected leaders.
DP8. Contact an elected official to express their opinions.
DP9. Participate in a decision-making process in their communities (e.g., by attending a local government meeting, by signing a petition, by sending a letter or email).

Community Resources (CR)

CR1. Distinguish between emergency and non-emergency situations and make a list of the corresponding telephone numbers to call for help.
CR2. Call 911 or other police/fire emergency telephone numbers to report an emergency.
CR3. State the laws regarding safe transportation of themselves and their children in motor vehicles (e.g., using seat belts and child car seats, following speed limits).
CR4. Read common traffic and pedestrian signs.
CR5. Identify or participate in community safety education programs (e.g., Neighborhood Watch, crime prevention, CPR classes).
CR6. Identify social services available in the community (e.g., elder care, food pantries, transportation for disabled residents).
CR7. Locate, visit, or use a public library in the community and, if applicable, apply for a library card.
CR8. Identify opportunities for volunteer work in the community.
CR9. Use appropriate language and behavior if stopped by the police.
CR10. Identify situations in which they are entitled to interpreter services (e.g., health clinics, courts, 911).

The U.S. School System (SC)

SC1. Identify how schools are organized in the U.S. school system (i.e., preschool through college).
SC2. Identify the ages of children that public schools are required to serve.
SC3. Identify the organization of grades and schools within their local school districts.
SC4. Explain the function of school boards.
SC5. Differentiate between public and private schools.
SC6. Describe the similarities and differences between the U.S. school system and the school system in their native countries.
SC7. Identify ways in which parents and community members can participate in schools and interact with school personnel.
SC8. Identify additional services available to students in local school districts (e.g., extracurricular activities, lunch programs, accommodations for disabilities).
SC9. Identify sources of financial assistance for vocational and/or post-secondary education.

Health and Wellness (HW)

HW1. Explain the difference between public and private health care.
HW2. Locate public health services in their communities and/or complete an application.
HW3. Complete a health information form, including family medical history, current medications, and allergies.
HW4. Explain the importance of good nutrition and where to find information about it.
HW5. Explain the importance of physical fitness and locate fitness programs in their communities.
HW6. Identify community resources for wellness programs including prenatal care, immunizations, and screenings.

HW7. Describe situations needing intervention including domestic violence, child abuse, substance abuse, and mental health issues.
HW8. Identify community resources for crisis services including domestic violence, child abuse, substance abuse, and mental health issues.

Housing (HO)

HO1. Identify types of housing in their communities (e.g., rental, purchase, shelter).
HO2. Locate agencies to assist with finding affordable housing.
HO3. Identify the rights and responsibilities of landlords and tenants.
HO4. Identify components of a rental or lease agreement and list typical features of rental agreements (e.g., first/last month's rent, 12-month agreement, pet policy).
HO5. Report housing problems to landlords, property associations, or other officials.
HO6. Contact utility providers for service or to report a problem.
HO7. Identify resources for resolving housing problems.
HO8. Identify resources for home ownership information.
HO9. Check the references of contractors or solicitors and/or report a complaint against them.

Employment (EM)

EM1. Identify job titles, responsibilities, wages, and places of work.
EM2. Describe common employee benefits (e.g., health care, vacation, sick days).
EM3. Identify typical steps in obtaining a job.
EM4. Complete a job application (paper or online), resume, or cover letter.
EM5. Identify local employment agencies, training agencies, and/or resource centers.
EM6. Locate local job market information using the Internet (e.g., Illinoisworknet.com or other resources).
EM7. Identify typical and illegal job interview questions and how to respond.
EM8. Describe the function of a labor union.
EM9. Explain the rights that workers are entitled to (e.g., overtime pay, breaks, safe work environment) and identify ways to report violations.
EM10. Read and interpret a pay stub.
EM11. Read safety signs and instructions commonly found at work.
EM12. Read and write basic work-related messages.
EM13. Compare and contrast differences in U.S. workplace behavior and communication with workplace behavior and communication in their native countries.
EM14. Describe ways employers may evaluate work performance.
EM15. Identify opportunities to gain marketable skills and work experience as a volunteer in a work setting.

Consumer Economics (CE)

CE1. Locate financial service options (e.g., banks, check cashing services) in their communities and describe services offered.
CE2. Describe the advantages and disadvantages of bank services and check-cashing services.
CE3. Prepare a household budget.
CE4. Explain the role of credit in the U.S. economy (e.g., credit cards, personal credit rating, interest rates).
CE5. Compare credit and debit cards.
CE6. Define identity theft and describe ways to protect against it.
CE7. Distinguish between legitimate and fraudulent mail, phone, and email solicitations.
CE8. Identify common consumer complaints and locate agencies to help resolve them.
CE9. Identify services provided by notary publics in Illinois and locate notaries in their communities.
CE10. Describe types of insurance (e.g., car, home, life) and/or how to file a claim.

Illinois Civics Competencies
S A M P L E I N D I V I D U A L C H E C K L I S T
Students Must Be Able to Demonstrate These in English

Student Name: _____ **ID#:** _____

Program: _____ **Class Level:** _____

Teacher Signature: _____

Documentation Codes
T O = Teacher Observation
O R = Oral Response/Report
W E = Written Evidence
T C = Technology

Code	*IEL/CE Competency*			
The Democratic Process (DP)		***Date Demonstrated***	***Documentation Code***	***Other Documentation***
DP1.	Identify the basic rights of immigrants and U.S. citizens.			
DP2.	Define and explain the importance of voting.			
DP3.	List the requirements for voting in their communities.			
DP4.	Identify the titles of executive leaders of national, state, and local government.			
DP5.	Identify the legislative leaders of national, state, and local government.			
DP6.	Identify various courts of the judicial system (e.g., traffic court, small claims court, Supreme Court).			
DP7.	Identify ways to contact their elected leaders.			
DP8.	Contact an elected official to express their opinions.			
DP9.	Participate in a decision-making process in their communities (e.g., by attending a local government meeting, by signing a petition, by sending a letter or email).			
Community Resources (CR)		***Date Demonstrated***	***Documentation Code***	***Other Documentation***
CR1.	Distinguish between emergency and non-emergency situations and make a list of the corresponding telephone numbers to call for help.			
CR2.	Call 911 or other police/fire emergency telephone numbers to report an emergency.			
CR3.	State the laws regarding safe transportation of themselves and their children (e.g., proper use of restraints) in motor vehicles.			
CR4.	Identify safety education programs available in their community for adults and children.			
CR5.	Prepare a list of emergency telephone numbers for their communities.			
CR6.	Participate in community outreach programs to enhance personal and community safety.			

CR7.	Locate a public library in their community and apply for a library card.			
CR8.	Contact local government officials to voice their opinions.			
CR9.	Use appropriate language and behavior if stopped by the police			
CR10.	Identify situations in which they are entitled to interpreter services(e.g., health clinics, courts, 911).			
The U. S. School System (SC)		***Date Demonstrated***	***Documentation Code***	***Other Documentation***
SC1.	Identify how schools are organized in the U.S. school system (i.e., preschool through college).			
SC2.	Identify the ages of children that public schools are required to serve.			
SC3.	Identify the organization of grades and schools within their local school districts.			
SC4.	Explain the function of school boards.			
SC5.	Differentiate between public and private schools.			
SC6.	Describe the similarities and differences between the U.S. school system and the school system in their native countries.			
SC7.	Identify ways in which parents and community members can participate in schools and interact with school personnel.			
SC8.	Identify additional services available to students in local school districts (e.g., extracurricular activities, lunch programs, accommodations for disabilities).			
SC9.	Identify sources of financial assistance for education.			
Health and Wellness (HW)		***Date Demonstrated***	***Documentation Code***	***Other Documentation***
HW1.	Explain the difference between public and private health care.			
HW2.	Locate public health services in their communities and/or complete an application.			
HW3.	Complete a health information form, including family medical history, current medications and allergies.			
HW4.	Explain the importance of good nutrition and where to find information about it.			
HW5.	Explain the importance of physical fitness and locate fitness programs in their communities.			
HW6.	Identify community resources for wellness programs including prenatal care, immunizations, and screenings.			
HW7.	Describe situations needing intervention including domestic violence, child abuse, substance abuse, and mental health issues.			
HW8.	Identify community resources for crisis services including domestic violence, child abuse, substance abuse, and mental health issues.			

Housing (HO)		***Date Demonstrated***	***Documentation Code***	***Other Documentation***
HO1.	Identify types of housing in the communities (e.g., rental, purchase, shelter).			
HO2.	Locate agencies to assist with finding affordable housing.			
HO3.	Identify the rights and responsibilities of landlords and tenants.			
HO4.	Identify components of a rental or lease agreement and list typical features of rental agreements (e.g., first/last month's rent, 12-month agreement, pet policy).			
HO5.	Report housing problems to landlords, property associations, or other officials.			
HO6.	Contact utility providers for service or to report a problem.			
HO7.	Identify resources for resolving housing problems..			
HO8.	Identify resources for home ownership information.			
HO9.	Check the references of contractors or solicitors and/or report a complaint against them.			
Employment (EM)		***Date Demonstrated***	***Documentation Code***	***Other Documentation***
EM1.	Identify job titles, responsibilities, wages, and places of work			
EM2.	Describe common employee benefits (e.g., health care, vacation, sick days).			
EM3.	Identify typical steps in obtaining a job.			
EM4.	Complete a job application (paper or online), resume, or cover letter.			
EM5.	Identify local employment agencies, training agencies, and/or resource centers.			
EM6.	Locate local job market information using the Internet (e.g., Illinoisworknet.com or other resources).			
EM7.	Identify typical and illegal job interview questions and how to respond.			
EM8.	Describe the function of a labor union.			
EM9	Explain the rights that workers are entitled to (e.g., overtime pay, breaks, safe work environment) and identify ways to report violations.			
EM10	Read and interpret a pay stub.			
EM11	Read safety signs and instructions commonly found at work.			
EM12	Read and write basic work-related messages.			
EM13	Compare and contrast differences in U.S. workplace behavior and communication with workplace behavior and communication in their native countries.			
EM14	Describe ways employers may evaluate work performance.			

EM15	Identify opportunities to gain marketable skills and work experience as a volunteer in a work setting.			
Consumer Economics (CE)		***Date Demonstrated***	***Documentation Code***	***Other Documentation***
CE1.	Locate financial service options (e.g., banks, check cashing services) in their communities and describe services offered.			
CE2.	Describe the advantages and disadvantages of bank services and check-cashing services.			
CE3.	Prepare a household budget.			
CE4.	Explain the role of credit in the U.S. economy (e.g., credit cards, personal credit rating, interest rates).			
CE5.	Compare credit and debit cards.			
CE6.	Define identity theft and describe ways to protect against it.			
CE7.	Distinguish between legitimate and fraudulent mail, phone, and email solicitations.			
CE8.	Identify common consumer complaints and locate agencies to help resolve them.			
CE9.	Identify services provided by notary publics in Illinois and locate notaries in their communities.			
CE10.	Describe types of insurance (e.g., car, home, life) and/or how to file a claim.			

Illinois Civics Competencies
S A M P L E C L A S S C H E C K L I S T
Students Must Be Able to Demonstrate These in English

Program:_____ **Class Level:**_____ **Teacher Signature:**_____

COMPETENCY CODE LEGEND

Record the appropriate competency code(s) below in the column titled "Competency(ies)" Demonstrated"

The Democratic Process (DP): DP1, DP2, DP3, DP4, DP5, DP6, DP7, DP8, DP9

Community Resources (CR): CR1, CR2, CR3, CR4, CR5, CR6, CR7, CR8, CR9. CR10

The U. S. School System (SC): SC1, SC2, SC3, SC4, SC5, SC6, SC7, SC8, SC9

Health and Wellness (HW): HW1, HW2, HW3, HW4, HW5, HW6, HW7, HW8

Housing (HO): HO1, HO2, HO3, HO4, HO5, HO6, HO7, HO8, HO9

Employment (EM): EM1, EM2, EM3, EM4, EM5, EM6, EM7, EM8, EM9, EM10, EM11, EM12, EM13, EM14, EM15

Consumer Economics (CE): CE1, CE2, CE3, CE4, CE5, CE6, CE7, CE8, CE9, CE10

Documentation Codes
T O = Teacher Observation
O R = Oral Response/Report
W E = Written Evidence
T C = Technology
O = Other – Specify in "Other" Column

Record the time period the competencies listed below were demonstrated (Start date to end date): _____

Student Name	***ID#***	***Competency(ies) Demonstrated***	***Documentation Codes***	***Other Documentation***

Student Name	***ID#***	***Competency(ies) Demonstrated***	***Documentation Codes***	***Other Documentation***

Use of Transfer Code in Fixed Entry Classes

Students enrolled in one fixed entry class can transfer to another fixed entry class under certain conditions. These conditions include the following:

1. This transfer code (ET) is only to be used in fixed entry classes.
2. The student must have met the enrollment requirements for the class from which they are transferring.
3. Transfers into a class are allowed during the first two weeks (14 calendar days) of the class start date. After 14 days of the class start date, no transfers into the class will be allowed.
4. Students can not earn units in both classes. If the student has made it to the midterm point of their original class, thus earning the units associated with that class, they cannot transfer into another class using the ET code. Programs should ensure that this does not occur.
    a. When the student is dropped from the original class, the user should record the drop code ("D") on that date. A custom class exit code can be created to indicate the reason for the drop is a Transfer. This can then be used at the time the "D" is recorded.
5. When enrolling a student in a fixed entry class beyond the first three days of the class, the ET code is used. When this code is used, two boxes appear in DAISI. The user will record the student's original Class/Section No and the reason for the transfer.

The original Class/Section No field allows the user to record the Class/Section No the student is transferring from while the Reason for Transfer field is pre-populated with the following 4 options for users.

Reasons for Transfer:

1. Teacher Request
2. Student Request
3. Initial placement was inappropriate based on student's current level
4. Other Administrative Reason

When the ET code is used, it generates both attendance and enrollment hours. Hours earned in the original class do not transfer with the student, but if the student successfully reaches the midterm point in the class to which they have transferred, they will be eligible for all the enrollment hours and units generated by that class.

A report is available through DAISI titled "Student Transfer Report" that will list all transfers that have occurred through the use of this code. This report is accessible through the Static Reports Center.

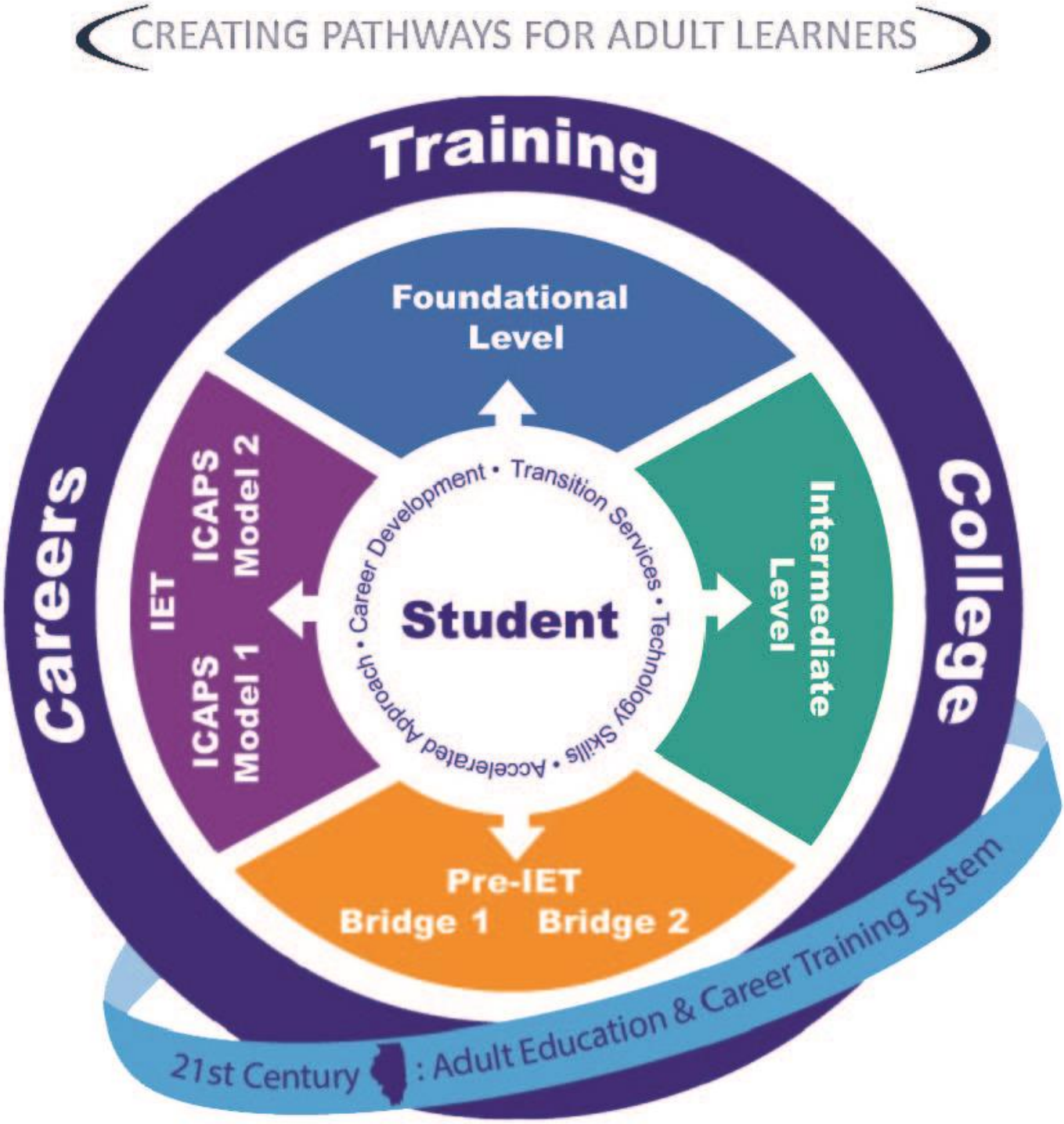
Student Transfer Report

Program Name: _____

Date report generated: _____

Time period covered: _____

Student Name	SS#	Date of Transfer	Original Class Section #:	New Class Section #:	Reason for Transfer



ICAPS
Illinois' Integrated Education and Training Models
Integrate Illinois – Skills. Jobs. Economic Opportunity.

ADULT EDUCATION CAREER PATHWAY LEVEL SKILLS

INSTRUCTION AT ALL LEVELS SHOULD INCLUDE:

- High School Equivalency (HSE) or Basic Skills Instruction
- Accelerated Instructional Approach
- Use of the Illinois Adult Education Technology Checklist
- Career development (including, but not limited to, workplace language, career readiness activities and integration of Illinois/OCTAE Essential Employability Skills)
- Transition/support services (including, but not limited to, referrals, individualized advisement, and tutoring)

FOUNDATION LEVEL ABE 1.0-3.9 AND ESL 1-2

Upon completion of this level, students could enter a career pathway with access to low-skill jobs or seek additional education/training. Instruction at this level should also include:

- Basic skills instruction in reading, writing, numeracy, and oral communication skills aligned with the College and Career Readiness Standards and appropriate Illinois Content Standards
- Basic level technology skills aligning with the Illinois Adult Education Technology Checklist
- Career development including goal setting; establishing an Illinois WorkNet account; and introduction to employability skills focusing on career, world of work, and survival skills
- Transition/support services

INTERMEDIATE LEVEL ABE 4.0-5.9 AND ESL 3-4

Upon completion of this level, students could enter a career pathway with access to low-skill jobs, seek additional training, or advance to Pre-IET Bridge Level 1. Instruction at this level builds upon elements outlined in the Foundation Level. Instruction at this level should also include:

- Intermediate basic skills instruction in reading, writing, numeracy, and oral communication aligned with the College and Career Readiness Standards and the appropriate Illinois Content Standards
- Use of Statewide Career Pathways Basic Skills Curriculum
- Use of Evidence-Based Reading Instruction (EBRI) strategies
- Development of academic plans
- Development of Intermediate level technology skills aligning with the Illinois Adult Education Technology Checklist
- Career Development including introduction to Career Pathways, development of career plans, career awareness, career exploration, job readiness skills, Illinois Essential Employability Skills, exploration of Illinois WorkNet, and introduction of career cluster knowledge and skills statements in instruction
- Transition/support services

PRE-IET BRIDGE LEVEL 1 ABE 6.0-8.9 AND ESL 5-6

Upon completion of this level, students could enter a career pathway with access to low-skill or semi-skilled jobs, seek additional training, or advance to Bridge Level 2 or IET/ICAPS Models 1 & 2. Instruction at this level builds upon elements outlined in the Intermediate Level. Instruction at this level should also include:

- Foundations for Illinois High School Equivalency/prep for computer-based test aligned with the College and Career Readiness Standards and the appropriate IL Content Standards
- Use of Statewide Career Pathways Basic Skills Curriculum/Statewide Bridge Curricula
- Workplace contextualized basic skills instruction in reading, writing, numeracy, and oral communication (Illinois Career Pathway Basic Skills Curriculum)
- Online HSE instruction (iPathways)
- Advanced level technology skills aligning with the Illinois Adult Education Technology Checklist
- Career development including use of career cluster essential knowledge and skill statements in instruction, the Illinois Essential Employability Skills Framework, and job skills and career interest inventories and activities such as building an Illinois workNet profile, developing connection to employers in the region and to a postsecondary institution, taking college entrance exams (COMPASS/ACCUPLACER, etc.), and revisiting/reevaluating/updating academic and career plans
- Transition/support services

PRE-IET BRIDGE LEVEL 2 ASE 9.0-12.9 AND ESL 6

Upon completion of this level, students could enter a career pathway with access to low-skill to semi-skilled jobs, seek additional training, enter an ICAPS Model 1 or 2, or enter postsecondary education. Instruction at this level builds upon elements outlined in the Pre-IET Bridge Level 1. Instruction at this level should also include:

- Higher level basic skills instruction aligned with the College and Career Readiness Standards and Illinois Content Standards and contextualized with a specific Career Pathway focus
- Use of Statewide Bridge Curricula or other specific Career Pathway focused curriculum
- Instruction resulting in an industry-recognized credential or stackable postsecondary certificate
- HSE completion/High School diploma completion
- Computer-based testing
- Distance learning opportunities and online instruction (iPathways)
- Advanced level technology skills aligned with the Illinois Adult Education Technology Checklist
- College success courses
- Research skills
- Career development including the use of the Illinois Essential Employability Skills Framework and the Career Cluster Essential Knowledge and Skills Statements in instruction, job shadowing, pre-apprenticeships, and mentoring
- Transition/support services

IET LEVEL ASE 11.0-12.9 AND ESL 6

Upon completion of this level students could enter a career pathway with access to an entry level skilled job or entry level technician job. In addition, students could seek additional training or education Both IET/ICAPS Models should include the three components required under WIOA: Adult Education and Literacy Activities, Workforce Preparation Activities, and Workforce Training.

ICAPS MODEL 1:

Completion of ICAPS Model 1 results in a high school equivalency, industry-recognized credentials, employment opportunities, transferrable college credit, and/or stackable college credentials. A key element of this model is team teaching, provided by an Adult Education instructor and a CTE instructor. Instruction at this level builds on Pre-IET levels and should also include:

Adult Education and Literacy Activities:

- Contextualized and Integrated Adult Education Curricula aligned with industry-recognized credentials/certificates with an emphasis on employer engagement
- Contextualized basic skills
- Shared learning objectives
- Team-taught environment
- Contextualized support course
- Advanced level technology skills aligned with the Illinois Adult Education Technology Checklist
- Transition services
- Comprehensive student support services

Workforce Preparation Activities:

- Career development/workforce preparation that should include lab work as a required component
- Instruction in Illinois Essential Employability Skills and career ready practices

Workforce Training:

- College credit-bearing Career and Technical Education resulting in industry recognized credentials, transferrable college credit, and/or stackable college credentials

ICAPS MODEL 2:

Completion of ICAPS Model 2 results in a high school equivalency, industry-recognized credentials, employment opportunities, and has a possible connection to college credit. A key element of this model is team teaching, provided by an Adult Education instructor and a CTE instructor. Instruction at this level builds on Pre-IET levels and should also include:

Adult Education and Literacy Activities:

- Contextualized and Integrated Adult Education Curricula aligned with industry-recognized credentials/certificates with an emphasis on employer engagement
- Contextualized basic skills
- Shared learning objectives
- Team-taught environment
- Contextualized support course
- Advanced level technology skills aligning with the Illinois Adult Education Technology Checklist
- Transition services
- Comprehensive student support services

Workforce Preparation Activities:

- Career development/workforce preparation that should include lab work as a required component
- Instruction in Illinois Essential Employability Skills and career ready practices

Workforce Training:

- Technical/workforce training resulting in industry recognized certificates/credentials or employment opportunities
- Possible articulation agreement with community college for credit for certificate/credential earned

Career Pathways

A career pathway means a combination of rigorous and high-quality education, training, and other services that aligns both vertically and horizontally across Secondary Education, Adult Education, Workforce Training and Development, Career and Technical Education, and Postsecondary Education systems, pathways, and programs. Collaborative partnerships with these entities and business and industry, along with human service agencies, corrections, and other community stakeholders, serve as the foundational structure for high-quality and sustainable career pathways. A career pathway also includes multiple entry and exit points to facilitate individuals to build their skills as they progress along a continuum of education and training and advance in sector-specific employment.

The following guidance should help policymakers and practitioners implement state, regional, and local career pathways. The guidance is meant to clarify how a successful pathway—often comprised of one or more career pathway programs—should operate. This guidance also addresses the career pathway system, which sets the policies and procedures that shape career pathways and can assist with strong pathway development and sustainability. A-G represents elements of the WIOA Career Pathways definition, with added guidance to clarify and provide additional detail for each element.

(A) Aligns with the skill needs of industries in the economy of the State or regional economy involved;

Career pathways should:

- Use labor market data, informed by state, regional, and local employers, to design sector-focused programs that meet the needs of the employers in the state, regional, and local economies.
- Regularly and meaningfully engage employers at every stage of pathway development in an interactive, ongoing relationship[1] and encourage employers to assume leadership roles
- Identify the certifications, licenses, and industry-recognized credentials that state, regional, and local employers require and craft programs leading to them.

(B) Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the National Apprenticeship Act.[2]

Career pathways should:

- Enable lifelong learning that ensures youth and adult participants can gain entry to and advance, as desired, through successive education and training programs, leading to stackable credentials[3] in a given occupational cluster.
- Lead to jobs in increasingly high-skill, high-wage, and/or high-demand industries.

[1] "Meaningful employer engagement" is the process by which State and/or local stakeholders (e.g. training providers, colleges, workforce boards) convene with local and regional industry employers to discuss the skill and credential needs of their workforce and ways in which education and training programs can best prepare individuals.
[2] The Act of August 16, 1937 (commonly known as the "National Apprenticeship Act"; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.).
[3] A stackable credential is part of a sequence of credentials that can be accumulated over time and move an individual along a career pathway or up a career ladder.

- Ensure access and appropriate services for the targeted populations included in the State of Illinois Workforce Innovation and Opportunity Act Unified State Plan.[4]

(C) Includes counseling to support an individual in achieving the individual's education and career goals;

Career pathways should:

- Ensure participants have access to career exploration, academic advising, support with transitions through the pathway, and comprehensive individualized support services, such as, but not limited to, child care, transportation, and financial aid (where appropriate).
- Involve partnerships among K-12, postsecondary educational institutions, workforce training and development agencies, public and private employers, workforce boards, human services providers, and other partners to ensure participant access to the above services.

(D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities[5] and training for a specific occupation or occupational cluster;

Career pathways should:

- Include career-focused instruction that integrates academic and technical content with foundational professional skills[6], which are skills needed for success in education, and training, career, and life.
- Offer opportunities for work-based learning[7] experiences.
- Offer job placement assistant services that are tailored to participant needs at different points along the pathway.

(E) Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

Career pathways should:

- Offer quality, non-duplicative training, coursework, assignments, and assessments[8] to accelerate progress, maximize credit and credential attainment, and increase student success.
- Encourage concurrent enrollment and early college credit opportunities that support progression through the pathway.

---

[4] Priority populations identified in the State of Illinois Workforce Innovation and Opportunity Act Unified State Plan are: Long-term unemployed; Low-income adults; Low literacy adults, including those without a high school diploma; Low-skilled adults; Individuals with disabilities, including youth with disabilities; Those receiving public assistance; Out-of-school youth; Veterans; Migrant and seasonal farm workers; Re-entry individuals (ex-offenders); English Language Learners; Older individuals; Homeless individuals; Single parents; Youth in the foster system or who have aged out; Displaced homemakers; Veterans with disabilities; Indians, Alaska Natives, and Native Hawaiians.

[5] "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 self-management skills, including 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. WIOA HR 803, SEC. 203. DEFINITIONS (17)

[6] "Foundational professional skills" (often also called "soft skills" or "essential skills") are the skills needed for success in college, career, and life, such as, but not limited to, punctuality, communication, collaboration, and problem-solving.

[7] Work-based learning provides participants with work-based opportunities to practice and enhance the skills and knowledge gained in their program of study or industry training program, as well as to develop employability. Examples include: Internships, service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, and apprenticeships.

[8] Non-duplicative (across education and training partners) assessments of participants' education, skills, competencies, assets, and support service needs as they move through a career pathway and its programs.

- Offer participant-focused education and training that incorporates flexible class formats, locations, and times that makes learning accessible and achievable for all populations. Strategies include, but are not limited to, modularized curriculum[9], contextualized curriculum and instruction[10], and virtual learning.

(F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and

Career pathways should:

- Create partnerships between programs that serve youth and adults of all skill levels to ensure that participants can in time earn a recognized postsecondary credential[11], as desired.
- Enable participants to gain entry to or advance within a given sector or occupational cluster, facilitate efficient transitions to continuing education, and incorporate stackable and portable industry-recognized credentials.
- Facilitate co-enrollment in programs administered by the core[12] and required[13] partners (as defined by WIOA), in addition to Supplemental Nutrition Assistance Program Employment & Training (SNAP E&T).

(G) Helps an individual enter or advance within a specific occupation or occupational cluster.

Career pathways should:

- Involve partnerships with employers to support participant educational and career advancement through on-the-job training, customized training, corporate training, incumbent worker training[14], and other work-based training strategies.
- Overcome barriers to entry to ensure that participants with diverse backgrounds and experience have the opportunity to enroll and succeed in a pathway.

An effective and efficient career pathway will also commit to equity for all participants and potential participants and continuous improvement. To ensure that is possible, the system will:

- Collect, share, and use evidence to identify and eliminate barriers to participant access and success.
- Include shared qualitative and quantitative evaluation of participant outcomes, with a focus on equity of access and services across participant groups, to inform the improvement of all programs within the pathway as well as the pathway itself.

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[9] "Modularized curriculum" is curriculum that is divided into shorter, 'self-contained' segments or chunks of instruction. The common module length can vary depending upon content, format, and schedule of the course.

[10] "Contextualized curriculum and instruction" is the practice of systematically connecting basic skills and academic instruction to industry, or occupational content.

[11] "Recognized post-secondary credential", as defined by the Workforce Innovation and Opportunity Act, means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree. https://www.doleta.gov/wioa/Docs/wioa-regs-labor-final-rule.pdf WIOA sec. 3(52)

[12] Core programs within WIOA are: WIOA Title I (Adult, Dislocated Worker and Youth formula programs) administered by Department of Labor (DOL); Adult Education and Literacy Act programs administered by the Department of Education (DoED); Wagner-Peyser Act employment services administered by DOL; and Rehabilitation Act Title I programs administered by DoED.

[13] Required programs within WIOA are: Career and Technical Education (Perkins), Community Services Block Grant, Indian and Native American Programs, HUD Employment and Training Programs, Job Corps, Local Veterans' Employment Representatives and Disabled Veterans' Outreach Program, National Farmworker Jobs Program, Senior Community Service Employment Program, Temporary Assistance for Needy Families (TANF), Trade Adjustment Assistance Programs, Unemployment Compensation Programs, and YouthBuild

[14] "Incumbent worker training" is training that is developed with an employer or employer association (group of employers) to retain a skilled workforce or avert the need to lay off employees by assisting the workers in obtaining the skills necessary to retain employment.

- Disaggregate participant-level data to identify inequities in performance among participant groups and improve the outcomes of different participant groups.
- Include shared qualitative and quantitative evaluation of effectiveness in serving employers (the business community) in order to inform strategies for improvement.

Illinois HSE Exam Options

	General Education Development Test (GED)	High School Equivalency Test (HiSET)	Test Assessing Secondary Completion (TASC)
Publisher	GED Testing Service (GEDTS)	Educational Testing Services (ETS)	CTB / Data Recognition Corporation (DRC)
Price	$80 GED fees + $40 local fees $120 total	$50 HiSET fees + $40 local fees $90 total	$54 TASC fees + $40 local fees $94 total
Format	Computer-based test only	Computer-based and paper/pencil	Computer-based and paper/pencil
Retesting Policy	Two retests per calendar year are discounted. Students do not need to purchase the full battery all at once in order to qualify for discounted retests. $10 per subset or $40 for full battery.	Two retests per calendar year are discounted. Students do not need to purchase the full battery all at once in order to qualify for discounted retests. $8 per subset or $40 for full battery.	Two retests per calendar year are discounted. Students do not need to purchase the full battery all at once in order to qualify for discounted retests. $8 per subset or $40 for full battery.
Can a student start on one exam and finish on another?	No. Students cannot combine scores from the HSE exams. Students must complete all sections of one of the HSE exams in order to meet the HSE exam requirement.		
Is the exam aligned to the Common Core State Standards?	Yes	Yes	Yes
Testing Time	7 hours 5 minutes	7 hours 5 minutes	7 hours 40 minutes (English) 8 hours 10 minutes (Spanish)
Sections	Mathematical Reasoning Social Studies Science Reasoning through Language Arts	Mathematics Social Studies Science Language Arts - Reading Language Arts - Writing	Mathematics Social Studies Science Reading Writing
Payment Options on Online Model	Credit/Debit Voucher E-check	Credit/Debit Voucher E-check	Credit/Debit Voucher (*Coming soon*)
Scoring	Min. passing per subtest: 145 College and career readiness per subtest: 165	Min. passing per subtest: 8* College and career readiness per subtest: 15 Min. passing for total battery: 45 *Min. passing for Writing: 8 and at least 2 out of 6 on the essay.	Min. passing per subtest: 500* College and career readiness per subtest: Not calculated *Min. passing for Writing: 500 and at least 2 out of 8 on the essay.
Certificate Received	Illinois High School Equivalency Certificate *Note: Student must also pass the U.S. and IL State Constitution Test*		
Website	https://ged.com/	http://hiset.ets.org/	http://www.tasctest.com/

AE Request for Access to the GED® Manager System

Requesting Agency Information

Name of Requesting Agency: _____

Street Address: _____

City: _____ **State:** _____ **ZIP:** _____

Adult Education Program Director's Name: _____

Adult Education Program Director's Title: _____

Adult Education Program Director's Phone Number: _____

Adult Education Program Director's Email Address:

I recommend that the following person(s) be given access to the GED® Manager System:

User Name: _____

User Title: _____

User Phone Number: _____

User Email Address:

User Name: _____

User Title: _____

User Phone Number: _____

User Email Address:

User Name: _____

User Title: _____

User Phone Number: _____

User Email Address:

User Name: _____

User Title: _____

User Phone Number: _____

User Email Address:

Adult Education Administrator's Approval

With my signature below I indicate that I understand and agree to the following: By granting access to this system I am allowing the above named person(s) to access confidential and sensitive, personally-identifiable, test-taker information and that I accept full responsibility for ensuring that this information will be kept confidential and will not be used inappropriately by said person. I also understand that I must inform the ICCB of any changes or terminations to ensure the security of this information.

_____ _____

Adult Education Program Director's Signature Date

Email completed form to ilhseiccb@iccb.state.il.us or Fax to 217-558-6700.

Request to Access GED Manger for Illinois CORRECTIONS

Pearson VUE Testing Center Location Information

Name of Pearson VUE Testing Center: _____

Pearson VUE Testing Site Number: _____

Street Address: _____

City: _____ State: _____ ZIP: _____

In what COUNTY is the testing center located? _____

Primary Test Administrator Name: _____

Primary Test Administrator Phone Number: _____

Primary Test Administrator Email Address: _____

User 1 Information

User Name: _____

User Title: _____

User Phone Number: _____

User Email Address: _____

Please provide a brief description of what this user will be using GED Manager for:

User 2 Information

User Name: _____

User Title: _____

User Phone Number: _____

User Email Address: _____

Please provide a brief description of what this user will be using GED Manager for:

Send completed form to ilhseiccb@iccb.state.il.us or fax to 217-558-6700

Request to Access GED Manager for Corrections (continued)

User 3 Information

User Name: _____

User Title: _____

User Phone Number: _____

User Email Address: _____

Please provide a brief description of what this user will be using GED Manager for:

User 4 Information

User Name: _____

User Title: _____

User Phone Number: _____

User Email Address: _____

Please provide a brief description of what this user will be using GED Manager for:

User 5 Information

User Name: _____

User Title: _____

User Phone Number: _____

User Email Address: _____

Please provide a brief description of what this user will be using GED Manager for:

User 6 Information

User Name: _____

User Title: _____

User Phone Number: _____

User Email Address: _____

Please provide a brief description of what this user will be using GED Manager for:

Request to Access GED Manager for Corrections (continued)

User 7 Information

User Name: _____

User Title: _____

User Phone Number: _____

User Email Address: _____

Please provide a brief description of what this user will be using GED Manager for:

User 8 Information

User Name: _____

User Title: _____

User Phone Number: _____

User Email Address: _____

Please provide a brief description of what this user will be using GED Manager for:

User 9 Information

User Name: _____

User Title: _____

User Phone Number: _____

User Email Address: _____

Please provide a brief description of what this user will be using GED Manager for:

User 10 Information

User Name: _____

User Title: _____

User Phone Number: _____

User Email Address: _____

Please provide a brief description of what this user will be using GED Manager for:

Curriculum Publications Clearinghouse

Horrabin Hall 71b Western Illinois University 1 University Circle (309) 298-2285 • (800) 322-3905 Macomb, IL 61455-1390 FAX (309) 298-2288

Order Form GED Tests / Constitution Test Materials

Select One: **Shipping Address:**

Regional Office of Education #: _____ Attn: _____
Testing Center ID #: _____
Address: _____
Other: : _____
Address: _____
_____
City, State, Zip:_____
Comments or Directions: _____
Daytime Telephone: _____
_____
Email: _____

Requested by: _____ Date: _____
(Signature)

Item Number	Product	Quantity
CTCCE	Illinois HSE Testing Program Constitution Tests: Form CC (English)	
CTCCS	Illinois HSE Testing Program Constitution Tests: Form CC (Spanish)	
CTDDE	Illinois HSE Testing Program Constitution Tests: Form DD (English)	
CTDDS	Illinois HSE Testing Program Constitution Tests: Form DD (Spanish)	
CTSAE	Illinois HSE Testing Program Constitution Scantron Answer Sheets (English)	
CTSAS	Illinois HSE Testing Program Constitution Scantron Answer Sheets (Spanish)	
Note: Please continue to order High School Equivalency Certificates directly from ICCB.		

Cook County HSE Records Office
Constitution Test Scoring Cover Sheet

100 W Randolph St, Suite 2-010 ● Chicago, Illinois 60601 Phone: (312) 814-4488● Facsimile: (312) 814-8993
Website: www.cookcountyged.org ● Email: customerservice@cookcountyged.org

To: Angélica E. Jiménez
Illinois Community College Board
Attn: Cook County HSE Records
100 W Randolph St, Suite 2-010
Chicago, IL 60601

From: _____

Date: _____

Enclosed are _____ Constitution answer sheets.

These exams were administered on _____/_____/_____.

(Note: If we receive answer sheets with multiple dates on them, we will use the most recent date)

Institution Name: _____

Attention: _____

Street Address: _____

City, State & Zip: _____

Phone Number: _____

E-mail address: _____

Test Site Code: _____

Please indicate your choice for receiving the Constitution results:

_____ Mail the results to the above address.

_____ Fax the results to (_____) _____

_____ E-mail the results to _____

Request To Administer the IL Computer-Based Constitution Test (CBCT)

Requesting Agency Information

Name of Requesting Agency: _____

Street Address: _____

City: _____ **State:** _____ **ZIP:** _____

Adult Ed. Administrator Name: _____

Adult Ed. Administrator Title: _____

Adult Ed. Administrator Phone Number: _____

Adult Ed. Administrator Email Address: _____

Adult Education Program Information

For Internal Use Only: Test Center Code: _____

Name and Location of CBCT Testing Site if Different from Above: (If Same As Above Check Here: ☐)

Street Address: _____

City: _____ State: _____ ZIP: _____

Please provide information for each person you wish to be able to administer the Computer-Based Constitution Test.

CBCT Examiner(s) Information (you may use another form for additional examiners)

CBCT Examiner Name: _____

CBCT Examiner Phone Number: _____

CBCT Examiner Email Address: _____

CBCT Examiner Name: _____

CBCT Examiner Phone Number: _____

CBCT Examiner Email Address: _____

CBCT Examiner Name: _____

CBCT Examiner Phone Number: _____

CBCT Examiner Email Address: _____

Adult Education Administrator's Approval

With my signature below I indicate that I understand and agree to the following: By granting access to this system I am allowing the above named person(s) to access confidential and sensitive, personally-identifiable, test-taker information and that I accept full responsibility for ensuring that this information will be kept confidential and will not be used inappropriately by said person. I also understand that I must inform the ICCB of any changes or terminations to ensure the security of this information.

Adult Education Administrator's Signature _____ Date _____

Email completed form to ilhseiccb@iccb.state.il.us or Fax to 217-558-6700.

Request to Administer the GED® Tests in Illinois

Requesting Agency Information

Name of Requesting Agency: _____

Street Address: _____

City: _____ **State:** _____ **ZIP:** _____

Chief Administrative Officer Name: _____

Chief Administrative Officer Title:

Chief Administrative Officer Phone Number: _____

Chief Administrative Officer Email Address: _____

Agency Website URL: _____

Please provide a brief description of your organization and the potential testing site/location:

Why does your organization wish to administer the GED® exam?

Why do you believe your organization is suited to administer the GED® exam?

Request to Administer the GED® Tests in Illinois (continued)

Are you applying to be a private or public (i.e., accepting walk-in candidates) testing site? If private, please provide a justification demonstrating the need for a closed location. *Please note, testing sites are often approved based on location and target demographics they can serve.*
Is your organization also applying to offer an additional high school equivalency exam (HiSET® and/or TASC™)?

Pearson VUE Testing Center Location Information

Are you currently an approved Pearson VUE Testing Site? ☐ Yes (complete the information below) ☐ No, but we've begun the application process ☐ No, but we will apply (specify when) _____

Name of Pearson VUE Testing Center: _____

Street Address: _____

City: _____ State: _____ ZIP: _____

In what COUNTY is the testing center located? _____

Pearson VUE Testing Site Number: _____

Primary Test Administrator Name: _____

Primary Test Administrator Phone Number: _____

Primary Test Administrator Email Address: _____

Send completed form to ilhseiccb@iccb.state.il.us or fax to 217-558-6700.

Request to Administer the HiSET® Tests in Illinois

Requesting Agency Information

Name of Requesting Agency: _____

Street Address: _____

City: _____ **State:** _____ **ZIP:** _____

Chief Administrative Officer Name: _____

Chief Administrative Officer Title:

Chief Administrative Officer Phone Number: _____

Chief Administrative Officer Email Address: _____

Agency Website URL: _____

Please provide a brief description of your organization and the potential testing site/location:

Why does your organization wish to administer the HiSET® exam?

Why do you believe your organization is suited to administer the HiSET® exam?

Request to Administer the HiSET® Tests in Illinois (continued)

Are you applying to be a private or public (i.e., accepting walk-in candidates) testing site? If private, please provide a justification demonstrating the need for a closed location. *Please note, testing sites are often approved based on location and target demographics they can serve.*
Is your organization also applying to offer an additional high school equivalency exam (GED® and/or TASC™)?

ETS Testing Center Location Information

Are you currently an approved ETS Testing Site? ☐Yes (complete the information below) ☐No, but we've begun the application process ☐No, but we will apply (specify when) _____

Name of ETS Testing Center: _____

Street Address: _____

City: _____ State: _____ ZIP: _____

In what COUNTY is the testing center located? _____

ETS Testing Site Number: _____

Primary Test Administrator Name: _____

Primary Test Administrator Phone Number: _____

Primary Test Administrator Email Address: _____

Send completed form to ilhseiccb@iccb.state.il.us or fax to 217-558-6700.

Request to Administer the TASC™ Tests in Illinois

Requesting Agency Information

Name of Requesting Agency: _____

Street Address: _____

City: _____ **State:** _____ **ZIP:** _____

Chief Administrative Officer Name: _____

Chief Administrative Officer Title:

Chief Administrative Officer Phone Number: _____

Chief Administrative Officer Email Address: _____

Agency Website URL: _____

Please provide a brief description of your organization and the potential testing site/location:

Why does your organization wish to administer the TASC™ exam?

Why do you believe your organization is suited to administer the TASC™ exam?

Request to Administer the TASC™ Tests in Illinois (Continued)

Are you applying to be a private or public (i.e., accepting walk-in candidates) testing site? If private, please provide a justification demonstrating the need for a closed location. *Please note, testing sites are often approved based on location and target demographics they can serve.*
Is your organization also applying to offer an additional high school equivalency exam (GED® and/or HiSET®)?

CTB/DRC Testing Center Location Information

Are you currently an approved CTB/DRC Testing Site? ☐ Yes (complete the information below) ☐ No, but we've begun the application process ☐ No, but we will apply (specify when) _____

Name of CTB/DRC Testing Center: _____

Street Address: _____

City: _____ State: _____ ZIP: _____

In what COUNTY is the testing center located? _____

CTB/DRC Testing Site Number: _____

Primary Test Administrator Name: _____

Primary Test Administrator Phone Number: _____

Primary Test Administrator Email Address: _____

Send completed form to ilhseiccb@iccb.state.il.us or fax to 217-558-6700.

Americans with Disabilities Act (ADA) Annual Report Form

(Due by June 30 each year)

Program Name: _____

Person completing form: _____

Fiscal Year: _____

For each category below, enter the totals for all Adult Education students served this past fiscal year.

_____ Number of students disclosing any type of disability

_____ Number of students referred for learning disabilities diagnosis

_____ Number of students with diagnosed learning disabilities served

_____ Number of students approved for HSE testing accommodations

_____ Number of students approved for GED® testing accommodations from GEDTS

_____ Number of students approved for HiSET® testing accommodations

_____ Number of students approved for TASC™ testing accommodations

_____ Number of students who received instructional accommodations

Provide the following contact information for your program's ADA Coordinator:*

Name: _____

Address: _____

Email: _____

Phone Number: _____

_____ _____

Signature of Person Completing this Form Date

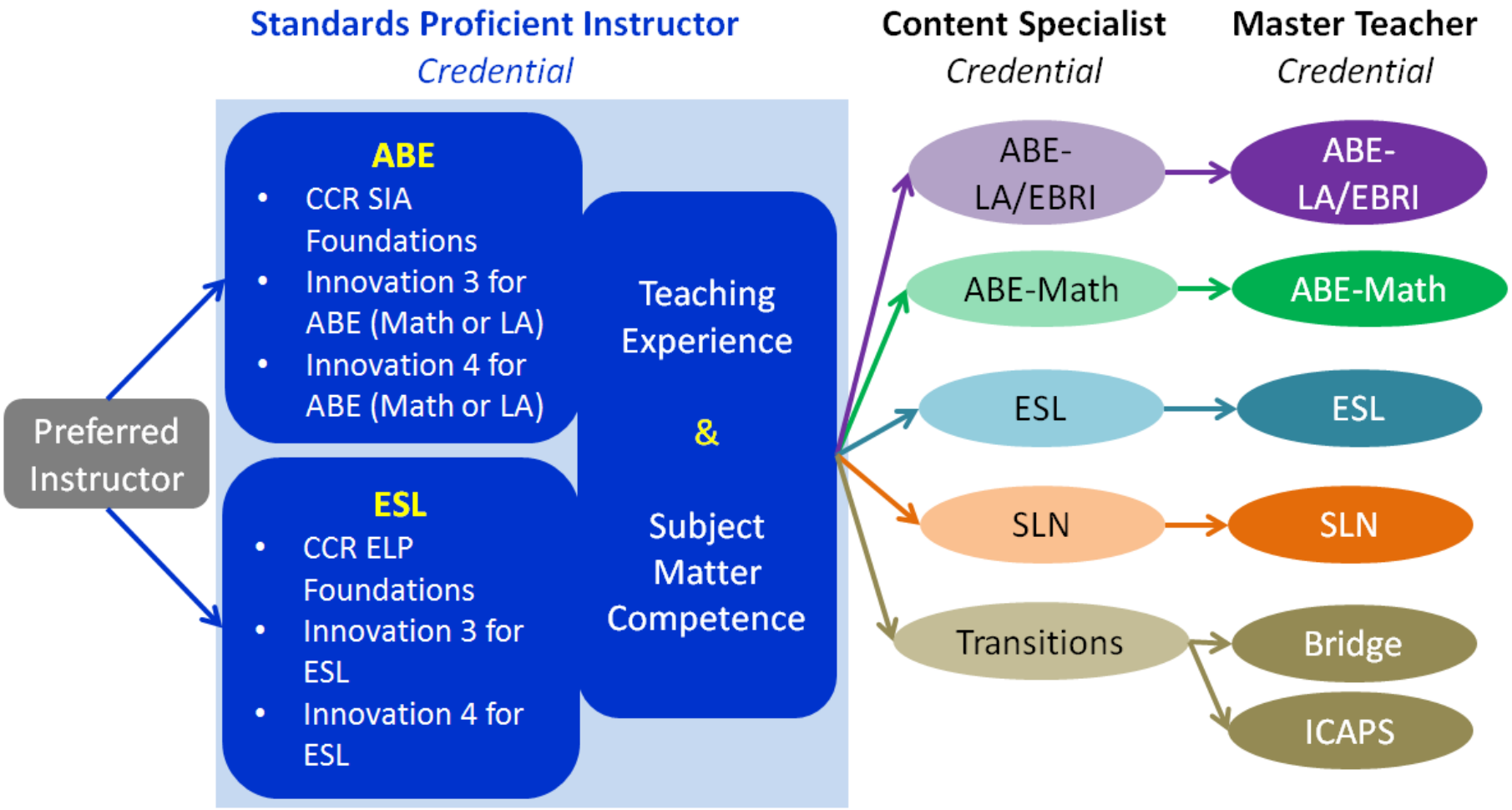
Submit completed form to:

Associate Director for Program Compliance
Illinois Community College Board
401 E. Capitol Ave.
Springfield, IL 62701

*If the ADA coordinator at your program changes during the year, updated name and contact information must immediately be provided to the ICCB Associate Director for Program Compliance.

Illinois Community College Board Adult Education & Literacy

Instructional Staff Professional Pathway

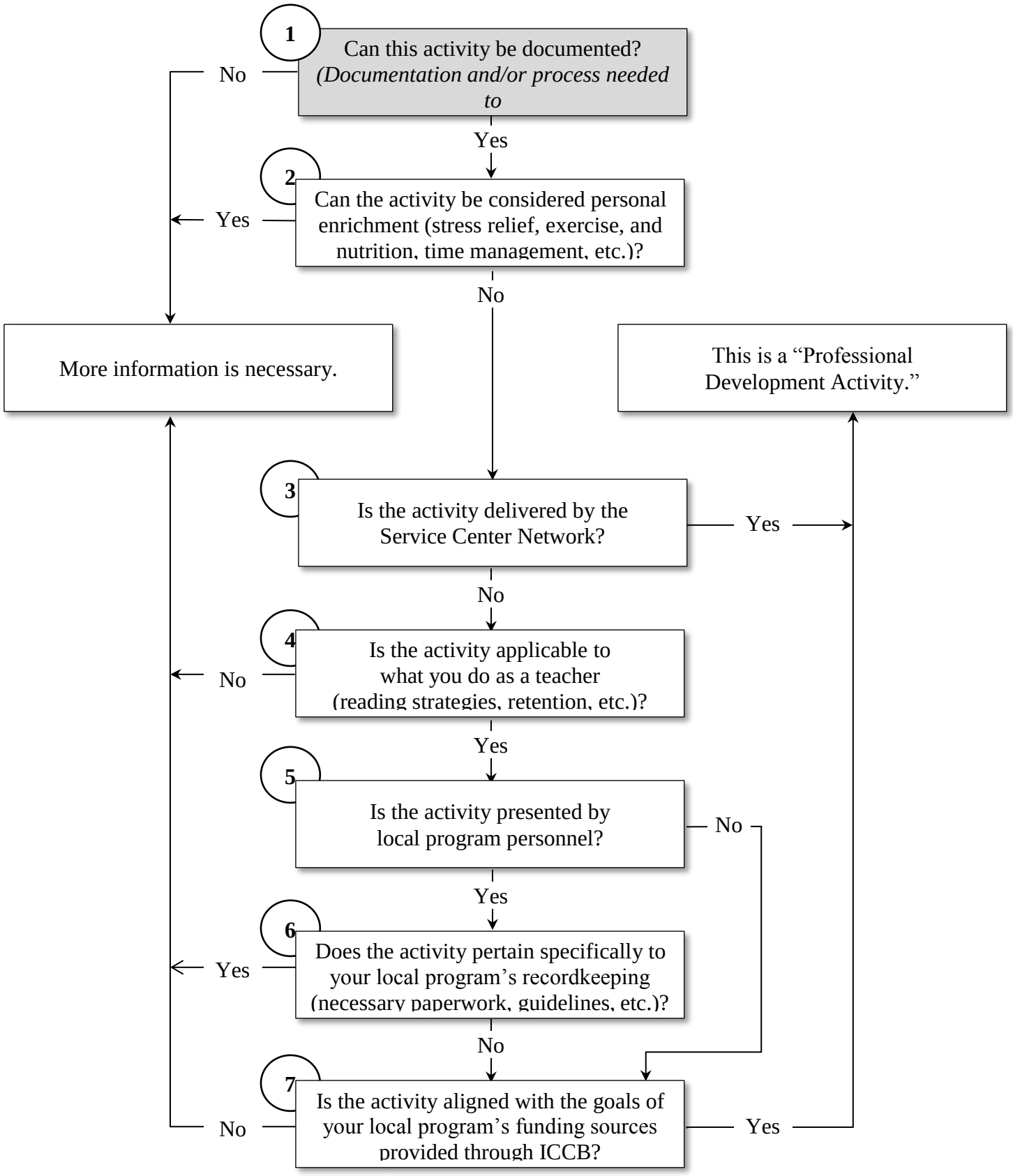


*For more detailed Information, see the appropriate Instructional pathway document

**Credential will be issued by ICCB

Professional Development Activity Flowchart for Instructional Staff

Professional Development includes activities that contribute to student success. Ultimately, the local program administrator is responsible for deciding what qualifies as Professional Development as referred to in the local program's program improvement plan and RFP. The following flowchart provides some guidelines for deciding whether an activity qualifies as a "Professional Development Activity." See narrative for further explanation and examples.



Using the Professional Development Activity Flowchart

Professional Development includes activities that contribute to student success. Ultimately, the local program administrator is responsible for deciding what qualifies as Professional Development as referred to in the local program's program improvement plan and its RFP. The attached flowchart provides some guidelines for deciding whether an activity qualifies as a "Professional Development Activity".

① *Documentation*

First, the flowchart asks, "Can the activity be documented?" Programs are responsible for maintaining records of instructor participation in "Professional Development Activities." Each program determines what constitutes acceptable documentation. For instance, depending upon the type of activity, some programs may require a copy of the agenda or handouts (when available). Other programs may require a short written report of the concepts covered in the activity. If the activity cannot be documented, more information is needed before the local program director accepts the activity as a "Professional Development Activity."

② *Personal Enrichment*

The next question is, "Can the activity be considered personal enrichment?" Workshops and other trainings are available regarding a variety of topics. "Professional Development Activities" do not usually include those regarding topics such as crafting, stress management, exercise, investing, etc. There may be instances, however, when it does. Therefore, if an activity falls in one of these categories, more information is needed before the local program director accepts the activity as a "Professional Development Activity."

③ *Service Center Activities*

Next, the flowchart asks, "Is the activity delivered by the Service Center Network?" Illinois Service Centers deliver "Professional Development Activities." If the activity is delivered by a Service Center, no additional information is necessary.

④ *Teaching*

Next, the flowchart asks, "Is the activity applicable to what you do as a teacher?" A "Professional Development Activity" should be directly applicable to **what an instructor does in the classroom to promote student success**. A workshop on Reading Strategies would be applicable for an ABE/GED teacher. It may or may not be applicable to an ESL teacher. Likewise, a workshop on Spanish grammar may be applicable to an ESL teacher, but may or may not be applicable to a GED teacher. If there is not a direct link from the activity to the classroom, more information is needed before the local program director accepts the activity as a "Professional Development Activity."

⑤ *&* ⑥ *Local Program Personnel, Policy, and Paperwork*

The next two questions, "Is the activity presented by local program personnel?" and "Does the activity pertain specifically to your local program's recordkeeping?" are intended to address staff meetings and other local events. Many of those activities (such as a new teacher orientation covering adult learning theory, reading strategies, and group work) have a direct link to **what an instructor does in the classroom to promote student success.** Those activities regarding specific programmatic issues (such as office procedures and logistics) require more information before the local program director accepts the activity as a "Professional Development Activity."

⑦ *Adult Education and Literacy Grant*

The last question, "Is the activity aligned with the goals of your local program's funding sources provided through ICCB?" is a final reminder that the "Professional Development" includes only those activities that contribute to student success via the instructional services agreed upon in the RFP. For instance, a teacher may attend a workshop regarding the recruitment and retention of CNA students. This workshop may have a direct link to what the instructor does in the classroom to promote student success; however, if the program is not funded to provide this vocational training, the activity is not aligned with the goals of the local program's funding sources through ICCB and more information is necessary before the local program director accepts the activity as a "Professional Development Activity".

Flowchart Examples

University Class

Taking a university class is one option that instructional staff may choose as a professional development activity. Since the over-arching goal of professional development for instructional staff is to improve teaching effectiveness and thereby contribute to improved student success, any class that is attempted must be geared to that goal.

As an example, consider an instructor who enrolls at the local university in an Art History course. Using the flow chart, consider the questions in each of the seven numbered boxes:

1. *Can the activity be documented?* Yes.
2. *Can the activity be considered personal enrichment?* Perhaps. Art History, for example, may be of personal interest to the instructor and may be part of a transfer plan that the instructor is considering for class use. In that case, more information is needed in order to determine if this is a "professional development activity." If the activity is not for personal enrichment, then the next question is:
3. *Is the activity delivered by the Service Center Network?* No. Go to Step 4.
4. *Is the activity related to other adult educator in similar adult education programs?* Answer is probably no. Again, more information is needed.

Regional Workshop

Adult Educators have a variety of workshops available from which to choose. A variety of individuals, organizations, and institutions deliver these workshops. For example, a Regional Office of Education may hold an Institute that would include a session on improving student test scores and another on meth labs. Using the flowchart, the session on meth labs would not qualify, while the one on improving test scores might.

1. *Can this activity be documented?* Yes, there is a sign-in sheet and various handouts.
2. *Can the activity be considered personal enrichment?* No.
3. *Is the activity delivered by the Service Center Network?* No.
4. *Is the activity applicable to what you do as a teacher*? Probably not for the session on meth labs. More information is necessary. Regarding the session on test scores, continue to question 5.
5. *Is the activity presented by local program personnel?* No. Continue to question 6.
6. *Is the activity aligned with the goals of your local program's funding sources provided through ICCB?* Probably. Thus, the session on improving test scores could be considered a "Professional Development Activity."

Staff Meeting

Staff meetings are common. Some of these meetings may qualify as a "Professional Development Activity." However, some may not. Consider the following example:

The teachers of a program participate in a 3-hour staff meeting led by the local program administrator. The agenda for the meeting includes a 2-hour review of record keeping – forms, procedures, etc., for things like travel, grading, and attendance. One hour of the agenda is devoted to a discussion of classroom strategies. A teacher has submitted this meeting for credit as a "Professional Development Activity."

1. *Can this activity be documented?* Yes, there are handouts, forms, and a sign-in sheet.
2. *Can the activity be considered personal enrichment?* No.
3. *Is the activity delivered by the Service Center Network?* No.
4. *Is the activity applicable to what you do as a teacher*? Yes.
5. *Is the activity presented by local program personnel?* Yes. Stop. More information is needed. For example, if the review was specific to local programmatic issues, this activity probably does not count. However, since part of the meeting included a discussion of classroom strategies, the administrator may decide that the discussion portion of the meeting can be considered a "Professional Development Activity".

Action Research

Participating in action research is another activity an instructor may choose for professional development.

For example, perhaps a program plans to have teachers use reading instruction strategies with ABE students to determine if student outcomes can be improved. First, teachers set a personal professional development goal to improve his or her reading instruction. Then, an in-service introduces a few strategies. Next, teachers use these strategies in the classroom and keep a log of his or her reflections.

The teachers forward the logs to a coordinator who provides feedback and support as necessary. Finally, the program compares student learning gains with those of the previous fiscal year.

1. *Can the activity be documented?* Yes. There will be attendance at trainings, written personal professional development plans, teachers' logs and a report at the end documenting the learner gains and comparisons.
2. *Can the activity be considered personal enrichment?* No
3. *Is the activity delivered by the Service Center Network?* No
4. *Is the activity applicable to what you do as a teacher?* Yes. The activity is directly connected to classroom instruction.
5. *Is the activity presented by local program personnel?* Yes. The in-services were given by the program coordinator, and all of the other work of the project is being done by program staff.
6. *Does the activity pertain specifically to your local program's recordkeeping?* No
7. *Is the activity aligned with the goals of your local program's funding sources provided through ICCB?* Yes. The program planned for this activity and budgeted for it using ICCB funds allocated for professional development.

Adult Education and Literacy
Student Separation Form

Last Name: _____

First Name: _____

Last 4 digits of SSN or Student ID#: _____

Birth date: _____

Separation Date: _____

Separation Reason (Check one):

	1. Entered Employment
	2. Met Personal Objective
	3. Lack of Interest, Instruction Not Helpful to Participant
	4. Illness/Incapacity
	5. Lack of Transportation Resources
	6. Lack of Dependent/Childcare Resources
	7. Family Problems
	8. Time and/or Location of Services Not Feasible
	9. Moved
	10. For Other Known Reasons
	11. Cannot Locate or Contact

Acknowledgement of Confidentiality and Appropriate Use of the DAISI System

(Data and Information System – Illinois)

Illinois Community College Board
401 East Capital Avenue
Springfield, IL 62701-1711

Authorized users are required to preserve the confidentially of all DAISI records and information.
Authorized users must adhere to the following standards of appropriate use.

1. All users granted access to the DAISI system must comply with all requirements of the Family and Educational Privacy Act (FERPA). Additional information related to FERPA can be found at the US Department of Education website.
2. Unauthorized use or access to DAISI records and information is prohibited.
3. Access to DAISI may only be used for work associated with the Adult Education and Literacy program.
4. Users are prohibited from exposing any DAISI records or reports except in the execution of normal duties and responsibilities.
5. Users are prohibited from sharing information revealing student level personal information with unauthorized personnel.
6. Users agree to maintain log in and password security. Disclosure or sharing of access information is prohibited.
7. Users agree to maintain adequate security precautions for access, use, retention, and disposal of student data and agree to exit DAISI before leaving computer unattended.
8. Users will immediately report any known or suspected breach of security to the program administrator and to the Associate Director for Adult Education, Program Compliance at the Illinois Community College Board.
9. Users are prohibited from including false, inaccurate, or misleading data in any records or reports.
10. Users are prohibited from personally benefiting or allowing others to benefit from knowledge of any confidential information gained through DAISI.
11. Program Administrators will ensure that as soon as DAISI access is no longer needed or warranted for an individual that any accounts granting access rights to that individual will be made inactive.
12. Violation of security precautions to protect confidential information may be a crime and may be subject to appropriate disciplinary action, legal action, and/or criminal prosecution.
13. The prohibitions, rules and regulations included in this acknowledgement are meant to supplement and not supplant any existing rules and regulations. Any additional rules and requirements of the Adult Education Provider's institution must also be followed.

I hereby acknowledge that I have read, understand, and agree to the terms of the *Acknowledgement of Confidentiality and Appropriate Use of the Data and Information System – Illinois (DAISI) Data system.*

_____ _____

Name Title

_____ _____

Signature Date

Equipment/Inventory Report

Illinois Community College Board - Adult Education and Literacy

Program Name: _____ Fiscal Year: _____

Item Number	Item Description	Item Cost $5,000 or More	Acquisition Date	Purchase Price	Source(s) of Funds Used to Pay for the Item	Cost Paid with ICCB Funds	Location	Date of Disposal	Method of Disposal	Amount of time since disposal (Calculated field)

AEL Provider Directory Update Form

Program Name:

Chief Executive Director

Name:

Title:

Address:

City, State, Zip:

Telephone:

FAX:

E-Mail:

Project Administrator

Name:

Title:

Address:

City, State, Zip:

Telephone:

FAX:

E-Mail:

Chief Fiscal Officer

Name:

Title:

Address:

City, State, Zip:

Telephone:

FAX:

E-Mail:

Project Coordinator

Name:

Title:

Address:

City, State, Zip:

Telephone:

FAX:

E-Mail:

To update your contact information on the ICCB Provider Directory, the following steps should be taken:

1. Submit a letter on Program Letterhead, signed by the President/CEO, to inform the ICCB for each update to the Provider Directory that is needed.
2. Use the provided template to identify the name, title and contact information for the 4 specified positions listed on the directory. Please note that these will be the ***only*** individuals included on the ICCB email lists.
3. Mail the original signed letter and updated Directory entry to:

   ICCB
   Associate Director for Adult Education
   Program Compliance
   401 E. Capitol Ave.
   Springfield, IL 62701

Request for Extension

Program Name: _____

APC # & Code/5-Digit College #: _____

Report: _____

Report Deadline: _____

Estimated New Date of Completion: _____

Reason for Extension Request: _____

_____

_____

_____

_____

_____

_____

_____

Printed Name and Title of Requester

_____

Signature Date

Provider Manual Section 12

ICCB Use Only Approved: _____ Denied: _____

_____

_____

Printed Name and Title of Responsible ICCB Employee

If for any reason a program cannot meet the submission deadline for a required report, the program must officially request in writing no later than 10 days prior to that deadline an extension outlining the reason for the request and providing an estimated time when the required report will be completed. (Use Request for Extension form in Appendix C.) This request for an extension should be directed to the person/department receiving the report. Upon receipt of this form, ICCB will communicate their decision in writing and keep a copy of the form/decision for their records.

Illinois National Reporting System Targets for FY2019

MEASURE	FY19 Targets
Educational Functioning Levels	
ABE Beginning Literacy (ABE 1)	61%
ABE Beginning Basic Education (ABE 2)	50%
ABE Intermediate Low (ABE 3)	44%
ABE Intermediate High (ABE 4)	37%
ASE Low (ABE 5)	40%
ASE High (ABE 6)	20%*
ESL Beginning Literacy (ESL 1)	55%
ESL Low Beginning (ESL 2)	55%
ESL High Beginning (ESL 3)	59%
ESL Intermediate Low (ESL 4)	49%
ESL Intermediate High (ESL 5)	45%
ESL Advanced (ESL 6)	25%
Rolled-up Level Completion	**45%**

*ASE High (ABE 6) Students Achieving HSE

<Provider Name>

Schedule of Federal Financial Assistance

FOR THE YEAR ENDED JUNE 30, 20XX

(sample)

Federal Grantor/Pass-Through Grantor Federal CFDA Pass Through Grantors Program or Award Beginning Fund Ending Fund Program Title	Number		Amount	Balance July 1, 20XX	Revenues	Expenditures	Balance June 20XX
U.S. Department of Education (DOE)							
Pass-through Illinois Community College Board:							
Adult Education State Grant	84.002A	NA	$xxx,xxx	-0-	$xxx,xxx	$xxx,xxx	-0-
Program (aka Federal Basic)							
IEL/CE	84.002A	NA	$xxx,xxx	-0-	$xxx,xxx	$xxx,xxx	-0-
223 Leadership	84.002A	NA	$xxx,xxx	-0-	$xxx,xxx	$xxx,xxx	-0-
TOTAL U.S DOE			$xxx,xxx	-0-	$xxx,xxx	$xxx,xxx	

Auditor's Report on Compliance with State Requirements

FOR THE ADULT EDUCATION AND LITERACY GRANT

To the Board of Trustees
<Provider Name>
Anywhere, IL XXXXX

We have audited the balance sheet of the Adult Education and Literacy grant of <Provider Name> as of June 30, 20XX, and the related statements of revenues, expenditures, and changes in fund balance - actual for the year then ended. These financial statements are the responsibility of the Institution's management. Our responsibility is to express an opinion on these financial statements based on our audit.

We conducted our audit in accordance with generally accepted audit standards and the grant policy guidelines of the Illinois Community College Board's *Adult Education and Literacy Audit Requirements*. Those standards and guidelines require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. Our audit also included a review of compliance with the provisions of laws, regulations, contracts, and grants between <Provider Name> and the state of Illinois and Illinois Community College Board. We believe that our audit provides a reasonable basis for our opinion and <Provider Name> is in compliance with the provisions of laws, regulations, contracts, and grants.

In our opinion, such financial statements referred to above present fairly, in all material respects, the financial position of the Adult Education and Literacy grant of <Provider Name> at June 30, 20XX, and the results of their operations for the year ended in conformity with generally accepted accounting principles.

CPA Firm
Anywhere, Illinois

<Provider Name>

Balance Sheet

STATE ADULT EDUCATION AND FAMILY LITERACY RESTRICTED FUNDS

AS OF JUNE 30, 20XX

(sample)

ASSETS	State Basic and Performance Totals (Memorandum Only)
Cash	
Accounts Receivable	
Deferred Expenditures	
TOTAL ASSETS	
LIABILITIES AND FUND BALANCE	
Accounts Payable	
Accrued Expenditures	
Deferred Revenue	
TOTAL LIABILITIES	
Fund Balance	
TOTAL FUNDS BALANCE	
TOTAL LIABILITIES AND FUND BALANCE	

<Provider Name>

Statement of Revenues and Expenditures

STATE ADULT EDUCATION AND FAMILY LITERACY RESTRICTED FUNDS

AS OF JUNE 30, 20XX

(sample)

	State Basic	Public Aid	Performance	Total (Memorandum Only)
Revenues:				
Grant Revenue				
Expenditures by Program:				
Instruction				
Social Work Services				
Guidance Services				
Assistive and Adaptive Equipment				
Assessment and Testing				
Student Transportation Services				
Literacy Services				
Child Care Services				
Subtotal Instructional and Student Services				
Improvement of Instructional Services				
General Administration				
Operation and Maintenance of Plant Services				
Workforce Coordination				
Data and Information Services				
Approved Indirect Costs				
Subtotal Program Support				
TOTAL COSTS				
Excess Revenue Over (Under) Expenditures				
Fund Balance July 1, 20XX				
Fund Balance June 30, 20XX				

See Notes to Financial Statements

ICCB Compliance Statement for the Adult Education and Literacy Grant

EXPENDITURE AMOUNTS AND PERCENTAGES FOR ICCB GRANT FUNDS ONLY

FOR THE YEAR ENDED JUNE 30, 20XX

(sample)

Enter the dollar amounts and percentages of actual, audited expenditures for each of the following grant streams:

State Basic	Audited Expenditure Amount	Actual Expenditure Percentage
Instruction (45% Minimum Required)		
Program Support (15% Maximum Allowed)		

ICCB ADULT EDUCATION & LITERACY

Federal Basic or IEL/CE Grant Reconciliation Form

Provider_____

Federal Grant_____

Fiscal Year_____

Line 1	ICCB Allocated Federal Grant Revenue	_____
Line 2	A133 Audited Federal Expenditures	_____
Line 3	Difference	_____

Reconciling Items - please provide detail

Line 4	Deferred Revenue, Deferred Expenditures	_____
Line 5	Other -provide detailed explanation	_____
Line 6	Total Reconciling Items	_____

Line 3 and 6 should equal

Return completed form with your A133 audit submission
(not a required report in the A133 audit)

Please complete and submit the form if there is a difference between federal grant revenue and A133 audited federal grant expenditures.