

**FY22 ESLTP Grant  
Uniform Notice of Funding Opportunity  
Summary Information**

	<b>Data Field</b>	
1.	Awarding Agency Name:	ICCB
2.	Agency Contact:	Angela Gerberding <a href="mailto:angela.gerberding@illinois.gov">angela.gerberding@illinois.gov</a>
3.	Announcement Type:	Initial announcement
4.	Type of Assistance Instrument:	Grant
5.	Funding Opportunity Number:	
6.	Funding Opportunity Title:	Career and Technical Education Early School Leaver Transition Program
7.	CSFA Number:	684-00-0822
8.	CSFA Popular Name:	ESLTP Grant
9.	CFDA Number(s):	NA
10.	Anticipated Number of Awards:	Unknown
11.	Estimated Total Program Funding:	\$600,000.00
12.	Award Range	Maximum: \$60,000.00
13.	Source of Funding:	State
14.	Cost Sharing or Matching Requirement:	Yes: 25% Either Cash or In-kind
15.	Indirect Costs Allowed  Restrictions on Indirect Costs	X Yes <input type="checkbox"/> No X Yes <input type="checkbox"/> No General administration costs are not to exceed 5% of the total allocation.
16.	Posted Date:	March 4, 2021
17.	Application Range:	March 4, 2021 through no later than <b>11:59 p.m. (CST) April 30, 2021</b>
18.	Bidders' Conferences:	The ESLTP bidder's meetings are scheduled for March 15 <sup>th</sup> at 1 PM and March 18 <sup>th</sup> at 9 AM. Please register for the conference(s) of your choice by following the link(s) below:  March 15 <sup>th</sup> : <a href="https://attendee.gotowebinar.com/register/1173370633972220428">https://attendee.gotowebinar.com/register/1173370633972220428</a>  March 18 <sup>th</sup> : <a href="https://attendee.gotowebinar.com/register/7802720962508197388">https://attendee.gotowebinar.com/register/7802720962508197388</a>

## **FY22 ESLTP Grant NOFO Supplemental**

### **A. Program Description**

This information stipulates the requirements for submitting a Competitive RFP for the Early School Leaver Transition Program (ESLTP). Eligible providers should read this information and visit the ESLTP website at: [https://www.iccb.org/adult\\_ed/funding-plans/early-school-leaver-transition-program-grant/](https://www.iccb.org/adult_ed/funding-plans/early-school-leaver-transition-program-grant/) to obtain more information about the program. The website contains information on the following topics: resources and research, curriculum framework, effective practices and professional development. This document will be posted on the Illinois Community College Board (ICCB) website at [https://www.iccb.org/adult\\_ed/funding-plans/funding/](https://www.iccb.org/adult_ed/funding-plans/funding/).

The ESLTP is designed for out-of-school youth between the ages of 16 and 24 whose NRS reading scores are at or above the 8.0 grade level equivalency and their math scores are at or above a 6.0 level. Students must demonstrate a willingness to

- Complete a secondary level of education.
- Participate in school and work-based learning (WBL) experiences related to career choices.
- Transition to postsecondary education and/or into employment.

The program is specifically aimed at helping out-of-school youth to become reoriented and motivated to complete their education by allowing students to participate in adult education instruction as well as career and work training activities.

The overarching goal of the ESLTP is to assist students in achieving high school completion or a High School Equivalency credential as the basis for entry into postsecondary education/training and meaningful employment by incorporating Model one of the Integrated Career Academic and Preparation System (ICAPS) outlined as an Integrated Education and Training (IET) model. Only those youth who demonstrate a willingness to meet these goals and who are able to benefit from this program will be enrolled.

In its vision, mission, and goals, the Illinois Community College Board (ICCB) provides successful programs for students who do not complete high school through its Adult Education and Literacy (AEL) system. The goal of the ESLTP within that system is to provide

- Alignment with the skill needs of industry within the State economy or regional economy
- Assistance to students in the completion of the High School Equivalency examination or alternative high school credit toward graduation
- Exposure to workforce employability skills (career awareness, exploration and development) as defined by the Illinois Essential Employability Skills framework

- Assistance to students in preparation for employment through work-based learning opportunities (apprenticeships, pre-apprenticeships, internships, on the job training (OJT) and job shadowing)
- Assistance for students to transition to postsecondary Career and Technical Education (CTE) programs within one of the 16 nationally recognized career clusters, specifically those identified as high growth sector needs within the geographic area
- Assistance and counseling to support students in achieving educational and career goals.
- Ensure diversity, equity, and inclusion.

The ICCB has designated funds for the ESLTP to enhance potential success and to better prepare youth to meet the demands of the workforce while assisting them in movement along a career pathway and into community college education. In order to accomplish these goals, the ESLTP activities must be coordinated with the AEL program. This will allow for better delivery of instructional activities designed to enhance academic preparation towards the completion of the High School Equivalency examination or high school credits toward graduation while providing the skills necessary for successful transitions into postsecondary education and employment.

**Allowable Activities.** Allowable expenditures include

- Personnel** for the cost of employing and/or covering the cost of full- or part-time ESLTP coordinators, support staff, teaching faculty, advisors, counselors, and other staff necessary for the development of an ESLTP that will lead to students' success. **The cost of adult education or high school completion instruction is not an allowable activity and should be coordinated with the AEL administrator.**
- Fringe Benefits** allowances 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. Programs 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 the budget.
- Travel and Professional Development** for expenses up to 5% of the grant total for employees funded in whole or in part by ESLTP to attend required meetings and conferences, particularly those that build upon the improvement of skills. At least two staff development activities per year will be hosted by the ICCB, and attendance by the ESLTP instructor/coordinator is mandatory.
- Equipment** as defined as an article of tangible personal property that has a useful life of more than one year and a per-unit acquisition cost which

equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or \$5,000. An applicant organization may classify equipment at a lower dollar value but cannot classify it higher than \$5,000.

- e. **Supplies and Materials** for ESLTP funded classes, advising and counseling applicants and students, office operations, data collection and accountability, and other supplies necessary for smooth operation of the ESLTP. This also includes student transportation to and from ESLTP classes (including alternative high school completion or High School Equivalency classes and ESLTP Career Awareness and Development Instruction), ESLTP Work-Based Learning, and travel to and from work and/or class during the first month of employment and/or postsecondary education after completion of ESLTP (bus tokens, gas cards, etc.).
- f. **Contractual Services** for the cost of products or services which are procured by contract. "Contract" 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.
- g. **General Administration** costs which are not to exceed 5% of the approved FY local ESLTP allocation.

**Required ESLTP Elements.** A successful plan must

- a. Employ full-time or part-time staff to fulfill duties such as:
  - Early School Leaver Transition Program Instructor/Coordinator must hold a minimum of a Bachelor's degree and have 2,000 hours of relevant work experience. This may include work in career counseling, business, marketing, and management.
  - Administering and coordinating ESLTP activities.
  - Enrolling, advising, and supervising ESLTP participants.
  - Assessing participants for job skills and career interests.
  - Teaching Career Awareness and Development Instruction course for program participants.
  - Coordinating work-based learning for program participants.
  - Collecting and recording program data in the Virtual ESLTP Data Application (Veda) for Early School Leaver Transition Program.
- b. Maintain enrollment of a minimum of 50 active program participants per ESLTP site who meet the following program guidelines:
  - Out of school youth between the ages of 16 and 24
  - NRS level reading at or above the 8.0 grade level equivalency and NRS level math at or above 6.0.

An active program participant is defined as having received 12 hours of instruction and has no more than three (3) consecutive unexcused absences.

- c. Coordinate participant enrollment in AEL instruction. Meet with adult education staff and other education staff regularly to determine student progress toward successful completion of a High School Equivalency credential/HS diploma.
- d. Collaborate with AEL and CTE staff and faculty, advising staff, and other pertinent school, community, workforce and business partners to assist in program planning as well as assist participants in transitioning to postsecondary education and/or employment. The ESLTP must establish measurable goals designed to assist participants to successfully transition thereby increasing student employment potential and earning power and incorporate diversity, equity, and inclusion.
- e. Programs are encouraged to partner with available TITLE I Youth Career Pathways programs to ensure ESLTP students have access to additional resources to support student success.
- f. The ESLTP Career Awareness and Development Instruction (CADI) - Two hundred (200) minutes per week of classroom and/or individual instruction required for all Early School Leaver Transition Program participants (100%). Instruction must provide students with knowledge necessary for successful transitions into postsecondary education and/or employment. Course content must incorporate contextualized instruction, transition services, and primarily focus on career development that includes career exploration, career planning within a career pathway, and understanding the world of work aligned with the Illinois Essential Employability Skills Framework and incorporate diversity, equity, and inclusion.
  - Students must develop a transition plan that outlines their career goals and corresponding education plan and a transition portfolio containing all applicable materials needed to make a successful transition to postsecondary education and/or employment.
    - Transition portfolios may include, but are not limited to, resume and cover letter, postsecondary education program application and letters of recommendation, digital and financial literacy activities, applicable test scores, transcripts, and financial aid application.
- g. ESLTP Work-Based Learning (WBL) – Fifteen (15) hours of work-based experience (apprenticeships, pre-apprenticeships, internships, on the job training (OJT) and job shadowing) required for Early School Leaver Transition Program participants. Experiences must support participants'

career and education goals and provide knowledge and skills necessary for successful transitions into postsecondary education and/or employment.

WBL hours may be generated through any one of the following activities (*this list is not comprehensive if the program has additional opportunities please consult ICCB*): paid employment, apprenticeships, pre-apprenticeships, internships, mentorships, job shadowing, class shadowing, volunteer work and community service, and/or interviewing professionals in a selected career pathway. You can access the ICCB Career Pathway Dictionary at [https://icsps.illinoisstate.edu/images/pdfs/CTE/Perkins\\_V/6Perkins\\_V\\_Resource\\_IL-Career-Pathways-Dictionary.pdf](https://icsps.illinoisstate.edu/images/pdfs/CTE/Perkins_V/6Perkins_V_Resource_IL-Career-Pathways-Dictionary.pdf) and information about the Work Based Learning Continuum in the Perkins V State Plan at <https://www.iccb.org/cte/perkins/>

- An ESLTP Work-Based Learning Training Memorandum is encouraged to be completed for each student participating in work-based learning. The WBL Training Memorandum documents the location, type, and duration of the experience and specifies the responsibilities of the participant, ESLTP coordinator, and WBL supervisor.
- The ESLTP coordinator is responsible for coordinating placements and monitoring participants' progress. ESLTP CADI and ESLTP WBL may be completed concurrently or consecutively; however, **students must be enrolled in CADI prior to WBL placement**. ESLTP coordinator must enroll at least 90% of ESLTP participants in WBL.

- h. Track local required data elements necessary for reporting purposes and maintain accurate and up to date records in the Virtual ESLTP Data Application (Veda).

**Focus Options.** One of the main goals of the ESLTP is to break down barriers for students to access career pathways and result in employment opportunities for out-of-school youth. To accomplish this goal, projects may focus on

- a. Priority Populations: Developing strategies for effectively serving individuals with barriers to employment and for coordinating programs and services among workforce partners while including diversity, equity, and inclusion. Projects may include the integration of employment and training activities with
  - Child support services, and assistance provided by State and local agencies carrying out part D of title IV of the Social Security Act (42 U.S.C. 651 et seq.)
  - Cooperative extension programs carried out by the University of Illinois.

- b. Programs carried out for individuals with disabilities, including programs carried out by State agencies relating to intellectual disabilities and developmental disabilities, activities carried out by Statewide Independent Living Councils established under section 705 of the Rehabilitation Act of 1973 (29 U.S.C. 796d), programs funded under part B of chapter 1 of title VII of such Act (29 U.S.C. 796e et seq.), and activities carried out by centers for independent living, as defined in section 702 of such Act (29 U.S.C.796a).
- c. Programs that target services to out of school youth.
- d. Programs that target services to out of school youth in the Child Welfare and Foster Care System.
- e. Youth covered under Deferred Action for Childhood Arrivals (DACA).
- f. Adult education and literacy activities, including those provided by public libraries.
- g. Activities in the corrections system that assist ex-offenders in reentering the workforce.
- h. Digital literacy and financial literacy activities.

## **B. Funding Information**

This grant is provided through the Illinois Community College Board. Available appropriation is approximately \$600,000.00. However, programs are only able to request up to \$60,000.00. A 25% cash and/or in-kind match is required. Funding for this project is contingent upon a sufficient state appropriation and a program's satisfactory performance in the preceding year.

The grant period is from July 1, 2021 through June 30, 2024. Continuation plans must be submitted annually and funding is contingent upon a sufficient appropriation and a program's satisfactory performance in the preceding year.

Budget modifications up to 10% or \$1,000 (whichever is higher) of the total budget line item do not require ICCB approval. Budget modifications over 10% or \$1,000 (whichever is higher) of the total budget line must have prior ICCB approval. To request a budget modification, submit an amended budget and explanation for the requested changes to Jane Black at [jane.black@illinois.gov](mailto:jane.black@illinois.gov) of the Illinois Community College Board.

All grant funds shall be subject to the Illinois Grant Funds Recovery Act (30 ILCS 705). All funds granted for the operation of this program must be used exclusively for the purposes stated in the approved proposal and must be expended in accordance with the approved budget and the grantee's policies and procedures related to such expenditures. Funds may only be expended for activities occurring during the grant period.

No sub-granting is allowed under this agreement.

### **C. Eligibility Information**

To be considered for funding under this ESLTP Request for Proposal, an applicant of demonstrated effectiveness may include the following:

- 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 that is not described in any of paragraphs (a) through (g) of this section 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 paragraphs (a) through (h) of this section; and
- A partnership between an employer and an entity described in any of paragraphs (a) through (i) of this section.

Additionally, there are several criteria that will be used to determine applicant eligibility.

- A. The eligible applicant has documented the need 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 (specifically out-of-school youth) and 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 State Plan, area plans, etc.).
- B. The applicant demonstrates the ability to serve eligible individuals with disabilities including those with learning disabilities.
- C. The applicant demonstrates past effectiveness in improving the literacy skills of the target audience including those with low literacy levels, and the applicant demonstrates the ability to meet or exceed the levels of performance as well as carrying out career awareness and work-based learning activities. Levels of performance include maintaining the continuous enrollment of a minimum of 50 active students, providing 200 minutes per week of classroom instruction, and 15 hours of work-based learner per semester.

Applications from applicants that do not meet the eligibility criteria will not be reviewed.



Each applicant (unless the applicant is an individual or Federal or State awarding agency that is exempt from those requirements under 2 CFR § 25.110(b) or (c), or has an exception approved by the Federal or State awarding agency under 2 CFR § 25.110(d)) is required to be registered in SAM before submitting its application and provide a valid DUNS or UEI number in the application.

The eligible applicant is required to provide a 25% match in either cash or in-kind services.

#### **D. Application and Submission Information**

All materials needed for the application are on the State of Illinois' grants application site at <https://il.amplifund.com/Public/Opportunities/Details/7b25120c-318a-43a2-bobo-2789dbb9dea6>. All application submissions must come through this grants application site. No applications will be accepted outside of this site.

**Application Deadline:** no later than **11:59 p.m. (CST) April 30 2021.**

Applications received after the deadline will not be considered. Applications from applicants that do not meet the eligibility criteria or that are incomplete will not be considered. All required information and attachments must be included as part of the plan to be considered. Applications not received via the State of Illinois' grants application site at <https://il.amplifund.com/Public/Opportunities/Details/7b25120c-318a-43a2-bobo-2789dbb9dea6> will not be considered.

Application questions will include

- **Cover Page** – Applicants must record the FY 2022 request, matching funds, and estimated number of students that will be served in addition to the contact information for Chief Executive Officer, Chief Fiscal Officer, Project Administrator, and Project Coordinator. The Chief Executive Officer **MUST** sign the Cover Page.
- **Matching Funds** – Applicants must indicate the sources and amount of other funds used to assist in reaching the 25% match requirement. Attachment 1A is included as an additional worksheet with the Cover Page.
- **Uniform Grant Budget** – Applicants must record the FY22 requests under the appropriate line item listed on the attachment. The budget should include FY22 requested amount only. The Chief Executive Officer **MUST** sign the Certificate worksheet within the Uniform Budget.
- **Grant Narrative** – The grant narrative will address the following:
  - Program Need
  - Applicant Capacity and Past Effectiveness
  - Program Design

- Student Recruitment, Enrollment, and Retention
- Career Awareness and Development Instruction
- Transition Services
- Support Services
- Work-Based Learning and Work-Based Learning Sites
- Program Evaluation

A copy of this NOFO and all pertinent documents in addition to being within the State of Illinois' grants application site can also be found at the Illinois Community College Board website for your convenience. [https://www.iccb.org/adult\\_ed/funding-plans/funding/](https://www.iccb.org/adult_ed/funding-plans/funding/)

**Bidders' Conferences.** The ESLTP bidder's meetings are scheduled for March 15<sup>th</sup> at 1 PM and March 18<sup>th</sup> at 9 AM. Please register for the conference(s) of your choice by following the link(s) below:

March 15<sup>th</sup>: <https://attendee.gotowebinar.com/register/1173370633972220428>

March 18<sup>th</sup>: <https://attendee.gotowebinar.com/register/7802720962508197388>

**Dun and Bradstreet Universal Numbering System (DUNS) Number or a Unique Entity Identifier (UEI) and System for Award Management (SAM).**

Each applicant (unless the applicant is an individual or Federal or State awarding agency that is exempt from those requirements under 2 CFR § 25.110(b) or (c), or has an exception approved by the Federal or State awarding agency under 2 CFR § 25.110(d)) is required to:

- A. Be registered in SAM before submitting its application. To establish a SAM registration, go to [www.SAM.gov](http://www.SAM.gov) and/or utilize this instructional link: [How to Register in SAM](#) from the [www.grants.illinois.gov](http://www.grants.illinois.gov) Resource Links tab.
- B. Provide a valid DUNS or UEI number in its application.
- C. Continue to maintain an active SAM registration with current information at all times during which it has an active award or an application or plan under consideration by an awarding agency. The ICCB will not make an award to an applicant until the applicant has complied with all applicable DUNS and SAM requirements. If an applicant has not fully complied with the requirements the applicant is not qualified to receive this award.

**E. Application Review Information**

Applications will be reviewed using a merit-based review process (2 CFR 200.204) using a committee of experts in the field of adult education and out-of-school youth services. A rubric will be used to assess the extent to which the applicant meets the following criteria and has demonstrated past effectiveness, current capacity, and demonstrates that programming meets all quality standards to successfully carry out the grant:

- Program Need – 6 points

- Applicant Capacity and Past Effectiveness – 6 points
- Program Design = 18 points
- Student Recruitment, Enrollment, and Retention = 18 points
- Career Awareness and Development Instruction = 18 points
- Transition Services = 12 points
- Support Services = 15 points
- Work-Based Learning and Work-Based Learning Sites= 4 points

### **Award Notification**

- a. An award shall be made pursuant to a written determination based on the evaluation criteria set forth in the grant application and successful completion of finalist requirements.
- b. A Notice of State Award (NOSA) will be issued to the Merit Based finalists that have successfully completed all grant award requirements. Based on the NOSA, the Merit Based finalist is positioned to make an informed decision to accept the grant award.
- c. Upon acceptance of the grant award, announcement of the grant award shall be published by the awarding agency to Grants.Illinois.gov.
- d. A written Notice of Denial shall be sent to the applicants not receiving awards.

### **Merit-Based Evaluation Appeal Process**

- a. Competitive grant appeals are limited to the evaluation process. Evaluation scores may not be protested. Only the evaluation process is subject to appeal.
- b. An appeal must be received within 14 calendar days after the date that the grant award notice has been published.
- c. Response to Appeal: ICCB will acknowledge receipt of an appeal within fourteen 14 calendar days from the date the appeal was received and will respond to the appeal within 60 days or supply a written explanation to the appealing party as to why additional time is required.

### **F. Award Administration Information**

Upon award and approval of a finalized post-allocation budget, ICCB will voucher the awarded monies in regular intervals.

A negotiated and finalized proposal returned to the applicant, with an authorized signature affixed to the funding agreement, will constitute an approved agreement with the Illinois Community College Board.

Successful applicants will be required to attend all ESLTP professional development offered by ICCB.

ESLTP Coordinators will be required to attend program meetings as mandated by the Illinois Community College Board.

All programs must comply with all federal and state labor and wage laws.

The placement of students in work-based learning cannot result in the displacement of other workers who ordinarily perform such work.

Grantees must maintain the following records related to the Early School Leaver Transition Program:

- Proof of age certificate as required by law
- Records of the follow-up of students who have completed or left the program
- Class records of Career Awareness and Development Instruction
- Fiscal records supporting any claim for reimbursement, including vouchers indicating payment of bills for expenses incurred under the terms of any funding agreement.

***Workforce Innovation Act (WIOA) Requirements.*** All applicants must be in compliance, or agree to comply, with the following federal and state laws and related regulations in order to be considered for this funding opportunity:

- Workforce Innovation and Opportunity Act (Public Law 113-128)
- Equal Employment Opportunity / Nondiscrimination Provision and will comply with the physical, programmatic and accessibility requirements
- Protection of Personally Identifiable Information
- Jobs for Veteran Act (Public Law 107-288)
- Flood Disaster Protection Act of 1973 as amended (42 U.S.C 4001)
- Architectural Barriers Act of 1968 as amended (42 U.S.C. 4151)
- Drug-Free Workplace Act of 1988, (41 U.S.C. 702 et seq., and 2 C.F.R. § 182)
- Hotel Motel Fire Safety Act (15 U.S.C. 2225a)
- Buy American Act (41 U.S.C 10a)
- Copeland "Anti-Kickback" Act (18 U.S.C. 874 and 40 U.S.C. 276c)
- Davis-Bacon Act, as amended (40 U.S.C. 276a to a-7)
- Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333)
- Rights to Inventions Made Under a Contract or Agreement
- Clean Air Act (42 U.S.C. 7401 et seq.) and the Federal Water Pollution Control Act (33 U.S.C. 1251 et seq.), as amended
- Byrd Anti-Lobbying Amendment (31 U.S.C. 1352)
- Uniform Administrative Requirements found at 2 CFR Part 200 and the US Department of Labor Exceptions found at 2 CFR 2900
- Applicable State of Illinois Laws
- State Workforce Innovation and Opportunity Act Policies

**REPORTING RESPONSIBILITIES.** Funded programs will utilize the Virtual ESLTP Data Application (Veda) for Early School Leaver Transition Program to record/document collected participant data, track progress, and submit required quarterly and annual reports. All programs funded through this project will receive training in the collection of the prescribed data elements and the use of the Virtual ESLTP Data Application (Veda). ESLTP students should correspondingly be identified in the Adult Education Data and Information System (DAISI) if applicable.

It is required that all funded programs acquire the necessary hardware to meet ICCB specifications for data reporting. All programs will also be required to have internet access with a valid e-mail address.

Quarterly expenditure and quarterly performance reporting will use the following schedule:

- Quarter 1: July 1, 2021 – September 30, 2021  
*Report Due Date: October 30, 2021*
- Quarter 2: October 1, 2021 – December 31, 2021  
*Report Due Date: January 30, 2022*
- Quarter 3: January 1, 2022 – March 31, 2022  
*Report Due Date: April 30, 2022*
- Quarter 4: April 1, 2022 – June 30, 2022  
*Report Due Date: July 30, 2022*  
*Final Expenditure Due: August 30, 2022*

#### **G. Statewide Agency Contact(s)**

**Angela Gerberding**

*Associate Director of Integrated Career Programs*

**217-558-2162**

[angela.gerberding@illinois.gov](mailto:angela.gerberding@illinois.gov)

**Jane Black**

*Associate Director for Program Compliance*

**217-785-0088**

[jane.black@illinois.gov](mailto:jane.black@illinois.gov)

#### **H. Other Information**

Funding is contingent upon a sufficient appropriation and a program's satisfactory performance throughout the year.

EDGAR Guidelines: <https://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html>

JCAR Guidelines: <https://www.ilga.gov/commission/jcar/default.asp>

A copy of this NOFO and all pertinent documents can be found at the Illinois Community College Board website at [https://www.iccb.org/adult\\_ed/funding-plans/funding/](https://www.iccb.org/adult_ed/funding-plans/funding/).

Visit the ESLTP website at [https://www.iccb.org/adult\\_ed/funding-plans/early-school-leaver-transition-program-grant/](https://www.iccb.org/adult_ed/funding-plans/early-school-leaver-transition-program-grant/) to obtain more information about the program. The website contains information on the following topics: resources and research, curriculum framework, effective practices, and professional development.

The following websites can also be used to assist in determining professional development activities.

ESLTP Web Tool: <https://www.esltpillinois.com/professional-development/>

ICCB AEL Materials: [https://www.iccb.org/adult\\_ed/professional-development/](https://www.iccb.org/adult_ed/professional-development/)

### **Early School Leaver Transition Programs Definitions**

- **Adult Education and Literacy (AEL)** – programs, activities, and services that include adult education, literacy, work-place 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.
- **Career Awareness and Development Instruction (CADI)** – Two hundred (200) minutes per week of classroom and/or individual instruction required for all Early School Leaver Transition Program participants (100%). Instruction must provide students with knowledge necessary for successful transitions into postsecondary education and/or employment. Course content must incorporate contextualized instruction, transition services, and primarily focus on career development that includes career exploration, career planning within a career pathway, and understanding the world of work aligned with the Illinois Essential Employability Skills Framework.

Students must develop a transition plan that outlines their career goals and corresponding education plan and a transition portfolio containing all applicable materials needed to make a successful transition to postsecondary education and/or employment.

Transition portfolios may include, but are not limited to, resume and cover letter, postsecondary education program application and letters of recommendation, digital and financial literacy activities, applicable test scores, transcripts, and financial aid application.

- **Early School Leaver Transition Program (ESLTP)** – Designed for out-of-school youth between the ages of 16 and 24 whose TABE level

reading score is at or above the 8.0 grade level equivalency, who want to complete the secondary level of education and participate in work-site learning experience related to career choices. The program is specifically aimed at helping at-risk students become reoriented and motivated to complete their education by allowing students to participate in adult education instruction as well as career and work training activities. Only those youth who demonstrate a willingness to meet both goals and who are able to benefit from such a program are selected.

- **Integrated Education and Training (IET)** – 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 one model of integrated education and training and one that is in development: ICAPS, credit model and a non-credit model.
- **Integrated Career and Academic Preparation System (ICAPS)** – an IET model that blends both adult education and Career and Technical Education instruction in a format leading to a post-secondary education credential or an industry recognized credential, post-secondary credit, and a high school equivalency certification. The ICAPS model includes team teaching, support classes, support services, shared learning objectives, partnerships, employers and businesses, and contextualized instruction. The non-credit model includes all of the elements identified in the ICAPS model but does not carry a postsecondary education. However, the non-credit model does strongly encourage collaboration with a postsecondary education institution.
- **Out-of-school Youth** – Under WIOA, the term ‘ ‘out-of-school youth’ ’ means an individual who is—(i) not attending any school (as defined under State law); (ii) not younger than age 16 or older than age 24; and (iii) one or more of the following:
  - (I) A school dropout.
  - (II) A youth who is within the age of compulsory school attendance, but has not attended school for at least the most recent complete school year calendar quarter.
  - (III) A recipient of a secondary school diploma or its recognized equivalent who is a low-income individual and is—
    - a. basic skills deficient; or
    - b. an English language learner.
  - (IV) An individual who is subject to the juvenile or adult justice system.
  - (V) A homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6))), a homeless child or youth (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C.

11434a(2))), a runaway, in foster care or has aged out of the foster care system, a child eligible for assistance under section 477 of the Social Security Act (42 U.S.C. 677), or in an out-of-home placement.

(VI) An individual who is pregnant or parenting.

(VII) A youth who is an individual with a disability.

(VIII) A low-income individual who requires additional assistance to enter or complete an educational program or to secure or hold employment.

- **Virtual ESLTP Data Application (VEDA)** – a data system developed specifically for the ESLTP by the Illinois Center for Specialized Professional Support. ESLTP coordinators and other relevant staff are issued user names and passwords after submitting an ‘Acknowledgment of Confidentiality and Appropriate Use of the Data Application’ form. Users are able to record program data and access activity and expenditure reports through the following website; [App.esltpillinois.com](http://App.esltpillinois.com)
- **Work-Based Learning (WBL)** – Work-based learning provides participants with work –based opportunities to practice and enhance the skills and knowledge gain in their program of study or industry training program, as well as to develop p employability. Examples include: Internships, service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, and apprenticeships Fifteen (15) hours of work-based experience (apprenticeships, pre-apprenticeships, internships, on the job training (OJT) and job shadowing) required for Early School Leaver Transition Program participants. Experiences must support participants’ career and education goals and provide knowledge and skills necessary for successful transitions into postsecondary education and/or employment.
  - WBL hours may be generated through any one of the following activities (*this list is not comprehensive if the program has additional opportunities please consult ICCB*): paid employment, apprenticeships, pre-apprenticeships, internships, mentorships, job shadowing, class shadowing, volunteer work and community service, and/or interviewing professionals in a selected career pathway.
  - An ESLTP Work-Based Learning Training Memorandum is encouraged to be completed for each student participating in work-based learning. The WBL Training Memorandum documents the location, type, and duration of the experience and specifies the responsibilities of the participant, ESLTP coordinator, and WBL supervisor.
  - The ESLTP coordinator is responsible for coordinating placements and monitoring participants’ progress. ESLTP CADI and ESLTP WBL may be completed concurrently or consecutively; however, **students must be enrolled in CADI prior to WBL**



**placement.** ESLTP coordinator must enroll at least 90% of ESLTP participants in WBL.

- **Workforce Innovation and Opportunity Act (WIOA)** – WIOA retains many of the functions and structures of WIA, the Workforce Investment Act of 1998, and incorporates certain new components, including expanded partnerships and greater coordination and alignment between education and workforce entities.

WIOA comprises four primary core partners and twelve required partners. The four primary partners are as follows:

- **Title I** – Workforce (adult, youth, & dislocated workers)
- **Title II** – Adult Education
- **Title III** – Wagner Peyser
- **Title IV** – Vocational Rehabilitation