

**Illinois State Plan**

Adult Education and Family Literacy

Under Title II of the  
Workforce Investment Act of 1998

Adult Education and Family Literacy Act

Submitted by:  
Illinois Community College Board

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For July 1, 1999 through June 30, 2015

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## 1. Eligible Agency Certifications and Assurances

### 1.1. ***Certifications regarding SF424 – Application for Federal Assistance, lobbying, debarment, suspension and other responsibility matters and drug-free workplace requirements are contained in Appendix A.***

- 1.1.1. This Plan is submitted by the Illinois Community College Board, the State agency that is eligible to submit the Plan.
- 1.1.2. The Illinois Community College Board has authority under State law to perform the functions of the State under the program.
- 1.1.3. The State may legally carry out each provision of the Plan.
- 1.1.4. All provisions of the Plan are consistent with State law.
- 1.1.5. The President/Chief Executive Director Officer of the Illinois Community College Board has the authority under state law to receive, hold and disburse Federal funds made available under the Plan.
- 1.1.6. The President/Chief Executive Director Officer of the Illinois Community College Board has the authority to submit the State Plan.
- 1.1.7. The Illinois Community College Board has formally approved the State Plan.
- 1.1.8. The State Plan is the basis for the State to operate and administer the program.

## **1.2. Assurances**

- 1.2.1. As stipulated by Section 224(b) (5), (6) and (8), the Illinois Community College Board assures that not less than one grant will be awarded to an eligible provider who offers flexible schedules and necessary support services (such as child care and transportation) to enable individuals, including individuals with disabilities, or individuals with other special needs, to participate in adult education and literacy activities. The eligible provider shall attempt to coordinate with support services that are not provided under this subtitle prior to using funds for adult education and literacy activities provided under this subtitle for support services.
- 1.2.2. The Illinois Community College Board will not expend funds received under Title II, Adult Education and Family Literacy, for any purpose other than for activities under this Title.
- 1.2.3. The Illinois Community College Board will expend the funds received under this subtitle only in a manner consistent with fiscal requirements in Section 241.
- 1.2.4. The Illinois Community College Board assures that Federal funds granted to the State under the Act will be used to supplement, and not supplant, the amount of State and local funds available for uses specified in the Act.
- 1.2.5. The Illinois Community College Board assures that not less than 82.5 percent of the grant funds will be used to award grants and contracts under Section 231, Grants and Contracts for Eligible Providers, and to carry out Section 225, Programs for Corrections Education and Other Institutionalized Individuals. Not more than 10 percent of the 82.5 percent shall be available to carry out Section 225.
- 1.2.6. The Illinois Community College Board assures that not more than 12.5 percent of the grant funds will be used to carry out Section 223, State Leadership Activities.
- 1.2.7. The Illinois Community College Board assures that not more than 5 percent of the grant funds will be used for administrative purposes.

- 1.2.8. The Illinois Community College Board assures that all eligible providers defined in Section 203(5) will have direct and equitable access to apply for grants or contracts and that the same Request for Proposals and application processes will be used for all eligible providers.
- 1.2.9. The Illinois Community College Board assures that it will prepare and submit to the Secretary of Education an annual report on the State's progress in meeting its performance measures, including information on the levels of performance achieved with regard to the core indicators of performance.
- 1.2.10 The Illinois Community College Board assures that coordination with other Federal and State education, training, corrections, public housing, and social service programs will take place to assure non-duplication of efforts.
- 1.2.11The Illinois Community College Board assures that comments by the Governor on the State Plan and on revisions to the State Plan will be submitted to the Secretary of Education.
- 1.2.12The Illinois Community College Board assures that it will award multi-year grants or contracts to eligible providers on a competitive basis to enable eligible providers to develop implement and improve adult education and literacy activities within the State.
- 1.2.13The Illinois Community College Board assures that all grants awarded to eligible providers will be to establish or operate one or more the programs listed in Section 231(b), Required Local Activities.

## **2. Description of the Steps to Ensure Direct and Equitable Access**

- 2.1. The Illinois Community College Board will accept funding proposals from all current eligible providers through a competitive continuation plan process that will be held in FY2014 for FY 2015. Entities that are eligible to provide services are listed in Section 8.1.
- 2.2. To ensure equitable access, all eligible providers will receive the same Requests for Proposals, all applicants have the same amount of time to prepare proposals, and all competing proposals will be evaluated by the same criteria and process.

- 2.3. To ensure direct access, eligible providers will submit proposals directly to the Illinois Community College Board, and funded providers will receive payments directly from the Illinois Community College Board.
- 2.4. Eligible providers may choose to be subcontractors. In this case, the prospective subcontractor's proposal must be incorporated into the eligible provider's proposal. Subcontracts are subject to approval by the Illinois Community College Board.

### **3. Integration with Other Adult Education and Training Activities**

Adult education and literacy activities will be integrated with other education, career development, and employment and training activities at the state and local levels. Integration will be accomplished by coordinating state-level policies and plans, executing interagency agreements, accepting guidance and feedback from providers and interested stakeholders, planning openly and collectively, sharing data, leveraging resources, and encouraging local-level integration through the application process. Mechanisms for integrating and coordinating adult education activities include the following:

- 3.1. The **President/Chief Executive Director Officer** of the Illinois Community College Board is a member of the Illinois Workforce Investment Board, which is the State Workforce Investment Board and has been designated by the Governor to implement the Workforce Investment Act in Illinois.
- 3.2. Illinois Community College Board staff participates as team members of the Illinois Common Performance Management System to establish outcome measures for the State's workforce development system and to design data collection and reporting systems for each performance measure.
- 3.3. An advisory council for Adult Education and Family Literacy meets quarterly to advise on the provision of adult education and literacy services to the Illinois Community College Board. Members include local providers, policy makers, State agency representatives, and stakeholders.
- 3.54 At the local level, the Adult Education Area Planning Councils, established through public law in 1982, coordinate the delivery of adult education and literacy services (see Section 5.1.1). A broad-based community network of

service providers, including public schools, community colleges, regional offices of education, welfare and other government agencies, and nonprofit organizations, participate in the annual planning process. Adult education providers funded by the Illinois Community College Board, whether public or private, are required to participate on the Area Planning Council to ensure the efficient and effective delivery of adult education and literacy services. Recognizing the importance of partnerships with local and state agencies and other organizations, all related agencies are encouraged to participate in the Area Planning Council.

- 3.65 At the local level, Adult Education is required to provide services at local One Stops. Programs are required to provide a description of these activities as a part of the local Area Plan. ICCB funded Adult Education services provided at the local One-stops must adhere to the policy and procedures as listed in the Illinois Adult Education provider manual.
- 3.86 The Illinois Community College Board meets regularly with other state agencies and organizations to coordinate services to the English as-a-Second Language populations.
- 3.97 A Latino Advisory Committee will be used to advise on the provision of services to the Latino population including instructional support services and transition to postsecondary.
- 3.108 Collaborations between agencies and stakeholders to examine issues relative to the transitioning of students to post-secondary education and employment.
- 3.119 The Illinois Community College Board meets regularly with the Illinois State Literacy Office and the Illinois Secretary of State to coordinate literacy activities.
- 3.1210 The Illinois Community College Board meets regularly with the Illinois Adult and Continuing Education Association (IACEA) to ensure appropriate services in Illinois to adult literacy students.

## **4. Strategies for Providing Services to Target Populations**

### **4.1. Populations Served**

4.1.1. Eligible Populations. The State will develop services or instruction below the post-secondary 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

- (1) lack sufficient mastery of basic educational skills to enable the individuals to function effectively in society;
- (2) do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education; or
- (3) are unable to speak, read, or write the English language.

4.1.2. Special Populations. The State will develop program strategies for low-income students, individuals with disabilities, single parents and displaced homemakers, individuals within correctional institutions, and individuals with multiple barriers to educational enhancement, including individuals with limited-English proficiency.

### **4.2. Strategies**

4.2.1. Strategies for developing appropriate and effective classroom instruction, literacy activities, and supportive services for target populations include planning and coordination activities, assuring access to services, developing curricula, providing staff development, and providing specialized services. These strategies include but are not limited to:

- (1) Conducting a local area planning process and local provider planning requirement that identifies populations most in need (see Section 5.1);
- (2) Requiring the Area Planning Council and local providers to provide documentation of coordination and collaboration of funding sources;
- (3) Increasing program access by accepting proposals from a wide variety of agencies;
- (4) Approving courses, classes and sites through the Request for Proposals process that provide maximum access to the target

- populations;
- (5) Requiring funded providers to offer classes that are open and accessible to adults with disabilities; requiring providers to develop plans to improve accommodations for adults with disabilities, to evaluate improvements made to accommodate adults with disabilities and identifying the resources available for materials and activities for adults with disabilities;
  - (6) Developing special services and projects for target populations as part of State leadership activities, such as a partnership initiative with the Illinois Department of Human Services to identify and provide specialized services for individuals with special learning needs;
  - (7) Providing supplementary services such as tutoring to students with low literacy levels;
  - (8) Providing and/or referring students for supportive services, including child care and transportation;
  - (9) Providing funding and services to recruit, retain, refer and counsel students who receive public assistance;
  - (10) Providing funding of family literacy and workplace literacy programming;
  - (11) Focusing professional development activities on accountability, instructional technology and meeting the needs of students with learning disabilities or special learning needs;
  - (12) Convening Regional topical interest groups to gather input on target populations, workforce development and career pathway and transition issues.
  - (13) Supporting staff attendance and participation in professional association activities; and
  - (14) Supporting staff participation in regional, statewide, and national professional development activities focused on issues related to target populations.
  - (15) Providing transition services to students who want to attend postsecondary education.

## **5. Needs Assessment**

### **5.1. *Process to Identify Needs and Coordinate Services***

5.1.1. Adult education Area Planning Councils, established by Illinois Public Act 82-998, are mandated to develop a plan every year for the coordinated delivery of adult education and literacy services. The

Act establishes the boundaries of the Area Planning Council (Appendix B, Area Planning Council Regions).

5.1.2. Membership on the councils, prescribed by the Act, includes representatives from each school district (K-12 and 9-12), each Regional Superintendent of Schools, and each community college district within the area of the planning council. Area Planning Councils also invite participation by governmental agencies, community nonprofit organizations, business and industry, higher education, representation from local workforce investment boards, and all Adult Education and Family Literacy entities that receive funding from the Illinois Community College Board. The Adult Education Division within the Illinois Community College Board administers the adult education and literacy program (see Appendix C, Organization Chart).

5.1.3. The purpose of the Area Planning Councils, as defined in the Act, is to coordinate and assure non-duplication of adult education services. Each Area Planning Council must submit an annual plan that at a minimum details how adult education and literacy services in the area will be delivered efficiently and effectively by:

- (1) describing and explaining the educational needs of eligible students in the planning area;
- (2) explaining the educational needs of eligible students that are not being met and recommendations for a delivery plan;
- (3) including data that supports the needs of eligible adults and their family members, census reports, U.S. Department of Labor statistics, welfare data, free and reduced lunch counts, etc.
- (4) formulating a proposed delivery system that includes identification of partner service providers and descriptions of services to be provided by each; and
- (5) other information as specified by the ICCB.

5.1.4. Based on the assessment of need, each Area Plan describes the populations to be served that include, at a minimum:

- (1) total area population;
- (2) total target population;
- (3) Single number of unemployed;
- (4) number of adults on public assistance;
- (5) number of adults needing ESL services; and
- (6) other data specific to the Area Planning Council area, including but not limited, to individuals with disabilities, individuals with

multiple barriers, and corrections populations.

5.1.5. Each Area Plan describes the joint planning and coordination of all adult education programs funded through Federal, State and local resources.

5.1.6. Proposals from eligible providers within an Area Planning Council geographic region will be considered after the Illinois Community College Board has approved the Area Plan.

## **5.2. *Relative Level of Need***

5.2.1. The need for adult education and literacy services is assessed by the Illinois Community College Board for the State and for each planning council area. The needs assessment is compiled annually based on data from the U.S. census, Illinois Department of Human Services records (welfare data) and Illinois Department of Employment Security (labor data). The raw data, collected by county or Census tract, are compiled for each planning council area. The data give the Area Planning Councils information on the number of people in the area that need adult education and literacy services and allow the State to assess the relative level of need in each planning area. The charts in Appendix D provide updated Index of Need data compiled and distributed to the Area Planning Councils in October 2013

5.2.2. The assessment of need includes the following factors:

- (1) Number of persons aged 16 and older with less than 12 grades of formal education;
- (2) Number of persons aged 16 to 64 residing in households with annual incomes below the Federal guidelines for poverty;
- (3) Number of persons aged 16 and older who do not speak English or do not speak English well.
- (4) Number of persons aged 16 and older who are unemployed.

## **5.3. *Augmented Relative Assessment of Need***

5.3.1. From time to time, the State may augment the needs assessment with additional factors to accurately reflect the level of need in the State and in each planning council area.

- 5.3.2. An augmented assessment of need uses an additional factor: The number of people residing in the area that live in households in which English is not the native language.
- 5.3.3. The Illinois Community College Board may allow, with prior approval, local Area Planning Councils to augment the assessment with additional local information that will more accurately reflect the needs of the local area and support funding requests. The request is included in the area plan, which is submitted to and approved by the Illinois Community College Board before eligible providers submit their proposals for funding.

## **6. Description of Adult Education and Literacy Activities**

### **6.1 State Activities**

- 6.1.1. State administration - Not more than 5 percent of the funds available will be used to carry out administrative activities as defined in Section 221, State Administration, of the Act.

### **6.2 Instructional Activities**

- 6.2.1 Not less than 82.5 percent of grant funds will be awarded to eligible providers to carry out the activities in Sections 6.2 through 6.4 of the State Plan. Activities will include the teaching of students or the interaction between teachers and students for the purpose of learning. Teaching may be provided for students in a school classroom, in another location such as a home or workplace, and in other learning environments.
- 6.2.2 Adult Basic Education (ABE) includes instruction 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 fifth-grade competency level. Intermediate level courses include grade six through the eighth-grade competency level. Each level of courses covers each content area. The curriculum is designed to accommodate the concept of open-entry/open-exit, fixed or managed enrollment, individualized instruction and includes courses in general basic skills; reading, literacy, and communication skills; computational skills; workforce/employability

skills; life skills; career exploration/awareness skills; workplace literacy; bridge programs; and family literacy/parenting.

- 6.2.3 Adult Secondary Education (ASE) includes instruction 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 a GED (General Education Development). The curriculum is designed to accommodate the concept of open-entry/open-exit, fixed or managed enrollment, individualized instruction and includes courses in general basic skills; reading, literacy, and communication skills; computational skills; workforce/employability skills; life skills; career exploration/awareness skills; workplace literacy; bridge programs; and family literacy/parenting.
- 6.2.4 Vocational Skills Training consists of ICCB Adult Education and Family Literacy-approved courses that include short-term, secondary-level vocational specific training that provide entry-level workforce skills which may lead to employment. Beginning Fiscal Year 05, Adult Education and Family Literacy funds can provide no more than 12 units of instruction over the lifetime of a student's enrollment in an ICCB Adult Education and Family Literacy-approved program.
- 6.2.5 English Literacy/English as a Second Language consists of approved courses designed to include instruction in English for those whose native language is not English. Beginning, intermediate, and advanced courses include a curriculum in listening, speaking, reading, and writing using the English language. Other courses using the English language may include instruction in life skills, citizenship education, career exploration, employability skills, workplace literacy, bridge programs, family literacy, and EL/Civics. Student levels are based on proficiency as measured by ICCB-approved standardized tests. The curriculum is designed to accommodate the concept of open-entry/open-exit, fixed or managed enrollment, individualized instruction.
- 6.2.6 High School Credit (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.

### **6.3 Support Service Activities**

- 6.3.1 Student transportation are services which convey students and their children to and from schools. Those services may include trips between home and school and trips to school activities.
- 6.3.2 Childcare is the care of children, during a time for which a student is engaged in eligible Adult Education and Family Literacy instructional activities. The student must be the primary care giver of the child.
- 6.3.3 Guidance and counseling are activities with students which include:
- (1) regarding learning styles/problems,
  - (2) evaluating the abilities of students,
  - (3) assisting students to make their own educational and career choices, including career planning and exploration,
  - (4) assisting students in personal and social development,
  - (5) assisting other staff members in planning and conducting guidance programs, and
  - (6) assisting students in transitioning to job training, job placement and future education.
- 6.3.4 Social work activities are for the following:
- (1) improvement of students' attendance,
  - (2) identification of patterns of non-attendance,
  - (3) interventions to assist students dealing with the problems involving home, school, and community,
  - (4) provision of referral assistance, and
  - (5) retention strategies.
- 6.3.5 Assistive and adaptive equipment or special printed materials are for Adult Education and Family Literacy students with special needs.
- 6.3.6 Assessment and testing are activities to measure individual student achievement. The information obtained is generally used to monitor individual and group progress in reaching learning goals and to compare individual and group performance with national norms established by test publishers.
- 6.3.7 Administration is defined as activities concerned with the overall administrative responsibility for a single agency or a group of agencies providing eligible instructional activities as defined in Section 231(b), Required Local Activities, of the Act.

6.3.8 Staff Development assists adult educators in improving their understanding of philosophies, methods, materials, and the latest research in their profession. Local programs should develop a process to identify staff professional development needs and to evaluate the effectiveness of professional development activities.

#### **6.4 Literacy Activities in Conjunction with Adult Education and Family Literacy Programming**

6.4.1. Volunteer literacy may include 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.

6.4.2. Family literacy may include coordination and activities in parenting education and parent-child activities (PACT). Child education must be funded by an appropriate child education partner.

6.4.3. Workplace literacy may include coordination of workplace education projects that are designed to meet the unique needs of participating workers and employers.

### **7. Performance Measures**

#### **7.1 Eligible Agency Performance Measures**

7.1.1 The Illinois Community College Board is establishing a new comprehensive performance accountability system as described in Section 212, Performance Accountability System, of the Act. This system will assess the effectiveness of funded providers in achieving continuous improvement of adult education and literacy activities funded under the Act in order to optimize the return on investment of both Federal and State adult education and literacy funds.

7.1.2 The Illinois Community College Board will augment the data collected pursuant to paragraph 7.1.1 by using outcome data from the Illinois Common Performance Management System (Appendix E). Data from this system, including data on long-term employment retention, earning gains, and welfare cost avoidance, will be used

to assess the effectiveness of providers in achieving positive student outcomes and optimizing the return on investment of Federal, State and local funds.

7.1.3 To ensure continuous improvement of adult education and literacy activities, the Illinois Community College Board will focus the current performance funding system on achieving student outcomes. The first stage of this system occurs during the evaluation of a provider's proposed goals for achieving student learning gains, secondary completions, and advancement into post-secondary education or training and/or employment. Prior to awarding a grant to the provider, the Illinois Community College Board may negotiate revised goals.

7.1.4 The second stage occurs during the program year. Illinois Community College Board staff monitors the provision of services and achievements of providers. Technical assistance and professional development activities provided or supported by the Illinois Community College Board assist providers in achieving goals for student outcomes.

7.1.5 The performance funding system is a financial incentive for achieving goals. Providers are awarded performance funds based upon a three year average of data in three categories: Secondary Completions, Test Gains, and Level Gains. The ICCB reserves the right to adjust the categories to accommodate the change in focus.

7.1.6 Providers use the performance award to improve or expand adult education and literacy services. Performance funds may be used more flexibly than grants for instructional activities. Providers may use performance funds for professional development activities, technology improvements, curriculum development, supportive services, or other activities that will lead to improve student achievements.

## **7.2 Core Indicators of Performance**

Core performance indicator definitions and levels of performance are included in Appendix G and are made a part of this plan.

## **7.3 Levels of Performance for Additional Indicators**

The Illinois Community College Board will develop no additional indicators of performance.

**7.4 Levels of Performance for the First Three (3) Years of the Plan**

Illinois' expected performance for each of the core indicators of performance described in Sections 212(2) (A) of the Act are established in Appendix G, which is made a part of this State Plan.

The proposed levels of performance for each of the core indicators of performance are in Appendix G. Illinois' performance measures for FY 2015 are currently being negotiated with the United States Department of Education.

**7.5 Report**

The Illinois Community College Board shall annually prepare and submit to the Secretary a report on the progress in achieving the performance measures in the State Plan.

**8. Procedures and Process of Funding Eligible Providers**

**8.1 Eligible Providers**

To provide adult education and literacy services described in Section 231(b) of the Act, the Illinois Community College Board will accept proposals from:

- (1) local educational institutions or agencies;
- (2) community-based organization of demonstrated effectiveness;
- (3) volunteer literacy organization of demonstrated effectiveness;
- (4) institutions of higher education;
- (5) libraries;
- (6) public housing authorities;
- (7) consortiums of the institutions, agencies, organizations, libraries, or authorities described above.

The Illinois Community College Board accepts proposals from eligible providers in compliance with Sections 105 ILCS 5/2-3.101 and 105 ILCS 5/10-22.20 of the Illinois School Code (105 ILCS 5/10-22.20 par. 105 ILCS 5/2-3.101 and 105 ILCS 5/10-22.20) and the Illinois Adult Education Act (IL105 ILCS 405 or 105 ILCS 405/1-1 et seq).

**8.2 Process and Application**

8.2.1 Section 5.1 of the State Plan describes the Area Planning

Councils and the process by which the councils assess area needs and develop plans for coordinating services to meet the identified needs in the area. Eligible providers within the area that receive adult education funding from the Illinois Community College Board are required to participate in the Area Planning Council, and all other eligible providers are encouraged to participate. The Illinois Community College Board must approve the Area Plan before evaluating proposals received from eligible providers within the area.

8.2.2 Proposals from eligible providers within a planning council area will be considered after the Illinois Community College Board has approved the council's Area Plan. In FY 2012, the ICCB **will** **conducted** a one year competition. Funding is contingent upon the availability of funds.

### **8.3 First-Time Applicants**

#### **8.3.1 All Applicants**

- Must submit a letter of intent.
- Must submit all required attachments to be eligible for funding.
- Must have application signed by the Chancellor/President/Chief Executive Officer, Superintendent or Executive Director of the institution. **Applications signed by any other official will not be accepted and will not be considered for funding.**
- Must submit only one application per institution or consortium in an Area Planning Council (APC) District. A map of the APC Districts can be found at: <http://www.iccb.org/rfp.competitivegrant.html>.
- Must provide evidence of incorporation, as applicable
- Must provide evidence of IRS not-for-profit status (Section 501(c)(3) of the Internal Revenue Code); **Only private not-for-profit organizations must provide the Evidence of Not-for-Profit Status.**
- **Must provide a list of current board members including name, address, telephone numbers, and e-mail addresses.**
- Must submit a most recent A-133 audit summary or an independent program audit (with the original hard copy application only).

- Must submit proof of adequate liability insurance.
- Must provide organizational charts as outlined in the application.

**8.4 Notice of Availability**

8.4.1 A Request for Proposals (RFP) will be issued throughout the State of Illinois using standard Illinois Community College Board procedures. In FY 2012 the ICCB **will** conduct a one year competition for FY13. A continuation proposal will be released to current providers for FY15.

8.4.2 A general notice of availability of funds will be distributed using the Illinois Community College Board’s standard procedures of notification.

8.4.3 A Statewide bidder’s conferences will be held to highlight the expectations of the grant.

<b>Monday, February 13, 2012</b> <b>2:00 PM – 4:00 PM</b> <b>Township High School District 214</b> <b>2121 South Goebbert Road</b> <b>Arlington Heights, IL 6005-4297</b>	<b>Tuesday, February 14, 2012</b> <b>10:00 A.M.</b> <b>Bilandic Building</b> <b>160 North LaSalle</b> <b>Chicago, IL 60601</b>
<b>Wednesday, February 15, 2012</b> <b>10:00 AM – 12:00 PM</b> <b>Illinois Community College Board</b> <b>401 E. Capitol Avenue</b> <b>Springfield, IL 62701</b>	<b>Friday, February 17, 2012</b> <b>10:00 AM – 12:00 PM</b> <b>Rend Lake Marketplace</b> <b>321 Potomac Boulevard</b> <b>Mt. Vernon, IL 62864</b>

**8.5 Planning Sequence and Timelines**

October	Area Planning Councils are organized
November to February	Area Plans are initiated for submitted to the Illinois Community College Board for approval

February-May	FY 2012 - Proposal for a one year competition released by the Illinois Community College Board
February	FY 2012- Illinois Community College Board holds a series of bidder's conferences regarding the proposal.
February -March	FY 2012 - Applicants prepare responses to the proposal.
March	FY 2012 - Proposals are submitted to the Illinois Community College Board for review.
April - May	Proposals are reviewed.
June	Applicants will be Notified of selection. Budget award and plans are negotiated.

## **8.6 Evaluation of Applications**

8.6.1 A team review process is employed for both the Area Plans and proposals submitted in response to the Request for Proposals. Illinois Community College Board staffs serve as team leaders in the coordination of the process. Each team is comprised of State staff with knowledge of adult education. It will be a priority of the Illinois Community College Board to select team members from among the partner agencies identified in the Workforce Investment Act. In a continuation year, plans are reviewed by state staff. Funding recommendations are made to the **President/Chief Executive Director Officer** of the Illinois Community College Board for final approval.

8.6.2 The Illinois Community College Board will define criteria for evaluating and ranking proposals based on the twelve considerations described in Section 231(e), as well as other considerations, such as the reasonableness of the proposed budget. These criteria will be defined in the Request for Proposals. The instrument used by review teams to evaluate proposals will be based on the same criteria. In evaluating proposals, the Illinois Community College Board will consider the following factors:

8.6.2.1 The degree to which the provider will establish measurable goals for participant outcomes and the State Indicators of Quality for adult education (Appendix H);

8.6.2.2 The past effectiveness of an eligible provider in improving the literacy skills of adults and families. The Illinois Community College Board will consider success of a funded provider in meeting or exceeding such performance measures, especially with respect to those adults with the lowest literacy levels;

8.6.2.3 The commitment of the eligible provider to serve individuals in the community who are most in need of literacy services, including individuals who have low income and minimal literacy skills.

8.6.2.4 Whether or not a program is of sufficient intensity and duration for participants to achieve substantial learning gains;

8.6.2.5 Whether or not the program uses instructional practices and activities that research has proven to be effective in teaching individuals to read;

8.6.2.6 Whether the activities are built on a strong foundation of research and effective educational practice;

8.6.2.7 Whether the activities effectively employ advances in technology, as appropriate, including the use of computers;

8.6.2.8 Whether the activities provide learning in real-life contexts to ensure that an individual has the skills needed to compete in the workplace and exercise the rights and responsibilities of citizenship;

- 8.6.2.9 Whether the activities are staffed by well-trained instructors, counselors and administrators;
- 8.6.2.10 Whether the activities and cooperative agreements coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, post-secondary institutions, one-stop centers, job training programs and social service agencies; Priority consideration will be given to those respondents who, through a consortium of providers or as sole entity, administer comprehensive programs to meet the diverse needs of adult learners;
- 8.6.2.11 Whether the activities offer 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 complete programs;
- 8.6.2.12 Whether the activities maintain a high-quality information management system that has the capacity to report participant outcomes and to monitor program performance against the Illinois Community College Board performance measures;
- 8.6.2.13 Whether the local communities have a demonstrated need for additional English Literacy programs;
- 8.6.2.14 Whether 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; and,
- 8.6.2.15 Other factors that the Illinois Community College Board may deem appropriate.

8.6.3 A weighting factor will be assigned to the established criteria.

8.6.4 Applicants selected through the competitive process that are recommended by the team of reviewers and approved by the President/ Chief Executive Officer of the Illinois Community College Board will be eligible to receive funding. In compliance with State legislation, the allocation of funding to recommended applicants will consider four factors:

- (1) The assessment of relative need in the area;
- (2) Past performance;
- (3) Ability of the eligible provider to meet or exceed the State benchmarks for the measures of performance as described in Section 7 of the State Plan; and
- (4) The ranking of the application based on objective criteria specified in the Request for Proposals.

8.6.5 Allocation of funding to selected and approved providers is based upon the approved methodology and may include:

- An Index of Need is used to prorate funds to each Area Planning Council based on their proportion of statewide need. These funds are then allocated to providers within that APC based upon the defined target population.
- A Foundation Component for each eligible program with units of instruction of not more than 7500.
- A Program Excellence Award Component for programs who meet established criteria designated by the Illinois Community College Board as priority areas.
- A Units of Instruction Component that considers the number of instructional units delivered by programs.
- An Enrollment Component using an unduplicated number of individuals served.
- The ICCB reserves the right to adjust these categories to accommodate the change in focus.

## **8.7 Special Rule**

In cases where the cost limits described in the Act are too restrictive to allow for adequate planning and administration, the Illinois Community College Board will negotiate local administrative costs on a case-by-case basis.

## **8.8 Subcontracting**

Any eligible recipient may choose to subcontract the proposed program of services. All subcontracts are subject to prior approval by the Illinois Community College Board. The contractor (eligible recipient) shall remain responsible for the performance of any subcontractor and ensure the sub-provider's performance and compliance with applicable regulations. The subcontractor shall be subject to all provisions of the application process and of the approved application. The subcontractor is required to have a written agreement with the eligible contractor.

## **8.9 Cooperative Arrangements**

8.9.1 The Illinois Community College Board may contract with eligible entities who meet the requirements of the grant. The Illinois Community College Board encourages a consortium of providers to apply for funding under the grant. If, in the judgment of the Illinois Community College Board, a school district or community college is failing to provide or is providing unsatisfactory or insufficient classes of instruction, pursuant to the provisions of Section 10-22.20 of the Illinois School Code, the Illinois Community College Board may enter into agreements with public and private, welfare, educational, or other agencies other than the public common schools, competent to provide adult education and literacy services. The local education agency will be consulted and will be given an opportunity to comment on the application.

8.9.2 Any Request for Proposal issued pursuant to Section 8.9.1 of the State Plan shall be formatted in such a manner so as to meet the considerations in Section 8.6.2.

8.9.3 The evaluation of all proposals submitted pursuant to Section 8.9.1 of the State Plan shall follow the procedures outlined in Section 8.6

## **9. Annual Evaluation of Adult Education and Literacy Activities**

### **9.1 State Evaluation**

9.1.1. The Illinois Community College Board will monitor programs for compliance with Federal, State and agency guidelines and regulations. Monitoring will also include a review of progress and effectiveness in meeting program-established goals and objectives as related to the Indicators of Program Quality.

9.1.2 Results of monitoring will be used to guide program improvement and provide technical assistance for the implementation of program improvement strategies.

9.1.3. The Illinois Community College Board will develop an Evaluation Process that will be conducted by outside review teams, under the direction of the agency. The Evaluation Process will focus on areas such as, but not limited to:

- (1) program use of scientifically based research;
- (2) inclusion of content standards in curriculum development and delivery of instruction;
- (3) quality and effectiveness of staffing and professional development;
- (4) the extent to which programs recruit and retain the target population;
- (5) planning and content of programs, services and activities including cooperative and collaborative agreements with other agencies to increase the capacity of service delivery;
- (6) the extent to which instructional strategies used are inclusive of learning styles effective to meet the diverse needs of adult learners including those with learning differences and special learning needs;
- (7) effectiveness of the program in achieving successful outcomes relative to student learning gains, completion, transition to postsecondary education/training and employment; and
- (8) effective use of technology in instruction, data analysis and program development.

9.1.4. The results of the Evaluation Process will be used to focus on continuous program improvement, state-wide planning, allocation of resources for special initiatives and professional development, dissemination of promising practices, the extent to which programs assist the State in achieving goals for adult education and performance indicators, as well as any other objectives as may be deemed appropriate by the Illinois Community College Board.

9.1.5 Performance results achieved on each of the three core indicators during the program year will be compiled and compared to the benchmarks established for the program year in the State Plan.

## **9.2 Evaluation of Funded Providers**

- 9.2.1 The Illinois Community College Board will provide data and procedures for funded providers to evaluate their own performance in comparison to statewide performance and in comparison to funded providers with comparable students, goals and/or activities. The provider must use data obtained in the File Transfer Protocol (FTP) self-evaluation process to develop a comprehensive program improvement plan to determine where programs will use to The plan must be developed in consultation with the Illinois Community College Board and include professional development activities approved by the Illinois Community College Board.

Beginning FY2008, the Illinois Community College Board will transition from the FTP self evaluation process to a web-based real time data system DAIS-I (Data and Information Systems Illinois). This will allow state staff and local program staff to evaluate data on an on-going basis. Programs will continue to complete the Data Quality Self Review instrument in evaluating progression toward meeting performance goals.

- 9.2.2 The Illinois Community College Board will develop a desktop monitoring tool which will be used for program improvement and to examine program data compliance.

## **10. Public Participation and Comment**

- 10.1. The Illinois State Board of Education on August 10 and 11, 1998, convened the administrators of each funded adult education program to seek input on the vision, goals and plans for the adult education system in Illinois. A copy of the resulting document is included in Attachment I. The input was instrumental in developing this State Plan.
- 10.2 The Illinois State Board of Education convened a group of adult education practitioners and stakeholders on July 7 and October 7, 1998, to define their vision and goals for the adult education system in Illinois. The committee included representatives from the following agencies and stakeholders involved with the State's major employment and training programs:

Illinois Adult and Continuing Educators' Association  
Illinois Community College Board

Illinois Department of Human Services  
Illinois Human Resource Investment Council  
Illinois Secretary of State Literacy Council  
Illinois Vocational Education System

A copy of the resulting document is included in Appendix I. The input was instrumental in developing this State Plan.

- 10.3 Prior to the submission of the Revised State Plan to the United States Department of Education, the Illinois Community College Board submitted the State Plan to the Illinois Governors Office for review and comment.

Prior to submission of the State Plan to the United States Department of Education, the Illinois Community College Board submitted the State Plan to the following agencies for review and comment.

Illinois Board of Higher Education  
Illinois Community College Board  
Illinois Human Resource Investment Council  
Illinois Literacy Council  
Office of the Governor

Prior to the submission of the Revised State Plan to the United States Department of Education, the Illinois Community College Board submitted for review and comment to the Adult Education Advisory Council, March 2014.

- 10.4 Two public hearings were held to obtain views and recommendations from all segments of the public regarding the Plan. The following are the dates and locations of those hearings.

January 12, 1999  
**10:30 A.M. to 3:00 P.M.**  
Illinois State Board of Education  
100 W. Randolph Street  
Chicago, IL 60601

January 14, 1999  
**1:00 P.M. to 3:00 P.M.**  
Illinois State Board of Education  
100 N. First Street  
Springfield, IL 62777

- 10.5 The President/Chief Executive Director Officer of the Illinois Community College Board and staff will continue to seek input and advice from partner agencies and advocates in the development and implementation of the Illinois State Plan for Adult Education and Literacy throughout the life of the plan. A listserv has been established to provide information.

## **11. Descriptions of Programs for Corrections Education and Other Institutionalized Individuals**

- 11.1. The Illinois Community College Board will reserve not less than one percent of its federal grant received under the Adult Education and Family Literacy Act to provide programs for corrections education and other institutionalized individuals as described in Section 225 of the Act.
- 11.2. The Illinois Community College Board will give priority to programs serving individuals who are likely to leave the correctional institution within five years of participation in the program.

## **12.0 State Leadership Activities**

### 12.1 Description of Activities.

The Illinois Community College Board shall use not more than 12.5 percent funds made available under Section 222(a)(2), State Distribution of Funds, for activities described in Section 223, State Leadership Activities. The Illinois Community College Board plans to conduct the leadership activities identified below.

12.1.1. Operating professional development programs at the State, Regional and local levels to improve the quality of adult education and Literacy instruction.

12.1.2 Providing technical assistance to funded providers of adult education and literacy activities in order to assist them in achieving the goal of continuous quality improvement.

12.1.3 Providing technology assistance, including staff training, to funded providers of adult education and literacy activities to enable them to improve the quality of such activities.

12.1.4 Monitoring and evaluating the quality of, and the improvement in, adult education and literacy activities.

12.1.5. Developing and disseminating curricula and instructional and

distance learning materials, such as contextualized curricula, “i-Pathways” and the Federally-funded EL/Civics Curriculum.

12.1.6. Coordinating with existing support services, including childcare, transportation, and other assistance designed to increase the enrollment and retention of students and their successful completion of adult education and literacy activities.

12.1.7 Coordinating activities of national importance with partner states and/or federal agencies such as the STAR Research Initiative, Evidence Based Reading Instruction, Career Pathways and Transition Initiatives, Integrated Learning Instruction, (e.g., Accelerating Opportunity) Teacher Induction Training, Special Learning Needs Training and the ESL Content Standards Consortia.

12.1.8 Providing technical assistance and/or demonstration funding for projects that are innovative and can be replicated.

12.1.9. Developing and aligning content standards for ABE, ASE, and ESL with the Common Core and College Readiness Standards, Career pathway knowledge and skills, new GED® tests requirements, technology skills, Evidenced Based Reading. This will be accomplished through coordinated workgroups comprised of representatives from all provider types.

12.1.10. Providing technical assistance to programs to incorporate ABE/ASE/ESL content standards into existing curricula or to develop curricula using content standards.

12.1.11 Conducting local and statewide research activities designed to enhance classroom instruction.

12.1.12 Developing systems and tools designed to ensure the transfer of data is accurate, valid and reliable.

12.1.13 Conducting activities and research related to the successful transition of adult education students to post-secondary education/training and employment. (i.e., career pathways, career awareness activities, bridge programs, student support services, etc.)

12.1.14 Developing new technology and enhancing existing technology designed to expand and improve services to the adult education student population. (i.e., ABE, ASE, ESL, distance education, etc.)

12.1.15 Developing and disseminating EL/Civics competencies for use with English Literacy/Civics students enrolled in funded adult education programs.

12.1.16 Coordinating activities relating to the instruction of students of different ethnic origins.

12.1.17 Conducting strategic planning activities designed to enhance adult education.

12.1.18 Providing professional development to align adult education content standards with common core and college readiness standards.

12.1.19 Other activities of statewide significance that promote the purposes of the Adult Education and Family Literacy Act.

## 12.2 Description of Activities under Section 427 of the General Education Provisions Act (GEPA)

12.2.1 To ensure access to services by addressing special needs of students and teachers in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability, and age. The Illinois Community College Board will continue activities as described in Sections 4.2.5-14.

12.2.2 In a competitive process, the Illinois Community College Board will accept proposals from all eligible providers as outlined in Section 8. Continuation proposals will be accepted from current providers only.

## 12.4 One-Stop Participation

12.4.1 Adult Education programs are involved in each of the one-stop centers.

12.4.2 Adult Education enters into a MOU with each Local Workforce Investment Board and provides a variety of staff, materials, cash and in-kind contributions and instruction. Adult Education is represented on every Local Workforce Investment Board.

12.4.3 Adult Education provides services in the one-stops such as staffing, materials, cash and in-kind contributions, and instructional and support services,

12.4.4 Adult Education participates as part of the virtual one-stop, Illinois workNet, to provide expanded access and information.