

Illinois Community College Board
Adult Education and Literacy
Allowable Instructional and Supportive Services Activities Definitions

Below are the approved instructional activities for the ICCB AEFLA Program.

- **Adult Basic Education (ABE)** curriculum consists of approved courses designed to bring a student from grade zero through the eighth-grade competency level as determined by standardized testing. This curriculum as well as the instruction must increase a student's ability to read, write, speak and perform mathematics. This should also lead to the attainment of a secondary school diploma or high school equivalency and transition to post-secondary education and training or employment. Beginning level courses cover grade zero through the third-grade competency level. The intermediate level courses cover fourth-grade competency through the eighth-grade competency. Each level of courses covers each content area and includes College and Career Readiness Standards (CCRS) in the curriculum. The curriculum is designed to accommodate the concept of individualized instruction and includes courses in general basic skills, reading literacy and communication skills, computational skills, technology and digital literacy skills, workforce/employability skills, life skills, career exploration/awareness skills, workplace literacy, family literacy/parenting, bridge instruction, and U.S. Citizenship education.
- **Adult Secondary Education (ASE)** curriculum consists of approved courses designed to bring a student from grade nine through the twelfth-grade competency level as determined by standardized testing. This curriculum as well as the instruction must increase a student's ability to read, write and speak, and perform mathematics. This should also lead to the attainment of a secondary school diploma or high school equivalency and transition to post-secondary education and training or employment. The curriculum is designed to prepare a student to achieve a High School Equivalency credential and includes College and Career Readiness Standards (CCRS) within each curriculum. The curriculum is also designed to accommodate the concept of individualized instruction and includes courses in basic skills, general academic and intellectual skills, reading literacy and communication skills, computational skills, technology and digital literacy skills, workforce/employability skills, life skills and career exploration/awareness skills, workplace literacy, family literacy/parenting, bridge instruction, and U.S. Citizenship education.
- **English Language Acquisition (ELA)/English as a Second Language (ESL)** curriculum consists of approved courses designed to include instruction in English for those whose native language is not English. The curriculum and instruction is designed to help eligible individuals who are English Language Learners achieve competence in reading, speaking, comprehension and mathematics skills that leads to attainment of a secondary school diploma or high school equivalency and transition to post-secondary education and training or employment. Beginning, intermediate and advanced courses include a curriculum in listening, speaking, reading, and writing using the English language. Technology and Digital Literacy skills as well as CCRS included in the curriculum. Other courses using the English language may include instruction in life skills, citizenship education, career exploration, employability skills (e.g., the OCTAE's Employability Skills Framework), workplace literacy, family literacy, bridge instruction, and Integrated English Literacy/Civics (IEL/Civics). Student levels are based on

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proficiency as measured by ICCB–approved standardized tests. The curriculum is designed to accommodate the concept of individualized instruction.

- **Workforce Preparation Activities/Career Exploration/Awareness Skills** curriculum may include instruction in workplace language, career readiness/exploration, development of career plans, career awareness, job readiness, career development including the use of career cluster essential knowledge and skills statements, job skills and career interest inventories, soft skills, preparation for college entrance exams, and career planning. This also includes instruction related to employment opportunities, access to job information, and self-analysis techniques. The instruction is offered at every level of instruction (ABE/ASE/ELA), but each level will only include the most appropriate information for the level of instruction.
- **Integrated English Literacy Civics Education (IELCE)** includes education of immigrants and other limited proficient populations and are designed to prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency and integrate with the local workforce development system and its functions to carry out the activities of the program in combination with Integrated Education and Training programming. Curriculum for this instructional category assists participants to effectively engage in the education, work, and civic opportunities of the United States of America. The Illinois IELCE competencies consist of seven thematic units (components) of civics development and more than 40 practical and immediately relevant activities for immigrant integration and success. The seven thematic units include Consumer Economics (CE), Community Resources (CR), Democratic Process (DP), Employment (EM), Health Services (HE), Housing (HO) and U.S. School System (SS). Throughout a combination of classroom instruction and community connections, these competencies will enable participants to effectively engage in education, work, civics opportunities, and rights and responsibilities of citizenship while continuing to build their English language and literacy skills. The competencies may be used at each level of ELA instruction; however, a program should increase the level of difficulty as the student progresses.
- **Bridge Programs/Career Pathways** services must be incorporated into the instructional process for all adult learners and at all educational functioning levels. This includes the incorporation of career awareness and career development activities designed to assist learners in making informed decisions regarding making smooth transitions to post-secondary education. The use of bridge programs has been piloted and has shown promise in introducing adult learners to different career options while increasing basic skills. Bridge Programs provide adult education learners with contextualized occupation-specific basic skills needed to successfully transition to post-secondary education and employment in high-growth industries. The ICCB and other key state agencies and stakeholders developed a bridge definition that is used to ensure consistency in use statewide. This group defined a bridge as a program that prepares adults with limited academic or limited English skills to enter and succeed in credit-bearing post-secondary education and training leading to career–path employment in high-

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demand middle- and high-skilled occupations. The goal of Bridge Programs is to sequentially bridge the gap between the initial skills of individuals and what they need to enter and succeed in post-secondary education and career-path employment. Three core elements are required to be included as part of a bridge program:

- Contextualized instruction that integrates basic reading, math, language skills and industry/occupational knowledge.
 - Career development that includes career exploration, career planning within a career area, and understanding the world of work (Specific elements depend upon the level of the Bridge Program and on whether participants are already incumbent workers in the specific field.).
 - Transition services that provide students with the information and assistance they need to successfully navigate the process of moving from adult education or remedial coursework to credit or occupational programs. Services may include (as needed and available) academic advising, study skills, coaching, referrals to individual support services such as but not limited to transportation and child care.
- **Integrated Education and Training (IET)** is comprised of three components: adult education and literacy activities, workforce preparation activities, and workforce training. Each of these components is offered concurrently for educational and career advancement. Illinois currently has an ICAPS credit model and a ICAPS non-credit model. The ICAPS (Integrated Career and Academic Preparation System) model is an IET model that blends both adult education and Career and Technical Education instruction in a format leading to a 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.
 - **Vocational Skills Training (VOC)** consists of an ICCB AEL–approved course that is short-term in nature. VOC training leads to an industry recognized certificate or credential related to a specific career pathway. The training must provide entry–level workforce skills which lead to employment and prepare adults with limited academic or limited English skills to enter and succeed in credit-bearing post-secondary education and training leading to career-path employment in high–demand middle- and high-skilled occupations. A program may choose to offer Vocational Skills Training in addition to the required instructional categories listed above. The method to offer VOC training is as a part of either a bridge program or through an Integrated Education and Training (IET) and/or Integrated English Literacy and Civics Education (IELCE) program(s).
 - **Family Literacy** is an integrated, intensive service for at-risk families that must include, but is not limited to, the four components—adult education, parenting education, parent/child activities, and child education—of family literacy. Each component is defined as:

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- Adult education as defined above.
 - Parenting education includes information and support for parents on issues such as childbirth, development and nurturing of children, child rearing, family management, support for children learning, effective advocacy strategies for the rights of all children, and parent involvement in their child's education.
 - Parent/child activities include regularly scheduled interactive literacy-based learning activities for parents and children.
 - Child education includes age-appropriate education to prepare children for success in school and life experiences (includes early childhood programs, school programs, and/or childcare). Only three components—adult education, parenting education, and parent/child activities—can be funded by ICCB Adult Education and Literacy (AEL) funds. The fourth component—child education—must be funded by an appropriate child education partner.
- **Literacy Coordination** may include coordination, tutor training, tutor scheduling, and other support activities that promote student learning gains and may include volunteer literacy. Literacy services must be in conjunction with Adult Education and Literacy instructional programming provided by trained volunteers to target population students. Literacy services support classroom instruction and increase student learning gains. Trained volunteers may work with students during classroom instruction under the supervision and coordination of a paid instructor in an AEL funded class. Instructional hours may not be claimed for services provided by volunteer tutors.
 - **Workplace Adult Education and Literacy** may include coordination of workplace education projects that are designed to meet the unique needs of participating workers and employers. Workplace Adult Education and Literacy refers to an individual's ability to read, write, speak, compute, and otherwise solve problems with enough proficiency to meet every day needs on the job and to pursue professional goals. This includes a knowledge of phonics, word identification, and comprehension which enables the employee to read technical information and complex manuals. Workplace Adult Education and Literacy also refers to the ability of an individual to function in job situations involving higher order thinking and the capacity to evaluate work situations and processes. An employee who is workplace literate has increased job success, experiences fewer frustrations in the workplace, has higher self-esteem, and has less need for retraining as the job and technology change. Workplace literacy can be funded with Adult Education and Literacy funds. All other rules of the AEL grant apply as well. The ICCB will continue to work to align new terminology with the requirements of the federal law (e.g., Workplace Literacy to Workforce Education).

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Allowable Support Services Activities

- A. Student transportation services are for students enrolled in Adult Education and Literacy eligible activities. Every effort should be made to coordinate these services with other entities within the community.
- B. Childcare is the care of children during the time an adult education student is engaged in eligible adult education and literacy instructional activities. The student must be the primary care giver of the child. Every effort should be made to coordinate these services with other entities within the community.
- C. Guidance and counseling are activities with students which may include (1) Learning styles inventories; (2) Evaluating the abilities of students; (3) Assisting students to make their own educational and career pathway choices including career awareness and development activities etc.; (4) Assisting students in personal and social development; (5) Assisting staff members in planning and conducting guidance programs; and (6) Providing transition services that will lead to post-secondary education and training, bridge programs, integrated education and training programs, employment, and other activities of statewide significance. Social work activities include (1) Improvement of student attendance; (2) Interventions to assist students dealing with the problems involving home, school, and community; (3) Provision of referral assistance; and (4) Retention strategies.
- D. Assistive and adaptive equipment or special printed materials are for adult education and literacy students with special learning needs.
- E. Assessment and testing are activities to measure skill gains of individual students enrolled in eligible adult education and literacy activities through the use of the approved assessments for Illinois Adult Education and Literacy. However, other diagnostic assessments designed to place students in appropriate and eligible adult education and literacy instruction are allowable.

See the Adult Education and Literacy Provider Manual for more definitions.