

Illinois Community College Board
Adult Education and Literacy
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 credential. However, the non-credit model does strongly encourage collaboration with a postsecondary education institution or industry partner.

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 Confidentially 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

Work-Based Learning (WBL) – Fifteen (15) hours of work-based experience (apprenticeships, pre-apprenticeships, internships, on the job training (OJT) and job shadowing) is required for Early School Leaver Transition Program participants. Work

experiences must support participants' career and education goals and provide knowledge and skills necessary for successful transition 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