
1. PROGRAM DESCRIPTION

The program 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 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 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.

2. BUDGET AND FUNDING INFORMATION

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.

Allowable Activities - Allowable expenditures include:

- A. **Personnel** for the cost of employing and/or covering the cost of full- or part-time coordinators, support staff, teaching faculty, advisors, counselors, and other staff necessary for the development of a program that will lead to students' success.
- B. **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.
- C. **Travel and Professional Development** for expenses 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 instructor/coordinator is mandatory.
- D. **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 funded classes, advising and counseling applicants and students, office operations, data collection and accountability, and other supplies necessary for smooth operation. This also includes student transportation to and from classes (including alternative high school completion or High School Equivalency classes and Career Awareness and Development Instruction), 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 (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. **Telecommunications** to be used for direct program telecommunications (i.e. cell phones, office phones, virtual platforms for class instruction, internet, etc.).
- H. **Training and Education** for the costs associated with employee development. Include rental space for training (if required), training materials, speaker fees, substitute teacher fees, and any other applicable expenses related to the training.

3. INFORMATION

A successful plan should:

- A. Employ full-time or part-time staff to fulfill duties such as:
 - 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 activities.
 - Enrolling, advising, and supervising 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.
- B. 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 program 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.

- C. Programs are encouraged to partner with available TITLE I Youth Career Pathways programs to ensure students have access to additional resources to support student success.
- D. The Career Awareness and Development Instruction (CADI) - Two hundred (200) minutes per week of classroom and/or individual instruction required for all 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.
 - o 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.
- E. 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 participants. Experiences must support participants' career and education goals and provide knowledge and skills necessary for successful transitions into postsecondary education and/or employment.
 - o 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 and information about the Work Based Learning Continuum in the Perkins V State Plan at <https://www.iccb.org/cte/perkins/>
 - o A 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, coordinator, and WBL supervisor.
 - o The coordinator is responsible for coordinating placements and monitoring participants' progress. CADI and WBL may be completed concurrently or consecutively; however, students must be enrolled in CADI prior to WBL placement. The coordinator must enroll at least 90% of participants in WBL.

Focus Options - One of the main goals 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.