

Illinois Community College Board



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President/CEO

TO: Illinois Community College Board (ICCB) Adult Education and Family Literacy (AEFL) Providers

**FROM: Jennifer K. Foster
Senior Director for Adult Education and Family Literacy**

**SUBJECT: FY2012 Early School Leaver Transition Program (ESLTP)
Continuation Plan**

BACKGROUND

This document stipulates the requirements for submitting a Continuation Plan for the Early School Leaver Transition Program (ESLTP). Current programs should read this document and visit the ESLTP website at: <http://www.iccps.ilstu.edu/esltp/research.html> to obtain more information about the program. The website contains information such as “resources and research”, a “curriculum framework”, “effective practices”, and “professional development”. This document will be posted on the Illinois Community College Board (ICCB) website at: www.iccb.org.

PURPOSE:

The ESLTP is designed for high school dropouts between the ages of 16 and 21 whose TABE level reading score is at or above the 9.0 grade level equivalency. Students must demonstrate willingness to:

- complete a secondary level of education;
- participate in school and work-based learning experiences related to career choices; and
- transition to postsecondary education and/or enter into and retain employment

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.

The overarching goal is to assist students in achieving high school completion or the successful completion of the GED® Tests as the basis for entry into postsecondary education/training and

meaningful employment. Only those youth who demonstrate a willingness to meet these goals and who are able to benefit from this program will be enrolled in the program.

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

- assistance to students in the completion of the General Educational Development (GED®) or alternative high school credit toward graduation,
- workforce employability skills (career services) preparation classes for students,
- assistance in preparation of students for employment through school-based and/or work-based learning opportunities,
- assistance for students to transition to postsecondary Career and Technical Education (CTE) programs within one of the 16 nationally recognized career clusters, specifically Healthcare, Manufacturing, and Transportation, Distribution, and Logistics.
- assistance for students to enter and retain employment.

The Illinois Community College Board 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 AEFL program. This will allow for better delivery of instructional activities designed to enhance academic preparation towards the completion of the General Educational Development (GED®) examination or high school credits toward graduation while providing the skills necessary for successful transitions into postsecondary education and employment.

GENERAL INFORMATION

Current Providers: Current ICCB funded ESLTP programs are eligible to submit a proposal for the proposed activities for the current sites. A continuation plan must be submitted for each learning site proposed. Programs may not submit plans that propose activities at additional sites.

Grant Period: The grant period will begin on July 1, 2011 and will extend from the execution date of the grant until June 30, 2012. Funding is contingent upon a sufficient appropriation, and a program's satisfactory performance in the preceding year.

Application Deadline: The original application and **two** copies must be received by the Illinois Community College Board (ICCB) no later than 4:00 p.m. (CST) Friday, June 17, 2011. The address for submission is:

Illinois Community College Board
Attention: Jennifer Foster
Senior Director for Adult Education and Family Literacy
401 East Capitol Avenue
Springfield, Illinois 62701-1711
No FAX copies will be accepted

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Applications will be accepted only at the ICCB office in Springfield, IL, at the address listed above. Applications may be hand delivered or mailed, but must be received by the date and time indicated above.

- Applications received after the deadline will not be considered.
- **No FAX or emailed copies will be accepted.**
- Applications that do not meet the eligibility criteria or are incomplete will not be considered.

Private not-for-profit organizations must provide the following Evidence of Not for Profit Status and Other Documentation listed below. The information must be provided with the original copy of the application only.

- evidence of incorporation;
- evidence of IRS not-for-profit status (Section 501(c)(3) of the Internal Revenue Code);
- list of current board members including name, address, telephone numbers; and e-mail address
- most recent A-133 audit summary or an independent program audit of any adult education and literacy funds (if applicable); and
- proof of adequate liability insurance.

Contact Person: For more information contact:

Jennifer K. Foster, (217) 785-0171 or Jennifer.Foster@illinois.gov
Marilyn Schmidt, (618) 594-4157 or Marilyn.Schmidt@illinois.gov

PROGRAM SPECIFICATIONS

FUNDING ESTIMATES

The ICCB has requested approximately \$700,000 for FY2012 to fund ESLTP activities. A 25% cash and/or in-kind match is required. Funding for this project is contingent upon a sufficient state appropriation, and a programs satisfactory performance in the preceding year.

ALLOWABLE ACTIVITIES

Allowable expenditures include:

Instruction: 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 AEFL administrator**

Student Support Services for students to and from the ESLTP program (including alternative high school completion or GED classes and job skills classes), college or agency-based or work-based job shadowing or on-the-job training, or travel to and from work during the first month of employment (bus tokens, gas cards, stipends, etc.).

Staff Travel and Professional Development - expenses up to 5% of the grant total for employees funded in whole or in part by the ESLTP to attend required meetings and conferences, particularly those which build upon the improvement of skills. At least two staff development activities per year will be hosted by the ICCB and attendance by the local ESLTP teacher/coordinator is mandatory.

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.

General Administration costs not to exceed 5% of the approved FY 2012 local ESLTP allocation.

DATA COLLECTION AND REPORTING

Programs funded through this project will be required to collect participant data. Those awarded funding through this project will receive guidance as to the data elements that should be collected through the duration of the project. All programs funded through this project will receive training in the collection of the prescribed data elements.

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

TERMS OF THE GRANT

- A. Applicants may be asked to clarify certain aspects of their proposals. 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.
- B. Payments will be disbursed quarterly. Payments may be reduced from scheduled amounts if periodic reports show excessive cash on hand.
- C. An approved budget may be amended by completing the Budget Summary and Payment Schedule form to show the new amounts required by attaching an explanation for the changes. A budget amendment must be submitted to the agency for approval whenever any individual line item changes by more than \$5,000 or 20%, whichever is larger.
- D. 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.
- E. No Subcontracting is allowed under this request for proposals.
- F. Successful applicants will be expected to complete all required quarterly and final reports and submit to the Illinois Community College Board. Project Teacher/Coordinators will be required to attend project meetings as required by the Illinois Community College Board. Successful applicants also must submit follow-up reports on student activities three months after exiting the program.
- G. All programs must comply with all federal and state labor and wage laws.
- H. The placement of students in work-based learning experiences cannot result in the displacement of other workers who ordinarily perform such work.
- I. Grantees must maintain the following records related to the Early School Leaver Transition Program:
 - Proof of age certificate required by law and individual training memorandum for each student employed;
 - Class records of the related course provided as part of the program; and
 - Fiscal records supporting any claim for reimbursement, including vouchers indicating payment of bills for expenses incurred under the terms of any funding agreement.

REQUIRED EARLY SCHOOL LEAVER TRANSITION PROGRAM (ESLTP) ELEMENTS

- Employ full-time or part-time staff to fulfill duties such as:
 - administering/coordinating/supervising the ESLTP project and students

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- Early School Leaver Teacher Coordinator must hold a minimum of a Bachelors degree and have 2000 hours of relevant work experience. This may include work in career counseling, business, marketing and management.
 - teaching a course that includes career exploration, career planning within a career area, and understanding the world of work (specific elements could include career services preparation, personal skills for employment/resume writing/interviewing, etc.) Also, course content should consider whether participants are unemployed or working in a specific field.
 - administering/coordinating school-based/ work-based on-job-training/ job shadowing/internship experience, etc.
 - advising and/or enrolling ESLTP students
 - assessing students for job skills or career interests
 - providing ESLTP local data system and data entry
 - other pertinent staff appropriate to the objectives of the grant
- Coordinate student enrollment in AEFL instruction.
 - Develop collaboration with AEFL, CTE staff and faculty, advising staff, and other pertinent school and community and business partners to assist in program planning as well as assist students in transitioning to post-secondary education. The ESLTP must establish measurable goals designed to assist students to successfully transition to post-secondary education and thereby increasing student employment potential and earning power.
 - Enrollment of a minimum of 35 students per site in the ESLTP program who meet program guidelines including:
 - high school dropouts between the ages of 16 and 21
 - TABE level reading score is at or above the 9.0 grade level equivalency
 - Provide a minimum of 200 minutes of instruction per week on general and specific career awareness and clusters information, and other topics related to CTE, personal care for the workforce, resume writing, interviewing, and other information to prepare for applying for and becoming employed. A job skills class is acceptable if it meets these requirements.
 - Meet with adult education staff and other education staff regularly to determine student progress toward successful completion of a GED/HS diploma;
 - Develop a training memorandum for each student placed at a college/agency or job shadowing or work-based learning site that includes at least, work-verified tasks for CTE and employability skills, duration of course of training, working hours, student's date of birth, school/agency/company name, and the responsibilities of and signatures from the on-site employer or other supervisor, and the ESLTP contact. Each training memorandum of the student's placement in a job shadowing experience and/or employment must be submitted to the ICCB on a bi-annual basis

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- Provide at least 90% of students served with participation in a school/college/agency-based job shadowing or work-based learning experience for a duration of no less than 15 hours per week;
- Track local required data elements necessary for reporting purposes.
- Supervise ESLTP students' school and/or work-based learning experience at designated times to determine student progress with the supervisor.

APPLICATION DIRECTIONS AND PLAN FORMAT

- All required information must be included as part of the plan
- Incomplete or late proposals will not be considered
- No FAX or email copies will be accepted
- Proposals that do not meet the eligibility criteria will not be reviewed.

Proposal must be submitted in the format and order as listed below:

- Attachment 1: Cover Page** - Include contact information for all applicable contacts. Include the appropriate contact people in your agency that will be responsible for the ESLTP. The Chief Executive Officer **MUST** sign the Cover Page of the continuation plan. There will be no exceptions to this requirement.
- Attachment 2: Budget** - Include all budget items under the appropriate line items listed on the attachment. A budget summary is necessary. All payments will be dispersed quarterly.
- Attachment 2a: Budget Summary** - Attach a budget summary detailing items listed on Attachment 2. Summaries should be explicit and detail the proposed use of the funds requested.
- Proposal Narrative:** In a maximum of **five** pages, programs must describe the proposed activities for FY2012. Include a summary of proposed activities, noting the changes from last fiscal year's proposal, and include efforts to recruit from existing adult education programs. In addition, describe activities to connect students to Career and Technical Education Programs, Adult Education Bridge Programs, and Student Services within the college. If additional resources are requested, a program must indicate the need for the additional resources in the narrative.
- Attachment 3: Applicant must provide or attach a Career Awareness Course Description** - If the Career Awareness course is different from last year, please provide a new description that provides a minimum of 200 minutes of instruction per week on general and specific career awareness and cluster level knowledge and skills, and other topics

related to employment, personal care for the workforce, resume writing, interviewing, and other information to prepare students for applying for and becoming employed. A job skills class is acceptable if it meets these requirements. **If no changes, please note no changes from last year.**

- ❑ **Attachment 4: Goals and Activities** - Include measurable outcomes of student who will enter and complete each area listed below. For example: Implementation of a transition activity that will move a student into postsecondary education. Of the 35 students enrolled, 100% (35) will successfully complete the activity and will transition into postsecondary education.
 - Participant enrollment and completion of secondary level of education either by passing the GED tests or graduating with a high school diploma;
 - Development of a participant Career Portfolio including a written plan for transitioning the student from ESLTP to post-secondary education/training, employment, or entrepreneurship ventures;
 - Participant enrollment and completion of workforce employability preparation class (career services);
 - Participation and enrollment in school/college/agency/business job shadowing and work-based learning experiences related to at least one of the 16 career cluster, specifically Health Care, Manufacturing, Transportation, Distribution and Logistics (www.careerclusters.org)
 - Referral and transition of participant to postsecondary CTE or other training;
 - Follow-up Activities at three months after exiting the program:
 - participant retained in employment
 - participant retained in postsecondary two semesters or longer, or training to completion of program; and
 - participant transition to successful employment

- ❑ **Attachment 5: Job Descriptions** - Applicant must include job descriptions for the teacher/coordinator and other staff working as a part of this project. Do not include job descriptions, if there are no changes from the previous year to the current job description for staff working as part of the project. Please note that a copy of the job description(s) should be kept on file for review by the ICCB. **If no changes, please note no changes from last year.**

- ❑ **Attachment 6: Public and Private Sector Training Sites** - Each applicant is required to submit a proposed list of any **new** school/college/agency/business that will provide sites for unpaid or paid, job shadowing and work-based learning experiences for the participants in compliance with the regulations of the United States Department of Labor. **Programs should maintain current listing of sites.**

CONTINUATION PLAN

All continuation plans will be reviewed by staff of the ICCB. Continuation Plans will be reviewed for completeness of proposal, proposed services, and goals for FY12. Funding is contingent upon a sufficient appropriation, and a programs satisfactory performance in the preceding year. The start of a new site is not permissible during a continuation year.