Illinois Community College Board

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Chair

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Executive Director

TO: **All Currently Funded ICCB Adult Education and Literacy (AEL) Programs**

FROM: **Jennifer K. Foster, Deputy Director of Adult Education and Workforce**

                Jamil Steele, Senior Director for Adult Education

DATE: **April 15, 2016**

SUBJECT: **FY2017 Adult Education Continuation Plan**

BACKGROUND

This document stipulates the requirements for submitting a continuation plan for federal and state adult education funding. Continuing programs must address the activities and requirements set forth in this document. Below are documents relative to delivery of services under this continuation plan.

- **Title II, Adult Education and Literacy, of the Workforce Innovation and Opportunity Act of 2014 (P.L. 113-128**). http://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/wioa-reauthorization.html
- **Illinois Workforce Innovation and Opportunity Act Unified State Plan**
  https://www2.illinoisworknet.com/WIOA/Outreach/Pages/StateUnifiedPlan.aspx
- **Section 10-22.20 of the School Code (105 ILCS 5/10-22.20)**
  http://www.ilga.gov/legislation/ilcs/ilcs2.asp?ChapterID=17
- **Illinois Adult Education and Literacy, Public Act 91-830**
  http://www.ilga.gov/legislation/publicacts/pubact91/acts/91-0830.html

- **Creating Career Pathways for Adult Learners: Strategic Plan for Adult Education**
  http://www.iccb.org/data/?page_id=104
  Adult Education and Literacy Provider Manual
  http://www.iccb.org/data/?page_id=104

PURPOSE

This proposal is intended to solicit continuation plans from currently funded ICCB Adult Education and Literacy (AEL) programs that work to achieve the purpose of Title II of the Workforce Innovation and Opportunity Act (WIOA) of 2014, which is to create a partnership among the federal government, states, and localities to provide, on a voluntary basis, adult education and literacy services. Title II of WIOA is funded through the U.S. Department of Education Office of Career, Technical and Adult Education (OCTAE). The purpose of Title II is to:

     • Assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;

     • Assist adults who are parents to obtain the educational skills necessary to become full partners

in the educational development of their children; and lead to sustainable improvements in the economic opportunities for their families;
• Assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, through career pathways; and
• Assist immigrants and other individuals who are English language learners in improving their:
- Reading, writing, speaking and comprehension skills in English, and o Mathematics skills; and
- Acquiring an understanding of the American system of government, individual freedom and the responsibilities of citizenship.

The eligible population to be served under Title II Adult Education and Literacy (AEL) include an individual (A) "who has attained 16 years of age; (B) who is not enrolled or required to be enrolled in secondary school under State law; and (C) who is:
- basic skills deficient;
- does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or
- is an English language learner.

Creating Pathways for Adult Learners: An Illinois Strategic Plan for Adult Education

When responding to this Continuation Plan, currently funded providers should consider the priorities listed below as set forth in the Strategic Plan for Adult Education "Creating Pathways for Adult Learners."

- **Assessment, Curricula, and Instruction:** Adopt and align assessments, curricula, and instructional practices that prepare adults for family-sustaining jobs and career advancement.
- **Support Services and Follow-up Services:** Provide comprehensive student support to reduce personal barriers to retention and progress that promote smooth transitions within and between educational/training providers and into the workforce.
- **High Quality Teaching and Professional Development:** Ensure that all adult educators have ongoing, specialized professional development in career cluster framework to deliver high-quality instruction and to use classroom support that fosters learner persistence.
- **Partnerships:** Build and sustain mutually beneficial relationships with key partners to identify regional skill needs and design and provide career pathways programs that meet those needs.
- **Research, Data, and Accountability:** Continue to expand and strengthen the state's accountability system to document, evaluate, and improve student and program outcomes on a continuing basis.
- **Program Design:** Design pathways for adult education learners interested in employment or further education, regardless of their skill levels at point of entry.

The strategic vision for adult education is a "foundation of a career pathways system that prepares adult learners for economic self-sufficiency." The ICCB sees a system of adult education as one that is transforming the lives of adult learners and readying them for continuing education and employment. It will require a system that will include:
- Multiple entry points for all adult learners
- Accelerated learning options
- Industry-focused curricula that is contextualized and prepares learners for employment and careers, such as Bridge programs and Integrated Career and Academic Pathways System (ICAPS) or other integrated models. In FY2017, all programs are required to offer Bridge programming either as an individual provider or in partnership with other providers.
- Support Services and a transitional framework that accelerates student progress and completion
- Alignment with Common Core State Standards (CCSS) and College and Career Readiness Standards (CCRS) to ensure students are college ready

- Responsiveness to the workforce needs in Illinois
- Collaboration with partners and connecting adult learners to services and employment opportunities
- Innovative approaches to build and deliver instruction that meets the needs of the adult learner and the workforce
- Accountability and the use of data to improve instruction and services
- Using evidence based and integrated teaching methodologies that are based on research
- Utilizing professional development that maximizes the skills of adult educators to support quality teaching and learning in the classroom

Applicants
- Must submit all required attachments to be eligible for continued 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.**
- Must provide evidence of IRS not-for-profit status (Section 501(c)(3) of the Internal Revenue Code)**;**
    - o **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.

PRIORITY POPULATIONS

The Illinois Community College Board is committed to serving the populations that are most in need of services. The strategies for the delivery of instructional services should target the following populations:
- Low income and low-skilled adults
- Individuals with disabilities
- Single parents, Temporary Assistance to Needy Families (TANF) recipients, and displaced homemakers
- Unemployed, Underemployed, Not in the Labor Force individuals who demonstrate a deficiency in basic skills
- Individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency
- Individuals in Corrections Education and other Institutionalized Individuals

GENERAL INFORMATION

Grant Period: The grant period is July 1, 2016 to June 30, 2017 (Fiscal Year 2017) **Funding is contingent upon the availability of federal and state resources and the program's satisfactory performance in the previous year.**

THE APPLICATION

Application Deadline: The **original application** must be received by the Illinois Community College Board (ICCB) no later than **4:30 p.m. (CDT) Tuesday, May 31, 2016.** The address for submission is:

    Illinois Community College Board
    Attn. Jamil Steele, Senior Director for Adult Education
    401 East Capitol Avenue
    Springfield, Illinois 62701-1711

In addition, an electronic copy of the application, including all attachments must be submitted to: submitrfp@iccb.state.il.us **by 4:30 p.m. (CDT) on Tuesday, May 31, 2016.**

SPECIAL NOTE: The subject line of the e-mail should read as follows:

<div style="border:1px solid black; padding:10px; text-align:center;">

FY17 RFP [INSERT APPLICANT'S NAME HERE]

</div>

APPLICATION FORMAT

- Narrative responses must be a minimum of 12 point type, 1.5 spacing, and in a Times New Roman font size (or, in instances where the response area has been pre-formatted, follow the pre-formatting for the response area).
- The original (and two copies) of the paper application 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.

STATEWIDE INFORMATION SESSION

An information session will be held at the location listed below. It is **not** a requirement that a current applicant attend the information session. The information session will begin and end promptly at the time designated below.

Webinar Forum
To Be Determined

The informational sessions will be held prior to the ICCB Administrators Meeting.

PARTICIPATION IN THE INFORMATION SESSIONS IS NOT MANDATORY

Providers should download a copy of the Continuation Plan before the information session.

- **Providers may e-mail questions to:** AEFLrfp@iccb.state.il.us

- **All answers to the Information Session questions as well as questions and answers to e-mailed questions will be posted on a scheduled basis to the ICCB Adult Education website at:** http://www.iccb.org/aecontinuation.plandocuments_FY17.html

INSTRUCTIONAL ACTIVITIES

Programs applying for a continuation of federal and state adult education resources must abide by the policy and procedures set forth. All programs must provide direct instruction through the use of paid instructional staff. These activities are important to the success of the program and the students served.

The activities below are the approved instructional activities for this Continuation Plan. A complete description of these activities can be found in Appendix A.
- Adult Basic Education and Literacy (ABE)*
- Adult Secondary Education and High School Equivalency (ASE/HSE)*

- English Language Acquisition (ELA)*
- Integrated English Literacy and Civics Education (IEL/CE)
- High School Credit (HSCR)
- Vocational Training (VOC)
*Primary Activities

Optional Activities
- Family Literacy
- Volunteer Literacy Coordination
- Workplace Literacy

Unapproved Activities
- Foreign Language HSE is not an allowable activity with Federal Funds
- Foreign Language ABE is not an allowable activity
- Vocational Training is not an allowable activity with Federal Funds

BUDGET & FINANCE

There are two sources of funding for Adult Education and Literacy provided through the ICCB: Federal and State funds. Federal funds are appropriated by Congress and are allocated to each state through the U.S. Department of Education. State funding is appropriated through the State Legislature, is allocated to local programs through the ICCB, and is distributed based upon a funding methodology.

Each source of funding has two categories. This information is listed below:

Federal Funds:	State Funds:
• Federal Basic	• State Basic
• Federal IEL/CE	• State Performance

Appendix E provides a full description of each funding source and category, including the purpose, eligible participants, appropriate use of funds, assessment and reporting requirements.

Definitions of instructional and support services allowable under ICCB funding can be found in Appendix A.

FISCAL INFORMATION

State and federal funds may be used to serve eligible participant/client populations as described in Appendix E.

It is expected that programs will use a variety of resources to provide adult education and literacy instructional and support services. We encourage institutions to support Adult Education within their organization. Programs are expected to provide a cash or in-kind match at a minimum of 25% towards the provision of services under this grant. On attachment 7A, applicants should list the resources and amounts that will be used as local match.

Below are the general rules for each of the categories of expenditures. These rules are included in Appendix E.

State Basic Funds:	State Performance Funds:
Administration cannot exceed 15% of the total allocation in this funding source. A minimum of 45% of this allocation must be spent on direct instruction.	There are no minimum or maximum expenditure requirements for these funds. All expenditures must be for approved Adult Education and Literacy activities and costs. Appropriate documentation of activities must be maintained.

Federal Funds:

 A total percentage of not less than 95% shall be expended for carrying out adult education and literacy activities; the remaining amount, not to exceed 5%, shall be used for planning, administration, personnel development, and interagency coordination.

 No more than 5% of Federal funds may be spent on program support, including improvement of instruction (professional development), general administration, operations and maintenance of plant services, workforce coordination, information services, and indirect costs.

 A waiver of the 5% maximum may be requested by the applicant. The state office will ensure that the overall state percentage does not exceed the 5% threshold.

 Indirect costs will be negotiated with each program during the post allocation budget submission and approval process.

 A minimum of 45% of the grant allocation(s) must be spent on direct instruction.

In addition, all funded programs will be required to submit two (2) copies, one paper and one electronic, of an external state grant compliance audit no later than October 15th of the next fiscal year. The Federal audit of Adult Education and Literacy funds shall be completed and submitted within the earlier of 30 days after receipt of the auditor's report(s), or nine months after the end of the audit period. However, the ICCB strongly encourages early completion and submission.

External audit costs are allowable costs under the General Administration function. Please refer to the Provider Manual for audit guidelines.

Funding each year is contingent upon **availability of funds, demonstrated effectiveness in serving the target population during the previous year and ability to meet the grant requirements.** Existing instructional and/or support activities may not be duplicated pursuant to Section 231(d) Special Rule and 241 (a), Supplement Not Supplant, of the Workforce Innovation and Opportunity Act (WIOA) of 2014.

FUNDING ESTIMATES

The following funding **estimates** for FY2017 are based on FY2015 allocations. All are subject to change pending state and federal appropriations.

State Basic	$21,572,400
Federal Basic	$14,362,123
Federal IEL/CE	$2,292,753
State Performance	$10,701,600

For the purposes of compliance with Section 511 of P.L. 101-166 (the Stevens Amendment), applicants are advised that approximately 34% of the funding for this program comes from federal sources. The approximate total amount of Federal funds available for awards is estimated to be $16.6 million.

DATA & ACCOUTABILITY

Federal law requires that states demonstrate continuous improvement in achievement of the outcomes negotiated. Funded programs will be required to meet and/or exceed all targets as set by the ICCB, according to Federal National Reporting Systems (NRS) guidelines and will be required to use data to improve program service and delivery.

Funded programs failing to meet these guidelines will be placed on a watch or a probation status, as determined by the ICCB. After a third year of failing to meet an acceptable standard, the ICCB reserves the right to **not fund** any provider who does not meet the outcomes.

DATA COLLECTION

The Data and Information Systems Illinois (DAISI) will be used by **all** Illinois Adult Education and Literacy providers in electronically tracking and reporting student data.

It is required that all funded programs acquire the necessary hardware to meet ICCB specifications for data reporting. All programs will also be required to have internet access with a valid e-mail address. All programs funded and those who work with data will be required to sign off on a data confidentiality agreement.

All programs are required to attend DAISI training to ensure proper use of the database, as well as to increase the efficiency, uniformity, and accuracy of data submissions. Basic computer knowledge is assumed. If a DAISI data entry person has not had experience saving files, creating directories, locating files, and other introductory computer skills, local arrangements to provide basic computer instruction is necessary prior to taking DAISI training courses.

MONITORING

All funded programs will be monitored either on-site or by desk review to ensure compliance with federal, state, and ICCB policies, regulations and procedures.

REPORTING

All funded programs will submit all required reports as indicated in Appendix E for each funding source and category.

TERMS OF THE GRANT

A.   Programs may be asked to clarify or revise certain aspects of their proposals. Grantees will receive an award letter from the Illinois Community College Board that specifies the amount of the award(s).

B.   Programs will submit request for payment to the Budget and Operations Office of the ICCB according to a negotiated payment schedule. State funds will be allocated on a scheduled basis. Federal funds must be requested and must be dispersed by the program within 30 days of receipt. They may either be scheduled periodically or requested on an as needed basis. Payments may be reduced from scheduled amounts if periodic reports show excessive cash on hand. Payments may be stopped or reduced if the funded provider fails to meet the conditions of the grant as listed in

the grant agreement, this Continuation Plan, federal law, state law, and ICCB policy and procedures.

C.   All state 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.

D.   These funds may not be used to support HSE Testing Administration or to pay for test taker testing fees. This is not an allowable cost.

E.   Funded programs are subject to the provisions of Section 511 of P.L. 101-166 (the Stevens Amendment) due to the use of federal funds for the programs. All announcements and other materials publicizing the programs must include within the content a statement as to the amount and proportion of Federal funding involved.

F.   Funded providers may enter into a subcontracting agreement with another eligible entity, which is not already funded, to provide additional services to support the adult education population served. However, all program responsibilities are to be retained by the funded program to ensure compliance with the terms and conditions of the grant. All subcontractors must be listed on the Proposed Subcontractor's Attachment and all information required on the Proposed Subcontractor's Attachment must be filled out completely. The ICCB reserves the right to review and approve all subcontracting agreements.

APPLICATION DIRECTIONS

- All required information must be included as a part of the application.
- Incomplete or late applications **will not** be considered.
- No FAX copies will be accepted.
- Unrequested attachments or letters of support will not be reviewed.
- Plans should be clipped or stapled, not bound, and unrequested cover pages should not be included.
- Plans that do not meet the eligibility criteria will not be reviewed.
- Both the electronic copy and the original copy must be received by the deadline.
- Must be in the order indicated on the checklist.

Master Excel Worksheet:

Continuation Plan – Attachments Tab

Read instructions at top of front page and where instructed, insert program name.

Agency Information Tab

Complete the information regarding Area Planning Council number, type of eligible agency, and appropriate allocation and service information as requested. Include contact information for all applicable contacts. Include the appropriate contact people in your agency that are responsible for the ICCB Adult Education and Literacy grant but only one contact and one location per box. **The Chief Executive Officer MUST sign the Cover Page of the proposal. There will be no exceptions to this requirement.**

Professional Development Tab

All continuing providers must submit a professional development activity summary for FY17 in the format provided. Include in the summary all staff paid with ICCB Adult Education and Literacy resources whether full or part-time. Indicate the total number of activities and the number of these activities that will be provided by the Service Center Network, In-house or by other professional development providers. If other categories of training are offered, list the individual topic areas in the rows titled "Other". Also detail the anticipated number of Administrators, Support Staff and Instructors – by category – who will participate in each activity.

Applicants should list the estimated cost of each type of activity and indicate the percent of the cost that will be paid with ICCB restricted funds. The estimated total costs to be paid with ICCB restricted funds should equal the total from the Improvement of Instruction line in accompanying Budget Workbook. **Attendance is required at ICCB sponsored administrator meetings held each year.** See Appendix C for Key Definitions.

Fiscal Resources Tab

On section A, all continuing providers must submit FY16 allocation and FY17 Request information on the fiscal resources tab. On section B. providers should indicate which of the Coordinated Resources will be used to meet the required 25% match. The table indicating the amount of the 25% match as well as the amounts of match provided from Coordination of Resources will automatically populate when data is entered appropriately into the other two tables of the attachment.

Cost Allocation Tab

Cost Allocation is the process that ensures all programs or funding streams are responsible for their appropriate share of total program costs. It demonstrates that the funds expended under this program follow the student. While the process may be unique to each program, it must be fair, reasonable, defensible and consistent. **Those applicants selecting cost allocation methods based on headcount or units of instruction need not provide further description of their cost allocation process.**

Applicants who have developed criteria for allocation of programmatic costs that fall into the "other" category should include the following if not previously submitted for review:

- the specific methodology and internal policies and procedures to be followed, and
- how this methodology meets the criteria for an acceptable cost allocation plan (fair, reasonable, defensible and consistent).

Service Ratio and Org Charts Tab

Continuing providers should complete the tables based upon requested information for administrators, staff, instructors and average attendance hours per student in FY17. Staff should be classified based upon their role in the program based upon where the majority of their time is spent. **These charts should include all staff providing service to Adult Education and Literacy students whether or not the positions receive any funding from ICCB AEL sources.** Information regarding # of students served and total funding request will automatically populate from Agency Information worksheet.

Programs will enter next the duplicated total number of students served by Instructional Category (with Correctional Facility Breakout Count). These entries will automatically populate the FY17 Duplicated Totals by Instructional Category table.

An Organizational Chart of the institution with the location of the Adult Education and Literacy Unit clearly marked should be included with this submission. Additionally, an organization chart of the Adult Education and Literacy Unit indicating staff positions and their relationship within the unit should be provided.

These charts should include all staff providing service to Adult Education and Literacy students whether or not the positions receive any funding from ICCB AEL sources.

Proposed Subcontractors

Continuing providers may enter into a subcontracting agreement with another eligible entity, which is not already funded by the ICCB, to provide additional services to support the adult education population served. The program responsibilities are to be retained by the continuing provider to insure compliance with the terms and conditions of the grant. A continuing provider may NOT subcontract all instructional activities to another entity.

Providers using subcontractors must complete the provided table with the name, address, proposed services, total number of unduplicated students served, and estimated funding for each subcontractor. Continuing providers must identify each subcontractor in the table provided. **THE ICCB RESERVES THE RIGHT TO REVIEW AND APPROVE ALL SUBCONTRACTING AGREEMENTS.**

Integrated Education and Training; Bridge, i-pathways, STAR and ICAPS

For section A. complete the table using data from the "Verification Report" (with AH filter applied) from DAISI's Static Report center for **FY15 actuals, FY16 estimated numbers and FY17 projected numbers**. On the report, STAR and Bridge information is available at the bottom of page 4 and i-Pathways totals are available at the bottom of page 5. The totals will automatically calculate based on the numbers entered in the table.

For section B. providers should identify any delivery of Integrated Education and Training Specifically addressing the number of ICAPS students serviced.

National Reporting System – Performance and Projections

For Core Outcome Measure #1, all programs should provide estimated outcomes for FY16 and projected outcomes for FY17 for each of the measures as directed. If a measure is not applicable or no service was provided in the specific area during the FY, record NA.

To document past effectiveness and estimate future outcomes, all continuing providers must submit actual outcomes for FY15, estimated outcomes for FY16 and projected outcomes for FY17 for each core performance measure. If a measure is not applicable or no service was provided in the specific area during the Fiscal Year, record NA. **Currently funded providers reporting actual numbers for level completion rates, only level completion outcomes with the Attendance Filter applied (to ensure Test Publisher minimum guidelines have been met) should be reported.**

Master Word Document:

General Narrative, and EL Civics Narrative

In the General Narrative section, identify Program Name in the space provided and provide a response in the maximum 3 pages allowed to discuss: any program changes implemented in FY16 or planned for FY17, the top Professional Development priorities for the program in FY17 and also address WIOA transitions and identify activities planned or underway at your program related to the WIOA transition. Describe how your program is preparing for new requirements under WIOA and any ways in which you are already meeting the requirements.

If IEL/CE funding was not received in FY16, check the box indicating **Program Does Not Receive Integrated English Literacy / Civics Education Funding**. If IEL / CE funding **was** received for FY16 and will be continued for FY17, complete the table using the EL Civics Report (Program) from the Static Report Center in PENTAHO.

This page should be completed only by those continuing providers who are currently receiving IEL/CE funding. Each continuing provider should complete the table for FY15 actual numbers, FY16 estimated numbers and FY17 projected numbers indicating the number of participants served, the attendance hours attained by those participants and the number of competencies achieved. This same information should be projected for FY17. **Data for the FY15 actual numbers in this table should use the report "EL/Civics Report (Program) located in the Static Reports Center of DAISI. Data for the FY16 estimated numbers in this table should also use the report "EL/Civics Report (Program) located in the Static Reports Center of PENTAHO.**

Additionally, in a maximum of two pages, providers need to address the four questions concerning EL Civics programming and the activities related to content standard integration, competency strategies, classroom technology integration and any changes planned in the program based upon the evaluation of EL Civics effectiveness.

APPLICATION REVIEW

The Illinois Community College Board will review all continuation plans that meet the criteria as prescribed. The review of proposals will consider the quality of the proposed program and services addressed in the areas listed below.

- **Past Performance**
  - Criterion 1: Applicant has submitted mandatory reports as directed by the Grant Agreement.
  - Criterion 2: Applicant's staff members have participated in required meetings and professional development activities.
  - Criterion 3: Applicant has administered 90% or more post-tests within the test publisher's guidelines.
  - Criterion 4: Applicant has met or exceeded projected programmatic NRS outcomes.

- **Completeness of Proposal**
  - Criterion 1: Signed original and required copies of Continuation Plan were submitted to the appropriate address by the submission deadline.
  - Criterion 2: Document contains all completed attachments.
  - Criterion 3: Private not-for-profit organizations have included required Evidence of Not-For-Profit Status and other required information.

- **Program Considerations and Responses to Attachments**
  - Criterion 1: The commitment of the eligible applicant to serve individuals in the community who are most in need of literacy services, including individuals who have low income and minimal literacy skills.
  - Criterion 2: The program is of sufficient intensity and duration for participants to achieve substantial learning gains.
  - Criterion 3: The program uses instructional practices and activities that research has proven to be effective in teaching individuals to read.
  - Criterion 4: The program activities are built on a strong foundation of research and effective educational practice.
  - Criterion 5: The program activities effectively employ advances in technology, as appropriate, including the use of computers.
  - Criterion 6: The program 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.
  - Criterion 7: The program is staffed by well-trained instructors, counselors and administrators.
  - Criterion 8: The program activities and cooperative agreements coordinate with other available resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary 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.
  - Criterion 9: The program offers 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 and complete programs.
  - Criterion 10: The program maintains 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.
  - Criterion 11: The local communities have a demonstrated need for additional English Literacy programs.
  - Criterion 12: 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.
  - Criterion 13: The program has described to evaluation process and proposed changes to program services and class or course offerings provided.
  - Criterion 14: The applicant has provided information regarding the use and expansion of EBRI (STAR) as appropriate and indicates planned changes to the EBRI (STAR) delivery.
  - Criterion 15: The applicant, as appropriate, has indicated a performance history and projection of Bridge Programming that will assist students in accessing career pathways.
  - Criterion 16: The applicant proposes NRS core outcome measures that meet or exceed the FY17 State Preliminary Targets.

- **Integrated English Literacy /Civics Education, if applicable**
  - Criterion 1: The applicant has indicated how competencies are used in the classroom and what strategies have been put in place to ensure students meet the competency requirements.
  - Criterion 2: The applicant has indicated how competencies that are completed more than once by a student achieve a deeper level of understanding in the topic area and how the

program evaluates this when granting completions for the same competency to a student multiple times.

- o Criterion 3: The applicant has indicated how technology has been integrated in the classroom as an instructional technique.
- o Criterion 4: The applicant has described changes that have been made to the program based upon the evaluation of IEL/CE effectiveness.
- o Criterion 5: The applicant has indicated transition activities implemented and expectations for student success after completion of the program.
- o Criterion 6: The applicant has described any changes planned in the program based upon the evaluation of IEL/CE effectiveness.