

Illinois Community College Board

**Early School Leaver Transition  
Program**

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Provider Manual  
Fiscal Year 2015

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## Early School Leaver Transition Program

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# Introduction

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## Purpose and Goal of Early School Leaver Transition Program (ESLTP)

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 of ESLTP is to assist students in achieving high school completion or a GED<sup>®</sup> credential 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 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<sup>®</sup>) examination or alternative high school credit toward graduation;
- Workforce employability skills (career awareness and development) preparation classes for students;
- Assistance to students in preparation 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 those identified as high growth sector needs within the geographic area; and
- 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<sup>®</sup>) examination or high school credits toward graduation while providing the skills necessary for successful transitions into postsecondary education and employment.

## **Early School Leaver Transition Program Web Tool**

The Illinois Center for Specialized Professional Support, in conjunction with the Illinois Community College Board, developed a website that provides information on research, resources, curricular guidance, effective practices, and professional development for ESLTP coordinators and instructors. It can be accessed at the following Url: <http://icsps.illinoisstate.edu/esltp/index.html>

# Budget Descriptions

## Line Items

- 1) *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.**

Consider the following when developing the Instruction line of the budget:

- a. Instruction may be provided for students in a classroom and in other learning environments.
  - b. Include the activities of paid aides or paid assistants of any type that assist in the instructional process.
  - c. Substitute instructors' salaries and benefits should be paid from the Instruction line.
  - d. Salaries and benefits for those instructors who have other responsibilities should be charged proportionately to the appropriate line. For example, if the individual teaches 80% of the time and works in administration 20% of the time, then 80% of salary and benefits must come from Instruction and 20% from General Administration.
  - e. Instructional items, such as blackboards, chalk, maps, texts and teaching materials, are included under Supplies and Materials.
  - f. Equipment, such as computers, printers, software, desks, tables, chairs, file cabinets and book cases which are used for the purpose of Instruction, is budgeted under Supplies and Materials unless the value of one single item is \$5,000 or more which is budgeted under Capital Outlay. If these items are also used for purposes other than instruction, costs must be charged proportionally to the Supplies and Materials column on the appropriate line. For example, if computer hardware or software is used for multiple functions within the organization, then the cost of that item, such as a site license for *Microsoft Office* that is used both in the classroom and administratively, must be divided proportionally among Instruction and General Administration.
- 2) *Student Support Services*: Student transportation to and from ESLTP classes (including alternative high school completion or GED<sup>®</sup> classes and ESLTP Career Awareness and Development Instruction); ESLTP Career Exploration Experience; and travel to and from work and/or class during the first month of employment and/or postsecondary education after completion of ESLTP (bus tokens, gas cards, stipends, etc.).
  - 3) *Staff Travel and Professional Development*: Cost for employees funded in whole or in part by 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 ICCB and attendance by ESLTP instructor/coordinator is mandatory. **Staff Travel and PD expenses cannot exceed 5% of the grant total.**

- 4) *General Administration:* Activities concerned with the overall administration of the ICCB ESLTP grant. **General Admin expenses are not to exceed 5% of the grant total.**

### Object Items

In addition to Line Items, providers must document spending by Object Items (column). Each Object Item on the Post Allocation Budget represents a category of expenditure.

- *Salaries:* Amounts paid to permanent, temporary or substitute employees on the payroll of the ESLTP grant. This includes gross salary for personal services rendered while on the payroll of the grant.
- *Employee Benefits:* Amounts 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. Programs are **not allowed** to charge the employer's contribution of State Universities Retirement System (SURS), State Employees Retirement System (SERS), or Teachers Retirement System (TRS) on the budget.
- *Purchased Services:* Amounts paid for the following services:
  - Unemployment insurance
  - Workers compensation
  - Postal costs
  - Telephone costs
  - Mileage costs
  - Registration costs
  - Lodging and per diem costs for staff grant related activities
  - Field trip costs
  - Catering costs
  - Internet costs
- *Supplies and Materials:* Amounts paid for material items of an expendable nature that are consumed, worn out or deteriorated in use. Included are general supplies, textbooks, library books, periodicals, etc. Computer software is considered a supply. It should be claimed according to its functional use. Equipment and non-expendable personal property with a per unit cost totaling **less than** \$5,000 should be charged to this object.

- *Capital Outlay:* Expenditures for the acquisition of moveable equipment and the replacement of equipment with a minimum per unit cost of \$5,000. Software and software licenses with a per unit value of \$5,000 are defined as equipment. Equipment is the tangible non-expendable, personal property having a useful life of more than one year. A program may use a more restrictive definition of equipment if a more restrictive local policy exists. Expenditures for single items costing \$5,000 or more (inclusive of labor and installation charges), whether budgeted on one or multiple lines, require written pre-approval by the ICCB. Due to the limited amount of funds available through the ESLTP grant, programs are strongly encouraged to seek other sources of funding for these types of items to ensure the purposes of the grant are met.

### **Budget Modifications**

Budget modifications up to 20% or \$5,000 (whichever is higher) of any specific expenditure account line do not require ICCB approval. Budget modifications over 20% or \$5,000 (whichever is higher) of any specific expenditure account line must have prior ICCB approval.

To request a budget modification, submit an amended Budget (Attachment 2), amended Budget Summary (Attachment 2a), and explanation for the requested changes to the Associate Director for Early School Leaver Transition Program.

# Career Awareness and Development Instruction (CADI)

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All Early School Leaver Transition Program participants (100%) are required to complete two hundred (200) minutes per week of classroom and/or individual instruction. 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 area, and understanding the world of work.

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, applicable test scores, transcripts, and financial aid application.

## Transition Plan

A written plan developed by an ESLTP participant with the assistance of the ESLTP coordinator. Plans should outline career goals and detail the steps required to successfully obtain employment in the chosen career field, specifically identifying the education required.

Participants should identify:

- The type of program they will need to enroll in;
- The program they will apply to;
- When and how to apply;
- The amount of time they can expect to spend in the program (per day and/or week as well as how many semesters and/or years it will take to obtain desired credential);
- The cost of the endeavor (cost of tuition, fees, books and supplies, transportation, living expenses, child care, etc.); and
- How to finance the endeavor. (Will student have time to maintain full or part time employment? Is financial aid available? Are other financial supports available for child care and/or transportation)?

Plans should be tailored to the specific needs of participants to optimize successful transitions.

## **Transition Portfolio**

A Transition Portfolio contains all applicable materials needed to make successful transitions to postsecondary education and/or employment. The portfolios content should directly reflect the career and educational goals established in a participant's transition plan.

Content may include, but is not limited to:

- Resume and cover letter;
- Postsecondary education program application and letters of recommendation;
- Applicable test scores;
- Transcripts; and
- Financial aid application.

# Career Exploration Experience (CEE)

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ESLTP program participants are required to complete fifteen (15) hours per week of work-based and/or school-based learning. Experiences must support participants' career and education goals and provide knowledge and skills necessary for successful transitions into postsecondary education and/or employment.

CEE hours may be generated through any one or combination of the following activities:

- Paid employment;
- Internships;
- Mentorships;
- Job shadowing;
- Class shadowing;
- Volunteer work and community service; and/or
- Interviewing professionals in selected career path.

An ESLTP Career Exploration Experience Training Memorandum, provided by ICCB, is required to be completed for each student participating in Career Exploration Experience.

The ESLTP coordinator is responsible for coordinating placements and monitoring participants' progress. ESLTP Career Awareness and Development Instruction and ESLTP Career Exploration Experience may be completed concurrently or consecutively; however, students must be enrolled in CADI prior to CEE placement. ESLTP coordinator must enroll at least 90% of ESLTP participants in CEE.

## CEE Training Memorandum

The CEE Training Memorandum documents the following:

- Location;
- Type;
- Duration of the experience;
- Responsibilities of the participant;
- ESLTP coordinator; and
- CEE supervisor.

The ESLTP participant and ESLTP coordinator must develop a training plan that coordinates CEE with the career and educational goals established in the participant's transition plan. Transition plan must be documented on page 2 of CEE Training Memorandum.

# Illinois Reporting and Information System (IRiS-e)

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IRiS-e is a data system developed specifically for the ESLTP program by the Illinois Community College Board. ESLTP coordinators and other relevant staff are issued user names and passwords after submitting an 'Acknowledgment of Confidentiality and Appropriate Use of Illinois Reporting and Information System for Early School Leaver Transition Program' form. Users are able to record program data and access activity and expenditure reports through the following website; <http://iccbdsrv.iccb.org/eslp/home.cfm>

## IRiS-e Student Classifications of FY 2015

IRiS-e allows users to classify students as active or inactive, complete or incomplete, and transitioned (once identified as complete).

- **Complete/Inactive/Transitioned** - Student has (1) completed secondary level of education by earning a GED or HS diploma, (2) completed CADI, AND (3) completed CEE. The student has transitioned into postsecondary education, employment, military, or entrepreneurship and is NO longer receiving services from ESLTP.
- **Complete/Inactive/Did NOT Transition** - Student has (1) completed secondary level of education by earning a GED or HS diploma, (2) completed CADI, AND (3) completed CEE. The student is NO longer receiving services from ESLTP and did NOT transition into postsecondary education, employment, military, or entrepreneurship.
- **Complete/Active** - Student has (1) completed secondary level of education by earning a GED or HS diploma, (2) completed CADI, AND (3) completed CEE. Student is still making weekly contact with ESLTP coordinator, is receiving services from the program, and is actively working to transition into postsecondary education, employment, military, or entrepreneurship.
- **Incomplete/Active** - Student has NOT completed all three of the following requirements: (1) complete secondary level of education by earning a GED or HS diploma, (2) complete CADI, AND (3) complete CEE. Student is working to complete these requirements, is in weekly contact with coordinator, and is receiving services from ESLTP.
- **Incomplete/Inactive** - Student has NOT completed all three of the following requirements: (1) complete secondary level of education by earning a GED or HS diploma, (2) complete CADI, AND (3) complete CEE. Student is NO longer working to complete these requirements, is NOT in regular contact with coordinator, is NOT receiving services from ESLTP, and is NOT actively working to transition.

# Equipment/Inventory Report

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A local Equipment/Inventory Report must be maintained for all items purchased with state funds that have a useable life of more than one year and are non-consumables (i.e. don't list books, testing materials, office supplies, etc.). The local grantee should inventory all such items and submit the Equipment/ Inventory report annually. The Equipment/Inventory report includes a listing of non-consumable items as defined in this section, including items that have a single purchase price value of more than \$500 per unit. A sample of the Equipment/Inventory Report format can be found at the end of this section. The Equipment/Inventory Report should include the following:

- Items purchased and used with ESLTP funds with a value of more than \$500 per unit must be pre-approved and reported. For example, a computer monitor is one unit, the hard drive is another unit, and the printer is a separate unit. Pre-approval for any of these items would only be necessary if the single unit cost was \$500 or more.
- Items must be used in conjunction with the ICCB Early School Leaver Transition program.
- Items are subject to the guidelines found in the Code of Federal Regulations, 34 CFR 80.32.
- Items may not be used to generate revenue.
- Disposition of the items with a single unit cost of \$500 or more must be pre-approved and recorded with the ICCB, following the guidelines in 34 CFR 80.32.
- Instructions for annual submission of the Equipment/Inventory Report of items with a single unit cost of \$500 or more will accompany the instructions for end of year expenditure reports.
- A control system must be used to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage or theft shall be investigated and fully documented to the ICCB.

The Equipment/Inventory Report should indicate the line item funds used to purchase items. The items listed should be non-consumables and have a useable life of more than one year. Report details should include:

- *Item Number*: The serial number or a local cataloging or reference number. All items meeting the criteria to be included in the Equipment/Inventory Report purchased with ICCB ESLTP grant funds must be clearly marked as such.
- *Item Description*: The description of the item.
- *Item cost \$500 or more*: Indicate "Yes" for any item costing \$500 or more per unit.
- *Acquisition Date*: The date of purchase.
- *Purchase Price*: The price agreed upon for the item on the date purchased.

- *Line item funds used to pay for the item:* Indicate whether Instruction, Student Support Services, Staff Travel and Professional Development, or General Administration funds were used to purchase the item.
- *Cost paid with ICCB funds:* The amount of ICCB ESLTP funds used to purchase the item.
- *Location:* The current location of the item (i.e., street address, bldg. name).
- *Date of Disposal:* List the date of disposal, if it occurred in the current fiscal year. If disposition occurred prior to the current fiscal year, the item should not be listed on the report. Five years after disposal item may be deleted from Equipment/Inventory Report.
- *Method of Disposal:* Method of Disposal should follow the program's institutional method of disposal except in cases where the unit value is \$500 or greater. In those instances, the program must contact ICCB prior to disposal of the equipment.



| <b>CATEGORY DESCRIPTIONS</b> |  |  |
|------------------------------|--|--|
| <b>A</b>                     | <b>Item Number</b>   | <i>The serial number or a local cataloging or reference number. All items meeting the criteria to be included in the Equipment/Inventory Report purchased with ICCB AEFL grant funds must be clearly marked as such.</i>   |
| <b>B</b>                     | <b>Item Description</b>                                    | <i>The description of the item.</i>  |
| <b>C</b>                     | <b>Item Cost \$500 or More</b>                             | <i>Indicate "Yes" for any item costing \$500 or more per unit.</i>   |
| <b>D</b>                     | <b>Acquisition Date</b>                                    | <i>The date of purchase.</i>   |
| <b>E</b>                     | <b>Purchase Price</b>                                      | <i>The price agreed upon for the item on the date purchased.</i>   |
| <b>F</b>                     | <b>Line Item Funds Used to Pay for the Item</b>            | <i>Indicate whether Instruction, Student Support Services, Staff Travel and Professional Development, or General Administration funds were used to purchase the item.</i>  |
| <b>G</b>                     | <b>Amount of ICCB ESLTP Funds Used to Pay for the Item</b> | <i>The amount of ICCB ESLTP funds used to purchase the item.</i>   |
| <b>H</b>                     | <b>Location</b>  | <i>The current location of the item (i.e., street address, bldg. name).</i>  |
| <b>I</b>                     | <b>Date of Disposal</b>                                    | <i>List the date of disposal, if it occurred in the current fiscal year. If disposition occurred prior to the current fiscal year, the item should not be listed on the report. Five years after disposal item may be deleted from Equipment Inventory Report.</i> |
| <b>J</b>                     | <b>Method of Disposal</b>                                  | <i>Method of Disposal should follow the program's institutional method of disposal except in cases where the unit value is \$5,000 or greater. In those instances, the program must contact ICCB prior to disposal of the equipment.</i>                           |