

MEMO

DATE: Wednesday, April 16, 2019

TO: Illinois Community College Board (ICCB) funded Adult Education and Literacy (AEL) Providers

FROM: Dr. Brian Durham, Executive Director, Illinois Community College Board

SUBJECT: FY2020 Early School Leaver Transition Program (ESLTP) Competitive Request for Proposal (RFP)

BACKGROUND

This document stipulates the requirements for submitting a Request for Proposal for the Early School Leaver Transition Program (ESLTP). This document will be posted on the Illinois Community College Board (ICCB) website at https://www.iccb.org/adult_ed/?page_id=67.

PURPOSE

The ESLTP is designed for out-of-school youth between the ages of 16 and 24 whose TABE level reading and math scores are at or above the 8.0 grade level equivalency. Students must demonstrate willingness to:

- complete a secondary level of education;
- participate in school and work-based learning (WBL) experiences related to career choices; and
- transition to postsecondary education and/or enter into and retain 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 of the ESLTP 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. Incorporating model one of 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 ICCB provides successful programs for students who do not complete high school through its Adult Education and Literacy (AEL) system. The goal of the ESLTP 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; and
- assistance and counseling to support students in achieving educational and career goals.

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 AEL program. This will allow for better delivery of instructional activities designed to enhance academic preparation towards the completion of the High School Equivalency examination or high school credits toward graduation while providing the skills necessary for successful transitions into postsecondary education and employment.

See Appendix A for specific program definitions.

GENERAL INFORMATION

Eligible Applicants: Current ICCB funded Adult Education and Literacy providers are eligible to submit a proposal for the proposed activities.

Grant Period: The grant period will begin on July 1, 2019 and will extend from the execution date of the grant until June 30, 2020. Funding is contingent upon a sufficient appropriation.

Application Deadline: The **original application** must be received by the Illinois Community College Board (ICCB) no later than **4:00 p.m. (CST) Friday, May 31, 2019**. The address for submission is:

Illinois Community College Board
Attention: Benjamin McDaniel
Director of Data & Accountability
401 East Capitol Avenue
Springfield, Illinois 62701-1711

No FAX copies will be accepted.

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.

In addition, an electronic copy of the application, including all attachments, must be submitted to jane.black@illinois.gov by 4:00 p.m. on Friday, May 31, 2019

- Applications received after the deadline will not be considered.
- Applications that do not meet the eligibility criteria or are incomplete will not be considered.

Review Process: The plans will be reviewed by a team of ICCB staff. After review, ICCB staff will then contact the applicant to:

1. request more specific information, clarification and/or supporting data; or
2. confirm that the proposal has been approved as submitted.

Any questions please contact either:

Ben McDaniel, ICCB
Director for Data & Accountability
Email: Ben.McDaniel@illinois.gov
Phone: (217) 558-5669

Jane Black, ICCB
Associate Director for Adult Education
Email: jane.black@illinois.gov
Phone: (217) 785-0088

PROGRAM SPECIFICATIONS

FUNDING ESTIMATES

This grant is provided through the Illinois Community College Board. A maximum of \$75,000 will be available per recipient for FY2020 to fund ESLTP activities. A 25% cash and/or in-kind match are required. Funding for this project is contingent upon a sufficient state appropriation.

ALLOWABLE ACTIVITIES

Allowable expenditures include:

- 1) Personnel** for 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 AEL administrator.**
- 2) Fringe Benefits** are 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. 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.
- 3) Travel and Professional Development** for expenses up to 5% of the grant total for employees funded in whole or in part by ESLTP 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 ESLTP instructor/coordinator is mandatory.
- 4) Equipment** is 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.

- 5) **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. Also includes student transportation to and from ESLTP classes (including alternative high school completion or High School Equivalency classes and ESLTP Career Awareness and Development Instruction); ESLTP 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 ESLTP (bus tokens, gas cards, etc.).
- 6) **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.
- 7) **General Administration** costs are not to exceed 5% of the approved FY 2020 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. Funded programs will utilize the Virtual ESLTP Data Application (Veda) for Early School Leaver Transition Program to record/document collected participant data, track progress, and submit required quarterly and annual reports. All programs funded through this project will receive training in the collection of the prescribed data elements and the use of the Virtual ESLTP Data Application (Veda). ESLTP students should correspondingly be identified in the Adult Education Data and Information System (Daisi).

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.

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. Budget modifications up to 10% or \$1,000 (whichever is higher) of the total budget do not require ICCB approval. Budget modifications over 10% or \$1,000 (whichever is higher) of the total allocation between expenditure account lines must have prior ICCB approval. To request a budget modification, submit an amended Budget and explanation for the requested changes to the Illinois Community College Board.
- C. 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.
- D. No sub-granting is allowed under this Agreement.

- E. Successful applicants will be expected to complete all required quarterly and final reports and submit to the Illinois Community College Board.
- F. Successful applicants will be required to attend all ESLTP professional development offered by ICCB.
- G. ESLTP Coordinators will be required to attend program meetings as mandated by the Illinois Community College Board.
- H. All programs must comply with all federal and state labor and wage laws.
- I. The placement of students in work-based learning cannot result in the displacement of other workers who ordinarily perform such work.
- J. Grantees must maintain the following records related to the Early School Leaver Transition Program:
 - Proof of age certificate as required by law;
 - Records of the follow-up of students who have completed or left the program;
 - Class records of Career Awareness and Development Instruction; and
 - Fiscal records supporting any claim for reimbursement, including vouchers indicating payment of bills for expenses incurred under the terms of any funding agreement.

ELIGIBLE APPLICANTS

To be considered for funding under this RFP an applicant must:

- 1. Be an eligible applicant, as listed below:**
 - Current ICCB funded Adult Education and Literacy providers within a community college
 - Consortium model with high school as a sub grantee and community college as the fiscal agent
- 2. Complete the registration process, pre-qualification, fiscal and administrative risk assessment through the Grant Accountability and Transparency Act (GATA) portal under Grantee Links tab at:**
<https://www.illinois.gov/sites/GATA/Pages/default.aspx>.
- 3. Respond to the RFP by the due date.**
- 4. Complete all required portions of the application.**
- 5. Meet all deadlines and other elements as specified in the RFP.**
- 6. Meet all eligibility requirements.**

APPLICANT CONSIDERATIONS

1. The eligible applicant has documented the need to serve individuals in the community who are most in need of adult education and literacy services and those who are in need of career pathway services, including individuals who have literacy skills or who are English language learners (i.e., literacy statistics, regional and local needs as identified under the Unified State Plan, area plans, etc.) (Federal Consideration)
2. The applicant demonstrates the ability to serve eligible individuals with disabilities, including those with learning disabilities. (Federal Consideration)
3. The applicant demonstrates past effectiveness in improving the literacy skills of adults, including those with low literacy levels; and demonstrates the ability to meet or exceed the levels of performance. (Federal Consideration)
4. The applicants proposed adult education services and activities demonstrate an alignment with local plans and services and with local one-stop partners. (Federal Consideration)
5. The applicant demonstrates the use of instructional practices and activities that research has proven to be effective in teaching to achieve learning gains, is of sufficient intensity and duration, are built on a strong foundation of research and effective educational practice, and includes the essential components of reading. (Federal Consideration)
6. The applicant demonstrates effectiveness in providing instruction in reading, writing, speaking, mathematics and English language acquisition and is based on best practices, scientific valid research and the state standards. (Federal Consideration)
7. The applicant proposes program activities that effectively employ advances in technology including the use of computers as a part of instruction including distance education to increase the quality of learning which leads to improved performance. (Federal Consideration)
8. The applicant proposes activities that provide contextualized learning including integrated education and training as well as bridge programs to ensure that an individual has the skills needed to compete in the workplace, transition to postsecondary education and training, advance in employment and exercise the rights and responsibilities of citizenship. (Federal Consideration)
9. The applicant proposes activities that are delivered by well-trained instructors, counselors, support staff and administrators who meet state guidelines, and have access to high quality professional development. (Federal Consideration)
10. The applicant's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions/institutions of higher education, local workforce investment boards, one-stop centers, job training programs, social service agencies, business, industry, labor organizations, community based organizations, nonprofit organizations and intermediaries, for the development of career pathways. (Federal Consideration)

11. The applicant 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. (Federal Consideration)
12. The applicant maintains a high quality information management system, as determined by the ICCB and has the capacity to report participant outcomes and to monitor program performance measures. (Federal Consideration)
13. The local communities to be served by the applicant have a demonstrated need for additional English literacy programs and civic education programs. (Federal Consideration)
14. 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. (State Consideration)

REQUIRED EARLY SCHOOL LEAVER TRANSITION PROGRAM (ESLTP) ELEMENTS

- ❖ Employ full-time or part-time staff to fulfill duties such as:
 - Early School Leaver Transition 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 ESLTP activities.
 - Enrolling, advising, and supervising ESLTP 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.
 - Collecting and recording program data in the Virtual ESLTP Data Application (Veda) for Early School Leaver Transition Program.
- ❖ Maintain enrollment of a minimum of 50 active program participants per ESLTP site who meet the following program guidelines:
 - Out of school youth between the ages of 16 and 24
 - TABE level reading and math scores at or above the 8.0 grade level equivalency.

An active program participant is defined as having received 12 hours of instruction and has no more than three (3) consecutive unexcused absences.
- ❖ Coordinate participant enrollment in AEL instruction. Meet with adult education staff and other education staff regularly to determine student progress toward successful completion of a High School Equivalency credential/HS diploma.
- ❖ 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 ESLTP must establish measurable goals designed to assist participants to successfully transition thereby increasing student employment potential and earning power.

- ❖ Programs are encouraged to partner with available TITLE I Youth Career Pathways programs to ensure ESLTP students have access to additional resources to support student success.
- ❖ The ESLTP 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.
- ❖ ESLTP 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 Early School Leaver Transition Program participants. Experiences must support participants' career and education goals and provide knowledge and skills necessary for successful transitions 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.
- ❖ Track local required data elements necessary for reporting purposes and maintain accurate and up to date records in the Virtual ESLTP Data Application (Veda).

See Appendix B for additional focus areas.

WORKFORCE INNOVATION & OPPORTUNITY ACT (WIOA) REQUIREMENTS

All applicants must be in compliance, or agree to comply, with the following federal and state laws and related regulations in order to be considered for this funding opportunity:

- Workforce Innovation and Opportunity Act (Public Law 113-128)
- Equal Employment Opportunity / Nondiscrimination Provision and will comply with the physical, programmatic and accessibility requirements
- Protection of Personally Identifiable Information
- Jobs for Veteran Act (Public Law 107-288)
- Flood Disaster Protection Act of 1973 as amended (42 U.S.C 4001)
- Architectural Barriers Act of 1968 as amended (42 U.S.C. 4151)
- Drug-Free Workplace Act of 1988, (41 U.S.C. 702 et seq., and 2 C.F.R. § 182)
- Hotel Motel Fire Safety Act (15 U.S.C. 2225a)
- Buy American Act (41 U.S.C 10a)
- Copeland "Anti-Kickback" Act (18 U.S.C. 874 and 40 U.S.C. 276c)
- Davis-Bacon Act, as amended (40 U.S.C. 276a to a-7)
- Contract Work Hours and Safety Standards Act (40 U.S.C. 327-333)
- Rights to Inventions Made Under a Contract or Agreement
- Clean Air Act (42 U.S.C. 7401 et seq.) and the Federal Water Pollution Control Act (33 U.S.C. 1251 et seq.), as amended
- Byrd Anti-Lobbying Amendment (31 U.S.C. 1352)
- Uniform Administrative Requirements found at 2 CFR Part 200 and the US Department of Labor Exceptions found at 2 CFR 2900
- Applicable State of Illinois Laws
- State Workforce Innovation and Opportunity Act Policies

BIDDER'S CONFERENCE

A bidder's conference will be held via web conferencing. **Registration for the webinar is required.** See the information listed below. It is **not** mandatory that an applicant attend a bidder's conference. The bidder's conference will be recorded and posted to the ICCB website. The bidder's conference will begin and end promptly at the times designated below. An opportunity for questions will be provided. Applicants should have available a copy of the entire RFP, including attachments, for the bidder's conference.

DATE May 6, 2019

TIME 9:00 am – 11:00 am

The webinar registration link is: <https://attendee.gotowebinar.com/register/8477868367265890827>

APPLICATION DIRECTIONS AND PLAN FORMAT

- All required information must be included as part of the plan.
- Incomplete or late proposals will not be considered.
- Proposals that do not meet the eligibility criteria will not be reviewed.

Proposal must be submitted in the format and order listed below.

- ❑ **Attachment 1: Cover Page** – Applicants must record FY 2020 request, matching funds, and estimated number of students that will be served; and contact information for Chief Executive Officer, Chief Fiscal Officer, Project Administrator, and Project Coordinator. The Chief Executive Officer **MUST** sign the Cover Page of the continuation plan. There will be no exceptions to this requirement.

- ❑ **Attachment 1A: Matching Funds** – Applicants must indicate the sources and amount of other funds used to assist in reaching the 25% match requirement. Attachment 1A is included as an additional worksheet with the Cover Page.
- ❑ **Attachment 2: Uniform Grant Budget** – Applicants must record FY2020 requests under the appropriate line item listed on the attachment. Budget should include FY2020 requested amount only. The Chief Executive Officer **MUST** sign the Certificate worksheet within the Uniform Budget.
- ❑ **Attachment 3: Narrative** – In a maximum of six (6) pages, applicants must fully address the following areas: Program Design; Student Recruitment, Enrollment, and Retention; Transitions; Partnerships; Support Services; and Program Evaluation.
- ❑ **Attachment 3A: Program Design Flowchart** – Applicants must provide a visual depiction or flowchart of how students will progress through the program, detailing activities and including timeframes.
- ❑ **Attachment 4: Goals and Activities** – Applicants must identify activities, measurable outcomes, a time line for completion, and person(s) responsible for each of the six goals listed. Outcomes should be specific, measureable, achievable, relevant, and time measured (SMART). Additional goals may be included.
 - **Goal 1:** Participants will enroll and complete secondary level of education either by passing the HSE exams or by earning a high school diploma.
 - **Goal 2:** Participants will enroll and complete CADI.
 - **Goal 3:** Participants enrolled in CADI will develop a Transition Plan and Transition Portfolio.
 - **Goal 4:** Participants will enroll and complete WBL.
 - **Goal 5:** Participants will successfully transition to postsecondary education, employment, entrepreneurship, and/or the military.
 - **Goal 6:** ESLTP coordinator will conduct follow-ups (phone calls, emails, in person, etc.) at three months after participants exit the program.
- ❑ **Attachment 5: Career Awareness and Development Instruction** – Applicants must provide a description of the Career Awareness and Development Instruction that will be offered, being sure to address each of the following items.
 - Provide the official name of the course and attach a copy of the syllabus.
 - Provide a description of the type and amount of college and/or high school credit program participants receive. If no credit is received, explain what steps that will be taken to ensure participants will have opportunities to receive college and/or high school credit.
 - Describe how frequently students are enrolled in CADI classes.
 - Describe what instructional materials will be used and how they will be selected to ensure they are current and relevant.
 - Describe how participants will be transitioned to postsecondary education programs and/or pathway employment.
 - Describe how technology will be integrated into the curriculum to improve learner achievement.
- ❑ **Attachment 6: Work-Based Learning** – Each applicant is required to submit a proposed list of all colleges, agencies, and businesses that will provide work-based learning for program

participants in compliance with the regulations of the United States Department of Labor.
Programs should maintain a current listing of sites.

- ❑ **Attachment 7: Professional Development** – In addition to required attendance at ICCB hosted workshops in the fall and spring, the Early School Leaver Transition Program Coordinator is encouraged to participate in additional professional development activities. Applicants must complete the Professional Development chart by listing all professional development activities planned for FY2020. Applicants may refer to the following websites to assist in determining additional professional development activities.

ICCB AEL Professional Development Materials
https://www.iccb.org/adult_ed/?page_id=127

ESLTP Web Tool
<http://www.esltpillinois.com/professional-development/>