Applicants will provide responses to the following questions in addressing Program Considerations 1, 2, 3, 4, 6, and 13 as outlined in this continuation plan document. Please note where there are changes to the original competitive application as well as the items to complete. In no more than twelve (12) pages total, applicants are required to address each item in the following areas:

1. **Needs Statement** (maximum one page)

* Describe the Literacy Needs in the area including the educational levels and those most in need.
* Describe the demographic and employment trends for the proposed service area including but not limited to information from labor and education data; poverty, US and Illinois census information; regional and local workforce needs; business and industry; and Key Sector Areas identified by the Local Workforce Boards.

*\*Applicants must cite source of information*.

1. **Assessment Policy** (maximum three pages)

All students are required to be assessed with an ICCB approved assessment based on the student's enrollment type. (Federal and State Policy).

* What is your program’s assessment policy for ABE/ASE Students?
  + All students are required to be assessed with an ICCB approved assessment based on the student's enrollment type. Students enrolled in Vocational only or Foreign Language GED® only are the two exceptions to this requirement. (Federal and State Policy).
* What is your program’s ELA assessment policy?
  + Current assessments for ELA include the BEST Literacy, BEST Plus, and the CASAS. For ABE, ASE or HSCR, the approved assessment is the TABE 11/12. (Federal and State Policy)
* What is your program’s policy regarding Foreign Language GED students?
  + Students enrolled in Foreign Language GED instruction should be assessed to ensure they are functioning at the ASE level. Foreign Language GED instruction can only occur at the ASE level. Programs have discretion in selecting the assessment tool to use (i.e. SABE or locally developed instrument), but it should be appropriate for the student population. (State Policy)
* What professional development activities do assessment staff participate in during the program year?
  + Staff must be properly trained, and all official assessments used for student placement must be approved by ICCB. (Federal and State Policy)
* What is your program’s policy regarding pre- and post-test scheduling?
  + In order for results to be claimed, post-testing must be conducted within time frames established by the test publishers. (Federal Policy)
  + Programs must ensure that students are administered alternating forms of the assessment as appropriate. (Federal Policy)
* What are your program’s policies regarding special populations assessment?
  + Any testing accommodations for assessing special populations must be within the guidelines established by the test publisher. (Federal Policy)

1. **Program Design** (maximum three pages)

The applicant should describe the services listed below. Current providers should describe their accomplishments in achieving the services below and should also describe updates and plans moving forward for the next fiscal year noting any changes in the process from the original application.

* Describe program accomplishments under WIOA and planned activities to create and deliver a clear system of career pathways that is designed to enhance basic literacy skills and transition students to postsecondary education and employment. Include the use of bridge programs, integrated education and training (IET) models including ICAPS Models 1 or 2, other accelerated program models, and the use of common core and college readiness standards to accelerate learning options for students. **Provide an updated outline or diagram of the career pathway program(s) as described above.**
* Describe the connection of the population described above to the One-Stop delivery system and other core and required partner programs.
* If applicable, describe the services delivered in a correctional institution such as prisons, jails, reformatories, work farm detention centers, halfway houses, community-based rehabilitation centers, or any other similar institutions designed for confinement or rehabilitation of offenders. Indicate any past successes and what the plans are for the upcoming fiscal year.
* Describe the use of technology and distance learning in your program and how it will enhance the learning process for students at all levels.

1. **General Education Provisions Act (GEPA)** (maximum one page)

Describe the steps taken to address equity issues identified under the General Education Provisions Act (GEPA) section 427.

*(The following examples may help illustrate how an applicant may comply with Section 427.)*

* An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
* An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
* An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course might indicate how it intends to conduct "outreach" efforts to girls to encourage their enrollment.
* An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students and the efforts to reach out to and involve the families of these students.

1. **Standard Proficient Instructor Training** (maximum one page)

Programs are required to develop specialists as applicable in the areas of assessment, math, Language Arts (reading, writing), ESL/ELA, Special Learning Needs, and transitions to serve on programmatic instructional teams through Standard Proficient Training offered through the Professional Development Network (PDN). (State Policy).

* Describe your plan to ensure that instructors participate in Standards Proficient Training for your ABE/ASE/ESL teachers.
* Complete the following chart:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **In the following table, indicate**   1. Total number of program instructors 2. Number of instructors that have completed Standards Training 3. Number of dedicated content specialists 4. Number of Master Teachers in each content area | | | | | |
| **Total # of Instructors** | **# Completed Standards Training** | | **# Content Specialists** | | **# Master Teachers** |
|  | **ABE/ASE** |  | **Assessment** |  |  |
| **ESL** |  | **Math** |  |  |
| **Total:** |  | **Language Arts** |  |  |
|  | | **Transitions** |  |  |
| **Special Learning Needs** |  |  |

1. **Integrated English Literacy and Civics Education IEL/CE** (if applicable)(maximum three pages)

* Describe how Integrated Education and Training (IET) options are incorporated into the IEL/CE program.
* Describe the success of the IEL/CE program in the first year of implementation and how each component of the IEL/CE program was developed and delivered under Section 243 of WIOA.
  + Discuss uses of **technology; contextualization of reading, math, and language acquisition**; what support services were and will be offered; and, based on the definition, the learner population to be served including those seeking instructional services who are professionals with degrees.
  + Discuss **connections with postsecondary education/training, employment, and the workforce system** including the local one-stop system.
  + Indicate how competencies were and will be used in the delivery of IEL/CE programming. (See appendix)
* Visualize with a graphic which components of the IEL/CE programming are in place and those components that are still to be developed.
  + Complete the following chart:

|  |  |  |
| --- | --- | --- |
| **Approximate the number of individuals who will receive services under Section 243 IEL/CE** | | |
| **IEL/CE** | **FY2019 Estimate** | **FY2020 Projection** |
| Participants in IEL/CE |  |  |
| Civics Competencies Achieved |  |  |

**Needs Statement** (maximum one page)

**Assessment Policy** (maximum three pages)

**Program Design** (maximum three pages)

     **General Education Provisions Act (GEPA)** (maximum one page)

**Standard Proficient Instructor Training** (maximum one page)

**Integrated English Literacy and Civics Education IEL/CE** (maximum three pages)