

FY2027 ADULT EDUCATION & LITERACY PROVIDER MANUAL



STATE FISCAL YEAR 2027 GOALS

The ICCB Division of Adult Education and Literacy is pleased to release the Fiscal Year 2027 Provider Manual. Please use this resource often as it provides answers to your most frequently asked questions and outlines all programmatic and fiscal requirements.

As a unified state, serving eligible adult learners, we have ambitious performance outcomes that have been negotiated with and approved by the U.S. Department of Education.

FY27 Federal Performance Outcome Targets	
Employment 2nd Quarter after Exit	23.6%
Employment 4th Quarter after Exit	24.0%
Median Earnings	$6,250.00
Credential attainment	23.60%
Measurable Skill Gains	44.60%
FY27 State Performance Outcome Target	
Progress Measurement Post-Test Rate	65%

ICCB Adult Education and IELCE Providers must be within 90% of the Federal Performance Outcomes.

To achieve these outcomes, it is expected that your program

- provides rigorous instruction, including distance learning opportunities, that will lead to increased Education Functioning Levels for all students.
- provides rigorous ICAPS programming throughout the academic year. Program partnerships are encouraged, and we strongly advise partnerships to have a data sharing agreement so all programs can identify student successes in ICCB reporting.
- ensures data integrity which includes capturing social security numbers when possible and ensuring accurate data is entered TOPSpro Enterprise on a monthly basis.

To aid programs in achieving these outcomes, there is a robust professional development system aligned with the expectations of Title II programming and the Illinois Unified State Plan. Additionally, the ICCB Division of Adult Education Program Support Staff are ready to provide technical assistance and guidance.

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SECTION 1: STATEWIDE COMMUNICATION

The ICCB Division of Adult Education and Literacy communicates important information, policy updates, and announcements through the Adult Education Administrators and Coordinators Listserv. Program administrators and coordinators are added to and removed from the listserv upon request, using the following form: AEL Provider Directory Change Form

To ensure you receive these communications, please work with your IT department to whitelist the following email address: iccb-adulted-administrators-coordinators@lists.illinois.gov

Whitelisting an email address or domain designates it as a trusted sender, allowing messages to bypass spam or other email filters and be delivered directly to your inbox.

In addition, the ICCB Division of Adult Education and Literacy hosts virtual Question and Answer (Q&A) sessions in collaboration with the Professional Development Network (PDN) through Virtual Learning Communities. These opportunities are announced through the PDN Pulse. To subscribe or verify that you are receiving these communications, visit https://excellenceinadulted.org/.

Adult education administrators, coordinators, and other designated staff are strongly encouraged to participate in these sessions, as they provide timely guidance, clarification of policies, and opportunities for questions.

Adult Education and Literacy providers are encouraged to track programmatic and statewide progress toward performance outcomes through the Illinois Adult Education Dashboard: https://www.iccb.org/divisions/adult-education-literacy-workforce-education/adult-education-wioa-dashboard/.

SECTION 2: WORKFORCE INNOVATION AND OPPORTUNITY ACT

The **Workforce Innovation and Opportunity Act (WIOA)** is a federal law that requires all states to develop a unified plan outlining the strategic and operational elements across the following titles:

- Title I – Adults, Dislocated Workers, and Youth
- Title II – Adult Education
- Title III – Wagner-Peyser
- Title IV – Vocational Rehabilitation

The Unified State Plan is posted on the Illinois WorkNet WIOA page: https://www.illinoisworknet.com/wioastateplan.

The purpose of WIOA Title II—Adult Education and Literacy (WIOA Sec. 202) is to establish a partnership among the federal government, states, and localities to provide adult education and literacy activities on a voluntary basis.

These activities assist adults 17 years of age or older to:

1. **Become literate** and obtain the knowledge and skills necessary for employment and economic self-sufficiency.
2. **Assist parents and family members** in gaining the education and skills needed to:
    a. Become full partners in the educational development of their children;

b. Achieve sustainable improvements in their families' economic opportunities.

3. **Attain a secondary school diploma** and transition to postsecondary education and training, including through career pathways.
4. **Assist immigrants and other English language learners** to:
    a. Improve their—
        1. Reading, writing, speaking, and comprehension skills in English;
        2. Mathematics skills.
    b. Acquire an understanding of the American system of government, individual freedom, and the responsibilities of citizenship.

NOTE: Students 16 years of age may enroll in High School Credit Recovery (HSCR) programs when they meet all other program eligibility requirements.

The awarding of high school credit through HSCR programs must comply with applicable Illinois laws and regulations, including:

- **105 ILCS 5/27-22** – Establishes Illinois high school graduation requirements under the School Code.
- **23 Ill. Adm. Code 1.440** – Sets forth ISBE administrative rules governing high school graduation requirements and the awarding of academic credit.

BARRIERS TO EMPLOYMENT

All intake forms must collect information on Barriers to Employment, and all identified Barriers must be entered in TOPSpro Enterprise. Barriers to Employment support WIOA Title II reporting and tracking requirements and help determine participants' inclusion in NRS performance denominators.

WIOA Barriers include:

- **Displaced Homemakers**: An individual who has been providing unpaid services to family members in the home and is unemployed or underemployed and experiencing difficulty in obtaining or upgrading employment due to loss of family income or changed family circumstances.
- **English language Learner (ELL), Low Literacy, and Cultural Barriers:** Participants whose limited English proficiency, low literacy skills, or cultural barriers hinder their ability to obtain or retain employment.
- **Ex-Offender**: Individuals with a past criminal conviction or history who face employment barriers related to their criminal record.
    - **Criminal Justice Involvement**: Individuals currently incarcerated, previously incarcerated, or otherwise justice-involved may be marked as Ex-Offender if their justice involvement impacts employment.
- **Exhausting Temporary Assistance for Needy Families (TANF):** Participants within two years of exhausting TANF benefits.
- **Homeless Individuals / Runaway Youth:** Participants lacking fixed, regular, and adequate housing, or youth who have run away from home.
- **Individuals with Disabilities:** Individuals who have physical, mental, or cognitive impairments that substantially limit one or more major life activities.
- **Low Income Individuals:** Individuals whose income falls below the WIOA-defined low-income threshold.

- **Long-term Unemployed**: Individuals unemployed for 27 weeks or more (or as otherwise defined for reporting purposes).
- **Migrant and Seasonal Farm Workers:** Individuals who perform agricultural work on a seasonal or migratory basis.
- **Single Parents:** Individuals who are unmarried or separated and have primary responsibility for one or more dependent children.
- **Youth Aged Out of Foster Care System:** Participants who exited foster care due to age and who may experience employment and educational barriers.

TITLE II ELIGIBILITY AND WIOA TARGETED POPULATIONS

The eligible population of adult education served under WIOA Title II are adults who

- have attained 17 years of age
- are not enrolled or required to be enrolled in secondary school under state law
- are basic skills deficient
- do not have a secondary school diploma or its recognized equivalent level of education or are English language learners

Adult Education programs may serve individuals who have earned a U.S. high school diploma, foreign high school or postsecondary diploma, or an HSE credential *if they have a demonstrated deficiency in basic skills and/or English proficiency* ***and the learner is receiving instruction specific to their identified foundational skills****. This may be determined through the use of NRS approved assessments for adult education. Alternative Placement options are not available for students who have a U.S. High School Diploma.* Services to this population must not prevent those without a high school diploma from attending the program.

Targeted Populations from the Illinois Unified State Plan for WIOA:

The Illinois Community College Board is committed to serving the *populations that are most in need of the services.* **NOTE:** barriers to employment are marked with an asterisk.

The strategies for the delivery of instructional services should target the following populations:

- *long-term unemployed
- *low-income adults
- *individuals with disabilities, including youth with disabilities
- *those receiving public assistance
- out-of-school youth
- veterans
- *migrant and seasonal farmworkers
- *incarcerated and other institutionalized individuals
- *re-entry individuals (ex-offenders)
- *English language learners
- older individuals
- *homeless individuals
- single parents, temporary assistance to needy families (TANF) recipients, and displaced homemakers

- youth in the foster system or who have aged out
- *displaced homemakers
- veterans with disabilities
- *low literacy adults, including those without a high school diploma
- unemployed, underemployed, and those not in the labor force who demonstrate a deficiency in basic skills
- low skilled adults, individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency
- Indians, Alaska natives, and native Hawaiians

It is imperative that barriers to employment are correctly indicated for each student in the state management information system, TopsPro Enterprise.

Local Workforce Innovation Board Participation



As a core partner under WIOA, Title II Adult Education and Literacy, a representative is required to participate as a full member of the state and Local Workforce Innovation Boards (LWIBs) and is a required partner in the Comprehensive One-Stop Delivery System, and as such is required to provide career services and contribute to infrastructure and shared systems costs as described in this manual. The Illinois Community College Board is the Title II Representative on the Illinois Workforce Innovation Board (IWIB). Representation and participation on LWIBs and the requirements for Comprehensive One-Stop Center participation are described below.

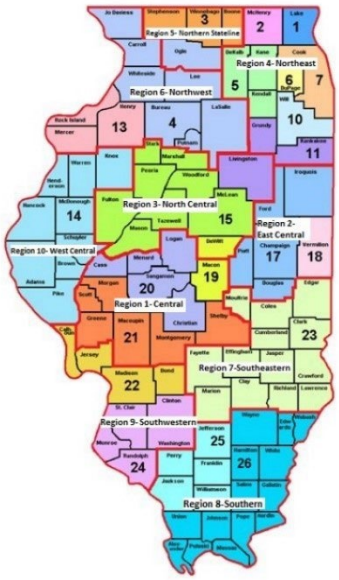
As one of the four core partners under WIOA, the Adult Education and Literacy program has a seat on and is a member of the Local Workforce and Innovation Board (LWIB) in each of the 22 LWIAs (WIOA Sec. 107 (b)(2)(C)(i)). The Area Planning Councils has the authority to determine who that individual will be.

- For LWIAs with multiple APCs having majority presence in a specific LWIA, the APCs will work together to determine the representative for that LWIB.
- For single provider APCs, the APC Chair will serve as the LWIB representative.
- Regardless of how the member is chosen, the Adult Education and Literacy LWIB member is responsible for representing all Adult Education providers in that LWIB, participating in LWIB meetings and consulting with, and reporting back to, the other providers in the APC.

For APCs 504, 508, 512, 515, 524, 527, 535 (LWIA 7) Chicago/Cook County, the Title II Adult Education and Literacy representative seat is held by the ICCB's Deputy Executive Director. The functions of the LWIB include (WIOA Sec. 107(d)):

- Develop a local plan for workforce development activities (WIOA Sec. 107(d)(1)).
- Perform workforce research and local and regional labor market analysis (WIOA Sec. 107(d)(2)).

- Convene local workforce development system stakeholders in the development of the local plan and leverage support for the plan activities (WIOA Sec. 107(d)(3)).
- Engaging employers (WIOA Sec. 107(d)(4)).
- Develop and implement career pathways programming with partners from secondary and postsecondary education by aligning various education, training, and supportive services (WIOA Sec. 107(d)(5)).
- Identify and promote proven and promising practices (WIOA Sec. 107(d)(6)).
- Develop strategies for using technology to maximize the accessibility and efficacy of the local workforce development system (WIOA Sec.107(d)(7)).
- Conduct oversight for programs under WIOA Title I and the local comprehensive one-stop center (WIOA Sec. 107(d)(8)).
- Negotiate local performance accountability measures (WIOA Sec.107(d)(9)).



- Select operators of the one-stop center, providers of youth services, and eligible providers of training and career services (WIOA Sec. 107(d)(10)).
- Coordinate with local education providers, including Title II: Adult Education and Literacy providers, Career and Technical Education (CTE) providers as defined in section 3 of the Carl D. Perkins Career and Technical Education Act of 2006 (Illinois public community colleges) (20 U.S.C. 2302), and local agencies administering plans under Title I of the Rehabilitation Act of 1973 (IL Dept. of Human Services, Division of Rehabilitation Services (DRS)) (29 U.S.C. 732, 741) (WIOA Sec. 107(d)(11)).
    i. As a part of the coordination with education partners, WIOA requires that the LWIB review local applications for Title II: Adult Education and Literacy funding. The LWIB does not approve the application, but reviews it to ensure alignment with the Local Plan for workforce development activities under WIOA (WIOA Sec. 107(d)(11)(B)(i)(I));
- Develop the operating budget for the LWIB/LWIA and administer the operation of the LWIA (WIOA Sec. 107(d)(12)); and
- Assess the physical and programmatic accessibility of all one-stop centers within the LWIA, in accordance with WIOA Section 188 and the Americans with Disabilities Act of 1990 (ADA) (42 U.S.C. 12101 et seq.) (WIOA Sec. 107(d)(13)).

For specifics on the contents and requirements of the local plan for workforce development, see WIOA Section 108.

Comprehensive One-Stop Participation

In addition to being a core partner, Title II: Adult Education and Literacy is also a required partner of the comprehensive one-stop system, as defined under WIOA Section 121(b). As such, Title II is required to participate in the provision of services and operation of the one-stop system as agreed upon in the negotiated Memorandum of Understanding (MOU) developed by each LWIB. The specifics about the contents and requirements of the MOU can be found in WIOA. (WIOA Sec. 121(a)).

- The MOU governs the operation of the comprehensive one-stop system and includes provisions describing:
- The services to be provided through the one-stop delivery system including the manner in which the services will be coordinated and delivered (WIOA Sec. 121(c)(2)(A)(i));
- How the costs of such services and the operating costs of the system will be funded including:
    - Funding through cash and in-kind contributions which may include funding from philanthropic organizations or other private entities or through other alternative financing options (WIOA Sec. 121(c)(2)(A)(ii)(I)); and
    - Funding of the infrastructure costs of one-stop centers (WIOA Sec. 121(c)(2)(A)(ii)(II));
- Methods of referral of individuals between the one-stop operator and partners (WIOA Sec. 121(c)(2)(A)(iii));
- Methods of ensuring accessibility and availability to necessary and appropriate services to all individuals including individuals with disabilities, those with barriers to employment, and youth (WIOA Sec. 121(c)(2)(A)(iv));
- The duration of and procedures for amending the MOU; and
    - Any other provisions consistent with the requirements of WIOA Title I as deemed appropriate by the parties to the agreement (WIOA Sec. 121(c)(2)(B)).

Infrastructure and Shared System Costs

As described in WIOA Section 121(c)(2)(A)(ii), shared responsibility for the infrastructure and shared systems costs is one of the requirements of the required one-stop system partners.

The WIOA Joint Final Rule from the U.S. Departments of Labor and Education describes infrastructure costs as follows (§ 463.700):

a. Infrastructure costs of one-stop centers are non-personnel costs that are necessary for the general operation of the one-stop center including:
    - Rental of the facilities.
    - Utilities and maintenance.
    - Equipment (including assessment-related products and assistive technology for individuals with disabilities); and
    - Technology to facilitate access to the one-stop center, including technology used for the center's planning and outreach activities.

b. Local WDBs may consider common identifier costs as costs of one-stop infrastructure.

c. Each entity that carries out a program or activities in a local one-stop center described in § 463.400 through §463.410 must use a portion of the funds available for the program and activities to maintain the one-stop delivery system including payment of the infrastructure costs of one-stop centers. These payments must be in accordance with this subpart; Federal cost principles which require that all costs must be allowable, reasonable, necessary, and allocable to the program; and all other applicable legal requirements.

The breakdown of proportional responsibility for infrastructure and shared systems costs is determined through a designated funding mechanism and negotiated with all partners as a part of the Memorandum of Understanding (MOU) which is renegotiated every three years. The budgets with these breakdowns must be renegotiated each year with agreement from all partners.

CAREER SERVICE

Included in the requirements of one-stop participation is the provision of career services in the comprehensive one-stop center.



As explained in the Joint Final Rule of WIOA from the Departments of Labor and Education, career services as identified in sec. 134(c)(2) of WIOA consist of:

- Basic career services which must be made available and, at a minimum, must include the following services as consistent with allowable program activities and Federal cost principles:
  i. Determinations of whether the individual is eligible to receive assistance from the adult, dislocated worker, or youth programs.
  ii. Outreach, intake (including worker profiling), and orientation to information and other services available through the one-stop delivery system. For the TANF program, states must provide individuals with the opportunity to initiate an application for TANF assistance and non-assistance benefits and services which could be implemented through the provision of paper application forms or links to the application Web site.
  iii. Initial assessment of skill levels including literacy, numeracy, and English language proficiency, as well as aptitudes, abilities (including skills gaps), and supportive service's needs.
  iv. Labor exchange services, including—
    - Job search and placement assistance, and, when needed by an individual, career counseling, including—
    - Provision of information on in-demand industry sectors and occupations (as defined in sec. 3(23) of WIOA); and
    - Provision of information on non-traditional employment; and

b. Appropriate recruitment and other business services on behalf of employers including information and referrals to specialized business services other than those traditionally offered through the one-stop delivery system.
c. Provision of referrals to and coordination of activities with other programs and services including programs and services within the one-stop delivery system and, when appropriate, other workforce development programs.
d. Provision of workforce and labor market employment statistics information including the provision of accurate information relating to local, regional, and national labor market areas, including—
    - Job vacancy listings in labor market areas.
    - Information on job skills necessary to obtain the vacant jobs listed; and
    - Information relating to local occupations in demand and the earnings, skill requirements, and opportunities for advancement for those jobs;
    - Provision of performance information and program cost information on eligible providers of education, training, and workforce services by program and type of providers.
    - Provision of information in usable and understandable formats and languages about how the local area is performing on local performance accountability

measures as well as any additional performance information relating to the area's one-stop delivery system.

- Provision of information in usable and understandable formats and languages relating to the availability of supportive services or assistance with appropriate referrals to those services and assistance including: child care, child support, medical or child health assistance available through the State's Medicaid program and Children's Health Insurance Program, benefits under SNAP, assistance through the earned income tax credit, and assistance under a State program for TANF and other supportive services and transportation provided through that program;
- Provision of information and meaningful assistance to individuals seeking assistance in filing a claim for unemployment compensation.

e. "Meaningful assistance" means:
   - Providing assistance on-site using staff who are well-trained in unemployment compensation claims filing and the rights and responsibilities of claimants; or
   - Aiding by phone or via other technology if the assistance is provided by trained and available staff and within a reasonable time.

f. The costs associated in providing this assistance may be paid for by the State's unemployment insurance program, or the WIOA adult or dislocated worker programs, or some combination thereof.

g. Assistance in establishing eligibility for programs of financial aid assistance for training and education programs not provided under WIOA.

h. Individualized career services must be made available if determined to be appropriate in order for an individual to obtain or retain employment. These services include the following services as consistent with program requirements and Federal cost principles:
   - Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers which may include—
     i. Diagnostic testing and use of other assessment tools and
     ii. In-depth interviewing and evaluation to identify employment barriers and appropriate employment goals.
   - Development of an individual employment plan to identify the employment goals, appropriate achievement objectives, and appropriate combination of services for the participant to achieve his or her employment goals including the list of and information about the eligible training providers (as described in 20 CFR 680.180);
     i. Group counseling.
     ii. Individual counseling.
     iii. Career planning.
   - Short-term pre-vocational services including development of learning skills, communication skills, interviewing skills, punctuality, personal maintenance skills, and professional conduct services to prepare individuals for unsubsidized employment or training.
     i. Internships and work experiences that are linked to careers (as described in 20 CFR 680.170);
     ii. Workforce preparation activities.
     iii. Financial literacy services as described in sec. 129(b)(2)(D) of WIOA and 20 CFR 681.500.
   - Out-of-area job search assistance and relocation assistance; and
   - English language acquisition and integrated education and training programs.

- Follow-up services must be provided as appropriate, including counseling regarding the workplace for participants in adult or dislocated worker workforce investment activities who are placed in unsubsidized employment for up to 12 months after the first day of employment.

i. In addition to the requirements in paragraph (a)(2), TANF agencies must identify employment services and related support being provided by the TANF program (within the local area) that qualify as career services and ensure access to them via the local one-stop delivery system.

SECTION 3: WIOA INDICATORS OF PERFORMANCE

WIOA includes six primary indicators of performance (WIOA Section 116 (b)(2)(A), Primary Indicators of Performance) that will be negotiated with each State by the Secretaries of Education and Labor as part of the State plan.

- The percentage of participants who are in unsubsidized employment during the second quarter after exit from the program.
- The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program.
- Median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.
- The percentage of participants who obtained a recognized post-secondary credential or a secondary school diploma, or its recognized equivalent during participation in or within 1 year after exit from the program. A participant who has obtained a secondary school diploma or its recognized equivalent is only included in this measure if the participant is also employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year from program exit.
- The percentage of participants who, during a program year, are in an education or training program that leads to a recognized post-secondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational or other forms of progress, towards such a credential or employment.
- Effectiveness in serving employers, based on indicators developed as required by sec. 116(b)(2)(A)(iv) of WIOA.

Note: Every PoP is treated as a separate event for a participant, and post exit performance indicators apply separately to each PoP. This means that for each PoP, the State must collect data on the appropriate post-exit indicators. Each exit date from a PoP is used to determine the follow-up time. For example, if a participant exits in December, reenrolls in April, and exits again in June, the State would report on appropriate post-exit indicators for both exits. The second-quarter employment outcome, for example, would be reported in the April through June quarter for the December exit and in the following October through December quarter for the June exit.

Tracking of year over year programmatic performance outcomes can be navigated through the TOPSpro MIS and the ICCB Adult Education Dashboard: The ICCB Adult Education Dashboard can be found here: https://www.iccb.org/divisions/adult-education-literacy-workforce-education/adult-education-wioa-dashboard/.

Measurable Skill Gains and Credential Attainment

Measurable Skill Gains: The National Reporting System identifies the following approved Measurable skill gains.

> **Note:** MSGs 4 and 5 are only counted if students are identified as enrolled in a Bridge class, marked as an ICAPS Learner, or marked as a workplace literacy learner.
> **Note**: One MSG is counted per participant per period of participation. A participant is defined as an individual who receives 12 or more hours of service per period of participation. All participants enrolled in a fiscal year comprise the FY MSG Denominator.

- **MSG 1.a:** Education Functioning Level – measured by an official NRS Pre and Post assessment
- **MSG 1.c:** Entering postsecondary education (credit bearing courses) or training after enrollment in AEFLA Services
- **MSG 1.d:** Successfully completing/passing an individual subtest (GED or HiSet)
- **MSG 2:** Obtaining an Illinois High School Diploma
- **MSG 4:** Successful completion of the training portion of an ICAPS or successful completion of a competency-based workplace literacy program
- **MSG 5:** Earning an Industry Recognized Credential

Credential Attainment includes:

1. Participants who exited from a program and either attained a secondary school diploma/recognized equivalent **and** were employed **or** enrolled in either a postsecondary education or training program within one year of exit.

2. Participants who exited a program and attained a recognized postsecondary credential while enrolled or within one year of exit.

Participants who are enrolled in a postsecondary education or training program during participation, or who are enrolled in a secondary education program (at or above the 9th grade level) without a secondary school diploma or equivalent during participation, are included in the credential attainment denominator once they have reached one year after exit.

The ICCB Adult Education Dashboard can be found here: https://www.iccb.org/divisions/adult-education-literacy-workforce-education/adult-education-wioa-dashboard/

Student Files

Student files must contain sufficient documentation to support all Measurable Skill Gains reported in TOPSpro Enterprise. Documentation must be maintained in the student's file or be readily accessible through an approved electronic record or data-matching process and must be available for ICCB monitoring and data validation. At minimum, each student file must include:

- A signed intake form for each applicable fiscal year.
- For MSG 1a (Educational Functioning Level Gain):
  - Maintain documentation of the student's NRS-approved pre-test and post-test

demonstrating the reported Educational Functioning Level gain.

- For MSG 1c (Entry into Postsecondary Education or Training):
  - Maintain documentation verifying enrollment in a postsecondary education or training program during the applicable program year.
- For MSG 1d (Passing a High School Equivalency Subtest):
  - Maintain documentation verifying successful passage of an individual subtest on an Illinois-recognized high school equivalency examination.
- For MSG 2 (Attainment of a Secondary School Diploma or Recognized Equivalent):
  - Maintain documentation verifying that the participant attained a secondary school diploma or recognized equivalent while enrolled or after exit and by the end of the applicable program year.
- For MSG 4 (Progress Toward Milestones):
  - For eligible ICAPS or Workplace Literacy participants, maintain a satisfactory or better progress report from the employer or training provider documenting progress toward established training milestones.
- For MSG 5 (Passing a Technical/Occupational Knowledge-Based Examination):
  - Programs must maintain documentation demonstrating successful passage of a required technical or occupational knowledge-based examination or progress in attaining technical or occupational skills through an approved trade-related benchmark.

Electronic Records

For programs maintaining electronic student records, all required documentation must be readily accessible in organized student files for review during the ICCB's active monitoring process.

Reporting Cohorts

The date ranges below specify the federally defined participant and exit cohorts for each NRS performance indicator. These cohorts determine which individuals from prior program years must be included in the FY27 denominators submitted to OCTAE through the NRS Reporting System.

Program Outcomes	Reporting Cohorts for FY27
Number Served (Participant)	7/01/26 to 6/30/27
Number Exited (Participant)	4/1/26 to 3/31/27
Employment Rate 2nd Quarter After Exit	7/01/25 to 6/30/26
Employment Rate 4th Quarter After Exit	1/01/25 to 12/31/25
Median Earnings 2nd Quarter After Exit	7/01/25 to 6/30/26
Credential Attainment Rate	1/01/25 to 12/31/25
Measurable Skill Gains	7/01/26 to 6/30/27

SECTION 4: AEFLA AND IELCE COMPETITIONS

The Workforce Innovation and Opportunity Act (WIOA) Section 231(a) and Section 225 require the eligible agency of each State to award multi-year grants or contracts on a competitive basis to eligible providers for the purpose of developing, implementing or improving adult education and literacy activities within the State or outlying areas.

The AEFLA was competed in the Spring of State Fiscal Year 2026 for funding for State Fiscal Years 2027 and 2028. The next AEFLA competition will be held in the Spring of State Fiscal Year 2028.

The IELCE grant was competed in the Spring of State Fiscal Year 2024 for funding for State Fiscal Years 2025, 2026, 2027, and 2028. The next IELCE competition will be in the Spring of State Fiscal Year 2028. The next IELCE competition will be in the Spring of State Fiscal Year 2028.

All AEFLA and IELCE grantees must maintain eligibility by:

- Meeting performance outcomes as identified by ICCB and posted in the Provider Manual.
- Submitting annual renewal applications, including scope of work and budget updates.
- Providing quarterly reports demonstrating performance and outcomes.
- Maintaining documentation of past performance, as required by WIOA section 231 (e) and 34 CFR 463.24

Failure to meet expectations may lead to programs being placed on a Watch or Probation status.

Each AEFLA and IELCE grant recipient was required to meet demonstrated effectiveness in their competitive grant application. The effectiveness of providers in improving the literacy skills of adults and families is a strong factor in the delivery of adult education instruction and supportive services. The ICCB will consider the success of a funded provider in meeting or exceeding such performance measures as identified by the Federal National Reporting System (NRS). The ICCB also recognizes the need to build a career pathway system for adult learners that will enhance education and employment opportunities.

To accomplish this, applicants must consider the following 13 federal considerations as outlined in federal law and one state consideration.

1. The documented need of the eligible applicant 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 Plan, etc.).
2. The applicant demonstrates the ability to serve eligible individuals with disabilities, including those with learning disabilities.
3. The past effectiveness of an eligible applicant 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.
4. The applicants proposed adult education services and activities demonstrate an alignment with local plans and services and with local one-stop partners.
5. The applicant demonstrates the use instructional practices and activities that research has proven to be effective in teaching to achieve learning gains, is of sufficient intensity and duration, is built on a strong foundation of research and effective educational practice and includes the essential components of reading.

6. The applicant demonstrates the 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.
7. The program activities 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.
8. The applicant proposes activities that provide contextualized learning including integrated education and training as well as bridge programming 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.
9. The applicant proposes activities that are delivered by well–trained instructors, counselors, support staff and administrators who meet state guidelines, have access to high-quality professional development.
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, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways.
11. The applicant offers flexible schedules and supportive services (such as childcare and transportation) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs.
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.
13. The local communities have a demonstrated need for additional English Literacy programs and civic education programs.
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 Policy)***

SECTION 4: PROGRAM MERGERS

If an AEFLA or IELCE funded program merges with another organization during the grant period, the following criteria must be met.

All organizations must be Eligible Providers, and the services must be provided in the Area Planning Council of the original grant award.

Upon ICCB approval of mergers, the newly formed agency is required to complete the following:

- Provide all required fiscal documents and Unique Entity Identification to the ICCB.
- Create a closure checklist in partnership with the ICCB Adult Education and Literacy Division for the originally funded entity.
- Establish state-level, cross-agency communication plan to ensure the Area Planning Council Plan and the WIOA Memorandum of Understanding reflects the change. *This impacts the MOU, the APC, and the AEL program. The cross-agency plan will ensure the quality of AEL services, community and core partnerships, and all APC expectations are maintained.*

- Support educational options for affective students – *An updated grant narrative and supporting documents will be submitted to the ICCB AEL Division. The updated documents will reflect all elements of the transition. This plan should also outline a solid communication strategy with prior students to inform them of the transition and help the learners access instructional services.*

All proposed program mergers are subject to final approval by the Illinois Community College Board.

SECTION 5: WORKPLACE, WORK-BASED LEARNING: CAREER PATHWAYS



The development and implementation of career pathways programming is a core requirement of the Workforce Innovation and Opportunity Act of 2014 (WIOA). Career pathways are also identified as one of the thirteen statutory program considerations under WIOA Section 231(e)(10).

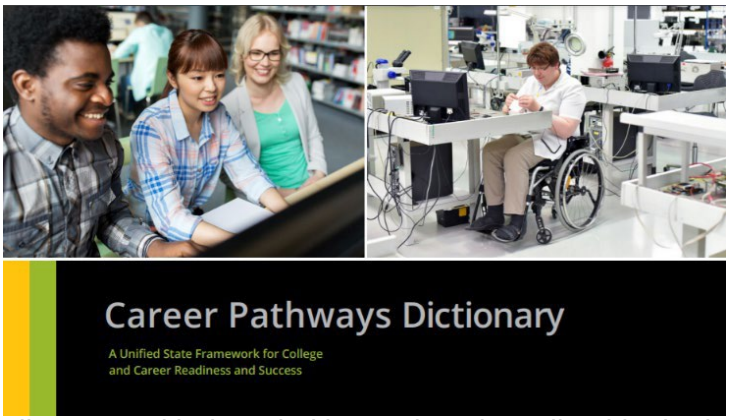
A career pathway is defined as a coordinated set of rigorous, high-quality education, training, and support services that align across Secondary Education, Adult Education, Workforce Training and Development, Career and Technical Education, and Postsecondary Education systems. These pathways are strengthened through collaborative partnerships with education providers, workforce and economic development entities, business and industry, human service agencies, corrections, and other community stakeholders.

Effective career pathways offer multiple entry and exit points, allowing individuals to build skills progressively, transition smoothly between education and training levels, and advance within sector-specific employment.

A CAREER PATHWAYS APPROACH

A Career Pathway prepares adults with limited academic skills or limited English proficiency to enter and succeed in credit-bearing postsecondary education and training that leads to employment in high-demand, middle- and high-skill occupations.

In developing a career pathways system for adult education, **programs are required to provide career pathways services to all adult learners, regardless of their educational functioning level.** These services include Workforce Preparation Activities, Career Awareness, and Career Development Activities that support learners in making informed decisions and transitioning



smoothly into postsecondary education. Additional guidance on the Unified State Framework for College and Career Readiness and Success can be found in the Career Pathways Dictionary.

When designing career pathway programming, providers must use labor market information to confirm a demonstrable need for the pathway. Additionally, programs must ensure alignment with the priorities and goals outlined in the local and regional workforce development plans.

Achieving clear direction, high-quality instruction, and targeted supports that accelerate learner progress toward education, training, and employment goals requires strong collaboration. Multiple partners—across education, workforce, human services, employers, and community organizations—must work together to build a pathway system that is responsive to the needs of adult learners and the workforce.

CAREER PATHWAY PROGRAMS

The ICCB has approved 16 Career Pathways that lead to meaningful employment and family sustaining wages for students in Adult Education. Students enrolled in Career Pathway programming develop marketable skills training while receiving contextualized instruction that prepares them to pass High School Equivalency (HSE) exams. Providers administering these programs must ensure that there is an alignment with regional and local labor market information as described in regional and local workforce plans.

All ICCB AEFLA and IELCE Programs are required to offer either a Bridge Program or a workplace literacy program. All adult education programs must provide an ICAPS course, and all IELCE learners must have access to an ICAPS course offerings. Criteria, resources, and information can be found here: https://www.icapsillinois.com/.

The goal of bridge programming is to sequentially narrow the gap between an individual's initial skills and the skills needed to enter and succeed in postsecondary education and career-path employment. Bridge programs must include three core elements:

- **Contextualized instruction** that integrates basic reading, math, and language skills with industry- or occupation-specific content.
- **Career development services** that support career exploration, planning within a career area, and an understanding of the world of work. Specific elements may vary based on the bridge level and whether participants are already incumbent workers in the field.
- **Transition services** that provide students with the information and assistance necessary to successfully move from adult education or remedial coursework into credit-bearing or occupational programs. These services may include academic advising, study skills support, coaching, and referrals to supportive services such as transportation or childcare.

Bridge Programming

All Adult Education and IELCE Programs are required to operate at least one active Bridge program in FY27 unless the program elects to run an approved workplace literacy program. Failure to operate a Bridge program may affect a provider's ability to demonstrate effectiveness and may impact eligibility to submit a Request for Proposal in future AEFLA and IELCE competitions.

Bridge programming may be provided by: (1) an Illinois Community College Board-approved and funded adult education program; (2) the credit or non-credit department(s) of a community college: and (3) community-based organizations or other types of providers that offer non-credit workforce training.

Bridge programming may be offered by a single entity (e.g., a community-based organization or a community college) or through a partnership between entities. Regardless of the provider structure, Bridge programs:

- May offer opportunities to earn college credit (e.g., through escrow credit processes)
- May allow dual enrollment in credit and non-credit programs
- May provide a multi-level sequence that enables learners to progress from adult education to non-credit occupational training with the same provider or across providers

To submit a Bridge Program for approval, go to: https://form.jotform.com/202576170095051.

Integrated Career and Academic Preparation System (ICAPS)

All Adult Education and IELCE Programs are required to operate at least one active ICAPS program in FY27. Failure to implement an ICAPS program may limit a provider's ability to demonstrate effectiveness and may impact eligibility to submit a Request for Proposal in future AEFLA and IELCE competitions.

Federal Policy

Title II of the Workforce Innovation and Opportunity Act (WIOA) Section 203(11) defines Integrated Education and Training (IET) as a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement. Integrated Education and Training programs prepare a student for academic success and meaningful employment along a Career Pathway have been demonstrated to effectively prepare students for successful transitions into post-secondary education and career employment.

To build a comprehensive and inclusive career pathway system, the adult education system must collaborate with a broad range of stakeholders, including business and industry, workforce partners, advocacy groups, education providers, social service agencies, and other community organizations.

When designing an ICAPS program, it is essential to use current labor market information (LMI) to select sectors or occupations with verified demand and family-sustaining wages within the district, region, or local area. LMI resources are available through:

- Illinois workNet: www.illinoisworknet.com
- Illinois Department of Employment Security: https://ides.illinois.gov/resources/labor-market-information.html
- Real-time labor market analytics tools such as Burning Glass
- The Illinois WIOA State Unified Plan

In Illinois, ICAPS models vary based on the type of provider—community-based organizations, community colleges, high school districts, the Illinois Department of Corrections, and Regional Offices of Education. The ICAPS Illinois webpage provides a Toolkit with resources to help programs determine which model best fits their capacity and goals.

ICAPS Approval Process

1. Complete the ICAPS Proposal JotForm: https://form.jotform.com/212726295537058.
2. Work with Southern Illinois Professional Development Center (SIPDC) to address any required modifications.

Partnership Approval Form

This form is intended for the rare circumstances in which a program partners with an established ICAPS provider to offer ICAPS opportunities to its students.

For non-college Adult Education programs working with a community college to deliver ICAPS, the non-college program (the initiating partner) must complete and submit the Partnership Approval Form (available through Regional Support) to ICCB. This approval satisfies the ICAPS requirement for the initiating program. The ICAPS provider will report the students for the program year. The initiating partner must continue to provide supports such as transportation, childcare, and other wraparound services.

Examples:

- A small CBO/ROE/high school district without capacity to run its own ICAPS may partner with an ICCB-approved Adult Education provider that already operates an approved ICAPS program. Both partners complete and sign the form, identifying their responsibilities.
- A program with one or more ICAPS offerings may partner with another ICCB-approved provider to give students access to additional career sectors. The form establishes the shared responsibilities for the partnership.

NOTE: It is strongly encouraged that partnerships have a data sharing agreement to share student outcomes for subsequent demonstrated effectiveness reports.

Potential Funding Sources

Ability to Benefit (ATB)

Ability to Benefit (ATB), a provision of section 484(d) of the Higher Education Act (HEA), aids in equity of access to Federal Financial Aid for adult learners lacking a high school diploma. The ATB provision allows eligible adult learners (lacking a high school diploma) who are participating in a career pathway program as amended in Public Law 114-113 under section 484(d)(2) of the HEA at a Title IV eligible institution to have access to financial aid. For detailed information about Ability to Benefit options at IL Community Colleges visit this webpage.

Perkins V Funding (CTE)

At Illinois Community Colleges, Perkins V provides funding for Career and Technical Education (CTE) programs. As students in ICAPS at community colleges are enrolled in CTE courses, they are counted as CTE students and Perkins V funding can be used to support them. For more information about what can be funded, reach out to the Perkins Administrator at your community college.

WIOA Funding

As part of the federal WIOA law, Adult Education (Title II) and WIOA boards (Title I) are required to work together for Integrated Education and Training (IET) programs. In Illinois, these IET programs are called ICAPS. Talk with your local WIOA partner to see what type of support they can offer ICAPS students. Visit www.Illinoisworknet.com for more detailed information.

Workplace Literacy

Workplace Adult Education and Literacy is a programming model offered in collaboration with an employer or employee organization, either at the workplace or at an off-site location. These programs are designed to improve workforce productivity by strengthening employees' job-related literacy skills.

Workplace Literacy (WPL) is not a required program offering; however, it provides Adult Education programs with a valuable opportunity to partner with employers to deliver job-specific literacy instruction that meets the needs of both learners and the workplace.

Resources

- The iLEARN Administrators Toolkit includes a section on WPL with sample curricula and program examples: https://ilearn.iccb.org/course/view.php?id=651
- Additional information to share with employer partners is available at: https://www.icapsillinois.com/workplace-literacy/

MSG 4 FOR WPL (ALTERNATIVE ASSESSMENT)

Approved standardized assessments (CASAS, TABE, BEST Plus) remain required for all AEFL and IELCE-funded participants and are the primary method for tracking learner progress. At the same time, ICCB recognizes MSG Type 4 for workplace literacy programs that use contextualized approaches to measure progress beyond standardized testing.

MSG Type 4 allows programs, in partnership with employers, to document progress toward clearly defined, job-specific, industry-aligned milestones where improved literacy skills support safety, efficiency, and communication in the workplace.

MSG Type 4—documented progress toward milestones—is an NRS-recognized Measurable Skill Gain and is especially appropriate for ICCB-approved Competency-Based Workplace Literacy programs.

This gain type applies to participants in education or training programs that do not lead to postsecondary credit, including on-the-job training (OJT), apprenticeships, and employer-provided occupational training. Documentation must show satisfactory or better progress toward established milestones as defined by the employer or training entity.

Acceptable Documentation for MSG Type 4 (NRS Technical Assistance Guide p.24):

- Progress or milestone reports from training provider or employer
- Completion of an internal module or project
- Documentation of wage increase tied to skill acquisition
- Employer or trainer signed verification form

Additional Portfolio Evidence Options:

- Screenshots of completed digital training modules
- Annotated worksheets from contextualized ESL training
- Written reflections on training sessions
- Photos of practice demonstrations
- Certificates from internal or employer-hosted training
- Rubrics from role-play or project-based evaluations

Alternative Assessment Approval Process

1. Programs are required to meet with Kang Hee Hong, kanghee.hong@illinois.gov to discuss the alternative placement request. The provider's assigned Program Support Specialist will also join this meeting.
2. Complete the WPL Proposal Form in iLEARN https://ilearn.iccb.org/course/view.php?id=651
3. ICCB reviews the proposal and sends an approval letter.

SECTION 6: INTEGRATED ENGLISH LITERACY AND CIVICS EDUCATION

Integrated English Literacy and Civics Education (IELCE) is funded through Title II of the Workforce Innovation and Opportunity Act (WIOA) Section 243(11) 34 CFR 463.70- 463.74 and is designed to help English Language Learners achieve self-sufficiency and effectively integrate into their community.

IELCE is identified as a priority within the Illinois WIOA State Plan and these funds are directed to:

- English Language Learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States.
- Prepare adults who are English Language Learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.
- Integrate with the local workforce development system and its functions to carry out the activities of the program.

There are four components **which must be offered to all IELCE students**:

- Literacy/English Language Acquisition Instruction
- Civics Education
- Workforce Preparation
- Access to Integrated Education and Training / Integrated Career & Academic Preparation System (ICAPS)

These four components overlap in ways that help learners communicate effectively, understand how to navigate their community, feel like a valued voice within that community and gain meaningful employment.

Civics competencies are included in IELCE instruction. The Illinois Civics Competencies consist of seven thematic units (components) of civics development and more than 70 practical and immediately relevant activities for immigrant integration and success. The seven thematic units include Consumer Economics (CE), Community Resources (CR), Democratic Process (DP), Employment (EM), Health Services (HE), Housing (HO) and U.S. School System (SS). It is suggested that programs use their IELCE funds for classes at the High Beginning ESL level and above.

SECTION 7: AREA PLANNING COUNCILS

Area Planning Councils are established in state statute and operate within the boundaries of each community college district. According to state statute 105 ILCS 405/2-4, Area Planning Councils provide for the development and coordination of services to the eligible adult education population within the planning area (community college boundaries). The Department of Corrections maintains a separate Area Planning Council. APCs may choose to form a joint APC consisting of two or more community college districts if approved by the ICCB.

The APC planning process is inclusive of all ICCB funded AEL providers and any other entities that serve adult education learners within the APC boundaries. Participation in the APC does not guarantee ICCB AEFL funding.

All documents needed to complete the annual Area Planning Council plan can be found here: https://www.iccb.org/divisions/adult-education-literacy-workforce-education/

Membership

Area Planning Council membership is described in legislation and by the ICCB. The ICCB requires that all ICCB AEL funded providers be members and participate in the local Area Planning Council. Other members may include:

1. regional superintendents of schools
2. representatives of school districts
3. representatives of the community college districts' career and technical education program, financial aid office, and student service office
4. representatives of local workforce boards under the federal Workforce Innovation and Opportunities Act
5. persons with an interest in adult education and literacy services provided within the Area Planning Council district, including, but not limited to, representatives of social service agencies, businesses and employers, vocational rehabilitation services of the Department of Human Services, and the Department of Employment Security.

Stakeholders should be invited and are strongly encouraged to participate in the Area Planning Council.

Officers and Bylaws

Each Area Planning Council must elect officers as well as develop and adopt bylaws that govern the operation of the APC. Each APC, including all ICCB funded adult education providers, entitled representatives and WIOA partners, is required to meet at least two times during each fiscal year. Additional meetings as appropriate are encouraged. The schedule of meetings should be provided to the appropriate Regional Program Support Specialist, upon request.

The initial council meeting each fiscal year shall be called and convened by the Fall season of the year and convened previous year's chair. The chair shall describe the roles and responsibilities of the APC, review the bylaws, conduct an election to select a new chair and co-chair (optional) and secretary and facilitate a discussion/approval of any provider sites and services throughout the current fiscal year. The chair and co-chair of the APC must represent an ICCB AEL funded provider.

APCs must develop and adopt bylaws that govern the operation of the APC, including voting rights. A copy of the bylaws, including any revisions, must be submitted annually to the ICCB after their adoption. Required members and entitled representatives are allowed one vote per institution.

Each APC is required to maintain a file of the minutes of all meetings. Meeting minutes are to be maintained for a period of five years. These minutes will be reviewed at relevant grant monitoring visits and should be made available at request of the ICCB.

The Area Plan

Area Planning Councils must develop and submit a plan for coordination and provision of adult education services in the format and timeframe specified by the ICCB. The Area Plan focuses on coordination of resources and services regardless of funding source and the submitted plan must be aligned with Title II of the Workforce Innovation and Opportunity Act, the State Unified Plan, local workforce boards, and one-stop activities. On or before February 1 of each year, all APCs must submit an annual plan for approval. The ICCB will provide each APC with the forms, due dates and requirements for the plan annually. Preparation of the Area Plan should follow the process outlined in the APC's bylaws.

The following are required minimum components of an Area Plan:

- identification and explanation of the gaps in educational services within the APC area.
- explanation of the educational needs of the eligible adult student population not currently being met.
- inclusion of data that support needs of eligible adults and their family members
    - SIU-E Index of Need reports, U.S. Bureau of Labor Statistics, census data, welfare data, etc.
- formulation of a proposed delivery system that includes identification of WIOA (and other) partner service providers and description of services to be provided by each.
- additional information as specified by the ICCB.

Changes to the Area Plan

Area Plans may be changed during the planning year in accordance with the procedures established by the ICCB. All changes to the approved Area Plan, including sites and services, must follow the procedures indicated below.

1. Submit an *ICCB APC Sites and Service Change form request* to the chair of the APC.
2. The chair will inform all members of the change(s), allowing ten business days for a response if the change is presented between scheduled APC meetings.
3. If the members feel the change will result in duplication of services, then the chair must convene the APC and follow its own bylaws to approve the change.
4. Should strong disagreement prevail, then it will be necessary to follow the procedures for submitting a Minority Report as outlined in this section.
5. After APC adoption of changes, submit an email copy of the *APC Change Form* to your Adult Education Program Support.

The Minority Report

When entities within an Area Planning Council are unable to reach consensus, a Minority Report may be filed. When strong disagreement prevails, dissenting members of the APC should explain the specific decision being sought and justification for seeking the decision in the Minority Report. The report must be signed by the dissenting members of the APC.

The Minority Report should be submitted with the Area Plan or submitted directly to the ICCB. The Minority Report will be reviewed by an ICCB Adult Education Review Committee. The Review

Committee's recommendation, along with the Area Plan and the Minority Report, will be returned to the APC for consideration.

Within ten days of receipt of the recommendation, the APC will decide either to accept and adopt the recommendation or to appeal the recommendation. If the recommendation is accepted, the APC will revise the Area Plan accordingly and return it to the ICCB for review and processing. If the recommendation is not accepted or if the APC wishes to appeal the decision, the APC must provide documentation regarding its reasoning for the continued review. A further review of the information will be conducted by the Adult Education Review Committee. Additional information may be requested which may include a meeting of the APC and the ICCB.

The ICCB has the final decision. The APC chairperson must reconvene the council if the local Area Plan is not approved. All amendments and/or revisions to the Area Plan must be formally approved by the APC membership before it is resubmitted to the ICCB.

SECTION 8: GENERAL FISCAL POLICIES



There are several competitive sources of funds for Adult Education and Literacy (AEL) provided through ICCB. Each funding source has statutory regulations, policies, and guidelines which dictate the way dollars may be spent.

Primarily, there are four sources of funds, also called funding streams, shown in the table below:

Federal Funding Categories	State Funding Categories
1. WIOA Title II (Federal Basic + 25% State Match)	1. Non-Match State Funding
2. Integrated English Literacy and Civics Education (IELCE)	2. State Performance*

**State Performance funding is only available to eligible providers with at least one year of prior service. Newly funded eligible providers will not be granted State Performance funds until at least one year of service has been completed.*

**Upon final allocations, the Non-Match State Funding and Performance Funding will be consolidated into one budget.*

All funds are restricted funds and may not be transferred to other grants. Records must be maintained to support the appropriate usage of all funds. Amounts reported as expenditures must be for allowable purposes, must reflect actual expenditures, and must be aligned with the current approved budget.

A written purchasing policy that includes appropriate checks and balances to ensure that state and federal funds are properly spent should be established and followed.

Grant Accountability and Transparency Act and ICQ Monitoring

All Programs must adhere to the requirements of the Grant Accountability and Transparency Act (GATA) requirements.

In Response to federal Uniform Guidance (2 CFR 200) and the State of Illinois Grant Accountability and Transparency Act (GATA), Illinois has implemented a state-wide initiative to establish a compliant, uniform framework for grant management. GATA is a collaborative effort between grant making agencies and the grantee community to standardize policies and procedures and remove redundancy in grant management.

The following are prerequisites for receiving a grant from ICCB:

1. Register via the GATA web portal and maintain pre-qualification requirements.
2. Complete (once annually) the financial and administrative risk assessment utilizing the ICQ (Internal Control Questionnaire).
3. Submit all required application documents, including budgets as stipulated by the grant notice of funding opportunity (NOFO). Grants from federal sources have a statutorily capped indirect cost rate and other limits on administrative costs while state funding sources are subject to the negotiated indirect cost or de minimus rate. The selection of indirect cost rate is managed by the grantee on the State of Illinois grantee portal.
4. After review of applications, grant documents and budgets submitted for the opportunity, awards will be announced by ICCB.
5. If awarded, review and sign the Uniform Grant Agreement noting any specific conditions.

ICCB ICQ Monitoring Process

Monitoring allows ICCB the opportunity to ensure grantees comply with state and federal requirements. All grant recipients are actively monitored all year long. Grantees may be subject to a more in-depth review after close-out. If a close-out monitoring occurs, a final report with be issued, which will include advisory and/or compliance recommendations. The grantee will be required to provide a written response and /or a corrective action plan.

Subgrants

Providers may award subgrants as pass through entities for the provision of services. In a subgrant arrangement, all stipulations regarding the grant agreement are the responsibility of the ICCB AEL-funded provider. The funded provider is responsible for ensuring all subgrantees follow the ICCB AEL program policies and procedures, instructor expectation, professional development requirements, stipulations in the grant agreement, the guidelines in EDGAR, and all state and federal grant regulations. Any proposed subgrantee must be an entity of demonstrated effectiveness and is subject to approval by the ICCB.

The sub granting agency must maintain appropriate records (including fiscal) relating to sub-grantee selection process, application, budget, grant agreement, monitoring and evaluation. The

ICCB reserves the right to review and to approve all subgrant agreements using ICCB AEL funds. Additionally, all sub-grantee records are subject to audit and monitoring.

THE FUNDING FORMULA

Funding allocations to providers are based upon the funding formula. The Illinois Community College Board Adult Education and Literacy funding allocations are determined based upon a funding methodology approved in May 2008 and currently under revision for Fiscal Year 2027. Funding formulas are subject to change.
Providers will be required to return funds that are not used for the program to the ICCB.

In general, the funding allocations are calculated using the following components:

Federal and State Basic

- Index of Need
- Base Funding
    - Foundation Component
    - Enrollment Component
    - Units of Instruction ***(revisions under review for FY2027)***

Performance Funding ***(revisions under review for FY2027)***

- Secondary Completions
    - HSE completions
    - High School completions
- Level Gains
    - Education Functioning Level (EFL) Gains based on post-test assessments within Test Publisher guidelines
    - Vocational Completions

Integrated English Literacy and Civics Education ***(revisions under review for FY2028)***

- Foundation Component
- Enrollment Component
- Attendance Hours Component

FUNDING DISBURSEMENT

Following submission of all grant documents, notification of allocations, and ICCB approval of the submitted budget the provider will receive a Notice of State Award (NOSA) via the Grantee Portal. Following acceptance of the NOSA, the provider will receive a Grant Agreement which must be signed by the provider as well as the ICCB. Providers are then disbursed allocated state funding on a schedule while Federal Basic and Federal IELCE funds must be requested using the Payment Request Form prescribed by ICCB.

Reimbursements are processed upon submission of the Grantee's Request for Payment form. There is no limit to the number of payment requests that can be submitted during the fiscal year.

All payment requests must be requested no later than August 1. Funds requested after this date will not be paid and the payment request will not be processed. All Federal funds must be requested by the August 1st deadline.

According to CFR **§463.26,** an eligible provider receiving a grant or contract under this part may consider costs incurred in connection with the following activities to be administrative costs:

- Planning;
- Administration, including carrying out performance accountability requirements;
- Professional development;
- Providing adult education and literacy services in alignment with local workforce plans, including promoting co-enrollment in programs and activities under Title I, as appropriate; and
- Carrying out the one-stop partner responsibilities described in 20 CFR 463.20 including contributing to the infrastructure costs of the one-stop delivery system.

ADMINISTRATIVE COST LIMITATION

WIOA Funding and Federal IELCE funding have a statutory limitation of 5% on the costs of administration. The costs of administration are those portions of reasonable, necessary, and allowable costs associated with the overall project management and administration. These costs can be both personnel and non-personnel and both direct and indirect. Therefore, the limitation applies to the combined claims for indirect costs and direct administration costs. 29 USC 3323

Examples of direct administration are salaries, benefits, and other expenses of the recipient's staff that perform the following functions:

- Overall program management, program coordination, and office management functions.
- Preparing program plans, budget schedules, and related amendments.
- Monitoring of programs, projects, subrecipients and related systems and processes.
- Developing systems and procedures, including management information systems, for assuring compliance with program requirements.
- Preparing reports and other documents related to the program requirements.
- Evaluating program results against stated objectives.
- Divisional level administrative services such as program specific accounting, auditing, or legal activities.

Examples of non-labor costs for direct administration include:

- Costs for goods and services required for administration of the program, including the rental or purchase of equipment, utilities, office supplies, postage, and rental and maintenance of office space.
- Travel costs incurred for official business in carrying out program management.
- Programmatically allowable professional development costs incurred by staff and instructors. 29 USC 3323

Indirect costs for Non-State Match and State Performance are limited to the institution's Negotiated Indirect Cost Rate (NICR) or the De Minimis Rate. (Federal and State Policy)

FEES

Approved programs may assess students, except those students receiving public aid under the

Illinois Public Aid Code, up to $30.00 per semester per student, if needed to meet program costs.

There is never an instance when a student, enrolled in a class which uses WIOA funding, can be charged for services.

Interest Income

All providers are required to adhere to the guidelines for federal funds as indicated in the Uniform Guidance (2 CFR Part 200).

The grantee is required to maintain advances of federal funds in an interest-bearing account with some exceptions. Federal funds paid in advance of actual expenses must be placed in an interest-bearing account, unless:

- The grantee receives less than $250,000 in federal awards per year;
- The best reasonably available interest-bearing account would not be expected to earn interest in excess of $500 per year on federal cash balances; or
- The depository would require an average or minimum balance so high that it would not be feasible within the expected federal and non-federal cash resources.

The timing and amount of federal funds requested should be as close as administratively feasible to the actual obligations.

Per GATA, all grant funds are required to be held in an interest-bearing account. The same guidelines apply to both state and federal monies.

Time Distribution Sheets

Time distribution sheets must be maintained for all staff members paid from more than one fund. Time and effort documentation is the minimum required to fulfill this requirement. Providers are encouraged to establish additional details beyond federal requirements to support payroll and benefits charges.

GATA Budget and Budget Narrative

All funded providers must submit for approval on the ICCB provided forms a Final Budget including budget narrative.

For grant resources, Euna reporting, and budget guidance, including Euna-specific budget instructions, visit https://www.iccb.org/grants/grant-resources/.

Common ***ERRORS*** in budget applications are detailed below:

- Euna Built-In budget item name does not match the category title.
- Online curriculum student seats, e-tests, and subscriptions are listed under Supplies rather than Contractual Services.
- Narrative Summary does not match Section A.
- Vouchers and tuition support are not listed under the Grant Exclusive Line Item.

Budgets may be modified as described in the grant agreement. Limited changes are possible without requesting approval from the ICCB. **All budget modifications must be received no**

later than May 1st. The budget modification needs to be approved in advance of the expenditure of funds under the modification.

If a funded provider is a consortium of eligible entities, the lead agency is the fiscal agent for the consortium. As such, this agency is responsible for the submission of all fiscal documents and reports and must ensure that each consortium member follows all federal and state policies and guidelines in the delivery of adult education services.

Annual Audit

Every grantee is required to complete an annual audit according to state and federal regulation. The type of audit depends on the total dollar amount of funds and how many awards were granted. According to 2 CFR 200.501, a single audit **OR** a program specific audit must be conducted. Grantees do not need to complete both.

For further details on how to submit an audit through the GATA portal, grantees should follow the audit instructions in the GATA Audit Report Review Process Manual. This document and others can be found on the GATA website under the tab titled, "Resource Library."

25% State Match

Per the Workforce Innovation and Opportunity Act (WIOA), **states are required** to provide a non-Federal match equal to at least 25 percent of the total Federal funds expended for adult education (29 USC 3302). The Illinois Community College Board (ICCB) Division of Adult Education has accepted responsibility for meeting this 25 percent matching requirement.

If, for any reason, ICCB is unable to meet the full match obligation, Adult Education Programs would be required to contribute the necessary match. The non-Federal contribution may be provided in cash or in-kind and must consist of non-Federal funds used for adult education and literacy activities consistent with the purposes of Title II.

Section 9: Student Intake

All students are required to complete one intake form per fiscal year. This should be completed when the student enters the program and the form must contain, at a minimum, specific and prescribed elements as outlined by ICCB.

- A sample student intake form that meets the requirements is posted on the ICCB website.
- The Adult Education and Literacy Student Intake Form is aligned with the approved data system to ease the data entry process at the program level.
- A program can use any locally developed intake form as long as the form includes all the required elements. If designing a local intake form, it is strongly recommended that the form layout be consistent with the approved data system screen to assist with data entry requirements.

- Accurately recording information from the Student Intake Form in the approved data system is essential as it becomes the criteria used to measure student success and examine program characteristics.
- It is required that programs have each student complete, date, and sign an intake form each fiscal year.
    1. If a program uses an electronic intake form, the form must include all relevant student data and have a method of verification.
    2. All electronic enrollment processes must follow institutional policies for maintaining student privacy
    3. All electronic intake records must be saved in accordance with all ICCB polices and must be stored in a manner that protects a student's Personal Identifiable Information.
    4. It is recommended that students be given multiple opportunities throughout the fiscal year to provide and verify their identification and contact information. One example of this is asking students to verify their Social Security Number each time they take an ICCB-approved assessment.

Per 2 CFR 200, records must be retained for a period of three years from the date of submission of the final expenditure report. Please see Section 3: Student Files for additional details on student file storage.

NOTE: Programs are required to ask for a student's Social Security Number (SSN) during intake and to continue attempts to collect this information throughout the fiscal year if it is not provided initially. Accurate and timely SSN collection is vitally important for meeting WIOA performance accountability requirements, as SSNs allow for the matching of student records with state wage data. Without valid SSNs, programs may be unable to document key performance outcomes such as employment, earnings, and credential attainment.

Guidance on effective intake and orientation practices, including strategies to increase SSN collection rates, is available through iLearn and effective strategies are shared in Administrator Virtual Learning Communities (VLCs). Providers are strongly encouraged to utilize these resources to strengthen their intake processes and ensure accurate and complete reporting.

ORIENTATION

Upon entering the program, all students must receive an appropriate orientation that outlines requirements and expectations, services available, and guidance with career and educational planning. Appropriate assessment(s) must also be administered to establish a baseline for instruction.

Providers must have a procedure in place for orienting students to the program and assisting them in selecting personal goals for instruction and services. The program should also explain the commitment necessary for the student to be successful in the program. The proper time for this process to occur is when the student first enters the program. It is recommended that this orientation occur prior to a student attending the first class session and that procedures be implemented to regularly address student questions and concerns to assist with student retention.

Pre-testing with an ICCB approved standardized assessment must be conducted by either the third class meeting for a fixed-entry class or by the student's third-class period in an open-entry class to establish a baseline for student progress.

SECTION 10: ASSESSMENT

STUDENT ASSESSMENT

The results of the pre- and post-test are important to the learner, the teacher, and the program. For the teacher, the results of testing can be used to guide instruction and curriculum development. The results are critical for program improvement and program accountability in terms of achieving targeted outcomes as well as continued financial support of the program.

All students are required to be assessed with an ICCB approved assessment for each instructional category (ABE, ASE, ELA) in which they are enrolled. ICCB approved assessments are based on OCTAE's approved NRS Assessments. Students who are eligible for Alternative Assessment are the only exceptions to this requirement.

Assessment is an integral part of any instructional program. It is conducted to place students in appropriate instructional levels, to measure ongoing progress, to identify student strengths and weaknesses, to determine student eligibility, to demonstrate student gains, to guide instruction, or to determine program effectiveness. Different types of assessment take place at different points in the program. Initially, placement assessment is conducted to place students in the appropriate level.

- Pre-testing is typically to be completed by the student's 3rd class meeting in the enrollment period.
- Student placement for NRS purposes is required and must occur through ICCB AEFL-approved assessments unless Alternative Placement is utilized. Additional assessment based on locally developed assessment instruments for placement in appropriate course(s) can also be conducted to inform instruction. However, these locally developed tools cannot be used for official NRS placement and reporting.
- Throughout the program, there should be ongoing progress evaluation and post-testing to measure student progress. In order to report progress, all post-testing should be completed within the guidelines set by the test publisher for the specific assessment in use. NOTE: Program staff must be able to provide verification of student scores either through a copy of the assessment in the student's file or from the Test Publisher's verification through records in their system.

The ICCB has established the minimum **progress measurement rate target at 65%.** The progress measurement rate measures the proportion of reportable students who have either received a post-test or earned another MSG type. For example, students who attain a high school diploma or its recognized equivalent are counted in the numerator of the progress measurement rate even if they do not receive a post-test. This rate is subject to change on an annual basis. Programs should also closely monitor reports to ensure that NRS targets are reached for level gains. The ICCB will use the NRS Table 4 report from TOPSpro Enterprise to monitor this requirement. The post-test rate including and excluding ASE Level 6 students will be considered.

- Each year the ICCB negotiates targets for each of the Educational Functioning Levels (EFL's). All programs are expected, at a minimum, to meet these targets.
- Local providers are required to measure the educational gains of all students who receive 12 hours or more of instruction in Illinois adult education program with a test that the Secretary of Education has determined is suitable for use with AEL students in the NRS. The approved tests for Illinois are CASAS Reading GOALS 2, CASAS Math GOALS 2, TABE 13&14-Reading, TABE 13&14-Math, CASAS Reading STEPS, CASAS Listening STEPS, BEST Plus 3.0, BEST Literacy 2.0, and TABE CLAS-E.
- Students in distance education should be post-tested after the same amount of instructional time as other students.
    - Distance Learning is a formal learning activity where students and instructors are separated by geography, time, or both for the majority of the instructional period. Distance learning materials are delivered through correspondence, computer software, web-based programs, and other online technology. Teachers support distance learners through communication via mail, telephone, e-mail, or online technologies and software. (NRS Implementation Guide p. 50)
    - Students enrolled in distance education must accrue at least 12 contact hours to be reportable to the NRS.
    - Providers of distance learning must identify which assessment, or assessments will be used to pre- and post-test students (post-test not required for ASE High). The assessment must be approved for use with AEL students.
    - All providers of distance learning must use software and curriculum that is approved by ICCB.
    - Proxy contact hours must be tracked through one of the following methods, and providers must identify which method will be used. The method must be compatible with the selected software. In addition, all classes must be set up as Individualized Instruction in the State MIS System.
        - Clock Time Model—Assigns contact hours based on the elapsed time that a learner is connected to or engaged in an online or stand-alone software program that tracks time:
        - Learner Mastery Model—Assigns a fixed number of hours of credit based on the learner passing a test on the content of each lesson. Learners work with the curriculum and materials; and when they feel they have mastered the material, take a test. A high percentage of correct answers (typically 70%-80%) earns the credit hours attached to the material.
        - Teacher Verification Model—Assigns a fixed number of hours of credit for each assignment based on teacher determination of the extent to which a participant engaged in or completed the assignment. **This method is only appropriate for correspondence and program developed web-based learning.**
- **NOTE**: Proxy hours count toward the instructional hours for post-testing and verification of student work associated with all attendance records must be documented and verifiable during ICCB monitoring.
    - Providers of asynchronous distance learning can use one or any combination of the following enrollment types:
        - At a Distance—Asynchronous instruction provided entirely through an online platform *Students are still required to pre- and post-test with the exception of post testing for ASE High.
        - Learning Lab—Asynchronous or synchronous instruction provided entirely through an online platform accessed at a program-provided computer lab.

- Hybrid—At a Distance or Learning Lab programming offered in conjunction with face-to-face instruction.
  - In a hybrid learning model, the program identifies the number of times students will meet in a traditional classroom setting or face to face. Because these classes must be set up as individualized instruction in the data collection system, the number of hours a student attends face-to-face instruction must be recorded in place of traditional attendance codes.

Score ranges for each assessment are determined by the test publisher. Level gains are measured by improvement (based on point gain) from pre-test (first assessment used for the fiscal year) to the post-test (assessment with the highest score for the fiscal year).

Programs serving ELA students have the discretion to select from five ELA assessments (i.e. BEST Plus 3.0, BEST Literacy 2.0, CASAS Reading STEPS, CASAS Listening STEPS, or TABE CLAS-E). Programs may choose the assessment(s) that best meets the needs of the program and the students served. Programs may elect to administer up to two different ELA tests during the same fiscal year. While an ELA student may be tested with two different ELA assessments, only one is required. A second ELA assessment may be used to inform instructional practices. The pre-test and the post-test must always be from the same ELA assessment.

Programs serving ABE/ASE students have the discretion to select from two ABE/ASE assessments series: TABE 13&14 (Math and Reading) or CASAS GOALS (Math 2 and Reading 2). Programs can choose the assessments that best meet the needs of the program and the students served. However, the pre-test and the post-test given to a student must always be from the same ABE/ASE assessment. For more information on ABE/ASE testing protocols, see the section titled “ABE/ASE Required Testing” below.

Program participants may incur multiple Periods of Participation (PoPs) in a program year. A Period of Participation begins when an individual enrolls in adult education and obtains at least 12 hours of service. When a participant exits the program, the Period of Participation ends; but if there is a new enrollment during the program year, a new Period of Participation begins. Every Period of Participation is a new service period and treated as if the participant is a new participant (follow-up measures & MSG attainment). The Illinois data collection system automatically calculates PoPs for returning students so no additional calculations will be required at the local program level.

Alternative Placement

For State Fiscal Year 2027, the ICCB will pilot Alternative Placement for select Adult Education programming.

Note: Students approved for Alternative Placement **must still complete an NRS-approved pretest** upon enrollment. Alternative Placement determines instructional placement only; it does not replace required pretesting for ICCB records.

Eligible Students for Alternative Placement in FY27

Only the following students may utilize Alternative Placement:

- Students in High School Credit Recovery or High School Equivalent instruction who will earn their Illinois High School Diploma by June 30, 2027.
- Students enrolled in an ICCB-approved competency-based Workplace Literacy program. See Section 5: Competency-Based WPL for details.
- Students enrolled in an ICAPS program **who will** either reach a milestone **or** earn their credential by June 30, 2027.
- Students enrolled in Foreign Language GED instruction who will earn their Illinois High School Diploma by June 30, 2027. (Only Non-match State funds can be used for these students.)
    - Students in Foreign Language GED® courses must be assessed to confirm they are functioning at the ASE level, as instruction may only occur at this level.

Documentation Requirement: Student files must contain verification of the Alternative Placement used.

Note: Students enrolled in AMOC must have an NRS reading score above the 9th grade level and are therefore not eligible for Alternative Placement.

Approval Process

Programs wishing to utilize Alternative Placement must submit a program plan to their Program Support Specialist and receive ICCB approval **before** implementing any Alternative Assessment for student placement.

The plan must include:

- The services where Alternative Placement will be utilized (HSCR, HSE Instruction, Foreign Language Instruction, ICAPS, *Competency-Based WPL)
- A description of how proper placement will be determined.
- A description of how students will earn a Measurable Skill Gain (MSG) using Alternative Placement.

Approved MSG options for students using Alternative Placement include:

- MSG 1d for passing a subtest
- MSG 2 for earning an Illinois High School Diploma
- MSG 4 for progress toward a milestone, including completion of the training portion of an ICAPS or successful completion of an ICCB-approved Competency-Based WPL progarm
- MSG 5 for earning an ICCB-approved industry-recognized credential for AEFL or IELCE-enrolled program participants

Once submitted, the Program Support Specialist will review the plan, provide feedback, and issue final approval.

*Competency-Based Workplace Literacy (WPL) program proposals must be submitted to Kang Hee Hong at kanghee.hong@illinois.gov. Please copy your Program Support Specialist on the email. For additional information regarding WPL requirements, refer to Section 5 of this manual.

Placement and Testing

The following options may be used for determining student placement:

- The program can use any assessment instrument (commercial or locally developed) for placement that will appropriately place students according to their skill level.
- An oral interview (formal or informal) may be used to determine which standardized assessment instrument is used for placement and/or pre-testing.
- To ensure accurate placement, student writing samples may be elicited with program-developed writing prompts.
- Additional placement testing to identify specific skill sets in various subject areas may be conducted using program-developed tools.
- A program may also use the pre-test results of the BEST Literacy 2.0, BEST Plus 3.0, TABE CLAS-E and/or the CASAS STEPS to place students into the appropriate class for ELA. TABE 13/14 and CASAS GOALS pre-test results may also be used for ABE, ASE or HSCR placement.

Remote Assessment and the Assessment Hub

Only the TABE 13/14, TABE CLAS-E, Best Plus 3.0, CASAS GOALS, and CASAS STEPS can be administered remotely. A program test administrator must complete all required training for remote assessments.

Post testing rates are monitored by the ICCB on a monthly basis. Programs under a 45% posttest rate must meet with their Program Support Specialist and identify strategies to increase the posttest rate. Additionally, programs using CASAS or TABE will be required to use the Assessment Hub.

Programs using the Assessment Hub must include the following text-message consent language and fields in their student intake form.

Assessment Hub Text Message Consent

If I choose to take pre- and/or post-tests remotely through Assessment Hub, I agree to receive text messages from Assessment Hub at the phone number provided below. Messages will relate solely to scheduling, instructions, reminders, and completion of my remote testing. Message frequency varies (approximately 2–6 messages per assessment). Message and data rates may apply. Reply STOP at any time to unsubscribe, or reply HELP for help. Consent to receive text messages is not a condition of participating in testing. Mobile information will not be shared with third parties or affiliates for marketing or promotional purposes. See our Privacy Policy at https://i-pathwayslearninglab.org/illinois-assessment-hub-privacy-policy/.

☐ I agree to receive text messages from Assessment Hub (optional)

Phone number for text messages (if different from above): _____

Data Management

It is vital that adult education programs have exemplary data quality practices. Section 12: Reporting and Records outlines the expectations for providers to submit a data quality checklist that must meet acceptable standards. Programs that do not meet this standard will be required to develop a corrective action plan and improve their processes. Furthermore, as addressed in Student and Program Level Reports, data from a month prior is to be entered by the 15th of the next month.

Staff Training

Staff administering the approved assessments must be properly trained for each assessment used prior to administering any assessments, and all official assessments used for NRS reporting must be approved by ICCB. Verification of the staff's completion of the required training is to be kept in the staff member's professional development file. Detailed expectations for staff professional development and appropriate reporting are outlined in Section 10 of the Provider Manual. Note: The Orientation to Adult Education for Instructors course available in the iLearn system is required for all new instructors within 6 months of their hire date. The training addresses the instructor's role in gathering, analyzing, and compiling data to ensure compliance with the NRS and to drive continuous program improvement using data.

Current assessments for ELA include the BEST Literacy 2.0, BEST Plus 3.0, CASAS STEPS, and TABE CLAS-E. For Adult Basic Education (ABE), Adult Secondary Education (ASE) or High School Credit (HSCR), the approved assessments are the TABE 13 & 14 and CASAS GOALS.

To obtain valid and reliable results, staff administering these tests must be trained in test administration with an understanding of how forms, levels, and content ranges play a role in interpreting test results. It is important to follow the assessment procedures outlined in the test administration manual for each test to ensure the validity and reliability of the results. ICCB Adult Education and Literacy and the Illinois Professional Development Network (PDN) offer training on all the assessment instruments except BEST Literacy 2.0, BEST Plus 3.0, and TABE CLAS-E; training on BEST assessments and TABE CLAS-E is provided by the publisher.

Per Federal and State requirements, all trainings described below include detailed information about the NRS Educational Functioning Levels, NRS Measurable skill gains, state assessment policies for pre- and post-testing, and reporting requirements.

TABE 13 & 14

All ABE/ASE instructors and program administrators whose students take the TABE 13 & 14 should take the one-hour iLEARN course TABE 13 &14 Tools for Teachers. Anyone who administers the TABE 13 &14 test must take the iLEARN course TABE 13 &14 Proctor Training Course.

TABE CLAS-E

Programs using the TABE CLAS-E must complete the free online training certification provided by Data Recognition Corporation (DRC). Upon completion of two hour-long modules, staff will be certified to handle, score, and proctor TABE CLAS-E tests. Documentation that the individuals proctoring these assessments have completed this training must be placed in the individual's professional development file and made available to Adult Education Program Support Specialists during site visits.

CASAS GOALS AND CASAS STEPS

All CASAS GOALS and CASAS STEPS test administrators are required by the test publisher to complete the appropriate proctor training. Training details can be found on the Assessment page of the excellenceinadulted.org website.

All instructors whose students take the CASAS GOALS or CASAS STEPS should complete the CASAS Tools for Teachers training, provided by the PDN.

BEST LITERACY 2.0

Test administrator training is offered by the Center for Applied Linguistics. Test administrators should follow the protocols for test administration and scoring detailed in the current BEST Literacy Test Manual available from the test publisher, the Center for Applied Linguistics.

BEST PLUS 3.0

All BEST Plus 3.0 test administrators are required by the test publisher to attend BEST Plus 3.0 Test Administrator Training given by the publisher. To maintain scoring reliability, test administrators are strongly encouraged to recalibrate their skills annually by attending refresher training. The BEST Plus 3.0 rubric is complex; annual skill refreshing helps ensure valid scores.

ELA REQUIRED TESTING

All ELA and IELCE students must be pre- and post-tested in order to document educational gains. Educational gains are defined as advancement from one functioning level to the next. The five state-approved ELA tests are the BEST Literacy 2.0, BEST Plus 3.0, CASAS Reading STEPS, CASAS Listening STEPS, and TABE CLAS-E.

The **BEST (Basic English Skills Test) Literacy 2.0** is a reading and writing test based on daily tasks. This assessment is appropriate for levels 1-4 of ESL, has a maximum time for administration of 60 minutes, and can be administered individually or to a group. Forms 1, 2, and 3 are the only approved Best Literacy 2.0 assessment forms in Illinois.

The **BEST Plus 3.0** is only administered in Illinois as a face-to-face computer adaptive interview that assesses a student's oral proficiency. The student responds to questions asked by the tester based on computer prompts. The items reflect everyday American life at home, at work, and in the community.

The following approved **CASAS STEPS** tests are administered to assess reading and listening: 621/622, 623/624, 625/626, 627/628, and 629/630. Level selection for students should comply with test publisher guidelines. The tests may be administered in a paper-and-pencil format or an electronic format (the eTest). For the paper-and-pencil format, the 30-minute Appraisal identifies the correct pre-test level and form to give initially, while the pre-test score identifies the correct post-test to administer. The eTest moves seamlessly from a computer-adaptive locator into the correct pre-test level and form and identifies the correct post-test to administer.

The **TABE CLAS-E** is a coordinated series of assessments to assess the language proficiency of adult English Language Learners in the areas of reading, listening, writing, and speaking. The assessment has four levels, though forms C and D are now available and provide a scale score for all 4 individual subjects; tests no longer must be administered together to result in a scale score. Administration of all four subjects has an allowable time of 140 minutes. Paper and computer-based administration are available.

In compliance with the federal NRS, it is required that all ELA students must be pre-tested using one of the state-approved ELA tests. Students must be post-tested with a different form of the test to document progress in the ELA course except for BEST Plus 3.0 which is a computer adaptive test that changes with each administration.

Student scores used for placement and NRS purposes must be entered in the data collection system. Assessment documentation must be appropriately maintained and accessible for Regional Support on site visits and monitoring. In addition to pre- and post-testing, a student's progress must be documented in the student's file. Ongoing evaluation of progress can be demonstrated through samples of student work, competency checklists, quizzes, chapter tests, teacher-developed assessments, learner projects, etc.

Criteria for Standardized Test Selection

Appropriate selection of testing instruments should be based on the range of student proficiency being assessed. Program curriculum, enrollment size, qualified staff, and available technology are some additional factors that must be considered when determining the appropriate standardized assessment instrument(s) for placement and pre- and post-testing in a program. One or more of these instruments can be integrated into the process of placing and/or pre- and post-testing students.

ELA Tests and NRS Levels

It is important to note that two different ELA assessments can be administered during the same time period; however, only one is required. If two ELA assessments have been administered for placement and NRS reporting, the student's NRS placement will be based on the assessment

reflecting the lowest NRS level. Students can be pre and post tested in more than one ELA test series and modality to maximize the likelihood of achieving a measurable skills gain.

Educational Functioning Level (EFL)	Test Benchmarks
Beginning ESL Literacy **(ESL Level 1—all subjects)**	**BEST Literacy 2.0 scale scores:** Reading: 100–177 Writing: 100–187 Composite: 100–182 **BEST Plus 3.0 scale scores:** Computer-based test: 600–677 **CASAS Reading Student Test of English Progress and Success (STEPS) scale scores:** Reading: 183 and below **CASAS Listening STEPS scale scores:** Listening:181 and below **TABE CLAS–E scale scores, forms C and D:** Reading: 200–354 Writing: 210–384 Listening: 200–348 Speaking: 170–338
Low Beginning ESL **(ESL Level 2—all subjects)**	**BEST Literacy 2.0 scale scores:** Reading: 178–203 Writing: 188–214 Composite: 183–209 **BEST Plus 3.0 scale scores:** Computer-based test: 678–702 **CASAS Reading STEPS scale scores:** Reading: 184–196 **CASAS Listening STEPS scale scores:** Listening: 182–191 **TABE CLAS–E scale scores, forms C and D:** Reading: 355–388 Writing: 385–414 Listening: 349–389 Speaking: 339–402

Educational Functioning Level (EFL)	Test Benchmarks
High Beginning ESL **(ESL Level 3—all subjects)**	**BEST Literacy 2.0 scale scores:** Reading: 204–233 Writing: 215–254 Composite: 210–244 **BEST Plus 3.0 scale scores:** Computer-based test: 703–726 **CASAS Reading STEPS scale scores:** Reading: 197–206 **CASAS Listening STEPS scale scores:** Listening: 192–201 **TABE CLAS–E scale scores, forms C and D:** Reading: 389–427 Writing: 415–437 Listening: 390–427 Speaking: 403–436
Low Intermediate ESL **(ESL Level 4—all subjects)**	**BEST Literacy 2.0 scale scores:** Reading: 234–261 Writing: 255–300 Composite: 245–300 **BEST Plus 3.0 scale scores:** Computer-based test: 727–752 **CASAS Reading STEPS scale scores:** Reading: 207–216 **CASAS Listening STEPS scale scores:** Listening: 202–211 **TABE CLAS–E scale scores, forms C and D:** Reading: 428–448 Writing: 438–461 Listening: 428–457 Speaking: 437–475

Educational Functioning Level (EFL)	Test Benchmarks
High Intermediate ESL **(ESL Level 5—all subjects)**	**BEST Literacy 2.0 scale scores:** [1] Reading: 262–300 **BEST Plus 3.0 scale scores:** Computer-based test: 753–785 **CASAS Reading STEPS scale scores:** Reading: 217–227 **CASAS Listening STEPS scale scores:** Listening: 212–221 **TABE CLAS–E scale scores, forms C and D:** Reading: 449–487 Writing: 462–500 Listening: 458–488 Speaking: 476–542
Advanced ESL **(ESL Level 6—all subjects)**	**BEST Plus 3.0 scale scores:** Computer-based test: 786–849 [2] **CASAS Reading STEPS scale scores:** Reading: 228–238 [3] **CASAS Listening STEPS scale scores:** Listening: 222–231 [4] **TABE CLAS–E scale scores, forms C and D:** Reading: 488–580 (exit from NRS 6 – 527) Writing: 501–670 (exit from NRS 6 – 536) Listening: 489–620 (exit from NRS 6 – 533) Speaking: 543–670 (exit from NRS 6 – 568)

A score above 238 on CASAS Reading STEPS, a score above 231 on CASAS Listening STEPS, a score above 527 on the TABE CLAS-E Reading, 536 on the TABE CLAS-E Writing, 533 on the TABE CLAS-E Listening, or 568 on the TABE CLAS-E Speaking, or a score above 849 on the BEST Plus 3.0 places the student in the Exit Criteria range. Students scoring in this range should be transitioned to other services. If the student needs additional ELA services, an assessment that reflects the need should be administered. Programs administering the CASAS STEPS or TABE CLAS-E should alternate forms as post-testing is conducted.

[1] Students can be placed into High Intermediate ESL using Best Literacy 2.0, but the test does not assess skills beyond this level, so students cannot exit High Intermediate ESL with this test. Retesting of students who enter this level with another assessment is recommended.

[2] Above ESL Level 6: 850 and higher on computer-based test.
[3] Above ESL Level 6: 239 and higher.
[4] Above ESL Level 6: 232 and higher.

The BEST Plus 3.0 is a computer adaptive test. The test changes with each administration and, subsequently, there is no form designation.

ELA students can be administered two different ELA assessments during the fiscal year if needed. Students should be pre- and post-tested with the same assessment. Exceptions include the following:

1. If the student's pre-test score on the BEST Literacy 2.0 places them in the Low Intermediate Level and additional ELA services are needed, a second ELA assessment should be given. It is not necessary to post-test on the BEST Literacy 2.0 as the second assessment will be used for student placement.
2. If the student's pre-test score on either the TABE CLAS-E, CASAS STEPS, or BEST Plus 3.0 places them in the Exit Criteria range, they should either be administered another ELA assessment that reflects the need for ELA services or be transitioned to ABE, ASE, or post-secondary as appropriate. Post-testing on one of these assessments when the pre-test revealed the Exit Criteria range is not necessary as the second assessment will reflect the student's level.
3. If the student's pre-test on TABE CLAS-E or CASAS STEPS reveals ELA Advanced and a second ELA assessment's pre-test reveals the Exit Criteria range, the student should be transitioned to ABE, ASE, or post-secondary as appropriate.
4. Exceptions regarding student placement for ELA include the following:
    - For ELA students with either an ELA pre-test in the Exit Criteria range who are dually enrolled in a class requiring the TABE or GOALS (i.e. ABE/ASE etc.), the student's placement and progress for NRS will be based on the EFL of the ABE/ASE assessment. SPECIAL NOTE: In all other instances of dual enrollment between ESL and ABE/ASE, the students' placement and progress will be based on the ELA assessment.

Guidelines for Students Reaching ELA Exit Criteria

The guidelines for students who reach ESL Exit Criteria are slightly different for ESL students enrolled in IELCE programs and ESL students who are not enrolled in IELCE programs.

All IELCE students must receive concurrent English language acquisition instruction and civics instruction. If an IELCE student tests at ESL Exit Criteria on an NRS-approved assessment, the program may choose to reassess the student with an ESL test of a different series (e.g., CASAS instead of BEST 3.0). If the student tests below ESL Exit Criteria on the second assessment, they may remain in ESL instruction until they test at ESL Exit Criteria on the second assessment. This only applies to IELCE-eligible students.

If the student tests at ESL Exit Criteria on the second assessment, the English acquisition instruction requirement of the IELCE program may be met through the English Language Arts component of an ABE or ASE course. Federal IELCE funds may be used to pay for the ABE/ASE instruction even if the student is not enrolled in an ESL course. IELCE students may continue receiving contextualized English instruction as part of an ABE, ASE, or ESL course until they exit from the IET associated with the IELCE program. This only applies to IELCE-eligible students.

All IELCE students must receive a pre-test for every instructional category in which they are enrolled at the beginning of every Period of Participation. If a student has reached ESL Exit Criteria, they may be enrolled in an ABE or ASE English Language Proficiency course, and this

continued instruction may be funded with IELCE grant funds. However, the ABE/ASE English Language Proficiency course must meet all the requirements of an ESL IELCE class (i.e., civics preparation, contextualized instruction, achievement of civics competencies, and workforce preparation if applicable).

If a student has reached ESL Exit Criteria, an ESL test administered 120 or fewer days before the start date of the student's current PoP will satisfy this requirement.

If an ESL student who is not enrolled in an IELCE program reaches ESL Exit Criteria on an NRS-approved assessment, they may not continue to receive ESL instruction and may not be enrolled in ESL classes. Students may, however, be concurrently enrolled in ESL and ABE instruction as long as they:

- receive an NRS-approved test in both instructional categories,
- have not reached ESL Exit Criteria,
- and are enrolled in classes that align with the Education Functioning Level determined by those tests.

As with IELCE students, all students must receive a pre-test for every instructional category in which they are enrolled at the beginning of every Period of Participation. Tests administered 120 or fewer days before the start date of the student's current PoP will satisfy this requirement.

ABE/ASE Required Testing

All ABE/ASE students must be pre- and post-tested in order to document educational gains. Educational gains are defined as advancement from one educational functioning level to the next. The ICCB requires that all students be pre-tested for ABE, ASE, or HSCR placement to specifically identify student strengths and weaknesses for the purposes of informing instruction. The two state-approved ABE/ASE tests are TABE 13&14 and the CASAS GOALS. In compliance with the Federal NRS, all ABE/ASE students other than the exceptions noted must be pre-tested using one of the ICCB-approved tests, and scores must be recorded in the approved data system.

TABE-R (Reading) and TABE-M (Math) are assessments that come in two forms, 13 and 14. CASAS Reading GOALS 2 comes in ten forms (921-930), and CASAS Math GOALS 2 comes in ten forms (921-930).

The level of the TABE or CASAS assessments administered should match the proficiency of the student to ensure valid scores. For TABE, it is required that a Locator test along with the subject test be used. The same difficulty level of the TABE assessment is generally used to pre- and post-test a student except when a student pre-tests near the top of the range, has made extraordinary progress in class, or retakes the Locator and scores at a higher level. The tester needs to consult the "next test assignment" charts to identify the appropriate post-test level. For the CASAS eTest (computer-based test), a short Locator puts students automatically into the correct pre-test level; and the computer will assign the correct post-test level. For the CASAS paper test, an Appraisal test must be given before the pre-test to place students into the correct level test. The tester needs to consult the "Next Assigned Test" charts to identify the appropriate post-test level.

For students enrolled in ABE, ASE, or HSCR courses that are not classified as math only, the TABE 13 &14 Reading or CASAS Reading GOALS 2 is required. Students scoring 2.0 – 6.9 on the TABE Reading or CASAS Reading GOALS 2 should be assessed with diagnostic reading

assessments as recommended in STAR training to determine a student's reader profile for planning evidence-based reading instruction. The TABE 13&14 Language test is optional and may be administered to inform instruction. Students enrolled in math-only instruction should be administered the TABE 13&14 Math or CASAS Math GOALS 2 test.

For programs that offer courses that cover a variety of subjects, the program may find it appropriate to also assess students with the TABE 13&14 Math or CASAS Math GOALS 2 either to inform instruction or for placement and NRS purposes. Important items to note are as follows:

- Students receiving only the required assessment (TABE 13&14 Reading or CASAS Reading GOALS 2) will be placed and progress measured based on that assessment.
- If the optional math test is introduced, placement will occur based on the assessment reflecting the lowest EFL. Students can be pre- and post-tested in both reading and math to maximize the likelihood of achieving a measurable skill gain.
- If both the reading and the math reflect the same EFL, the student will be placed based on the assessment with the lowest scale score. (If the EFL's *and* the scale scores are the same, placement will be based on the reading results.)
- Attendance Hours accrued in math-only classes count towards both Math and Reading assessments.

Post-testing to measure progress must be done within the guidelines established by test publishers.

For TABE 13&14:

- Alternate Form Testing: 50-60 hours of instruction is recommended when testing with an alternate form (i.e.13M to 14M) for students that test into NRS Levels 1-6 (ABE).
- Same Form Testing: 60-80 hours of instruction is recommended when testing with the same form (i.e. 13M to 13M)

For CASAS GOALS: It is recommended that students receive 70–100 hours of instruction between pre and post testing for CASAS Reading GOALS 2 and CASAS Math GOALS 2. A minimum of 40 hours permitted.

Educational gains are defined as advancing from one NRS Educational Functioning Level (EFL) to another based on gains from pre (first) to post (final) test of the fiscal year.

The answer sheets or score reports for pre- and post-testing must be kept in each student's file. In addition to pre- and post-testing documentation, a student's progress must be documented in the student's file. Ongoing evaluation of progress can be demonstrated through samples of student work, competency checklists, quizzes, chapter tests, teacher-developed assessments, learner projects, etc.

Educational Functioning Level (EFL)	Test Benchmarks
Beginning ABE Literacy **(ABE Level 1—all subjects)**	**CASAS Reading GOALS 2 scale scores:** Reading: 203 and below **CASAS Math GOALS 2 scale scores:** Mathematics: 192 and below **TABE (13–14) scale scores (grade level 0–1):** **Reading: 300–441 (TABE L) and 310–441 (TABE E)** **Mathematics: 300–448 (TABE L) and 310–448 (TABE E)**

Educational Functioning Level (EFL)	Test Benchmarks
Beginning Basic Education (ABE Level 2—all subjects)	**CASAS Reading GOALS 2 scale scores:** Reading: 204–216 **CASAS Math GOALS 2 scale scores:** Mathematics: 193–203 **TABE (13–14) scale scores (grade level 2–3):** **Reading: 442–500** **Mathematics: 449–495**
Low Intermediate Basic Education (ABE Level 3—all subjects)	**CASAS Reading GOALS 2 scale scores:** Reading: 217–227 **CASAS Math GOALS 2 scale scores:** Mathematics: 204–213 **TABE (13–14) scale scores (grade level 4–5):** **Reading: 501–535** **Mathematics: 496–536**
High Intermediate Basic Education (ABE Level 4—English Language Arts; ELA) **Middle Intermediate Basic Education (ABE Level 4—Mathematics)** [5]	**CASAS Reading GOALS 2 scale scores:** Reading: 228–238 **CASAS Math GOALS 2 scale scores:** Mathematics: 214–224 **TABE (13–14) scale scores (grade level 6–8):** **Reading: 536–575** **Mathematics: 537–595**
Low Adult Secondary Education (ABE Level 5—ELA) **High Intermediate Basic Education (ABE Level 5—Mathematics)**	**CASAS Reading GOALS 2 scale scores:** Reading: 239–248 **CASAS Math GOALS 2 scale scores:** Mathematics: 225–235 **TABE (13–14) scale scores (grade level 9–10):** **Reading: 576–616** **Mathematics: 596–656**
High Adult Secondary Education (ABE Level 6—ELA) **Adult Secondary Education (ABE Level 6—Mathematics)**	**CASAS Reading GOALS 2 scale scores:** Reading: 249 and above **CASAS Math GOALS 2 scale scores:** Mathematics: 236 and above **TABE (13–14) scale scores (grade level 11–12):** **Reading: 617–800** **Mathematics: 657–800**

[5] For mathematics, there is an additional intermediate level, Middle Intermediate (level 4), in addition to High Intermediate (level 5), and only one secondary level (level 6), because of the complexity of the mathematics descriptors. When reporting on NRS tables, use the level number.

Level Gains

Level gains are measured by improvement (based on point gain) from pre-test (first assessment used for the fiscal year) to the post-test (assessment with the highest score for the fiscal year).

- In order for results to be claimed, post-testing must be conducted within time frames established by the test publishers.
- Programs must ensure that students are administered alternating forms of the assessment administered as appropriate.
- Any testing accommodations for assessing special populations must be within the guidelines established by the test publisher.

As noted above, the scoring ranges for each NRS level are indicated for each type of assessment approved for use in Illinois. Movement from one level to another is based on movement through these score ranges and levels.

The various test publishers have established guidelines for conducting post-testing to measure this progress. Programs must ensure that minimum hours of instruction (based on student attendance) have been reached prior to conducting post-testing. These guidelines help to ensure that students have received an appropriate number of hours of instruction prior to post-testing to help measure student gain.

Test Publisher Guidelines

In addition, and as outlined per the test administration manuals, staff administering assessments must ensure that test forms are rotated as appropriate during student post-testing. Accommodations given to students during test administrations must follow the test publisher's guidelines. ICCB does not allow for exceptions outside those established by the test publisher. The guidelines for each assessment approved for use in Illinois are outlined in the following table.

Test Publisher Guidelines	
TABE 13&14 and TABE CLAS-E	Minimum of 40 hours of instruction Alternate Form Testing – 50-60 hours of instruction is recommended when testing with an alternate form (i.e.13M to 14M or C1 to D1) for students that test into NRS Levels 1-4 (ABE) and NRS Levels 1-6 (ESL) with a minimum of 40 hours Same Form Testing – 60-80 hours of instruction is recommended when testing with the same form (i.e. 13M to 13M or C3 to C3)
CASAS GOALS	Minimum of 40 hours of instruction

	Recommend 70-100 hours of instruction
CASAS STEPS	Minimum of 40 hours of instruction Recommend 70-100 hours of instruction
BEST Literacy 2.0	Minimum of 40 hours of instruction Recommend 80-100 hours of instruction
BEST Plus 3.0	Minimum of 40 hours of instruction Recommend 80-100 hours of instruction

Transitioning from One Period of Participation to the Next

Programs may elect to use an assessment from the previous period of participation for placement in the new period of participation if that assessment was administered within 120 days of the student's enrollment in the new period of participation. Program participants may incur multiple Periods of Participation (PoPs) in a program year. A Period of Participation begins on a participant's first day of activity (either a pre-test or attendance) and ends on a participant's last day of activity preceding 90 days of inactivity. TOPSpro Enterprise automatically calculates PoPs for returning students, so no additional calculations will be required at the local program level.

Every Period of Participation is a new service period and treated as if the participant is a new participant (follow-up measures & MSG attainment). Therefore, participants must have a pre-test for each PoP. This can be a new test, or a test from a previous PoP using the 120-day rule.

Adult Education and Literacy Assessment Requirements Summary

Enrollment Type(s)	Required Test	Optional Test	Notes
ELA	One of the following ELA assessments: 1.BEST Literacy 2.0 2. BEST Plus 3.0 3.CASAS STEPS 4. TABE CLAS-E	If needed, a 2nd ELA assessment can be administered to the student. IMPORTANT NOTE: Only one is required for NRS purposes Programs may elect to administer a second ELA assessment to inform instructional practices.	NRS guidelines require appropriate placement of students. Programs should use the skill area (for example, reading or listening) with the lower pretest score to place students. Students can be pre and post tested in more than one test series and modality to maximize the likelihood of achieving a measurable skills gain.

Enrollment Type(s)	Required Test	Optional Test	Notes
ABE, ASE or HSCR (not classified as Math-Only)	One of the following ABE/ASE assessments: TABE 13 &14 Reading Or CASAS Reading GOALS 2	TABE 13&14 Math Or CASAS Math GOALS 2 IMPORTANT NOTE: Only an ABE/ASE reading assessment is required for NRS. If the primary focus of instruction will be math in General Skills designated courses, the TABE-M or CASAS Math GOALS 2 may be appropriate.	NRS guidelines require appropriate placement of students. Programs should use the skill area (for example, reading or math) with the lower pretest score to place students. Students can be pre and post tested in more than one test series to maximize the likelihood of achieving a measurable skills gain.
Math-Only	One of the following ABE/ASE assessments: TABE 13&14 Math Or CASAS Math GOALS 2	None	Students enrolled in Math-Only instruction should be administered the TABE 13&14 Math or CASAS Math GOALS 2 test. Placement will be based on the EFL reflected by this assessment, and students will be post-tested in that test series.
Foreign Language HSE (GED® or HiSET®)	None	N/A	Foreign Language HSE only.

TABE 13&14 Reading or CASAS Reading GOALS 2 is the required assessment for ABE, ASE, or HSCR enrollment. The attendance hours earned in all ABE, ASE or HSCR classes will count toward the post-testing on the TABE 13&14 Reading/CASAS Reading GOALS 2 *and* the TABE 13&14 Math/CASAS Math GOALS 2.

Programs may elect to administer the math test if appropriate. If a math assessment is used to inform instruction but not for placement purposes, the test results must be maintained in the student file. However, only scores used for placement and NRS purposes should be reported in the data collection system. Students can be pre and post tested in more than one test series to maximize the likelihood of achieving a measurable skills gain.

Pre- and Post-Testing Exceptions

- Local programs are not required to test Foreign Language-Only HSE (GED® or HiSET®) students.
- Federal funding **may not** be used to fund Foreign Language HSE (GED® or HiSET®) students.
- Students who are placed in the ASE High level based on the pre-test used to officially place them for NRS purposes do not require post-testing on that assessment.
- Students who achieve a Measurable Skill Gain Type 2-5 (e.g., a High School Diploma or its recognized equivalent; an industry-recognized credential through a Bridge or ICAPS, etc.) are **not** required to take a post-test.

SECTION 11: INSTRUCTIONAL CATEGORIES

Programs are required to provide services in at least one instructional category including Adult Basic Education, Adult Secondary Education (excluding Foreign Language Instruction), English as a Second Language, or High School Credit. If funded for IELCE, programs must include all elements of IELCE instruction.

Programs are required to provide instruction in at least one of the instructional categories listed below and integrate the Illinois Adult Education Content Standards in all instruction.
Each of the instructional categories has specific information that will assist programs in the development of instructional offerings.

Adult Basic Education (ABE)
ABE curriculum consists of approved courses designed to bring a student from grade zero through the eighth-grade competency level as determined by standardized testing. Beginning level courses cover grade zero through the third-grade competency level. Intermediate level courses include grade four through the eighth-grade competency level as determined by standardized testing. This curriculum as well as the instruction must increase a student's ability to read, write, speak and perform mathematics. This should also lead to the attainment of a secondary school diploma or HSE (High School Equivalency) credential; and transition to postsecondary education and training; or to employment. Beginning level courses cover grade zero through the third-grade competency level. The intermediate level courses cover fourth-grade competency through the eighth-grade competency. All level ABE courses include College and Career Readiness Standards (CCRS) within each curriculum. Each level of courses covers each content area. The curriculum is designed to accommodate the concept of individualized instruction and includes courses in general basic skills; reading, writing, literacy and communication skills; computational skills; workforce/employability skills; life skills; career exploration/awareness skills; technology and digital literacy skills; workplace literacy; family literacy/parenting; and Bridge instruction.

Adult Secondary Education (ASE)
ASE curriculum consists of approved courses designed to bring a student from grade nine through the twelfth-grade competency level as determined by standardized testing. The curriculum is designed to prepare a student to achieve an HSE (High School Equivalency) credential and includes College and Career Readiness Standards (CCRS). This curriculum as well as the instruction must increase a student's ability to read, write, speak, and perform mathematics. The curriculum is also designed to accommodate the concept of individualized instruction and includes courses in basic skills, general academic and intellectual skills, reading literacy and communication skills, technology and digital literacy skills, computational skills,

workforce/employability skills, life skills and career exploration/awareness skills, workplace literacy, family literacy/parenting, Bridge instruction, and U.S. Citizenship Education.

English Language Acquisition (ELA)
ELA curriculum consists of approved courses designed to include instruction in English for those whose native language is not English. The curriculum and instruction is designed to help eligible individuals whose native language is not English. The focus of this instruction and curriculum is designed to help eligible individuals who are English language learners achieve competence in reading, speaking, comprehension, and mathematics skills that leads to attainment of a secondary school diploma or high school equivalency and transition to postsecondary education and training or employment. Beginning, intermediate and advanced courses include a curriculum in listening, speaking, reading, and writing and mathematics using the English language. Technology and digital literacy skills as well as CCRS are also included in the curriculum. Other courses using the English language may include instruction in life skills, citizenship education, career exploration, employability skills, (e.g. the OCTAE Employability Skills Framework), workplace literacy, family literacy, Bridge instruction, and civics. Student levels are based on proficiency as measured by ICCB-approved standardized tests. The curriculum is designed to accommodate the concept of individualized instruction.

Foreign Language HSE (Spanish) Instruction
Foreign language HSE (Spanish) instruction is designed for an adult who is literate in Spanish and who has sufficient education in that language to achieve a foreign language HSE credential. Native Language or Native Language literacy is not fundable. With the exception of foreign language HSE instruction, all other classes must be taught in English. All foreign language HSE classes must be associated with courses at the ASE level.

Federal funds cannot be used for foreign language HSE (Spanish) instruction. Foreign language ABE services are not an allowable activity.

High School Credit (HSCR)
HSCR consists of approved courses offered in collaboration with locally approved school districts. Upon satisfactory completion, the student must meet the requirements of the locally approved school district for graduation. (The Illinois School Code (105 ILCS 5)). **ICCB AEL funds can only be used for approved core academic courses and electives that will prepare students for college and career readiness.**

Work-based learning
Work-based learning is a required component for all IELCE instruction. A core component of the IELCE programming is the inclusion of contextualized work-based learning through Bridge programming, access to ICAPS, and integrated work-based instruction in the English Language classroom.

Course Approval

All courses must be approved by the ICCB prior to implementation. All courses funded with ICCB Adult Education Federal and State resources are required to be submitted for approval at least 30 days prior to implementation using the established process. All courses are organized around each Educational Functioning Level covered by the National Reporting System (NRS).

Each area has been coded to maintain consistency across the state through the use of **Program Classification System (PCS) codes** and the **Classification of Instructional Programs (CIP) codes**. PCS and CIP codes are used to classify courses. The CIP codes are generically defined to guide the programs in the correct classification of the courses. The codes are used in the Integrated Postsecondary Educational Data System (IPEDS) and within systems for the Office of Career Technical and Adult Education (OCTAE). The PCS codes are listed below as well as an example of PCS and CIP code usage.

PCS Code	Instructional Category
1.6	Vocational (VOC)
1.7	Adult Basic Education (ABE) Beginning and Intermediate Levels
1.8	Adult Secondary Education (ASE) and High School Credit (HSCR)
1.9	English as a Second Language (ESL)

Example:

PCS Code 1.7	CIP Code: 32.0101	Two Course Levels
Adult Basic Education Intermediate Level (4.0 to 8.9 Grade Level)	**Generic Description** **Basic Skills, General** Courses which may include basic skills, such as literacy, reading, communication, and computational skills; life skills; library and study skills; and family education skills.	• Low Intermediate Basic Education ABE (Grade 4.0 to 5.9) • High Intermediate Basic Education (Grade 6.0 to 8.9)

Programs must select the appropriate PCS and CIP code classification of courses. You can find a full list of PCS and CIP codes in Appendix C or the NCES CIP code search tool. Note that not all CIP codes listed on the NCES site are compatible with Adult Education courses.

Course Submissions and Modifications: Non-Community College Providers

Once the appropriate PCS and CIP code identifiers are determined, the program administrator should complete a syllabus for the course. The syllabus must demonstrate how course learning outcomes align to the Illinois Content/ESL Content Standards. The syllabus must also include: 1.) a brief description of the course; 2.) specific objectives of the course; 3.) a topical outline; 4.) a method for evaluating student progress; and 5.) (if applicable) IELCE Competencies. The syllabus should be saved in PDF format.

Once the syllabus is complete, the program administrator should fill out the New Course Submission Jotform. Paper, scanned, and PDF versions of the New Course Submission form will no longer be accepted for non-Community College providers. The syllabus will be attached to the Jotform submission. Following the review of the courses, the provider will be notified by the ICCB Adult Education staff of the decision. The review process may take up to 30 days.

Throughout the year there may be changes to the courses that were submitted. The Course Modification Jotform should be completed and submitted to the ICCB for review and processing. Following the review of the course modification form, the provider will be notified by the ICCB Adult Education staff of the decision.

Course Submissions and Modifications: Community Colleges Only

Adult Education Programs in a community college must follow their internal course approval process. These programs should work with the individuals in the college assigned to process course approvals. Once courses are received at the ICCB through the ICCB-approved submission (ICCIS) portal, the Adult Education program is notified that courses have been submitted for review and processing. The review process may take up to 30 days, so Adult Education programs should plan their course preparation and submission processes accordingly.

Upon approval, the course(s) must be entered in the approved data collection system.

Course Repeatability

An adult basic, adult secondary, or an English Language course that is organized into discrete modules and offered for variable credit shall, at the request of the college, be approved for repeatability under the following conditions:

A) No discrete module is repeated more than three times.
B) The title of a module completed, and the grade received is permanently recorded on the student's recorded on the student's permanent academic record; except the Adult Secondary Education Certificate.
C) Career and Technical Education Course Credit. Courses designed to prepare individuals with technical skills shall be applicable towards the requirements or electives for completion of an associate's degree (applied or transfer) or a career and technical education certificate.

The number of times the course may be taken for credit does not exceed four times, or the semester equivalent, e.g., a single course can be taken one time and repeated no more than three times per student.

Programs are required to keep records to ensure students do not exceed repeatability. Student attendance records will be monitored during site visits.

Instruction and Attendance

Open entry/exit is defined as a class that meets on specific days and times but allows a student to enter at any time. The start and end date of the class may extend for the entire duration of the fiscal year or may be isolated to quarters or semesters.

- The class has an assigned instructor who provides direct instruction that is guided by an appropriate curriculum.
- Class sessions must be a minimum of 50 minutes of direct instruction. It is not appropriate to claim more than one hour of instruction for a 60-minute hour.
- Students must complete an assessment by their third-class attendance day.
- The student may enter and exit the program at any time.

- Open entry/exit midterm is the midpoint of when a specific student starts and exits a class, not to exceed one fiscal year. An open entry/exit midterm can only be determined at the end of the student enrollment period.
- With the implementation of the new TOPSpro Enterprise MI system, the former five-absence automatic drop policy is no longer applicable for FY27. To align with NRS rules, students will not be auto-dropped based on attendance. Programs are permitted to establish their own local drop policies, and instructors must manually enter the appropriate drop code in TOPSpro Enterprise when exiting a student.
- Students are enrolled in the class, a class list is generated, and teacher signed /verified attendance records must be available to support all student claims.
- Complete class information must be entered into the TOPSpro Enterprise.

Note: Student attendance may only be entered on days when the student is in class.

Individualized Instruction

Individualized instruction is a format used only for at-a-distance and/or hybrid classes. This format is designed to report asynchronous activity for individuals enrolled in at-a-distance and hybrid instruction only. With this class format, attendance is reported only through numeric values.

- Remember that proxy (asynchronous) contact hours in at-a-distance and/or hybrid classes must be tracked through one of the following methods, and providers must identify which method will be used. The method must be compatible with the selected software as appropriate.
    - Clock Time Model—Assigns contact hours based on the elapsed time that a learner is connected to or engaged in an online or stand-alone software program that tracks time.
    - Learner Mastery Model—Assigns a fixed number of hours of credit based on the learner passing a test on the content of each lesson. Learners work with the curriculum and materials; and when they feel they have mastered the material, take a test. A high percentage of correct answers (typically 70%-80%) earns the credit hours attached to the material.
    - Teacher Verification Model—Assigns a fixed number of hours of credit for each assignment based on teacher determination of the extent to which a participant engaged in or completed the assignment. **This method is only appropriate for correspondence and program developed web-based learning.**

Individualized instruction may only be counted when the student is enrolled in an **ICCB approved** at-a-distance or hybrid class. Documentation for attendance must be provided during ICCB active monitoring.

Attendance Hours

TOPSpro Enterprise records attendance using numeric values. Programs should record attendance based on the actual time a student participates in instruction. For students who arrive late or leave early, attendance may be recorded in 15-minute increments (0.25 hour) to accurately reflect the student's instructional time.

Evidence Based Reading Instruction (EBRI)

Curricula and reading skill instruction for ABE/ASE and higher-level ESL students should reflect evidence-based practices to maximize reading gains. Current reading research focuses on four components of reading skills: Alphabetics, Vocabulary, Fluency, and Comprehension. Direct and explicit instruction of each of these reading skill components is indicated by research to be the most effective approach.

EBRI-related professional development is available through iLEARN courses and other sources.

ILLINOIS ADULT EDUCATION CONTENT STANDARDS

Programs are required to incorporate the Illinois Adult Education Content Standards into curricula and instruction through the use of Standards Proficient Instructors. Curriculum based upon standards assures that all instruction in Illinois is held to the same high standards and prepares students to make smooth transition to careers, postsecondary education, and to employment. All programs are required to develop curriculum based upon the appropriate content standards. Standards are available for Adult Basic Education (ABE) and Adult Secondary Education (ASE) as well as English-as-a-Second Language (ESL). The standards were developed by adult educators with expertise in the instructional areas.

ABE/ASE Content Standards

The Illinois ABE/ASE Content Standards are aligned with Common Core and College and Career Readiness Standards, Career Pathway Essential Knowledge and Skills, Evidence Based Reading Instruction, and Technology Skills. The Illinois ABE/ASE Content Standards broadly define what learners who are studying reading, writing, math, listening, and speaking should know and be able to do as a result of ABE/ASE instruction at a particular level. Content standards also help teachers ensure their students have the skills and knowledge they need to be successful by providing clear goals for student learning.

The Illinois ABE/ASE Content Standards should be used as a basis for curriculum design and may also be used to assist programs and teachers with selecting or designing appropriate instructional materials, instructional techniques, and ongoing assessment strategies. Standards do not tell teachers how to teach, but they do help teachers determine the knowledge and skills their students should have so that they can build the best lessons and learning environments for their classrooms.

Through participation in the National College and Career Readiness Program “Standards in Action” the Illinois Community College Board has developed a Professional Pathway for ABE/ASE instructors. This pathway ensures there is specialized training for the accomplishment of “Standards Proficient Instructors” throughout the state. Information on this training and a copy of this pathway is provided in the Professional Development Section of this manual.

The Illinois ABE/ASE Content Standards are located on the ICCB website: https://excellenceinadulted.org/resources/content-standards To assist in the development and alignment of curriculum with the ABE and ASE standards, professional development and training is available through the Professional Development Network.

ELA Content Standards

The Illinois ELA Content Standards define what adult English language learners should know and be able to do as a result of ELA instruction at a specific level. The standards may be used to assist programs and teachers in selecting appropriate instructional materials, instructional techniques, and assessment strategies. These standards should serve as the main basis for curriculum development and provide a common language among ESL levels and programs.

The Illinois ESL Content Standards include the English Language Proficiency (ELP) Standards, digital literacy standards, and selected ABE mathematics standards and should serve as the basis for a program’s curriculum development process. For programs with an existing curriculum, that curriculum should be aligned to the Illinois ESL Content Standards. For programs without a

curriculum, the standards provide an excellent framework and starting point for the curriculum development process.

Professional development and training related to these standards are available through the Professional Development Network.

Digital Literacy

Programs are required to incorporate Digital Literacy into instruction. Digital literacy means the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information. There are four components of digital literacy. They are basic digital literacy skills, skills to create and communicate information, skills needed to find and evaluate information online, and skills necessary to solve problems in technology-rich environments. Instruction should integrate digital activities in the classroom in a wide range of topic-, project- or problem-based approaches.

Additional Instructional Services

Programs may provide instructional activities in Family Literacy/Parenting and Literacy Coordination. In addition to the instructional services listed above, programs may choose to provide a full complement of instructional and support services to students by offering Family Literacy, Volunteer Literacy Coordination, and Workplace Literacy. Programs should assess the needs of the local area for these services and as applicable, partner with other agencies, employers, and volunteer organizations to ensure the needs of the students are met.

Family Literacy

Family Literacy is an integrated, intensive set of services for AEFLA-eligible parents and their families. In accordance with the National Center for Families Learning (NCFL) model, family literacy programs must include the following four core components:

- **Adult Education:** Instruction that supports parents in improving foundational academic skills, earning credentials, and progressing toward education and career goals.
- **Parenting Education:** Learning experiences that strengthen parents' knowledge, skills, and confidence in supporting their children's development, education, and well-being. Topics may include child development, nurturing practices, family management, advocacy strategies, and effective engagement in their children's schooling.
- **Parent and Child Together (PACT) Activities:** Regularly scheduled, interactive learning experiences in which parents and children engage together in literacy-rich activities that reinforce positive family learning routines and strengthen parent-child relationships.
- **Child Education:** Age-appropriate, high-quality early childhood, school-age, or childcare programming that promotes children's literacy, language, social-emotional development, and readiness for school and life success.

Literacy Coordination

Literacy Coordination may include coordination, tutor training, tutor scheduling, and other support activities that promote student learning gains and may include volunteer literacy. Literacy services must be in conjunction with Adult Education and Literacy instructional programming provided by trained volunteers to target population students.

Literacy Services support classroom instruction and increasing student learning gains. Trained volunteers may work with students during classroom instruction under the supervision and coordination of a paid instructor in an AEL funded class.

Instructional hours may ***not*** be claimed for this tutoring because it occurs during regular class time, and enrollment hours are already being claimed for those hours because of the student's enrollment in an ICCB AEL funded class. In this situation, the one-on-one or small group tutoring that occurs during regularly scheduled class time under the supervision of a paid classroom instructor is a supplement to classroom instruction.

DISTANCE EDUCATION

Distance Learning (asynchronous and synchronous) is a formal learning activity where students and instructors are separated by geography, time, or both for the majority of the instructional period. Distance learning materials are delivered through computer software, web-based programs, and other online technology. Teachers support distance learners through communication via mail, messaging, telephone, e-mail, and other online technologies and software.

Distance Learning students must adhere to the same requirements as all other adult education students including the OCTAE requirement that samples of student work must be kept as part of the student file. As a part of the National Reporting System (NRS), each state must have a policy that defines which students are claimed under Distance Learning/Education. **It is important to note that provider-developed at-a-distance courses cannot be at the ASE level.**

Additionally, to teach at-a-distance or hybrid courses, instructors must meet/be proficient in the following:

- The instructor utilizes course content and activities to enhance learning in the online environment and uses learning outcomes to drive assessment and learning activities.
- The instructor establishes communication and interaction expectations, provides clear instructions for completing and submitting assignments and provides timely feedback to students concerning their performance in the course.
- The instructor evaluates and uses suitable forms of communications for learner to learner (student to student) contact and the learning activities which will help nurture an online community.
- The instructor uses current and emerging digital skills.
- The instructor recognizes the rights, responsibilities, and opportunities of living, learning, and working in an interconnected digital world, and they act and model in ways that are safe, legal, and ethical.
- The instructor demonstrates how to select appropriate devices, tools, resources, and applications for a task that result in enhanced presentation skills and communication/collaboration with colleagues and students to maximize active, deep learning.
- The instructor provides alternative ways for students to demonstrate competency and reflect on their learning using technology.

Important Points:

- Students in distance education should be post-tested after the same amount of instructional time as other students.

- Students enrolled in distance education must accrue at least 12 contact hours to be reportable to the NRS.
- Providers of distance learning must identify which assessment or assessments will be used to pre- and post-test students (post-test not required for ASE High). The assessment must be approved for use with AEL students.
- All programs must administer all pre- and post-test assessments used to measure educational gain of distance education students for NRS reporting in-person at a proctored program site within the state that meets NRS assessment policy.
- All providers of distance learning must use software and curriculum that is approved by ICCB.
- Proxy contact hours must be tracked through one of the following ICCB approved methods and providers must identify which method will be used during the course approval process. The method must be compatible with the selected software and curricular resources. In addition, all classes must be set up as Individualized Instruction in the statewide Data Collection System.
    - Clock Time Model—assigns contact hours based on the elapsed time that a learner is connected to or engaged in an online or stand-alone software program that tracks time
    - Learner Mastery Model—assigns a fixed number of hours of credit based on the learner passing a test on the content of each lesson. Learners work with the curriculum and materials and, when they feel they have mastered the material, take a test. A high percentage of correct answers (typically 70%-80%) earns the credit hours attached to the material
    - Teacher Verification Model—Assigns a fixed number of hours of credit for each assignment based on teacher determination of the extent to which a participant engaged in or completed the assignment. **This method is only appropriate for correspondence and program developed web-based learning.**
- Providers of distance learning can use one or any combination of the following enrollment types.
    - **At a Distance:** Asynchronous instruction provided entirely through an online platform. **Students are still required to pre- and post-test** (with the exception of post testing for ASE High) face-to-face.
    - **Hybrid:** At a Distance or Learning Lab programming offered in conjunction with synchronous instruction.

In a hybrid learning model, program identifies the number of times students will meet in a traditional classroom setting or face to face. Because these classes must be set up as individualized instruction in the Data Collection System, the number of hours a student attends face to face instruction must be recorded in place of traditional attendance codes.

Guidelines for the Acceptable and Responsible Use of Artificial Intelligence in the Classroom

Artificial Intelligence (AI) refers to the use of computer programs that can perform tasks traditionally requiring human intelligence, such as problem-solving, decision-making, predictions, recommendations, ongoing learning, etc. The use of AI systems and technologies offer a significant potential to improve public services, to enhance operational efficiency, and therefore benefit the residents of Illinois. Adherence to these suggested guidelines allows adult education

to harness the power of AI while balancing the potential risks. Please note these suggested guidelines do not supersede any institutional policies related to AI.

Adult Education Professionals using AI should be mindful of the following ethical considerations. AI systems should not:

- **Discriminate:** AI systems should not be used or deployed in ways that could potentially discriminate against individuals or groups based on race, gender, religion, ethnicity, disability, economic status, or any other protected characteristic.
- **Infringe Privacy:** AI systems should comply with all relevant data privacy laws and regulations, ensuring the secure and responsible handling of personal information, and avoiding copyright infringement.
- **Mislead or Manipulate:** AI systems should not be used to spread misinformation, deceive users, or manipulate public opinion
- **Make Decisions:** AI systems should not make decisions autonomously. AI systems that support decision making must have a "human in the loop" to ensure that all decisions are made by humans.
- **Violate Human Rights:** AI systems must not be used to undermine human rights or enable harmful activities.

Adult Education Professionals using AI should also ensure transparency and accountability by observing the following guidelines:

- **Clear Communication:** When users interact with an AI system, it should be clearly disclosed that they are interacting with an AI system.
- **Explanation of Decision-making:** When an AI system is used to support decision-making, the role of the AI system in supporting decision making should be made available.
- **Human Oversight:** AI systems should have appropriate and ongoing human oversight to review and intervene in cases of potential bias, errors, or potential adverse impacts.
- **Accountability:** Employees planning to use AI systems should first assess the AI system's adherence to these guidelines and determine their alignment and document their own risk as well as appropriate mitigations.

Data Usage and Privacy

Data collected for use by AI systems should be relevant, accurate, and necessary for the intended purpose. When using AI systems that rely on analysis of large amounts of data to provide insights, the AI system owner is responsible for the quality and governance of the training data used to support the AI system.

Fairness and Bias Mitigation

Regular audits should be conducted on AI creators to ensure that their AI algorithms are free from potential biases, with the creators taking necessary corrective actions upon bias detection. AI developers and owners are obligated to document all processes and changes made to their algorithms and ensure diverse and representative training data. Additionally, AI creators should be compelled to produce an annual report detailing their efforts in mitigating biases.

SECTION 12: STATE OF ILLINOIS HIGH SCHOOL DIPLOMA

The Illinois Compiled Statutes—School Code (105 ILCS 5/3-15.12) outlines minimum state requirements for high school equivalency (HSE). This legislation provides the ICCB with the authority to establish guidelines for Illinois HSE credentialing including the selection of HSE exams and development of alternative methods of credentialing; the creation of policies and procedures for testing and credentialing; the minimum passing and completion standards for an HSE credential; and the state and local fees for exams, alternative methods of credentialing, HSE transcripts, and the State of Illinois High School Diploma.

HIGH SCHOOL EQUIVALENCY OVERVIEW

The ICCB has currently approved two HSE exams for use in the State of Illinois: The General Education Development Test (GED®) published by GED Testing Service® and the High School Equivalency Test (HiSET®) published by PSI. In addition to passing one of these two HSE exams, a candidate must also complete the Illinois Constitution Module (Constitution Module) available at http://ilconstitution.org/. It is estimated it will take two hours for a student to complete. It is available for HSE candidates to take independently and does not require proctoring at a testing center. After completion of the Constitution Module, completers will be asked to provide information about themselves that will be used to match the completion with HSE records in the Illinois High School Equivalency Portal. Completers will also be able to print or download a certificate showing completion. A student who completed the previous Constitution Test or can demonstrate passing the Constitution Test in high school does not need to complete the Constitution Module.

Scores may ***not*** be combined among current HSE exams or with series (older versions) of HSE exams. Candidates must complete and pass the full battery of a single ICCB-approved HSE exam along with the Constitution requirement to qualify for a State of Illinois High School Diploma.
For example:

- A test taker may not begin on one HSE exam and complete that exam by passing a subtest or subtests from another exam.
- A test taker may not combine incomplete GED® examinations from any GED® Series prior to the current 2014 Series GED® with either of the current exams (the 2014 Series GED® or the HiSET®).
- A test taker may not combine incomplete Test Assessing Secondary Completion (TASC™) examinations from 2016-2020 with either of the current exams (the 2014 Series GED® or the HiSET®).

HSE records for candidates who completed and passed *all sections* of an older series of the GED® exam or the TASC™ exam remain valid in perpetuity.

The ICCB has authorized the Transcript-Based Alternative Method of Credentialing program for candidates who have already completed a significant amount of high school or post-secondary credit. Candidates who meet the eligibility requirements for the Transcript-Based Alternative Method of Credentialing program for HSE shall be granted a State of Illinois High School Diploma upon completion of the minimum high school credit requirements, discussed below, from a state-recognized and accredited public or private high school, post-secondary institution, or foreign

institution of higher learning; completion of any National Reporting System (NRS) approved reading assessment at 9th grade level; and completion of the Constitution Module.

HSE Exam Comparison

GED®
The General Educational Development Test (GED®) is published by GED Testing Service®. The GED® has gone through several series changes since its inception, the most recent of which is the 2014 Series GED® exam. The 2014 Series GED® has four subtests: Reasoning through Language Arts, Mathematical Reasoning, Science, and Social Studies. The GED® is currently offered as a computer-based examination completed in an ICCB-authorized testing center or as an online- proctored examination.

HiSET®
The High School Equivalency Test (HiSET®) is published by PSI®. The HiSET® exam has five subtests: Mathematics, Social Studies, Science, Language Arts-Reading, and Language Arts-Writing. This HiSET® is offered as a computer-based exam completed in an ICCB-authorized testing center, a paper/pencil examination completed in an ICCB-authorized testing center, and an online-proctored examination.

Request to Administer an HSE Exam

Adult Education programs may apply to become a testing center for the GED® and/or HiSET® exams. All requests to become an HSE test site must be reviewed and approved by the ICCB. After a request to administer an HSE exam has been approved, the testing center will be required to follow all vendor policies for training of staff and preparation of the testing center.

GED®
To request to administer the GED® exam, review and complete the following form and online application:

- Request to Administer GED® Test in Illinois *(Complete First)*
- Become a Pearson VUE® Testing Site

HiSET®
To request to administer the HiSET exam, review and complete the Request to Administer HiSET® Test form. Programs will also be required to complete the current HiSET® Memorandum of Understanding for testing centers after the initial application has been approved.

Eligibility for HSE Testing (State Policy)

An individual is eligible to take the GED® or HiSET® exam provided they meet **all** of the following conditions:

- Is 18 years of age or older*
- Does not have a high school diploma or high school equivalency credential and is not currently enrolled in a secondary school
- Is a resident of the State of Illinois

Underage Testing Requirements

If an individual is 17 years old, they must present withdrawal documentation to be cleared to test.

- ***If the candidate was previously enrolled in a public or private high school prior to their HSE test date,*** the candidate should provide a withdrawal letter from their former high school. Withdrawal letters should 1) be on school letterhead, 2) be physically or digitally signed by a school official, 3) include the candidate's full name and date of birth, and 4) include the formal withdrawal date/last date of attendance. Transcripts are **not** acceptable as proof of withdrawal unless they include the candidate's name and date of birth, a formal withdrawal date, *and* the physical or digital signature of a school official.
- ***If withdrawal documentation cannot be provided by the former high school, or the candidate was otherwise not enrolled in a public or private high school prior to their HSE test date,*** the candidate must provide documentation from the local school district or Regional Office of Education serving their area of residence indicating they are not currently enrolled in a public or private high school in their local school district. Such documentation should 1) be on organizational letterhead, 2) be physically or digitally signed by staff of the local school district or Regional Office of Education, 3) include the candidate's full name and date of birth, and 4) include the date the letter was provided.
    - ***If the candidate was homeschooled,*** the candidate may provide:
        - Documentation from the local school district or Regional Office of Education serving their area of residence indicating they are not currently enrolled in a public or private high school in their local school district. Such documentation should 1) be on organizational letterhead, 2) be physically or digitally signed by staff of the local school district or Regional Office of Education, 3) and include the candidate's full name and date of birth. *OR*
        - A letter from the relevant homeschooling association or program stating the program has been completed, the individual is no longer required to be homeschooled, and the individual has been cleared to complete an HSE exam. The letter must include the candidate's full name and date of birth. Letters for homeschooled students must include a *physical or digital signature* from staff at the relevant homeschooling association or program responsible for the candidate's home schooling.
    - Proof of withdrawal must be emailed to ICCB.CookHSE@Illinois.gov (preferred) or faxed to 312-814-8993. Please allow 3-5 business days for the processing of emailed documentation and 7-10 business days for the processing of faxed documentation.
- If an individual is 16 years old, they are only eligible to take an HSE exam if currently enrolled in an Alternative Learning Opportunities Program (ALOP), a Regional Safe Schools Program (RSSP), or the Lincoln's Challenge Academy, pursuant to the Illinois School Code (105 ILCS 5/3-15.12). ICCB may make exceptions for candidates mandated to complete a high school equivalency exam by court order as part of a rehabilitation program or service requirement.
    - ALOP and RSSP programs, as well as the Lincoln's Challenge Academy, must petition on the student's behalf for the student to be approved to take an HSE exam.
    - Exceptions for court-ordered test takers are considered on a case-by-case basis. A copy of the court order must be provided to the ICCB.
    - Please contact hse@illinois.gov or 312-814-8943 for additional information.
- Additional considerations:
    - Candidates must create an account on the vendor's website for the test of their

choice (GED® or HiSET®) *before* submitting their withdrawal letter. Age alerts are tied to a candidate's account rather than to their name/date of birth/social security number. ICCB staff must be able to locate an account for the student to clear the student test.

- Candidates should be instructed to create **only one** account. If a candidate has created duplicate accounts, ICCB staff may select the account which is cleared to test and/or require the candidate to have the accounts merged.
- If an underage student is registering for the HiSET® exam **they must also provide their HiSET Identification Number** with their withdrawal documentation. A HiSET® test taker's ID is provided to them by email when they create their HiSET® account.

HSE Preparation for Underage Students

An individual is eligible to enroll in AE instruction as a student if they are an adult who has attained 16 years of age and:

- they are not enrolled nor required to be enrolled in secondary school under state law and
- they are basic skills deficient,
- they do not have a secondary school diploma or its recognized equivalent level of education,
- or they are an English language learner.

Sixteen-year-old individuals *are* eligible for HSE preparation through an AE program provided the program can demonstrate the student is not enrolled nor required to be enrolled in high school under state law. Documentation requirements for AE programs are outlined in the Instruction section of this manual under "Instructional and Support Services".

However, 16- and 17-year-old students enrolled in HSE preparation are *not eligible* to take an HSE exam unless the test taker meets the requirements described under "Underage Testing Requirements" above. Documentation for underage testing must be provided to the ICCB following the instructions above *even if the student is currently enrolled in an adult education program*. AE program staff may submit withdrawal documentation for HSE testing on behalf of the student to assist students with registration and scheduling.

Identification and State Residency Requirements for all HSE Options

HSE test takers are required to provide valid government-issued photo identification (ID) on all testing days. Candidates completing the Transcript-Based Alternative Method of Credentialing (see: "Transcript-Based Alternative Method of Credentialing Program") are required to provide valid government-issued photo ID for all transcript reviews.

The ID must display the test taker's full name (matching the name used for exam registration), address, date of birth, signature, and photograph. On the day of a test, if the test taker does not bring a valid government-issued photo ID, they will not be allowed to test. In most cases individuals not allowed to test for this reason are considered no-shows to their exam and are not eligible for a refund of fees.

Acceptable forms of photo ID include:

- A valid driver's license
- A valid state ID

- A valid passport
- A military ID*
- Matricula Consular
- Any other form of government-issued ID (national or foreign)**

**Restricted IDs, including military ID, cannot be used during check-in for the online-proctored GED® exam due to the ID verification software utilized during exam check-in to keep PII data local and secure.*

***An Illinois Temporary Visitor Driver's License (TVDL) is not acceptable as proof of identification. However, this document can be used as proof of residency in combination with another acceptable form of photo identification.*

State Residency

Pursuant to the Illinois School Code (105 ILCS 5/3-15.12), HSE candidates must be a current Illinois resident to complete an HSE pathway.

In most cases, proof of residency will be available on the candidate's valid government-issued photo ID. **However, if the photo ID provided by the candidate does not indicate an Illinois address, the test taker must provide additional documentation demonstrating residency.** If the candidate does not bring proof of residency on the day of any HSE test or transcript evaluation, they will not be allowed to proceed. In most cases, individuals not allowed to test for this reason are considered no-shows to their exam and are not eligible for a refund of fees.

The following documents are acceptable as additional documentation to provide proof of Illinois residency if they 1) are in the test taker's name (matching the name used for exam registration), 2) include the test taker's current Illinois address, and 3) are dated at least 30 days prior to the test date:

- Wage and tax statements (IRS form W-2)
- Illinois automobile registration card
- Bank statement
- Canceled check
- Deed/title, mortgage, rental/lease agreement
- Insurance policy (homeowner's or renter's)
- Official mail received from a State, County, City, or Federal Government agency, such as:
    - Homestead exception receipt
    - Jury duty notice
    - Selective service card
    - Social Security annual statement
    - Social Security disability insurance statement
    - Voter registration card
- Pay stub or electronic deposit receipt
- Pension or retirement statement
- Utility bill (electric, water, refuse, telephone land/cell, cable, or gas)
- Statement of benefits from the Illinois Department of Employment Security or the Social Security Administration
- Illinois property tax bill
- Illinois Temporary Visitor Driver's License (TVDL)

Online Proctored Exams

The ICCB has authorized the use of online-proctored HSE exams in Illinois through GED® and HiSET®.

GED® Online-Proctored Exam

The Online-Proctored GED® exam is offered by GED Testing Service® and proctored by Pearson VUE®.

Test-takers wanting to complete the GED® exam online must meet **all** eligibility requirements set by the Illinois Community College Board as listed in the "Eligibility for HSE Testing" and "Identification and State Residency Requirements for All HSE Options" sections above.
In addition, the following eligibility requirements apply to Online-Proctored GED® testing:

- *Photo Identification:* Restricted IDs, including military ID, cannot be used during check- in for the Online-Proctored GED® exam due to the ID verification software utilized during exam check-in to keep PII data local and secure.
- *Age:* **Underage test takers are required to have a parent or guardian present during the check-in process to be allowed to test.** All online-proctored exams are monitored and recorded for quality and security. Due to privacy laws addressing the recording of minors, parental or guardian consent is required for monitoring and recording.
- *Residency:* Test takers are required to certify their residency at the Illinois address they provide during registration. If it is found that a candidate has falsified their address and does not meet residency requirements, the candidate's exam scores will be revoked. Test takers whose scores are revoked for this reason may not be eligible to retest through the online-proctored model.
- *Practice Tests:* **Test takers must take a GED Ready® practice test and score 'green' within the last 60 days prior to the test date for each subject in which they want to test online.**
- *Technology and Space:* Test takers must have a laptop or desktop computer with a microphone and a camera, as well as a stable internet connection, a supported operating system, and a supported internet browser. In addition, the test taker must have a private workspace (four walls, a closed door, and no distractions). See the GED® website for additional information on technology requirements: https://ged.com/take-the-ged-test-online/
- *System Check:* Test takers will be required to complete a computer system check to confirm their system is compatible with the OnVUE system before they will be allowed to test.

For more information regarding the Online-Proctored GED® exam, please view the GED® website: https://ged.com/take-the-ged-test-online/

HiSET® Exam at Home

The HiSET® "Exam at Home" online-proctored option is offered by Educational Testing Service®. Test-takers wanting to complete the HiSET® exam online must meet **all** eligibility requirements set by the Illinois Community College Board as listed in the "Eligibility for HSE Testing" and "Identification and State Residency Requirements for All HSE Options" sections above. In addition, the following eligibility requirements apply to HiSET® "Exam at Home" testing:

- *Age:* All online-proctored exams are monitored and recorded for quality and security. Due to privacy laws addressing the recording of minors, parental or guardian consent is required for monitoring and recording.

- *Residency:* Test takers are required to certify their residency at the Illinois address they provide during registration. If it is found that a candidate has falsified their address and does not meet residency requirements, the candidate's exam scores will be revoked. Test takers whose scores are revoked for this reason may not be eligible to retest through the online-proctored model.
- *Practice Tests:* There is no practice test requirement for the HiSET® "Exam at Home".
- *Technology and Space:* Test takers must have a laptop or desktop computer with a microphone and a camera, as well as a stable internet connection, a supported operating system, and a supported internet browser. In addition, the test taker must have a private workspace (four walls, a closed door, and no distractions). See the HiSET® website for additional information on technology requirements: https://www.psiexams.com/test-takers/online-proctoring-guide/.

For more information regarding the online proctored HiSET® "Exam at Home", please view the HiSET® website: https://www.psiexams.com/test-takers/online-proctoring-guide/

Registration for HSE Testing

Registration for each of the two HSE exams must be completed online on each vendor's website.

- GED: www.ged.com
- HiSET: https://hiset.org

Test takers may create an account on either website for free. Payment for official practice tests and official exam subtests are due when the candidate schedules the practice test or official exam subtest.

AE programs may assist their students with registration but will need to do so using the vendor's registration process on each vendor's respective website. If program staff assists students with registration, staff *must* ensure the student's information is entered completely and accurately for the following reasons:

- If student information entered on the GED® or HiSET® website does not match the legal name and date of birth listed on the student's government-issued photo ID on their test date, they will not be allowed to test.
- If student information entered on the GED® or HiSET® website does not match the demographic information entered in TE, the data match between the Illinois HSE Database and TE will fail for that student and their level gain from earning an HSE credential may not be counted.
- If the email address used is one the student does not frequently check, they may miss important information from the respective vendor on testing discounts or policy changes.
- If the student does not link their account to an adult education program on GED Manager™, the program will not be able to access their information in GED Manager™ or GED Prep™ Connect.
- If the student creates multiple accounts ("duplicate accounts"), they run the risk of splitting their high school equivalency testing records. Test records split across duplicate accounts will not reach credentialed status unless the error is caught and records are merged.

ACCOMMODATIONS FOR HSE TESTING

Each vendor can approve testing accommodations for candidates with documented disabilities and health related needs. Candidates must request accommodations and wait for approval prior to

scheduling their test appointment. As the approval process can take 1-2 months, students are urged to complete their accommodations request well in advance of the day in which they would like to test.

A few common accommodations are:

- Extended time
- Separate room
- Recorded audio
- Large print
- Screen magnification
- Scribe or keyboard entry aide
- Additional supervised break time
- Sign language- interpreted instructions

The accommodations available to a student or the manner in which accommodations are delivered may vary depending on the exam format chosen (paper/pencil, computer-based, or online). Determinations on accommodations are made by each exam vendor and may vary from student to student based on their documented disabilities or health related needs. Accommodations will directly relate to the documented needs of the student. **Please note: Individualized Education Plans (IEPs) are considered supplemental documentation, and additional documentation is likely to be required. Test takers should closely review each vendor's requirements for accommodation documentation.**

To request accommodations prior to taking an HSE exam, students must follow each vendor's specified instructions.

GED® Accommodations:

Instructions to request accommodations, including documentation guidelines, are available on the GED® website: https://ged.com/about_test/accommodations/

Most accommodations requests for the GED® exam are processed within 30 days. If an accommodations request was denied, the test taker may appeal using the GED Testing Service® Accommodation (Reasonable Adjustment) Appeal Form available on the accommodations page of the GED® website.

For questions related to accommodations, test takers are encouraged to email the GED® Accommodations team at: accommodations@GED.com.

HiSET® Accommodations:

Information on accommodations for the HiSET® exam is available on the HiSET® website:

- General Information: https://hiset.org/test-takers-accommodations/
- Requesting an Accommodation: https://psi-cdexp.zendesk.com/hc/en-us/requests/new?ticket_form_id=360000150872

Additional information on requesting accommodations is available in the HiSET® Test Taker Bulletin: https://hiset.org/s/pdf/HiSET_Test-Taker-Bulletin.pdf

Test takers are encouraged to request accommodations through their HiSET® profile and using the online request for accommodations form.

For general questions related to accommodations, test takers are encouraged to contact the PSI Test Accommodations Team at 800-367-1565 ext. 6750.

Test-Taker Dishonesty

Test-taker dishonesty is a serious issue. Failure to report test-taker dishonesty during an exam may result in legal and administrative ramifications including the potential closure of the testing center. Test-taker dishonesty also has severe ramifications for students as the consequences may include invalidation of exam scores, loss of testing privileges, forfeiture of fees, loss of credential, and/or legal action.
Policies and reporting procedures for test-taker dishonesty during the GED® and HiSET® exams are available to testing sites via:

- GED®: The Pearson VUE secured testing center website.
- HiSET®: The HiSET Program Manual (https://hiset.org/cbt-resources/).

Testing proctors at GED® and HiSET® sites are report any irregularities in test administration and potential misconduct by test takers following each respective vendors' procedures. GED Testing Service® and Educational Testing Service® investigate each reported case of test-taker dishonesty or misconduct. Test-takers who engage in misconduct can face remedial action including but not limited to canceling the test appointment in advance, halting the exam and dismissing the test taker from the testing site, holding or canceling the candidate's scores, rescinding the candidate's credentials. In addition, the Candidate may be required to forfeit testing fees paid. In extreme cases, the HSE vendor and/or the ICCB may prohibit the candidate from future testing and/or pursue legal action.

Online-proctored exams are recorded, in addition to monitoring via microphone and webcam by a trained proctor, to ensure test validity and security.

The staff at each GED® test site is, as well as proctors for the online GED® exam, are required to report any irregularities in test administration and potential misconduct. The online-proctored GED® exam is also recorded for additional review to ensure the validity and security of each online test.

Vouchers for HSE Exams and Practice Tests

Programs or testing centers may offer vouchers to students which can be used online as a form of payment in lieu of a credit/debit card, electronic funds transfer, or PayPal (HiSET® only). Programs are not required to offer practice test or exam vouchers but are encouraged to do so to best serve students without checking accounts or credit/debit cards. **Please note, only Title II Non-State Match Funding can be used to purchase HSE exam vouchers.** Adult education funds can be used to purchase *practice test* vouchers.

2014 Series GED® Exam Vouchers:

- View voucher pricing and information by state
- Complete a voucher order form and submit to GED Testing Service.

GED Ready® (Official Practice Test) Vouchers:

- ICCB-funded adult education providers can access discounted bulk pricing for GED Ready® practice test vouchers through their connection to i-Pathways. To order GED Ready® practice test vouchers through i-Pathways, contact Margaret Taylor by email (mrtaylor@cait.org) or phone (309-298-1804). Vouchers bought through a publisher expire 18 months from the purchase date.

- GED Ready® Direct allows adult educators to purchase GED Ready® tests directly through GED Manager™. Educators can then assign practice tests to their students through GED Manager™, which eliminates the need to use voucher codes with expiration dates. Additional information on GED Ready® Direct can be accessed at https://ged.com/educators_admins/teaching/ged-direct/.

HiSET® Exam Voucher Information:

Find information for ordering vouchers at https://hiset.org/test-centers-test-taker-support-resources/.

Preparation Materials and Educator Resources for HSE Testing

ICCB-funded AE programs are expected to teach to the Illinois Adult Education Content Standards which are aligned with Common Core and College Readiness Standards, Career Pathway Essential Knowledge and Skills, Evidence Based Reading, and Technology Skills. Both the GED® and the HiSET® examinations are aligned to Common Core College and Career Readiness Standards; therefore, preparing students based on the Illinois Adult Education Content Standards will prepare students for either of the two examinations.

Educators are encouraged to utilize a variety of resources to reach this goal. **Programs are strongly encouraged to utilize i-Pathways modules, which are aligned to the Illinois Adult Education Content Standards and can be used to prepare students for either of the high school equivalency exam options, in their high school equivalency preparation instruction.** In addition, both GED® and HiSET® have preparation materials and resources for educators available on their website which could be incorporated into an AE curriculum or utilized as outside study materials.

GED® Resources

AE program staff can access a variety of GED® resources from the Educators and Administrators page of the GED®, including:

- **Teaching Resources** such as the Educator Handbook, High Impact Indicators, and Assessment Guides: https://ged.com/educators_admins/teaching/teaching_resources/
- **Free Classroom Materials** such as free practice tests, study guides, and tutorials
- **Professional Development**, such as Tuesday for Teachers webinars

HiSET® Resources

AE program staff can access a variety of HiSET® resources from the Test Centers and Educators page of the HiSET® website, including:

- **Information on Supporting Test Takers** such as test preparation, understanding test-taker scores, and creating accounts
- **HiSET® Program Resources**

- **HiSET® Test Prep Resources** such as the Study Companion, sample questions, sample responses, and unofficial practice tests

GED Manager™

Per ICCB policy, access to GED Manager™ is limited for the protection of student data and personally identifiable information. Initial access has been granted to the Program Administrator of each ICCB-funded AE program. Program Administrators may request to add additional GED Manager™ users from their staff pending approval from the ICCB.

GED Manager™ includes access to GEDPrep Connect™ which allows Adult Education programs to access information about currently active students and students interested in their program and monitor the progress of test takers. Adult Education programs can find information regarding GEDPrep Connect™ and GED Manager™ on the GED™ Website. **AE staff should not use the request form on the GED Manager™ website. Requests for access to GED Manager™ must be submitted to the ICCB using the appropriate forms detailed below.**

GED Manager™ access and use will be monitored by ICCB staff. Users are not to share accounts, access data not pertaining to a student enrolled in their AE program or disseminate data to outside sources. Program Administrators are held directly responsible for the actions of the staff members they allow to utilize GED Manager™.

Program Administrators are required to immediately notify ICCB staff of any staff changes which would necessitate the removal of a GED Manager™ account or of the misuse of any GED Manager™ account by program staff. If a program has already added accounts to GED Manager and is requesting additional staff access, the Program Administrator may be asked to remove old accounts to accommodate new additions. GED Testing Service® and/or ICCB staff will inactivate and/or terminate GED Manager™ accounts that have been inactive for a period of 90 days or more.

To request additional GED Manager™ access and/or the removal of GED Manager™ access for ICCB-funded AE program staff, Program Administrators should complete the Adult Education Request for Access to the GED Manager System Form.

Illinois Department of Corrections testing facilities may request additional access to GED Manager™ by completing the IDOC Request for Access to the GED Manager System Form.

Transcript-Based Alternative Method of Credentialing Program (AMOC)

The Transcript-Based Alternative Method of Credentialing program provides an alternative route to HSE for candidates who have already completed a significant amount of high school or post-secondary credits. Candidates who meet the eligibility requirements for the Transcript-Based Alternative Method of Credentialing program for HSE shall be granted a State of Illinois High School Diploma upon completion of the minimum high school credit requirements, discussed below, from a state-recognized and accredited public or private high school, post-secondary institution, or foreign institution of higher learning; completion of any National Reporting System (NRS) approved reading assessment at 9th grade level; and completion of the Constitution Module.

Adult Education programs play a significant role in the Transcript-Based Alternative Method of Credentialing program. Students within adult education programs may qualify for this HSE option if they have already completed a significant amount of high school or postsecondary education. During the intake process for HSE preparation and adult education programs, AE programs should work with students to determine if they might qualify for participation in the Transcript-Based Alternative Method of Credentialing program. AE programs must be prepared to refer potential candidates for this method of credentialing to their local Regional Office of Education for an analysis of their transcripts.

Adult Education programs may also encounter HSE candidates who wish to complete their Transcript-Based Alternative Method of Credentialing program utilizing adult education course work within classrooms or remotely through i-Pathways. Adult education courses will qualify to fill course gaps for alternative method of credentialing candidates if they are specific to the credit/course a candidate is lacking. For more information on this process, see "Eligible Schools" and "Filling Credit Gaps" below.

Furthermore, Adult Education programs are likely to encounter HSE candidates who need to complete the Constitution Module or Reading Assessment as a portion of the Transcript-Based Alternative Method of Credentialing program requirements. AE programs should use their traditional intake process and follow all test publisher guidelines when offering a Reading Assessment. AE programs must also be prepared to offer adult education services or transition services, as appropriate. For more information on this process, see "Additional Requirements" below.

Eligibility to Participate (State Policy)

An individual is eligible to apply to complete their HSE through the Transcript-Based Alternative Method of Credentialing program given they meet **all** of the following conditions:

- 18.5 years of age or older *and* their high school graduating class must be, at minimum, in the third quarter of their senior year*
- Does not have a high school diploma nor a high school equivalency credential, and is not currently enrolled in secondary school
- Is a resident of the State of Illinois for at least 30 days prior to the initial transcript evaluation** *and*
- Has completed *at least* 75 percent (13credits) of the minimum graduation requirements as outlined below.

*** Age:** Seventeen-year-olds are not eligible to participate in this method of HSE unless their high school graduating class has already graduated. If an individual is 17 years old and has been enrolled in a public, private, or a home school setting in the last 12 months–and their high school class has already graduated–they must present a withdrawal letter from the last school enrolled in upon their initial transcript review.

Withdrawal letters for this HSE method must be on school letterhead and signed by a school official, must include the candidate's full name and date of birth, must include the formal withdrawal date/last date of attendance, and must indicate that the candidate's high school graduating class has already graduated. Transcripts will not be accepted as proof of withdrawal for this method. Proof of withdrawal can be emailed to hse@illinois.gov or faxed to 312-814-8993.

** **Residency:** The Illinois School Code (105 ILCS 5/3-15.12), requires that candidates be an Illinois resident for at least 30 days prior to participation in an HSE option. Candidates will be

asked to provide a government-issued photo identification and proof of residency during their transcript review(s). If the candidate's government-issued photo ID does not include an Illinois address, the candidate must provide one of the approved proof of residency documents (see "Identification and State Residency Requirements for all HSE Options" above).

Eligible Schools

High school and postsecondary transcripts utilized for an Alternative Method of Credentialing must come from a *state-recognized* and accredited institution.

Home schooled programs are not eligible for use within the Transcript-Based Alternative Method of Credentialing program. Home schooled students who need to complete an Illinois high school equivalency are eligible to complete one of the approved HSE exams (GED® or HiSET®).
The only online or correspondence high schools authorized for use within the Transcript-Based Alternative Method of Credentialing program are the American School (Lansing, IL) and the Illinois Virtual School (sponsored by the Peoria Regional Office of Education). There are currently no adult high school diploma programs recognized for use within the Transcript-Based Alternative Method of Credentialing program.

Adult education coursework used for the Transcript-Based Alternative Method of Credentialing program must be completed through an Illinois Community College Board-funded adult education provider or through i-Pathways. The course title and description must be specific to the credit gap the candidate needs to fill.

Transcript Evaluation

An eligible candidate who is interested in participating in the Transcript-Based Alternative Method of Credentialing program must have their high school and/or post-secondary transcripts evaluated at the Regional Office of Education for their county of residence. To find the contact information for the appropriate Regional Office of Education, candidates or programs can utilize the Regional Office of Education Locator Tool available on the ICCB website.

Candidates must provide official sealed transcripts for evaluation. Candidates providing transcripts from a foreign institution which are not in English must provide a certified translation in addition to a sealed copy of the records. Candidates are responsible for purchasing the certified translation of transcripts.

Regional Office of Education staff will ensure the candidate meets all eligibility requirements, including age and residency. In addition, Regional Office of Education staff will ensure the candidate meets the minimum of 13 required courses completed prior to participation in the program. If the candidate does not meet the eligibility requirements, they will be directed to consider another high school equivalency option.

Regional Office of Education staff will evaluate the transcripts of eligible candidates to determine what requirements remain. Candidates with remaining requirements may complete their credit gaps using one or more of the methods outlined below.

Credit Requirements for Obtaining an Illinois High School Diploma

Effective May 8, 2026, candidates must provide documentation demonstrating completion of at least 17 credits (equivalent to a year-long high school course) at a state-recognized and accredited public or private high school, a state-recognized and accredited postsecondary institution or adult education program, or a foreign institution of higher education, including:

- At least four (4) years of language arts;

- At least three (3) years of mathematics, which must include one (1) year of algebra and one year of geometry;
- At least three (3) years of social studies, which must include at least one (1) year on the history of the United States;
- At least two (2) years of science;
- At least one (1) year of elective coursework, chosen from art, music, foreign language, or vocational education;
- At least one (1) semester of health; and

All other credits required to meet the 17-credit minimum may be filled with elective coursework in any subject area.

Filling Credit Gaps

Candidates who are lacking one or more of the 17 total credits, listed above, may fill their credit gaps in one of three ways:

- **ICCB-funded Adult Education:** Candidates may complete coursework through an Illinois Community College Board-funded adult education provider. The course title and description must be specific to the credit gap the candidate needs to fill. Work with ICCB AEL staff to determine acceptable equivalencies. **i-Pathways content modules that are specific to the credit gap the candidate needs to fill may be used either in a distance learning model or in-class.**
- **Post-Secondary Credit:** Candidates may complete coursework through a recognized and accredited two- or four-year college or university. The course title and description must be specific to the credit gap the candidate needs to fill. A post-secondary course which grants **three semester credits** shall be considered equivalent to one year of high school credit in a relevant subject area.
- **High School Equivalency Exam Section:** Candidates may complete **no more than two** subject areas of the GED® or HiSET® exam. A passing score on one subject area of a high school equivalency exam shall be considered equivalent to one year of high school credit in a relevant subject area.

Candidates may use passing scores from GED® examinations taken in Illinois prior to 2014 or TASC™ scores taken from 2016-2020 in Illinois toward completion of their credit requirements (note: pre-2014 Series GED® scores and TASC™ scores still cannot be combined with current HSE exams for completion of a traditional HSE exam pathway). All high school equivalency scores must be accessed through, and verified by, Regional Offices of Education for the county in which the test was taken. Regional Offices of Education will not accept records of HSE test scores brought in by candidates.

Candidates will be required to return to the Regional Office of Education for their county of residence with transcripts from any adult education or post-secondary courses taken to fill credit gaps. Transcripts must meet all qualifications listed above.

Cost to Participate

The cost of the initial transcript review for an Alternative Method of Credentialing is $20. This fee must be paid to the Regional Office of Education at the time of the initial transcript review. Additional fees apply for copies of the State of Illinois High School Diploma and HSE transcripts upon completion of this program (see “Transcripts and HSE Diplomas” below).

Additional Requirements
In addition to completion of the 17 required credits above, candidates completing the Transcript-Based Alternative Method of Credentialing program must complete the Constitution Module and pass a NRS approved Reading exam at a 9th grade level.

Illinois Constitution Requirement
The Illinois Constitution Module requirement applies to all HSE candidates in Illinois, regardless of the HSE method chosen. All HSE candidates must complete this requirement before they will be eligible to receive the State of Illinois High School Diploma. For more information on this requirement, see the section entitled "Illinois State Constitution and Flag Requirement" below. Completion of this requirement must be free for all HSE candidates. AE providers who facilitate the completion of this requirement must do so at **no cost** to the candidate.

NRS Approved Reading Exam
Candidates completing the Transcript-Based Alternative Method of Credentialing program for HSE must complete a NRS approved Reading exam at a 9th grade level (TABE 576 and above, or CASAS 239 and above). Adult Education providers offering the Reading exam are **not** allowed to charge for this exam. This exam should be provided at no cost to candidates by ICCB-funded adult education providers.

Adult education providers who administer a NRS Reading exam to a high school equivalency candidate completing an alternative method of credentialing must provide the candidate with a copy of their scaled score upon completion.

U.S. and Illinois State Constitution and Flag Requirement

In addition to passing an approved HSE exam or completing the minimum credit requirements within the Transcript-Based Alternative Method of Credentialing program, candidates for an Illinois HSE Certificate must also complete the high school level U.S. and Illinois State Constitution Test/PL195 or Illinois Constitution Module requirement ("Constitution requirement") as required by the Illinois Compiled Statutes–School Code. The Constitution requirement may be taken at any time before or after completion of the GED® or HiSET® exam, or at any time during the Transcript-Based Alternative Method of Credentialing program. The Constitution requirement may be taken at any time before or after completion of the GED® or HiSET® exam, or at any time during the Transcript-Based Alternative Method of Credentialing program.

The new online Illinois Constitution Module (Constitution Module), http://ilconstitution.org/, was put into operation on July 1, 2022. The Constitution Module is estimated it will take two hours for a student to complete. It is available for HSE candidates to take independently and does not require proctoring at a testing center. Testing Centers will no longer offer the previous Constitution Test. After completion of the Constitution Module, completers will be asked to provide information about themselves that will be used to match the completion with HSE records in the Illinois High School Equivalency Portal. Completers will also be able to print or download a certificate showing completion.

A student who completed the previous Constitution Test or can demonstrate passing the Constitution Test in high school does not need to complete the Constitution Module.

ICCB policy states that the Constitution requirement is free for Illinois HSE candidates. While ICCB-funded AE programs are highly encouraged to facilitate the completion of the Constitution requirement not only to their own students, but also to walk-in HSE candidates, **programs are *not* allowed to charge an administration fee for the Constitution requirement to any HSE candidate.**

Providing Records

State of Illinois High School Diploma candidates who completed and passed a U.S. and Illinois State Constitution and Flag test in *high school* are *not* required to complete the HSE Constitution requirement if proof of passing is provided to their Regional Office of Education. **To qualify for use toward an HSE option, the test must be taken at an Illinois-based public or private high school that is registered *and recognized* by the Illinois State Board of Education.**

Test takers wishing to submit Constitution test records to their Regional Office of Education should contact that office directly to determine the requirements of the office. To locate the appropriate Regional Office of Education for a test taker, utilize the ROE Locator Tool at http://iccbdbsrv.iccb.org/roesearch/citysearch.cfm. Constitution test records are best submitted *after* the candidate has completed at least one section of an HSE exam to attach the Constitution test information to the candidate's record in the Illinois HSE Database.

Transcripts and HSE Diplomas

A candidate is eligible to receive a State of Illinois High School Diploma after passing an approved HSE exam or completing the Transcript-Based Alternative Method of Credentialing *and* completing the Constitution requirement. Candidates are eligible to request official state transcripts at any time which include scores for any of the HSE exams or credits for the Transcript-Based Alternative Method of Credentialing program, as well as details on completion of the Constitution requirement. Each Certificate has a cost of $10, and each Transcript has a cost of $10.

Illinois HSE records are not centralized. Records are located at – and verifications, Transcripts and Certificates are issued by – the Regional Offices of Education in each county. The ICCB Cook County HSE Records Office acts as the HSE custodian of record for all Cook County records and for records completed through the Illinois Department of Corrections during and after 2014.
To determine the appropriate Regional Office of Education to contact, utilize these instructions:

- If the high school equivalency test was completed **before January 1, 2014** (and was not taken on computer), contact the ROE for the county **where the test was taken** (where the test center was located).
- If the high school equivalency test or Transcript-Based Alternative Method of Credentialing program was completed after December 31, 2013 (or was taken on computer in 2012/2013), contact the ROE for the county of residence at the time of test completion. County of residence is determined by the residential address used by the test taker on their HSE account.
- If the appropriate county is *Cook County*, contact the Cook County HSE Records Office.
- If the test was taken at an *Illinois Department of Corrections* facility **after December 31, 2013**, contact the Cook County HSE Records Office.

- If the candidate tested at a U.S. Military facility (prior to 2016) or a Federal Bureau of Prisons (FBOP) facility, their records are considered federal jurisdiction and must be requested online (*applicable to GED® test takers only*). Candidates who tested through the U.S. Military or FBOP should visit https://ged.com/life_after_ged/ and change the "area" to "Federal Bureau of Prisons" or "Military" for more information.

Test takers and AE programs may use our ROE Locator Tool to search by city or by county for their Regional Office of Education.

Contact information for the Cook County HSE Records Office is listed on the ROE Locator Tool or in the staff directory provided at the beginning of this manual. Test takers are **strongly encouraged** to contact the Cook County HSE Records Office by email at ICCB.CookHSE@Illinois.gov regarding HSE records for the fastest response.

High School Equivalency, AMOC, an TopsPro Match Dates

At the end of each month, the ICCB completes a data match with the High School Equivalency data base. When reviewing your data to ensure all matches occur, remember you will only see data from students who have provided consent. The ICCB is able to conduct full matches to ensure your program receives all credit.

If the student has provided consent, but you are not seeing the match in TopPro, please review the student demographic matches (name, spelling, birth date, student email) TE and the HSE Portal and the GED Manager (if you are using the GED exam).

If you feel as though some matches are not in TE, please work with your Program Support Specialist.

Marking Students in their Goals and Education Results

Only programs that have High School Credit Recovery Programs should mark a student has obtained their Diploma in the Student Records Goals and Education Results sections in TE..

GED, HiSET, and AMOC are strictly data matches.

Section 13: Student Support Services

Programs are required to provide comprehensive student services to reduce personal barriers to retention and accelerate smooth transitions within and between educational/ training providers and into the workforce. Programs will provide learners with a comprehensive array of support and follow-up services as needed. Services may be provided by the program or in coordination with internal and external partnerships. These activities may include but are not limited to:

- Social Work Services:

    - Improvement of students' attendance
    - Identification of patterns of non-attendance
    - Provision of referral assistance
    - Retention strategies
    - Interventions to assist students dealing with problems involving home, school, and community
- Guidance Services:
    - Mental health and career services
    - Counseling activities with students regarding learning styles/problems
    - Evaluating the abilities of students
    - Assisting students to make their own educational and career planning and exploration choices
    - Referrals as needed and requested to mental health and counseling assistance
    - Assisting students in personal and social development
    - Assisting other staff members in planning and conducting guidance programs
    - Assisting students in transitioning to job training, job placement, or future education
- Students with Disabilities Support Services:
    - Assistive or adaptive equipment or special printed materials for AEL students with special needs
    - Referrals as needed and requested to Title IV (DRS).
- Assessment and Testing:
    - Activities to measure individual student achievement and outcomes
    - Any diagnostic testing used to further understand the instructional needs of the student
- Student Transportation Services:
    - Services which convey students and their children (in a family literacy setting) to and from school
    - Includes trips between home and school and trips to school activities
- Child Care Services:
    - Care of a child while an adult education student is engaged in eligible Adult Education and Literacy eligible instructional activities.
    - Coordination of these services with other entities within the community.
- Literacy Services: (Literacy activities in conjunction with AEL instructional programming)
    - Volunteer Literacy including coordination, training, tutor scheduling, and other support activities that promote student learning.
    - Family Literacy including coordination and activities in parenting education and parent-child activities (PACT). Child education must be funded by an appropriate child education partner.
    - Workplace Literacy including, but not limited to, coordination of workplace education projects that are designed to meet the unique needs of participating workers and employers.

Other strategies for developing supportive services for the target population include planning and coordination of activities assuring access to services and providing specialized services to include but not limited to the following:

- Coordinate with Title IV-Vocational Rehabilitation at the Department of Human Services to easily refer students needing assistance.
- Explore areas of support that are available to populations most in need.
- Identify through the Area Planning Council the opportunity to provide coordination and

collaboration of funding sources.

- Develop special services and projects for target populations and provide specialized services for individuals with special learning needs.
- Convene regional topical interest groups to gather input on target populations, workforce development, career pathway and transition issues.
- Provide transition services to students who want to attend postsecondary education. Transition services include, but are not limited to, childcare assistance, career counseling, academic advising or counseling, referrals to supportive housing, and assistance accessing income supports or other types of financial aid such as grants or scholarships.
- Explore, identify, and share options for providing high-quality counseling and advising to assist all adult education learners in designing an appropriate social, academic and/or career pathway and enabling them to persist in the continuum of programs making successful transitions along the way.
- Promote and coordinate regular outreach by community colleges and other training providers to assist adult education learners in connecting with financial aid and available transitioning services.
- Develop closer partnerships with social service agencies to assist immigrants and refugees with multiple native languages who may have difficulty understanding initial guidance and career counseling.
- Strengthen the identification process of learners with special learning needs and provisions for accommodating those needs.
- Provide support services that empower all learners to take responsibility for self-advocacy.
- Partner with agencies in the community to provide case management services and continued support to assist learners in moving along their chosen career pathways.
- Provide support for academic programs that assist institutionalized individuals and those in corrections education programs to transition to re-entry initiatives and other post-release services with the goal of reducing recidivism. (WIOA Section 225 (b)(8))
- Coordinate with WIOA core and required partners.

Procedures and Records

Programs are required to develop written procedures and maintain auditable records describing how students will receive support services. The provision of support services such as childcare and transportation are an allowable use of ICCB Adult Education funding. However, programs are required to develop written procedures that outline how support services will be provided and the process for selection of individuals to receive services. It is important to note that programs must have a process that provides all eligible learners access to support services. As much as possible, programs should coordinate services within the local community.

The program must establish and maintain written procedures that include, at minimum, the following items:

- the type of support service to be offered
- a description of the support service
- the eligible population to receive the services
- how learners will be selected
- how often services will be provided
- how the services will be documented

If programs provide support services using AEL Funds, auditable records must be maintained and include the appropriate proportionate distribution of funding. For example:

- If transportation is provided, the program must keep an accurate listing of attendance to show the need for transportation assistance.
- If childcare is provided, the program must show that a student is actually in class the days those childcare services are provided.
- If the student or the class is funded with federal and state funding or other funding sources, the distribution of the funding needs to be calculated based upon the proportionate share using cost allocation principals.

American with Disabilities Act Requirements

Programs are legally responsible to adhere to administrative requirements according to the Americans with Disabilities Act (ADA). Each program must

- have a designated ADA coordinator who must satisfactorily complete the annual online ICCB Adult Education and Literacy ADA Coordinator training. Contact the Southern Illinois Professional Development Center for more information.
- provide public notice
- have an established grievance policy
- conduct a self-evaluation
- develop a transition plan regarding accessibility
- submit to the ICCB an approved annual report in a specified format

An ADA Coordinator Manual is available to ADA Coordinators who have completed the training.

Section 14: Professional Development

The Illinois Adult Education Professional Development Network is comprised of three centers, each with a key focus area. To ensure you and your team are aware of current offerings, please register for the PDN Pulse Excellence in Adult Education website connects Adult Education professionals to relevant and timely resources.

Contact PDN at iladedpdn@gmail.com

CAST

Dr. Amanda Bastoni
50 Salem St; Building B, Ste 303
Building B, Ste 303
Lynnfield, MA 01940-0030
ELApdn@cast.org

Areas of Focus

- English Language Acquisition
- Evidence Based Reading Instruction
- Digital Technology
- YourPathYourFuture Adult Ed Hotline

Illinois Center for Specialized Professional Services (ICSPS)

Dr. Aimee Julian
College of Education
Illinois State University
Normal, IL 61761
alafoll@ilstu.edu

Areas of Focus

- WIOA
- ICAPS / CTE
- Universal Design
- Recruitment and Outreach

Southern Illinois Professional Development Center (SIPDC)

Sarah Goldammer, Director
Campus Box 1128 Alumni Hall, Room 1137
Southern Illinois University
Edwardsville, IL, 62026-1128
618-650-2254
sipdctrainer@gmail.com

Areas of Focus

- Career Pathways
- Workforce and Transitions
- Bridge and Integrated Education and Training (IET) (ICAPS Model 1 and ICAPS Model 2)
- ADA Compliance and Training
- Student Success
- Adult Basic and Secondary Education
- ASE Assessment
  ABE/ASE Curriculum Development and Standards Based Instruction

Programs are strongly encouraged to develop specialists in the areas of assessment, math, Language Arts (reading, writing) ESL/ELA, Student Success, Transitions, and Career Navigator to serve on program instructional teams. For information about which instructors at your institution have already obtained a credential (i.e., Content Specialist, Standards Proficient Instructor, "Master Teacher Certification", etc.), please contact the PDN.

To ensure staff members meet professional development requirements, an individualized professional development plan should be developed that outlines the goals and priorities of the individual program and ICCB Adult Education and Literacy. The Professional Development Guide and Catalog along with other tools developed by the Professional Development Network are helpful in assessing the needs of individual instructors. These materials can be found on the Excellence In Adult Education Page.

A program specific professional development plan for each program should plan for instructors to become Standards Proficient Instructors based upon the appropriate Instructional Staff Professional Pathway. It is advised that over a period of time **ALL** instructors will receive this training. Information concerning Staff Professional Pathways can be found on the Excellence in Adult Education website.

The program administrator is responsible for ensuring activities a staff member participates in are appropriate professional development and lead to accomplishments of individual and program priorities.

Local Adult Education and Literacy staff may be reimbursed for postsecondary credit up to a maximum of two courses per fiscal year as long as the credit pertains to the field of adult education or a related subject that will benefit the provider's adult education students. The maximum allowable cost is the cost per credit hour at the nearest public university (to the provider), per

semester or quarter per staff member. Mileage, lodging and per diem are not allowable costs for staff to pursue university credit. Activities that provide optional credit and that are sponsored by the ICCB, or the ICCB AEL-funded Professional Development Network is, however, allowable professional development costs. The maximum of two courses per year is also applicable to the optional credit format.

Records of course descriptions and satisfactory completion of the university credit should be maintained in the staff member's personnel file.

Transference of Learning

Programs are required to evaluate the transference of learning from professional development into practice. The successful development of a Professional Development Plan requires evaluation and ongoing monitoring to ensure the plan is effective. Programs should ensure that professional development activities are used to help the program and program staff more effectively recruit, teach, retain, and transition students through the program.

In order for professional development to be effective, the program should have a strategic approach to ensuring that professional development is transferred into classroom instruction. Professional Development Plans should be examined not just for the number of professional development hours and how participants rate the various training sessions, but on the professional development's impact on program and student success.

Professional Development

All instructional staff are required to complete a minimum of 12 hours of professional development. All instructors active during the fiscal year, whether full or part time, are expected to meet the professional development requirement. Programs should make every effort to ensure all instructors receive the necessary professional development. The state expects that at least 90% of instructors will meet the minimum professional development requirement during the fiscal year.

Twelve hours is a minimum requirement. Additional professional development may be necessary and required by the program or institution for those specializing in specific areas. Face-to-face, online, and blended models of professional development can be included in meeting the minimum requirements. A listing of professional development opportunities is available through the Professional Development Network and is posted on the Excellence in Adult Education website. Individuals are responsible for reporting their professional development to the program and are strongly encouraged to keep a file tracking their activities. This file should include certificates of completion and other documents which show completion of professional development.

To support programs for PD tracking, the IL PDN will be sending quarterly reports to individual providers showing PD hours received by teachers and support staff delivered by the IL PDN.

CODE OF CONDUCT

The Illinois Community College Board (ICCB) sponsored Illinois Adult Education Professional Development Network (PDN) strives for each delivered training to be inclusive, accessible, and offered in a positive learning environment. Our participants are partners with us in reaching that goal. Attendees will be required to agree to a code of conduct for participation in any professional development event.

Participants agree to:

- Attend and actively participate in registered training
- Plan to arrive on time for training
- Participants arriving late or leaving early may not receive PD credit for the training.
- Provide prompt notification of tardiness or absences
- Attend training prepared to engage as a working professional. This includes dedicating full attention to the training (i.e., using web camera and mic for online training as requested, and not conducting extraneous activities such as teaching, driving, or supervising children).

Professionalism and Respect

(Adapted from the Illinois Educator Code of Ethics)

Demonstrate a high level of professional judgment by respecting the inherent dignity and worth of each person and helping to assure that the learning environment is characterized by respect and equal opportunity for each person, regardless of race, color, national origin, sex, sexual orientation, disability, religion, language or socioeconomic status.

Assume responsibility and accountability for performance and continually strive to demonstrate proficiency and currency in both content knowledge and professional practice.

Disclose Use of Artificial Intelligence (AI): Use of AI in adult education should follow the ethics, transparency, and accountability guidelines approved by the Illinois Community College Board. Please review the AI Guidelines in the Provider Manual.

Plagiarism: Copying all or part of someone else's work is wrong and submitting that work as your own constitutes plagiarism. If outside sources are used as part of any submission, they must be properly cited.

Violation of Code Conduct will result in reporting violation to the Senior Director of Adult Education, ICCB, which may result in:

- Removal from training session/course
- Notification to the local program administrator
- Possible violation of organization rules or regulations
- Ban from using PDN services

Appeal Process: Shall an individual seek to appeal the determination that a violation of a Code of Conduct has occurred, please submit a brief email and explanation of circumstances to the Senior Director of Adult Education.

Orientation to Adult Education for Instructors

All new instructors are required to complete Orientation to Adult Education for Instructors (OAE) within six months of hire and within the fiscal year the course was started. Programs may create a local new teacher training; however, it may not supersede completion of the OAE. Contact your PDN for more information.

It is the responsibility of the local Program Administrator to ensure that each newly hired instructor completes the ICCB OAE as described above. A copy of the Certificate of Completion should be placed in the instructor's program file.

Instructors who move between programs are not required to take the ICCB OAE if they have documentation that they have completed NTO within the last five years. However, the program may require additional professional development and specific orientation training for their local program.

Instructors employed by more than one program need only complete OAE once. All programs employing the instructor must maintain documentation of completion of OAE. It is preferred that new instructors complete the core training components as a pre-service activity.

Minimum Qualifications

Program staff must meet minimum qualifications for Adult Education. The professional standards for ICCB are as follows:

Minimum Qualifications for Instructors

- BA or BS degree in education or related field (excluding VOC-only Instructors)
- All instructors must exhibit technology skills as outlined in the course approval process for an at-a-distance or hybrid course in order to teach in an at-a-distance format.

Substitute Instructors

Substitute instructors who provide temporary instructional coverage are not required to meet the minimum qualifications established for regularly employed instructors. Programs are responsible for ensuring that substitute instructors possess the knowledge, skills, and ability necessary to provide appropriate instruction and maintain continuity of instruction during the regular instructor's absence. Programs may establish additional local qualification, orientation, or training requirements for substitute instructors.

A substitute instructor is an individual who provides **temporary, short-term** instructional coverage for an assigned instructor who is absent or otherwise temporarily unavailable. Substitute instructors may include qualified program staff, volunteers, or other individuals determined by the program to be appropriate for the instructional assignment.

Substitute instructors may not be used as the primary instructor for a class or as a means of circumventing ICCB minimum instructor qualifications. An individual providing ongoing or regularly scheduled instruction must meet the ICCB Minimum Qualifications for Instructors.

Programs must maintain documentation for each substitute instructor. Documentation must include, at a minimum, the substitute instructor's resume or other documentation of relevant

qualifications and experience, as well as documentation of any orientation or training completed through the program. Programs must also maintain a record of the classes and/or dates for which the individual served as a substitute instructor.

Preferred Qualifications for Instructors

- Three years' experience in teaching ABE, ASE/HSE, Vocational, or ESL
- MA in Adult Education, ESL, or related field
- Training or coursework in teaching reading and math
- Experience with disadvantaged individuals
- Demonstration of proficiency in oral and written English
- Technology/Digital Literacy proficiency
- Teacher certification/training or coursework in teaching methodology
- Completion of at least three instructional workshops in subject area being taught or other relevant topics to the instructional assignment
- Demonstration of competency in subject area development

Educational Counselors and Support Service Coordinators

- Preferred Qualifications
    - BA or BS degree in educational counseling or related field
    - Counseling experience
    - Extensive knowledge of interview techniques
    - Experience working with disadvantaged individuals
    - Bilingual skills, including cultural sensitivity, when working with culturally and linguistically diverse populations

Mandatory Administrator Training and Meeting Attendance

Administrators are required to attend state sponsored administrator training and meetings. The Illinois Community College Board requires adult education administrators to attend statewide meetings and trainings. These meetings are designed to assist providers in the operation of their programs and to ensure that administrators receive updates on federal and state information. Trainings may be held in person (statewide or regional), online, or via teleconferencing.

Travel Requirements

Programs must meet in-state and out-of-state travel requirements. Professional development is essential in ensuring that staff has access to high-quality training. In-state and out-of-state travel related to Adult Education is permissible with both state and federal resources. It is important that a program has a well-developed process for determining who will attend professional development activities at the national, state, regional and local level. Program administrators must ensure that the budget will support travel costs.

International travel with Adult Education and Literacy funds (partial or full) **requires prior approval** from the Illinois Community College Board Adult Education Division. Requests for approval should be sent to the appropriate Regional Support Specialist. The travel must be adult

education related. A letter detailing the travel location, the reason for the travel, the dates of the travel, and the approximate costs should be submitted to the ICCB for approval.

SECTION 15: NATIONAL REPORTING SYSTEM

The National Reporting System (NRS) is an outcome-based reporting system for state administered, federally funded adult education programs. Illinois must report prescribed data and outcomes information to the Office of Career, Technical and Adult Education (OCTAE) through the NRS. This is based on data collected through student and program level records.

NRS for Adult Education is an outcome-based reporting system for the state-administered, federally funded adult education program. Developed with the support of the U.S. Department of Education's Division of Adult Education and Literacy (DAEL), the NRS continues a cooperative process between state adult education directors and DAEL to manage a reporting system that demonstrates student outcomes for adult education. The NRS meets the accountability requirements for the adult education program in Title II of the Workforce Innovation and Opportunity Act as described in the Introduction section of the manual.

The NRS provides public accountability of the adult education program by documenting its ability to meet federal policy and programmatic goals. The collection of state outcomes enables states to correlate practices and programs with successful outcomes and also assists states in assessing progress in meeting their adult education goals. For local providers, the NRS helps instructors and administrators plan instructional activities and services to enhance student outcomes and to correlate effective practices and programs with successful outcomes. All NRS reporting for local programs and the state are generated from data collected within the approved data collection system.

A complete guide for implementation of NRS guidelines can be found at www.nrsweb.org. It is highly recommended that adult education administrators and staff complete the NRS Online Training System located there.

CORE FOLLOW-UP OUTCOME MEASURES

For the follow-up measures, students must meet the criteria to be included in NRS and must also exit (or separate) from the program in order to be included in the Core Outcome Measures (WIOA Section 116(b)(2)(i-vi). An individual student may end up in multiple cohorts as long as the student meets the criteria outlined below for each measure. For all of these measures, success is determined through a data matching process with the exception of high school diplomas which are self-reported by the program. **It is essential that Adult Education programs have a process to collect student social security numbers when possible.**

Employment Second Quarter after Exit

Students in this measure are made up of just one group: The total number of participants who exited during the program year excluding incarcerated individuals under WIOA section 225 who exited the AEFLA program but are still incarcerated.

Employment Fourth Quarter after Exit
Students in this measure are made up of just one group: The total number of participants who exited during the program year excluding incarcerated individuals under WIOA section 225 who exited the AEFLA program but are still incarcerated.

Median Earnings Second Quarter After Exit
Students in this measure are made up of just one group: The total number of participants who exited during the program year and who were employed in the second quarter after program exit excluding incarcerated individuals under WIOA section 225 who exited the AEFLA program but are still incarcerated.

Attained a Secondary School Diploma or HSE Credential and Enrolled in Postsecondary Education or Training within One Year of Exit
Students in this measure are made up of just one group: The total number of participants who exited during the program year who were at any educational functioning level as measured by a pretesting process with an approved NRS test excluding incarcerated individuals under WIOA section 225 who exited the AEFLA program who are still incarcerated.

Attained a Secondary School Diploma or High School Equivalency (HSE) Credential and Employed within One Year of Exit
Students in this measure are made up of just one group: The total number of participants who exited during the program year who were at any educational functioning level upon entry as measured by a pretesting process with an approved NRS test excluding incarcerated individuals under WIOA section 225 who exited the AEFLA program who are still incarcerated.

Effectiveness of Serving Employers
Students in this measure are made up of just one group. Policies regarding employer satisfaction are still being developed by the Department of Education and the Department of Labor. Guidelines will be established, and programs will be evaluated based on outcomes for employers whether the employer is involved in a sector partnership or not.

STUDENT SEPARATION

Separation indicates that a student will no longer be receiving adult education services from the program. Separation codes are different than Class Exit codes in that Class Exits indicate why a student left a specific class section, while the Separation code indicates why the student left the program. Per NRS guidelines, follow-up core outcomes are only measured for students that are separated from the program. According to the federal NRS for Adult Education, students should be coded as separating when:

- A student has not received instruction for 90 calendar days and is not scheduled to receive further instruction or,
- Instruction ends and the student indicates that they will not be returning.

Any further activity within the same fiscal year will be considered a new Period of Participation. See Section 10 – Assessment of this document for more information about Periods of Participation.

Students may also be manually separated in the data management system if they complete or terminate their instructional program indicate they will not return to the program. If a student has been manually separated but returns to the program within 90 days of their last activity, the student can continue with adult education services as needed. The separation reason previously recorded will automatically be removed from the system when additional attendance activity is recorded.

SECTION 16: REPORTING AND RECORDS

If for any reason a program cannot meet the submission deadline for a required report, the program must officially request in writing no later than 10 days prior to that deadline an extension outlining the reason for the request and providing an estimated time when the required report will be completed. Use the Request for Extension document location on the ICCB Adult Education Provider Resource Page. This request for an extension should be directed to the person/department receiving the report. Upon receipt of this form, ICCB will communicate their decision in writing and keep a copy of the form/decision for their records.

GATA legislation at 30 ILCS 708/60(a)(8) establishes the temporary and permanent classifications for a program being placed on a statewide stop payment list which will prevent a program from drawing down funding. A temporary Stop Payment Status can be remediated. There is no remediation for a permanent Stop Payment Status.

Non-compliance issues for placement on a temporary Stop Payment Status include but are not limited to late performance or expense reporting (30 ILCS 705/4.1).

PROGRAMMATIC AND FISCAL REPORTS

Programmatic Reports

All ICCB AEL Funded programs must submit a quarterly programmatic performance report based on the deliverables outlined in the approved scope of work and data from TOPSpro Enterprise. Programmatic reports for AEL and IELCE must be submitted separately. The data reported will be verified by regional support, so it is critical that information in TOPSpro Enterprise is current.

Information required in the AEFLA Programmatic Report:

- Continuous Improvement Plan (CIP)
  - To ensure intentional planning that drives performance improvement and aligns with Federal targets.
- Strengthening APC Integration and LWIA Partnerships
  - To promote coordinated service delivery and WIOA system integration at the local level.
- Reporting and Accountability
  - To ensure data integrity and accountability for Federal and State performance reporting.
- ICAPS and Workforce Literacy
  - To expand access to integrated education and training models that support employment and career advancement.
- Address the roles of Consortium partners (if applicable)

- To ensure transparency, coordination, and effective use of resources across all partner agencies.

Information required in the IELCE Programmatic Report:

- Partnerships and WIOA Alignment
  - Outline partnerships, collaboration, or innovative projects that are being developed.
- Program Design and Professional Development
  - Identify instructional practices, advances in technology or professional development that will be utilized in FY26 to improve IELCE programming.
- Recruitment and Retention
  - Identify strategies (partnerships, marketing, etc.) that can help with recruitment and outline goals for recruitment.
  - Identify how programs will adjust retention strategies for IELCE students through such means as flexible schedules, wrap around supports, special needs services, etc.
- Competency Categories
  - Identify the broader IELCE Competency categories being addressed with students.
- English Language Learning, Civics, Workforce Preparation Bridge, and Workforce Training ICAPS
  - Outline additional strategies to combine English Language Learning, Civic Competencies, Bridge and ICAPS programming in ways that put students in the best position to succeed and gain independence.

Information required for both AELFA and IELCE:

- the ADA Report,
- the Career and Training Report,
- the equipment inventory, and
- the Infrastructure Report.

Fiscal Reports

All ICCB AEL funded programs must submit an annual budget, quarterly expenditure and final expenditure reports, annual audits, and other reports as necessary.

Signed certifications of accuracy must accompany vouchers requesting payment, annual reporting, and final fiscal reporting statements. (2 CFR 200.415)

Reporting Schedule for the FY27 AEFLA and IELCE Quarterly Reports		
Quarter	Period	Date Due
1	July 1, 2026 – September 30, 2027	October 30, 2026
2	October 1, 2026 – December 31,2026	January 30, 2027
3	January 1, 2027 – March 31, 2027	April 30, 2027
4	April 1, 2027 – June 30, 2027	July 30, 2027

All the End of year reports are required to be submitted by August 15th, 2027. All Quarterly and End of Year reports are submitted through Euna/Amplifund.

Reports are to be submitted via Euna.

All reports must be submitted in the format provided by ICCB. The ICCB disseminates instructions for submitting various reports through emails, listservs, and other guidance.

Programs are responsible for ensuring that contact information, as required in the ICCB application, is current. Any personnel, email, phone number or address changes should be reported to the ICCB through using the Provider Directory Update Jot-form and should be submitted to the program's Regional Support along with a letter detailing the changes identified.

An official authorized to legally bind the non-federal entity must certify on annual and final fiscal reports or vouchers requesting payment:

"By signing this report, I certify to the best of my knowledge and belief that the report is true, complete and accurate and the expenditures, disbursements and cash receipts are for the purposes and objectives set forth in the terms and conditions of the Federal award. I am aware that any false, fictitious, orfraudulent information or the omission of any material fact, may subject me to criminal civil or administrative penalties for fraud, false statements, false claims or otherwise."

Equipment/Inventory Report

All ICCB AEL funded programs must maintain an Equipment/Inventory Report. This report must include all equipment purchased with AEL funds, state and federal. Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost that equals or exceeds the lesser of the capitalization level established by the organization for financial statement purposes, or $10,000. The grantee must use equipment for the project or program for which it was acquired and for as long as needed, whether or not the project or program continues to be supported by the award. When no longer needed for the original project or program, the equipment may be used for activities under another award from the US Dept of Ed or ICCB.

The local grantee should inventory all such items and submit the Equipment/Inventory report annually (via Euna). The Equipment/Inventory Report should include the following:

- Items purchased and used with AEL funds with a value of more than $10,000 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 $10,000 or more, unless local fiscal policies provide for a lower threshold.
- Items must be used in conjunction with the ICCB Adult Education and Literacy program.
- Items are subject to the guidelines found in the Code of Federal Regulations, 2 CFR 200.313 Equipment.
- Items may not be used to generate revenue.
- Disposition of the items with a single unit value of $10,000 or more must be pre-approved and recorded with the ICCB, following the guidelines in 2 CFR 200.313.
- Instructions for annual submission of the Equipment/Inventory Report of items with a single unit cost of $10,000 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 source(s) of funds used to purchase items. The items listed should be valued at $10,000 or more and have a useable life of more than one year. Report details should include:

- Program Name: The name of the program reporting.
- Item Number: The serial number or a local catalogue or reference number. All items meeting the criteria to be included in the Equipment/Inventory Report purchased with ICCB AEL grant funds must be clearly marked as such.
- Item Description: The description of the item.
- Item value of $10,000 or more: Indicate "Yes" for any item costing $10,000 or more per unit or if local policies indicate capitalization of the item.
- Acquisition Date: The date of purchase.
- Purchase Price: The price agreed upon for the item on the date purchased.
- Source(s) of funds used to pay for the item: Indicate whether Federal AEL (Federal Basic or Federal IELCE), State AEL (State Basic, or State Performance) or Institutional/Other funds (if funds were combined to purchase item).
- Cost paid with ICCB funds: The amount of ICCB AEL 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 $10,000 or greater. In those instances, the program must contact ICCB prior to disposal of the equipment.

This report must be submitted by August 31. This report is online submission only via Euna/Amplifund; no hard copy is required.

Record Maintenance

Administrative and individual student records must be maintained by the program. All records must be maintained by the institution for at least five years. If an audit is in progress at the end of the fifth year, records must be maintained until the audit is complete. After five years disposal of records should be in accordance with EDGAR guidelines.

Specific administrative and student records must be maintained by the program. All records may be maintained either in paper or electronic copies. All record disposal must be in accordance with EDGAR guidelines.

The following administrative records must be maintained by the institution for at least five years and readily accessible by the program administrator:

- copy of signed Area Plan
- copy of signed application, contract, budget(s) and audit(s)
- copy of Request for Federal Payment Forms and expenditure reports
- bids on all contracts copy for purchase of supplies, materials or work involving an expenditure in excess of $10,000

- copy of Equipment/Inventory Report
- copy of all ICCB AEL approved courses, with their intensity and duration, description, outline, syllabus and/or task completion list
- copy of all sub-contractual agreements with appropriate signatures
- copy of all partnership agreements with appropriate signatures
- copy of the Workforce Innovation and Opportunity Act (WIOA) Memorandums of Understanding (MOU), and local plan as it pertains to the Adult Education Program (Federal and State)
- master list of names of instructors, class assignments and/or work schedules and job descriptions of all personnel funded in part or totally by ICCB AEL funds
- master list of names of full- and part-time support personnel, work schedules and job descriptions of all personnel funded in part or totally by ICCB AEL funds totality
- master list of names of all program administrative personnel, work schedules and job
- descriptions of personnel funded in part or totally by ICCB AEL funds
- copies of signed instructor's attendance records (this requirement can be satisfied with electronic signatures or email(s) from the instructor stating they certify the records as complete and correct)
- copies of signed Acknowledgement of Confidentiality and Appropriate use of TOPSpro Enterprise (TE) for all persons with access to the TE system
- copy of records of Professional Development activities attended by instructional staff to ensure minimum professional development requirements have been met
- copies of records outlining provision of childcare and transportation services, if appropriate
- copies of records required for the provision of services addressing special learning needs of students
- copies of required submissions relating to Data Quality checklists
- copies of required responses to Monitoring/Evaluation Findings
- copies of the annual budget, Expenditure Reports and annual financial audit
- copy of signed Adult Education and Literacy Certification of Units Report

The following student records must be maintained by the institution for at least five years and be readily accessible by the program administrator:

- Documentation of any placement test given to the student (if applicable)
- All ICCB approved assessment test results with the test answer sheet for each test administered including the following:
    - Student name
    - Last four digits of the social security number or other unique identification number
    - Date the test was administered and the score
    - For BEST Plus 2.0, only the individual student score sheet should be included (test booklet not required)
- Student Intake form signed (physically or electronically) by student and intake personnel
- Student Update forms if appropriate
- Additional samples of student work to demonstrate progress may include the following:
    - Official passing HSE test scores
    - Completion of secondary credentials
    - Classroom tests, exercises, or student work that are dated and demonstrate progress.
- If applicable, a copy of all industry-recognized credentials earned by the

student as part of a Workplace Literacy Program at your institution
- Formal documentation of separation from high school for students ages 16-17, if appropriate

CONSORTIUMS

The lead applicant is the fiscal agent for a consortium and is responsible for ensuring each consortium partner member submits required information and complies with all policies, procedures, and regulations. A consortium of eligible applicants applying for funding is allowable; however, an individual eligible applicant is not allowed to apply as part of a consortium and as an individual eligible applicant during a grant process.

The lead applicant in a consortium is the fiscal agent and is responsible for ensuring each consortium partner member submits required information and complies with all policies, procedures, and regulations.

Each consortium partner member must maintain record of the responsibilities and a description of services to be provided by each partner as outlined in the Request for Proposal (RFP). All consortium partner members are subject to Illinois Community College Board approval.

AMERICAN JOB CENTER LOGO (FEDERAL POLICY)

All printed materials must have the American Job Center logo embedded. As of July 1, 2017, all printed materials must bear the American Job Center AJC Logo as outlined by the Workforce Innovation and Opportunity Act (WIOA) and the WIOA Illinois Unified State Plan (https://www.illinoisworknet.com/WIOA/Resources/pages/stateunifiedplan.aspx).

https://www.iccb.org/adult_ed/?page_id=111

SECTION 17: PROGRAMMATIC REVIEW, WATCH AND PROBATION

Programs are reviewed throughout the year through program support visits, the TE data reviews, fiscal compliance reviews, programmatic compliance reviews, and other on-site or virtual reviews as conducted by the ICCB. ICCB funded Adult Education and Literacy Programs are reviewed:

- for program improvement
- for demonstrated effectiveness (WIOA Section 225)
- to determine the degree to which the programs comply with ICCB, state, and federal policies and guidelines
- for information to be used in local program planning
- to meet federal requirements

Compliance reviews are conducted throughout the year to determine compliance with federal and state requirements. Reviews may be onsite or virtual and or may be handled through online submissions.

ACTIVE & TARGETED MONITORING

The Illinois Community College Board (ICCB) conducts **Active and Targeted Monitoring** to ensure program quality, compliance with state and federal regulations, continuous improvement, and the effective use of public funds. Monitoring is a year-round process that incorporates data review, provider engagement, documentation verification, and follow-up activities.

Active and Targeted Monitoring operates as a tiered system that escalates support and oversight based on identified program needs, risks, and performance trends.

Active Monitoring

Active Monitoring is ICCB's ongoing oversight process applied to **all funded Adult Education providers** throughout the fiscal year. The purpose is to identify strengths, emerging issues, and areas requiring technical assistance or clarification early and consistently.

Core Components of Active Monitoring include Continuous Review of:

- Enrollment, attendance, and retention trends
- Assessment and testing data, including post-test rates
- Measurable Skill Gains (MSGs), Educational Functioning Level (EFL) completion, HSE attainment, and transitions
- ICAPS and Bridge program implementation
- Data quality indicators and MIS reporting accuracy
- Quarterly programmatic and fiscal submissions and alignment with approved Scope of Work
- Prior findings, corrective actions, and compliance follow-up
- Program internal controls and adherence to grant requirements

ICCB staff document all reviews, communication, and technical assistance as part of the program's monitoring record.

Provider Engagement During Active Monitoring:

When questions or concerns are identified, ICCB staff engage providers through:

- Meetings and check-ins
- Technical assistance sessions
- Clarification emails or calls
- Professional development referrals
- Follow-up on implementation of recommended practices

These activities ensure programs receive timely and tailored support to improve performance and compliance.

Targeted Monitoring

Targeted Monitoring is initiated when ongoing monitoring identifies **elevated risks**, **performance concerns**, or **compliance issues** that require more focused review. It supplements Active Monitoring and may occur at any point in the fiscal year.

Triggers for Targeted Monitoring

A program may enter Targeted Monitoring when ICCB identifies:

- Significant or persistent performance challenges
- Data quality concerns or reporting irregularities
- Compliance issues related to grant requirements

- Concerns about assessment practices, documentation, or internal controls
- Incomplete or misaligned implementation of ICAPS, IELCE, or Bridge programs
- Repeated issues noted during monthly or quarterly reviews
- Inadequate response to technical assistance

Targeted Monitoring Activities
Depending on the nature of the concern, Targeted Monitoring may include:

- Virtual or onsite documentation review
- Review of testing procedures, student files, or data entry practices
- Interviews with staff or administrators
- Classroom observations
- Assessment of compliance with required program components
- Follow-up meetings to review findings and next steps

Programs selected for Targeted Monitoring receive clear communication describing the focus areas and required documentation.

SECTION 18: STEVENS AMENDMENT

When issuing statements, press releases, bid solicitations, and other documents describing programs funded in whole or in part with federal money, providers must follow the guidelines of the **Stevens Amendment**

- The information provided must document the percentage of the total cost of the program that will be financed with federal money.
- The total amount of federal funds used for the program must also be documented.
- The percentage and dollar amount of the total costs of the project or program that will be financed by non-governmental sources.

An example of text for the Stevens Amendment:

[*Name] is a special project conducted under the provision of the Workforce Innovation Opportunity Act Title II Adult Education and Literacy and is administrated through the Illinois Community College Board. Federal funds provide 100% support of [name].*

SECTION 19: CODE OF FEDERAL REGULATIONS

All CFR codes listed can be searched on the eCFR website here: eCFR :: Home

Statute: WIOA title I, Chapter 4, Performance Accountability (Section 116)

Regulations—Subpart I—Performance Accountability under Title I of the WIOA

- §463.150 What definitions apply to WIOA performance accountability provisions?
- §463.155 What are the primary indicators of performance under WIOA?
- §463.160 What information is required for State performance reports?
- §463.165 May a State establish additional indicators of performance?

- §463.170 How are State levels of performance for primary indicators established?
- §463.175 What responsibility do States have to use quarterly wage record information for performance accountability?
- §463.180 When is a State subject to a financial sanction under the Workforce Innovation and Opportunity Act?
- §463.185 When are sanctions applied for a State's failure to submit an annual performance report?
- §463.240 What are the requirements for data validation of State annual performance reports?

Statute

- WIOA title I, Chapter 2, Local Provisions (section 107 Local Workforce Development Boards)
- WIOA title I, Chapter 2, Local Provisions (section 108 Local Plans)

Regulations—Subpart J—Description of the One-Stop Delivery System under Title I of the Workforce Innovation and Opportunity Act

- §463.300 What is the one-stop delivery system?
- §463.305 What is a comprehensive one-stop center and what must be provided there?
- §463.310 What is an affiliated site and what must be provided there?
- §463.400 Who are the required one-stop partners?
- §463.410 What other entities may serve as one-stop partners?
- §463.415 What entity serves as the one-stop partner for a particular program in the local area?
- §463.420 What are the roles and responsibilities of the required one-stop partners?
- §463.425 What are the applicable career services that must be provided through the one-stop delivery system by required one-stop partners?
- §463.430 What are career services?
- §463.500 What is the Memorandum of Understanding for the one-stop delivery system and what must be included in the Memorandum of Understanding?
- §463.505 Is there a single Memorandum of Understanding for the local area, or must there be different Memoranda of Understanding between the Local Workforce Development Board and each partner?
- §463.510 How must the Memorandum of Understanding be negotiated?
- §463.600 Who may operate one-stop centers?
- §463.620 What is the one-stop operator's role?
- §463.625 Can a one-stop operator also be a service provider?
- §463.635 What is the compliance date of the provisions of this subpart?
- §463.700 What are the one-stop infrastructure costs?
- §463.705 What guidance must the Governor issue regarding one-stop infrastructure funding?
- §463.710 How are infrastructure costs funded?
- §463.715 How are one-stop infrastructure costs funded in the local funding mechanism?
- §463.720 What funds are used to pay for infrastructure costs in the local one-stop infrastructure funding mechanism?
- §463.725 What happens if consensus on infrastructure funding is not reached at the local level between the Local Workforce Development Board, chief elected officials, and one-stop partners?
- §463.730 What is the State one-stop infrastructure funding mechanism?

- §463.731 What are the steps to determine the amount to be paid under the State one-stop infrastructure funding mechanism?
- §463.735 How are infrastructure cost budgets for the one-stop centers in a local area determined in the State one-stop infrastructure funding mechanism?
- §463.736 How does the Governor establish a cost allocation methodology used to determine the one-stop partner programs' proportionate shares of infrastructure costs under the State one-stop infrastructure funding mechanism?
- §463.737 How are one-stop partner programs' proportionate shares of infrastructure costs determined under the State one-stop infrastructure funding mechanism?
- §463.738 How are statewide caps on the contributions for one-stop infrastructure funding determined in the State one-stop infrastructure funding mechanism?
- §463.740 What funds are used to pay for infrastructure costs in the State one-stop infrastructure funding mechanism?
- §463.745 What factors does the State Workforce Development Board use to develop the formula described in the Workforce Innovation and Opportunity Act, which is used by the Governor to determine the appropriate one-stop infrastructure budget for each local area operating under the State infrastructure funding mechanism, if no reasonably implementable locally negotiated budget exists?
- §463.750 When and how can a one-stop partner appeal a one-stop infrastructure amount designated by the State under the State infrastructure funding mechanism?
- §463.755 What are the required elements regarding infrastructure funding that must be included in the one-stop Memorandum of Understanding?
- §463.760 How do one-stop partners jointly fund other shared costs under the Memorandum of Understanding?
- §463.800 How are one-stop centers and one-stop delivery systems certified for effectiveness, physical and programmatic accessibility, and continuous improvement?
- §463.900 What is the common identifier to be used by each one-stop delivery system?

Section 231 € The Adult Education Competitive Process: Making Awards Under Subpart C of 34 CFR Part 463

Statute

- §463.20 What is the process that the eligible agency must follow in awarding grants or contracts to eligible providers?
- §463.21 What processes must be in place to determine the extent to which a local application for grants or contracts to provide adult education and literacy services is aligned with a local plan under section 108 of WIOA?
- §463.22 What must be included in the eligible provider's application for a grant or contract?
- §463.23 Who is eligible to apply for a grant or contract for adult education and literacy activities?
- §463.24 How must an eligible provider establish that it has demonstrated effectiveness?
- §463.25 What are the requirements related to local administrative cost limits?
- §463.26 What activities are considered local administrative costs?
- §463.72 How does the eligible agency award funds to eligible providers for the Integrated English Literacy and Civics Education program?
- §463.73 What are the requirements for eligible providers that receive funding through the Integrated English Literacy and Civics Education program?
- §463.74 How does an eligible provider that receives funds through the Integrated English Literacy and Civics Education program meet the requirement to use funds for Integrated

English Literacy and Civics Education in combination with integrated education and training activities?

- §463.75 Who is eligible to receive education services through the Integrated English Literacy and Civics Education program?

Statute: WIOA title II—Adult Education and Literacy, Subtitle D—General Provisions (Section 243)

Regulations—Subpart G—What Is the Integrated English Literacy and Civics Education Program?

- §463.70 What is the Integrated English Literacy and Civics Education program?program?
- §463.71 How does the Secretary make an award under the Integrated English Literacy and Civics Education program?

APPENDIX: WIOA JOINT RULES, KEY TERMS AND ADDITIONAL RESOURCES

WIOA Joint Rule Acronyms

Final Regulations: Workforce Innovation and Opportunity Act; Joint Rule for Unified and Combined State Plans, Performance Accountability, and the One-Stop System Joint Provisions; Final Rule by the U.S. Department of Labor, Employment and Training Administration (ETA) and the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) and Rehabilitation Services Administration (RSA) Section II of the Preamble

AEFLA	Adult Education and Family Literacy Act
ABAWD	Able-Bodied Adults Without Dependents
ABS	Adult Basic Skills
BFET	Basic Food Employment and Training
BLS	Bureau of Labor Statistics
CBO	Community-Based Organization
CEO	Chief Elected Official
CFR	Code of Federal Regulations
CRO	Community Rehabilitation Organization
CSBG	Community Services Block Grant
CTE	Career and Technical Education
DOL	U.S. Department of Labor
DSA	Designated State Agency
DSU	Designated State Unit
ED	U.S. Department of Education
EEOC	Equal Employment Opportunity Commission
EFL	Educational Functioning Level

E.O.	Executive Order
ESEA	Elementary and Secondary Education Act of 1965
ESL	English as a Second Language
ETA	Employment and Training Administration
ETP	Eligible Training Provider
FEIN	Federal employer identification number
FERPA	Family Educational Rights and Privacy Act
FY	Fiscal Year
GED	General Education Development
GPA	Grade Point Average
GS	General Schedule
HHS	Department of Health and Human Services
HSE	High School Equivalency
ICR	Information Collection Request
INA	Indian and Native American
INAP	Indian and Native American Programs
IPE	Individualized Plan for Employment
IT	Information Technology
ITA	Individual Training Account
JVSG	Jobs for Veterans State Grants
LMI	Labor market information
LSAL	The Longitudinal Study of Adult Learning
MOU	Memorandum of Understanding
NAICS	North American Industry Classification System
NASWA	National Association of State Workforce Agencies
NFJP	National Farmworker Jobs Program
NPRM	Notice of Proposed Rulemaking
MIS	Management Information System
OCTAE	Office of Career, Technical, and Adult Education
OJT	On-the-job training
OMB	Office of Management and Budget
ORR	Office of Refugee Resettlement
PII	Personal identifiable information
PIRL	Participant Individual Record Layout
POP	Period of Participation
PY	Program Year
RFA	Regulatory Flexibility Act
RFP	Requests for Proposals
RHY	Runaway and Homeless Youth
RSA	Rehabilitation Services Administration
sec.	Section of a Public Law or the United State Code
SLDS	Statewide Longitudinal Data System
SNAP	Supplemental Nutrition Assistance Program
SRC	State Rehabilitation Council
SSA	Social Security Administration

SSN	Social Security Number
SWA	State Workforce Agencies
TAA	Trade Adjustment Assistance
TAG	Technical Assistance Guide
TANF	Temporary Assistance for Needy Families
TEGL	Training and Employment Guidance Letter
UI	Unemployment Insurance
U.S.C.	United State Code
VETS	Veterans' Employment and Training Service
VR	Vocational Rehabilitation
WDB	Workforce Development Board
WIOA	Workforce Innovation and Opportunity Act
WISPR	Workforce Investment Streamlined Performance Reporting
WRIS	Wage Record Interchange System

WIOA Law Definitions (WIOA Section 3)

Administrative Costs
§683.215 The term "administrative costs" means expenditures incurred by State boards and local boards, direct recipients (including State grant recipients under subtitle B of title I and recipients of awards under subtitles C and D of title I), local grant recipients, local fiscal agents or local grant sub-recipients, and one-stop operators in the performance of administrative functions and in carrying out activities under title I that are not related to the direct provision of workforce investment services (including services to participants and employers). Such costs include both personnel and non-personnel costs and both direct and indirect costs.

Adult
Except as otherwise specified in section 132, the term "adult" means an individual who is age 18 or older.

Adult Education; Adult Education and Literacy Activities
The terms "adult education" and "adult education and literacy activities" have the meanings given the terms in section 203.

Area Career and Technical Education School
The term "area career and technical education school" has the meaning given the term in section 3 of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2303).

Basic Skills Deficient
The term "basic skills deficient" means, with respect to an individual:

- who is a youth, that the individual has English reading, writing, or computing skills at or below the 8th grade level on a generally accepted standardized test; or
- who is a youth or adult, that the individual is unable to compute or solve problems, or read, write, or speak English, at a level necessary to function on the job, in the individual's family, or in society.

Career and Technical Education
The term “career and technical education” has the meaning given the term in Section 3 of the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2302).

Career Pathway
The term “career pathway” means a combination of rigorous and high-quality education, training, and other services that

- aligns with the skill needs of industries in the economy of the State or regional economy involved
- prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships registered under the Act of August 16, 1937 (commonly known as the “National Apprenticeship Act”; 50 Stat. 664, chapter 663; 29 U.S.C. 50 et seq.) (referred to individually in this Act as an “apprenticeship”, except in section 171)
- includes counseling to support an individual in achieving the individual’s education and career goals
- includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster
- organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable
- enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential
- helps an individual enter or advance within a specific occupation or occupational cluster

Career Planning
The term “career planning” means the provision of a client-centered approach in the delivery of services, designed

- to prepare and coordinate comprehensive employment plans, such as service strategies, for participants to ensure access to necessary workforce investment activities and supportive services, using, where feasible, computer-based technologies
- to provide job, education, and career counseling, as appropriate during program participation and after job placement

Chief Elected Official
The term “chief elected official” means

- the chief elected executive officer of a unit of general local government in a local area
- in a case in which a local area includes more than 1 unit of general local government, the individuals designated under the agreement described in section 107(c)(1)(B)

Community-Based Organization
The term “community-based organization” means a private nonprofit organization (which may include a faith-based organization), that is representative of a community or a significant segment of a community and that has demonstrated expertise and effectiveness in the field of workforce development.

Competitive Integrated Employment
The term “competitive integrated employment” has the meaning given the term in section 7 of the Rehabilitation Act of 1973 (29 U.S.C. 705), for individuals with disabilities.

Core Program
The term “Core Programs” means a program authorized under a core program provision.

Core Program Provision
The term “core program provision” means

- Chapters 2 and 3 of subtitle B of Title I (relating to youth workforce investment activities and adult and dislocated worker employment and training activities)
- Title II (relating to adult education and literacy activities)
- Sections 1 through 13 of the Wagner-Peyser Act (29 U.S.C. 49 et seq.) (relating to employment services)
- Title I of the Rehabilitation Act of 1973 (29 U.S.C. 720 et seq.), other than section 112 or part C of that title (29 U.S.C. 732, 741) (relating to vocational rehabilitation services).

Customized Training
The term “customized training” meaning training

- that is designed to meet the specific requirements of an employer (including a group of employers)
- that is conducted with a commitment by the employer to employ an individual upon successful completion of the training
- for which the employer pays:
    - a significant portion of the cost of training, as determined by the local board involved, taking into account the size of the employer and such other factors as the local board determines to be appropriate, which may include the number of employees participating in training, wage and benefit levels of those employees (at present and anticipated upon completion of the training), relation of the training to the competitiveness of a participant, and other employer-provided training and advancement opportunities
    - in the case of customized training (as defined in subparagraphs (A) and (B)) involving an employer located in multiple local areas in the State, a significant portion of the cost of the training, as determined by the Governor of the State, taking into account the size of the employer and such other factors as the Governor determines to be appropriate.

Dislocated Worker
The term “dislocated worker” means an individual who

- has been terminated or laid off, or who has received a notice of termination or layoff, from employment;
    - is eligible for or has exhausted entitlement to unemployment compensation; or
    - has been employed for a duration sufficient to demonstrate, to the appropriate entity at a one-stop center referred to in section 121(e), attachment to the workforce, but is not eligible for unemployment compensation due to insufficient earnings or having performed services for an employer that were not covered under a State unemployment compensation law; and
    - is unlikely to return to a previous industry or occupation
- has been terminated or laid off, or has received a notice of termination or layoff, from employment as a result of any permanent closure of, or any substantial layoff at, a plant, facility, or enterprise;
    - is employed at a facility at which the employer has made a general announcement that such facility will close within 180 days; or
    - for purposes of eligibility to receive services other than training services described in section 134(c)(3), career services described in section 134(c)(2)(A)(xii), or

supportive services, is employed at a facility at which the employer has made a general announcement that such facility will close

- was self-employed (including employment as a farmer, a rancher, or a fisherman) but is unemployed as a result of general economic conditions in the community in which the individual resides or because of natural disasters;
- is a displaced homemaker; or
- is the spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of title 10, United States Code), and who has experienced a loss of employment as a direct result of relocation to accommodate a permanent change in duty station of such member; or
    - is the spouse of a member of the Armed Forces on active duty and who meets the criteria described in paragraph (16)(B).

Displaced Homemaker

The term "displaced homemaker" means an individual who has been providing unpaid services to family members in the home and who:

- has been dependent on the income of another family member but is no longer supported by that income; or
    - is the dependent spouse of a member of the Armed Forces on active duty (as defined in section 101(d)(1) of title 10, United States Code) and whose family income is significantly reduced because of a deployment (as defined in section 991(b) of title 10, United States Code, or pursuant to paragraph (4) of such section), a call or order to active duty pursuant to a provision of law referred to in section 101(a)(13)(B) of title 10, United States Code, a permanent change of station, or the service-connected (as defined in section 101(16) of title 38, United States Code) death or disability of the member; and
- is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Economic Development Agency (EDR)

The term "economic development agency" includes a local planning or zoning commission or board, a community development agency, or another local agency or institution responsible for regulating, promoting, or assisting in local economic development.

Eligible Youth

Except as provided in subtitles C and D of title I, the term "eligible youth" means an in-school youth or out-of-school youth.

Employment and Training Activity

The term "employment and training activity" means an activity described in section 134 that is carried out for an adult or dislocated worker.

English Language Acquisition Program

The term "English language acquisition program" has the meaning given the term on page 196 of section 203 of the Workforce Innovation and Opportunity Act.

English language learner

The term "English language learner" has the meaning given the term on page 196 of section 203 of the Workforce Innovation and Opportunity Act.

Governor
The term “Governor” means the chief executive of a State or an outlying area.

In-Demand Industry Sector or Occupation

- In general, the term “in-demand industry sector or occupation” means:
    - an industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the State, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or
    - an occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate.
- The determination of whether an industry sector or occupation is in-demand under this paragraph shall be made by the State board or local board, as appropriate, using State and regional business and labor market projections, including the use of labor market information.

Individual with a barrier to Employment
The term “individual with a barrier to employment” means a member of 1 or more of the following populations:

- Displaced homemakers
- Low-income individuals
- Indians, Alaska Natives, and Native Hawaiians, as such terms are defined in section 166
- Individuals with disabilities, including youth who are individuals with disabilities
- Older individuals
- Ex-offenders
- Homeless individuals (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6))), or homeless children and youths (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)))
- Youth who are in or have aged out of the foster care system
- Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers
- Eligible migrant and seasonal farmworkers, as defined in section 167(i)
- Individuals within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.)
- Single parents (including single pregnant women)
- Long-term unemployed individuals
- Such other groups as the Governor involved determines to have barriers to employment

Individual with a Disability

- In general, the term “individual with a disability” means an individual with a disability as defined in section 3 of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102).
- The term “individuals with disabilities” means more than 1 individual with a disability.

Industry or Sector Partnership
The term “industry or sector partnership” means a workforce collaborative, convened by or acting in partnership with a State board or local board, that:

- organizes key stakeholders in an industry cluster into a working group that focuses on the shared goals and human resources needs of the industry cluster and that includes, at the appropriate stage of development of the partnership:
    - representatives of multiple businesses or other employers in the industry cluster, including small and medium-sized employers when practicable;
    - 2 or more representatives of a recognized State labor organization or central labor council, or another labor representative, as appropriate; and
    - 1 or more representatives of an institution of higher education with, or another provider of, education or training programs that support the industry cluster; and
- may include representatives of:
    - State or local government;
    - State or local economic development agencies;
    - State boards or local boards, as appropriate;
    - a State workforce agency or other entity providing employment services;
    - other State or local agencies;
    - business or trade associations;
    - economic development organizations;
    - nonprofit organizations, community-based organizations, or intermediaries;
    - philanthropic organizations;
    - industry associations; and
    - other organizations, as determined to be necessary by the members compromising the industry or sector partnership.

In-School Youth
The term “in-school youth” means a youth described in section 129(a)(1)(C).

Institution of Higher Education
The term “institution of higher education” has the meaning given the term in section 101, and subparagraphs (A) and (B) of section 102(a)(1), of the Higher Education Act of 1965 (20 U.S.C. 1001, 1002(a)(1)).

Integrated Education and Training
The term “integrated education and training” has the meaning given the term in section 203.

Labor Market Area
The term “labor market area” means an economically integrated geographic area within which individuals can reside and find employment within a reasonable distance or can readily change employment without changing their place of residence. Such an area shall be identified in accordance with criteria used by the Bureau of Labor Statistics of the Department of Labor in defining such areas or similar criteria established by a Governor.

Literacy
The term “literacy” has the meaning given the term in section 203.

Local Area
The term “local area” means a local workforce investment area designated under section 106, subject to sections 106(c)(3)(A), 107(c)(4)(B)(i), and 189(i).

Local Board
The term “local board” means a local workforce development board established under section 107, subject to section 107(c)(4)(B)(i).

Local Educational Agency
The term “local educational agency” has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

Local Plan
The term “local plan” means a plan submitted under section 108, subject to section 106(c)(3)(B).

Low-Income Individual
- In general, the term “low-income individual” means an individual who:
    - receives, or in the past 6 months has received, or is a member of a family that is receiving or in the past 6 months has received, assistance through the supplemental nutrition assistance program established under the Food and Nutrition Act of 2008 (7 U.S.C. 2011 et seq.), the program of block grants to States for temporary assistance for needy families program under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.), or the supplemental security income program established under title XVI of the Social Security Act (42 U.S.C. 1381 et seq.), or State or local income-based public assistance;
    - is in a family with total family income that does not exceed the higher of:
        - the poverty line; or
        - 70 percent of the lower living standard income level;
    - is a homeless individual (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e-2(6))), or a homeless child or youth (as defined under section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2)));
    - receives or is eligible to receive a free or reduced-price lunch under the Richard B. Russell National School Lunch Act (42 U.S.C. 1751 et seq.);
    - is a foster child on behalf of whom State or local government payments are made; or
    - is an individual with a disability whose own income meets the income requirement of clause (ii), but who is a member of a family whose income does not meet this requirement.
- The term “lower living standard income level” means that income level (adjusted for regional, metropolitan, urban, and rural differences and family size) determined annually by the Secretary of Labor based on the most recent lower living family budget issued by the Secretary.

Nontraditional Employment
The term “nontraditional employment” refers to occupations or fields of work, for which individuals from the gender involved comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Offender
The term “offender” means an adult or juvenile:
- who is or has been subject to any stage of the criminal justice process, and for whom services under this Act may be beneficial; or
- who requires assistance in overcoming artificial barriers to employment resulting from a record of arrest or conviction.

Older Individual
The term “older individual” means an individual age 55 or older.

One-Stop Center
The term “one-stop center” means a site described in section 121 (2).

One-Stop Operator
The term “one-stop operator” means 1 or more entities designated or certified under section 121(d).

One-Stop Partner
The term “one-stop partner” means:

- an entity described in section 121(b)(1); and
- an entity described in section 121(b)(2) that is participating, with the approval of the local board and chief elected official, in the operation of a one-stop delivery system.

One-Stop Partner Program
The term “one-stop partner program” means a program or activities described in section 121(b) of a one-stop partner.

On-the-Job Training
The term “on-the-job training” means training by an employer that is provided to a paid participant while engaged in productive work in a job that:

- provides knowledge or skills essential to the full and adequate performance of the job;
- is made available through a program that provides reimbursement to the employer of up to 50 percent of the wage rate of the participant, except as provided in section 134(c)(3)(H), for the extraordinary costs of providing the training and additional supervision related to the training; and
- is limited in duration as appropriate to the occupation for which the participant is being trained, taking into account the content of the training, the prior work experience of the participant, and the service strategy of the participant, as appropriate.

Out-of-School Youth
The term “out-of-school youth” means a youth described in section 129(a)(1)(B).

Pay-for-Performance Contract Strategy
The term “pay-for-performance contract strategy” means a procurement strategy that uses pay-for-performance contracts in the provision of training services described in section 145(c)(3) or activities described in section 129(c)(2), and includes:

- contracts, each of which shall specify a fixed amount that will be paid to an eligible service provider (which may include a local or national community-based organization or intermediary, community college, or other training provider, that is eligible under section 122 or 123, as appropriate) based on the achievement of specified levels of performance on the primary indicators of performance described in section 116(b)(2)(A) for target populations as identified by the local board (including individuals with barriers to employment), within a defined timetable, and which may provide for bonus payments to such service provider to expand capacity to provide effective training;
- a strategy for independently validating the achievement of the performance described in subparagraph (A); and
- a description of how the State or local area will reallocate funds not paid to a provider because the achievement of the performance described in subparagraph (A) did not occur, for further activities related to such a procurement strategy, subject to section 189(g)(4).

Planning Region
The term “planning region” means a region described in subparagraph (B) or (C) of section 106(a)(2), subject to section 107(c)(4)(B)(i).

Poverty Line
The term “poverty line” means the poverty line (as defined by the Office of Management and Budget, and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2))) applicable to a family of the size involved.

Public Assistance
The term “public assistance” means Federal, State, or local government cash payments for which eligibility is determined by a needs or income test.

Rapid Response Activity
The term “rapid response activity” means an activity provided by a State, or by an entity designated by a State, with funds provided by the State under section 134(a)(1)(A), in the case of a permanent closure or mass layoff at a plant, facility, or enterprise, or a natural or other disaster, that results in mass job dislocation, in order to assist dislocated workers in obtaining reemployment as soon as possible, with services including:

- establishment of onsite contact with employers and employee representatives;
    - immediately after the State is notified of a current or projected permanent closure or mass layoff; or
    - in the case of a disaster, immediately after the State is made aware of mass job dislocation as a result of such disaster;
- the provision of information on and access to available employment and training activities;
- assistance in establishing a labor-management committee, voluntarily agreed to by labor and management, with the ability to devise and implement a strategy for assessing the employment and training needs of dislocated workers and obtaining services to meet such needs;
- the provision of emergency assistance adapted to the particular closure, layoff, or disaster; and
- the provision of assistance to the local community in developing a coordinated response and in obtaining access to State economic development assistance.

Recognized Postsecondary Credential
The term “recognized postsecondary credential” means a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal Government, or an associate or baccalaureate degree.

Region
The term “region”, used without further description, means a region identified under section 106(a), subject to section 107(c)(4)(B)(i) and except as provided in section 106(b)(1)(B)(ii).

School Dropout
The term “school dropout” means an individual who is no longer attending any school and who has not received a secondary school diploma or its recognized equivalent.

Secondary School
The term “secondary school” has the meaning given the term in section 9101 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7801).

State
The term “State” means each of the several States of the United States, the District of Columbia, and the Commonwealth of Puerto Rico.

State Board
The term “State board” means a State workforce development board established under section 101.

State Plan
The term “State plan”, used without further description, means a unified State plan under section 102 or a combined State plan under section 103.

Supportive Services
The term “supportive services” means services such as transportation, childcare, dependent care, housing, and needs-related payments, that are necessary to enable an individual to participate in activities authorized under this Act.

Training Services
The term “training services” means services described in section 134(c)(3).

Unemployment Individual
The term “unemployed individual” means an individual who is without a job and who wants and is available for work. The determination of whether an individual is without a job, for purposes of this paragraph, shall be made in accordance with the criteria used by the Bureau of Labor Statistics by the Department of Labor in defining individuals as unemployed.

Unit of General Local Government
The term “unit of general local government” means any general-purpose political subdivision of a State that has the power to levy taxes and spend funds, as well as general corporate and police powers.

Veteran; Related Definition
- Veteran – The term “veteran” has the meaning given the term in section 101 of title 38, United States Code.
- Recently Separated Veteran – The term “recently separated veteran” means any veteran who applies for participation under this Act within 48 months after the discharge or release from active military, naval, or air service.

Vocational Rehabilitation Program
The term “vocational rehabilitation program” means a program authorized under a provision covered under paragraph (13)(D).

Workforce Development Activity
The term “workforce development activity” means an activity carried out through a workforce development program.

Workforce Development Program
The term “workforce development program” means a program made available through a workforce development system.

Workforce Development System
The term "workforce development system" means a system that makes available the core programs, the other one-stop partner programs, and any other programs providing employment and training services as identified by a State board or local board.

Workforce Investment Activity
The term "workforce investment activity" means an employment and training activity, and a youth workforce investment activity.

Workforce Preparation Activities
The term "workforce preparation activities" has the meaning given the term in section 203.

Work Based Learning
Work-based learning provides participants with work-based opportunities to practice and enhance the skills and knowledge gained in their program of study or industry training program, as well as to develop employability, and includes an assessment and recognition of acquired knowledge and skills. Examples include internships, service learning, paid work experience, on-the-job training, incumbent worker training, transitional jobs, and apprenticeships.

Workplace Learning Advisor
The term "workplace learning advisor" means an individual employed by an organization who has the knowledge and skills necessary to advise other employees of that organization about the education, skill development, job training, career counseling services, and credentials, including services provided through the workforce development system, required to progress toward career goals of such employees in order to meet employer requirements related to job openings and career advancements that support economic self-sufficiency.

Youth Workforce Investment Activity
The term "youth workforce investment activity" means an activity described in section 129 that is carried out for eligible youth (or as described in section 129(a)(3)(A)).

WIOA Title II Definitions (WIOA Sections 203 and 225)

WIOA Section 203

Adult Education
The term "adult education" means academic instruction and education services below the postsecondary level that increase an individual's ability to:

- read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
- transition to postsecondary education and training; and
- obtain employment.

Eligible Agency
The term "eligible agency" means the sole entity or agency in a State or an outlying area responsible for administering or supervising policy for adult education and literacy activities in the State or outlying area, respectively, consistent with the law of the State or outlying area, respectively.

Eligible Individual

The term “eligible individual” means an individual:

- who has attained 16 years of age;
- who is not enrolled or required to be enrolled in secondary school under State law; and
- 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.

Eligible Provider

The term “eligible provider” means an organization that has demonstrated effectiveness in providing adult education and literacy activities that may include:

- a local educational agency;
- a community-based organization or faith-based organization;
- a volunteer literacy organization;
- an institution of higher education;
- a public or private nonprofit agency;
- a library;
- a public housing authority;
- a nonprofit institution that is not described in any of subparagraphs (A) through (G) and has the ability to provide adult education and literacy activities to eligible individuals;
- a consortium or coalition of the agencies, organizations, institutions, libraries, or authorities described in any of subparagraphs (A) through (H); and
- a partnership between an employer and an entity described in any of subparagraphs (A) through (I).

English Language Acquisition Program

The term “English language acquisition program” means a program of instruction:

- designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and
- that leads to:
    - attainment of a secondary school diploma or its recognized equivalent; and
    - transition to postsecondary education and training; or
    - employment

English Language Learner

The term “English language learner” when used with respect to an eligible individual, means an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language, and:

- whose native language is a language other than English; or
- who lives in a family or community environment where a language other than English is the dominant language.

Essential Components of Reading Instruction

The term “essential components of reading instruction” has the meaning given the term in section 1208 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6368).

Family Literacy Activities
The term "family literacy activities" means activities that are of sufficient intensity and quality, to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children's learning needs, and that integrate all of the following activities:

- Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency.
- Interactive literacy activities between parents or family members and their children.
- Training for parents or family members regarding how to be the primary teacher for their children and full partners in the education of their children.
- An age-appropriate education to prepare children for success in school and life experiences.

Institution of Higher Education
The term "institution of higher education" has the meaning given the term in section 101 of the Higher Education Act of 1965 (20 U.S.C. 1001).

Integrated Education and Training
The term "integrated education and training" means a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Literacy
The term "literacy" means an individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.

Postsecondary Educational Institution
The term "postsecondary educational institution" means:

- an institution of higher education that provides not less than a 2-year program of instruction that is acceptable for credit toward a bachelor's degree;
- a tribally controlled college or university; or
- a nonprofit educational institution offering certificate or apprenticeship programs at the postsecondary level.

Secretary
The term "Secretary" means the Secretary of Education.

Workplace Adult Education and Literacy Activities
The term "workplace adult education and literacy activities" means adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location that is designed to improve the productivity of the workforce.

Workforce Preparation Activities
The term "workforce preparation activities" means activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training, or employment.

WIOA Section 225

Correctional Institution
The term "correctional institution" means any:

- prison;
- jail;
- reformatory;
- work farm;
- detention center; or
- halfway house, community-based rehabilitation center, or any other similar institution designed for the confinement or rehabilitation of criminal offenders.

Criminal Offender
The term "criminal offender" means any individual who is charged with or convicted of any criminal offense.

WIOA Title II Rule Definitions

Final Regulations: Programs and Activities Authorized by the Adult Education and Family Literacy Act (Title II of the Workforce Innovation and Opportunity Act) by the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) Sections 462.3 and 463.3

Section 462.3

Adult Basic Education (ABE)
Adult basic education means instruction designed for an adult whose educational functioning level is equivalent to a particular ABE literacy level listed in the NRS educational functioning level table in the guidelines.

Adult Education Populations
Adult education populations mean individuals:

- who have attained 16 years of age;
- who
    - are basic skills deficient;
    - are English language learners.

Adult Secondary Education (ASE)
Adult secondary education means instruction designed for an adult whose educational functioning level is equivalent to a particular ASE literacy level listed in the NRS educational functioning level table in the Guidelines.

Content Domains, Content Specifications, or NRS Skill Areas
Content domains, content specifications, or NRS skill areas mean, for the purpose of the NRS, reading, writing, and speaking the English language, mathematics, problem solving, English language acquisition, and other literacy skills as defined by the Secretary.

Educational Functioning Levels
Educational functioning levels mean the ABE, ASE, and ESL literacy levels, as provided in the Guidelines, that describe a set of skills and competencies that students demonstrate in the NRS skill areas.

English as a Second Language (ESL)
English as a Second Language means instruction designed for an adult whose educational functioning level is equivalent to a particular ESL English language proficiency level listed in the NRS educational functioning level table in the Guidelines.

Guidelines
Guidelines means the Implementation Guidelines: Measures and Methods for the National Reporting System for Adult Education (OMB Control Number: 1830-0027) (also known as NRS Implementation Guidelines) posted on the Internet at: www.nrsweb.org.

Section 463.3

Act
Act means the Workforce Innovation and Opportunity Act, Public Law No. 113-128.

Concurrent Enrollment or Co-Enrollment
Concurrent enrollment or co-enrollment refers to enrollment by an eligible individual in two or more of the six core programs administered under the Act.

Digital Literacy
Digital Literacy means the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information.

Peer Tutoring
Peer tutoring means an instructional model that utilizes one institutionalized individual to assist in providing or enhancing learning opportunities for other institutionalized individuals. A peer tutoring program must be structured and overseen by educators who assist with training and supervising tutors, setting educational goals, establishing an individualized plan of instruction, and monitoring progress.

Re-Entry and Post-Release Services
Re-entry and post-release services means services provided to a formerly incarcerated individual upon or shortly after release from a correctional institution that are designed to promote successful adjustment to the community and prevent recidivism. Examples include education, employment services, substance abuse treatment, housing support, mental and physical health care, and family reunification services.

Title
Title means title II of the Workforce Innovation and Opportunity Act, the Adult Education and Family Literacy Act, Public Law No. 113-128.

Relevant Definitions from EDGAR (34 CFR 77.1)

Applicant
Applicant means a party requesting a grant or subgrant under a program of the Department.

Application
Application means a request for a grant or subgrant under a program of the Department.

Award
Award has the same meaning as the definition of "Grant" in this paragraph (c).

Budget
Budget means that recipient's financial plan for carrying out the project or program.

Budget Period
Budget period means an interval of time into which a project period is divided for budgetary purposes.

Contract (2 CFR 200.22)
Contract (2 CFR 200.22) 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. The term as used in this part does not include a legal instrument, even if the non-Federal entity considers it a contract, when the substance of the transaction meets the definition of a Federal award or subaward (see §200.92 Subaward).

Department
Department means the U.S. Department of Education.

ED
ED means the U.S. Department of Education

EDGAR
EDGAR means the Education Department General Administrative Regulations (34 CFR parts 75, 76, 77, 79, 81, 82, 84, 86, 97, 98, and 99).

Fiscal Year
Fiscal Year means the Federal fiscal year—a period beginning on October 1 and ending on the following September 30.

Grant
Grant means financial assistance, including cooperative agreements, that provides support or stimulation to accomplish a public purpose. 2 CFR part 20, as adopted in 2 CFR part 3474, uses the broader, undefined term "Award" to cover grants, subgrants, and other agreements in the form of money or property, in lieu of money, by the Federal Government to an eligible recipient. The term does not include:

- Technical assistance, which provides services instead of money;
- Other assistance in the form of loans, loan guarantees, interest subsidies, or insurance;
- Direct payments of any kind to individuals; and
- Contracts that are required to be entered into and administered under procurement laws and regulations.

Grantee
Grantee means the legal entity to which a grant is awarded and that is accountable to the Federal Government for the use of the funds provided. The grantee is the entire legal entity even if only a particular component of the entity is designated in the grant award notice (GAN). For example, a GAN may name as the grantee one school or campus of a university. In this case the granting agency usually intents, or actually intends, that the named component assume primary or sole responsibility for administering the grant-assisted project or program. Nevertheless, the naming of a component of a legal entity as the grantee in a grant award document shall not be construed as relieving the whole legal entity from accountability to the Federal Government for the use of the funds provided. (This definition is not intended to affect the eligibility provision of grant programs in which eligibility is limited to organizations that may be only components of a legal entity.) The term "grantee" does not include any secondary recipients, such as subgrantees and contractors that may receive funds from a grantee pursuant to a subgrant or contract.

Nonprofit
Nonprofit, as applied to an agency, organization, or institution, means that it is owned and operated by one or more corporations or associations whose net earnings do not benefit, and cannot lawfully benefit, any private shareholder or entity.

Private
Private, as applied to an agency, organization, or institution, means that it is not under Federal or public supervisions or control.

Project
Project means the activity described in an application.

Project Period
Project period means the period established in the award document during which Federal sponsorship begins and ends (See 2 CFR 200.77, Period of performance).

Public
Public, as applied to an agency, organization, or institution, means that the agency, organization, or institution is under the administrative supervision or control of a government other than the Federal Government.

Secretary
Secretary means the Secretary of the Department of Education or an official or employee of the Department acting for the Secretary under a delegation of authority.

Subgrant
Subgrant means an award of financial assistance in the form of money, or property in lieu of money, made under a grant by a grantee to an eligible subgrantee. The term includes financial assistance when provided by contractual or other form of legal agreement, but does not include procurement purchases, nor does it include any form of assistance that is excluded from the definition of "grant or award" in this part (See 2 CFR 200.92, "Subaward").

Subgrantee
Subgrantee means the government or other legal entity to which a subgrant is awarded and that is accountable to the grantee for the use of the funds provided.

WIOA Joint Rule Performance Accountability Definitions

Final Regulations: Workforce Innovation and Opportunity Act; Joint Rule for Unified and Combined State Plans, Performance Accountability, and the One-Stop System Joint Provisions; Final Rule by the U.S. Department of Labor, Employment and Training Administration (ETA) and the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) and Rehabilitation Services Administration (RSA) Section 463.150.

Subpart I
Performance Accountability Under Title I of the Workforce Innovation and Opportunity Act §463.150 What definitions apply to Workforce Innovation and Opportunity Act performance accountability provisions?

Participant.
A reportable individual who has received services other than the services described in paragraph (a)(3) of this section, after satisfying all applicable programmatic requirements for the provision of services, such as eligibility determination.

- For the Vocational Rehabilitation (VR) program, a participant is a reportable individual who has an approved and signed Individualized Plan for Employment (IPE) and has begun to receive services.
- For the Workforce Innovation and Opportunity Act (WIOA) title I youth program, a participant is a reportable individual who has satisfied all applicable program requirements for the provision of services, including eligibility determination, an objective assessment, and development of an individual service strategy, and received 1 of the 14 WIOA youth program elements identified in sec. 129(c)(2) of WIOA.
- The following individuals are not participants:
    - Individuals in an Adult Education and Family Literacy Act (AEFLA) program who have not completed at least 12 contact hours;
    - Individuals who only use the self-service system.
        - Subject to paragraph (a)(3)(ii)(B) of this section, self-service occurs when individuals independently access any workforce development system program's information and activities in either a physical location, such as a one-stop center resource room or partner agency, or remotely via the use of electronic technologies.
        - Self-service does not uniformly apply to all virtually accessed services. For example, virtually accessed services that provide a level of support beyond independent job or information seeking on the part of an individual would not qualify as self-service.
    - Individuals who receive information-only services or activities, which provide readily available information that does not require an assessment by a staff member of the individual's skills, education, or career objectives.
- Programs must include participants in their performance calculations.

Reportable individual.
An individual who has taken action that demonstrates an intent to use program services and who meets specific reporting criteria of the program, including:

- Individuals who provide identifying information;
- Individuals who only use the self-service system; or
- Individuals who only receive information-only services or activities.

Exit.

As defined for the purpose of performance calculations, exit is the point after which a participant who has received services through any program meets the following criteria:

- For the adult, dislocated worker, and youth programs authorized under WIOA title I, the AEFLA program authorized under WIOA title II, and the Employment Service program authorized under the Wagner-Peyser Act, as amended by WIOA title III, exit date is the last date of service.
    - The last day of service cannot be determined until at least 90 days have elapsed since the participant last received services; services do not include self-service, information-only services, activities, or follow-up services. This also requires that there are no plans to provide the participant with future services.
    - [Reserved].
- For the VR program authorized under title I of the Rehabilitation Act of 1973, as amended by WIOA title IV (VR program):
    - The participant's record of service is closed in accordance with § 463.56 because the participant has achieved an employment outcome; or
    - The participant's service record is closed because the individual has not achieved an employment outcome, or the individual has been determined ineligible after receiving services in accordance with § 463.43.
    - Notwithstanding any other provision of this section, a participant will not be considered as meeting the definition of exit from the VR program if the participant's service record is closed because the participant has achieved a supported employment outcome in an integrated setting but not in competitive integrated employment.
- A State may implement a common exit policy for all or some of the core programs in WIOA title I and the Employment Service program authorized under the Wagner-Peyser Act, as amended by WIOA title III, and any additional required partner program(s) listed in sec. 121(b)(1)(B) of WIOA that is under the authority of the U.S. Department of Labor (DOL).
    - If a State chooses to implement a common exit policy, the policy must require that a participant is exited only when all of the criteria in paragraph (c)(1) of this section are met for the WIOA title I core programs and the Employment Service program authorized under the Wagner-Peyser Act, as amended by WIOA title III, as well as any additional required partner programs listed in sec. 121(b)(1)(B) of WIOA under the authority of DOL to which the common exit policy applies in which the participant is enrolled.