



**FISCAL YEAR 2024
ADULT EDUCATION AND LITERACY
PROVIDER MANUAL**

July 1, 2023 - June 30, 2024



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Introduction



The mission and vision of adult education is to provide every individual in Illinois access to Adult Education and Literacy services. In Illinois, more than 1.15 million adults have less than 12 grades of formal education, approximately 2.8 million Illinois residents speak a language other than English in their home, and more than 350,944 immigrants reside in Illinois. With these staggering statistics, it is important that services are available throughout Illinois that prepare adult learners to succeed. This manual is designed to provide program administrators, educators, and stakeholders with clarity on policies related to the administration of the ICCB Adult Education and Literacy program. The guide begins with a high-level overview of the Workforce Investment and Opportunities Act and Career Pathways. From there, the manual provides guidance as it relates to adult education services.

A directory of ICCB staff can be found here: <https://www.iccb.org/about-us/staff-directory/>.

ICCB Policies and Guidelines

Programs must adhere to policies outlined in this provider manual and the ICCB Adult Education and Literacy Grant Agreement. The policies in this Provider Manual may be changed at any time during the fiscal year/grant agreement year if circumstances warrant. Any changes to these policies will be communicated through the ICCB Adult Education Provider and Administrator listservs and/or posted to the ICCB website.

This manual is designed to provide adult education providers funded through the Illinois Community College Board with pertinent policies and procedures necessary in successfully operating an Adult Education program in the State of Illinois. This document also contains specific information related to both state and federal adult education policies as well as process and procedural information to ensure compliance.

To facilitate this purpose, the following tools have been included in the document:

- **Comprehensive Table of Contents** to assist users in quickly identifying topics and finding needed information.
- **Embedded Links** to take users in accessing additional information.

To use keyboard shortcuts that will help easily navigate the document.

- **ALT** and the **back arrow** pressed simultaneously will return users to the previous location.
- **CTRL** and **F** keys pressed simultaneously to bring up a search bar, then type a word or phrase into the search.

All supporting documents and resources can be found here:

https://www2.iccb.org/adult_ed/provider-resources/

It is our hope you can find answers to your questions. If you need additional support or clarification, please reach out to your Regional Support Specialist.

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Section 1: Workforce Innovation and Opportunities Act

Major Policy Points

- WIOA Introduction
 - Intent of WIOA (Pub. L. 113-128)
 - Purpose of WIOA (WIOA Sec. 2)
- Local Workforce Innovation Board (LWIB) Participation (WIOA Sec. 107 (b)(2)(C)(i))
 - Comprehensive One-Stop Center Participation (WIOA Sec. 121 (b))
 - Career Services (WIOA Sec. 134 (c)(2))
- Infrastructure and Shared Systems Costs (WIOA Sec. 121(c)(2)(A)(ii)(II))

The Workforce Innovation and Opportunity Act is federal law which requires all states to develop a unified plan, describing the strategic and operational elements across Title I. B: Adult, Dislocated Workers and Youth; Title II: Adult Education; Title III: Wagner-Peyser; and Title IV: Vocational Rehabilitation. Once the Illinois Unified State Plan is developed, it is provided to the Governor's Office for comments. Upon approval by the U.S. Department of Education, Office of Career, Technical and Adult Education (OCTAE), and the U.S. Department of Labor, the Unified State Plan is posted to the [Illinois WorkNet WIOA page](#)

The purpose of [WIOA Title II—Adult Education and Literacy \(WIOA Sec. 202\)](#) is defined in the law as follows: It is the purpose of this title to create a partnership among the Federal Government, States, and localities to provide, on a voluntary basis, adult education and literacy activities, in order to assist adults to

1. become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency
2. assist adults who are parents or family members to obtain the education and skills that
 1. are necessary to becoming full partners in the educational development of their children
 2. lead to sustainable improvements in the economic opportunities for their family
2. assist adults in attaining a secondary school diploma and, in the transition to postsecondary education and training, include career pathways assist immigrants and other individuals who are English language learners in
 1. improving their
 - i. reading, writing, speaking, and comprehension skills in English and
 - ii. mathematics skills
 2. acquiring and understanding the American system of government, individual freedom, and the responsibilities of citizenship

WIOA Indicators of Performance and Goals

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?

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.

| Negotiated Targets for FY24 | |
|---|---------------|
| Performance Indicator | Target |
| Employment (Second Quarter after Exit) | 27.0% |
| Employment (Fourth Quarter after Exit) | 27.6% |
| Median Earnings (Second Quarter after Exit) | \$4,926.00 |
| Credential Attainment Rate | 30.90% |
| Measurable Skill Gains | 37.10% |

WIOA

- **Strengthens Alignment between Adult Education, Postsecondary Education, and Employers.** WIOA recognizes the core purpose of adult education is to prepare individuals with the skills and knowledge needed to succeed in postsecondary education and the workforce and has provided guidance for adult education to meet the needs of postsecondary education and employers.
- **Supports Educational and Career Advancement for Incarcerated Individuals (WIOA Section 225).** WIOA encourages a range of education and job training activities to promote successful reentry and reduce recidivism.

- **Encourages Establishment of a High-Quality Local Adult Education Delivery System.** WIOA amends the considerations States are to use in awarding grants and contracts to local program providers.
- **Supports Professional Development Opportunities and Innovative Models to Enhance Adult Education Programs (WIOA Section 223)** WIOA adds four new required leadership activities to be supported with State leadership funds. They include the following:
 - the development of career pathways
 - the establishment of high-quality professional development programs to improve instruction
 - the technical assistance based on rigorous research
 - the evaluation and dissemination of information about promising practices within the state
- **Promotes Activities to Improve the Quality of Adult Education Programs.** WIOA is committed to ensuring that resources support activities that better prepare adult students for postsecondary and career success.
- **Codifies (Systematizes) the Integrated English Literacy and Civics Education (IELCE) Program (WIOA Section 243).** WIOA reinforces support for IELCE programs through codification and enhanced services for individuals to effectively participate in education, work, and civic opportunities.
- **Increases coordination of core programs through submission of a Unified State Plan or Combined State Plan (WIOA Section 224)**

Eligible and Targeted Populations

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

- have attained 16 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

NOTE: 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. This may be determined through the use of NRS approved assessments for adult education.** Services to this population must not prevent those without a high school diploma from attending the program.

Targeted Populations (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 care 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 (DAISI). See the [DAISI 2.0 Online User Guide](#) for more information.

Local Workforce Innovation Board Participation



As a core partner under WIOA Title II Adult 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 is described below in subsection 2. The requirements for Comprehensive One-Stop Center participation are described in subsection 3.

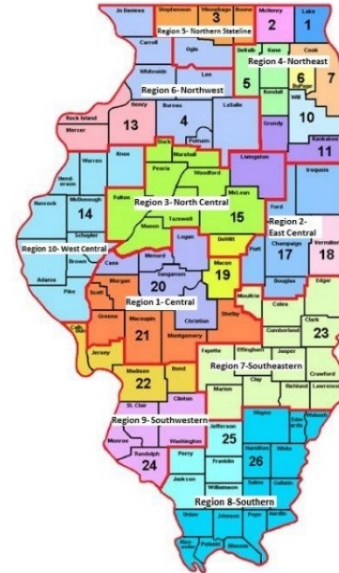
As one of the four core partners under WIOA, the Adult Education and Literacy program has a seat on and is a member of the [Local Workforce and Innovation Board \(LWIB\)](#) in each of the 22 LWIAs (WIOA Sec. 107 (b)(2)(C)(i)). The Area Planning Councils has the authority to determine who that individual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

- 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)).
 - 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

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?

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 Systems Cost

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):

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



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 three types:

- Basic career services 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 nontraditional 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:
- i. Comprehensive and specialized assessments of the skill levels and service needs of adults and dislocated workers which may include—
- j. Diagnostic testing and use of other assessment tools and
- k. In-depth interviewing and evaluation to identify employment barriers and appropriate employment goals.
- l. 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);
- Group counseling.
 - Individual counseling.
 - Career planning.
- m. 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.
- n. Internships and work experiences that are linked to careers (as described in 20 CFR 680.170);
- o. Workforce preparation activities.
- p. 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.
- q. 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.

The [current requirements for career services](#) provisions can be found in the Governor's Guidelines – Revision 4, Appendix F.

Section 231 (e) 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 B—State Provisions and Subtitle C Local Provisions)

[WIOA Section 231 of WIOA](#) requires 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.

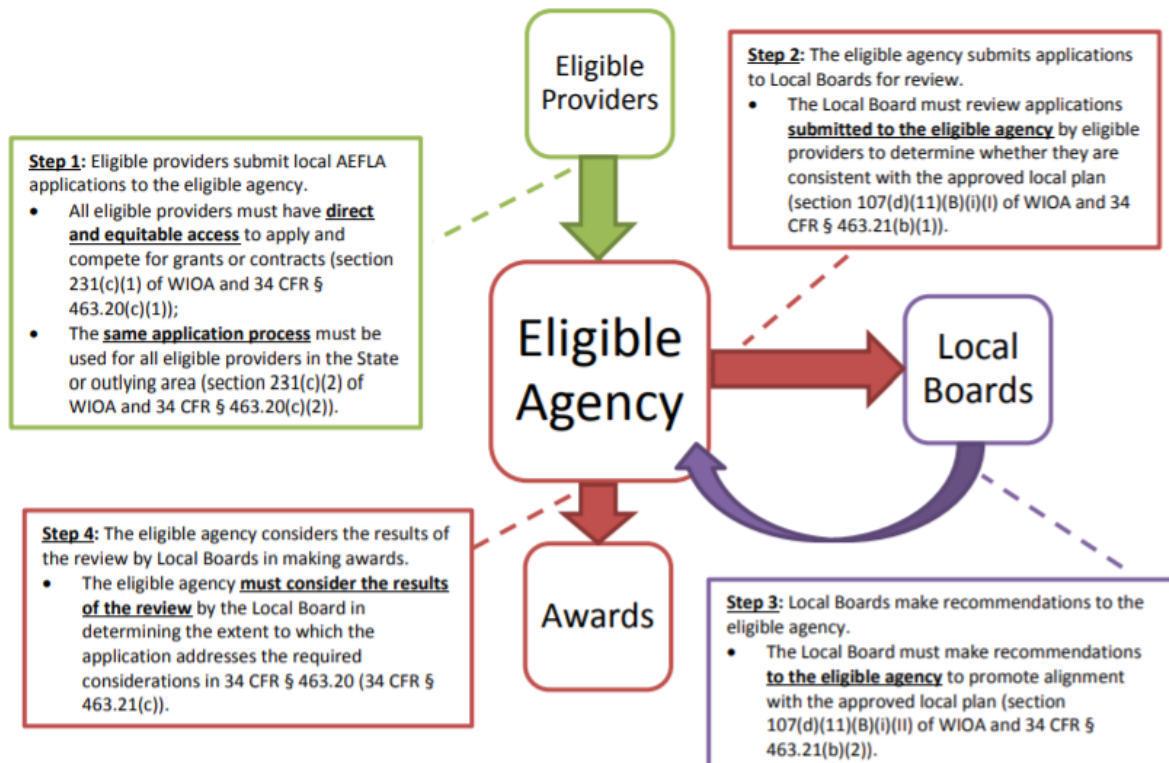
The effectiveness of an eligible applicant in improving the literacy skills of adults and families is a strong factor in the delivery of adult education instruction and supportive services. The ICCB will consider the success of a funded provider in meeting or exceeding such performance measures as identified 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. In order to accomplish this, the program/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 child care 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)

The Request for Proposal Process

The AEFLA Competition follows guidelines from the Office of Career and Technical Education.



The Illinois Community College Board published and broadly distributed a Request for Proposals for Adult Education and Family Literacy and Integrated English Literacy and Civics Education funds in the Spring of 2021. Funding in a Renewal Year is contingent upon the continuing applicant's satisfactory performance in the preceding year and sufficient appropriation of funds.

Satisfactory performance is defined as:

- Achieving all outcomes and deliverables in your approved Work Plan.
- Offering at least one ICCB approved active bridge program with enrolled students.
- Offering at least one ICCB approved ICAPS with enrolled students.
- Satisfactorily completing all requirements in the Data Quality Checklist.
- Meeting the minimum requirements for student enrollment.

The Adult Education Work Plan

Beginning in SFY2022, Adult Education and Literacy Applicants were required to submit a work plan with their Request for Proposal. This work plan identifies how the information provided in the grant narrative will be operationalized throughout the grant cycle. The work plan is divided into 7 key areas:

- Partnerships and WIOA
- Program Design
- Recruitment and Retention
- Instruction and Assessment
- Contextualized Bridge and IET
- Support and Service Integration
- Professional Development

Upon the grant award, applicants will be provided with feedback and required revisions to the work plan and the final plan will be used as a key metric in determining if an applicant is placed on watch or probation status.

Program Merger Policy

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

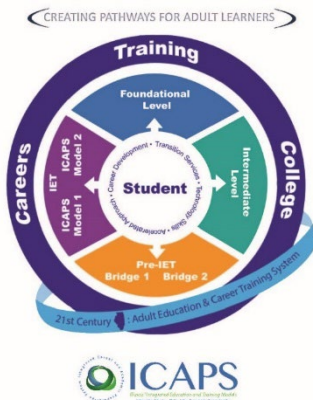
All organizations must be Eligible Providers and the services must be provided in the Area Planning Council of the original grant award.

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 2: Career Pathways



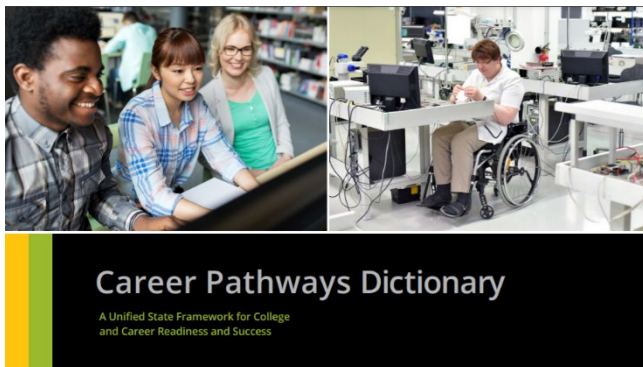
The development and implementation of career pathways programming is an integral part of the initiatives set forth by the Workforce Innovation and Opportunity Act of 2014 (WIOA) and is even codified as one of the thirteen program considerations (WIOA Sec. 231 (e)(10)).

A career pathway means a combination of rigorous and high-quality education, training, and other services that aligns both vertically and horizontally across Secondary Education, Adult Education, Workforce Training and Development, Career and Technical Education, and Postsecondary Education systems, pathways, and programs. Collaborative partnerships with these entities and business and industry, along with human service agencies, corrections and other community stakeholders, serve as the foundational structure for high-quality and sustainable career pathways. A career pathway also includes multiple entry and exit points to facilitate individuals to build their skills as they progress along a continuum of education and training and advance in sector-specific employment.

A Career Pathways Approach

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

In the development of a career pathways system for adult education, **programs are required to incorporate career pathways services to all adult learners and at all educational functioning levels.**



This includes the incorporation of Workforce Preparation Activities, Career Awareness, and Career Development Activities designed to assist learners in making informed decisions regarding making smooth transitions to postsecondary education. The Career Pathways Dictionary will provide more details about the Unified State Framework for College and Career Readiness and Success

In the process of developing career pathway programming, providers must perform research using labor market information to verify that the available data demonstrates a quantitative need for the pathway. Additionally, alignment with the goals and priorities of the local and regional plans for workforce development needs to be ensured.

To provide a clear direction, quality instruction, and targeted support for accelerated achievement of learner goals through further education, occupational training, and employment, it will take

multiple partners to ensure the pathway system 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.

A Bridge Program

All Adult Education and IELCE Programs are required to have at least one active Bridge Program in FY24. Failure to run this program may limit a program's ability to demonstrate effectiveness and risk submitting a Request for Proposal in the Spring of FY24.

Bridge courses provide adult education learners with contextualized occupation-specific basic skills needed to successfully transition to postsecondary education and employment in high-growth industries. The Illinois Community College Board and other key state agencies and stakeholders developed a bridge definition that is used to ensure consistency in use statewide. This group defined a bridge as a course, or sequence of courses, that prepares adults with limited academic or limited English skills to enter and succeed in credit-bearing postsecondary education and training leading to employment in high-demand, middle- and high-skilled occupations.

The goal of bridge programming is to sequentially bridge the gap between the initial skills of individuals and what they need to enter and succeed in postsecondary education and career-path employment. Three core elements are required to be included as part of bridge programming:

- Contextualized instruction that integrates basic reading, math, and language skills, and industry/occupation knowledge.
- Workforce Preparation/Career development includes instruction in workplace language, career readiness/exploration, career planning within a career area, and understanding the world of work (specific elements depend upon the level of the bridge and on whether participants are already incumbent workers in the specific field).
- Transition services that provide students with the information and assistance they need to successfully navigate the process of moving from adult education or remedial coursework to credit or occupational programs. Services may include (as needed and available) academic advising, study skills, coaching, and referrals to individual support services (e.g., transportation and childcare).

Training in the development of the Bridge programming is available through the Southern Illinois Professional Development Center website www.siu.edu/sipdc/. <https://www.siu.edu/sipdc/>

All Bridge courses must be approved by ICCB via the standard course approval process and must be marked in DAISI as a bridge course.

Eligibility

Bridge programming is designed for eligible adult learners, who:

- Have reading and math levels at or about the 6th grade through pre-college level *or*
- Have English language proficiency at or above the low-intermediate ESL level
- May or may not be an incumbent worker

Specific eligibility requirements will depend upon the type of provider offering the bridge and program requirements.

Bridge Programming is considered Pre-IET. To submit a Bridge Program for approval, go to: <https://form.jotform.com/202576170095051>

Program Design Options

A bridge programming may be designed as:

1. a single course (for students at higher reading and math levels) that moves students directly into credit-bearing courses, with the aim of eliminating the need for remediation or
2. a series of courses, in which students first complete a lower-level bridge course that prepares them to enter a non-credit or credit occupational course or program that leads to an entry-level job. In this case, the student can stop out for needed work/income and return to a higher-level bridge course without having to repeat content.

Bridge programming must prepare students to enter credit-bearing courses and programs within one of the 16 nationally recognized [career clusters](#). That is, the course content must contain the knowledge and skills common for entry-level occupations within a broad cluster (e.g. Health Science, Manufacturing, Information Technology, etc.). This curriculum design element exposes the student to career information and to information about the skills and knowledge required by a broad range of occupational options within a cluster. It must be of sufficient duration and intensity to produce these transition results.

Education and Training Providers (and Partnerships)

Bridge programming may be provided by: (1) an Illinois Community College Board-approved and funded adult education program¹; (2) the credit or non-credit department(s) of a community college; and (3) community-based organizations or other types of provider 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 by a partnership (e.g., a community-based organization and a community college). Regardless of the provider, they:

- May provide opportunities to earn college credit (such as through escrow credit accounts)
- May offer dual enrollment in credit and non-credit programs
- May offer a multi-level program that moves people from an adult education course offered by one provider to a non-credit occupational course offered by the same or another provider.

All bridge providers will use pre-skill assessments consistent with program requirements to place students into the appropriate courses as well as post-skill assessments to measure progress, and all providers will use data tracking systems to collect and analyze key information about bridge participants and graduates.

Outcomes:

Short-Term

1. Higher number of low-income working adults enrolling in postsecondary education.
2. Bridge graduates enrolling in credit programs and succeeding in their courses.

Long-Term

1. Higher proportion of low-income working adults attaining degrees and/or certificates.
2. Higher proportion of Adult Basic Education (ABE), English-as-a-Second-Language (ESL), Adult Secondary Education (ASE/HSE), and developmental/remedial adult learners transitioning into, and completing, associates degrees and/or certificates.
3. Increases in earnings and job quality for low-income adults engaged in career pathways.

Integrated Career and Academic Preparation System:

All Adult Education and IELCE Programs are required to have at least one active ICAPS program in FY24. Failure to run this program may limit a program's ability to demonstrate effectiveness and risk submitting a Request for Proposal in the Spring of FY24.

FEDERAL POLICY

Title II of the Workforce Innovation and Opportunities 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 develop and establish a career pathway system that is inclusive of all eligible students and populations, the adult education system must partner with a variety of individuals and institutions, including but not limited to key stakeholders, business and industry, advocacy groups, the broader workforce community, education, and social service organizations.

ICAPS DEFINITION

The Integrated Career & Academic Preparation System (ICAPS) is a quality instructional framework for the implementation of Integrated Education and Training (IET) programs (as defined by WIOA) in Illinois. ICAPS programs provide an accelerated pathway to an industry-recognized credential through training partnerships to serve adult education students, including English Language Learners, at the same time that they are completing their high school equivalency or improving their English Language. Instruction is supplemented by support courses,

comprehensive student support services and augmented by collaborative teaching practices between workforce training instructors and basic skills instructors.

Through ICAPS programs, students work to complete their high school equivalency, or improve their English skills, and are co-enrolled in workforce training courses/certificates through an integrated instructional model – supplemented by support courses, comprehensive student support services, and augmented by team teaching that includes workforce training instructors and basic skills instructors. The models (credit and non-credit) provide career pathway/employment opportunities for students while enabling their transition into additional postsecondary certificate/degree programs or employment.

The administrators, collaborative teachers, and career navigators involved in the ICAPS initiative play an essential role in student success. By aiding adult learners in developing transferable workplace skills, such as critical thinking, financial literacy, life skills, and study skills and working with them to earn stackable certificates at non-postsecondary and postsecondary levels, those working in ICAPS programs can actively aid students in their progress towards family-sustaining jobs. The resources on this [site \(https://www.icapsillinois.com/\)](https://www.icapsillinois.com/) are designed to aid administrators, collaborative teaches, and career navigators in implementing the ICAPS system.

ICAPS MODELS

ICAPS has two models: Integrated Career and Academic Preparation System (ICAPS) Model 1 (Credit) and ICAPS Model 2 (Non-credit).

The **ICAPS** model capitalizes on integrated partnerships between Adult Education providers and Career and Technical Education (CTE) divisions at Illinois community colleges to provide concurrent enrollment and instruction in a team-taught environment with comprehensive student supports resulting in skill level gains, high school equivalency certifications, transferrable college credit, and short-term stackable college and industry-recognized credentials.

- The **ICAPS Model 1** also utilizes partnerships between Adult Education providers and college and university workforce and career training programs that may not be funded through Perkins or the Illinois Community College Board. This model also provides concurrent enrollment and instruction in a team-taught environment with comprehensive student supports resulting in skill level gains, high school equivalency certifications, college credit, and college and industry-recognized credentials.
- The **ICAPS Model 2** utilizes partnerships between Adult Education providers and workforce and career training programs that may or may not be tied to a specific postsecondary institution. This model allows for the participation of community-based and faith-based organizations, local school districts and educational authorities, regional offices of education, and other state-funded Adult Education providers and partnership with corporate and continuing education divisions at community colleges, Local Workforce Innovation Boards, independent and governmental workforce training agencies, as well as individual employers and industry-based training programs. This model also provides integrated instruction and comprehensive student supports resulting in skill level gains, high school equivalency certifications, and industry-recognized credentials as well as the option for employer-specific training programs.

Note that when designing an ICAPS program/model, it is critical to use current labor Market information when making the sector/industry selection to ensure that there is a need for the

occupation, and it pays at a family sustaining wage in the district, region or local area. The www.Illinoisworknet.com has LMI data available as does the Illinois Department of Employment Security. Software such as BurningGlass also offers real time LMI. The state Unified Plan also has LMI and economic forecasting information.

In Illinois, we have several different models of ICAPS. These variations were created due to the many types of entities that run ICAPS, e.g., CBOs, community colleges, high school districts, IL Dept. of Corrections, and ROEs. Within the Toolkit on the ICAPS Illinois [webpage](#), there are resources to help determine which model could work best for each programs.

ICAPS REQUIRED ELEMENTS

- **Collaborative teaching** (Adult Education instructor and Workforce Training instructor working together to collaborate on instruction of curriculum within their individual areas. A 25% time overlap is required – this can be in the form of weekly meetings, joint planning of the course sequence, resource sharing, etc.) More information on Collaborative Teaching can be found on this [link](http://www.icapsillinois.com) (www.icapsillinois.com).
- **Workforce training** (The instruction and/or hands-on training for a particular career field – welding lab work, nursing clinicals, culinary instruction, etc.)
- **Adult Education** (Support course to the Workforce Training course that incorporates Adult Education components – ESL or HSE)
- **Workplace preparation** Job readiness skills – resume building, mock interviews, job search, attendance expectations, teamwork, critical thinking, etc.)

PARTICIPANT ELIGIBILITY

- Recommendation for High School Equivalency students is 9.0 or higher and for ESL students is NRS 5 or higher. Exceptions are allowable if students have demonstrated motivation and ability in other ways.
- Individual programs may add more requirements if appropriate.
- Students should be marked in DAISI as an ICAPS student on the **Student Status** tab.

ICAPS APPROVAL PROCESS

1. Complete the ICAPS Proposal JotForm: <https://form.jotform.com/212726295537058>.
2. Work with Southern IL Professional Development Center (SIPDC) on any changes needed to meet requirements.
3. ICCB reviews proposal and sends approval letter.

For more information regarding the ICAPS approval process, please contact the ICCB.

NOTE:

- All ICAPS programs must be approved by ICCB before being recognized as such.
- ICAPS Support Course approval does NOT equal ICAPS program approval.
- Approval to use AEL funds to pay for CTE courses does not constitute approval of an ICAPS program.
- Vocational-only courses offered by the provider do not constitute an ICAPS program.

- Those ICAPS programs developed through Innovative Bridge and Transitions funding must be approved by ICCB using the same process if students are to be counted in DAISI.

PARTNERSHIP APPROVAL FORM

This form is intended for the rare circumstances when a program needs to work with an already established ICAPS provider to offer their students the ICAPS opportunity.

For non-college Adult Education programs (initiating partner) that work with a community college to provide ICAPS programs, the non-college program will need to complete and submit the Partnership Approval form (Regional Support have this form) to ICCB for approval. This approval will account for the grant requirement of having an ICAPS approved. The ICAPS provider will count the students in their program. The initiating partner will still need to provide support, which could be in the form of transportation, childcare, or other wrap-around services.

Examples:

- A small CBO/ROE/high school district that does not have the capacity to run its own ICAPS but does work with an ICCB approved Adult Education provider that already has approved ICAPS would need to complete the Partnership Approval form. The ICCB approved Adult Education provider could be a community college or another CBO/ROE/high school district. On the form, both programs will complete each set of responsibilities and sign.
- A program with 1 or more ICAPS in various sectors has students that want to participate in other sector pathways. This program could partner with an ICCB approved program that offers ICAPS in the requested sector. This form would establish that partnership.

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.

Section 3: Area Planning Councils

Major Policy Points

- Area Planning Councils are established in state statute and operate within the boundaries of each community college district. (*State Policy*)
- Area Planning Council membership is described in legislation and by the ICCB. (*State Policy*)
- Each Area Planning Council must elect officers as well as develop and adopt bylaws that govern the operation of the APC. (*State Policy*)
- 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. (*State Policy*)
- Area Plans may be changed during the planning year in accordance with the procedures established by the ICCB. (*State Policy*)
- When entities within an Area Planning Council are unable to reach consensus, a Minority Report may be filed. (*State Policy*)

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: http://www2.iccb.org/adult_ed/funding-plans/area-plans-rfps/fy-2022-apc-forms/

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.

The initial council meeting each fiscal year shall be called and convened by the Fall season of the year and convened by the 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. A copy of the minutes is to be provided to the appropriate Regional Program Support Specialist after each meeting.

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 census reports, U.S. Bureau of Labor Statistics, welfare data, free and reduced lunch counts, 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.

- Other 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 4: General Fiscal Policies

Major Policy Points

- There are four competitive sources of funds for Adult Education and Literacy provided through ICCB. Each funding source has statutory regulations, policies, and guidelines which dictate the way dollars may be spent. *(Federal and State Policy)*
- Programs must adhere to the Grant Accountability and Transparency Act (*GATA*) Requirements. *(State Policy)*
- Providers may award sub-grants (formally subcontractors), with ICCB approval, for the provision of services. *(Federal and State Policy)*
- Funding allocations to providers are based upon the funding formula. *(State Policy)*
 - Providers may have the option to return unused funds or request additional funds in the spring of each year. In certain instances, providers will be required to return funds that are not correctly used for approved activities to the ICCB. *(State Policy)*
- All funded providers must submit for approval on the ICCB AEL provided forms the required budget documents. *(Federal and State Policy)*
 - The Instructional Line of each budget for State Basic, Federal Basic, and Integrated English Literacy and Civics Education (IELCE) must be generated. *(Federal and State Policy)*
- Providers are required to award all contracts according to state and federal regulation. *(State Policy)*
- Programs must submit for approval any purchases over \$5,000 and must include such items on their yearly Inventory report. *(Federal and State Policy)*

Funding Sources

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

The four sources of funds (2 Federal funding categories and 2 State funding categories) for Adult Education and Literacy provided through ICCB consist of the following:

| Federal Funding Categories | State Funding Categories |
|---|---------------------------------|
| 1. Federal Basic | 1. State Basic |
| 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.*

For detailed information regarding the purpose, eligible participants, appropriate use of funds, and assessment requirements for each funding source, please refer to the document titled “Overview of Funding Sources for Adult Education and Literacy” at the end of this section.

Revenues and expenditures for each individual funding source must be tracked separately within an individual budget. These funds are to be used to supplement, not supplant, existing resources and existing instructional and support services.

These are restricted purpose funds and may not be transferred to other grants. Records must be maintained to support the appropriate usage of AEL funds. Amounts reported as expenditures must be for allowable purposes and must reflect actual expenditures. 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.

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**, Public law 101-166, section 511.

- 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.

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].

Grant Accountability and Transparency Act and ICQ Monitoring Process

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) effective December 2014 and the State of Illinois Grant Accountability and Transparency Act (GATA) effective July 2014, 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 steps must be taken to receive a grant from ICCB:

1. Register via the GATA web portal and maintain pre-qualification requirements.
2. During pre-qualification, verifications are performed including a check of the Debarred and Suspended status and good standing with the Secretary of State. The pre-qualification

process also includes a financial and administrative risk assessment utilizing the ICQ (Internal Control Questionnaire).

3. Prior to receiving the award, a programmatic risk assessment will need to be completed and returned to ICCB. This assessment will be provided by ICCB programmatic staff.
4. Submit all required grant documents and budgets.
5. Upon approval of the grant documents and budgets, a Notice of State Award letter will be generated by ICCB and should then be reviewed, signed, and returned to ICCB staff.
6. Review and sign the Uniform Grant Agreement noting any specific risk conditions.
7. Complete the Uniform Budget using the proper limits for the specific program. Some programs have a statutorily capped indirect cost rate, and others will need to use the negotiated rate. Refer to your grant agreement for clarification.

ICCB 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. High risk grantees will be subject to a more in-depth review. Once this review is complete, a final report will be issued, which will include advisory and/or compliance recommendations. Then the grantee will be required to provide a written response and /or a corrective action plan.

Subgrants

Providers may award subgrants 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 and evaluation as well as sub-grantee qualifications. 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. Providers have the option to return unused funds or request additional funds in the spring of each year. In certain instances, providers will be required to return funds that are not used for the program to the ICCB.

Funding Methodology

The Illinois Community College Board Adult Education and Literacy funding allocations are determined based upon a funding methodology approved in May 2008. This document details the data used in the calculation of each program's allocation. The funding formula is subject to change.

In general, the funding allocation is calculated using the following components:

- Index of Need
- Base Funding
 - Foundation Component
 - Enrollment Component
 - Units of Instruction
- Performance Funding
 - 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
 - Citizenship Completions

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 as prescribed by Exhibit C—Payment in the Grant Agreement. Federal Basic and Federal IELCE funds must be requested using the Payment Request Form included with the grant document.

Vouchers will be processed upon submission of the Grantee's Request for Payment form. The object of these forms is to make timely payments to the providers for federal obligations. There is no limit to the number of payment requests that can be submitted during the fiscal year. Due to federal law, it is illegal for any Grantee to deposit and hold federal monies.

All federal funds must have been requested no later than August 1. Funds requested after this date will not be processed. It is strongly encouraged that all Federal funds be requested prior to the August 1st deadline.

Grantee shall receive up to their award amount as a sub-award under this Agreement.

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:

- (a) Planning ;
- (b) Administration, including carrying out performance accountability requirements:
- (c) Professional development:
- (d) 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
- (e) 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.

Generation

Budget generation is based upon student enrollment. For every 15 enrollment hours a student earns, one unit of instruction is generated. To illustrate this, take the following example class that meets for 3 hours every Monday and Wednesday:

| | | | | | |
|---------------------------|----------|----------|----------|----------|----------|
| | M | W | M | W | M |
| <i>Student Attendance</i> | E | P | A | P | C |

The example student above would accrue the following Attendance Hours, Enrollment Hours, and Units of Instruction:

| | |
|---------------------------|--|
| Attendance Hours (AH) | 4 days of attendance × 3 hours each = 12 Attendance Hours |
| Enrollment Hours (EH) | 5 days of enrollment × 3 hours each = 15 Enrollment Hours |
| Units of Instruction (UI) | 15 enrollment hours ÷ 15 = 1 Unit of Instruction |

Generation is then calculated by multiplying the student’s total units of instruction by the base rate (a dollar value determined by statute) and the funding multiplier assigned to the instructional category. Unit of Instruction rates are determined by statute. The funding amount assigned to each instructional category is listed below:

| Instructional Type | Base Rate | Funding Multiplier | Funding Amount per UI |
|---------------------------|------------------|---------------------------|------------------------------|
| ABE | \$136.29 | 100% | \$136.39 |
| ASE | | 90% | \$122.75 |
| HSCR | | 90% | \$122.75 |
| VOC | | 125% | \$170.49 |
| ESL | | 100% | \$136.29 |

A minimum of 45% of State Basic, Federal Basic, and IELCE budgets must be allocated for direct instruction. By the end of the fiscal year, a program must generate at a minimum the entire 45% direct instruction for each funding source (with the exception of the State Performance budget). (Illinois Policy).

In the spring of each year, providers will be asked to review their budgets to determine whether they will use all of their allocated funding. This process is called the “Intent to Release/Request Additional Funding.” If applicable, providers will document an amount of funding to release or may request additional funds that may be available through this process.

Providers should regularly review generation and expenditures throughout the year to determine if they have funds to release or could use additional funds as provided through the annual release/request process. If, at any point, a program does not intend to generate the full instructional budget for any funding source or expend the total AEL grant allocation, the provider should contact the appropriate Regional Program Support Specialist for technical assistance.

Other reasons for return of funding that are not associated as a part of the Release/Request Additional Funds process may include:

- Instructional funds generated are less than 45% of the final actual expenditures. (Illinois Policy)
- Expenditures for a full fiscal year are less than funds received.

- If the reported end of year expenditures in a funding source are less than 90% of the allocation, then the calculations for instruction, General Administration, Program Support and indirect costs are based on the **new total eligible funding amount** and will not exceed the revised allocation. The new amount is calculated using instructional funds generated and the appropriate percentage allowed for the expenditure category.
- External Audit identifies unspent or inappropriate use of funds.
- The monitoring process determines an inappropriate use of funds.
- The end of the year expenditure report shows the need to return funds.
 - The calculations from the end of year expenditure report will alert programs to revisions and the return of funds. Funds should be returned as soon as documented by the provider and confirmed by the ICCB Finance staff.

Administrative Cost Limitation

Federal Basic and Federal IELCE funding have a statutory limitation on the costs of administration. Federal Basic and Federal IELCE are limited to 5%. 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 State Basic and State Performance are limited to the institution's Negotiated Indirect Cost Rate, NICR, or the De Minimis Rate, (Illinois Policy).

Fees

Students may not be charged for instructional costs including the cost of instructional materials. Any provider using State Basic and/or State Performance funds may supplement the cost of offering ASE classes using a \$6.00 fee per student per unit of instruction with a cap of no more than \$30 per semester per student. (Students receiving assistance under the Illinois Public Aid Code cannot be charged this fee.) An accounting of all fees collected must be maintained for each fiscal year. Additionally, an accounting of how the collected fees were used to provide

services to ASE students must be maintained. The fees collected during a fiscal year must be spent during that same fiscal year. All records dealing with a fee charge are subject to monitoring and audit. (Illinois Policy)

There is never an instance when a student is enrolled in a class, which uses Federal funding streams, 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 required to keep documentation as required by OMB Circular A87 Attachment B-8h. 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 AEL provided forms a Final Budget and, in competition years, a Budget Narrative. The Instructional Line of each budget for State Basic, Federal Basic, and Integrate English Literacy and Civics Education (IELCE) must be generated.

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 31st.** Expenditure of funds under a requested revision is prohibited and will not be reimbursed if expended before Grantor gives written approval.

If a funded provider is a consortia of eligible entities, the lead agency is the fiscal agent for the consortia. As such, this agency is responsible for the submission of all fiscal documents and reports

and must ensure that each consortia member follows all federal and state policies and guidelines in the delivery of adult education services.

Fifty-one percent (51%) or more of the direct instructional costs of each class must be paid with ICCB AEL funds.

Annual Audit

Every grantee is required to complete an annual audit. 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 complete 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](#)."

Section 5: Student Intake

Major Policy Points

- 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. (Federal and State Policy)
- 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 conducted to establish a baseline for instruction. (Federal and State Policy)
- Students in Adult Education are required to enter into Career Pathway programs. (State and Federal Policy)

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.

To facilitate the intake process and meet the requirements for maintaining student data, an intake form must be completed for each student.

- 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 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.
 - If a program uses an electronic intake form, the form must include all relevant student data and have a method of verification.
 - All electronic enrollment processes must follow institutional policies for maintaining student privacy
 - All electronic intake records must be saved in accordance with all ICCB policies and must be stored in a manner that protects a student's Personal Identifiable Information.
- 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 [EDGAR \(CFR § 200.334\)](#), records must be retained for a period of three years from the date of submission of the final expenditure report.

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. Detailed information regarding assessment and appropriate waivers resulting from COVID-19 or other national / state emergencies can be found in Assessment (Section 6).

Section 6: Assessment

Major Policy Points

- All students are required to be assessed with an ICCB approved assessment in every instructional category (ABE, ASE, or ESL) in which they're enrolled. Students enrolled in Vocational only or Foreign Language GED[®] only are the two exceptions to this requirement. (Federal and State Policy)
 - Students enrolled in Foreign Language GED instruction should be assessed to ensure they are functioning at the ASE level. Foreign Language GED[®] instruction can only occur at the ASE level. Programs have discretion in selecting the assessment tool to use (i.e. SABE or locally developed instrument), but it should be appropriate for the student population. (State Policy)
- Staff administering the approved assessments must be properly trained, and all official assessments used for student placement must be approved by ICCB. (Federal and State Policy)
 - Current assessments for ELA include the BEST Literacy, BEST Plus 2.0, and the CASAS Life and Work Reading. For ABE, ASE or HSCR, the approved assessments are the TABE 11/12 and CASAS GOALS. (Federal and State Policy)
- Level gains are measured by improvement based on point gain from pre-test (first assessment used for the fiscal year) to the post-test (final assessment for the fiscal year).(Federal and State Policy)
 - In order for results to be claimed, post-testing must be conducted within time frames established by the test publishers. (Federal Policy)
 - Programs must ensure that students are administered alternating forms of the assessment as appropriate. (Federal Policy)
 - Any testing accommodations for assessing special populations must be within the guidelines established by the test publisher. (Federal Policy)
- Programs may elect to use an assessment from the previous Period of Participation (PoP) for placement in the new PoP if that assessment was administered within 120 days of the student's enrollment in the new PoP. (State Policy)

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, ESL) in which they are enrolled. Students enrolled in Vocational only or Foreign Language GED[®] only are the two exceptions to this requirement. It is

important to note, however, that Vocational only students must be adult-education eligible and VOC-only courses must be **in addition to** ABE, ASE, or ESL courses.

Students enrolled in Foreign Language GED® instruction should be assessed to ensure they are functioning at the ASE level. Foreign Language GED® instruction can only occur at the ASE level. Programs have discretion in selecting the assessment tool to use (i.e., SABE or locally developed instrument), but it should be appropriate for the student population.

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 qualify students for academic and vocational programs, 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 to be completed by the student's third-class meeting in the enrollment period (open-entry classes) or by the third period of the class (fixed-entry classes) to establish a baseline to determine student progress.
- Student placement for NRS purposes is required and must occur through ICCB AEFL-approved assessments. 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.
- Students are required to be assessed with at least one approved ELA assessment for ELA instruction and at least one approved ABE/ASE assessment for ABE, ASE, or HSCR instruction. **If students are enrolled in both ELA instruction and ABE/ASE instruction, they should receive both an ELA assessment and an ABE/ASE assessment.**
- 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.

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 made 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 Performance PoPs Report generated by the State Data Management System 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 GOALS Reading, CASAS GOALS Math, TABE 11/12-Reading, TABE11/12-Math, CASAS Life & Work Reading, BEST Plus 2.0, & BEST Literacy.

- 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. The approved tests for Illinois are CASAS GOALS Reading, CASAS GOALS Math, TABE 11/12-Reading, TABE 11/12-Math, CASAS Life & Work Reading, BEST Plus 2.0, & BEST Literacy.
- 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 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 face-to-face 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, 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 (final assessment for the fiscal year).

Programs serving ELA students have the discretion to select from three ELA assessments (i.e. BEST Plus 2.0, BEST Literacy, or CASAS Life & Work Reading). Programs can 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 can 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. However, it is important to note that if two ELA assessments are given for placement and NRS purposes, the student's NRS level will be based on the assessment reflecting the lowest EFL.

Programs serving ABS/ASE students have the discretion to select from two ABE/ASE assessments series: TABE 11/12 (Math and Reading) or CASAS GOALS (Math and Reading). 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.

Data Management

It is vital that adult education programs have exemplary data quality practices. Section 12: Reporting and Records outlines the expectations 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 Section 12: 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 through the ICCB Adult Education Professional Development Network 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 available in the iLearn system is required for all new instructors within 6 months of their hire date and the training addresses the instructor's

role in the 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, BEST Plus 2.0, and the CASAS Life & Work Reading. For Adult Basic Education (ABE), Adult Secondary Education (ASE) or High School Credit (HSCR), the approved assessments are the TABE 11/12 and CASAS GOALS.

In order 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 in order to ensure the validity and reliability of the results. ICCB Adult Education and Literacy and the Illinois Professional Development Network (PDN) offer training workshops on each of the assessment instruments.

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 11/12

All ABE/ASE instructors and program administrators must take the one-hour iLEARN course TABE 11/12 Training Part 1. Anyone who administers the TABE 11/12 test must take the full iLEARN course TABE 11/12 Training Parts 1 and 2.

CASAS GOALS

All administrators with ABE/ASE programming are required to complete the iLEARN course titled *CASAS GOALS Overview for Administrators*. All CASAS GOALS test administrators are required by the test publisher to complete the *CASAS Implementation Training through the PDN*.

BEST Plus 2.0

All BEST Plus test administrators are required by the test publisher to attend the in-person BEST Plus 2.0 Test Administrator Training given by the Adult Learning Resource Center. To maintain scoring reliability, test administrators are strongly encouraged to recalibrate their skills annually by attending a refresher training or using the Refresher Kit that may be purchased from the test publisher (Center for Applied Linguistics). The BEST Plus 2.0 rubric is complex, and annual refreshing of skills helps to ensure valid scores.

CASAS Life and Work Reading

All CASAS Life and Work Reading test administrators are required by the test publisher to complete the CASAS Implementation Training through the PDN.

Virtual Assessments

Only the TABE 11/12, Best Plus 2.0, CASAS Goals, and CASAS Life and Work Reading can be offered virtually. A program test administrator must complete all required training for virtual assessments.

BEST Literacy

Test administrator training is offered by the Professional Development Network. 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.

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 Skills Test, BEST Plus 2.0, and/or the CASAS Life & Work Reading to place students into the appropriate class for ELA. TABE 11/12 and CASAS GOALS pre-test results may also be used for ABE, ASE or HSCR placement.

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 three state-approved ELA tests are the BEST Literacy, BEST Plus 2.0, and the CASAS Life & Work Reading.

The **BEST (Basic English Skills Test) Literacy** is a reading and writing test based on daily tasks such as reading clothing and food labels, addressing an envelope, and filling out a form. This assessment is appropriate for levels 1-5 of ESL, has a maximum time for administration of 60 minutes, and can be administered individually or to a group. Forms B, C, and D are the only approved Best Literacy assessment forms in Illinois. If a student lacks the literacy skills to be assessed with the BEST Literacy (for example, a student is not literate in his or her native language), then programs may administer the BEST Literacy Screener. If the student is not successful on the screener, a zero will be recorded in the data collection system as a pre-test score. The screener should only be administered once upon enrollment in the adult education program. Subsequent post-testing should use the BEST Literacy itself, not the screener.

The following approved **CASAS Life and Work Reading** tests are administered to assess reading in life and work contexts through a multiple-choice format: 27R, 28R, 81R, 82R, 81RX, 82RX, 83R, 84R, 185R, 186R, 187R, and 188R. 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 25-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. Both the paper and eTest formats take approximately 60 minutes to administer.

The **BEST Plus** 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.

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 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.

Summary of ELA Testing

| NRS Levels | BEST Plus 2.0 | BEST Literacy* | CASAS Life & Work Reading |
|--------------------------------|-------------------------|-----------------------|--------------------------------------|
| Beginning Literacy ESL Level 1 | 361 and Below | 0 – 20 | 153-180 |
| Low Beginning ESL Level 2 | 362 – 427 | 21 – 52 | 181-190 |
| High Beginning ESL Level 3 | 428 – 452 | 53 – 63 | 191-200 |
| Low Intermediate ESL Level 4 | 453 – 484 | 64 – 67 | 201-210 |
| High Intermediate ESL Level 5 | 485 – 524 | 68 – 75 | 211-220 [^] |
| Advanced ESL Level 6 | 525 – 564 | 76 – 78 | 221-235 [^] |
| Exit Criteria | Above 565 ^{**} | NA | Above 235 ^{**} |

** Students can be placed into Advanced ESL using Best Literacy, but the test does not assess skills beyond this level, so students cannot exit Advanced ESL with this test. Re-testing of students who enter this level with another assessment is appropriate if additional ELA services are needed. Programs should also alternate forms B, C, and D of the BEST Literacy as post-testing is conducted.*

*** A score above 235 on the CASAS Life & Work Reading or a score above 565 on the BEST Plus 2.0 places the student in the Exit Criteria range. Students scoring in this range should be transitioned to other services. If the student is in need of additional ELA services, an assessment that reflects the need should be administered. Programs administering the CASAS Life & Work Reading should alternate forms as post-testing is conducted.*

^ It is recommended but not mandatory that a student scoring in the 215 to 235 range on CASAS be transitioned into ABE programming and receive TABE assessments to reflect Measurable Skill Gains on NRS Assessments.

The BEST Plus 2.0 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 places them in the Advanced 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 as the second assessment will be used for student placement.
2. If the student's pre-test score on either the CASAS Life & Work or BEST Plus 2.0 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 the BEST Literacy or CASAS Life & Work 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 enrollment only in ELA, if the student's pre-test in the BEST literacy is at the Advanced Level and another ELA assessment reflects the Exit Criteria range, placement will be based on the BEST Literacy test. If a student's pre-test on the BEST Literacy reflects the Advanced ESL level and either the CASAS or BEST Plus assessment reflects an equal or lower level, placement will occur based on the CASAS or BEST Plus.
 - For ELA students with either a BEST Literacy pre-test at the Advanced level or another ELA pre-test in the Exit Criteria range who are dually enrolled in a class requiring the TABE (i.e. ABE/ASE etc.), the student's placement and progress for NRS will be based on the EFL of the TABE assessment. SPECIAL NOTE: In all other instances of dual enrollment between ESL and ABE/ASE, the student's placement and progress will be based on the ELA assessment.

Guidelines for Students Reaching ESL 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 2.0). 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 the TABE 11/12 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, 11 and 12. CASAS GOALS Reading comes in eight forms (901-908), while CASAS GOALS Math comes in four forms (913, 914, 917, 918).

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 must be 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. 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 11/12 Reading or CASAS GOALS Reading is required. Students scoring 2.0 – 6.9 on the TABE Reading or CASAS GOALS Reading 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 11/12 Language test is optional and may be administered to inform instruction. Students enrolled in math-only instruction should be administered the TABE 11/12 Math or CASAS Goals Math 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 11/12 Math or CASAS GOALS Math either to inform instruction or for placement and NRS purposes. Important items to note are as follows:

- Students receiving only the required assessment (TABE 11/12 Reading or CASAS GOALS Reading) will be placed and progress measured based on that assessment.
- If the optional math test is introduced, placement will occur and progress will be measured based on the assessment reflecting the lowest EFL.
- 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 11/12:

- Alternate Form Testing: 50-60 hours of instruction is recommended when testing with an alternate form (i.e. 11M to 12M or A1 to B1) 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. 11M to 11M or A3 to A3)

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

Summary of ABE, ASE and HSCR Testing and NRS Levels for TABE 11/12

| NRS Levels | TABE 11-12 Scale Score | Grade Level |
|---|-------------------------------------|--------------------|
| Beginning Literacy ABE Level 1 | Reading 300 – 441 Math 300 – 448 | 0.0 - 1.9 |
| Beginning Basic ABE Level 2 | Reading – 442-500 Math – 449-495 | 2.0 - 3.9 |
| Low Intermediate ABE ABE Level 3 | Reading – 501-535 Math – 496-536 | 4.0 - 5.9 |
| High Intermediate ABE ABE Level 4 | Reading – 536-575 Math – 537-595 | 6.0 - 8.9 |
| Low Advanced ASE ABE Level 5 | Reading – 576-616 Math – 596-656 | 9.0 - 10.9 |
| High Advanced ASE ABE Level 6 | Reading – 617+ Math – 657+ | 11.0 - 12.9 |

Summary of ABE, ASE and HSCR Testing and NRS Levels for CASAS GOALS Reading

| NRS Levels for Reading | CASAS GOALS Reading Scale Score | Grade Level |
|---|--|--------------------|
| Beginning Literacy ABE Level 1 | 165 – 203 | 0 – 1.9 |
| Beginning Basic ABE Level 2 | 204 – 216 | 2.0 – 3.9 |
| Low Intermediate ABE ABE Level 3 | 217– 227 | 4.0 – 5.9 |
| High Intermediate ABE ABE Level 4 | 228 – 238 | 6.0 – 8.9 |
| Low Advanced ASE ASE Level 5 | 239 – 248 | 9.0 – 10.9 |
| High Advanced ASE ASE Level 6 | 249 and above | 11.0 – 12.9 |

Summary of ABE, ASE and HSCR Testing and NRS Levels for CASAS GOALS Math

| NRS Levels for Mathematics | CASAS GOALS Math Scale Score | Grade Level |
|-----------------------------------|-------------------------------------|--------------------|
|-----------------------------------|-------------------------------------|--------------------|

| | | |
|---|---------------|------------|
| Beginning Literacy ABE Level 1 | 178 – 193 | 0 – 1.9 |
| Beginning Basic ABE Level 2 | 194 – 203 | 2.0 – 3.9 |
| Low Intermediate ABE ABE Level 3 | 204 – 214 | 4.0 – 5.9 |
| Middle Intermediate ABE ABE Level 4 | 215 – 225 | 6.0 – 7* |
| High Intermediate ABE ABE Level 5 | 226 – 235 | 7* – 8.9 |
| Adult Secondary Education ASE Level 6 | 236 and above | 9.0 – 12.9 |

* Grade level 7 is part of both Middle Intermediate ABE and High Intermediate ABE

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 (final assessment 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.

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's Guidelines

| | |
|--------------------------------------|--|
| TABE 11/12 | <p>Minimum of 40 hours of instruction;</p> <p>Alternate Form Testing – 50-60 hours of instruction is recommended when testing with an alternate form (i.e. 11M to 12M or A1 to B1) for students that test into NRS Levels 1-4 (ABE) and NRS Levels 1-6 (ESL) with a minimum of 40 hours</p> <p>Same Form Testing – 60-80 hours of instruction is recommended when testing with the same form (i.e. 11M to 11M or A3 to A3)</p> |
| CASAS GOALS | <p>Minimum of 40 hours of instruction;</p> <p>Recommend 70-100 hours of instruction</p> |
| CASAS Life & Work Reading | <p>Minimum of 40 hours of instruction;</p> <p>Recommend 70-100 hours of instruction</p> |
| BEST Literacy | <p>Minimum of 60 hours of instruction;</p> <p>Recommend 80-100 hours of instruction</p> |
| BEST Plus 2.0 | <p>Minimum of 60 hours of instruction;</p> <p>Recommend 80-100 hours of instruction</p> |

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. (State Policy) 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. The Illinois data collection system 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.

Under certain circumstances, level gains can be calculated across two different PoPs (Federal Policy). If a participant exits a period of participation without a post-test, a test administered at entry of the subsequent PoP may be used as a post-test for the previous PoP under the following conditions:

1. The participant accrued enough AH to post-test in the first PoP. The test given at entry to the second PoP may be used as a pre-test for PoP2 and a post-test for PoP1. If the student gains an NRS EFL, this will count as a level gain for PoP1.

2. The participant does not accrue enough AH to post-test in the first PoP but receives enough AH for post-testing in the second PoP by combining hours in the first and second PoP. If the student is tested, the test will count as a post-test for PoP1 and a pre-test for PoP2. An EFL gain, if achieved, will count in PoP1. Assessing an EFL gain in PoP 2 requires another test after sufficient instructional hours as dictated by the test publisher.

Adult Education and Literacy Assessment Requirements Summary

| | | | |
|---|--|---|--|
| <p>ELA</p> | <p>One of the following ELA assessments: 1. BEST Literacy 2. BEST Plus 2.0 3. CASAS Life & Work Reading</p> | <p>If needed, a 2nd ELA assessment can be administered to the student.</p> <p>IMPORTANT NOTE: Only one is required for NRS purposes. Programs may elect to administer a second ELA assessment to inform instructional practices.</p> | <p>If two ELA assessments are administered for placement and NRS purposes, placement for the National Reporting System (NRS) is based on the following:</p> <ol style="list-style-type: none"> 1. Student is placed and progress is measured based on the assessment reflecting the lowest Educational Functioning level (EFL). 2. If both assessments reflect the same EFL, NRS placement is based on the first assessment given 3. If both assessments reflect the same EFL and both were given on the same day, placement is assigned in the following order (see exception below)²: <ol style="list-style-type: none"> a. BEST Plus 2.0 b. CASAS Life and Work Reading c. BEST Literacy |
| <p>ABE, ASE or HSCR (not classified as Math-Only)</p> | <p>One of the following ABE/ASE assessments: TABE 11/12 Reading Or CASAS GOALS Reading</p> | <p>TABE 11/12 Math CASAS GOALS Math</p> <p>IMPORTANT NOTE: <u>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 GOALS Math may be appropriate.</u></p> | <p>For students enrolled in ABE, ASE or HSCR courses, the TABE 11/12 Reading or CASAS GOALS Reading is required. However, students in these types of enrollments can also be given the TABE 11/12 Math or the CASAS GOALS Math either to inform instruction or for placement and NRS purposes. Important items to note are as follows:</p> <ol style="list-style-type: none"> 1. Students receiving only the required assessment (TABE 11/12 Reading or CASAS GOALS Reading) will be placed and progress measured based on that assessment. 2. If the optional test is introduced, placement will occur and progress will be measured based on the assessment reflecting the lowest EFL. 3. If both the TABE-R and the TABE-M reflect the same EFL, the student will be placed based on the assessment with the lowest scale score. |

| | | | |
|---------------------------------------|--|------|--|
| | | | a. If the EFL’s and the scale scores are the same, placement will be based on the TABE-R results. |
| Math-Only | One of the following ABE/ASE assessments: TABE 11/12 Math Or CASAS GOALS Math | None | Students enrolled in Math-Only instruction should be administered the TABE 11/12 Math or CASAS GOALS Math test. Placement will be based on the EFL reflected by this assessment. |
| Foreign Language HSE (GED® or HiSET®) | None | N/A | Foreign Language HSE only does not require assessments. |

TABE 11/12 Reading or CASAS GOALS Reading 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 11/12 Reading/CASAS GOALS Reading *and* the TABE 11/12 Math/CASAS GOALS Math.

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 (DAISI). If both a math and reading assessment are administered, the assessment reflecting the lowest NRS EFL will be used to calculate level gains for NRS Reports. If both assessments reflect the same NRS EFL, the assessment with the lowest scale score will be used.

Pre- and Post-Testing Exceptions

- Local programs are not required to test Foreign Language-Only HSE (GED® or HiSET®).
- 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, ICAPS, or ESLTP program; etc.) are **not** required to take a post-test.

Section 7: Instruction

Major Policy Points

- 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. (State Policy)
- Programs may choose to provide Vocational Skills Training to students. (Federal and State Policy)
- Programs who received Integrated English Literacy/Civics Education (IELCE) funding are required to use and document the use of the Illinois IELCE Competencies. Students enrolled in IELCE instruction are required to complete a minimum of two competencies per 15 hours of attendance. (State Policy)
- All courses must be approved by the ICCB prior to instruction. (State Policy)
- Courses must be offered in a fixed entry, open-entry/exit, and/or an individualized instruction format. (State Policy)
- As applicable, programs are required to incorporate evidence based reading strategies into instruction. (Federal and State Policy)
- Programs are required to incorporate career pathways into the instructional process. This includes providing all adult learners with access to Bridge programming and/or Integrated Education and Training instruction either as a single program or through a coordinated approach within an Area Planning Council or Workforce Area. (Federal and State Policy)
- Programs are required to incorporate the Illinois Adult Education Content Standards into curricula and instruction through the use of standards proficient instructors. (Federal and State Policy)
- Programs are required to incorporate digital literacy into instruction. (Federal and State Policy)
- Programs must ensure they are only serving students who meet the criteria as outlined in state and federal law and guidance. (Federal and State Policy)
- Programs may provide instructional activities in Family Literacy/Parenting, Literacy Coordination, and Workplace Literacy. (Federal and State Policy)

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. Programs are required

to provide instruction in at least one of the instructional categories listed below. 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; Bridge instruction and U.S. Citizenship Education.

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.

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.

English as a Second Language (ESL)/English Language Acquisition (ELA)

ESL/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.

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. **ICCB AEL funds can only be used for approved core academic courses and electives that will prepare students for college and career readiness.**

Vocational Skills Training

Programs may choose to provide Vocational Skills Training to students. A program may choose to offer Vocational Skills Training in addition to the required instructional categories listed above. The recommended method to offer VOC training is as a part of either bridge programming or through an Integrated Education and Training (IET)/ and/or Integrated English Literacy and Civics Education (IELCE) programs. Vocational should not be the bulk of your course offerings. Students taking vocational courses still must be adult-education eligible students.

Vocational Skills Training (VOC) consists of an ICCB AEL-approved course that is short-term in nature. VOC training leads to an industry recognized certificate or credential related to a specific career pathway. The training must provide entry-level workforce skills which lead to employment and prepare adults with limited academic or limited English skills to enter and succeed in credit-bearing postsecondary education and training leading to career-path employment in high-demand, middle- and high-skilled occupations. For the purpose of awarding performance dollars, a student may only be marked as a VOC completer in the approved data system if the student receives an industry recognized certificate.

AEL funds can provide no more than 12 units of instruction (180 hours) in vocational training over the lifetime of a student's enrollment in an ICCB AEL-approved program. Only state funding can be used to fund vocational training. VOC training will allow for more than 180 hours of instruction if the additional hours are paid from unrestricted or other restricted funds. However, vocational completion for performance dollars will only be awarded based upon ICCB restricted – adult education state resources. Beginning in FY15 providers may use State dollars to offer approved 1.2 (community colleges) level credit earning courses to Adult Education students on Career Pathways. Every effort should be made to coordinate with financial aid for Vocational programming.

Integrated English Literacy/Civics Education (IELCE)

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?
- [§ 463.71](#) How does the Secretary make an award under the Integrated English Literacy and Civics Education program?

Resources and Tools

[Integrated English Literacy and Civics Education \(IELCE\) Program Guide](#)

Programs who received Integrated English Literacy/Civics Education (IELCE) funding are required to provide instruction that includes English language acquisition and Civics instruction. Additionally, programs must either offer an IET or ensure students have access to an IET with a partnering agency. If the services are offered at a partnering agency, programs must ensure the student has a transition plan with support services. Students enrolled in IELCE instruction are required to complete a minimum of two civics competencies per 15 hours of attendance.

The Illinois Community College Board receives funding from the Federal government to provide Integrated English Literacy Civics Education instruction to immigrants residing in Illinois. The purpose of these funds is to prepare adults who are English language learners for, and place such adults in unsubsidized employment in in-demand industries and occupations leading to self-sufficiency and also to integrate with the local workforce development system and its functions to carry out activities of the program.

Integrated English Literacy/Civics Education (IELCE) includes education to immigrants and other limited proficient populations and are designed to 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 and to integrate with the local workforce development system and its functions to carry out the activities of the program in combination with Integrated Education and Training programming. Curriculum for this instructional category assists participants to effectively engage in the education, work, and civic opportunities of the United States of America.

The Components of an IELCE program include:

- Educational Services: Literacy/English language acquisition
- Civics Education
- Workforce Preparation
- Integrated Education and Training

Educational Services: Literacy/English Language Acquisition

Educational Services under IELCE are equivalent to the instruction provided under English Language instructional services as described above. 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. These services should be provided in combination with IET and Civics Education. Programs are strongly encouraged to incorporate civics education with English language acquisition instruction.

Civics Education

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). All students claimed to IELCE funding will be required to complete a minimum of two competencies per 15 hours of attendance. It is suggested that programs use their IELCE funds for classes at the High Beginning ESL level and above.

Throughout a combination of classroom instruction and community connections, these competencies will enable participants to effectively engage in education, work, civics opportunities, and rights and responsibilities of citizenship while continuing to build their English language and literacy skills. The competencies may be used at each level of ESL/ELA instruction; however, a program should increase the level of difficulty as the student progresses.

Programs and/or instructional staff should use the competency checklist to document proficiency in achieving the required competencies. This information must be entered into the approved data collection system and a copy of the checklist maintained with the master class file (if using the class checklist) or with the student file (if using the individual checklist).

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) 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. | <ul style="list-style-type: none"> • 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.

Upon approval, the course(s) must be entered in the approved data collection system. See the [DAISI 2.0 User Guide](#) for more information.

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.

Community College providers should complete New Course Submission Form (11-C1), which can be found in Appendix C, or on the [ICCB website](#). A completed form, along with a syllabus for the course, must be attached to your ICCIS submission. The syllabus criteria are the same to that of the non-community college programs (see above). If your ICCIS submission does not contain both an Adult Education New Course Submission Form (11-C1) and a syllabus, it will not be processed. Following the review of the courses, the institution will be notified through the specified process.

Upon approval, the course(s) must be entered in the approved data collection system. See the [DAISI 2.0 User Guide](#) for more information.

Maximum Units of Instruction

To calculate the Maximum Units of Instruction, use the formula below.

$$\text{Max UI} = \frac{\# \text{ hrs per day} \times \# \text{ days per week} \times \# \text{ weeks}}{15} \times (\# \text{ course repeats} + 1)$$

Example:

| | | |
|---|-------------------------------------|---------------------------------|
| Intensity and Duration (Hrs. per Day/Days per Week/Number of Weeks): 3 hrs/day, 2 days/week, 16 weeks | | |
| Population the Course is Expected to Serve: _____ | | |
| Credit Hour Total: _____ | Units of Instruction Minimum: _____ | Times Course Can Be Repeated: 3 |
| Fixed: <input type="checkbox"/> | Units of Instruction Maximum: _____ | |

$$\text{Max UI} = \frac{3 \times 2 \times 16}{15} \times (3 + 1)$$

$$\text{Max UI} = \frac{96}{15} \times (4)$$

$$\text{Max UI} = 25.6$$

Instructional Format

Courses must be offered in a fixed entry, open entry/exit, and/or an individualized instruction format. Programs are required to establish systems of courses or classes that meet

the needs of students. Classes should be offered at flexible and convenient times and locations to accommodate student needs. Currently, many classes are offered ranging from eight- to sixteen-week intervals providing flexibility in scheduling to meet the needs of the student.

Below are a number of formats that may be offered by a program. A program may consider offering multiple formats when offering classes. However, it is recommended that programs examine transitioning to a managed enrollment approach to ensure high quality focus on instructional services offered.

Managed Enrollment

Many programs choose to provide instruction and programming in a managed enrollment environment. Managed enrollment is a system developed by local programs that is characterized by entry points that are set at logical break points in the curriculum (typically 3-6 weeks or up to 8 weeks long). Class terms are determined by examining curriculum and using program data to identify how many weeks students attend a class and to help avoid high rates of attrition. Programs may choose to operate a managed enrollment system through fixed, open and/or individualized instruction formats. All classes supported with restricted funds and to be claimed to the current fiscal year must end by June 30th. Appropriate post-testing for these classes must be conducted on or before June 30th in accordance with test publisher guidelines. Any testing conducted after June 30th will only be used in calculating outcomes for the next fiscal year. Programs that utilize Unrestricted or Other Restricted funds to support classes should be aware of the cutoff dates in which testing can be claimed for a fiscal year and the implications for federal reporting.

Fixed Entry

Fixed entry is defined as a class that has a fixed starting and ending date which meets on specific days and times.

- 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 may only enter within the first three days of class (with the exception provided by the Enrollment/Transfer code).
 - For more information regarding the use of the Enrollment/Transfer (ET) code, refer to the document *“Use of Transfer Code in Fixed Entry Classes”* on the ICCB website.
- Students must be present and complete assessment by the third scheduled class period.
- The midterm is defined as the midpoint of the class (e.g., a quarter, semester, or year).
- If a student is attending and making progress at midterm, the student receives enrollment hours for the entire term.
- After five consecutive absences, if the student is not present on the sixth day, they will be officially dropped and may be dropped sooner if appropriate. A student must enroll in the class by the midterm to claim all enrollment hours. In a fixed enrollment program, students who have been dropped may be re-enrolled in the program but must be placed in a class section with a starting date consistent with the re-enrollment date.
- Non-attendance days (e.g., emergency closings, professional development days, or holidays) may be claimed as enrollment days.
- Students are enrolled in the class, a class list is generated, and attendance records must be available to support all student claims.
- Complete class information must be entered into the DAISI data system.

- Attendance hours in a specific class section begin to accrue once a student has earned at least 7.5 hours of attendance in that class section.

Open-Entry/Exit

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.
- After five consecutive absences, if the student is not present on the sixth day, they will be officially dropped and may be dropped earlier if appropriate. A program may choose to re-enroll the student.
- Non-attendance days (e.g., emergency closings, professional development days, or holidays) may be claimed as enrollment days.
- Students are enrolled in the class, a class list is generated, and attendance records must be available to support all student claims.
- Complete class information must be entered into the DAISI data system.
- Attendance hours in a specific class section begin to accrue once a student has earned at least 7.5 hours of attendance in that class section.

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.**

Note that in Hybrid classes (in which there is both Regular and Individualized attendance), attendance hours begin to accrue once a student has earned at least 7.5 hours of attendance in the *synchronous* portion of the class.

Evidence Based Reading Instruction (EBRI)

Programs are required to incorporate evidence-based instructional strategies into reading instruction for ABE/ASE and higher-level ESL students. Evidence-based reading instruction (EBRI) practices are based on current reading research to maximize reading gains for adults. EBRI focuses on four components of reading skills: Alphabetics, Vocabulary, Fluency, and Comprehension. Student Achievement in Reading (STAR) training is offered bi-annually by the Adult Learning Resource Center. It provides comprehensive training on EBRI and the essential components of reading, as stated in WIOA. STAR provides teachers and programs with in-depth training on diagnostic reading assessment, explicit instruction of the four component reading skills, and delivery of differentiated, leveled reading instruction.

In addition, the ALRC offers other EBRI-related professional development and iLEARN courses to supplement STAR training or introduce EBRI strategies to those who haven't attended a comprehensive STAR training.

More information about EBRI and STAR can be found on the [ALRC website](#).

Curriculum may include instruction in workplace language, career readiness/exploration, development of career plans, soft skills, and preparation for college entrance exams. This also includes instruction related to employment opportunities, access to job information, and self-analysis techniques.

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 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: <http://www2.iccb.org/excellence/resources/abease-curriculum-project/>. To assist in the development and alignment of curriculum with the ABE and ASE standards, professional development and training is available through [Central Illinois Adult Education Service Center](#).

ESL Content Standards

The Illinois ESL Content Standards define what adult English language learners should know and be able to do as a result of ESL 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.

The ESL Content Standards are located on the ICCB website. Professional development and training related to these standards are available through the [Adult Learning Resource Center \(ALRC\)](#).

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.

Instructional and Support Services for 16- and 17-year-Old Individuals

Adult Education Instructional and Support Services to 16 and 17-year-old individuals is allowable, if:

- the individual is not enrolled or required to be enrolled under state law
- formal separation documentation for 16 and 17-year-old students is obtained from either the public-school system or the relevant homeschooling association
 - documentation verifying the separation must be provided by the school district based upon the student's current residence
 - documentation must be received prior to a student's enrollment in an Adult Education program
 - documentation must be maintained in the student file

If the withdrawal documentation is not received, the program cannot serve the student until the documentation is received. If the student is 16 or 17 years of age and is served across fiscal years, a copy of the original documentation showing separation from the public/private school district or the relevant homeschooling association should be maintained in the subsequent fiscal year student file. In addition, for students within this age range, programs must indicate this information has been received within the DAISI system.

ICCB AEL funded programs are prohibited from serving au pairs in adult education classes. These students do not qualify for adult education classes because:

- Au pairs are required to take postsecondary classes since they are high school graduates. Adult education classes are not postsecondary, nor can they grant academic credit.
- Au pairs are here under J-1- Cultural Exchange visa and persons with that status do not qualify for adult education classes.

However, it is appropriate to use adult education funds to serve students with the following types of visas:

- Temporary worker (H 1-4)
- Spouses of U.S. citizens (K-3)
- Individuals who have green cards (legal entries)

If au pairs or students with visas other than those indicated need instructional services, refer them to academic or intensive English classes at your institution or another program if these classes are not offered at your institution.

ICCB is **not** suggesting that you ask your students for their visa status, but often students will identify their status while inquiring about class availability or during the orientation/intake process.

Additional Instructional Services

Programs may provide instructional activities in Family Literacy/Parenting, Literacy Coordination, and Workplace Literacy. 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 service for at-risk families that must include, but is not limited to, the four components of family literacy.

- Adult education as defined above.
- Parenting education includes information and support for parents on issues such as childbirth, development and nurturing of children, child rearing, family management, support for children learning, effective advocacy strategies for the rights of all children, and parent involvement in their child's education.
- Parent/child activities include regularly scheduled interactive literacy-based learning activities for parents and children.
- Child education includes age-appropriate education to prepare children for success in school and life experiences (includes early childhood programs, school programs and/or childcare).

Only three components—adult education, parenting education, and parent/child activities—can be funded by ICCB Adult Education and Literacy (AEL) funds. The fourth component—child education—must be funded by an appropriate child education partner.

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.

Workplace Adult Education and Literacy

Workplace Adult Education and Literacy include coordination of workplace education projects in collaboration with employers or employee organizations that are designed to meet the unique needs of participating workers and employers. Costs associated with Workplace literacy that are delivered at a workplace or off-site location for services such as instruction, curriculum development, assessment, and testing, etc. should be budgeted on the appropriate line for these services.

Workplace Literacy can be funded with Adult Education and Literacy funds provided the class or classes have the same open access as traditional Adult Education classes. All other rules of the AEL grant apply as well.

Note: When developing a workplace literacy program that serves incumbent employees, adult education providers can serve students who reside outside of Illinois if the following criteria are met:

- The individual is a current employee of the workplace literacy partner employer
- The workplace literacy course is specific to that employer
- The workplace literacy partner employer is located in Illinois

Distance Education

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 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.

Students served in i-Pathways, Burlington English, a different ICCB-approved vendor, or provider-developed at-a-distance classes are claimed as Distance Education students if specific criteria are met.

All distance learning curriculum must be approved through the ICCB Approval Process. Information can be found here: http://www2.iccb.org/adult_ed/remote-distance-learning/

Distance Education 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 the National Reporting System (NRS), each state must have a policy that defines which students are claimed as Distance Education. **It is important to note that provider-developed at-a-distance courses cannot be at the ASE level.**

Additionally, in order 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.
- Assessments not conducted through face-to-face interaction with a trained test administrator in a secure setting are not allowed for NRS reporting.
- 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 as appropriate. 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.

Section 8: High School Equivalency

High School Equivalency Overview

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.

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. The ICCB previously authorized the use of the Test Assessing Secondary Completion (TASC™) published by Data Recognition Corporation® between the years 2016-2020. 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. 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.

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.

ICCB-funded Adult Education programs prepare students enrolled in HSE preparation courses for successful completion of their HSE requirements and transition into postsecondary education and/or the workforce.

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.

For more information on pricing and policies for each format of the GED® and HiSET® exams, please see the attachment in *Appendix C: Illinois HSE Exam Options Table*.

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**

Please note, additional testing requirements apply to minors taking an *online-proctored HSE exam*. Please see the section “Online-Proctored HSE Exams” below.

- 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 hse@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

Identification

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/>

For more information on pricing and policies for each format of the GED® exam, please see the attachment in *Appendix C: Illinois HSE Exam Options Table*.

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 retake 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/>

For more information on pricing and policies for each format of the HiSET® exam, please see the attachment in *Appendix C: Illinois HSE Exam Options Table*.

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. For more information on pricing and policies for each format of the GED® and HiSET® exams, please see the attachment in *Appendix C: Illinois HSE Exam Options Table*.

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 DAISI, the data match between the Illinois HSE Database and DAISI 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 (<https://vss.pearsonvue.com/>).
- 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, adult education funds cannot 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.

Beginning July 1, 2023, the price for the online-proctored GED® exam will change. By that date, voucher information on the website and form above will be updated to include new pricing for the online-proctored GED® exam.

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/>.

HiSET® Exam Voucher Information:

- Complete a [OPT order form](#) and submit to ETS. Pricing is available on the form.

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® website (https://ged.com/educators_admins/program/), 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: https://ged.com/educators_admins/teaching/classroom_materials/
- **Professional Development**, such as Tuesday for Teachers webinars: https://ged.com/educators_admins/teaching/professional_development/

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: <https://hiset.org/test-centers-adult-ed-supporting-test-takers/>
- **HiSET® Program Resources** (<https://hiset.org/test-takers-downloadable-resources/>)
- **HiSET® Test Prep Resources** such as the Study Companion, sample questions, sample responses, and unofficial practice tests: [h https://hiset.org/test-takers-downloadable-resources/](https://hiset.org/test-takers-downloadable-resources/)

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

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 (13.5 credits) 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).

Credit Requirements

Candidates must provide documentation demonstrating completion of at least 18 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
- At least one course on consumer education.

All other credits required to meet the 18-credit minimum may be filled with elective coursework in any subject area.

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 13.5 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.

Filling Credit Gaps

Candidates who are lacking one or more of the 18 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. An adult education course which grants **three units of instruction** shall be considered equivalent to one year of high school credit in a relevant subject area. 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 18 required credits above, candidates completing the Transcript-Based Alternative Method of Credentialing program must complete the Constitution Module and 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. 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 and Flag requirement (“Constitution requirement”) as required by the Illinois Compiled Statutes–School Code ([105 ILCS 5/27-3](#)). 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.

The Constitution requirement was suspended from May 8, 2020 – June 30, 2022 due to the COVID-19 pandemic. Additionally, the Constitution requirement was suspended for Spanish speakers through February 3, 2023, when the Spanish version of the new Constitution Module was made available. The suspension of the Constitution requirement means:

- Anyone who completed and passed an ICCB-approved high school equivalency exam (GED® or HiSET®) based on the State of Illinois requirements during the suspension period will be issued a State of Illinois High School Diploma without the need to complete the Constitution requirement.
- Anyone who completed and passed a high school equivalency exam (GED®, HiSET®, or TASC™), but did not pass the constitution test prior to the suspension period, will be issued a State of Illinois High School Diploma upon request without the need to complete the Constitution requirement.
- For Spanish speaking HSE completers, the suspension period lasts through February 3, 2023.

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://iccbdsrv.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](mailto:ICCB.CookHSE@Illinois.gov) regarding HSE records for the fastest response.

Additional Information

The following documents can be found in [Appendix C](#) of this manual:

- [Illinois HSE Exam Options Table](#)
- [AE Request for Access to the GED Manager System](#)

- [Request to Access GED Manager for Illinois Corrections](#)
- [Order Form GED Tests](#)
- [Request to Administer GED® Tests in Illinois](#)
- [Request to Administer HiSET® Tests in Illinois](#)

For additional information, see:

- [ROE Locator Tool](#)
- GED Website: <https://ged.com>
- HiSET Website: <http://hiset.org>

Section 9: Student Support Services

Major Policy Points

- 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. (Federal and State Policy)
- Programs are required to develop written procedures and maintain auditable records describing how students will receive support services. (State Policy)
- Programs are legally responsible to adhere to administrative requirements according to the Americans with Disabilities Act (ADA). (Federal and State Policy)

Student 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:

- 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.

ADA 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 10: Professional Development

Major Policy Points

- Programs are strongly encouraged to develop specialists in the areas of assessment, math, Language Arts (reading, writing), ESL/ELA, Special Learning Needs, and transitions to serve on programmatic instructional teams. (State Policy)
- Programs are required to evaluate the transference of learning from professional development into practice. (State Policy)
- All instructional staff is required to complete a minimum of 12 hours of professional development. (Federal and State Policy)
- All new instructors are required to complete the Orientation to Adult Education for Instructors (OAE) within six months of hire and within the fiscal year the online NTO was started. (State Policy)
- Program staff must meet minimum qualifications for Adult Education. (State Policy)
- Administrators are required to attend state sponsored administrator training and meetings. (State Policy)
- Programs must meet in state and out of state travel requirements. (State Policy)

Professional Development Network

The Illinois Adult Education Professional Development Network is comprised of four centers, each with a key focus area. To ensure you and your team are aware of current offerings, please register for the [PDN Pulse](#), a weekly calendar promoting all the professional development offerings. Additionally, [Excellence in Adult Education](#) connects Adult Education professionals to relevant and timely resources.

Adult Learning Resource Center (ALRC)

Sue Barauski, Director
 2626 S. Clearbrook Drive
 Arlington Heights, IL 60005
 224-366-8620
sbarauski@cntrmail.org

Areas of Focus

- Evidence-Based Reading Instruction EBRI/STAR
- English as a Second Language (ESL)
- Integrated English Literacy and Civics Education (IELCE Citizenship)
- ESL Standards-Based Curriculum Development & Instruction
- ESL Assessment
- Digital Literacy
- Statewide Outreach Campaign

Central Illinois Adult Education Service Center (CIAESC)

Dawn Hughes, Director

Horrabin Hall
Western Illinois University
Macomb, IL 61455
309-756-2194
DJ-Hughes2@wiu.edu

Areas of Focus

- Adult Basic Education (ABE)
- Adult Secondary Education (ASE)
- ABE/ASE Curriculum Development and Standards Based Instruction
- ABE/ASE Assessment

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
- Equity / 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
sgoldam@siue.edu

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
- Equity for All Learners

Programs are strongly encouraged to develop specialists in the areas of assessment, math, Language Arts (reading, writing) ESL/ELA, Designing for Equity and Access for ALL Learners (Equity), 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 [Central Illinois Adult Education Service Center](#).

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 anticipated 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.

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. Programs are responsible and required to utilize DAISI in a timely manner to report the professional development activity of individuals within the program.

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 online NTO was started. Programs may create a local NTO; 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 NTO 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 NTO 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 NTO once. All programs employing the instructor must maintain documentation of completion of NTO. 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 (see page 197) for an at-a-distance or hybrid course in order to teach in an at-a-distance format.

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 11: National Reporting System

Major Policy Points

- 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. (Federal Policy)
- NRS reportable students are a subset of the program's entire population. In order to be reported to the NRS, students must meet certain criteria. (Federal and State Policy)
- Since the NRS is an outcome based reporting system, certain core measures are examined to determine student progress in adult education. This includes level gains in measurable skill gains/educational functioning levels and follow-up measures related to employment, attaining HSE/secondary credential, and entry into postsecondary education. (Federal and State Policy)
- As students exit the program, they must be separated for the appropriate reason to indicate why services are no longer warranted. (Federal Policy)

The National Reporting System for Adult Education

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.

Student Criteria

NRS reportable students are a subset of the program's entire population. In order to be reported to the NRS, students must meet **all** the following criteria:

- Student must have a minimum of 12 attendance hours from a claimable activity
- If enrolled in a fixed-entry program:
 - The student must be successfully retained through the midterm of a class,
 - The midterm date must be previous to the date on which the NRS Report is generated, and
 - The student's attendance must be entered through the midterm date at least 24 hours prior to the time at which the NRS Report is generated
- Student must have a complete, up-to-date, and error-free record in the approved data collection system (DAISI)
 - This includes an appropriate and approved assessment based on all instructional categories in which they are enrolled. The assessment must be recorded in the approved data collection system.

For students meeting these criteria, NRS requires tracking of participation measures (i.e., hours of attendance, instructional service type, etc.) and descriptive measures (i.e., student demographics, student status, and goals selected).

Students who meet **either** of the following criteria are not counted in NRS Reports:

- Student is enrolled exclusively in Foreign language HSE and/or Vocational courses
- Student scored at ESL Exit Criteria on their pre-test (unless they later pre-test for ABE/ASE instruction).

Core Measures

Since the NRS is an outcome-based reporting system, certain core measures are examined to determine student progress in adult education. This includes level gains in measurable skill gains/educational functioning levels and follow-up measures related to employment, attaining HSE/secondary credential, and entry into postsecondary education.

Measurable Skill Gain Indicators

The Measurable Skill Gain Indicator reflects one purpose of the adult basic education program: to improve the basic literacy skills of participants. This goal is the reason that all students reported to the NRS are counted in the measurable skill gain measure. This participant group is comprised of participants who, during a program year, are in an education or training program that leads to a recognized postsecondary credential or employment and who are achieving measurable skills gains defined as academic, technical, occupational, or other forms of progress towards such a credential or employment.

For Title II, Adult Education, there is a total of five types of Measurable Skill Gains (MSGs). There are two types of MSGs that all NRS-Reportable students are eligible to make:

- 1.) Educational Functioning Level (EFL) gain, and
- 2.) attainment of a Secondary Diploma/Equivalent.

Additionally, there are three MSG types that can be earned only by NRS-Reportable students who participate in an ICCB-recognized **Workplace Literacy Program***:

- 3.) Progress on secondary or postsecondary transcript or report card;
- 4.) demonstration of progress towards milestones; and
- 5.) passage of occupational/technical exam or progress in attaining occupational/technical skills.

*A **Workplace Literacy Program** is defined as an adult education program provided by an AEL-funded adult education provider in conjunction with a participating employer to provide adult education learners with the knowledge and skills necessary to obtain or retain employment, qualify for further training, and/or advance in their industry. Additionally, a **Workplace Literacy Program** is defined as an intentional sequence of instruction focusing explicitly on employability skills designed to aid adult learners in obtaining sustainable employment. To be considered a Workplace Literacy Program by the ICCB, all the following must be true:

- The program takes place in a work setting **or** includes explicit instruction on employability skills (such as those outlined by [the Illinois Essential Employability Skills Framework](#)).
- Courses included in the Workplace Literacy Program must have a CIP code of 32.0111 (**Workplace Literacy**) or 32.0105 (**Job-Seeking/Changing Skills**).
- The duration of the program must be at least 12 attendance hours within a fiscal year.
- The Workplace Literacy Program must be approved by the ICCB, following the same processes as approvals for Bridge, ICAPS/IET, or Illinois Secretary of State Workplace Skills Enhancement programs.
- The curriculum is contextualized to align with a specific [career pathway](#) or occupation **or** specifically addresses the Illinois Essential Employability Skills Framework.
- The program serves eligible adult learners.
- The knowledge, skills, and/or certificates or certifications attained by students in the program are portable beyond the participating employer, except in circumstances where the student is participating in a nonregistered apprenticeship program.
- Instruction is provided by a qualified, paid instructor.

For more information about Workplace Literacy Programs, and the MSGs their participants are eligible to attain, please reach out to your Regional Support Specialist.

Illinois National Reporting System Targets for FY2024

| Education Functioning Level (EFL) | FY24 Target |
|---|--------------------|
| ABE Beginning Literacy (ABE 1) | 44.3% |
| ABE Beginning Basic Education (ABE 2) | 35.3% |
| ABE Intermediate Low (ABE 3) | 33.2% |
| ABE Intermediate High (ABE 4) | 34.8% |
| ASE Low (ABE 5) | 39.8% |
| ASE High (ABE 6) <i>(shouldn't the target here be zero since post-testing is not required for ASE high?)</i> | 31.2% (?) |
| ESL Beginning Literacy (ESL 1) | 52.3% |
| ESL Low Beginning (ESL 2) | 51.9% |
| ESL High Beginning (ESL 3) | 51.0% |
| ESL Intermediate Low (ESL 4) | 41.5% |
| ESL Intermediate High (ESL 5) | 39.0% |
| ESL Advanced (ESL 6) | 21.2% |
| OVERALL MSG RATE: | 37.1% |

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.

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.

Students are automatically separated by the state data management system (DAISI) after 90 days of inactivity. Any further activity within the same fiscal year will be considered a new Period of Participation. See Section 6 – 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 12: Reporting and Records

Major Policy Points

- All ICCB AEL funded programs must submit programmatic reports on a quarterly basis. (Federal and State policy)
- All ICCB AEL funded programs must submit an annual budget, quarterly expenditure and final expenditure reports. Signed certifications of accuracy must accompany vouchers requesting payment, annual reporting, and final fiscal reporting statements. (2 CFR 200.415)(Federal and State policy)
- All ICCB AEL funded programs must submit an annual audit. (Federal and State policy)
- All ICCB AEL funded programs must maintain an Equipment/Inventory Report. This report must include all non-consumable items purchased with federal funds and any items with a cost of \$5,000 or more purchased with state funds. (Federal and State policy)
 - Programs must submit an annual report reflecting items with a single unit purchase price of \$5,000 or more.
- All programs must submit an AEL Certification of Units Report annually. (State policy)
- Administrative and individual student records must be maintained by the program. All records must be maintained by the institution for at least three 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. (Federal and State policy)
- Programs approved by ICCB to enter into sub-award agreement(s) are responsible for all student, programmatic, and fiscal records of the sub-awarding agency relative to services provided with ICCB funds. (Federal and State policy)
- 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. (Federal and State policy)
- WIOA requires that six measures of effectiveness for Adult Education programming are monitored and reported annually to the Federal Government. (Federal and State policy)
- All printed materials must have the American Job Center logo embedded. (Federal policy)

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 Request for Extension form found in Appendix C.) 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 work plan and data from DAIS-i. 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 DAIS-i is current.

Information required in the Programmatic Report:

- Partnerships and WIOA
 - Activities to ensure the program is coordinating services with core WIOA partners.
- Program Design
 - Information about how technology and distance learning is integrated into the program
- Recruitment and Retention
 - Number of NRS reportable students. This information comes from the NRS Performance Report.
 - The number of students that are reportable in the Program Status Report.
- Instruction and Assessment
 - Post-test rate. This number comes from the NRS Performance Report.
 - ADA information on number of students needing accommodations served
- Contextualized Bridge and IET
 - Number of students enrolled in a Bridge Program.
 - Number of students enrolled in an ICAPS program
- Support and Service Integration
 - Activities that demonstrate service integration with core partners and support services offered.
- Professional Development
 - Number of staff with 12 hours of professional development

At the end of the fiscal year, programs will also need to submit the 1) DAISI Data Verification, 2) Certified Units of Instruction, 3) GATA Performance Report, 4) a Signed Enrollment Report, 5) the Data Quality Checklist, 6) the ADA Report, 7) the Career and Training Report, 8) the equipment inventory, and 9) the Infrastructure Report.

Reporting schedule: October 30, January 30, April 30, July 30, and August 15.

All programmatic reports can be found at
https://www2.iccb.org/adult_ed/provider-resources/

The ADA Report can be found here: [Click this link to complete the Jotform.](#)

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: October 30, January 30, April 30, July 30, and August 15.

Reports are to be submitted to ICCB.grantpayments@illinois.gov

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 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, or fraudulent 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 non-consumable items purchased with federal funds and any items **with a cost of \$5,000 or more purchased with state funds. Programs must submit an annual report reflecting items with a single unit purchase price of \$5,000 or more. (this is repeated quite a few times in this section).**

A local Equipment/Inventory Report must be maintained for all items purchased with state or federal funds that have a useable life of more than one year and are non-consumables (i.e. do not list books, testing materials, office supplies, etc.). The local grantee should inventory all such items and submit the Equipment/Inventory report annually. **The Equipment/Inventory report includes a listing of non-consumable items as defined in this section, including items that have a single purchase price value of more than \$5,000 per unit.** The Equipment/Inventory Report should include the following:

- Items purchased and used with AEL funds with a value of more than \$5,000 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 \$5,000 or more.
- 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.

- Items must be shared, if possible, for use on other federal programs if purchased with federal funds.
- Items may not be used to generate revenue.
- Disposition of the items with a single unit cost of \$5,000 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 \$5,000 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 non-consumables 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 cataloguing 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 cost \$5,000 or more: Indicate “Yes” for any item costing \$5,000 or more per unit.
- 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 \$5,000 or greater. In those instances, the program must contact ICCB prior to disposal of the equipment.

This report must be submitted by August 15. This report is online submission only; no hard copy is required.

AEL Certification of Units Report

All programs must submit an AEL Certification of Units Report annually. The AEL Certification of Units Report is a one-page report used as a basis for headcount and unit information utilized for the ICCB AEL funding formula. This report reflects the activity of claimable students funded with State Basic and/or Federal Basic funding sources.

The report must be submitted by August 15 and signed by the Chief Executive Officer and the Chief Financial Officer.

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 DAISI for all persons with access to the DAISI 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

Sub-Award Agreements

Programs approved by ICCB to enter into sub-award agreement(s) are responsible for all student, programmatic, and fiscal records of the sub-awarding agency relative to services provided with ICCB funds. Successful applicants may enter into a sub-awarding agreement with another eligible entity which is not already funded by the ICCB to provide additional services to support the adult education population served. However, all program responsibilities are to be retained by the applicant to ensure compliance with the terms and conditions of the grant. The ICCB reserves the right to review and approve all sub-award agreements.

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 ([download](#))

Section 13: Programmatic Review, Watch and Probation

Major Policy Points

- Programs are reviewed throughout the year through program support visits, DAISI data reviews, fiscal compliance reviews, programmatic compliance reviews, and other onsite or virtual reviews as conducted by the ICCB. (Federal and State Policy)
- Programs must adhere to policies outlined in the ICCB AEL policy manual and to the ICCB AEL grant agreement. (Federal and State Policy)
- Programs failing to meet set targets for the National Reporting System are subject to being placed on a probation or watch List. (Federal & State Policy)

Compliance Review

Programs are reviewed throughout the year through program support visits, the DAISI 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.

Watch and Probation

Watch

The watch list is designed to identify and assist struggling programs to improve performance and student outcomes. Once on a watch list, a program will receive targeted and customized professional development. A program will be placed on a watch not meeting 75% of the deliverables outlined in the program's approved Work Plan or have an unsatisfactory score on the Data Quality Checklist.

When placed on a watch list for the first year, the AEL Program Director will receive a letter from the Senior Director for Adult Education which will outline the required steps to be included in a revised work plan.

The second year a program is on a watch list, the institution's executive leadership will receive a letter from the Deputy Director of Workforce Education outlining expectations for the program.

After two consecutive years of being on a Watch List, a program is automatically moved to Probation.

Probation

Probation is designed to monitor programs who fail to meet compliance with required program activities, performance benchmarks, and/or fiscal and administrative rules. The second year a program is on probation, a program may be subject to decreased funding. If a program is on probation for two consecutive years, funding may be discontinued to the provider.

A program will be placed on probation for the following:

- Being on a watch list for two consecutive years.
- Not carrying out program requirements such as bridge programming, integrated education, and training program (starting July 1, 2022), etc.
- Performing at or below 40% of their Education Functioning Level.
- Meeting less than 50% of their deliverables on their work plan.
- Failing to serve a minimum of 150 NRS Reportable students.
- Inadequate administrative and financial controls resulting in misuse of funds, inadequate data management, etc.

When placed on probation, the institution's President/CEO will receive a letter from the Senior Director for Adult Education and the Deputy Director of Workforce Education which will outline the corrective action plan to be carried out in coordination with their approved work plan.

Programs on probation making marked improvement may, based on performance, be moved to the watch list or removed from the probation process entirely. Once removed from the probation list, the corrective action plan will no longer be required.

ICCB reserves the right to conduct program compliance reviews on an annual basis. Reviews may take place in the form of a desktop review, but also could be done as an on-site review. All programs are subject to compliance reviews throughout each fiscal year.

Appendix C

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 (You may see ABE for Adult Basic Education) |
| 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 |
| DOC | Department of Corrections |
| DSA | Designated State Agency |
| DSU | Designated State Unit |
| ED | U.S. Department of Education |
| EDR | Economic Development Region |
| 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 | Personally 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

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 (low intermediate) 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

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 in [section 203](#).

English language learner

The term “English language learner” has the meaning given the term in [section 203](#).

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 comprising 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.

Outlying Area

The term “outlying area” means:

- American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the United States Virgin Islands; and
- The Republic of Palau, except during any period for which the Secretary of Labor and the Secretary of Education determine that a Compact of Free Association is in effect and contains provisions for training and education assistance prohibiting the assistance provided under this Act.

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, child care, 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 means 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 intends, 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.