ICCB
ILLINOIS COMMUNITY COLLEGE BOARD

ESLTP

EARLY SCHOOL LEAVER
TRANSITION PROGRAM

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SECTION 1 – INTRODUCTION

Purpose and Goal of the Early School Leaver Transition Program

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

- Complete a secondary level of education;

- Participate in school and work-based learning experiences related to career choices; and

- Transition to postsecondary education and/or enter into and retain employment.

The program is specifically aimed at helping at-risk students become reoriented and motivated to complete their education by allowing students to participate in adult education instruction as well as career and work training activities.

The overarching goal of the ESLTP is to assist students in achieving high school completion or obtaining a High School Equivalency (HSE) credential as the basis for entry into postsecondary education/training and meaningful employment.

In its vision, mission, and goals, the Illinois Community College Board (ICCB) provides successful programs for students who do not complete high school through its Adult Education and Literacy (AEL) system. The goal of the ESLTP project within that system is to provide:

- Assistance to students in the completion of a HSE examination or alternative high school credit toward graduation;

- Workforce employability skills (career awareness and development) preparation classes for students;

- Assistance to students in preparation for employment through school-based and/or work-based learning opportunities;

- Assistance for students to transition to postsecondary Career and Technical Education (CTE) programs within one of the 16 nationally recognized career clusters, specifically those identified as high growth sector needs within the geographic area; and

- Assistance for students to enter and retain employment.

SECTION 2 – WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA)

The Workforce Innovation and Opportunity Act (WIOA) was signed into law in July 2014 and seeks to transform the workforce system to help job seekers and workers succeed in the labor market and match employers with the skilled workforce they need to compete in the global economy. The three principles of excellence at the core of WIOA are:

1. The needs of businesses and workers drive workforce solutions, and local boards are accountable to communities in which they are located;

2. One-Stop Centers (or American Job Centers) provide excellent customer service to job seekers and employers and focus on continuous improvement;

3. The workforce system supports strong regional economies and plays an active role in community and workforce development.

In June 2016, the Department of Labor and federal partner agencies released the WIOA Final Rule, which outlines the final regulations for the implementation of WIOA.

WIOA constructs a broader youth vision under Title I that supports an integrated service delivery system and gives a framework through which states and local areas can leverage other Federal, State, Local, and philanthropic resources to support in-school and out-of-school youth. WIOA affirms the commitment to providing high quality services for youth and young adults beginning with career exploration and guidance, continued support for educational attainment, opportunities for skills training in in-demand industries and occupations, and culminating with a good job along a career pathway or enrollment in post-secondary education. Title I Youth activities include:

- Tutoring,
- Alternative secondary school services,
- Paid and unpaid work experiences,
- Occupational skill training,
- Education offered concurrently with workforce preparation and training,
- Leadership development opportunities,
- Supportive services,
- Adult mentoring,
- Follow-up services,
- Comprehensive guidance and counseling,
- Financial literacy education,
- Entrepreneurial skills training,
- Services that provide labor market and employment information, and
- Postsecondary education and training preparation activities.

An organization that receives both Title I Youth funding and Title II Adult Education funding or partners with a program that receives Title II funding may braid these funds and enroll eligible youth into both programs. Title I resources can be utilized to provide youth with such services as career guidance, exploration, and planning; work experience; and leadership development. Title II resources support adult education and literacy activities, including preparation for obtaining a recognized high school equivalency, or workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training. WIOA sec. 203(2). Integrated education and training, 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, is particularly well-suited to a braided funding model. WIOA sec. 203(11).

WIOA Services Matrix
http://www.illinoisworknet.com/DownloadPrint/WIOA%20Services%20Matrix.pdf

SECTION 3 – PROGRAM COMPONENTS

3.1 Career Awareness and Development Instruction (CADI)

All Early School Leaver Transition Program participants (100%) are required to complete two hundred (200) minutes per week of classroom and/or individual instruction. Instruction must provide students with knowledge necessary for successful transition into postsecondary education and/or employment.

Course content must incorporate contextualized instruction, transition services, and primarily focus on career development that includes career exploration, career planning within a career area, and understanding the world of work. *For further guidance, see the Curriculum Guidance Sheet in Appendix F.*

Students must develop a transition plan that outlines their career goals and corresponding education plan and a transition portfolio containing all applicable materials needed to make a successful transition to postsecondary education and/or employment. Transition portfolios may include, but are not limited to, a resume and cover letter, postsecondary education program application and letters of recommendation, applicable test scores, transcripts, and financial aid application.

Transition Plan

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

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

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

Transition Portfolio

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

Content may include, but is not limited to:
- Resume and cover letter;
- Postsecondary education program application and letters of recommendation;
- Applicable test scores;
- Transcripts; and
- Financial aid application.

3.2 Career Exploration Experience (CEE)

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

CEE hours may be generated through any one or a combination of the following activities:
- Paid employment;
- Internships;
- Pre-apprenticeships;
- Apprenticeships;
- On-the-job training;
- Mentorships;
- Job shadowing;
- Class shadowing;
- Volunteer work and community service; and/or
- Interviewing professionals in selected career path.

An ESLTP Career Exploration Experience Training Memorandum is encouraged to be completed for each student participating in Career Exploration Experience.

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

SECTION 3 – PROGRAM COMPONENTS

CEE Training Memorandum

The CEE Training Memorandum is encouraged to be completed for each participant and document the following:

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

The ESLTP participant and ESLTP coordinator must develop a training plan that coordinates CEE with the career and educational goals established in the participant's transition plan. An example of the Training Memorandum can be found in Appendix C of this manual.

SECTION 4 – ESLTP ANNUAL PLAN

4.1 ESLTP Administration

Programs are required to employ full-time or part-time staff to fulfill duties related to the grant. The Early School Leaver Transition Program Instructor/Coordinator must hold a minimum of a Bachelor's degree and have 2,000 hours of relevant work experience. This may include work in career counseling, business, marketing, and management.

Responsibilities of ESLTP staff include, but are not limited to:
- Administering and coordinating ESLTP activities;
- Enrolling, advising, and supervising ESLTP participants;
- Assessing participants for job skills and career interests;
- Teaching Career Awareness and Development Instruction course for program participants;
- Coordinating Career Exploration Experience for program participants; and
- Collecting and recording program data in the Illinois Approved Data Collection System (Veda) for the Early School Leaver Transition Program.

4.2 Annual Plan Guidelines

On an annual basis, eligible recipients of ESLTP funds must prepare a plan to submit to the ICCB for approval. A framework for the plan is outlined in the ESLTP Grant Guidelines provided each fiscal year by the ICCB. The guidelines provide instructions for completing all required components of the plan.

The Annual ESLTP Plan consists of the following components:
- Attachment 1 – Cover Page
- Attachment 1A – Matching Funds
- Attachment 2 – Uniform Grant Budget
- Attachment 3 – Narrative
- Attachment 4 – Goals and Activities
- Attachment 5 – Career Awareness and Development Instruction (CADI)
- Attachment 6 – Career Exploration Experience (CEE)
- Attachment 7 – Professional Development

Forms can be accessed at https://www.iccb.org/adult_ed/?page_id=203.

4.3 Budget Descriptions

1) **Personnel** is for the cost of employing and/or covering full or part-time ESLTP coordinators, support staff, teaching faculty, advisors, counselors, and other staff necessary for the development of an ESLTP that will lead to students' success. **The cost of adult education or high school completion instruction is not an allowable activity and should be coordinated with the AEL administrator.**

2) **Fringe Benefits** are allowances paid by the grant on behalf of the employees. These amounts are not included in the gross salary, and may include such items as retirement benefits, health and life insurance costs, and employer's contribution to social security. The costs of benefits should be proportional to the salary in the corresponding line item and funding source. Programs are **not allowed** to charge the employer's contribution of State Universities Retirement System (SURS), State Employees Retirement System (SERS), or Teachers Retirement System (TRS) on the budget.

3) **Travel and Professional Development** is for expenses up to 5% of the grant total for employees funded in whole or in part by ESLTP to attend required meetings and conferences, particularly those which build upon the improvement of skills. At least two staff development activities per year will be hosted by ICCB and ICSPS. Attendance by the ESLTP instructor/coordinator is mandatory at ICCB ESLTP events.

4) **Equipment** is defined as an article of tangible personal property that has a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or $500. An applicant organization may classify equipment at a lower dollar value but cannot classify it higher than $500.

5) **Supplies and materials** for ESLTP funded classes; advising and counseling applicants and students; office operations; data collection and accountability; and other supplies necessary for smooth operation of the ESLTP. Also includes student transportation to and from ESLTP classes (including alternative high school completion or High School Equivalency classes and ESLTP Career Awareness and Development Instruction); ESLTP Career Exploration Experience; and travel to and from work and/or class during the first month of employment and/or postsecondary education after completion of ESLTP (bus tokens, gas cards, etc.).

6) **Contractual Services** are for the cost of products or services which are procured by contract. "Contract" means a legal instrument by which a non-Federal entity purchases property or services needed to carry out the project or program under a Federal award.

7) **General Administration/Indirect Costs** are not to exceed 5% of the approved FY 2019 local ESLTP allocation.

4.4 Post Allocation Budget and Summary

All funded providers must submit for approval, on the ICCB ESLTP provided forms, a Post Allocation Budget and Budget Summary. After receiving the allocation amount and returning the signed grant agreement to the ICCB, programs must develop and submit a Post Allocation Budget for the funding received. A Budget Summary must also be completed.

4.5 Budget Modification Process

During the fiscal year, ESLTP Administrators may need to make adjustments to their grant budgets.

If a project needs major adjustments in funding, then the ICCB must review and approve those changes. All budget modifications must be made and approved prior to major adjustments/expenditures.

Parameters

Grantees are allowed to make modifications up to ten percent (10%) or $1,000 of their total allocation prior to seeking approval. Modifications that exceed ten percent (10%) or $1,000 (whichever is greater) of their total allocation require the submission of a budget modification request (2 C.F.R. 200.308).

To request a budget modification, submit the Budget Modification Request Form attached to the end of the Uniform Budget and an explanation for the requested changes to the Illinois Community College Board care of the Adult Education Director for Data and Accountability.

The Uniform Budget and Budget Modification Request Form can be accessed at: https://www.iccb.org/iccb/wp-content/docs/adulted/esltp/fy2019/Attachment_2-Uniform_Budget.xlsx

5.1 Virtual ESLTP Data Application (VEDA)

VEDA is a data system developed specifically for the ESLTP by the Illinois Center for Specialized Professional Support. ESLTP coordinators and other relevant staff are issued user names and passwords after submitting an 'Acknowledgment of Confidentially and Appropriate Use of the Data Application' form. Users are able to record program data and access activity and expenditure reports through the following website: App.esltpillinois.com.

VEDA Student Classifications for FY 2019

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

- Complete/Inactive/Transitioned - Student has (1) completed secondary level of education by earning a HSE credential or HS diploma, (2) completed CADI, AND (3) completed CEE. The student has transitioned into postsecondary education, employment, military, or entrepreneurship and is NO longer receiving services from the ESLTP.

- Complete/Inactive/Did NOT Transition - Student has (1) completed secondary level of education by earning a HSE credential or HS diploma, (2) completed CADI, AND (3) completed CEE. The student is NO longer receiving services from the ESLTP and did NOT transition into postsecondary education, employment, military, or entrepreneurship.

- Complete/Active - Student has (1) completed secondary level of education by earning a HSE credential or HS diploma, (2) completed CADI, AND (3) completed CEE. Student is still making weekly contact with the ESLTP coordinator, is receiving services from the program, and is actively working to transition into postsecondary education, employment, military, or entrepreneurship.

- Incomplete/Active - Student has NOT completed all three of the following requirements: (1) complete secondary level of education by earning a HSE credential or HS diploma, (2) complete CADI, AND (3) complete CEE. Student is working to complete these requirements, is in weekly contact with coordinator, and is receiving services from the ESLTP.

- Incomplete/Inactive - Student has NOT completed all three of the following requirements: (1) complete secondary level of education by earning a HSE credential or HS diploma, (2) complete CADI, AND (3) complete CEE. Student is NO longer working to complete these requirements, is NOT in regular contact with coordinator, is NOT receiving services from the ESLTP, and is NOT actively working to transition.

5.2 ESLTP Website

Early School Leaver Transition Program Web Tool

The Illinois Center for Specialized Professional Support, in conjunction with the Illinois Community College Board, developed a website that provides information on research, resources, curricular guidance, effective practices, and professional development for ESLTP coordinators and instructors. The Virtual ESLTP Data Application can be accessed from the website as well. It can be accessed at the following Url: www.esltpillinois.com.

SECTION 6 – FUNDING & REQUIREMENTS

6.1 Grant Agreements

Uniform Grant Agreements
Following the announcement of allocations, the provider receives a uniform grant agreement and notice of state award that must be signed by the provider as well as the ICCB. The scope, deliverables, funding processes, and deadlines are detailed throughout the contract. It is important that both the fiscal and programmatic contacts at the college be familiar with the contract language and requirements. For more guidance regarding the universal grant agreement and the Grant Accountability and Transparency Unit's (GATU) processes and forms please see; https://www.illinois.gov/gov/budget/Pages/GrantAccountability.aspx

Accessing Funds
Funds shall be disbursed to the grantee on a reimbursement basis. For additional guidance on accessing and managing grant funds, grantees should refer to their contractual agreement.

For more information on Grant Agreements, contact:

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6.2 Reporting
In order to comply with EDGAR guidelines and the Grant Accountability and Transparency Act (GATA), grant recipients are required to submit Quarterly Reports. Quarterly Reports are due 30 days after the end of each quarter of the current fiscal year. Quarterly and Final Summary Report templates are located on the Virtual ESLTP Data Application.

Quarterly Reporting Schedule

Report	Period	Due Date
Quarter 1	July – September	October 30th
Quarter 2	October – December	January 30th
Quarter 3	January – March	April 30th
Quarter 4/Final Report	April – June	July 30th

Equipment/Inventory Report

A local Equipment/Inventory Report must be maintained for all items purchased with state funds that have a useable life of more than one year and are non-consumables (i.e. 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 $500 per unit.

The Equipment/Inventory Report should include the following:

- Items purchased and used with ESLTP funds with a value of more than $500 per unit must be pre-approved and reported. For example, a computer monitor is one unit, the hard drive is another unit, and the printer is a separate unit. Pre-approval for any of these items would only be necessary if the single unit cost was $500 or more.

- Items must be used in conjunction with the ICCB Early School Leaver Transition Program.

- Items are subject to the guidelines found in the Code of Federal Regulations, 2 CFR 200.313.

- Items may not be used to generate revenue.

- Disposition of the items with a single unit cost of $500 or more must be pre-approved and recorded with the ICCB, following the guidelines in 2 CFR 200.313.

- Instructions for annual submission of the Equipment/Inventory Report of items with a single unit cost of $500 or more will accompany the instructions for end of year expenditure reports.

- A control system must be used to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage or theft shall be investigated and fully documented to the ICCB.

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

Report details should include the following:

- **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 ESLTP grant funds must be clearly marked as such.

- **Item Description:** The description of the item.

- **Item cost $500 or more:** Indicate "Yes" for any item costing $500 or more per unit.

- **Acquisition Date:** The date of purchase.

- **Purchase Price:** The price agreed upon for the item on the date purchased.

- **Line item funds used to pay for the item:** Indicate whether Equipment, Supplies and Materials, or General Administration funds were used to purchase the item.

- **Cost paid with ICCB funds:** The amount of ICCB ESLTP funds used to purchase the item.

- **Location:** The current location of the item (i.e., street address, bldg. name).

- **Date of Disposal:** List the date of disposal, if it occurred in the current fiscal year. If disposition occurred prior to the current fiscal year, the item should not be listed on the report. Five years after disposal item may be deleted from the Equipment/Inventory Report.

- **Method of Disposal:** Method of Disposal should follow the program's institutional method of disposal except in cases where the unit value is $500 or greater. In those instances, the program must contact ICCB prior to disposal of the equipment.

The Equipment/Inventory Report can be found in Appendix D of this manual and is located on the Virtual ESLTP Data Application.

6.3 Use of Funds

The Illinois Community College Board has designated funds for the ESLTP to enhance potential success and to better prepare youth to meet the demands of the workforce while assisting them in movement along a career pathway and into community college education. In order to accomplish these goals, the ESLTP activities must be coordinated with the AEL program. This will allow for better delivery of instructional activities designed to enhance academic preparation towards the completion of a High School Equivalency exam or high school credits toward graduation while providing the skills necessary for successful transitions into postsecondary education and employment.

All grant funds shall be subject to the Illinois Grant Funds Recovery Act (30 ILCS 705). All funds granted for the operation of this program must be used exclusively for the purposes stated in the approved proposal and must be expended in accordance with the approved budget and the grantee's policies and procedures related to such expenditures. Funds may only be expended for activities occurring during the grant period.

A more detailed list of allowable expenses can be found in Appendix E of this manual.

7.1 Integrated Education and Training (IET)

Illinois Integrated Education and Training (IET) is comprised of three components: adult education and literacy activities, workforce preparation activities and workforce training. Each of these components is offered concurrently for educational and career advancement. Illinois currently has two models of integrated education: ICAPS Model One and ICAPS Model Two. The ICAPS (Integrated Career and Academic Preparation System) model is an IET model that blends both adult education and Career and Technical Education instruction in a format leading to a postsecondary education certificate or an industry recognized credential, postsecondary credit, and a high school equivalency certification. Core components of ICAPS Model One include team teaching, support classes, support services, shared learning objectives, partnerships with employers and businesses, and contextualized instruction. The non-credit model, ICAPS Model Two, includes all of the elements identified in the ICAPS Model One, but does not carry a postsecondary education certificate. Instead, ICAPS Model Two provides an industry-recognized credential. Moreover, the non-credit model does strongly encourage collaboration with a postsecondary education institution.

Pre-IET Bridge programs 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. The goal of bridge programs 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. These programs must include three core elements: Contextualized Instruction, Career Development, and Transition Services.

Three Requirements of an IET Model

1. Adult Education and Literacy Activities include programs, activities, and services that include adult education, literacy, workplace adult education and literacy activities, family literacy activities, English language acquisition activities, integrated English literacy and civics education, workforce preparation activities, or integrated education and training. (WIOA Section 203 (17) (WIOA Title II Rules §463.36)

2. Workforce Preparation Activities include 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 203(17)

3. Workforce Training is for a specific occupation or occupational cluster which can be any one of the training services defined in section 134(c)(3)(D) of the Act. (WIOA Title II Rules §463.36)

IET Graphic
https://icsps.illinoisstate.edu/wp-content/uploads/2017/11/IET-EL-CIVICS-graphic.pdf

7.2 Career Pathway Framework

The Illinois Community College Board 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 students for passing 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.

For more information, refer to the following:
https://icsps.illinoisstate.edu/wp-content/uploads/2017/11/Career-Pathway-Graphic.pdf

7.3 Essential Employability Skills Framework

The Illinois Essential Employability Skills Framework is designed to define and clarify the essential employability skills and provide a standard for the state. Essential employability skills are those general skills that are required to be successful in all sectors of the labor market and are separate from the technical skills attained in career pathways or academic skills such as math and reading. The framework was developed through the collaboration of the Illinois Community College Board; the Illinois Department of Commerce and Economic Opportunity; representatives of Illinois businesses; local chambers of commerce; secondary, postsecondary and adult educators and professionals; and other important stakeholders.

The full text of the Essential Employability Skills Framework and self-assessment guide can be found at:

http://icsps.illinoisstate.edu/wp-content/uploads/2017/07/Essential-Handout-2.pdf

Fillable form versions of the self-assessment forms are also available at the following links:

Self-Assessment Form:
http://icsps.illinoisstate.edu/wp-content/uploads/2017/07/Essential-Handout-Program-Self-Assessment-Tool.pdf

Classroom and Activity Self-Assessment:
http://icsps.illinoisstate.edu/wp-content/uploads/2017/07/Classroom-self-assessment-fillable.pdf

7.4 ICCB & ICSPS Contact Information

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A: Acronym List

B: Curriculum Guidance

C: CEE Training Memorandum

D: Equipment/Inventory Report

E: Allowable and Unallowable Adult Education Expenditures

Acryonym List

ABE: Adult Basic Education

AEL: Adult Education and Literacy

CADI: Career Awareness and Development Instruction

CAO: Chief Academic Officer

CEE: Career Exploration Experience

CCR: College and Career Readiness

CFO: Chief Financial Officer

CORD: Center for Occupational Research and Development

CTE: Career and Technical Education

DCEO: Department of Commerce and Economic Opportunity

DOE: Department of Education

EDGAR: Education Department General Administrative Regulations

EES: Essential Employability Skills

EFE: Education for Employment

ELL: English Language Learners

ESLTP: Early School Leaver Transition Program

ESSA: Every Student Succeeds Act

FAFSA: Free Application for Federal Student Aid

FAUPL: Final Agreed Upon Performance Levels

FTE: Full Time Employment

FY: Fiscal Year

GATA: Grant Accountability and Transparency Act

GATU: Grant Accountability and Transparency Unit

HEA: Higher Education Act

HSE: High School Equivalency

IBHE: Illinois Board of Higher Education

ICAPS: Integrated Career and Academic Preparation System

ICCB: Illinois Community College Board

ICQ: Internal Control Questionnaire

ICSPS: Illinois Center for Specialized Professional Support

IDEA: Individuals with Disabilities Education Act

IDES: Illinois Department of Employment Security

IEP: Individualized Education Plan

IET: Integrated Education and Training

ILS: Illinois Learning Standards

ISBE: Illinois State Board of Education

ISAC: Illinois Student Assistance Commission

LEA: Local Educational Agency

LEP: Limited English Proficiency

NAPE: National Alliance for Partnerships in Equity

NOFA: Notice of Funding Award

NOSA: Notice of State Award

NTO: Nontraditional Occupations

OCR: Office of Civil Rights

OCCRL: Office of Community College Research and Leadership

OCTAE: Office of Career, Technical, and Adult Education

OMB: Office of Management and Budget

PARCC: Partnership for Assessment of Readiness for College and Careers

POS: Program of Study

PTR: Pathways to Results

ROE: Regional Offices of Education

RttT: Race to the Top

STEM: Science Technology Engineering and Mathematics

SLDS: Statewide Longitudinal Data System

UGA: Uniform Grant Agreement

VEDA: Virtual ESLTP Data Application

WIOA: Workforce Innovation and Opportunity Act

Skeleton Framework for ESLTP Program

Orientation

Explanation of Program
- a. Eligibility
- b. Goals of Program
- c. Expectations of the students and the program

Administration of the TABE Test
Completion by Students
- a. Registration
- b. ESLTP Forms (Contact Data)
- c. Job Skills Assessment

Career Exploration and Awareness

Self Assessment
Career Exploration
- a. Career Interest Inventory
- b. Occupational Outlook
- c. workNet
- d. Explore College Career Placement Resources

Job Skills

Professional Development
- a. Teamwork
- b. Communication Skills

Time Management
Workplace Ethics
Positive Attitude
Workplace Health and Safety
Workplace Legal Matters
Introduction to workplace computing

Survival Skills

Consumer Economics
Money Management
- a. Banking and Credit
- b. Insurance
- c. Taxes

Skeleton Framework for ESLTP Program (continued)

Application and Resume

Completion by Students
- a. Resume Worksheet
- b. Resume
- c. Cover Letter

- d. Sample Employment Application

Job Search

Dress for Success
Interview
- a. Interview Practice Questions
- b. Interview Follow-up Thank you Letter
- c. Mock Interview

Completion by Students
- a. Classified Ad
- b. Illinois Job Outlook

Transition

Goal Setting
Postsecondary Educational Opportunities
- a. Programs
- b. Financial Aid
- c. Scholarships

Qualifications and Requirements for College, Technical Training and/or Military
Job Shadowing Experience
College Course Audit Experience

EARLY SCHOOL LEAVER TRANSITION PROGRAM
CAREER EXPLORATION EXPERIENCE TRAINING MEMORANDUM
Illinois Community College Board   401 East Capital Avenue, Springfield, IL 62701-1711

Name of Student	Name of Cee Site
Date of Birth	Type of Business/Industry or Class
Name of Supervisor	CEE Phone

CEE Address

Student Position Title	Wage Per Hour ($0 if Unpaid)	Hours Per Week

Start Date	End Date	Weekly Schedule	
			Sunday

Weekly Schedule Continued				
Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**

Type of Placement	Career Cluster Interest Area

Fifteen (15) hours per week of work-based and/or school-based learning experiences that support participants' career and education goals and provide knowledge and skills necessary for successful transitions to postsecondary education and/or employment.

CEE SUPERVISOR'S RESPONSIBILITIES

The student will be placed at the above named site to engage in career exploration and to acquire work experience. The student will be given work and guidance of instructional value. A list of work experiences and information topics should be prepared by CEE supervisor and ESLTP coordinator. The student's career exploration experience will be under the close supervision of an experienced and qualified person. The experience will be performed under safe and hazard free conditions. The student will receive the same consideration given to employees/students in regard to safety, health, social security, general work conditions, and other regulations of the site provider. The ESLTP coordinator will be notified if difficulties arise, changes are necessary, or a lay-off/termination of employment seems likely to happen (including excessive absences).

ESLTP COORDINATOR'S RESPONSIBILITIES

The ESLTP coordinator will, with the assistance of the CEE supervisor or someone with delegated authority, prepare a training plan (list on reverse of page). The ESLTP coordinator will endeavor to address complaints with cooperation of all parties concerned and will have the authority to transfer or withdraw a student.

STUDENT'S RESPONSIBILITIES

The student will follow all rules set by ESLTP and CEE site. The student will notify the ESLTP coordinator if difficulties related to Career Exploration Experience arise.

It shall be agreed that parties participating in this program will not discriminate in employment opportunities on the basis of race, color, gender, national origin, or handicap.

Signature of Student	Date
Signature of ESLTP Coordinator	Date
Signature of CEE Supervisor	Date

TRAINING PLAN	
CEE Particpant Goals and Objectives	
CEE Competencies	
Communicates effectively	
Maintains professionalism	
Manages time effectively	
Dresses appropriately for CEE	
Demonstrates work ethic and positive behavior	
Adapts and copes with change	
Is able to work in a team	
Interacts appropriately with others	
Accepts supervision	
Works well in a diverse environment	
Maintains safe and healthy CEE environment	
Demonstrates technological literacy	
Other:	
Other:	
Other:	
Other:	
Other:	
Other:	
CEE Outcomes and Participant Reactions	

Illinois Community College Board - Early School Leaver Transition Program

Item Number	Item Description	Item Cost $500 or more	Acquisition Date	Purchase Price	Line Item Funds Used to Pay for the Item	Cost Paid with ICCB Funds	Location	Date of Disposal	Method of Disposal	Amount of time since disposal (calculated field)

This list has been created to assist all ICCB Adult Education Providers in maintaining compliance with Federal and State financial compliance guidelines. The allowable and unallowable grant expenditures detailed below encompass guidance from both the ICCB Adult Education Manual and the Education Department General Administrative Regulations (EDGAR). Please note that this list is not all-inclusive, and if any questions should arise, it is appropriate to seek guidance and approval from Illinois Community College Board staff.
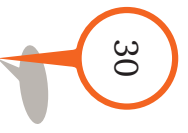
Allowable Expenditures

- Administrative costs
- Advisory Councils
  – In virtually all cases, using grant funds to pay for food and beverages for receptions and "networking" sessions is not justified because participation in such activities is rarely necessary to achieve the purpose of the meeting or conference
- Audit costs in accordance with the Single Audit Act (2 CFR 200 Subpart F)
- Bonding costs
- Career guidance and counseling
- Communication costs (Publications, Postage)
- Compensation for instructors (salaries, wages, fringe benefits)
- Contracted services
- Curriculum development
- Displays, demonstrations, and exhibits of Adult Education coursework/ projects
- Equipment
- Excursions/extended learning opportunities tied directly to Adult Education coursework (i.e. industry site visits)
- Indirect costs (Limited to 5%)
- Instructional materials and supplies
- Outreach activities (newspapers, radio, TV, magazines)

- Meetings and conferences where technical information is being disseminated
  – Generally, there is a very high burden of proof to show that paying for food and beverages with Adult Education funds is necessary to meet the goals and objectives of an Adult Education grant. When a grantee is hosting a meeting, the grantee should structure the agenda for the meeting so that there is time for participants to purchase their own food, beverages, and snacks.
  – For further information regarding the uses of Adult Education funds for food purchases, please see <u>OCTAE's Guidance on Food, Meetings, and Conferences</u>
- Memberships and subscriptions in business and professional groups/organizations
- Professional development costs
- Professional service costs (consultants)
- Program evaluation
- Publication and printing costs
- Rental/lease costs of buildings and equipment
- Stipends
- Substitute teachers (salary and benefits)
- Transportation costs (associated with excursions/extended learning opportunities tied directly to Adult Education coursework)
- Travel for staff to Adult Education-related meetings and conference

APPENDIX F: ALLOWABLE AND UNALLOWABLE ADULT EDUCATION EXPENDITURES

Unallowable Expenditures

- Administrative or supervisory salaries (May be charged as an indirect up to 5% of the award or meet the conditions detailed in 2 CFR 200.413(c))
- Advertising and public relations designed to promote the provider, not the specific Adult Education program
- Alcoholic beverages
- Alumni/alumnae activities
- Audits other than the Programmatic and Single Audit
- Bad debts
- Commencement and convocation costs
- Conference travel unrelated to Adult Education program improvement or any international travel
- Consumable supplies to be made into products to be sold or to be used personally by students, teachers, or other persons
- Contingency or "petty cash" funds
- Contributions and donations
- Copyrights/patents
- Entertainment
- Equipment and supplies for building maintenance
- Equipment or supplies not used directly to teach skills to students, including electronic student response systems (e.g. Quizdoms)
- Equipment solely for use by the teacher, administrator or other staff members
- Excessive installation costs for equipment purchased with Adult Education funds

- Fines and penalties
- Food/drink that do not meet the high burden of proof of basic cost principles
- Fundraising
- Gifts, door prizes, rewards, and promotional materials (t-shirts, pens, cups, key chains, book bags)
- Goods or services for personal use
- Insurance/Self-Insurance
- Interest and other financial costs
- Items to be retained by students
- Lobbying and other political activities
- Membership (costs) in any civic or community organization, country/social club Monetary awards
- Non-Instructional furniture (bookcases, drawers, file cabinets, lateral files)
- Pre-award costs
- Purchase or lease of passenger vehicles including automobiles, trucks, buses, utility vehicles, airplanes, boats, and gift cards which are not expressly for instructional purposes.
- Purchase or construction of buildings/facilities, including permanent modifications for existing buildings/facilities
- Scholarships
- Standard classroom furniture, files, and equipment not specific and unique to the instructional program (tables, chairs, desks)
- Student travel (unless direct student support)

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Direct Student Support and Serving Special Populations Students

It is the long-standing interpretation of the U.S. Department of Education that Congress intended to give States and eligible recipients the flexibility to use Adult Education funds to provide direct assistance to special populations under certain, limited circumstances. Special populations students include: displaced homemakers, economically disadvantaged, individuals with disabilities, individuals with limited English proficiency, individuals seeking nontraditional careers, and single parents. Support for special populations students must be properly documented. An eligible recipient, as appropriate, may use Adult Education funds to provide direct assistance if the following conditions are met:
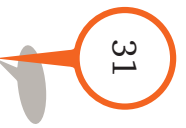
i.   Students must be a member of a special population and participating in an Adult Education program
ii.   Assistance is provided to address an overwhelming barrier to successful participation
iii. Assistance must be part of a larger set of strategies to address the needs of the special population
iv.   Funds should supplement not supplant assistance

Allowable Expenditures:
- Bus passes and other forms of transportation assistance
- Child care assistance
- Textbook loans
- Tool and other learning supply loans
- Travel support to Adult Education-related workshops, conferences, or Adult Education events
- Uniform loans

Unallowable Expenditures:
- Cash
- Gift cards
- Insurance
- Tuition and fees