

Illinois Community College Board



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President/CEO

September 2009

TO: Illinois Community College Board (ICCB) Adult Education and Family Literacy (AEFL) Providers

FROM: Jennifer K. Foster
Senior Director for Adult Education and Family Literacy

SUBJECT: FY2010 Early School Leaver Transition Program (ESLTP)
Request for Proposal

BACKGROUND

This document stipulates the requirements for submitting a Request for Proposal (RFP) for the Early School Leaver Transition Program (ESLTP). Applicants should read this document and visit the ESLTP website at: <http://www.iccps.ilstu.edu/esltp/research.html> to obtain more information about the program. The website contains information such as “resources and research”, a “curriculum framework”, “effective practices”, and “professional development”. This document will be posted on the Illinois Community College Board (ICCB) website at: <http://www.iccb.org/esltp.html>.

Purpose:

The ESLTP is designed for high school dropouts between the ages of 16 and 21 whose TABE level reading score is at or above the 9.0 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 is to assist students in achieving high school completion or the successful completion of the GED® Tests as the basis for entry into postsecondary education/training and meaningful employment. Only those youth who demonstrate a willingness to meet these goals and who are able to benefit from this program will be enrolled in the program.

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

- assistance to students in the completion of the General Educational Development (GED) or alternative high school for completion of the secondary education,
- workforce employability skills (career services) preparation classes for students,
- assistance in preparation of students 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 Healthcare, Manufacturing, and Transportation, Distribution, and Logistics.
- assistance for students to enter and retain employment.

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 AEFL program. This will allow for better delivery of instructional activities designed to enhance academic preparation towards the completion of the General Educational Development (GED®) examination or high school credits toward graduation while providing the skills necessary for successful transitions into postsecondary education and employment.

General Information

Eligible Applicants: ICCB Adult Education and Family Literacy (AEFL) Providers are eligible to propose activities for one or two sites. An application must be submitted for each learning site proposed.

Grant Period: The grant period will begin no sooner than November 1, 2009 and will extend from the execution date of the grant until June 30, 2010. Funding is contingent upon a sufficient appropriation.

Application Deadline: The original application and four copies must be received by the Illinois Community College Board (ICCB) no later than 5:00 p.m. (CST) Friday, October 23, 2009.

The address for submission is:

Illinois Community College Board
Attention: Jennifer Foster
Senior Director for Adult Education and Family Literacy
401 East Capitol Avenue
Springfield, Illinois 62701-1711
No FAX copies will be accepted

Letter of Intent to Apply: Applicants should submit a letter of Intent to apply for the ESLTP by **Wednesday, September 30, 2009.** **Non -submittal of the letter does not eliminate an applicant from applying for the ESLTP.** This letter may be faxed, (217) 558-6700 or mailed to the above address.

Applications will be accepted only at the ICCB office in Springfield, IL, at the address listed above. Applications may be hand delivered or mailed, but must be received by the date and time indicated above.

- Applications received after the deadline will not be considered.
- **No FAX or emailed copies will be accepted.**
- Applications that do meet the eligibility criteria or are incomplete will not be considered.

Private not-for-profit organizations must provide the following Evidence of Not for Profit Status and Other Documentation listed below. The information must be provided with the original copy of the application only.

- evidence of incorporation;
- evidence of IRS not-for-profit status (Section 501(c)(3) of the Internal Revenue Code);
- list of current board members including name, address, telephone numbers; and e-mail address
- most recent A-133 audit summary or an independent program audit of any adult education and literacy funds (if applicable); and
- proof of adequate liability insurance.

Contact Person: For more information contact:

Jennifer K. Foster, (217) 785-0171 or Jennifer.Foster@illinois.gov

Please Note: A bidder's conference will be held on:

Monday, September 28, 2009
1:00 p.m.- 3:00 p.m.
ICCB Springfield Office, Conference Room
401 E. Capitol Avenue
Springfield, IL 62701

ATTENDANCE AT THE BIDDER'S CONFERENCE IS NOT MANDATORY.
Frequently Asked Questions from this session will be posted to the ICCB website at:
<http://www.iccb.org/esltp.html>.

PROGRAM SPECIFICATIONS

FUNDING ESTIMATES

The ICCB has received approximately \$700,000 for FY2010 to fund ESLTP activities. The ICCB will fund approximately **eight to twelve** sites. Funding will range from \$40,000 - \$75,000 per program. A 25% cash and/or in-kind match is required. Funding for this project is contingent upon a sufficient state appropriation.

ALLOWABLE ACTIVITIES

Allowable expenditures include:

- 1) **Instruction:** the cost of employing and/or covering the cost of full or part-time ESLTP coordinators, support staff, teaching faculty, advisors, counselors, and other staff necessary for the development of an ESLTP that will lead to students' success. **The cost of adult education or high school completion instruction is not an allowable activity and should be coordinated with the AEFL administrator**
- 2) **Student Support Services** for students to and from the ESLTP program (including alternative high school completion or GED classes and job skills classes), college or agency-based or work-based job shadowing or on-the-job training, or travel to and from work during the first month of employment (bus tokens, gas cards, stipends, etc.).
- 3) **Staff Travel and Professional Development** - expenses up to 5% of the grant total for employees funded in whole or in part by the ESLTP to attend required and necessary required meetings and conferences, particularly those which build upon one improvement of skills. At least two staff development activities per year will be hosted by the ICCB and attendance by the local ESLTP teacher/coordinator is mandatory.
- 4) **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.
- 5) **General Administration costs** not to exceed 5% of the approved FY 2010 local ESLTP allocation.

DATA COLLECTION AND REPORTING

Programs funded through this project will be required to collect participant data. Those awarded funding through this project will receive guidance as to the data elements that should be collected through the duration of the project. All programs funded through this project will receive training in the collection of the prescribed data elements.

It is required that all funded programs acquire the necessary hardware to meet the ICCB specifications for data reporting. All programs will also be required to have internet access with a valid email address.

TERMS OF THE GRANT

- A. Applicants may be asked to clarify certain aspects of their proposals. A negotiated and finalized proposal returned to the applicant, with an authorized signature affixed to the funding agreement, will constitute an approved agreement with the Illinois Community College Board.
- B. Payments will be disbursed quarterly. Payments may be reduced from scheduled amounts if periodic reports show excessive cash on hand.
- C. An approved budget may be amended by completing the Budget Summary and Payment Schedule form to show the new amounts required by attaching an explanation for the changes. A budget amendment must be submitted to the agency for approval whenever any individual line item changes by more than \$5,000 or 20%, whichever is larger.
- D. 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.
- E. No Subcontracting is allowed under this request for proposals.
- F. Successful applicants will be expected to complete all required quarterly and final reports and submit to the Illinois Community College Board. Project Teacher/Coordinators will be required to attend project meetings as required by the Illinois Community College Board. Successful applicants also must submit follow-up reports on student activities at three month and one year intervals.
- G. All programs must comply with all federal and state labor and wage laws.
- H. The placement of students in work-based learning experiences cannot result in the displacement of other workers who ordinarily perform such work.

I. Grantees must maintain the following records related to the Early School Leaver Transition Program:

- Proof of age certificate required by law and individual training memorandum for each student employed;
- Class records of the related course provided as part of the program; and
- Fiscal records supporting any claim for reimbursement, including vouchers indicating payment of bills for expenses incurred under the terms of any funding agreement.

**REQUIRED EARLY SCHOOL LEAVER TRANSITION PROGRAM (ESLTP)
ELEMENTS**

- Employ full-time or part-time staff to fulfill duties such as:
 - administering/coordinating/supervising the ESLTP project and students
 - Early School Leaver Teacher Coordinator must hold a minimum of a Bachelors degree and have 2000 hours of relevant work experience as outlined in the Request for proposal. This may include work in career counseling, business, marketing and management.
 - teaching a course that includes career exploration, career planning within a career area, and understanding the world of work (specific elements could include career services preparation, personal skills for employment/resume writing/interviewing, etc.) Also, course content should consider whether participants are unemployed or working in a specific field.
 - administering/coordinating school-based/ work-based on-job-training/ job shadowing/internship experience, etc.
 - advising and/or enrolling ESLTP students
 - assessing students for job skills or career interests (adult education/TABE or other academic assessments must be funded with AEFL funds)
 - providing ESLTP local data system and data entry
 - other pertinent staff appropriate to the objectives of the grant
- Coordinate student enrollment in AEFL instruction.
- Develop collaboration with AEFL, CTE staff and faculty, advising staff, and other pertinent school and community and business partners to assist in program planning as well as assist students in transitioning to post-secondary education. The ESLTP must establish measurable goals designed to assist students to successfully transition to post-secondary education and thereby increasing student employment potential and earning power.
- Enroll a minimum of 35 students per site in the ESLTP program who meet program guidelines including,
 - high school dropouts between the ages of 16 and 21
 - TABE level reading score is at or above the 9.0 grade level equivalency

- Provide a minimum of 200 minutes of instruction per week on general and specific career awareness and clusters information, and other topics related to CTE, personal care for the workforce, resume writing, interviewing, and other information to prepare for applying for and becoming employed. A job skills class is acceptable if it meets these requirements.
- Meet with adult education staff and other education staff regularly to determine student progress toward successful completion of a GED/HS diploma;
- Develop a training memorandum for each student placed at a college/agency or job shadowing or work-based learning site that includes at least, work-verified tasks for CTE and employability skills, duration of course of training, working hours, student's date of birth, school/agency/company name, and the responsibilities of and signatures from the on-site employer or other supervisor, and the ESLTP contact. Each training memorandum of the student's placement in a job shadowing experience and/or employment must be submitted to the ICCB on a bi-annual basis
- Provide at least 90% of students served with participation in a school/college/agency-based job shadowing or work-based learning experience for a duration of no less than 15 hours per week;
- Track local required data elements necessary for reporting purposes.
- Supervise ESLTP students' school and/or work-based learning experience at designated times to determine student progress with the supervisor.

APPLICATION DIRECTIONS AND PROPOSAL FORMAT

- All required information must be included as part of the application
- Incomplete or late proposals will not be considered
- No FAX or email copies will be accepted
- Unrequested attachments or letters of support will not be reviewed.
- Proposals should be clipped or stapled, not bound, and unrequested cover pages should not be included.
- Proposals that do not meet the eligibility criteria will not be reviewed.

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

- Attachment 1: Cover Page** - Include contact information for all applicable contacts. Include the appropriate contact people in your agency that will be responsible for the ESLTP. The Chief Executive Officer **MUST** sign the Cover Page of the proposal. There will be no exceptions to this requirement.
- Attachment 2: Budget** - List all budget items under line items listed on the attachment. A budget summary is necessary. All payments will be dispersed quarterly.
- Attachment 2a: Budget Summary** - Attach a budget summary detailing items listed on Attachment 2. Summaries should be explicit and detail the proposed use of the funds requested.

❑ **Proposal Narrative:** In a maximum of five pages, applicant must describe the proposed activities for the project, including but not limited to: the need, target population, and how the program will address the needs in the area. In addition, the applicant must address the goals of the ESLTP as listed below:

- the plan in which this program will work to transition students to employment and/or, community college post-secondary education/training programs.
- the strategies that will be used to recruit students without a high school diploma with a reading TABE score or above the 9.0 level into the program.
- participant completion of secondary level of education either by passing the GED tests or graduating with a high school diploma;
- development of a participant Career Portfolio including a written plan for transitioning the student from ESLTP to post-secondary education/training, employment, or entrepreneurship ventures;
- participant completion of workforce employability preparation class (career services);
- participation in school/college/agency/business job shadowing and work-based learning experiences related to at least one of the 16 career clusters, specifically Health Care, Manufacturing, Transportation, Distribution and Logistics (www.careerclusters.org)
- referral and transition of participant to postsecondary CTE or other training;
- follow-up activities at three month after exiting the program include:
 - participant retained in employment
 - participant retained in postsecondary two semesters or longer, or training to completion of program; and
 - participant transition to successful employment

❑ **Attachment 3: Applicant must provide or attach a Career Awareness Course Description:** Provide a minimum of 200 minutes of instruction per week on general and specific career awareness and cluster level knowledge and skills, and other topics related to employment, personal care for the workforce, resume writing, interviewing, and other information to prepare students for applying for and becoming employed. A job skills class is acceptable if it meets these requirements.

❑ **Attachment 4: Goals and Activities:** Include measurable outcomes of student who will enter and complete each area listed below. For example: Implementation of a transition activity that will move a student into postsecondary education. Of the 35 students enrolled, 100% (35) will successfully complete the activity and will transition into postsecondary education.

- Participant enrollment and completion of secondary level of education either by passing the GED tests or graduating with a high school diploma;
- Development of a participant Career Portfolio including a written plan for transitioning the student from ESLTP to post-secondary education/training, employment, or entrepreneurship ventures;
- Participant enrollment and completion of workforce employability preparation class (career services);

- Participation and enrollment in school/college/agency/business job shadowing and work-based learning experiences related to at least one of the 16 career cluster, specifically Health Care, Manufacturing, Transportation, Distribution and Logistics (www.careerclusters.org)
 - Referral and transition of participant to postsecondary CTE or other training;
 - Follow-up Activities at three months after exiting the program:
 - participant retained in employment
 - participant retained in postsecondary two semesters or longer, or training to completion of program; and
 - participant transition to successful employment
- ❑ **Attachment 5: - Job Descriptions:** Applicant must include job description for the teacher/coordinator and other staff working as a part of this project.
- ❑ **Attachment 6 -Public and Private Sector Training Sites:** Each applicant is required to submit proposed list of school/college/agency/business that will provide sites for unpaid or paid, job shadowing and work-based learning experiences for the participants in compliance with the regulations of the United States Department of Labor.

CRITERIA FOR REVIEW OF PROPOSALS

All proposals will be reviewed by staff of the ICCB. Plans will be reviewed for completeness of proposal and proposed services for FY10. The total number of points possible is 100. Proposals are considered ineligible if not submitted in the format as listed in the instructions.

Completeness of Proposal (5 points)

- **Criterion 1:** The applicant submitted the signed original and required copies of Request for Proposal to the appropriate address and by the submission deadline.
- **Criterion 2:** The proposal contains all of the completed attachments.
- **Criterion 3:** The applicant submitted the Private not-for-profit organizations have included required Evidence of Not-for-Profit Status and other required documentation. (as applicable)

Program Planning (40 points)

- **Criterion 1:** The applicant intends to provide appropriate instructional services for the target population and includes the elements requested in the proposal.
- **Criterion 2:** The applicant has addressed provision of services either directly through the use of ICCB ESLTP funds or through other sources.
- **Criterion 3:** The applicant has described transition activities that will occur within the program. Information includes a description of the assistance provided to students in helping them to overcome personal and academic barriers to advancing to postsecondary education.
- **Criterion 4:** The applicant proposes strong internal and external partnership designed to help the program meet programmatic goals.
- **Criterion 5:** The applicant proposes the development of job experience or job shadowing activities that will meet the needs of the students.

- **Criterion 6:** The applicant proposes measures that will assist them in meeting the goals of the program.
- **Criterion 7:** The applicant proposes to establish collaborations with a variety of agencies, businesses, and institutions to assist students in the completion of a GED/high school completion.
- **Criterion 8:** Program establishes clear activities and measurable outcomes which includes transitioning students to post secondary education community college and/or employment.
- **Criterion 9:** Applicant proposes the development of a career portfolio including a written plan to transition students to postsecondary education in community college and/or employment.

Curriculum and Instruction (30 points)

- **Criterion 1:** The applicant's proposed workforce employability preparation and career services curricula is appropriate.
- **Criterion 2:** The applicant's instructional practices and activities are proven to be effective in teaching individuals the skills necessary to be successful on the job.
- **Criterion 3:** The applicant documents that the proposed curriculum meets the 200 minutes of instruction per week.
- **Criterion 4:** The applicant adequately demonstrates the ability to assess students for job skills or career interest
- **Criterion 5:** The applicant adequately coordinates instruction towards the attainment of a GED/high school diploma.

Staffing and Professional Development: (10 points)

- **Criterion 1:** The applicant documents that its teacher/coordinator meets the requirements as indicated in the application.
- **Criterion 2:** The applicant has included a copy of appropriate job descriptions of individuals working as part of the ESLTP.
- **Criterion 3:** The applicant's job description adequately reflects teacher coordinators responsibilities and meets job requirements.
- **Criterion 4:** The applicant has proposed appropriate professional development activities, including the two required ESLTP meetings.

Partnerships/Support Services: (10 points)

- **Criterion 1:** The applicant proposes to provide a wide range of support services that will help to improve the student's educational success.
- **Criterion 2:** The applicant proposes a wide range of partnerships to supplement support services to students.
- **Criterion 3:** The applicant proposes establishing partnerships with appropriate community college personnel to successfully transition students to post-secondary education.
- **Criterion 4:** The applicant proposes establishing partnerships with employers to assist students with job experience or job shadowing activities.

Recruitment and Retention: (5 points)

- **Criterion 1:** The applicant proposes recruitment strategies that will ensure the program meets enrollment goals.
- **Criterion 2:** The applicant proposes a wide variety of strategies to successfully engage and enroll a sufficient number of students.
- **Criterion 3:** The applicant proposes to attend the local Adult Education Area Planning Council as a way of recruiting students to the program.
- **Criterion 4:** The applicant proposes retention strategies that will enable students to meet both educational and career goals.