

## **Program-Specific Requirements for Adult Education and Family Literacy Act Programs**

The State Plan must include a description of the following as it pertains to Adult Education and Literacy programs under Title II, the Adult Education and Family Literacy Act (AEFLA).

### **A. Aligning of Content Standards**

Describe how the eligible agency will, by July 1, 2016, align its content standards for adult education with State-adopted challenging academic content standards, as adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended (20 U.S.C. 6311(b)(1)).

The Illinois Community College Board (ICCB) is the eligible agency in the State with the responsibility of administering the Workforce Innovation and Opportunity Act of 2014 – Title II Adult Education and Literacy Act.

In 2014, the ICCB integrated the Illinois Adult Education ABE/ASE Content Standards with the College and Career Readiness (CCR) Standards released by the Illinois State Board of Education as well as the Office of Career Technical and Adult Education (OCTAE). In addition to the above two referenced documents, the Standards Document also incorporated the Common Core, States' Career Clusters Initiative Essential Knowledge and Skill Statements, and the International Society for Technology in Education's National Educational Technology Standards for Students. This cross-referenced Standards Document, along with a companion Curriculum Guide provides the foundation for curriculum development. All current programs have participated in statewide curriculum institutes to develop new curriculum as necessary or to align current curriculum to provide effective as well as rigorous content-based instruction. An online repository is being developed that will house statewide approved curriculum and lesson plans to be used for adult education instruction. Instructors will be able to access, upload and provide recommendation for curriculum and lesson plans.

In Fiscal Year 2017, the Content Standards for English Language Learners (ELL) were updated to align with the Office of Career Technical and Adult Education (OCTAE) English Language Proficiency (ELP) and Illinois Adult education standards (which are aligned to the state's K-12 Learning Standards). The ELP standards ensure that all adult ELL's can obtain the knowledge and skills necessary for employment and self-sufficiency through integrated workplace preparation activities, mathematics, and digital literacy.

A statewide advisory committee consisting of adult education instructors, local program directors, state staff, and subject matter experts continues to evaluate the effectiveness of curriculum and instruction and ensuring curricula alignment to CCR standards.

To ensure the sustainability of standards-based instruction throughout the State, ICCB has created a five-year implementation and sustainability plan. This plan institutes a train-the-trainer model. Cohorts of instructors who successfully complete and provide applicable evidence of standards-based instruction will be used to train the next cohort of instructors. It is the goal of ICCB to create a system of CCR content specialist/master teachers in Language Arts, Math, Reading, and English as Second Language that will provide regional training, technical assistance, and guidance to instructors in their region, thus ensuring statewide rigorous standards-based instruction in all programs.

The first-year completers of the Standards Based Instruction training have also completed training to be certified as CCR content specialist. The Content Specialist training continues to fulfil the mission of the CCRS sustainability plan by utilizing the expertise of the specialists in the delivery of technical assistance and coaching to the instructional teams of the local adult education program. This is an effort to improve curriculum and instruction.

### **B. Local Activities**

Describe how the State will, using the considerations specified in section 231(e) of WIOA, fund each eligible provider to establish or operate programs that provide the adult education and literacy activities, including

programs that provide such activities concurrently. The Unified or Combined State Plan must include at a minimum the scope, content, and organization of local activities.

### **Adult Education and Literacy Activities (Section 203 of WIOA)**

- 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 that—
  1. Provides adult education and literacy activities, concurrently and contextually with both, workforce preparation activities, and workforce training for a specific occupation or occupational cluster, and
  2. Is for the purpose of educational and career advancement.

In 2017, the ICCB convened an adult education taskforce to create an Adult Education Strategic Plan. The 25-member taskforce represent critical stakeholders including, legislators; state commerce and economic opportunity agencies; employment security and human services agencies; Adult Education system leaders and practitioners; president of higher education institutions, representatives of workforce development and philanthropy; K-12 educators' and community-based organizations. The vision for the strategic plan is as follows:

In partnership with other stakeholders, we will create learning opportunities that align with statewide education, training, and employment strategies to ensure all adult learners have access to and success across services that are cohesive, coordinated, and innovative to promote better economic opportunities, greater equity, and sustainable career pathways.

The Adult Education Strategic Plan accomplishes this by achieving the following four goals:

### **STRATEGIC PLAN GOALS**

#### **Goal 1: Improve Outcomes by Scaling Effective Models and Strategies across the System**

- Building, expanding and scaling comprehensive career pathways systems, and create the conditions across every Adult Education program to find breakthrough ways of expanding these proven models.

#### **Goal 2: Increase Postsecondary Transitions and Credential Attainment**

- Recognizing that access to postsecondary education is not enough, but also ensures students are accessing postsecondary education and earning credentials that are in demand.

#### **Goal 3: Strengthen College and Career Readiness**

- College and career readiness for underprepared adult students is critical to overall success. Increasingly, students entering the workforce are discovering that they need critical knowledge and skills that are used in the workplace.

#### **Goal 4: Develop Life-long Career Pathway Systems & Enabling Technologies**

- Strategizing for career and life options while meeting the diverse and context-specific learning needs of various age groups, including the acquisition of basic literacy, and technical skills through both formal education and effective alternative pathways to learning.

In April 2017, the ICCB published a competitive Request for Proposals (RFP) soliciting statewide eligible providers to apply for funding to provide Title II Adult Education and Literacy services as aligned with the Unified State Plan and other education and workforce plans. Eighty-one providers were approved to provide adult education and literacy services for Fiscal Year 18, with the opportunity to apply for continuation funding each following grant year until 2020. Each provider will be granted continue funding base upon meeting measure of demonstrated effectiveness. A new competitive RFP will be published in 2020.

During a competitive year, to be considered for funding, applicants must:

1. Be an Eligible Applicant, as listed below:

- Local educational agencies (LEA)
- Community-Based Organizations (CBO) or Faith-Based Organizations (FBO)
- Volunteer Literacy Organizations
- Institutions of Higher Education (IHE)
- Public or Private nonprofit agencies
- Libraries
- Public-housing authorities
- Nonprofit institutions that are described previously and have the ability to provide adult education and literacy services to eligible individuals
- Consortium or coalition of agencies, organizations, institutions, libraries or authorities described previously
- Partnership between an employer and an entity described above

2. Respond to the RFP by the due date.

3. Complete all required portions of the application.

4. Meet all deadlines and other elements as specified in the RFP.

5. Meet all eligibility requirements.

The past effectiveness of an eligible applicant in improving the literacy skills of adults is a strong factor in the delivery of adult education instruction and supportive services and was used in the evaluation of the grant applications.

In addition, grant proposals were reviewed by local area workforce boards to confirm the alignment of local adult education activities with the local and regional plans and services.

The ICCB recognizes the following activities are allowable under Adult Education and Literacy under the Workforce Innovation and Opportunity Act (WIOA).

- 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.

The ICCB considered 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 were required to address the thirteen considerations under federal law and one state consideration. Applications were evaluated using a rubric that assigned a point value for each proposed activity as outlined in the proposal.

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 State 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 of 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 programs to ensure that an individual has the skills needed to compete in the workplace, transition to post-secondary 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, post-secondary 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.
- Eligible Instructional Categories: Programs applying for federal and state adult education resources must abide by the policy and procedures set forth. All programs must provide instruction that is direct, at a distance, or a blended approach, direct and at a distance. These activities are important to the success of the program and the students served. The purpose of Adult Education is 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 become literate and obtain the knowledge and skills necessary for employment and economic self-sufficiency;
    - assist adults who are parents or family members to obtain the education and skills that are necessary to becoming full partners in the educational development of their children; and lead to sustainable improvements in the economic opportunities for their family;
    - assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
    - assist immigrants and other individuals who are English language learners in improving their reading, writing, speaking, and comprehension skills in English; and mathematics skills; and - acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

The Adult Education activities below are the approved instructional activities for an ICCB approved adult education program.

### **Adult Education**

- **Adult Basic Education (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. 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 high school equivalency; and transition to post-secondary education and training; or employment. Beginning level courses cover grade zero through the third-grade competency level. The intermediate level courses cover fourth-grade competency through the eight-grade competency. Each level of courses covers each content area and includes College and Career Readiness Standards (CCRS) in the curriculum. The curriculum is designed to accommodate the concept of individualized instruction and includes courses in general basic skills; reading literacy and communication skills; computational skills; technology and digital literacy skills; workforce/employability skills; life skills; career exploration/awareness skills; workplace literacy; family literacy/parenting; bridge instruction and U.S. Citizenship education.
- **Adult Secondary Education (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. This curriculum as well as the instruction must increase a student's ability to read, write and speak and perform mathematics. This should also lead to the attainment of a secondary school diploma or high school equivalency; and transition to post-secondary education and training; or employment. The curriculum is designed to prepare a student to achieve a High School Equivalency credential and includes College and Career Readiness Standards (CCRS) within each curriculum. 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; computational skills; technology and digital literacy skills; workforce/employability skills; life skills and career exploration/awareness skills; workplace literacy; family literacy/parenting; bridge instruction and U.S. Citizenship education.

- **English Language Acquisition (ELA)** 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 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 post-secondary education and training; or employment. Beginning, intermediate and advanced courses include a curriculum in listening, speaking, reading and writing 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's Employability Skills Framework), workplace literacy, family literacy, bridge instruction and Integrated English Literacy/Civics (IEL/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.
- **Workforce Preparation Activities/Career Exploration/Awareness Skills** curriculum may include instruction in workplace language, career readiness/exploration, development of career plans, career awareness job readiness, career development including, the use of career cluster essential knowledge and skills statements, job skills and career interest inventories, soft skills, preparation for college entrance exams and career planning. This also includes instruction related to employment opportunities, access to job information and self-analysis techniques. The instruction is offered at every level of instruction (ABE/ASE/ELA), but each level will only include the most appropriate information for the level of instruction.
- **Integrated English Literacy/Civics (IEL/Civics)** 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 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 Illinois IEL/Civics competencies consist of seven thematic units (components) of civics development and more than 40 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). 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 ELA instruction; however, a program should increase the level of difficulty as the student progresses.
- **Bridge Programs/Career Pathways** services must be incorporated into the instructional process for all adult learners and at all educational functioning levels. This includes the incorporation of career awareness, career development activities designed to assist learners in making informed decisions regarding making smooth transitions to post-secondary education. The use of bridge programs has been piloted and has shown promise in introducing adult learners to different career options while increasing basic skills. Bridge programs provide adult education learners with contextualized occupation-specific basic skills needed to successfully transition to post-secondary education and employment in high-growth industries. The ICCB 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 program that prepares adults with limited academic or limited English skills to enter and succeed in credit-bearing post-secondary 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 post-secondary education and career-path employment. Three core elements are required to be included as part of a bridge program:

- Contextualized instruction that integrates basic reading, math and language skills and industry/occupational knowledge.
  - Career development that includes career exploration, career planning within a career area, and understanding the world of work (specific elements depend upon the level of the bridge program 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, referrals to individual support services, e.g., transportation and child care.
- **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 and training The ICAPS (Integrated Career and Academic Preparation System) Model 1 and Model 2.
    - **ICAPS Model 1** 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** also 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.
  - **Vocational Skills Training (VOC)** consists of an ICCB AEFL-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 post-secondary education and training leading to career-path employment in high-demand, middle- and high-skilled occupations. 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 a bridge program or through an Integrated Education and Training (IET)/ and/or Integrated Literacy and Civics Education (IL/CE) programs.

- **Family literacy** is an integrated, intensive service for at-risk families that must include, but is not limited to, the four components—adult education, parenting education, parent/child activities and child education—of family literacy. Each component is defined as:
  - 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** 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 services provided by volunteer tutors.
- **Workplace Adult Education and Literacy** may include coordination of workplace education projects that are designed to meet the unique needs of participating workers and employers. Workplace Adult Education and Literacy refers to an individual’s ability to read, write, speak, compute and otherwise solve problems with enough proficiency to meet every day needs on the job and to pursue professional goals. This includes a knowledge of phonics, word identification and comprehension, which enables the employee to read technical information and complex manuals. Workplace Adult Education and Literacy also refers to the ability of an individual to function in job situations involving higher order thinking and the capacity to evaluate work situations and processes. An employee who is workplace literate has increased job success, experiences fewer frustrations in the workplace, has higher self-esteem and has less need for retraining as the job and technology change. Workplace literacy can be funded with Adult Education and Literacy funds. All other rules of the AEL grant apply as well. The ICCB will continue to work to align new terminology with the requirements of the federal law (e.g., Workplace Literacy to Workforce Education).

**Allowable Support Services Activities:**

- A. Student transportation services are for students enrolled in Adult Education and Literacy eligible activities. Every effort should be made to coordinate these services with other entities within the community.
- B. Childcare is the care of children during the time an adult education student is engaged in eligible adult education and literacy instructional activities. The student must be the primary care giver of the child. Every effort should be made to coordinate these services with other entities within the community.
- C. Guidance and counseling are activities with students which may include: (1) Learning styles inventories, (2) Evaluating the abilities of students, (3) Assisting students to make their own educational and career pathway choices, including career awareness and development activities, etc. (4) Assisting students in personal and social development, (5) Assisting staff members in planning and conducting guidance programs and (6) Providing transition services that will lead to post-secondary education and training, bridge programs, integrated education and training programs, employment and other activities of statewide significance. Social work activities include: (1) Improvement of students’ attendance, (2) Interventions to assist students

dealing with the problems involving home, school, and community, (3) Provision of referral assistance and (4) Retention strategies.

- D. Assistive and adaptive equipment or special printed materials are for adult education and literacy students with special learning needs.
- E. Assessment and testing are activities to measure skill gains of individual students enrolled in eligible adult education and literacy activities through the use of the approved assessments for Illinois Adult Education and Literacy. However, other diagnostic assessments designed to place students in appropriate and eligible adult education and literacy instruction are allowable.

### **Special Rule**

Each eligible agency awarding a grant or contract under this section shall not use any funds made available under this title for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are under the age of 16 and are enrolled or required to be enrolled in secondary school under State law, except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy activities. In providing family literacy activities under this title, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this title prior to using funds for adult education and literacy activities under this title for activities other than activities for eligible individuals.

### **C. Corrections Education and other Education of Institutionalized Individuals**

Describe how the State will establish and operate programs under section 225 of WIOA for corrections education and education of other institutionalized individuals, including how it will fund, in accordance with the requirements of Title II, subtitle C, any of the following academic programs for:

- a. Adult education and literacy activities;
- b. Special education, as determined by the eligible agency;
- c. Secondary school credit;
- d. Integrated education and training;
- e. Career pathways;
- f. Concurrent enrollment;
- g. Peer tutoring; and
- h. Transition to re-entry initiatives and other post release services with the goal of reducing recidivism.

Each eligible agency using funds provided under Programs for Corrections Education and Other Institutionalized Individuals to carry out a program for criminal offenders within a correctional institution must give priority to serving individuals who are likely to leave the correctional institution within 5 years of participation in the program.

The state agency allocates funds to eligible correctional institutions using the same grant or contract process as the other eligible providers under the Workforce Innovation and Opportunity Act (WIOA) and carries the same provisions for direct and equitable access. The same criterion used to determine an applicant's eligibility under Section 231 also applies to all applicants of demonstrated effectiveness listed under Section 203.5, including Correctional Education Institutions. Each applicant will be evaluated using the same rubric and scoring process. Priority will be given to applicants who provide services to incarcerated individuals who are likely to leave the correctional institution within five years of enrolling in the instructional program.

Eligible instructional activities and services are provided in correctional institutions throughout the state. The services provided include an assessment of an individual's educational functioning levels to determine mandated adult education and literacy instructional programming needed in reading, writing, math and speaking to earn a High School Equivalency (HSE) Certificate or High school credit as well as the acquisition of the English language.

The ICCB funds adult education in correctional institutions and are designed to provide offenders with basic skill instruction as well as career pathway preparation. Given the low skill levels of many offenders, the ICCB adult/correctional education model understands that most participants' re-entry preparation will begin with adult education. Adult education is designed to help individuals strengthen their basic skills, earn their high school credential and transition to further education and training such as career and technical education or other post-secondary education programs. Illinois' adult education programs within a correction framework may provide the following core services that are consistent with the requirements for all statewide adult education programs: Adult Basic Education (ABE), Adult Secondary Education (ASE) and English Language Acquisition (ELA). These services are based on the needs of the institution. Other services that may be offered include: (1) adult education and literacy activities; (2) special needs assessment, as determined by the eligible agency; (3) integrated education and training or bridge programs; (4) career pathways; (5) concurrent enrollment; and (6) peer tutoring. The ICCB will work with the Second Chance program through the Correctional programs to establish a process for individuals to transition to re-entry initiatives and other post-release services with the goal of reducing recidivism. The ICCB will, in conjunction with the Correctional programs, develop a process of referral to adult education programs in the area of release and to the local community college. Special Note: Secondary School Credit programming is not currently provided through correctional education with AEFL funds, however this provision may be considered in the future.

Through partnerships, adult education programming will align its educational services with the labor market needs to determine jobs without criminal history restrictions. For example, the Illinois Department of Corrections developed a bridge program in Culinary Arts to provide instruction to those with low basic skills. The use of contextualized instruction and the incorporation of career awareness and workforce preparation activities will be incorporated into instruction to provide the offenders with knowledge and skills necessary for their success. The ICCB will work with core and required partners under WIOA to provide extensive wrap-around services to ensure successful recruitment, retention, re-entry, transition into post-secondary education, career training and workforce preparation to incarcerated individuals to reduce recidivism.

#### **D. Integrated English Literacy and Civics Education Program**

##### **1. Describe how the State will establish and operate Integrated English Literacy and Civics Education programs under Section 243 of WIOA, for English language learners who are adults, including professionals with degrees and credentials in their native countries.**

The State will use Integrated English Literacy and Civics Education (IEL/CE) funds in combination with integrated education and training activities to address how to prepare adults including professionals with degrees and credentials in their native countries, 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 integrate with the local workforce development system and its functions to carry out the activities of the program.

The ICCB held an IELCE 243 competition for eligible providers in April 2017 under WIOA for FY18 provision of IELCE activities. 36 applicants applied for IELCE 243 funding and 26 of the submitted applications qualified and were approved for 243 funding based on their proposed IELCE activities and past demonstrated effectiveness. The grant period for the approved 26 IELCE providers will be from July 1, 2018 until June 30, 2020. For continued funding, successful applicants will be required to submit a non-competitive continuation application annually. Continued funding will be contingent upon the availability and a sufficient appropriation of both federal and state resources, the applicant's demonstrated effectiveness in serving the target population and achieving the required performance and programmatic outcomes; and the ability to meet all grant requirements.

A. The state will evaluate the applications under Section 243 based upon the ability to deliver blended English Language Acquisition (ELA)/Civics as a part of instruction as well as each applicant must address the required competencies as listed below in item B, and concurrent enrollment in an Integrated Education and Training (including Workforce Preparation Skills) instruction. Programs may offer instruction in partnership with other entities in order to achieve the requirements of the law. For example: A program (community-based organization (CBO)) may decide to deliver contextualized instruction in their literacy program and

another program (CBO or community college) may provide the related training activities or workforce preparation activities. Applications will also be evaluated on how well instruction is connected to in-demand industries.

B. As part of this requirement, Illinois Adult Education requires those enrolled in Integrated English Literacy Civics (IEL/Civics) to demonstrate competency in achieving outcomes. The state will update the competencies such as the Democratic Process, Community Resources, U.S. School System, Housing, Employment and Consumer Economics. The goal of IEL/Civics is to provide integrated programs of service that incorporate English literacy and civics education to help immigrants and other Limited English Proficiency (LEP) populations to effectively participate in education, work and civic opportunities in this country as well as the rights and responsibilities of citizens.

C. Other activities of statewide significance will be added to ensure compliance with achievement of Section 243.

Special Note: Programs who provide civics education only in conjunction with English Literacy instruction must do so with under Section 231.

## **2. Describe how the State will fund, in accordance with the requirements of title II, subtitle C, Integrated English Literacy and Civics Education services and how the funds will be used for those services.**

A. Integrated English Literacy and Civics Education activities will be funded in combination with integrated education and training activities and will be awarded to providers that address how their programs will:

- prepare adults including professionals with degrees and credentials in their native countries, who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that leads to economic self-sufficiency;
- integrate with the local workforce development systems to carry out the activities of the program;
- address the civic competencies outlined below;
- have a demonstrated population need in the area; and
- Integrated education training and workforce preparation skills with curriculum.

The same criterion used to determine an applicant's eligibility under Section 231 also applies to all applicants of demonstrated effectiveness listed under Section 203.5. Each applicant will be evaluated using a rubric and scoring process that is in accordance with the activities established under Section 243 and will also include the thirteen considerations under law as well as one consideration under state guidelines.

B. As a part of this requirement, Illinois Adult Education requires those enrolled in Integrated English Literacy Civics (IEL/Civics) to demonstrate competency in achieving outcomes. As part of the application process, Adult Education Providers must address Illinois' specific IEL/Civics Competencies in their proposals. Each applicant must address competencies such as the Democratic Process, Community Resources, U.S. School System, Housing, Employment and Consumer Economics. The goal of IEL/Civics is to provide integrated program of services that incorporates English literacy and civics education to help immigrants and other Limited English Proficiency (LEP) populations to effectively participate in education, work and civic opportunities in this country. Each applicant must address the required competencies as listed above and will integrate Integrated Education and Training and Workforce Preparation Skills. Priority will be given to those programs that provide Integrated Education programs and Workforce Preparation Skills as a part of instructional programming as well as partnering with other entities in the delivery of services.

Special Note: Programs who provide civics education only in conjunction with English Literacy instruction must do so under Section 231.

## **E. State Leadership**

**1. Describe how the State will use the funds to carry out the required State Leadership activities under section 223 of WIOA.**

- A. The Illinois Community College Board (ICCB) will provide services that have been identified previously under this plan. The ICCB will assist programs in the coordination and delivery of key services within the one-stop delivery system. These services may include instructional, assessment, support and referral services. The ICCB will develop and provide relevant training to assist locals in the development of partnerships within the one stop system. The ICCB will also provide technical assistance to all core partners in understanding the adult education system and more specifically, training in appropriate administration of educational assessments to students. The ICCB will continue to assist local programs in the development of career pathway programs and will identify tools and develop curriculum needed to support students entering career pathway programs.
- B. The ICCB will develop and continue to enhance high quality professional development to support instruction provided to local adult education programs. Professional development will be or will continue in the following areas: Leadership Excellence Academy (LEA) for administrators in the overall evaluation of program instruction and services provided; Evidence Based Reading Instruction (STAR) (i.e., enhanced toolkit); Content Standard Development and Implementation (i.e., enhance ABE/ASE standards; develop English Language Acquisition (ELA) standard alignment with CCR Standards); Curriculum and Lesson Planning Development; ELA; Civic Education; Integrated Literacy and Civics; Competency Development and Implementation; Transitions and Workplace Education; development of Instructional Leaders and Instructor Academies; Increase Technology based professional development; Integrated Education and Training; Bridge Programs; Career Awareness; Math, Reading, Writing, Speaking, and Listening; host conferences, workshops, advisory committees, training and meetings that promote career pathways education, transitions, adult literacy; develop tools and conduct relevant research that show the connection of professional development to instruction; and other activities that support the ongoing enhancement of adult education instruction.
- C. The ICCB will also assist programs with incorporating technology into instruction; research and develop distance education tools that may be used to enhance instruction; identify and implement the most recent research in reading, writing, math ELA, and transitions; and develop standards for implementation into instruction. The ICCB will also provide training to local adult education programs in the development of partnerships within the one-stop system. The agency will work with state workforce board and one-stop system to determine appropriate training needed across partner organizations. The ICCB will host a variety of regional planning summits/forums/workshops for all partners to enhance and align partnerships in the delivery of services. In addition to the research activities identified, the ICCB will continue to participate in studies and research projects that are designed to provide a better understanding of how to enhance Illinois adult education. Also, the ICCB will conduct studies that will allow innovation to occur at the state and local levels. Lastly, the ICCB will encourage partnership research across partner agencies to determine how to best serve the student/client.
- D. The ICCB utilizes a statewide data collection system (DAISI, Data and Information System Illinois) to monitor the performance of all Title II-funded adult education and literacy providers. The data collected in DAISI is then analyzed and used to evaluate the quality and improvement of adult education and literacy activities by assessing the performance of providers through their educational functioning level increases or measurable skills gains. Each provider must complete fiscal/administrative and programmatic risk assessments, which determine whether a program should have increased requirements for reporting and monitoring, as a part of the grant application process. Additional monitoring takes place in the form of desktop monitoring and through regional support visits by ICCB Staff to program sites to determine programmatic and fiscal compliance, and to provide technical assistance. Detailed internal reports are maintained for each funded provider and reviewed quarterly to ensure quality and compliance. Information about models and proven or promising practices are disseminated to providers throughout the state through the use of electronic mailing lists and also at bi-annual Administrators' Meetings held by the ICCB for this purpose as well as to engage providers in statewide efforts. A variety of monitoring activities will be used in

order to ensure programs ability to achieve outcomes as well as the use of corrective action plans for those programs who are low performing.

**2. Describe how the State will use the funds to carry out permissible State Leadership Activities under section 223 of WIOA, if applicable.**

The Illinois Community College Board (ICCB) will carry out the following permissible state Leadership Activities:

- The support of a statewide Professional Development. Utilizing federally allocated State Leadership Funds, Illinois adult education will maintain a Professional Development and Training Center (PDTC) to provide professional development. The ICCB will continue to work with the PDTC to identify professional development needs of the state based upon regional assessments and local program data. While the PDTC addresses a host of professional development needs, each also has its own unique priority to address the goals in the state. These goals include: ongoing professional development at the state, local and regional level to improve the quality of adult education instruction; participation in reading research projects; enhancement to the statewide instructional content standards; and the development of bridge programs which includes the design, curriculum and instruction. In the spring or summer of 2018, the ICCB will set a new course of action for professional development and training that will better align with WIOA and the Adult Education Strategic Plan activities.
- The development and implementation of technology applications, translation technology, or distance education, including professional development to support the use of instructional technology. ICCB will continue to examine technology use at all levels in order to expand the reach of instruction. This includes technology use by administrators, instructors, students as well as maximized use in the classroom. The ICCB will expand its offering of online professional development. Lastly, the ICCB will expand its use of digital literacy at all levels, but more specifically the English Language Acquisition (ELA) levels of instruction through participation in the Literacy Information and Communication System (LINCS) English as a Second Language (ESL) Pro Project and Ed Tech IDEAL Consortium for Distance Education.
- Develop content and models for integrated education and training and career pathways. The ICCB will explore models that link or connect student interests to instruction. This may include but is not limited to a framework that will assist programs in helping students identify career needs and opportunities, development of a process that will place students on a pathway, career awareness and instruction map designed to illustrate a student's movement from basic instruction through career pathway programs and portfolio development. The ICCB will continue to add additional Integrated Education and Training (IET), Integrated English Literacy and Civics (IELC), Workforce Preparation, and bridge programs through ongoing technical assistance via the Transitions Academy. The academy is a year-long process to assist programs in the development of their career pathway programs.
- The development and implementation of a system to assist in the transition from adult education to post-secondary education, including linkages with post-secondary educational institutions or institutions of higher education. The ICCB will work through its' Area Planning Council process and the Local Workforce Innovation Boards (LWIB) to develop a streamlined approach to link students to post-secondary education, transitions between and among programs, partnering on bridge programs and integrated programs, employment and other services and activities.
- Activities to promote workplace adult education and literacy activities. The ICCB has partnered with businesses, Career and Technical Education (CTE) programs, post-secondary education throughout the state in the development of a Health Care, Manufacturing and Transportation, Distribution and Logistic (TDL) curricula. The ICCB will research workplace programs that will connect students to employment and will work closely with the Illinois Workforce Innovation Board (IWIB) to identify statewide curricula in other career pathway areas to be developed.
- Developing and piloting of strategies for improving teacher quality and retention. The ICCB will conduct research on the professional development requirements in an effort to enhance the quality of

instruction as well as professionalize the field of adult education. Currently, the ICCB requires twelve professional development hours annually for instructors. The ICCB will also conduct research on full-time vs. part-time instructors in programs and the impact on performance outcomes. The ICCB will identify and pilot strategies geared toward teacher quality and also provide curriculum and lesson planning training to increase the knowledge of instructors. The ICCB will develop instructional staff pathways to improve teacher quality and retention. This will include master teachers, transition specialists, content specialists and standard proficient instructors.

- Integration of literacy and English language with occupational skill training, including promoting linkages with employers. The ICCB will conduct research on effective models and pilot the development and implementation of these models.
- Identify curriculum frameworks and aligning rigorous content standards and identify the knowledge and skills needed of students. The ICCB will continue to revise and enhance the content standards developed in Adult Basic Education (ABE), Adult Secondary Education (ASE) and ELA; and will continue to develop a crosswalk of student knowledge and skills to other post-secondary education areas and occupational programs. The ICCB completed the alignment of ELA standards to CCRS in 2017, but will continue to make modifications as needed. The development and implementation of programs and services to meet the needs of adult learners with learning disabilities or English language learners, which may include new and promising assessment tools and strategies that are based on scientifically valid research, where appropriate and identify the needs and capture the gains of such students at the lowest achievement levels. The ICCB will continue to explore options to identify and assess the instructional needs of students. This can be accomplished by exploring other diagnostic tools that can be used with literacy students, those with learning disabilities and ELA learners. The ICCB will continue to provide Special Learning Need trainings to local programs as well as the American with Disability Coordinator Training to all adult education programs throughout the state. The ICCB will partner with the Illinois Department of Human Services Division of Rehabilitation Services in the identification of new tools and strategies that can be integrated.
- Outreach to Instructors, students and employers. The ICCB will continue to identify instructors who have incorporated promising practices into instruction to help develop strategies that can be used in the classroom. Currently, the ICCB uses instructors/coordinators in the development of standards, curriculum and lesson planning activities. ICCB will continue to work with employers in the development of career pathway curriculum development and connecting students to employment. ICCB will also develop a process of getting student input on adult education related activities.
- Other activities of statewide significance that promote the purpose of this title. The ICCB will continue to work with CTE, business and industry and the state workforce board to develop and connect workforce activities within the state. Also, the ICCB will continue to identify the areas of need and enhance the system of adult education to promote career pathway and literacy activities, especially for those at the lowest literacy levels.
- The ICCB may also fund other permissible activities such as:
  - Developing and disseminating curricula, including curricula incorporating the essential components of reading instruction as such components relate to adults;
  - The provision of assistance to eligible providers in developing and implementing programs that achieve the objectives of Title II of the Workforce Innovation and Opportunity Act (WIOA) and in measuring the progress of those programs in achieving such objectives, including meeting the state adjusted levels of performance; or
  - The development and implementation of a system to assist in the transition from adult education to post-secondary education, including linkages with post-secondary educational institutions or institutions of higher education.
  - Pilot projects and other related projects that show integration and alignment of services by partnering with core and required partners under WIOA.

- The development of activities for the strategies listed under the Unified State Plan.
- The development of activities to embed technology skills and the use of a variety of distance education tools into instruction.
- Using technology to disseminate best practices.
- The integration of English Language Acquisition instruction with the Civics Education Competencies.
- The development of strategic planning activities that align adult education to workforce and post-secondary education, training activities and WIOA related activities.

## **F. Assessing Quality**

Describe how the eligible agency will assess the quality of providers of adult education and literacy activities under title II and take actions to improve such quality, including providing the activities described in section 223(a)(1)(B) of WIOA.

The Illinois Community College Board (ICCB) will evaluate and has evaluated programs on a continuous basis and through a variety of processes. Programs will be assessed and monitored throughout the year through program visits, the Desktop Monitoring Tool, fiscal and compliance monitoring and through the Data and Information System – Illinois (DAIS-I). In addition, a state Policy and Procedure manual is widely distributed and is posted on the ICCB website, [https://www.iccb.org/iccb/wp-content/pdfs/adulted/provider\\_manual/FY18\\_AEL\\_Provider\\_Manual%202-22-18.pdf](https://www.iccb.org/iccb/wp-content/pdfs/adulted/provider_manual/FY18_AEL_Provider_Manual%202-22-18.pdf).

ICCB funded Adult Education and Literacy Programs will be monitored to determine:

- program improvement;
- the degree to which the programs comply with ICCB, state and federal policies and guidelines;
- information needed in local program planning efforts; and
- the ability to achieve state and federal requirements.

During the course of the fiscal year all programs will be reviewed through a combination of program visits by ICCB staff, the state's Desktop Monitoring Tool and approved data collection system. Staff, on an ongoing basis, will review program data and inform programs where there is a need for improvement. In addition, a probation and watch status was instituted in 2014 that will be continued to ensure a program receives significant technical assistance to improve program outcomes.

Fiscal and compliance monitoring will be conducted throughout the year to determine compliance with federal and state requirements. Programs will be contacted to schedule the review. Reviews may be onsite and or may be handled through online submissions. Specific information on fiscal and compliance monitoring will be provided to programs in advance of the monitoring review.

The ICCB will provide data and procedures for funded providers to evaluate their own performance in comparison to statewide performance and in comparison to funded providers with comparable students, goals and/or activities. The providers will use data reports that have been developed through the data collection system. These include:

- Student Error reports that indicate errors on a student record and where to locate/ correct the specific error(s).
- Enrollment Reports that provide information about the number of students served and units generated in each instructional category by a specific funding source.
- Master List Reports generate a list by funding source of students by student name and Social Security number. The Master List Reports also provide a breakdown of the enrollment hours generated by students in the specific funding source by instructional category.

- Program Status Reports include all students eligible to be served through Adult Education and Financial Literacy (AEFL) funds. It is the most inclusive of the required ICCB reports and provides demographic and testing data that can be used to foster continuous program improvement.
- National Reporting System (NRS) Performance Reports exist in two versions. The first version reflects all activity including all post-testing. The second version applies an attendance hour filter to the testing results. When the second version is generated, the results of any post-testing conducted before the minimum attendance hours were met as established by the test publishers will be excluded from the report. The second version (with AH filter) reflects what programs will be granted credit for in terms of NRS completion rates.
- In addition, several Static reports are available that provide a snapshot of program performance at a more granular level. These include:
  - AEFL Certification of Units Report represents the total number of students the program will be granted credit for in terms of the ICCB-AEFL funding formula. It represents the total number of students meeting the criteria for inclusion (In Open-Entry classes, have accrued at least 7.5 attendance hours in a single class section, prior to dropping. In Fixed-Entry classes, have been successfully retained through the mid-term date and have accrued at least 7.5 attendance hours in that single class section, prior to dropping) and be served through an approved funding source.
  - Cohort: Follow-up Measure 3–Earned High School Equivalency (HSE) or Secondary Credential report includes all learners who take all HSE tests and exit during the Fiscal Year and all learners who are enrolled in adult high school (HSCR classes) at the high Adult Secondary Education (ASE) High Level and exit during the Fiscal Year.
  - Cohort: Follow-up Measure 4–Entered Post-secondary report includes students from the group that was counted as a success for the Earned HSE/High School Diploma cohort or that entered the program with a Secondary Credential or was enrolled in a course specifically designed to transition them to post-secondary education and exited during the Fiscal Year.
  - IEL/Civics Report provides information about the number of students supported with IEL/ Civics dollars and the competencies completed by these students.
  - High School Equivalency (GED 2014 Series) data match report by student, or program record includes all data matched HSE results for all students that provide consent.
  - Generation Reports detail the total number of student enrollments, attendance hours and class/individual persistence rates by funding source, instructional category or other classification.
  - Instructor Individual and Summary Outcomes Reports include students that meet the criteria to be in the Program Status Report. In addition, to be claimed with a specific instructor, the student must meet the usual requirements plus have at least 7.5 attendance hours with that instructor (and have reached the midterm successfully if enrolled in fixed entry classes).
  - NRS Core Performance Measures reports provide a detailed breakdown of educational functioning level (EFL) gains and separates students into four distinct categories to illustrate areas where program performance meets targeted levels.
  - Professional Development Reports illustrate levels of compliance to minimum professional development requirements by instructors. Tracks quantity, type and cost of professional development hours accrued in a fiscal year.
  - Program Outcomes Report (Building) indicates student post-test percentage, percentage of students gaining levels, average attendance hours at specified building by instructional category, persistence rates for students and overall average attendance hours by students at specified building.

The ICCB also assesses the quality of the professional development programs that are designed to improve instruction in all areas. The assessment process is done through evaluations of training sessions and research conducted to determine outcomes and levels of learning. The ICCB is in the process of developing a

professional development portal that will, among other functions, track instructor professional development that can be linked to classroom outcomes as an additional method of evaluating the effectiveness of the professional development. Professional development is still in development for instructional staff, including both volunteer and paid personnel. Some professional development training has been developed for special learning needs and the specific needs of adult learners. This area is undergoing further development, with plans to survey students regarding the specific needs that are unique to the adult education population.

The ICCB regularly meets with the professional development and training center to assess, develop and revise the training and development offerings in order to ensure that the most effective and promising practices and methods are being utilized and highlighted. For example, plans are in place to fully examine and assess the existing professional development that is available for career pathways and transitions in efforts to determine what to keep, what needs to be developed and added and what needs to be retired. The expansion of integrated education and training and the growing focus on career pathway education and training necessitate the most up-to-date, relevant, and effective training resources and materials. The reports noted above will also be used to determine professional development needs as well as to assess outcomes as it relates to professional development. For example, in recent years research was conducted on the effectiveness of evidenced-based reading instruction. This research helped to determine the local training needs and how things are to be structured.

#### Section 427: GEPA -General Education Provisions Act (GEPA):

The Illinois Community College Board (ICCB) has several provisions under the State of Illinois Grant Agreement and requires, “ the grantee, its employees and subcontractors under subcontract made pursuant to this Agreement, shall comply with all applicable provision of State and Federal laws and regulations pertaining to nondiscrimination, sexual harassment and equal employment opportunity including laws and regulations and subsequent amendments, “ as well as adding to this agreement Section 427 of the General Education Provisions Act (GEPA). The ICCB will also require each grant recipient to maintain documentation to ensure compliance with Section 427 of the General Education Provisions Act (GEPA).

The following information is included in the grant application for federal and state funding:

- The ICCB shall require the Grantee shall certify that they prohibit and covenant that they will continue to prohibit discrimination and certify that no person, otherwise qualified, is denied employment, services, or other benefits on the basis of: (i) political or religious opinion or affiliation, marital status, sexual orientation, gender identification, race, color, creed, or national origin; (ii) sex or age, except when age or sex constitutes a bon fide occupational qualification; or (iii) the physical or mental disability of a qualified individual with a disability.
- In addition, the ICCB requires the Grantee to specifically agree to comply fully with the non-discrimination and equal opportunity provisions of the Workforce Innovation and Opportunity Act; the Americans with Disabilities Act of 1990 (42 USC 12101 et seq); the Nontraditional Employment for Women Act of 1991; title VI of the Civil Rights Act of 1964 as amended; section 504 of the Rehabilitation Act of 1973, as amended; the Age Discrimination Act of 1967, as amended; title IX of the Education Amendments of 1972, as amended; and with all applicable requirements.
- Programs and projects funded in total or in part through this grant will operate in compliance with State and Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR) the General Education Provisions Act (GEPA), the Americans with Disabilities Act, and the Workforce Innovation and Opportunity Act (WIOA).

Two examples of the GEPA provision:

(1) The Illinois Community College Board will ensure that the grantee maintains documentation as to how they will make available to adults with limited English proficiency information that describes the programs

and services; and how the grantee will communicate this information clearly and concisely in a manner that is understandable to an individual who is potentially enrolling in the program.

(2) The Illinois Community College Board will ensure that all program applicants has an ICCB trained ADA (Americans with Disabilities Act) coordinator onsite. The ICCB will further require all grantees to provide evidence of program strategies, keep and maintain written procedures and auditable records for the delivery of support services to individual with disabilities in accordance with the Americans with Disabilities Act of 1990 (ADA), and (WIOA Sec. 121(c)(2)(A)(iv). Programs are responsible for compliance with the Americans with Disabilities Act. The ICCB requires the following.

- Each program must have a designated ADA coordinator.
  - The designated ADA coordinator must satisfactorily complete the annual online ICCB Adult Education and Literacy ADA Coordinator training.
- Each program must provide public notice.
- Each program must have an established grievance policy.
- Each program must conduct a self-evaluation.
- Each program must develop a transition plan regarding accessibility.
- Each program must 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. General guidelines for programs serving students with learning disabilities and other special learning needs may be found at: <https://www.iccb.org/iccb/wp-content/pdfs/adulted/LD%20Guidelines%20Complete.pdf>.

Adult Education and Literacy programs must provide “reasonable accommodations” to qualified persons with disabilities. Reasonable accommodations (sometimes called auxiliary aids and services) are accommodations that make the program accessible to individuals with a disability. Such accommodations must be afforded to a qualified individual with a disability unless the service provider can demonstrate that the accommodation would impose “undue hardship” on the program or constitute a substantial alteration in the nature of the program.

Examples of accommodations that educational programs may provide for adults with learning disabilities, depending on the particular disability and need for accommodation, include, but are not limited to (Appendix F, Reasonable Accommodations):

- Extended time for completing tasks.
- Books on tape.
- Reduced visual or auditory distractions, such as a private room for tests.
- Auxiliary aids and assistive technology, such as calculators, highlighters, and computers.
- Large print materials.
- Alternative format for instructions, such as audiotape instructions in addition to printed instructions for taking a test.
- Note takers.