**Section 1506.400 Application Process**

a) An application from an eligible applicant for a high school diploma program for adult learners shall be submitted electronically to the Illinois Community College Board on forms prescribed by the Board.

b) Each application submitted to the Board shall include:

1) Cover Packet

A) Contact information, including the Chief Executive Officer, the Program Director, and Fiscal Officer or the equivalent.

B) A letter from the eligible applicant, other than a school district, that indicates that an agreement cannot be reached between the eligible applicant and a secondary or unit school district in the area. The letter must summarize the discussion and the dates as well as the reasons an agreement could not be established. Additional documentation may also be included (e.g., minutes of meetings).

2) Proposal Narrative

A) Statement of Need

Describe the demographic, socioeconomic and employment trends for the proposed service area, including labor market and education attainment data that demonstrates a need for the Program.

B) Mission and Structure

i) Describe the eligible applicant's mission and past history in serving the adult population.

ii) Describe the administrative structure of the Program.

iii) Describe the financial commitments to support the Program and ensure that outcomes and goals are met.

C) Instructional Program Design and Activities

i) Describe the instructional activities, including the curriculum, program sequence and multidisciplinary courses. Include any online or technology based curriculum that will be used.

ii) Describe the Program and its connection with the Illinois Learning Standards and Illinois Adult Education Content Standards.

iii) Describe the intensity, duration and frequency of the activities, including but not limited to the times and location.

iv) Describe the plans to deliver a system of career pathways that includes career and technical education courses that lead to industry recognized certifications in high growth and in-demand industry sectors identified through labor market analysis or dual credit courses from a regionally accredited postsecondary educational institution consistent with the Dual Credit Quality Act [110 ILCS 27]. The Program may partner with a community college district in the area of services to provide career and technical education courses that lead to industry recognized certifications.

D) Partnerships and Collaboration

i) Describe established educational partnerships and collaborations, including those with regional offices of education, school districts and community college districts in the area in which the Program is delivered.

ii) Describe connections to the community that will enhance the ability to deliver services to adult learners, including business and industry, local workforce boards, social service agencies, State agencies, and other stakeholders.

E) Recruitment, Enrollment and Retention Strategies

i) Describe the recruitment and enrollment process, as well as retention strategies.

ii) Describe the target populations to be served in the Program. Strategies for the delivery of instructional services through a Program should target the following populations:

• Long-term unemployed and underemployed, and those not in the labor force who demonstrate a deficiency in basic skills;

• Low-income adults;

• Individuals with disabilities;

• Individuals receiving public assistance;

• Out-of-school youth;

• Veterans;

• Migrant and seasonal farmworkers;

• Incarcerated and other institutionalized individuals;

• Re-entry individuals (ex-offenders);

• English Language Learners;

• Older individuals;

• Homeless individuals;

• Single parents, Temporary Assistance to Needy Families (TANF) recipients, and displaced homemakers;

• Youth in the foster system or who have aged out; and

• Low literacy adults, without a high school diploma.

F) Program Completion

Describe the requirements for Program completion, including the use of any standardized testing or assessments. Adult learners must also complete the U.S. and Illinois State Constitution Tests, as well as the Flag Test, as required by the School Code (see 105 ILCS 5/27-3).

G) Support Services

i) Describe the support services that will be provided by the applicant or in coordination with partners (e.g., transportation, childcare services, employment).

ii) Describe any assessments that will be used to determine eligibility for services.

iii) Describe the academic, behavioral and emotional support services to be offered to adult learners enrolled in the Program.

H) Program Accountability and Evaluation

i) Describe specific outcomes, goals and metrics of the Program, including enrollment projections and completions.

ii) Describe the use of any Board approved adult education assessments in determining reading and math levels (i.e., pre- and post-testing).

iii) Describe the use of Program data to evaluate the success of the Program and the outcomes of adult learners.

I) Professional Development

i) Describe all staff and responsibilities related to the Program, including: Program administrator, coordinators, counselors and instructional staff, including licensed teaching staff, teacher aides, tutors, and others staff involved in the Program.

ii) Describe the specific certifications of staff, including educator licenses valid for the high school grades or other adult education specific certification approved by the Board. All instructional teaching staff must hold an educator license valid for the high school grades issued under Article 21B of the School Code.

iii) Describe the professional development requirement for all staff, including completion of the required new teacher orientation.

c) In addition to the above required information, a nonprofit eligible applicant shall provide the following to the Board:

1) Assurance through evidence and documentation that the nonprofit entity has the ability and capacity to fulfill all the requirements of this Part and Section 3-15.12a(b) of the School Code.

2) A description of the coordination and oversight the partner entity will provide in the administration of the Program by the nonprofit entity.

3) Evidence that the nonprofit entity has a history of providing services to adult learners whose educational and training opportunities have been limited by educational disadvantages, disabilities and challenges.