

**ILLINOIS NARRATIVE REPORT 2011-2012**  
**NATIONAL REPORTING SYSTEM FOR ADULT EDUCATION**

Submitted to:

Division of Adult Education and Literacy  
Office of Vocational and Adult Education  
U.S. Department of Education  
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Washington, DC 20202-7240

Submitted by:

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**(QUESTION 1) STATE LEADERSHIP - “Describe successful activities, programs, and projects supported with State Leadership funds and describe the extent to which these activities, programs, and projects were successful in implementing the goals of the State Plan.”**

In 2012 the Service Center Network continued to build on the primary focus areas that were defined by the ICCB in 2011. Professional development for 2012 was primarily centered on the areas of Bridge/Transition Programs, Special Learning Needs, ABE/ASE Content Standards, Evidence Based Reading Instruction and English as a Second Language Instruction. In addition, the ICCB worked with the Service Center Network and with programs to develop local needs assessment. This information is used to provide professional development at regional fall conferences in each area of the state as well as at the required State Administrator meetings.

The following table reflects FY12 Professional Development activities:

Category	Events	Participants*
ESL	52	634
EL/Civics	7	48
ABE/GED	62	1,400
Technology/ Distance Learning	34	550
New Teacher Orientation	13	183
Assessment/NRS	13	178
Special Learning Needs	16	289
STAR Reading / EBRI	71	1,134
Administrators	18	851
Transitions	42	966
Other Topic Areas	59	1,052
<b>Totals</b>	<b>387</b>	<b>7,286</b>

\* duplicated count

Bridge/Transition Training

In 2012 the Southern Illinois Professional Development Center continued their statewide focus on Bridge/Transitions training. In 2011 the Bridge Core Training pilot that was conducted in FY10 was expanded to include Administrators from all regions of the state. In conjunction with the state strategic plan, the ICCB along with the Service Center Network developed and finalized

an online and two-day face to face hybrid Bridge Training. The pilot of the face to face training was delivered in October 2011 with evaluation by two outside evaluators. These evaluations, along with other factors, were used in refining the program's delivery for FY12. During 2012 this initiative was the priority area for the Southern Illinois Service Center and will remain their focus in FY13.

#### Special Learning Needs Institute

Due to the overwhelmingly positive response from participants in the hybrid model of delivery of the Special Learning Needs Institutes, the model was expanded in 2012. The implementation included face to face training, synchronous at-a-distance training via GoToMeeting and asynchronous at-a-distance modules through the iLearn classroom.

#### Evidence Based Reading

In order to increase capacity for Evidence Based Reading Instruction (EBRI) and STAR training an emphasis has been placed on increasing STAR trainers in the state. By early January 2013 a new STAR trainer is expected to have completed the certification process. At that time an additional STAR trainer will begin the intense training necessary for certification. It is expected that with the additional STAR certified trainer, EBRI training will be expanded in 2013.

In 2012 the Adult Learning Resource Center staff focused on EBRI and delivered the STAR training to three cohorts across the state. EBRI remained a focus of training at regional and state meetings during the year. The EBRI training team created self-paced modules within iLearn to increase the awareness of the need of EBRI instruction. Some of these modules will be used in New Teacher Orientation and others will be used as prerequisites for face to face training.

#### Content Standards

The FY12 priority for the Central Service Center was the alignment of the current ABE/ASE Content Standards with the Common Core and Career Readiness Standards and other standards. Project team leaders were identified and working committees were formed of content area specialist from across the state. A draft of new standards was presented to the ICCB in March 2012 and final standards were in place by June of 2012.

The first half of FY13 will be spent implementing a two tiered professional development initiative to align existing curriculum with the new standards. Regional Standards to Strategies workshops will focus on the teachers and how the standards will affect their teaching strategies. Curriculum alignment workshops are designed to assist programs with aligning their curriculum to the new standards.

#### Alternative Professional Development Delivery Methods

In order to meet the need of statewide priorities in the most efficient manner, the Service Center Network has embraced the use of alternative delivery methods for professional development. These methods include asynchronous and synchronous methods.

Synchronous at-a-distance learning is conducted through GoToTraining. The tool has been used as a primary mode of delivery of training for the i-Pathways at-a-distance curriculum. This tool has been successful in providing an additional option for instructors to receive training. In 2012

the use of this tool was expanded to offer more online training for administrators. The sessions focused on the topics of budgeting and the changes in the GED® test in 2014. The ability to archive these presentations extends their usefulness and provides an additional resource for the field. In 2013 the ICCB will expand the use of this tool in other areas of administrator training.

In addition, iLearn is an installation of the Moodle Learning Management System dedicated to Illinois adult educators. This tool is used primarily for self-paced modules within the Special Learning Needs training and the New Teacher Orientation. As previously mentioned, modules have been developed for planned use in EBRI and other subject areas. Planning is in place for the entirety of the New Teacher Orientation to be offered as an online course through iLearn in 2013.

The Excellence in Adult Education website continues to evolve. The Service Center Network uses this site as a portal for registering for GoToTraining and other statewide events. In 2012 it began to be used as a portal for information for programs concerning the upcoming changes to the GED® test. It remains a positive portal for information about professional development and upcoming events in Illinois.

Illinois Adult Education has also begun to use Facebook and Twitter as a way to distribute information about adult education to teachers and the general public. In 2012 upgrades to the iLearn and Excellence in Adult Education website tightened the connection between these sites and the Facebook and Twitter campaign.

### Regional Conferences

While recognizing the need for alternative delivery methods, the ICCB and the Service Center Network also realize the need for traditional delivery methods. To that end, each of the three regional Service Centers delivers an annual regional conference to reach as many adult educators as possible. These conferences provide a variety of professional development opportunities. In accordance with the goals of the Strategic Plan, the focus of the conferences this year included Evidence Based Reading Instruction, Bridge and Student Transitions. Over 900 adult educators attended the fall conferences in FY12. To maximize the impact of these conferences on professional development the southern and central conferences will be combined into a single conference in FY13.

### Illinois Strategic Plan

The Illinois Strategic Plan, “Creating Pathways for Adult Learners”, was developed in FY10 and the ICCB continues the Adult Education Advisory Council to address specific priorities of the Strategic Plan. Both funded providers and the ICCB have focused on the development of cooperative agreements with a variety of agencies that will assist in providing quality services for students and progress in implementing the recommendations of the Strategic Plan.

### Data and Information System – Illinois (DAISI)

The ICCB utilizes DAISI as the data collection system for all funded programs in the state. Training on the system for both new users and experienced staff members continued with a focus on using data to inform decision making. Technical assistance is available to all DAISI users via

a DAISI helpdesk and ICCB staff. The ICCB also hosts a listserv and a discussion forum for DAISI users.

The ICCB has increased the focus on data and examining practices at the local level to improve outcomes, especially as it relates to progress on the educational functioning level gains. DAISI is now being utilized directly by more instructors. Appropriate reports are available for individuals based on access level in DAISI.

**(QUESTION 2) NATIONAL REPORTING SYSTEM FINDINGS - “Describe any significant findings from the Eligible Agency's evaluation of the effectiveness of the adult education and literacy activities based on the core indicators of performance.”**

All required statistical data tables were submitted at the following website:  
<http://wdcrobcolp01.ed.gov/CFAPPS/OVAE/NRS/main.cfm>

Each Core Outcome Indicator is described, the state target identified, and actual performance reported for fiscal year 2012. Illinois’ robust web-based data system, DAISI, applied a minimum post-test hour threshold filter for students to be claimed for FY12 NRS reporting purposes. Thus, students that were post-tested before minimum hour thresholds were not eligible for educational functioning level completion. Illinois fell short in meeting several NRS Targets. The end of FY12 saw the first competitive grant process in Illinois in ten years. Also, in order to address issues related to programs that fail to meet targets, Illinois has implemented a Probation and Watch List that will begin based on FY13 data.

*Core Outcome Indicator #1: Educational Gain*

Learner completes or advances one or more educational functional levels from starting level measured on entry into the program.

- ABE Beginning Literacy Target – 44 percent of the ABE Beginning Literacy level enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
  - 45 percent (N = 282) of Illinois 620 ABE Beginning Literacy students moved to a higher level as validated by the Test of Adult Basic Education (TABE).
- ABE Beginning Basic Education Target – 46 percent of the ABE Beginning Basic Education level enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
  - 42 percent (N = 1,187) of Illinois 2,827 ABE Beginning Basic Education students moved to a higher level as validated by the Test of Adult Basic Education (TABE).
- ABE Intermediate Low Target – 41 percent of the ABE Intermediate Low enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
  - 37 percent (N = 3,513) of Illinois 9,555 ABE Intermediate Low students moved to a higher level as validated by the Test of Adult Basic Education (TABE).

- ABE Intermediate High Target – 35 percent of the ABE Intermediate High enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
  - 31 percent (N = 4,174) of Illinois 13,454 ABE Intermediate High students moved to a higher level as validated by the Test of Adult Basic Education (TABE).
- ASE Low Target – 37 percent of the ASE Low enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
  - 35 percent (N = 2,574) of Illinois 7,397 ASE Low students moved to a higher level as validated by standardized test results.
- ASE High Target – (Not Applicable) ASE High enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
- ESL Beginning Literacy Target – 49 percent of the ESL Beginning Literacy enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
  - 40 percent (N = 2,217) of Illinois 5,545 ESL Beginning Literacy students moved to a higher level as validated by Comprehensive Adult Student Assessment Systems (CASAS) or Basic English Skills Test (BEST) Literacy or Basic English Skills Test (BEST) Plus.
- ESL Low Beginning Target – 34 percent of the ESL Low Beginning enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
  - 30 percent (N = 4,140) of Illinois 13,623 ESL Low Beginning students moved to a higher level as validated by Comprehensive Adult Student Assessment Systems (CASAS) or Basic English Skills Test (BEST) Literacy or Basic English Skills Test (BEST) Plus.
- ESL High Beginning Target – 43 percent of the ESL High Beginning enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
  - 38 percent (N = 2,945) of Illinois 7,778 ESL High Beginning students moved to a higher level as validated by Comprehensive Adult Student Assessment Systems (CASAS) or Basic English Skills Test (BEST) Literacy or Basic English Skills Test (BEST) Plus.
- ESL Intermediate Low Target – 49 percent of the ESL Intermediate Low enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
  - 39 percent (N = 2,848) of Illinois 7,318 ESL Intermediate Low students moved to a higher level as validated by Comprehensive Adult Student Assessment Systems

(CASAS) or Basic English Skills Test (BEST) Literacy or Basic English Skills Test (BEST) Plus.

- ESL Intermediate High Target – 34 percent of the ESL Intermediate High enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
  - 30 percent (N = 2,833) of Illinois 9,320 ESL Intermediate High students moved to a higher level as validated by Comprehensive Adult Student Assessment Systems (CASAS) or Basic English Skills Test (BEST) Literacy or Basic English Skills Test (BEST) Plus.
- ESL Advanced Target – 29 percent of the ESL Advanced enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
  - 18 percent (N = 1,459) of Illinois 7,942 ESL Advanced students moved to a higher level as validated by Comprehensive Adult Student Assessment Systems (CASAS) or Basic English Skills Test (BEST) Literacy or Basic English Skills Test (BEST) Plus.

Core Outcome Indicator #2: Entered Employment

Learner obtains a job by the end of the first quarter after the program exit quarter.

- Placement/Entered Employment Rate Target – 41 percent of the program completers will have earnings reported under the Illinois Unemployment Insurance (UI) wage record system as a percentage of all program completers.
  - 41 percent (N = 6,752) of Illinois 16,385 adult education completers had earnings in the UI wage records.

Core Outcome Indicator #3: Retained Employment

Learner remains employed in the third quarter after exit quarter.

- Retained Employment Target – 79 percent of the learners will still have earnings reported under the Illinois Unemployment Insurance (UI) wage record system in the third quarter after exit.
  - 81 percent (N = 5,479) of Illinois 6,752 adult education completers still have earnings reported under the Illinois UI wage record system in the third quarter after exit.

Core Outcome Indicator #4: Receipt of a Secondary School Diploma or GED

Learner obtains certification of attains passing scores on the General Education Development (GED) tests, or who obtains a diploma, or state recognized equivalent, documenting satisfactory completion of secondary studies (high school or adult high school diploma).

- Receipt of a Secondary School Diploma or GED Target -- 35 percent of adult secondary and high intermediate basic students with this goal (primary or secondary) will earn a high school diploma or recognized equivalent.
  - 35 percent (N = 2,437) of the 7,037 Illinois adult secondary education and high intermediate basic education students with GED/Secondary School Diploma attainment as their goal (primary or secondary) earned a GED/equivalent.

Core Outcome Indicator #5: Placement in Postsecondary Education or Training

Learner enrolls in a postsecondary educational or occupational skills training program that does not duplicate other services or training received, regardless of whether the prior services or training were completed.

- Placement in Postsecondary Education or Training Target -- 26 percent of adult education completers with placement in postsecondary education/training as their goal (primary or secondary) will enroll in postsecondary training.
  - 25 percent (N = 1,317) of the 5,248 Illinois adult education completers enrolled in postsecondary courses at an Illinois public community college. Completers from the State of Illinois DAISI data system exhibiting this goal were matched against annual enrollment in college level course work at an Illinois public community college (A1 data).

**(QUESTION #3) WIA TITLE I COORDINATION - “Describe how the Eligible Agency has supported the integration of activities sponsored under Title II with other adult education, career development, and employment and training activities. Include a description of how the eligible agency is being represented on the Local Workforce Investment Boards, adult education’s involvement on the State Workforce Investment Board, the provision of core and other services through the One-Stop system and an estimate of the Title II funds being used to support activities and services through the One-Stop delivery system.”**

The ICCB continues to support Adult Education and Family Literacy, Title II of the Workforce Investment Act (WIA) as it becomes more focused on the broader workforce system through the development of a Strategic Plan for the Adult Education system. Adult Education is involved in multiple projects related to workforce including, but not limited to Career Pathway and Transition discussions, Bridge Programming, Accelerating Opportunity (AO) Integrated Programs, and Sector/Cluster initiatives. The following information highlights initiatives that promote Adult Education’s involvement in the broader workforce system.

Training and Information Exchanges

- Presentations, professional development activities and updates are provided annually to Adult Education and Family Literacy providers and the state-wide Adult Education Advisory Council by the Vice President for Adult Education and Institutional Support and the Senior Director for Adult Education and Family Literacy.
- Through the Shifting Gears Initiative worked with Title I, Workforce and Career and Technical Education to develop a how to guide for Bridge Programs.
- Presentations at Workforce Conferences and at the IL Transitions Conference through the Accelerating Opportunities Projects
- Workforce, CTE, and Adult Education continue to participate as part of the Accelerating Opportunity Project Initiative to accelerate education and employment opportunities for low-skilled adults.
- Information was provided to all ICCB funded Adult Education and Family Literacy providers in Illinois regarding the latest information on WIA, including Title I, Title II, and WIA reauthorization. Listservs remain the primary source for providing updates to



the Adult Education and Family Literacy providers on the Local Workforce Investment Boards (LWIBs). Local Area Planning Councils provide LWIB participation as part of the Area Plan annual submission.

- Director for Career and Technical Education, and a Department of Commerce and Economic Opportunity (DCEO) staff person are members of the Adult Education Advisory Council.

Adult Education, as well as CTE and Workforce, participates as part of the Workforce Innovation Project funded through the Department of Labor.

#### Technical Assistance and Provider Support

- Identified workforce needs and issues at the local level and participated in federal, state, and local conferences and training. Provided ongoing technical assistance as requested and initiated technical assistance as needed to verify WIA compliance.
- Continue to provide individual providers assistance in their involvement in the local One-Stop Centers/Illinois WorkNet Centers.
- Worked with Adult Education providers who participate as part of the regional and state WIA incentive initiatives
- Encouraged collaboration and regionalization between adult education entities and within institutions to work together on broad workforce initiatives such as health care, manufacturing and transportation, distribution and logistics, bridge programs, information technology, as well as green jobs. The Illinois Learning Exchange has been established around STEM areas and encourages collaboration between all partners.
- Continue to provide training throughout the state on bridge program development and include workforce

#### Local Workforce Investment Board (LWIB) Representation

In Illinois, Adult Education and Family Literacy is represented on each of the 24 Local Workforce Investment Boards (LWIBs). In the past year, three of the workforce boards merged into one. Adult Education Providers have established a system of communication between the representative on the Local Workforce Investment Boards and the providers. LWIB continue to work with programs in Area Planning Council to provide updates on workforce initiatives. Adult Education and Family Literacy providers are also represented on Local Youth Councils and LWIB subcommittees.

#### Illinois Workforce Investment Board (IWIB) and Memoranda of Understanding (MOUs)

The President and Chief Executive Officer of the ICCB, Geoffrey Obrzut, represent Adult Education and Family Literacy on the statewide Illinois Workforce Investment Board (IWIB). Memoranda of Understanding (MOUs) in all 24 of the Local Workforce Investment Areas are updated on an ongoing basis. These include agreements regarding core services and financial contributions.

#### One-Stop System (Illinois WorkNet Centers) Involvement

Adult Education continues to be a part of the Illinois One-Stop System as well as the virtual one-stop system and may participate in ways such as, co-location, staff sharing, and cross training, through the virtual one-stop system (Illinois WorkNet) and through contributions such as rent,

utilities, resource room materials, supplies, staff, accessibility, technical assistance, and in-kind contributions. Some Adult Education providers offer classroom instructional opportunities at the location or nearby providing for better access to educational services. Adult education provider information is available on the Illinois worknet website, [www.illinoisworknet.com](http://www.illinoisworknet.com). The Illinois Community College Board continues to provide a workforce development vision to enhance the services to individuals in need as well through the Adult Education Strategic Plan.

**(QUESTION #4) EL CIVIC ACTIVITIES - “Describe successful activities and services supported with EL Civics funds, including the number of programs receiving EL Civics grants and an estimate of the number of adult learners served.**

In FY2012, the ICCB funded thirty-eight programs to provide EL/Civics instruction. Of the 5,288 students completing at least 15 attendance hours, 4,982 (85%) met the competency requirement by completing at least two competencies for each fifteen attendance hours earned. Programs reported a total of 557 students achieved citizenship.

The ICCB staff and the Service Center Network collaborated to plan professional development activities targeting the needs of ESL/Citizenship/EL-Civics instruction including those in community-based organizations and high school districts. ICCB continues to conduct activities specifically designed to address the needs of instructors and tutors.

In 2012 the EL/Civics Competencies Training was re-designed. The new training is recommended for all new EL/Civics teachers. For new instructors, the training provides ten professional development hours. For those with previous EL/Civics teaching experience, the training provides seven hours of professional development. The new training has three different components that begin with a face to face training, followed by an online section and then ending with another face to face training to solidify the learning and transference of new skills to the classroom.

In 2012 the ESL Task Force continued to meet to discuss issues related to EL/Civics such as the review of the current competency list for relevance and possible expansion. The ICCB established a new group, the EL/Civics Improvement Committee, to provide recommendations for the further advancing of EL/Civics Instruction in Illinois.

- Seven EL/Civics Training sessions were offered by the Service Center Network.
- The EL/Civics USDOE grant-developed curriculum Community Connections is available to programs through CPC and the Service Center libraries for programs to use as a model curriculum.
- EL/Civics on-line, a professional development resource program for ESL, EL/Civics and Citizenship teachers and tutors, now is an integral and essential component of EL/Civics training, professional development and instruction in Illinois. This on-line resource is free.

**Other Submissions Completed**

The Financial Status Reports (FSRs) and the Data Quality Checklist and Certification have been completed, scanned and emailed to [NRS@ed.gov](mailto:NRS@ed.gov) per submission instructions. The Assessment Policy has been submitted to Rebecca Moak with a copy sent to the [NRS@ed.gov](mailto:NRS@ed.gov) address.