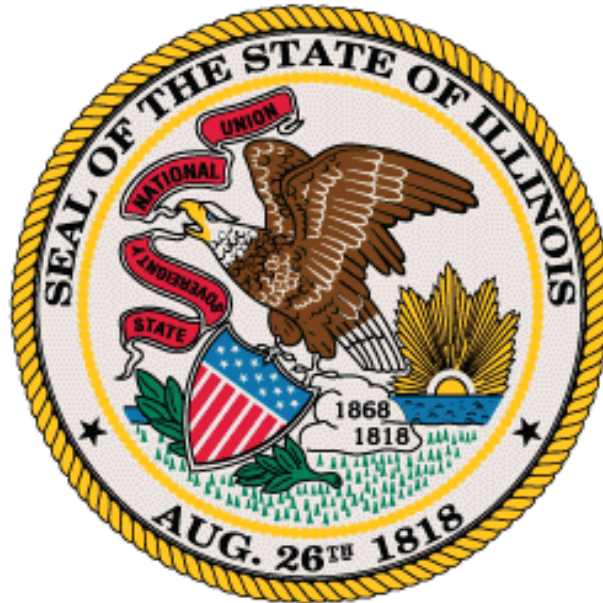


ILLINOIS NARRATIVE REPORT 2012-2013

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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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 Illinois, the primary focus areas in FY13 centered on increasing Bridge and Transition Programs, implementation of ABE/ASE Content Standards and increasing the use of Evidence Based Reading Instruction. These specific areas have been the Service Center Network's top priority since being defined by the Illinois Community College Board (ICCB) in 2011. Activities have centered on improving outcomes and expanding a career pathways framework to ensure that students at all levels of entry can access services with a clear path toward reaching employment and education goals.

The following table reflects FY13 Professional Development activities:

Category	Events	Participants*
ESL	53	1,029
EL/Civics (including Citizenship)	16	173
ABE/GED®	41	1,038
Technology/Distance Learning	73	1,172
New Teacher Orientation	30	326
Assessment/NRS	16	305
Special Learning Needs	43	387
STAR Reading/EBRI	36	1,032
Administrators	19	563
Transitions	46	1,191
Other Topic Areas	10	309
Totals	384	7,525

* duplicated count

Service Center Network - Priorities

Bridges/Transition Training - In 2013, the Southern Illinois Professional Development Center (SIPDC) continued their statewide focus on Bridges/Transitions training by providing the first Transitions Academy. This Academy was developed to increase the number of Accelerating Opportunity (AO) Affiliates and Bridge programs in the state. Specific training in development and technical assistance was provided to those programs in the Academy. The delivery of the Transitions Academy will continue in FY14. Statewide Bridge Curricula in the areas of Manufacturing and Healthcare was developed and delivered in FY13. During 2013 this initiative was the priority area for the Southern Illinois Service Center and will remain their focus in FY14.

In addition to the focus on increasing Bridge and Transition services, the state continues to participate in the AO initiative. This initiative seeks to *significantly* increase the number of lower-skilled students who achieve at least one "stackable," credit-bearing, postsecondary credential by pairing adult education instruction with credit bearing courses leading to industry recognized certificates. In FY13, the state added another cohort to

The AO initiative with four additional colleges being brought into the project. In FY14, another cohort is being brought into the initiative that will result in six additional colleges offering AO programming.

ABE/ASE Content Standards Training – The FY13 priority for the Central Illinois Adult Education Service Center (CIAESC) was the implementation of a regional workshop called *Standards to Strategies*. This two-day training allows instructors to increase knowledge of the Illinois ABE/ASE Content Standards, which are aligned with Common Core and College Readiness Standards, and learn practical strategies for integrating them into their instructional practices. The focus was on both the Language Arts and Mathematics Content Standards. During late FY13 and early FY14, a crosswalk was completed with the Illinois ABE/ASE Content Standards and the College and Career Readiness Standards for Adult Education that was released by OVAE in April 2013.

FY14 will be spent developing ABE/ASE curriculum that aligns with the Illinois ABE/ASE Content Standards. Project team leaders have been identified and working committees were formed of content area experts from across the state. Towards the end of FY14, the new ABE/ASE model curriculum with be disseminated to the state, followed by Curriculum Institutes that will assist programs with aligning their current curriculum to the Illinois ABE/ASE Content Standards or adapting the new model curriculum.

Evidence Based Reading Instruction (EBRI) - Student Achievement in Reading (STAR) Training - EBRI training continued to be the priority of the Adult Learning Resource Center (ALRC) and was offered in Illinois through the 6-day national STAR model. Four 6-day trainings were held, two in northern Illinois, two in central/southern Illinois for a total of 25 new programs, and 116 staff from new and existing STAR programs.

Key developments in FY13 to further increase capacity and the institutionalization of EBRI in Illinois included 1) training and integration of a new STAR trainer in addition to the two current ALRC trainers; 2) development of online training modules on EBRI for new teachers; 3) face to face orientations for new administrators and development of new online orientation sessions for administrators and teachers; 5) an in-progress virtual observation pilot; 6) over 150 site-based technical assistance contacts statewide; and 7) development of 19 vocabulary units and a list of leveled vocabulary resources.

Initial analysis of post-test results for FY13 show students receiving EBRI instruction are benefiting significantly from it. While more analysis is needed, level completion rates for ABE Intermediate Low and ABE Intermediate High students in EBRI classes were higher than those not receiving EBRI. More analysis will be conducted to compare the results of students at these levels within individual programs who have fully implemented STAR.

Special Learning Needs

The hybrid model of the Special Learning Needs Institute continued to be delivered on a statewide basis in 2013. This hybrid model included face to face training, synchronous at-a-distance training via GoToMeeting and asynchronous at-a-distance modules through the iLearn classroom.

Alternative Professional Development Delivery Methods

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

Synchronous at-a-distance was conducted through GoToTraining. The ability to archive these presentations extends their usefulness and provides an additional resource for the field. In addition, iLearn, an installation of the Moodle Learning Management System dedicated to Illinois adult educators was used by the Service Center Network to provide self-paced modules within the Special Learning Needs training, the New Teacher Orientation and the Transitioning Continuum of Professional Development. A revamped New Teacher Orientation will be offered as an online course through iLearn in 2014.

Regional Conferences

In addition to the alternative delivery methods for professional development, the ICCB and the Service Center Network also realize the need for traditional delivery methods.

Each fall the Service Center Network provides regional fall conferences that offer a variety of professional development opportunities. As a part of these fall conferences, the ICCB also provides an Administrator's meeting to provide policy updates and share data findings. In accordance with the goals of the Strategic Plan, the focus of the conferences continues to include sessions centered on Evidence Based Reading Instruction, Bridge programming, ESL and EL/ Civics services and Student Transitions. Over 900 adult educators attended the fall conferences in FY13. The CIAESC and the SIPDC again held a joint conference for Adult Educators in the central and southern regions of the state.

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, ICCB staff and ICCB program visits. The ICCB also hosts a listserv, a discussion forum and provides an online searchable data system user manual for DAISI users.

ICCB has also been developing tools to help programs quickly and easily identify NRS students by four subgroups. The subgroups are designed to help the program's identify not just those who are completing educational functioning levels, but also those who have been post-tested without earning a level gain, those who could have been post-tested, but were not and those who were not retained long enough to reach minimum test publisher guidelines for post-testing. Each subgroup helps to identify strategies to improve instruction, retention and improve local program post-testing procedures.

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.

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 2013. All programs are required to report data through Data and Information System – Illinois (DAISI). The state met eight educational functioning level targets for the fiscal year and increased overall level completion rates by 4%. Illinois also met the targets for three of the four follow-up measures.

The state also introduced a Probation and Watch List in FY13 and defined the criteria that would result in a program being placed on probation or watch and the implications for being placed on either list. Full implementation of the Probation/Watch process was delayed for one year. It will be fully implemented in the state in FY15 based on FY14 data.

Core Outcome Indicator #1: Educational Gain

ABE/ASE Educational Functioning Levels

The following provides information about the Adult Basic Education and Adult Secondary Education students who advanced one or more educational functional levels from starting level measured at entry into the program as measured by the Test of Adult Basic Education (TABE).

- ABE Beginning Literacy Target – 40% 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.
 - ◊ 43% (N = 292) of Illinois' 683 ABE Beginning Literacy students moved to a higher level.
- ABE Beginning Basic Education Target – 39% 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% (N = 1,717) of Illinois' 4,056 ABE Beginning Basic Education students moved to a higher level).
- ABE Intermediate Low Target – 35% of the ABE Intermediate Low enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
 - ◊ 36 % (N = 4,221) of Illinois' 11,878 ABE Intermediate Low students moved to a higher level.

- ABE Intermediate High Target – 31% of the ABE Intermediate High enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
 - ◊ 28% (N = 3,455) of Illinois' 12,455 ABE Intermediate High students moved to a higher level.
- ASE Low Target – 35% of the ASE Low enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
 - ◊ 26% (N = 1,340) of Illinois' 5,089 ASE Low students moved to a higher level.
- 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 Educational Functioning Levels

The following provides information about English as a Second Language students who advanced one or more educational functional levels from starting level measured at entry into the program as measured by an approved ESL assessment. Programs can choose from three different assessments for ESL students which include the BEST Literacy, CASAS Life and Work Reading tests and the BEST Plus

- ESL Beginning Literacy Target – 35% of the ESL Beginning Literacy enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
 - ◊ 44% (N = 2,190) of Illinois' 4,947 ESL Beginning Literacy students moved to a higher level.
- ESL Low Beginning Target – 38% of the ESL Low Beginning enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
 - ◊ 33% (N = 3,035) of Illinois' 9,322 ESL Low Beginning students moved to a higher level.
- ESL High Beginning Target – 41% of the ESL High Beginning enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
 - ◊ 42% (N = 3,134) of Illinois' 7,391 ESL High Beginning students moved to a higher level.
- ESL Intermediate Low Target – 37% 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% (N = 3,276) of Illinois' 8,384 ESL Intermediate Low students moved to a higher level.

- ESL Intermediate High Target – 31% of the ESL Intermediate High enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
 - ◊ 32% (N = 2,955) of Illinois' 9,099 ESL Intermediate High students moved to a higher level.
- ESL Advanced Target – 17% of the ESL Advanced enrollees will acquire (validated by formal assessment) the level of basic skills needed to complete the educational functioning level.
 - ◊ 17% (N = 1,413) of Illinois' 8,361 ESL Advanced students moved to a higher level.

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 – 30% of the program completers will have earnings reported under the Illinois Unemployment Insurance (UI) wage record system as a percentage of all program completers.
 - ◊ 31% (N = 5,054) of Illinois' 16,468 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 – 58% of the learners will still have earnings reported under the Illinois Unemployment Insurance (UI) wage record system in the third quarter after exit.
 - ◊ 69% (N = 8,168) of Illinois' 11,830 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 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 -- 55% of adult secondary and high intermediate basic students with this goal (primary or secondary) will earn a high school diploma or recognized equivalent.
 - ◊ 72% (N = 5,578) of Illinois' 7,740 students taking all parts of the GED® test or enrolled in High School Credit at the ASE High level earned a GED® or High School Diploma.
- There was a concerted effort in the state to help students who had begun GED® testing to complete the GED® test before the launch of the new test in January 2014. The data appears to indicate that this effort was successful.
- Revisions in DAISI are now allowing data match results that occur with the state's GED® database to be fed back into the DAISI system. The state plans to begin sharing results of this matching process with programs on a monthly basis throughout the year by displaying GED® testing data from the GED® database in the system.

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 -- 30% of adult education completers who earned a GED® or High School Diploma or who entered the program with a secondary credential will enroll in postsecondary training.
 - ◊ 18% (N = 1,625) of the 8,818 Illinois adult education completers enrolled in postsecondary courses at an Illinois public community college. Completers from the State of Illinois DAISI data system were matched against annual enrollment in college level course work at an Illinois public community college (A1 data).
- While more students entered postsecondary education than in the previous fiscal year, the state's overall percentage dropped. This was due primarily to an increase in the overall applicable population. Students who entered the program with a High School Diploma, GED® or other degree and separated during the fiscal year were pulled into the denominator for the group. Around 2,500 of these students were in ESL levels 1-5 and ABE levels 1-4.

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 focuses on the broader workforce system through the implementation of the 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 the USDOL Workforce Innovation Fund initiative (ATIM) in collaboration with the Illinois Department of Economic Opportunity. 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 Associate Vice President for Adult Education and Workforce Development.
- Continue to build on the Shifting Gears Initiative with Title I, Workforce and Career and Technical Education (CTE).
- Presentations at Workforce Conferences, CTE Forum for Excellence and at the IL Transitions Conference through the Accelerating Opportunities Projects
- 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 the national workforce picture, 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. The Senior Director for Workforce Development and the Associate Vice President serve on the Workforce Innovation Fund State Steering Committee.

- 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.

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 assist individual providers in their involvement in the local One-Stop Centers/Illinois WorkNet Centers.
- 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.

Local Workforce Investment Board (LWIB) Representation

In Illinois, Adult Education and Family Literacy is represented on each of the 23 Local Workforce Investment Boards (LWIBs). In the past two years, three of the Local Workforce Investment Areas (LWIAs 7, 8 and 9) merged into LWIA 7 and two other LWIAs (4 and 12) merged into LWIA 4. Adult Education Providers have established a system of communication between the representative on the Local Workforce Investment Boards and the providers. LWIBs continue to work with programs in Area Planning Councils 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 Executive Director of the Illinois Community College Board, Dr. Karen Hunter Anderson, represents Adult Education and Family Literacy on the statewide Illinois Workforce Investment Board (IWIB). Memoranda of Understanding (MOUs) in all 23 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. 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.

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 FY2013, the ICCB funded forty programs to provide EL/Civics instruction. Of the 5,418 students completing at least 15 attendance hours, 4,746 (88%) met the competency requirement by completing at least two competencies for each fifteen attendance hours earned. Programs reported a total of 590 students achieved citizenship.

The ICCB staff and the Service Center Network collaborate in order 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 professional needs of instructors, tutors and volunteers.

The EL/Civics Competencies Training, re-designed in 2012, remained the main vehicle in providing solid and consistent EL/Civics Training during FY2013. The training, recommended for all new EL/Civics teachers, provides the newcomers with ten professional development hours. For instructors with previous EL/Civics teaching experience, the training provides seven hours of professional development. The training has three components which includes a face to face training followed by an independent online section. The experience concludes with another face to face training to solidify the learning and transference of new skills to the classroom, as well as assistance in developing a comprehensive EL/Civics lesson plan.

At the end of FY12 the ICCB created an EL/Civics Improvement Committee to review the current competency list for relevance and possible expansion. With facilitation by the ALRC, the committee worked in three subgroups to revise EL/Civics competencies. In FY13, this group began its work and as a result of the committee's recommendations, competencies centered on Employment and Consumers Economics were added to the five original thematic units (Democratic Process, Community Resources, U.S. School System, Housing and Health and Wellness). The committee also developed an *EL/Civics Classroom Activity List* to provide instructors with a model on how to achieve a specific competency at the beginning, intermediate and advance levels. This has proven to be a great resource for the multi-level EL/Civics classroom.

- Sixteen EL/Civics Training sessions were offered by the Service Center Network.
- The EL/Civics Improvement Committee, formed in FY12, met four times during FY2013.
- The EL/Civics USDOE grant-developed curriculum Community Connections continues to be available to programs through CPC and the Service Center libraries for programs to use as a model curriculum.
- EL/Civics online, a free professional development resource for ESL, EL/Civics and Citizenship teachers and tutors, has become an integral and essential component of EL/Civics training, professional development and instruction in Illinois.

Other Submissions Completed

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