ILLINOIS NARRATIVE REPORT 2013-2014

NATIONAL REPORTING SYSTEM

FOR ADULT EDUCATION

Submitted to:

Office of Career, Technical, and Adult Education (OCTAE)
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State Leadership Funds
Describe the major activities supported with State Leadership funds during the reporting period and the extent to which these activities helped you in implementing the goals of the State plan. Specifically describe activities related to the implementation of career pathways.

The Service Center Network (SCN) is divided into three areas to provide professional development to the field. While each Service Center addresses a host of professional development needs, each also has its own unique priority to address the goals in the state.

The following table reflects FY14 Professional Development activities provided through the SCN:

Category	Events	Participants*
ESL	48	1,079
EL/Civics (including Citizenship)	19	359
ABE/GED®	57	1,420
Technology/Distance Learning	13	389
New Teacher Orientation	14	275
Assessment/NRS	15	188
Special Learning Needs	30	622
STAR Reading/EBRI	14	316
Administrators	8	415
Transitions	77	1,518
Other Topic Areas	5	774
Totals	300	7,355

* duplicated count

Service Center Networks and Priority Areas

Adult Learning Resource Center (ALRC) - Evidence Based Reading Instruction (EBRI) training continued to be offered in Illinois through the six-day national STAR model. Three six-day trainings were held across the state providing professional development to 31 programs and 91 staff from new and existing STAR programs.

Key developments in FY14 to further increase capacity and the institutionalization of EBRI in Illinois included the continued use of a new STAR trainer, the completion of an additional EBRI online course for Diagnostic Reading Assessment focused on analyzing results and completing learner's reader profiles and additional work on a new online course, Teaching Reading Fluency. The ALRC also delivered additional face-to-face workshops including Teaching Text Structures/Graphic Organizers and Teaching the Questioning Comprehension Strategy. Work was also conducted on a virtual observation pilot and 105 statewide site-based technical assistance contacts were made.

The ALRC continues to provide training to the local programs in ESL instruction, including professional development for special learning needs training and technical assistance to ESL instructors. This is accomplished by professional development offered at the local and regional level.

During the prior year, the ALRC was tasked with conducting analysis of ESL student performance data from ESL programs statewide and conducted follow-up interviews with programs to identify structures and factors that lead to successful level completion rates. As a part of this process, the ALRC will produce a report outlining the findings on that analysis with recommendations for state policy and professional development.

The ALRC also offers a Hotline to potential students and volunteers making referrals to appropriate adult education programs statewide. This is done through a toll free number and an online system. The Hotline is manned by operators with capacity in three languages: English, Spanish, and Polish.

Central Illinois Adult Education Service Center (CIAESC) – The Central Illinois Adult Education Service Center (CIAESC) and Curriculum Publications Clearinghouse (CPC) serve the entire state with professional development centered on College and Career Readiness, Standards Alignment, and the High School Equivalency Exam. CIAESC and CPC also handle the acquisition/printing and shipment of assessment and other classroom materials.

The FY14 priority for the Central Service Center was developing a Curriculum Guide that includes Essential Understanding and Essential Questions for each domain within the Illinois ABE/ASE Content Standards. The Illinois ABE/ASE Curriculum Guide was released in May 2014. The Illinois ABE/ASE Content Standards were also revised to include sections that were recommended from OCTAE's College and Career Readiness Standards for Adult Education Implementation Institute.

The Revised Illinois ABE/ASE Content Standards document was released in May 2014. Regional Curriculum Institutes were conducted during the month of June 2014 throughout the state. The CIAESC assisted programs with aligning their current curriculum to the Illinois ABE/ASE Content Standards or adapting the new model curriculum.

In addition to the priority and activities noted above, during FY14 the CIAESC also coordinated the Leadership Excellence Academies (LEA) as well as provided New Teacher Orientation; Reading, Math, and Writing professional development and Technology Skills training to ICCB-funded providers in the central region of the state.

FY15 will be spent moving the two-day Standards to Strategies training to a completely on-line format. Additional Curriculum Institute meetings will be held regionally and technical assistance will be ongoing as programs continue to align their curriculum to the Illinois ABE/ASE Content Standards.

Southern Illinois Professional Development Center (SIPDC) – In FY14, the Southern Illinois Professional Development Center continued their statewide focus on Bridges/Transitions by providing the third year of a Transitions Academy in partnership with the Career and Technical Education professional development center. This Academy was developed to increase the number of Integrated Career and Academic Preparation System (ICAPS), Accelerating Opportunity Affiliates, and Bridge programs in the state. Specific training in the development of these programs and follow-up technical assistance was provided to those programs in this year's Academy, as well as for the programs from the previous year and Accelerating Opportunity programs. To date there are twenty five college providers with ICAPS program models which are designed to ready students for postsecondary education and employment in a career pathway. The delivery of the Transitions

Academy will continue in FY15. In addition, FY14 saw 42 providers offering 58 different Bridge programs throughout the state.

Statewide Bridge Curriculum in the area of Transportation, Distribution and Logistics was developed and delivered to the field in FY14. Additional lesson plans and assessments were developed for the existing Statewide Manufacturing Bridge Curriculum and released to the field. Training on specific use of the new manufacturing materials and assessments was provided across the state.

The SIPDC also worked with the field to create a Career Pathway Graphic depicting Adult Education in Illinois and all skills requirements at the various levels of delivery. An online series of professional development related to transitions, The Transitions Continuum, continued to be expanded with 11 new modules for instructors and administrators throughout the state. A Transitions Blog was maintained in FY14 for all programs throughout the state to share ideas and concerns on topics related to transitions.

Special Learning Needs

The hybrid model of the Special Learning Needs Institute continued to be delivered on a statewide basis in 2014. 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. The SLN training was expanded to include two separate groups across the state. The Guidelines for Working with Students with Learning Disabilities was updated and made available in FY14. Online training was provided across the state for new ADA Coordinators. The ADA Coordinator Manual was updated in FY14. A Special Learning Needs Blog was maintained in FY14 for all programs throughout the state to share ideas and concerns on topics related to SLN.

Alternative Professional Development Delivery Methods and Traditional Regional Conferences

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 webinars and also interactive online sessions with specific groups.

In addition, iLearn, an installation of the Moodle Learning Management System dedicated to Illinois adult educators and administrators 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. New Teacher Orientation was offered as a stand-alone online course in 2014. The online Transitions Continuum is constantly being expanded with 11 new modules geared to assist instructors with Bridge and Transition efforts. While providing 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. Nearly 1,000 adult educators attended the fall conferences in FY14.

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.

In FY14 additional system enhancements were made. Beginning in January 2014, a data match began on a monthly basis to feed data on GED® Test takers back into DAISI. This allows users to have a more real-time picture of how students are performing on the test. Programs are able to access data on test taking results in a summary format as well as detailed student information for students who granted consent. In addition, additional enhancements were made to the previously developed data warehouse to allow for a more effective method of managing post-testing (especially for large programs). In addition, each program has an NRS specific extract with 70+ data points to analyze NRS outcomes.

Performance Data Analyses
Describe any significant findings from the evaluation of the effectiveness of your performance data for the reporting period and efforts to improve outcomes for the core indicators of performance.

In FY13 the state introduced a Probation and Watch List and defined the criteria that would result in a program being placed on either probation or watch. Full implementation of the Probation/Watch process started in July 2014. In order to address issues related to the Educational Functioning Level (EFL) outcomes, the Probation and Watch List focused on this performance area.

Based on FY14 performance, programs failing to reach a 32% rolled-up level completion rate for all EFLs served were placed on a Probation List. Programs reaching 32%, but failing to reach a 37% rolled up average were placed on the Watch List. Programs placed on either list have been required to submit a Corrective Action Plan to address strategies for program improvement during the current fiscal year.

In FY14, the state met 7 of 11 EFL targets as established by the NRS guidelines. All data is reported through the DAISI system.

- The number of students served during the FY were as follows:

Educational Functioning Level	Total Students	Educational Functioning Level	Total Students
ABE Beginning Literacy	595	ESL Beginning Literacy	3,845
ABE Beginning Basic Education	3,482	ESL Low Beginning	6,491
ABE Intermediate Low	10,882	ESL High Beginning	7,347
ABE Intermediate High	11,286	ESL Intermediate Low	9,460
ASE Low	4,726	ESL Intermediate High	8,809
ASE High	3,719	ESL Advanced	8,099
ABE/ASE Total:	*34,690*	*ESL Total:*	*44,051*

- ABE Intermediate Low and Intermediate High account for 64% of our ABE/ASE population. For these two levels, our data shows significant improvement in outcomes for students who participate in STAR instruction as compared with those who do not. (STAR students had a 41% level completion rate versus a

30% level completion rate for students not involved with STAR). Additional analysis will be conducted.

- Overall NRS targets and state completion rates for each of the EFLs were as follows:
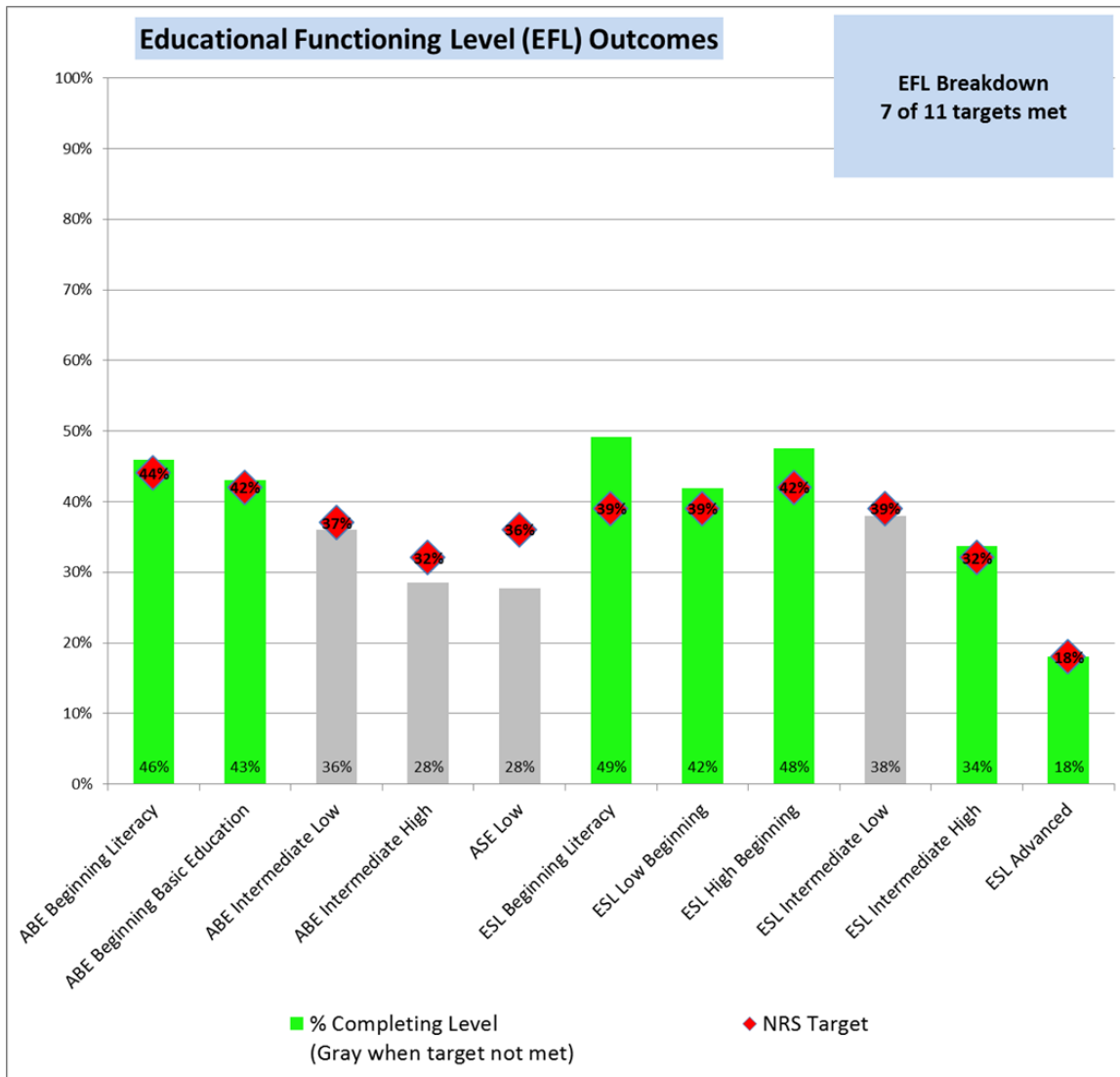
The state's overall enrollment has shown a decline from previous years. The ICCB is currently examining the reason for this and has also assigned a committee on the Adult Education Advisory Council to examine this trend further along with a review of overall census data. The Advisory Council consists of adult education providers as well as other stakeholders in the state.

Core Outcome Measures
- Entered Employment Rate Target – 31%
- Retained Employment Rate Target—59%
    - ◊ Entered Employment Outcome - 30% (N = 4,997) of Illinois' 16,764 adult education completers had earnings in the UI wage records.
    - ◊ Retained Employment Outcome - 61% (N = 10,728) of Illinois' 17,519 adult education completers had earnings in the UI wage record system in the third quarter after exit.

- Receipt of a Secondary School Diploma or GED® Target -- 56%
  - ◊ 61% (N = 2,747) of Illinois' 4,503 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.
  - ◊ Since the launch of the 2014 GED® test, the state has seen a significant decline in the number of individuals taking the test. Of those testing, the state also saw a 20% drop in the pass rate. The state is monitoring this closely and has begun to see an increase in both the number of test takers and the pass rate of those taking the tests.
- Placement in Postsecondary Education or Training Target -- 31%
  - ◊ 13% (N = 1,229) of the 9,253 Illinois adult education completers enrolled in postsecondary courses. A significant number of individuals in this measure are there because they reported having a degree from their native country at the time of intake.
  - ◊ The FY13 initial data match showed 18% of the students in this measure entered post-secondary. However the rematch of those records showed the success rate increased to 29%.

Integration with Other Programs

Describe how you have integrated activities funded under the Adult Education and Family Literacy Act (AEFLA) with other adult education, career development, and employment and training activities. Describe your efforts to develop or advance career pathway systems that include career and technical education, postsecondary education, employers, and economic and workforce development. Include a description of how your agency is being represented on the State and Local Workforce Investment Boards, the provision of core and other services through the One-Stop system and an estimate of the AEFL funds being used to support activities and services through the One-Stop delivery system.

The ICAPS model in Illinois is a partnership between Career and Technical Education (CTE) and Adult Education. There is a Transition Academy that is funded by both CTE and AE to provide technical assistance in developing the ICAPS model and to also continue to introduce CTE and AE faculty to each other's world. The ICAPS and the Bridge models are connected to a larger initiative in the state called the Illinois Pathway Initiative (IPI). All of the initiatives as well as the IPI connect adult education with employers, Title I, postsecondary education, and to other career pathway systems throughout the state. The goal is to make sure the career pathway programs are connected to jobs that are relevant at the state and local level.

Local adult education representation on the local workforce boards may be carried out by an adult education director either as part of the board or on committees, but is primarily represented by a community college president. Dr. Karen H. Anderson, Executive Director of the ICCB, represents adult education on the state workforce board. The majority of the funding used to support one-stop delivery is through in-kind support.

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.
- Presentations are provided at Workforce Conferences, CTE Forum for Excellence, P-20 Council, Joint Education and Leadership Council, the Illinois Pathway Initiative Council and at the Illinois

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.
- 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.

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 as through the Adult Education Strategic Plan.

English Literacy/Civics (EL/C Program)
Describe the activities and services supported with EL/C funds, including the number of programs receiving EL/C grants and an estimate of the number of adult learners served. (Only states receiving EL/C funds should respond to question #4).

In FY14, the ICCB funded forty programs to provide EL/Civics instruction. Of the 5,356 students completing at least 15 attendance hours, 4,783 (89%) met the competency requirement by completing at least two competencies for each fifteen attendance hours earned. Programs reported a total of 576 students achieved citizenship.

FY14 saw the official implementation of the two new competency areas (Employment and Consumer Economics) and expanded use of an EL/Civics Sample Activity List. The ICCB and the ALRC facilitated three subcommittees of the EL/Civics Improvement Committee membership to complete the revision of the Illinois EL/Civics competencies and develop sample lesson activities. From this, ICCB and the ALRC prepared the new *EL Civics Classroom Activity List,* which was introduced at the ICCB Spring Administrators' Meeting in FY13. After that introduction, the list was made available statewide on the ICCB and Excellence websites and training was delivered to teachers during FY14.

Additional training for these two resources are also now available throughout iLEARN as online Professional Development opportunities for teachers, volunteers, tutors, coordinators, directors and administrators. Courses currently available include nine iLEARN courses on ESL and EL/Civics. Five courses specifically focus on ESL Foundations (Building Background, Principles of Communicative Language Teaching, Second Language Acquisition, Grouping Strategies, and Self-Assessment) and two are on EL/Civics (Illinois EL/Civics Competencies and Illinois EL/Civics Classroom Activity List). There is also a course, Career Awareness for All ESL Levels, and another on Teaching and Managing a Multilevel ESL Class.

In addition to these activities, the Citizenship Interest Group is another opportunity provided to support those instructing, coordinating or administering citizenship preparation programs. The group meets two to three times per year and the meeting is open to all citizenship program instructors, tutors, volunteers, coordinators and administrators who are responsible for citizenship preparation curriculum and/or instruction.

Secondary School Credentials and Equivalencies
Describe your state's policies related to how it awards a secondary school diploma or its equivalent to individuals who are no longer enrolled or required to be enrolled in secondary school under State law. Include state recognized tests that are used to award the diploma as well as other criteria that may be recognized, such as competency-based or credit-based methods.

The Illinois Community College Board has the governance over issuance of the Illinois High School Equivalency (ILHSE) certificate for the state. At this time, the General Educational Development (GED®) assessment is the only method used to determine whether a student receives an Illinois High School Equivalency Certificate. The student must meet the minimum score requirements as required by the GED® Testing Services and must also pass the Illinois and United States Constitution as well as the Flag test in order to be issued an ILHSE. During FY15, the ICCB is convening a taskforce made up of providers, test administrators, Regional Superintendents and other stakeholders that will examine other high school equivalency tests as well as alternative methods of credentialing in the state. This taskforce will provide recommendations to the ICCB in the spring of 2015.

Adult Education Standards
Describe your state's progress toward implementation of adult education college and career readiness (CCR) standards, including whether your state has formally adopted a validated set of CCR standards. Describe how the state has determined the standards to be representative of CCR and the timeline by which such standards will be or have been implemented by all local programs. Describe how the state is supporting the use of standards by local programs and State Leadership funds that are being used to support implementation.

During FY14, ICCB integrated adult education college and career readiness (CCR) standards with the ABE/ASE Content Standards. Documents describing the integration for Reading Language Arts can be found at:

http://www.iccb.org/pdf/adulted/publications_reports/LA_Content_Standards_5-2014.pdf and another for Math located at http://www.iccb.org/pdf/adulted/publications_reports/Math_Content_Standards_7-2014.pdf Additionally, a Curriculum guide to serve as a companion to the ABE/ASE Content Standards was created to assist programs in the development of curriculum around the content standards and the CCR standards. The document for Reading Language Arts can be found at: http://www.iccb.org/pdf/adulted/publications_reports/LA_Curriculum_Guide_05-2014.pdf and another to assist with Math at http://64.107.108.133/pdf/adulted/publications_reports/Math_Curriculum_Guide_2014.pdf

A gap analysis of the ABE/ASE Content standard with the integrated CCR standards was provided through the Standards in Action process. Math standards as submitted required no changes and only two additional resource documents were suggested for the Language Arts standards. These documents are now in complete compliance with the gap analysis process.

Following the gap analysis, curriculum institutes were held to assist programs in the development of new curriculum or the integration of the content and CCR standards into their current ABE/ASE curriculum. That project is ongoing and will be completed during FY2015.

Future plans include the housing of the approved curriculum on a website that would facilitate access to individual program curriculum by all providers as well as the development of lesson plans that will be shared and housed in a similar manor. The newly developed or revised curriculum is to be implemented in programs beginning July 1, 2015.

CCR standards as well as appropriate technology skills are currently being incorporated into the state adopted ESL Content Standards at all appropriate levels. Additional training will be provided through the use of State Leadership funds to facilitate the CCR standards inclusion in instruction and lesson planning.

Local programs are using in-kind resources of instructional experts as well as state allocations for the development of curriculum and to access needs based training. State Leadership funds have been used to provide training and in the development of the content standards and the integration of CCR standards into the curriculum. Both the ABE/ASE content standards and curriculum guide were developed through the use of State Leadership funds. A cadre of program staff was the primary developer of these documents. Stipends from State Leadership funds were provided to individuals or their local programs for the expertise provided by local staff. State Leadership funds were used in the development of the ESL content standards and are currently supporting the integration of CCR standards and technology into those standards as mentioned above.

In anticipation of the implementation of the revised content standards and the integration of the CCR standards, during FY2014 the Curriculum and Instruction Committee of the ICCB Adult Education Advisory Council made recommendations to the ICCB for procedures to implement ABE, ASE, & ESL Standards into Curriculum, Instruction, and Assessment. A chart delineating effective professional behavior by Program Administrators/Instructional Leaders, the Service Center Network (Professional Developers) and Instructors in this process was developed.

Other Submissions Completed

The Federal Financial Reports (FFRs), the Statistical Performance Report, the state's assessment policy, and the Data Quality Checklist and Certification have been completed and submitted per the instructions outlined in the *Submission of Annual Performance Reports* dated October 1, 2014.