

ILLINOIS NARRATIVE REPORT 2014 -2015 NATIONAL REPORTING SYSTEM FOR ADULT EDUCATION



FY2014-
2015

Submitted to:
Office of Career, Technical, and Adult Education (OCTAE)
U.S. Department of Education
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I. 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 Illinois Community College Board (ICCB) provides professional development activities through a Service Center Network (SCN). The SCN provides professional development to the field in three designated areas of the state: Northern, Central and Southern. While each Service Center addresses a host of professional development needs, each also has its own unique priority.

The following table reflects FY2014 -2015 Professional Development activities provided through the SCN:

Category	Events	Participants*
ESL	39	760
EL/Civics (including Citizenship)	28	652
ABE/GED®	19	953
Technology/Distance Learning	5	321
New Teacher Orientation	6	174
Assessment/NRS	21	350
Special Learning Needs	15	218
STAR Reading/EBRI	21	548
Administrators	4	504
Transitions	13	537
Other Topic Areas	13	661
Totals	184	5678

Adult Learning Resource Center (ALRC) - Evidence Based Reading Instruction (EBRI) training continues to be offered in Illinois through a six-day national STAR model. Three six-day trainings were held across the state providing professional development to 31 programs and 156 staff from new and existing STAR programs.

Key developments in FY15 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 continued on using a virtual observation pilot to determine professional development needs. Virtual observation will be conducted through the use of program teams (administrator and selected instructors) that will submit videos of EBRI classrooms to ALRC staff for review and feedback via a conference call or webinar. A webinar introducing the new virtual observation process was held on April 28 for EBRI program administrators. Twenty-one people attended. Efforts will continue next fiscal year to expand the virtual observation process.

The ALRC continues to provide training to the local programs in ESL instruction; including professional development for providing services for ESL special learning needs, Assessment Administration, (BEST Literacy, BEST Plus and CASAS) and updating and expanding the states ESL Content Standards with relevant OCTAE CCR Standards at each NRS 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

produced a report outlining the findings on that analysis with recommendations for state policy and professional development.

The ALRC assisted ICCB in application for participation in OCTAE's LINCS Professional Project (ESLPro) for Integration of Digital Literacy into English Language Instruction. Illinois was awarded participation in this project and has been granted technical assistance from a national subject matter expert to provide consultation and guidance in implementing a state wide project to develop ESL instructors into digital champions in Illinois adult education programs. This initiative will be piloted in 10 programs that will develop "Digital Champions" who will recruit and train other ESL instructors to integrate technology in ESL instruction statewide. The project is in the strategic planning phase and will be piloted throughout the next fiscal year.

The ALRC planned and held a full-day ESL Summer Institute for administrators called Integrating Workforce Preparation at All ESL Levels, on June 24 in Arlington Heights. It was attended by 63 program administrators and coordinators, along with ICCB staff.

The ALRC continued to offer a Hotline to potential students and volunteers making referrals to appropriate adult education programs statewide through use of a toll free number and an online system.

Central Illinois Adult Education Service Center (CIAESC) – The Central Illinois Adult Education Service Center (CIAESC) and Curriculum Publications Clearinghouse (CPC) served the entire state with professional development (PD) centered on College and Career Readiness and Standards Alignment. CIAESC and CPC also handle the acquisition/printing and shipment of assessments, manuals, publications, and other classroom materials.

The FY15 priority for the Central Service Center was to expand the use of a Curriculum Guide that includes Essential Understanding and Essential Questions for each domain within the Illinois ABE/ASE Content Standards. The Illinois ABE/ASE Content Standards were also updated to include these questions and information recommended from OCTAE's College and Career Readiness Standards. The updated materials were used in the Adult Education Implementation Institutes. CIAESC continues to provide ongoing technical assistance to ABE/ASE programs in an effort to keep programs moving in a positive direction in the development of the CCRS aligned curriculum.

An online PD course titled "Standards to Strategies Series" was launched on September 2, 2014. This series consists of three separate online classes that are available to all Illinois adult education instructors. These include: Introduction to Standards to Strategies, Language Arts Standards to Strategies, and Mathematic Standards to Strategies.

The *Introduction to Standards to Strategies* provides participants with an overview of the Illinois ABE/ASE Content Standards. Once this course is successfully completed, participants can download a certificate of completion for one hour that can be used towards meeting the state requirements for PD. In addition, participants have the option of increasing their knowledge about the Illinois Language Arts and/or Mathematics ABE/ASE Content Standards.

The *Introduction to Standards to Strategies* course is a prerequisite for both of the following courses:

- *Language Arts Standards to Strategies* - This course is completely online and upon meeting the requirements, the participants will receive five professional development hours for taking this course.
- *Math Standards to Strategies* - This course is also completely online and upon meeting the requirements participants will receive six professional development hours for taking this course.

For each of the courses described above it is expected that all videos will be watched in their entirety and all writing/discussion prompts will be completed within three months from the start date of the course in order to receive the professional development hours. Upon completion and submission of the final capstone project, a certificate of completion will be emailed to the participant. Information on how to access these courses will be provided once the prerequisite (Introduction to Standards to Strategies course) is successfully completed.

The CIAESC conducted workshop focusing on understanding the Illinois ABE/ASE Content Standards, and transferring them into curriculum and instruction. Assistance was provided to programs with aligning their current curriculum to the Illinois ABE/ASE Content Standards or adapting the new model. On-Line modules have been created to reinforce training and implementation. Additional Curriculum Institutes were held regionally and technical assistance was provided on an ongoing basis as programs continue to align their curriculum to the Illinois ABE/ASE Content Standards. Each program was required to submit one completed domain on or before September 15, 2014. Based on those submissions, it was determined that more PD was needed around the area of writing objectives and performance tasks. Webinars focusing on Writing Objectives & Assessing Student Progress were quickly developed and offered six times to a select group of programs that were deemed to be struggling (by CIAESC and ICCB staff). An internal review process was set up amongst the CIAESC staff so that each submission was reviewed by at least two people. The findings of each review were the focus of individual meetings that took place with programs in November 2014. Final drafts of the revised curriculum were due in February 2015.

The review process began at the end of January, as some programs were able to submit their curriculum prior to the deadline. After consulting with ICCB, it was decided that the review of the ABE/ASE curriculum needed to continue during the first part of FY16.

CIAESC assisted state staff in completing the application for the College and Career Readiness/Standards in Action Initiative sponsored by OCTAE. Illinois was notified in December 2014 that our application was accepted and attended the first College and Career Readiness Standards-in-Action training in Alexandria, Virginia on March 17-19, 2015. It was decided to pilot the use of these tools with the framework of two Illinois adult education programs. The College and Career Readiness Standards-in-Action Pilot trainings took place on May 1 and 8, 2015 at Heartland Community College in Normal, IL. Lincoln Land Community College had four teachers participating – two LA and two Math. Elgin Community College had eight teachers participating – four attended the LA and four attended the Math trainings.

In addition to the priority and activities noted above, during FY15 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.

Southern Illinois Professional Development Center (SIPDC) – In FY15, the SIPDC continued their statewide focus on Bridges/Transitions by providing the fourth year of a Transitions Academy in partnership with the Career and Technical Education professional development center. The continued focus of the Academy was to increase the number of Integrated Career and Academic Preparation System (ICAPS)/Accelerating Opportunity (AO) colleges, as well as Bridge programs in the state. The FY 15 Academy resulted in 3 new Bridge Programs and 3 New ICAPS/AO colleges. Specific training in the development of these programs and follow-up technical assistance to existing colleges was provided to those programs participating in the Academy. To date there are twenty-eight college providers participating in ICAPS program models which are designed to ready students for postsecondary education and employment in a career pathway; and there are 45 providers offering 58 different career pathway Bridge programs throughout the state.

A Statewide Bridge Curriculum in the area of Transportation, Distribution and Logistics was delivered to the field in FY15 along with additional lesson plans and assessments that 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](http://www.iccb.org/aeftl.pub.reports.html). The curricula can be found at: <http://www.iccb.org/aeftl.pub.reports.html>.

The SIPDC also continues to work with the field to update and maintain 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, and the Transitions Continuum, was expanded to include eleven new modules for instructors and administrators throughout the state. A Transitions Blog was also maintained in FY15 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 2015. This hybrid model included face to face, synchronous at-a-distance trainings 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. In FY15, the Guidelines for Working with Students with Learning Disabilities were updated, online training was provided across the state for new ADA Coordinators, and the ADA Coordinator Manual was updated to ensure provider compliance with regulations. A Special Learning Needs Blog was maintained in FY15 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 needs of the statewide priorities in the most efficient manner, the SCN 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 2015. 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 Illinois Community College Board (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, College Readiness, Evidence Based Reading Instruction, Bridge programming, ESL and EL/Civics services and Student Transitions. Nearly 1,000 adult educators attended the fall conferences in FY15.

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. Ongoing development of the system will be needed in order to update the system based on WIOA particularly performance related items and other key features to ensure compliance with the law.

I. 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 ICCB instituted Probation and Watch List with defined criteria using Educational Functioning Level (EFL) outcomes. Based on FY15 performance targets, 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 FY15, the Illinois met 10 of 11 EFL targets as established by the NRS guidelines. All data is reported through the DAISI system. Below is a summary by EFL of the number of students enrolled, the outcomes and completions.

Entering Educational Functioning Level	Total Number Enrolled	Total Attendance Hours	Number Completed Level	Number Who Completed a Level and Advanced One or More Levels	Number Separated Before Completed	Number Remaining within Level	% Completing Level
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)
ABE Beginning Literacy	716	97,228	402	349	221	93	56%
ABE Beginning Basic Education	4,303	498,029	1,976	1,725	1,563	764	46%
ABE Intermediate Low	11,110	1,214,509	4,532	4,155	4,299	2,279	41%
ABE Intermediate High	9,730	1,009,046	3,327	3,086	3,985	2,418	34%
ASE Low	3,649	380,179	1,351	1,259	1,365	933	37%
ASE High	2,797	291,088	392	0	1,429	976	14%
ESL Beginning Literacy	3,626	407,269	1,836	1,732	1,154	636	51%
ESL Beginning Low	5,462	608,819	2,623	2,430	1,584	1,255	48%
ESL Beginning High	6,760	732,446	3,562	3,273	2,014	1,184	53%

ESL Intermediate Low	9,631	1,108,681	4,219	3,828	3,265	2,147	44%
ESL Intermediate High	8,845	1,065,516	3,640	3,342	3,021	2,184	41%
ESL Advanced	7,684	925,620	1,607	1,508	3,305	2,772	21%
Total	74,313	8,338,430	29,467	26,687	27,205	17,641	40%
Excludes ASE High	71,516	8,047,342	29,075	26,687	25,776	16,665	41%

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

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.

	Target	% Completing Level	(N =) Completing Level	Total Students
ABE Beginning Literacy	45%	56%	402	716
ABE Beginning Basic Education	44 %	46%	1,976	4,303
ABE Intermediate Low Target	37%	41%	4,532	11,110
ABE Intermediate High Target	30%	34%	3,327	9,730
ASE Low	33%	37%	1,351	3,649
ASE High Target				

ESL Beginning Literacy	45%	51%	1,836	3,626
ESL Low Beginning	45%	48%	2,623	5,462
ESL High Beginning	45%	53%	3,562	6,760
ESL Intermediate Low	40%	44%	4,219	9,631

ESL Intermediate High	33%	41%	3,640	8,845
ESL Advanced	23%	21%	1,607	7,684

Each Core Outcome Indicator is described, the state target identified and the actual performance reported for FY15. Overall, Illinois was successful in meeting 10 of 11 performance targets. In FY16, Illinois will do a more thorough examination of the ESL Advanced Level by utilizing a study conducted comparing FY13 and FY14 data as compared to FY15 data to determine improvements in professional development as well as determine if appropriate assessments are used with this population of students.

Core Outcome Measures

- **Entered Employment Rate Target – 32%**
 - Entered Employment Outcome - 33% (N = 6,024) of Illinois' 18,203 adult education completers had earnings in the UI wage records.
- **Retained Employment Rate Target—62%**
 - Retained Employment Outcome - 62% (N = 15,209) of Illinois' 24,547 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 - 72%**
 - 67% (N = 1,249) of Illinois' 1,865 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 -- 22%**
 - 22.21% (N = 2,055) 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. Illinois has implemented IET programs, bridge programs, and incorporated career awareness activities into instruction in an effort to strengthen these numbers.

II. 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.

In addition to the items discussed above in Leadership activities, 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, CTE, and to other career pathway systems and initiatives 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.

In addition, the Illinois Community College Board (ICCB) in partnership with the Department of Commerce (Title I) is in the process of developing a Workforce Education Strategic Plan (WESP) that aligns adult education, career and technical education, community college and workforce activities. The ICCB held eleven regional forums in the ten economic development regions within the state (as defined by Title I). Data from Adult Education, CTE, and Workforce was used to determine supply/demand, employment trends, educational offerings/capacity, best practices, and the future workforce needs. The regional forums included employer panels, regional discussions on the need within regions and community, employer needs, education needs, and the talent pipeline. These discussions were facilitated by Maher & Maher. The WESP is expected to be in place by spring of 2016.

The ICCB is also involved in several state level workgroups including: seven Local Technical Assistance Groups (TAG), the Interagency Team, the Core Partners Team (which includes: Title I, II, III, and IV of WIOA), the Regional Planning Team, and the Deputy Director is also a member of the Executive Committee to the State Workforce Board.

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 Deputy Director for Adult Education and Workforce Development and the Senior Director for Adult Education
- Presentations are conducted at Workforce Conferences, The Joint Adult Education and Career and Technical Education "Forum for Excellence", P-20 Council, Joint Education and Leadership Council, the Illinois Pathway Initiative Council, Adult Education Statewide Meetings, and at the State Workforce Board Meeting.
- Accelerating Opportunities/ICAPS Transitions Academy is held annually increase the awareness of the Integrated Education and Training (IET).
- 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 statewide Adult Education Advisory Council.

State and Local Workforce Investment Board (LWIB) Representation

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 in the past has primarily been represented by a community college president. 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. Beginning in FY 2016 under WIOA, local workforce boards will have adult education program director/coordinator representation on the board. This is a change from previous years. Under WIOA, the state Adult Education office will establish a system of communication between the representative on the Local

Workforce Investment Boards and the providers. Adult Education and Family Literacy providers are also represented on other local committees include Local Youth Councils and other established LWIB subcommittees.

Dr. Karen H. Anderson, Executive Director of the ICCB, in the past has represented adult education on the state workforce board. She will continue to represent higher education/community colleges. Jennifer K. Foster, Deputy Director for Adult Education and Workforce, represents adult education on the statewide board as of FY2016 and is also a member of the Executive Committee of the board.

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. Currently (FY16) Adult Education providers are in MOU negotiations to determine one-stop infrastructure costs and shared costs. The state Interagency Team in concert with the Governor's Office is developing One-stop Guidance to the locals which includes procedures and timelines. The amount of State infrastructure costs (to be used when there is a local impasse) has been determined to be 1.5% of adult education administrative costs. The adult education providers will be expected to be co-located in the one-stop center (American Job Center) delivering direct linkage services and supports. 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.

III. 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.

In FY15, the ICCB funded forty programs to provide EL/Civics instruction. Of the 4,657 students completing at least 15 attendance hours, 4,243 (91%) met the competency requirement by completing at least two competencies for each fifteen attendance hours earned. Programs reported a total of 435 students achieved citizenship.

FY15 PD activities focused on providing citizenship preparation materials and training for citizenship teachers. Statewide face-to-face applied trainings on the process of incorporating EL/Civics into the ESL classroom was held in spring 15 followed by multiple informational summer webinars providing an overview of the EL/Civics Classroom Activity List. An online asynchronous course on the EL/Civics Competencies List and the Activity List was also developed to be used alone or in conjunction with other training on EL/Civics instruction for professional development opportunities for teachers, volunteers, tutors, coordinators, directors and administrators. 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.

The two previously developed new competency areas (Employment and Consumer Economics) have been particularly useful in the classroom to prepare individuals for meeting job specific goals. With the addition of the new competency areas, the sample lesson activities were created and are very useful in classroom instruction. Continued training was delivered to teachers during FY2015.

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.

The state of Illinois continued to conduct research for updates on Citizenship legislation, the current law, and naturalization procedures and documents, to infuse them into curriculum and guidance for teacher preparation. Updates included the new N-400 citizenship application form, Citizenship Brief on Form N-648 (Medical Certification for Disability Exceptions), and a guide and link to USCIS' newly released publication, *Understanding Key Concepts Found in Form N-400, Application for Naturalization: A Guide for Adult Citizenship Teachers to citizenship egroup*. Quarterly Citizenship briefs and Citizenship Updates were distributed to administrators and educators to ensure awareness of current citizenship updates.

IV. 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 ICCB 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. Student eligibility is as follows:

An individual is eligible to take the GED Test given they meet all of the following conditions:

- is 17 years of age or older*
- does not have a high school diploma or GED credential
- is a resident of the State of Illinois

If an individual is 17 years old and has been enrolled in a public, private, or a home school setting in the last 12 months, they must present a withdrawal letter from the last school enrolled in before taking the GED tests.

During FY15, the ICCB convened a taskforce made up of adult education providers, test administrators, Regional Superintendents and other stakeholders. This taskforce provided recommendations to the Board of the ICCB that include the addition of two other high school equivalency tests. The ICCB approved the recommendations of the Task Force to adopt the use of HiSet®, and the TASC™ along with the use of the GED®. Statewide rollout for the usage of all tests is targeted for FY16. In addition, the state will examine alternative methods of credentialing in the coming year.

V. 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.

In FY15, the ICCB integrated adult education college and career readiness (CCR) standards with the ABE/ASE Content Standards. Documents describing the integration for Reading Language Arts and Math can be found at:

- http://www.iccb.org/pdf/adulted/publications_reports/LA_Content_Standards_5-2014.pdf
- 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 and Math can be found at:
http://www.iccb.org/pdf/adulted/publications_reports/LA_Curriculum_Guide_05-2014.pdf
http://64.107.108.133/pdf/adulted/publications_reports/Math_Curriculum_Guide_2014.pdf

In FY15, the ICCB partnered with Illinois WorkNet (Title I), to use their website to house approved curriculum submitted as well as lesson plans developed by local providers. The curriculum will be housed in a closed repository that will be accessible to adult education providers throughout the state. Educator will be able to share approved curriculum that has been aligned with the CCR standards. This repository will be fully launched in the next fiscal year.

Local programs are using instructional experts as well as state and federal instructional funds to develop curriculum as well as local professional development resources to access training. State Leadership funds have been the main source of funds used to provide training and in the development of the content standards and the alignment and 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, SCN staff, and state staff was the primary developers of these documents. 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 FY2015 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.

As of June 30, 2015, all providers have met the timelines for submittal of their curriculum and the curriculum is currently under review.

In FY15, Illinois was accepted into the College and Career Readiness/Standards in Action Initiative sponsored by OCTAE. Through this initiative, Illinois was award access and technical assistance from nation CCRS Math and English subject matter experts from OCTAE. Guidance and tool were introduced to create a five-year implementation, evaluation, and sustainability plan for the implementation of CCRS curriculum and Instruction in Illinois. This initiative will be piloted with selected programs in FY16.

VI. 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, 2015.

Illinois has submitted a majority of the required documents. The FSRs will be submitted by 12/31/2015.