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|   | ILLINOIS NARRATIVE REPORT 2015 -2016 NATIONAL REPORTING SYSTEM FOR ADULT EDUCATION |
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| FY2015-2016 | **Submitted to:** **Office of Career, Technical, and Adult Education (OCTAE) U.S. Department of Education 400 Maryland Avenue, SW Washington, DC 20202-7240****Submitted by :****Illinois Community College Board**  **401 East Capitol Avenue** **Springfield, Illinois 62701-1711** |
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| 1. **State Leadership Funds (AEFLA Section 223)**
2. Describe how the State has used funds made available under section 223 (State Leadership activities) for each the following required activities:
	* Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan as described in section 223(1)(a).
	* Establishment or operation of a high quality professional development programs as described in section 223(1) (b).
	* Provision of technical assistance to funded eligible providers as described in section 223(1) (c).
* Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1) (d).

(b) As applicable, describe how the State has used funds for additional permissible activitiesdescribed in section 223(a)(2). |

**Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan as described in section 223(1)(a).**

The Illinois Community College Board (ICCB) participates as part of the Interagency Workgroup consisting of core partners including the Illinois Department of Commerce and Economic Opportunity (Commerce), the Illinois Department of Employment Security (Employment Security), the Illinois Department of Human Services Division of Vocational Rehabilitation (Vocational Rehabilitation) and the Illinois Community College Board (ICCB), as well as the required one-stop partners under WIOA. The Interagency Workgroup meets regularly to address service integration activities including determining shared services to be offered at the one-stop; the development of consistent assessment policies; developing draft one-stop certification guidelines and process for the Workforce Board and Governor’s approval; providing training and technical assistance to local one-stop centers in areas of organization, coordination, and delivery of key services within the one-stop delivery system; and outlining the elements of a shared data system process.

Several local level Task Advisory Groups (TAGs) were created to obtain local perspectives on issues related to WIOA implementation. ICCB hosted three regional informational forums for Adult Education and Career & Technical Education Administrators and Staff to participate in the process of WIOA planning and implementation. Each meeting featured 10 breakout sessions which ran simultaneously and were repeated four times. The Summit drew 267 WIOA stakeholders including Adult Education providers from throughout the state of Illinois ten economic development regions with 26 Community Colleges represented. The groups were organized by economic development regions to conduct a SWOT (Strength, Weakness, Opportunities, Threat) analysis to strategize for regional and local plans that provide integrated services. The ICCB will continue efforts to assist local programs to align adult education and literacy activities with other one-stop required partners to provide integrated services in FY17.

**Establishment or operation of a high quality professional development programs as described in section 223(1) (b).**The ICCB utilized funds under section 223 to provide 144 professional development activities through a Service Center Network (SCN) serving 2,619 participants. This network provided training to 80 adult education providers. The training activities included Evidence Based Research Instruction/STAR, and focused improvements in ESL Curriculum and Standards, EL/Civics, ABE and ASE Curriculum and Instruction, Technology, Distance Education, New Teacher Orientation, Assessments, Special Learning Needs, Transitions, and Program Administration.

**English as a Second Language (ESL)**

The ICCB, through the SCN, hosted 20 statewide projects/events to enhance ESL instructional delivery and outcomes. Work has been continued in updating and expanding the states ESL Content Standards with relevant Illinois Adult Education Standards at each ESL NRS levels. SCN staff attended National TESOL conference session on OCTAE/AIR’s (American Institute for Research) development of CCR-ELP (English Language Proficiency) Standards due to be published in September 2016. In anticipation of the release of the CCR-ELP, preliminary work was completed to ensure that the states ESL Content Standards are aligned with the Illinois ABE/ASE Standards. This project will carry over into FY17 activities. Training was also developed to ensure that numeracy is being addressed in ESL instruction. SCN staff participated in technical assistance workshops at COABE national conference, LINCS online resources, and a targeted online course “Mathematizing ESOL” sponsored by World Education. Information obtained from this event was used to create PD for FY17. ICCB formed an advisory council consisting of ESL administrators and instructors, and SCN staff, who met four times through FY16 and worked virtually to develop a framework for a formalized instructor professional development pathway to increase instructional effectiveness in ESL. The goal of this process is to create cohorts of ESL standards proficient instructors, and content specialist to enhance curriculum and instruction, and to create Master teachers to provide mentorship and coaching within instructional teams. Work to finalize this initiative will be carried over to FY 17. The SCN held eight regional face-to- face trainings: Teaching ABE/HSE Math to English Language Learner, Managing Instruction in Multilevel ESL Classes, Using Technology to Support Instruction and Using Text Structures and Graphic Organizers to Understand Expository Teaching as well as developed 12 online courses in the following areas: Preparing Students for the World of Work with a Mock Job Fair Cultural Competence in ELA and ABE/HSE Classrooms, ESL Assessments to insure high quality ESL instruction. The SCN reviewed the proposed WIOA regulations with ICCB staff and is developing face to face, hybrid, and online professional development modules to support and enhance workforce preparation/career awareness; career pathways/ vocational/IET; postsecondary transitions within ESL instruction. The final WIOA regulations will be examined to ensure that professional development in this area meets the rigor and demand as outlined in the Unified Plan. **Total Events Held: 20 Total Participants: 339**

**Integrated English Literacy Civics Education (IELC)**

Forty-two events were held to enhance IELC services in the state. These events consisted of participation in research, course develop, workshop development, and course delivery (Face-to-Face, and hybrid).The ICCB through the SCN explored ways to further implement IEL/CE from the proposed WIOA regulations. Staff attended WIOA sessions at state and National conferences to gain better insight on the requirements under IELC. Research will be continued examine the final WIOA regulations for review and expanding the civics competencies on employment, and are in the very beginning stages of integrating IET programing into current offerings. Programs were made aware of informational webinars hosted by United States Citizenship and Immigration Services (USCIS) for updates concerning citizenship. Updates included Updates included the newly revised 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 The SCN provided technical assistance to programs through online communication, provider group meetings, and online courses each quarter to ensure quality citizenship programs. An online asynchronous course on the EL/Civics Competencies List and the Activity List was offered ten times each quarter of FY16 providing training on EL/Civics instruction for teachers, volunteers, tutors, coordinators, directors and administrators. The SCN also facilitated a teleconference titled “Preparing for Federal Funding Opportunities” to which 11 programs participated and a webinar addressing recently released citizenship preparation materials.

**Total Events Held: 42 Total Participants: 69**

**STAR Reading/EBRI**

The ICCB, through the SCN, expanded and updated professional development for STAR/EBRI. Online community of practices, virtual technical assistance, online courses, and workshops were offered to expand the reach of EBRI. Evidence Based Reading Instruction (EBRI) training was offered in Illinois over six-days (national STAR model), including two regional face to face and eight online courses. Work was expanded to include a virtual EBRI teacher observation system: a process where videotaped teacher observations are sent to SCN for feedback and to determine professional development needs. This involved the development and dissemination of administrator and instructor tools and strategies to facilitate and sustain EBRI implementation. To provide direct technical assistance to programs, the SCN hosted an online community of practice and webinars while posting a variety of resources on the web. Four new online courses were completed and offered nine times each quarter: 1) Teaching Academic Vocabulary, 2) A 3-Step Process, Teaching Academic Vocabulary, 3) More Practice Activities, and 4) Using Text Structures and Graphic Organizers to Understand Expository Text. A total of 274 participated in these events. In the next fiscal year, we will examine next steps in offering training and expanding the use EBRI in more Adult Education classrooms. **Total Events Held: 10 Total Participants: 274**

**ABE/ASE**

The ICCB, through the SCN, hosted 16 events that included instructional workshops, online courses, virtual technical assistance and research to enhance ABE/ASE instruction. As a state we conducted a continual review of ABE/ASE Curriculum. In FY2016, the ICCB received technical assistance from the College and Career Readiness Standards-in-Action project sponsored by OCTAE to aid in the development of a CCRS sustainability plan that focused on the training instructors to train/coach peers in CCRS standards proficiency and the expansion of PD pathways for the creation of Content Specialist in Language Arts and Mathematics. The Content Specialists will work with programs to ensure curriculum and instruction is aligned with CCRS. The program was piloted utilizing a blended model and included a cohort ABE/ASE instructors, coordinators, and directors in a blended PD delivery model. The blended model consisted of required pre-work, an online course titled “Standards Foundations”, which consists of nine modules (overview module and then four modules for Language Arts and four modules for Mathematics). After the pilot revisions were made to the course, the online introductory course was opened to all ABE/ASE instructors each quarter. A total of 258 instructors completed the course and a series of follow-up face-to-face trainings and meetings were provided utilizing the materials from the CCRS Standard-in-Action project. Four regional trainings were held to introduce the CCRS PD pathway to all adult education program directors statewide providing an overview of state’s CCRS plan to ensure the implementation and the sustainability of CCRS curriculum and instruction. The CCRS PD pathway initiative was piloted through two cohorts. Programs were invited to apply through an online application process. Instructors from Cohort 1 and 2 of the pilot were selected to participate in an advance training to become Language Arts and Mathematics Content Specialists during the month of June 2016. Once the training was complete, the Content specialist will be responsible for providing coaching and mentorship to programs ensuring high quality CCRS aligned curriculum and instruction to their respective programs and region. **Total Events Held: 16 Total Participants: 258**

**Technology/Distance Learning**

The ICCB, through the SCN, hosted18 statewide events to enhance programs usage of technology, distance learning tools and increasing digital literacy awareness. The events included participation in national research projects, workshops, online courses, and technical assistances. 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. The state continues to use, iLearn, an installation of the Moodle Learning Management System dedicated to Illinois adult educators and administrators, to provide self-paced modules. The state continues to use i-Pathways online curriculum as a tool for student distant learning. This year the virtual curriculum has been updated to align to the CCRS. Fourteen webinars were hosted this year to provide technical guidance and assistance to instructors. The ICCB utilized technical assistance from OCTAE’s LINCS Professional Project (ESLPro) in the integration of digital literacy into English language instruction. This guidance has provided us with the opportunity to launch a statewide project to develop more ESL instructors into digital champions in Illinois adult education. This initiative was launched and piloted in 10 programs. The expectation was that these participants will recruit and train other ESL instructors to integrate technology in ESL instruction statewide. Participants of this project co-presented sessions on the use of technology and digital literacy instruction at the April 26-27, 2016 Administrators’ Meeting to share resource and finding with other programs. Work will continue in FY17 to expand training statewide. In addition, we have worked with our core partners, philanthropic organizations, and foundations to develop a digital literacy push in Illinois. The state director is serving on the advisory committee.

**Total Events Held: 18 Total Participants: 150**

**New Teacher Orientation**

The ICCB updated and hosted eight online courses (2 each quarter) for the orientation of new teachers. The Illinois Online New Adult Education Teacher Orientation (NTO) course content was updated this year to give new instructors an overview of WIOA legislation, the responsibilities of adult education teachers to fulfill WIOA, Bridge programming and Integrated Career and Academic Program System (ICAPS) programming, as well as need for career awareness and transitioning awareness for all students. Further updates will be added to the course FY17 as the final WIOA regulations are released. **Total Events Held: 8 Total Participants: 123**

**Assessment/NRS**

The ICCB sponsored 11 events to enhance assessment administration. The events consisted of a mixture of face to face workshops and online trainings. The state continues to provide training to the local programs for the administration of ABE/ESL assessments tools: TABE 9&10, BEST Literacy, BEST Plus 2.0 and CASAS. The BEST Literacy, BEST Plus 2.0 and CASAS trainings were held regionally throughout the state in face to face workshops. The TABE 9&10 assessment training was offered online throughout FY16. Once participants completed the training they received a certificate of completion. **Total Events Held: 11 Total Participants: 84**

**Special Learning Needs (SLN)**

Online training was provided across the state for new ADA Coordinators, and the ADA Coordinator Manual was updated to ensure provider compliance with FY16 regulations. A Special Learning Needs Blog was maintained in FY16 for all programs throughout the state to share ideas and concerns on topics related to special learning needs. The state is worked on developing a specialized track of PD for creation SLN Resource Specialist I and II. SLN specialists will work with instructional teams to provide technical assistance for instructing ABE/ESL students with disabilities. This specialized PD track will ensure the sustainability of the framework to service students with disabilities in adult education programs. **Total Events Held: 14 Total Participants: 127**

**Administrator Training**

The ICCB hosted four events to enhance adult education program administration throughout the state. The state continued to offer Leadership Excellence Academies (LEA) to provide adult education program managers with strategies and resources to increase the quality of services. A total of six administrators successfully completed LEA training and earned certificates. In addition, a fall administrators meeting was held to update program administrators on available professional development opportunities and programmatic updates including, NRS, WIOA, reporting, and testing. Staff from seventy-nine programs attended. In the spring 2016, ICCB hosted an annual Administrators Meeting providing further policy updates (NRS, reporting, and budgeting), an overview of WIOA law, hosted core partner informational panels, and session on understanding the new WIOA measures. Staff from eighty programs thought the state participated. ICCB co-sponsored with WIOA partners WIOA regional summits. This summit allowed program directors to interact with regional and local WIOA core partners to conduct a SWOT analysis of their region and gather information for the development local plans. ICCB held a session during this summit to provide assistance to administrators concerning WIOA operations. Administrative staff from all eighty Illinois adult education programs attended.

**Total Events Held: 4 Total Participants: 504**

**Transitions**

The ICCB sponsored 14 projects to support the statewide implementation of Bridge/Transitions delivery in partnership with the Career and Technical Education (CTE) to support Integrated Career and Academic Program System (ICAPS). 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. An ICAPS Retreat was held for all existing and new integrated programs throughout the state. Seventy-six attended this opportunity to receive intensive professional development for existing integrated programs. To sustain the quality of transition services follow- up technical assistance was provided through webinars, posted website materials, an interactive transitions blog, and online courses. The webinars were: ICAPS/AO programs “Team Teaching Continuum” with 21 attending, “Successful Team Teachers Answer Your Questions” with 23 attending, “Successful Bridge Programs Answer Your Questions” with 22 attending, “Team Teaching Menu of Resources” with 18 attending, “Braided Funding” 23 attended, “Transitioning: Beginning with the Future in Mind.” 35 participants attended, and “ICAPS Learning Community with 16 attending. All webinars were archived to allow for future use by programs and debriefing meetings were held following each webinar. To ensure the sustainability of promising transitional services, the state worked on creation a Transition Specialist Professional Development Track. This will be a leveled professional development track for instructors, Transition Specialists (Bridge Specialists/ICAPS Specialists) and Master Teachers. The transition specialist will be a critical role on adult education instructional team to ensure curriculum and instruction integrates career awareness, workforce preparation, and contextualized content and instruction. Professional development staff attended the LINCS Train the Trainer webinars on the Employability Skills Framework developed by OCTAE. Content from this training is being used to build PD modules for instructors. The state organized a taskforce that consisted of adult education, community colleges, workforce, employers and economic development, was organized to define essential soft skills needed to prepare students for employment. This work will continue throughout FY17.

**Total Events Held: 14 Total Participants: 451**

**Provision of technical assistance to funded eligible providers as described in section 223(1)(c).**

The ICCB provided technical assistance to AE programs throughout the state. This included examining data to determine instructional deficiencies and through our Regional support teams provided programs with feedback and technical assistance directing them to professional development activities. For example, in the data system we look at data to determine if there are students who are eligible for post-testing and have not been. We contact the program administrator to provide them with assistance in making sure these students have been assessed appropriately. The ICCB also provides regular updates to the field on any changes in policy via the listserv. The Regional Support team also follows up with their respective program to ensure they have received and understand the information. State Staff participated in the OCTAE Standard-In-Action, LINCS ESL Pro, National Council of State Director of Adult Education (NCSDAE), as well as other national training to ensure dissemination of strong professional development programing. Information obtained from these national trainings was provided to eligible providers through digital communications, webinars, and face-to-face meetings to ensure the dissimulation of promising practices. The ICCB through the SCN provided technical assistance to eligible providers in incorporating technology and digital literacy into instruction; has conducted research into distance education tools to enhance instruction; and continuing to expand and enhance College and Career readiness Standards in reading, writing, math, ELA, and transitions; and have continued to provide one-on-one workshops via technology, face to face workshops, and virtual assistance. The ICCB also provided training and technical assistance to local adult education providers in the development of partnerships within the one stop system. The agency worked with the state workforce board and one-stop system to determine appropriate training needed across partner organizations to provide integrated services. The ICCB hosted a variety of regional planning summits/forums/workshops for all partners to enhance and align partnerships in the delivery of services. The SCN provided hotline services by telephone and email to provide real-time solutions and resources for the provisions of quality adult education services.

**Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1) (d).**The ICCB continued to monitor and evaluate statewide quality and opportunities for the improvement of adult education services by assessing performance data collected in the state’s data system DAISI. These initiatives encouraged innovation to occur at the state and local levels by utilizing data to determine gaps in instructional services and student outcomes, and to determine professional development needs. ICCB hosted 12 trainings that consisted of eight face-to-face and four webinars for both new users and experienced staff members throughout FY16 to ensure the quality of data entry and the utilization of DAISI reporting tools to produce data to make informed decisions. State Staff and Adult Education providers utilized this real-time data analysis of instructional units, student attendance hours, post test scores, and educational skills gains to ensure the quality of adult education activities are improving. Programs that performed below state level projected targets were place on a Watch/Probation list. Programs on this list received direct technical assistance from state support staff and the SCN through site visits, desktop monitoring, and virtual guidance, to ensure providers met state targets and student’s needs. To ensure that programs utilized high quality curriculum aligned with CCRS, the ICCB requested that all FY16 programs submit their curriculum to be reviewed by specialized trained SCN staff and ICCB staff. The ICCB through the SCN reviewed the curricula to ensure alignment with the state CCRS standards. Each program was provided corrective feedback by SCN staff on how to improve their curriculum and asked to submit the revisions. Approved curriculum will be uploaded to an online OER and the ICCB currently working on a tracking system for the sustainability of high quality CCRS aligned curriculum in local programs. This service is provided through the Illinois WorkNet system, a Title I funded program.

**As applicable, describe how the State has used funds for additional permissible activities described in section 223(a)(2).** The ICCB used leadership funds to provide professional development activities through a Service Center Network (SCN). The SCN provided professional development to the field in three designated areas of the state: Northern, Central and Southern regions. By this framework the ICCB developed and continues to enhance high quality professional development to support instruction provided to local adult education programs. Professional development was provided in the following areas during FY16: Leadership Excellence Academy (LEA), six administrators participated in three face-to-face sessions as online and virtually focused on the overall evaluation of program instruction and services provided; Evidence Based Reading Instruction, provided technical assistance and training for intermediate level learners (STAR -274 instructors); Content Standard Development and Implementation ABE/ASE standards and alignment and development of ELA standard alignment with CCRS (80 programs statewide); provided technical assistance in curriculum and lesson planning development (80 programs statewide); Integrated Literacy and Civics Education, review of regulations to determine how to implement in program and examined competencies to ensure IET activities were included; Competency Development and Implementation (40 programs); Transitions and Workplace Education as noted above; provided Integrated Education and Training (28 programs); provided Bridge Programs and Career Awareness training (45 programs); participated in bridge and Career pathway definitions statewide discussion to ensure alignment across the state; and Technical assistance for Technology Usage and Distance Education tools (statewide) and enhance Digital literacy awareness statewide. In partnership with Title I, ICCB also hosted regional workshops related to the WIOA one-stop delivery and labor market information, hosted many regional statewide and local conferences, workshops, trainings, and meetings that promote career pathways education, transitions, adult literacy; and other activities that support the ongoing enhancement of adult education instruction and participated in the development of strategic planning processes which included employers, core and required partners, and enhance and align partnerships in the delivery of services.

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| **2. Performance Data Analysis**Describe how the adult education program performed in the overall assessment of core programs based on the core indicators of performance. Discuss how the assessment was used to improve quality and effectiveness of the funded eligible providers and any plans to further increase performance in future reporting years. |

In FY16, the state of Illinois met 11 of 11 EFL targets as established by the NRS guidelines. All data is reported through the state data (DAISI) system. Below is a summary by EFL of the number of students enrolled, the outcomes and completions.

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| **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 | 652 | 93,580 | 388 | 192 | 200 | 64 | 60% |
| ABE Beginning Basic Education | 3,652 | 441,877 | 1,698 | 544 | 1,364 | 590 | 46% |
| ABE Intermediate Low | 9,672 | 1,084,595 | 3,872 | 955 | 3,699 | 2,101 | 40% |
| ABE Intermediate High | 8,821 | 922,083 | 2,914 | 1,157 | 3,588 | 2,319 | 33% |
| ASE Low | 3,270 | 334,886 | 1,223 | 0 | 1,360 | 687 | 37% |
| ASE High | 2,447 | 243,166 | 0 | 0 | 1,924 | 523 | 0% |
| ESL Beginning Literacy | 3,281 | 349,599 | 1,647 | 796 | 1,265 | 369 | 50% |
| ESL Beginning Low | 4,335 | 466,842 | 2,147 | 1,081 | 1,538 | 650 | 50% |
| ESL Beginning High | 6,221 | 672,083 | 3,439 | 1,155 | 1,777 | 1,005 | 55% |
| ESL Intermediate Low | 9,301 | 1,091,317 | 4,259 | 1,022 | 2,472 | 2,570 | 46% |
| ESL Intermediate High | 8,369 | 1,003,490 | 3,599 | 195 | 2,160 | 2,610 | 43% |
| ESL Advanced | 7,328 | 882,015 | 1,615 | 0 | 1,817 | 3,896 | 22% |
| Total | 67,349 | 7,585,533 | 26,801 | 7,097 | 23,164 | 17,641 | 40% |

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***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.

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|  | Target |  % Completing Level  | (N =) Completing Level | Total Students |
| ABE Beginning Literacy | 47% | 60% | 388 | 652 |
| ABE Beginning Basic Education | 44 % | 46% | 1,698 | 3,652 |
| ABE Intermediate Low Target | 37% | 40%  | 3,872 | 9,672 |
| ABE Intermediate High Target | 30% | 33% | 2,914 | 8,821 |
| ASE Low | 34% | 37% | 1,223 | 3,270 |
| ASE High Target |  |  |  |  |
|  |  |  |  |  |
| ESL Beginning Literacy | 49% | 50% | 1,647 | 3,281 |
| ESL Low Beginning | 45% | 50% | 2,147 | 4,335 |
| ESL High Beginning | 50% | 55%  | 3,439 | 6,221 |
| ESL Intermediate Low | 39% | 46% | 4,259 | 9,301 |
| ESL Intermediate High | 38% | 43%  | 3,599 | 8,369 |
| ESL Advanced | 22% | 22% | 1,615 | 7,328 |

***Core Outcome Measures***

* + **Entered Employment Rate Target – 35%**
	+ Entered Employment Outcome - 39% (N = 6,023) of Illinois’ 15,525 adult education completers had earnings in the UI wage records.
* **Retained Employment Rate Target—63%**
	+ Retained Employment Outcome - 69% (N = 13,935) of Illinois’ 20,181 adult education completers had earnings in the UI wage record system in the third quarter after exit.
* **Receipt of a Secondary School Diploma or HSE Target - 63%**
* 85% (N = 1,906) of Illinois’ 2,250 students taking all parts of the HSE test or enrolled in High School Credit at the ASE High level earned a HSE or High School Diploma.
* **Placement in Postsecondary Education or Training Target -- 16%**
	+ 16% (N = 1,233) of the 7,834 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.

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| **3. Integration with One-stop Partners**Describe how the State eligible agency, as the entity responsible for meeting one-stoprequirements under 34 CFR part 463, subpart J, carries out or delegates its required one-stoproles to eligible providers. Describe the applicable career services that are provided in the one-stopsystem. Describe how infrastructure costs are supported through State and local options. |

FY16 Illinois Adult Education, as Title II of WIOA, has a more visible and strengthened role under WIOA and provided career services through the 22 Local Workforce Innovation Areas and the corresponding Comprehensive One-Stop Centers (COSC) in Illinois. Local Adult Education partners provided career services on-site at the COSCs and/or via direct linkage. The Career Services are: outreach, intake and orientation; skills and supportive services needs assessment; program coordination and referral; training provider performance and cost information; and information on the availability of supportive services and referrals Some Illinois local Adult Education providers offer classroom elected to offer instructional opportunities at the COSC or nearby providing for better access to educational services. As a core partner, state level Adult Education (The ICCB) has a seat on the state-level Illinois Workforce Innovation Board and local Adult Education partners are on each of the 22 Local Workforce Innovation Boards. The state Interagency Work Group in concert with the Governor’s Office issued the Governor’s Guidelines - revision 1 to all of the local partners including Adult Education. All required partners followed this guidance to enter into MOUs. Management of infrastructure cost was negotiated through local FY16 MOUs through June 30, 2017 with the Local Workforce Investment Boards (LWIB) and provided a proportionate share of the infrastructure costs and appropriately determined shared systems costs in each of the 22 LWIAs. Additionally, Adult Education participated at the state and local level in the development of regional and local plans. Also, local Adult Education partners provided input and review to ICCB on various WIOA issues. Local Adult Education partners also were engaged in additional WIOA activities with some of the LWIAs, such as strategic planning and value mapping work groups. Adult education provider information is available on the Illinois WorkNet website, **[www.illinoisworknet.com](http://www.illinoisworknet.com).**  The Illinois Community College Board continues to provide a workforce development vision to enhance the services to individuals in need as well as through the Adult Education Strategic Plan. Official MOU negotiations for FY18 will begin January 1, 2017 to determine services, referral processes and one-stop infrastructure costs and shared costs for all partners under the final WIOA regulations framework.

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| **4. Integrated English Literacy and Civics Education (IELCE) Program** (AEFLA Section243)Describe how the state is using funds under Section 243 to support the following activitiesunder the IELCE program: Describe when your State held a competition [the latest competition] for IELCEprogram funds and the number of grants awarded by your State to support IELCEprograms. Describe your State efforts in meeting the requirement to provide IELCE services incombination with integrated education and training activities; Describe how the State is progressing towards program goals of preparing and placingIELCE program participants in unsubsidized employment in in-demand industries andoccupations that lead to economic self-sufficiency as described in section 243(c)(1) anddiscuss any performance results, challenges, and lessons learned from implementingthose program goals; and Describe how the State is progressing towards program goals of ensuring that IELCEprogram activities are integrated with the local workforce development system and itsfunctions as described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals. |

**Describe when your State held a competition [the latest competition] for IELCE program funds and the number of grants awarded by your State to support IELCE programs.** The last competition was held in FY2012 for FY2013 implementation. At that time 40 grants were awarded throughout the state.In FY14 through FY16, eligible providers submitted Continuation Plans each year for continued funding. Of the 4,674 students completing at least 15 hours of instruction, 4,238 (91%) met the competency requirement by completing at least two of the six competency areas.

**Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities.** In FY16, the state made efforts to identify what providers are planning in terms of the integrations. The state is in process of developing policies to ensure effective implementation to assist IELCE programs in combining integrated education and training activities and civics. Meetings were also held throughout the state to assist eligible IELCE provider to understand and interpret section 243 of the proposed WIOA regulations for program compliance. The state will continue to explore the final WIOA regulations to ensure IELCE programing meets the demands of the WIOA law and expanding the EL/Civics competencies on employment, and IET programing.

**Describe how the State is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals;**

Guidance and technical assistance was provided by the State to help IELCE programs to prepare adults, including professionals with degrees and credentials in their native countries, who are English language learners to transition to unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency. Programs were encouraged to develop partnerships with the local workforce development system to carry out the activities that will result in employment outcomes. Illinois Adult Education required those enrolled in IELCE to demonstrate competency in the Democratic Process, Community Resources, U.S. School System, Housing, Employment and Consumer Economics with the goal providing to help immigrants and other Limited English Proficiency (LEP) populations to effectively participate in education, work, and civic opportunities in this country. Work was completed to expand IEL/Civics to include the identification of career pathway/awareness activities, and linkage with occupational skill training with employers that will lead to employment and continued education for students. The ICCB will require IEL/Civics providers to collaborate with WIOA partners to asses regional and local labor markets to construct programs as described in 243(c)(1) of the WIOA Law and as detailed in regional and local plans. These activities must be aligned with local activities. The final WIOA regulations have been released and work is being carried over into FY17 to ensure programs meet the demand of the law. The state is faced with challenge developing a cadre of services that will yield appropriate outcomes for all IEL/Civics participants. The challenge moving forth will be the task of creating multiple on ramps that offer transitional opportunities for all participants: those who do not have high school equivalency, those that have certifications but lack a degree, or individuals that have degrees from their native countries.

**Describe how the State is progressing towards program goals of ensuring that IELCE program activities are integrated with the local workforce development system and its functions as described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals.** The State has developed policy to ensure that IELCE providers participate in regular meetings held of the local workforce board meetings and Area Planning Councils (APC) to ensure program activities are aligned with local workforce demand and economic needs. The state is developing a planning process for local boards to review to ensure alignment with efforts at the local and regional level. The state is providing technical assistance to locals on how to align activities and how each play a critical role in helping partners achieve the goals. Moving forth, the state will be challenged with creating an aligned and integrated service delivery. This action will require ongoing collaboration and input from all WIOA partners.

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| **5. Adult Education Standards**If your State has adopted new challenging K-12 standards under title I of the Elementary andSecondary Education Act of 1965, as amended, describe how your Adult Education content standards is aligned with those K-12 standards.Optional – Describe implementation efforts, challenges, and any lessons learned. |

In FY15, the ICCB integrated adult education college and career readiness (CCR) standards with the Illinois State ABE/ASE Content Standards which is aligned with Illinois K-12 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>

Local programs are using instructional experts as well as state and federal instructional funds to develop curriculum and 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. Work is current being completed to align the state ESL content standards with CCRS and the integration of technology into those standards as mentioned above. In FY16, Illinois received technical assistance from 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. The five-year sustainability plan was approved by OCTAE. To ensure the sustainability of standards based instruction throughout the state, ICCB has created a five year implementation and sustainability plan. This plan institutes a train-the –trainer model. Cohorts of instructors who successfully complete and provide applicable evidence of standards based instruction will be used to train the next cohort of instructors. It is the goal of ICCB to create a system of CCR content specialist/master teachers that will provide regional training, technical assistance, and guidance to instructors in their region thus ensuring statewide rigorous standards based instruction in all programs.

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| **Programs for Corrections Education and the Education of Other Institutionalized****Individuals** (AEFLA Section 225)What was the relative rate of recidivism for criminal offenders served? Please describe theMethods and factors used in calculating the rate for this reporting period. |

In 2015 in Illinois, 48% of those released from prison each year recidivate within three years of release and 19% will recidivate within one year according to the Illinois Sentencing Policy Advisory Council (SPAC). SPAC analyzed a cohort of offenders in the Criminal History Record Information system’s data ([SPAC2015](https://www.macfound.org/media/files/Illinois_Results_First.pdf)). Several factors were used including but not limited to resource use, “frequency of crime types in Illinois, crime trends for unreported or multiple victim offenses, and specific state recidivism patterns.” <http://www.icjia.state.il.us/spac/pdf/High_Cost_of_Recidivism_Supplement_080515.pdf> .