ILLINOIS NARRATIVE REPORT 2016 -2017 NATIONAL REPORTING SYSTEM FOR ADULT EDUCATION

FY2016-2017

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

State Leadership Funds (AEFLA Section 223)

(a) 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 section223 (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 activities described 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)(Title II) continues to participate as partner on the State of Illinois WIOA Interagency Workgroup (IWG) to implement the strategies outlined in the state Unified Plan – ensuring the alignment of adult education and literacy activities with other one-stop required partners. This workgroup consists of core partners including the Illinois Department of Commerce and Economic Opportunity (Title I), the Illinois Department of Employment Security (Title III), and the Illinois Department of Human Services Division of Vocational Rehabilitation (Title IV), as well as other WIOA required one-stop partners. The Interagency Workgroup meets monthly to address issues such as: service integration activities; the development and review of consistent policies; one-stop certification implementation; review and approval of MOUs; and the provision of training and technical assistance to local one-stop centers in areas of organization, coordination, and delivery of key services. Webinars and technical assistance on the Unified Plan were provided to local partners to assist them in their alignment and integration. In FY2018 , the ICCB will host a two day state WIOA summit that will allow stakeholder to meet and review regional and local plans to ensure alignment of integrated services as outline in the Unified State Plan.

Establishment or operation of a high quality professional development programs as described in section 223(1) (b). In FY17, the ICCB utilized funds under section 223 to provide 126 professional development activities through a Service Center Network (SCN) serving 3,128 participants. This network provided training to 80 adult education providers. The training activities included Evidence Based Research Instruction/STAR, and focused improvements in ABE/ASE/ESL curriculum and standards Implementation, IEL/CE, effective instructional methodology, technology, distance education, new teacher orientation, assessments, special learning needs, student transitions, and program administration. The mission of the SCN is to supply AE providers with the knowledge and training to meet the needs of unprepared adult learners through college and career readiness training. Professional development was provided in the following 10 strands of adult education:

1. **ABE/ASE**
   The ICCB SCN continued to provide professional development and resources to ensure that ABE/ASE curriculum and instruction is of high quality and aligned with the College and Career Standards (CCRS). CCRS hybrid trainings were held regionally to ensure that program administrators and instructors had current knowledge of the state standards and how to use them to guide curriculum and instruction. The training consisted of virtual online pre-work, two days of face to face training, and virtual follow up. As the WIOA regulations were

finalized, updates to CCRS courses were made to ensure content met the demand of WIOA. 122 Instructors completed CCRS hybrid training for Language Arts and 54 instructors completed Math. These completers will be vetted, and qualified instructors will be chosen to be trained as content specialist to be used in a "Train the Trainer model. The goal is to create a system of content specialist and master teachers to provide training, coaching, and curriculum and instruction assessment within local programs. To ensure continuous improvement of curriculum and instruction ABE/ASE providers were given three options for curriculum improvements: 1) Submit current program curriculum to the SCN for review and feedback, 2) Utilize curriculum objectives derived from state standards which have been aligned to the CCRS to create new program curriculum, and 3) Utilized state provided Mathematics and Language Arts model curricula. Content Specialists and Master Teachers will work with program administrators to implement this effort locally. This process of continuous curriculum improvement will be carried over into FY18. **Total Events Held: 20   Total Participants: 194**

2.   English as a Second Language (ESL)

The ICCB, through the SCN, hosted 27 statewide projects/events to enhance ESL instructional delivery and student outcomes. Research based professional development consisting of workshops, online courses, and guidance was offered to ensure ESL services were aligned with WIOA English Language Acquisition activities sect.23. Illinois revised its ESL standards for alignment with the new OCTAE CCR ELP (English Language Proficiency) Standards. Hybrid workshops were developed to train ESL instructors to understand the new ESL CCR ELP standards and how to integrate them into curriculum and instruction. Using this training as a foundational component, the ICCB is creating a professional developmental instructor pathway for ESL teachers to become ESL standard proficient instructors, ESL Content Specialist, and Master Teachers. Eight programs throughout the state were selected to pilot the training and provided feedback for course improvement. The ICCB SCN developed and offered 11 on-going self-guided online PD courses, 3 face to face workshops, and 13 workshops in hybrid/ blended format to enhance the skill sets of ESL instructors statewide. New online modules "*Ready, Set, Goal! Setting Academic and Career Goals with ESL Students"*, and "*Teaching ELLs to Talk About Themselves in Workplace and Academic Settings"* were offered to assist providers with the resources and knowledge enhance students transitions to employment, and training, as well as courses to aid instructors in integrating mathematics and digital literacy awareness in ESL instruction. **Total Events Held: 27   Total Participants: 325**

3.   Integrated English Literacy Civics Education (IEL/CE)

Twenty-five events were held to enhance IEL/CE services in the state. These events consisted of participation in research, course development, and workshop and course delivery (Face-to-Face, and hybrid).The ICCB through the SCN continued to explore ways to further implement IEL/CE from the final WIOA regulations. An advisory council committee was convened to explore the IEL/CE section 243 section of WIOA to interpret implementation, and research current practices for serving foreign students who possess professional degrees and credentials from their country of origin. A preface module was added to all online civic PD courses introducing key WIOA concepts and connecting WIOA to course content. Workshop and trainings to enhance citizen education was also offered to providers in collaboration with USCIS Chicago District Office and the U.S. Office of Citizenship in Washington, D.C. PD workshops included Citizenship Basics, Teaching Multilevel Citizenship Classes, and updates pertaining to the revised N-400 Application for Naturalization and the revised 100 Civics Questions. **Total Events Held: 25   Total Participants: 376**

4.   Transitions

The ICCB has made it a state priority to smooth the process for adult learners to transition into employment, postsecondary education and job training utilizing leadership funds to provide face-to face workshops, webinars, and online courses and resources assisting programs in developing Integrated Education and Training (IET) services. The IET frame work was supported by providing workshops and courses for effective strategies for team teaching, developing partnerships, and integrating employability skills into curriculum and instruction. An

advisory council committee of providers explored the final rules of WIOA to determine requirements of WIOA Workplace Adult Education Activities and IET framework. Recommendations were made to provide programs with guidance to utilize WIOA partnerships to form IET programs that meet local sector market and student needs. The ICCB SCN managed a Transitions Blog and developed an IET toolkit to ensure programs obtain timely updates, guidance, resources, and access to technical assistance for program administrators, instructors, and Career Navigators. Statewide technical assistance was provided to all participating programs on a continuing basis. **Total Events Held: 19   Total Participants: 477**

5.   STAR Reading/EBRI

Ninety Seven percent of adult education programs statewide have sent EBRI teams for STAR Training. The ICCB SCN continued to offer professional development to support instructional enhancement in providing ABE/ASE reading instruction based on research and evidence-based practices such as teaching methodologies, differentiated instruction, and classroom activities. EBRI training and technical assistance utilized both applied learning to ensure transfer of learning to the classroom, and face to face and online courses in order to receive PD hours. All online EBRI courses have been updated with a new WIOA preface module to give instructors an overview of the relationship between basic reading skills and passing the HSE exams, to transitioning to post-secondary education, IET programs, or entering the workforce. Reading resources for each of the four components of EBRI have been made available on an EBRI Community of Practice website. The website can be found at ebricommunityofpractice.weebly.com. Technical assistance was provided to AE providers through Virtual Observations. Programs were given the option to submit videos of instruction to the SCN for review using the appropriate reading component Classroom Observation Checklist to identify strengths and needs of the teaching being virtually observed. Written feedback was provided to participating teachers and follow-up phone calls with referrals to online professional development options. The SCN delivered two national STAR six-day workshop series in the northern, central, and southern regions of state of Illinois. To add flexibility for participation, the SCN developed and piloted hybrid training with two face to face trainings, and two online modules on vocabulary and fluency and one culminating webinar. Nine instructors successfully completed the STAR Hybrid pilot and this model will be offered in FY2018 statewide. Members of the ICCB SCN participated in the OCTAE Beta National STAR Hybrid training and provided commenting and feedback to construct a nation hybrid training model for STAR. **Total Events Held: 10 Total Participants: 129**

6.   Assessment/NRS

The ICCB hosted 11 statewide trainings to ensure valid test scores and NRS reporting data as pre-service and refresher trainings. The trainings consisted of a mixture of face to face workshops and online trainings. The ICCB SCN staff provided technical assistance to programs throughout the year. The state continued 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. Once participants completed the training, they received a certificate of completion. The TABE 9&10 assessment training was offered online throughout FY17 and research is being conducted to develop training to aid programs to transition to using TABE 11/12. Online training for the TABE 11/12 will be and offered within the next program year upon the release of the test publisher guidance. ICCB will also expand TABE training opportunities for all WIOA partners to ensure the proper test administration and usage with One-stop centers **Total Events Held: 11   Total Participants: 94**

7.   Special Learning Needs (SLN)

Special Learning Needs online training was updated to provide modules to assist instructors to address students social emotional, and mental health needs such as "The Unseen Among Us: Mental Health in Our Classrooms" and "Bipolar Disorder: What It Means to Your Classroom.". Additional online courses were also added to introduce instructors to technology resources to meet special learning needs in adult education classrooms. The SCN developed a series of instructional trainings to prepare instructors to become Special Learning Needs(SLN) Specialists and American Disability Act (ADA) coordinators. Participants were required to complete online

sessions, and attend virtual meetings to obtain a credential as a SLN Specialist. The ICCB SCN maintains a blog to ensure that instructors and ADA coordinators continue to have a way to share and distribute information. Under WIOA guidance the ICCB is exploring ways to partner with Title IV the Department of Human Services (DHS) to provide advance support service for students with disabilities. **Total Events Held: 14   Total Participants: 176**

8.   Technology/Distance Learning

The ICCB SCN continued to host workshops, and provide resources to aid programs to integrate the use of technology into curriculum and instruction to enhance both teacher and student's technology skills and increase access to learning. In FY17, 50 % of professional development sessions were converted to a hybrid and self-guided online course through asynchronous and synchronous methods on the Illinois iLearn Moodle Learning Management System. Online professional development was offered to provide guidance to instructors on integrating technology into instruction by the introduction of innovative tools and resources to increase digital literacy awareness and technology resources for adults with special learning needs. The ICCB SCN utilizes a website, excellenceinadulted.com, to market and promote professional development opportunities to programs. A complete listing of PD trainings dates, locations, formats, and registration information was provided on this website as well as a self-assessment technology checklist for instructors and students. The State also continues to use i-Pathway online curriculum to provide supplemental instruction and distance learning for students. https://www.i-pathways.org/ In FY17, students using i-Pathways at-a-distance generated approximately 10,386 units of instruction with approximately 91% of learners maintaining existing levels or making level gains. **Total Events Held: 11   Total Participants: 197**

9.   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 the final WIOA legislation, the responsibilities of adult education teachers to fulfill WIOA, introductory modules to address digital literacy, the new revised ESL Content Standards, an overview of Bridge programming and Integrated Career and Academic Program System (ICAPS) IET programming, as well as the need for career awareness and transitioning awareness for all students. A supplemental video was added to the course to provide in-depth overview of each strand of professional development to make connections for courses as stackable components to qualify interested instructors to become content specialists and master teachers for the purpose of building instructional teams in AE programs. **Total Events Held: 8   Total Participants: 174**

10. Administrator Training

To ensure that all adult education program administrators are aware of FY17 policies, NRS performance outcomes, and implement good grant and program management, the ICCB held three statewide administrators meetings. Administrators were provided updates concerning statewide performance levels, WIOA final regulations, professional development activities, and fiscal management policies. Breakout sessions during these meetings allowed programs to provide feedback, ask questions, and receive direct technical assistance from State staff, and subject matter experts. Special sessions focused on WIOA activities such as Integrated Education and Training (IET), Workforce Preparation Activities, ABE/ ASE/ELA Instruction, Digital Literacy, IEL/CE, One-Stop and Local Workforce Board participation, and understanding the new Revised National Reporting System for Adult Education (NRS)were made available. State staff worked with adult education administrators to understand the activities as defined in the law, plan implementation, and determine what partners and resources would be needed. **Total Events Held: 3 Total Participants: 305**

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

The ICCB continues to take a data driven approach to examine if AE programs are producing positive student outcomes and reaching NRS performance targets. When program deficiencies are detected, our regional support staff provided programs with feedback and technical assistance by directing the AE program staff to professional

development services. In FY17 frequent analysis was conducted using the state data system to determine if programs were providing students with the appropriate levels of instruction and post testing to demonstrate educational level gains. 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; conducted research into distance education tools to enhance instruction; continued 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, virtual technical assistance and provide a hotline for real-time solutions. ICCB utilize partnerships with WIOA core and required partners, to provide technical assistance to AE programs aiding with formation of shared responsibilities and integrated services through the One-Stop Centers.

Monitoring and evaluation of the quality and improvement of adult education activities as described in section 223(1) (d).

To ensure high quality adult education services that meet or exceed state targets ICCB staff continues to monitor and evaluate performance data collected in the states data system DAISI. Programs that are performing under the state average were placed on a probation/watch list and received technical assistance from state staff to strategize and access resources to improve program performance. Real-time data analysis of instructional units, student attendance hours, post test scores and educational skill gains was routinely conducted to ensure the quality of adult education activities are improving by state staff, and adult education providers. Specialized training was also provided year around to ensure that AE program administrators and staff know how to access their program performance data through DAISI to conduct real-time data analysis of the program activities and outcomes. ICCB hosted 12 trainings that consisted of eight face-to-face and four webinars for both new users and experienced staff members throughout FY17 to ensure the quality of data entry and the utilization of DAISI reporting tools to produce data to make informed decisions. The ICCB SCN and State staff worked with AE providers on an ongoing basis to ensure that AE programs were using high quality curriculum and instruction align with the ABE/ASE/ELA CCRS. This was completed through face-to-face and virtual curriculum review meetings, and technical assistance. The SCN tracked of program curriculum to determine those who met state approval standards and provided guidance and feedback to those that needed improvement. Programs were also notified that having state approved curriculum and programmatic demonstrative effectiveness will be necessary components to receive continual funding in FY18.

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

 The ICCB continued to utilize Leadership Funds to provide statewide professional development activities through a Service Center Network (SCN). The SCN provided professional development services to the field in three designated areas of the state: Northern, Central and Southern regions. By this framework the ICCB developed and continued to enhance professional development quality levels to support instruction provided within local adult education programs. This year the SCN converted 50% of the state training to hybrid and online courses to increase accessibility, capacity, and flexibility for AE Instructors and staff participation. Professional development was provided for 80 programs in the following areas during FY17: Evidence Based Reading Instruction (EBRI) and STAR); Content Standard Development and Implementation ABE/ASE standards and alignment and development of ELA standard alignment with CCRS; provided technical assistance in curriculum and lesson planning development ,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.

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 FY17, we met our state negotiated target of 42% and met 10 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.

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	524	78629	306	161	134	77	59.73
ABE Beginning Basic Education	3151	399199	1505	483	1116	491	49.00
ABE Intermediate Low	8551	993006	3337	888	3395	1537	42.32
ABE Intermediate High	7918	851373	2082	1127	3447	1609	36.15
ASE Low	2922	291379	621	0	1186	568	39.97
ASE High	2466	233899	0	0	1353	681	N/A
ESL Beginning Literacy	2989	333996	1586	634	995	406	53.13
ESL Beginning Low	4381	488512	2349	1168	1420	609	53.69
ESL Beginning High	5948	653719	3453	1114	1687	800	58.19
ESL Intermediate Low	9907	1136596	4675	1235	3312	1868	47.71
ESL Intermediate High	8094	968187	3565	191	2882	1595	44.69
ESL Advanced	7154	875675	1575	0	3105	2356	23.67
Total	64005	7304170	25054	7001	24032	12597	42.77

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	54%	60%	306	524
ABE Beginning Basic Education	46%	49%	1505	3151
ABE Intermediate Low Target	42%	42%	3337	8551
ABE Intermediate High Target	34%	36%	2082	7918
ASE Low	37%	40%	621	2922
ASE High Target				

	Target	% Completing Level	(N =) Completing Level	Total Students
ESL Beginning Literacy	50%	53%	1586	2989
ESL Low Beginning	45%	54%	2349	4381
ESL High Beginning	52%	58%	3453	5948
ESL Intermediate Low	44%	48%	4675	9907
ESL Intermediate High	41%	45%	3565	8094
ESL Advanced	24%	23.67	1575	7154

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

In FY17, under a Unified State Plan, Illinois Adult Education providers entered into a Memorandum of Understanding (MOU) in each of their respective Local Workforce Innovation Areas (22 LWIAs) and corresponding Comprehensive One-Stop Centers (COSC). Career services were provided onsite by local

providers on-site or through direct linkage. Services provided ranged from: outreach, intake, orientation, skills and supportive needs assessments, program coordination and referrals, training provider performance, cost information, information on the availability of supportive services and referrals, and classroom instruction offered in or near the COSC. Adult Education providers were also engaged in the development of the ten regional and 22 local plans. To ensure strong levels of services integration, the ICCB (Title II) staff participated and continues to participate on the state-level Illinois Workforce Innovation Board and is a voting member and also serves on the IWIB Executive Committee. Adult Education providers are represented on each of the 22 Local Workforce Innovation Boards. The ICCB, as a member of the state IWG, provided technical assistance to local area partners in areas such as, but not limited to: WIOA implementation issues including the Governor's Guidelines; development and negotiation of MOUs with the Local Workforce Investment Boards (LWIB) and; negotiations of infrastructure and shared delivery costs among partners. Official MOU negotiations for FY18 started January 1, 2017 and the IWG convened State Technical Assistance Teams (STATs) made up of WIOA core and required partners to ensure that all partners had the knowledge and tools to successfully negotiate their MOUs. MOU information has been made 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 of education, training, and employment through both the Workforce Education Strategic Plan and the Adult Education Strategic Plan.

---

4. Integrated English Literacy and Civics Education (IELCE) Program (AEFLA Section 243)

Describe how the state is using funds under Section 243 to support the following activities under the IELCE program:

- 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.
- Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities;
- 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; and
- 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.

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 ICCB held it first IELCE 243 competition for eligible providers in April 2017 under WIOA for FY18 provision of IELCE activities. 36 applicants applied for IELCE 243 funding and 26 of the submitted applications qualified and was approved for 243 funding according to their proposed IELCE activities and past demonstrative effectiveness. The grant period for the approved 26 IELCE providers will be from July 1, 2018 until June 30, 2020. For continued funding, successful applicants will be required to submit a non-competitive continuation application annually. Continued funding will be contingent upon the availability and a sufficient appropriation of both federal and state resources, the applicant's demonstrated effectiveness in serving the target population and achieving the required performance and programmatic outcomes; and the ability to meet all grant requirements.

Describe your State efforts in meeting the requirement to provide IELCE services in combination with integrated education and training activities. In FY17, the state made efforts to identify what providers are planning in terms of the integrations under the guidelines of the final WIOA regulations as pertaining to section

243. ICCB convened an advisory council of providers to examine WIOA section 243 and supplemental guidance released by OCTAE to make recommendations for policies to ensure effective implementation of IELCE programing. All online civic PD courses was updated to include modules introducing key WIOA concepts and connecting WIOA to course content. Meetings were also held throughout the state to assist eligible IELCE providers to understand and interpret section 243 of the final WIOA regulations for program compliance and future competition for 243 funding. The SCN participated in the new three-year OCTAE grant Connecting ELLs with Career Pathways managed by Manhattan Strategy Group with the goal of assisting IELCE providers in implementing IET for ELLs. Research will be continued to update IELCE professional development for FY18. The state released a Request for Proposal for IELCE 243 funding on April the 14, 2017.

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;
 In FY17, work was completed to expand IELCE to include the identification of career pathway/awareness activities, and linkage with occupational skill training that will lead to employment and continued education for students. The ICCB will require IELCE 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. Programs were encouraged to develop partnerships with the local workforce development system to carry out the activities that will result in employment outcomes. 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. The challenge for our state will be to create IELCE activities that will yield multiple on-ramps for ELLs. ELL comes to our programs with a diverse set of credentials, workforce experiences, and needs. We will continue to develop and expand program knowledge of IELCE and to ensure that IELCE requirements are met. The ICCB will continue to work with WIOA partners to provide integrated services and create multiple on-ramps to assist and aid this population into successful transitions upon exiting civics education.
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 has developed a process for local boards to review submitted IELCE program plans to ensure alignment with efforts at the local and regional level. Ongoing technical assistance is provided 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 in collaboration with WIOA partners. The state has created a Unified Plan outlining the strategic intentions of WIOA partners to provide integrated services. IELCE activities listed as one of the targeted goal to serve ELLs. Another challenge we will face is helping programs understand how IELCE different framework from traditional civics education. The ICCB will be conducting ongoing research and development to provide training for programs to understand how to concurrently implement the required components of IELCE.

5. Adult Education Standards
If your State has adopted new challenging K-12 standards under title I of the Elementary and Secondary Education Act of 1965, as amended, describe how your Adult Education content standards

are 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

In FY 17 Illinois revised its ESL standards for alignment with the new OCTAE CCR ELP (English Language Proficiency) Standards. Documents and guidance can be found at:

> https://www.iccb.org/iccb/wp-content/pdfs/adulted/publications_reports/IL_ESL_Content_Standards_FINAL_6-8-17.pdf

To ensure the sustainability of standards based instruction throughout the state, ICCB has created a five year implementation and sustainability plan through the OCTAE Standards in Action project. This plan institutes a train-the –trainer model where instructors are trained in using the state standards to develop curriculum and guide instruction. Instructors who successfully complete the training 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.

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 the methods and factors used in calculating the rate for this reporting period.

The most current recidivism rates for the state of Illinois indicates that 48% of the adult inmates and 53.5% of the juveniles released from incarceration return within 3 years 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). 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 .