



**ILLINOIS NARRATIVE REPORT
2017 -2018
NATIONAL REPORTING SYSTEM
FOR
ADULT EDUCATION AND LITERACY**

2017 - 2018



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1. State Leadership Funds (AELFA Section 223)

Describe how the State has used funds available under 223(State Leadership Activities for each of the following 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).*

In 2016, the Illinois Community College Board (ICCB), the WIOA Title II representative, collaborated with other WIOA core and required partners through the State of Illinois WIOA Interagency Workgroup (IWG). This work group, 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, work together to develop a Unified State Plan which included the provision of statewide integrated services.

With technical assistance provided by the federal departments of Labor and Education, the Unified Plan was modified in FY2018. Modifications were made to ensure that the strategic planning and operational planning elements of the plan promoted an updated and shared understanding of the workforce needs within each of the ten regional and twenty-two local areas of the state. The modified plan focused on the development of more comprehensive and integrated approaches such as career pathways and sector strategies and a stronger focus on the needs of businesses and workers.

To ensure that the priorities and strategies of the Unified Plan move forward at the regional and local levels, the state- Interagency Work-group (IWG) met 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. All core partners, which includes Adult Education, are represented on the Workgroup.

Additionally, Adult Education is engaged in all Illinois Workforce Innovation Board (IWIB) policy workgroups and state-level committees such as the IWIB Service Integration policy workgroup, the Integrated Business Services Committee, the Certification Policy Workgroup, and the WIOA Summit Planning Group. This is all in an effort to continue to provide a workforce development vision to the adult education provider community with an aim to enhance the services to individuals in need of education, training, and employment. Through the ICCB's development of a Workforce Education Strategic Plan (WESP) and an Adult Education Strategic Plan, it was imperative that both align with the goal and strategies of state Unified Plan.

Adult Education Strategic Plan

Illinois Senate Joint Resolution (SJR) 40 was passed in July 2017, creating the Statewide Taskforce on the Future Direction of Adult Education and Literacy within the ICCB. The 25 taskforce members represented critical stakeholders, including WIOA core and required partners, with a responsibility to ensure the development of a strategic five-year plan that would chart a progressive course for the state.

In October 2017, the ICCB convened the Statewide Taskforce on the Future Direction of Adult Education and Literacy to lay the groundwork for the plan. The taskforce developed four goal statements and associated objectives:

1. Improve Outcomes by Scaling Effective Models and Strategies across the System
2. Increase Postsecondary Transitions and Credential Attainment
3. Strengthen College and Career Readiness
4. Develop Life Long Career Pathway Systems & Enabling Technologies.

The Adult Education Strategic plan vision aligns with the Unified State plan to create learning opportunities bringing together statewide education, training, and employment strategies to ensure all adult learners have access to and success across cohesive, coordinated, and innovative services to promote better economic opportunities, greater equity, and sustainable career pathways.

“The plan addresses the need for continued development of comprehensive career pathways, college and career readiness, transitions from Adult Education programs to college and employment, foundational learning, English-language skills, and lifelong learning. The goals in this plan also align with goals set forth in other key state-driven plans such as the Illinois Workforce Innovation and Opportunity Act Unified Plan; the recent ICCB Workforce Education Strategic Plan; the Report of the Higher Education Commission on the Future of the Workforce; and the Illinois Postsecondary Workforce and Readiness Act.” (*Adult Education Strategic Plan: Expanding Career Pathway Opportunities in Adult Education, Page 2*)

The ICCB also convened an Adult Education Advisory committee that consisted of WIOA state agency core and required partners and selected Adult Education providers from each region of the state to determine what integrated comprehensive support services currently exist in the local One-Stop systems and what services are needed to support integration of Adult Education services within local One-Stop Center. This group met a number of times throughout FY2017-2018 and brought forward the following recommendations:

- a) ICCB and its core partners should adapt or create an introductory video/tutorial highlighting all student services provided through the American Job Centers (One-Stop) for use by all core and required partners and by the community.
- b) Adult Education courses should include integration of service knowledge at the One-Stop so students can understand the importance of accessing services not only in their current student role, but also throughout their lives and in the world of work.
- c) ICCB and core partners should adapt or create a common database to share information about mutual clients/students allowing all partners to seamlessly follow and support student services, track progress, and communicate with each other.
- d) ICCB should equip adult education instructors with awareness of One-Stop comprehensive support services beginning with New Teacher Orientation, ongoing professional development, and continuing follow-up support at the local level.

The ICCB will consider the recommendations and continue to provide Illinois Adult Education guidance to ensure alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the outline in the state Unified Plan.

- *Establishment or operation of a high quality professional development programs as described in section 223(1) (b).*

ICCB Adult Education continues to support the operation of a Professional Development Network (PDN) to support statewide training activities to support high quality curriculum and instruction that is aligned with the state College and Career Readiness (CCR) and English Language Proficiency (ELP) standards. The PDN consist of three centers that are located in the northern, central, and southern regions of the state. The PDN network provides statewide training to adult education programs in the areas of Adult Basic Education (ABE)/Adult Secondary Education (ASE) English Language Arts and Math, Student Achievement in Reading (STAR)/Evidence Based Reading Instruction (EBRI), English as-a Second Language (ESL), Civics Education, Assessments, Digital Literacy and Technology, Transitions, and Special Learning needs to ensure the dissemination of research, technical assistance, and evidence-based adult education programmatic models that meet WIOA criteria and performance measures. The PDN consists of subject matter experts who assist state staff in the development of production schedules, strategic planning, monitoring, evaluation, marketing, and the provision of technical assistance in providing statewide professional development opportunities. This year the PDN updated the Illinois Adult Education Professional development website for better access to online and face

to face professional development opportunities and resources. <http://www.excellenceinadulthood.com/>. In addition, Adult Education continues to provide joint professional development opportunities with postsecondary Career Technical Education (CTE) in the areas of IET, Bridge, and Career pathway initiatives.

- *Provision of technical assistance to funded providers as described in section 233(1)(c)*

WIOA 223 Leadership funds were used to offer technical assistance to funded providers to improve instructional effectiveness in the areas of Math, Language Arts, Reading, English Language Acquisition, Digital Literacy and Technology, Transitions, and Comprehensive Student Support Services.

Instructional Effectiveness: ABE/ASE/ESL

To ensure continuous improvement of instructional effectiveness, the state requires upon hire, that all new instructors complete an online New Teacher Orientation (NTO) course. This course offers an overview of the Illinois Adult Education system, including policies, instructional methodology for adult learners, program design, and the introduction to professional development resources.

To sustain, improve, and support instructional effectiveness within the Illinois adult education system, the PDN intentionally organized its professional development courses to support the development of Instructional Staff Professional Pathways with to goal of sustaining a systematic development of standards proficient instructors and development Content Specialists and Master Teachers to provide instructional leadership, coaching, and curriculum improvement in all adult education content areas.

One of the requirements of becoming a Specialist is to present at conferences, workshops, institutes, or other appropriate trainings on the specific content area. This year Content Specialists provided professional development and coaching and technical assistance to aid fellow adult education practitioners in understanding the CCR/ELP standards, contextualized instruction, as well as improving content knowledge and instruction in mathematics, language arts, and integrated curriculum. Total participants: 706

To improve adult reading assessment and instruction, the State of Illinois applied and was select as one of two states to pilot the updated STAR Flipped Hybrid Training Model. Ten programs throughout the state were selected for the pilot with the objective of expanding the model statewide in fiscal year 2018. The PDN hosted a pilot “Kick-Off” webinar and developed a detailed syllabus to guide pilot participants to complete ten online modules and attend two in-person trainings.

A total of 34 participants registered to access the online training and toolkit. The group consisted of 25 instructors and nine program administrators. These individuals provided feedback on each module to determine opportunities for improvement. The feedback was compiled and reported to the national STAR training team. Future plans are being put in place to utilize the pilot participants as coaches in future implementation of STAR training.

To support continuous support of EBRI within adult education, nine online courses were created and made available to programs. The courses focused on reading comprehension strategies, fluency, vocabulary, as well as an introductory EBRI course for teachers and administrators. Total participants: 392.

English as-a-Second Language (ESL)

The ICCB through its PDN focused efforts to ensure continuous improvement of English Language Acquisition (ELA) instruction. The intent of the targeted professional development was to reinforce the incorporation of the ELP standards within curriculum and instruction. ICCB has integrated OCTAE’s ELP standards into the Illinois ESL standards. An online course was developed to train ESL instructors in the understanding of how to use the

updated Illinois ESL standards. This course was offered continuously throughout FY2018. The course consisted of five modules, (1) Overview of Standards-Based ESL Instruction in Illinois, 2) Introduction to Rigorous Content Standards, 3) Rigorous ESL Instruction: What, Why, How?, 4) The CCR Advances in Instruction: Another Perspective on Rigor, and 5) A Closer Look at Rigor: Academic Language and Text Complexity. In addition, a two day Regional Institute was designed to aid ESL instructors in becoming proficient in the use of the standards. This initiative included job embedded assignments and consisted of a total of 20-22 hours of PD.

The PDN offered workshops, and online courses in ESL Content Standards Training, Math instruction for English Language Learners (ELL), ESL teaching strategies, ESL workforce preparation, and transitioning ESL to ABE to enhance ESL instruction.

Two-day regional workshops were held to provide professional development for adult education programs who provide Civics Education instruction. The PDN also facilitated a Citizenship Interest group to provide citizenship educators opportunities to share best practices in citizenship education. In addition, the PDN, through its work with the Commission on Adult Basic Education (COABE), developed a session titled Effective Citizenship Preparation Programs: Quality Indicators & Best Practices. This session was presented as a part of COABE Virtual Conference held on October 25- 26, 2017. An Open House for citizenship educators was hosted in coordination with U.S. Citizenship and Immigration Services (USCIS) Chicago District to provide updates concerning citizenship attainment and Immigration services. A total of 1047 instructors participated in the ESL/Civics Education training activity.

Assessments

The ICCB Adult Education and Literacy Program authorizes the local programs to use the following OCTAE approved tests in assessing the skills of learners enrolled in Adult Basic Education, Adult Secondary Education and English Language Acquisition instruction.

- TABE 9/10, 11/12
- CASAS
- BEST Plus and BEST Literacy

To support proper test administration within programs, the PDN offered regional in-person trainings coupled with online introductory and refresher courses. With the announcement of the approval of TABE 11/12, the PDN reached out to the Data Recognition Corporation (DRC) for guidance and developed an introductory webinar and online training course for TABE 11/12. ICCB Adult Education will begin implementation of the usage of TABE 11/12 beginning July 1, 2018. A transition period through 12/31/2018 will give programs adequate time to move from 9/10 to 11/12. Usage of 9/10 will conclude on 12/31/2018. Total participation in assessment training: 47.

Distance Education and Technology

In order to expand access and model the use of Distance Education and Technology while increasing digital literacy awareness, the PDN converted 70% of its professional development courses to hybrid and online formats. These formats were offered through asynchronous and synchronous methods on the Illinois iLearn Moodle Learning Management System. The PDN utilizes a website, Excellenceinadulthood.com, to promote professional development opportunities to programs. A complete listing of PD trainings dates, locations, formats, and registration information are provided on this website as well as a self-assessment technology checklist for instructors and students. The ICCB also continues to use i-Pathway online curriculum to provide supplemental instruction and distance learning for students. <https://www.i-pathways.org/>.

With increased demand for digital literacy, technology use, and distance education for teachers and students, the ICCB received direct technical assistance from nationally recognize experts through participation as part of the

Improving Education for Adult Learner (IDEAL) Consortium project sponsored through Ed Tech Center at World Education. Our participation has helped us to provide the adult education system with professional development and technical assistance in the development of distance education and technology usage plans within their program design. The i-Pathways instructional technology system, an Illinois developed program, continues to be the primary instructional tool used in Illinois by ABE and ASE programs.

To enhance distance education, digital literacy and instructional technology professional development, workshops and courses were provided to aid teachers in utilizing online tools in the classroom, implementing instructional strategies, and the improvement of teacher and student technology skills. There were a total of 202 participants.

Transitions

The PDN continues to grow and support Integrated Education and Training (IET) program through the Integrated Career and Academic Preparation System (ICAPS) as well as through Bridge Programs. The PDN, in partnership with the CTE professional developers, offers training opportunities that aid adult education providers in the development of IET courses, curriculum, team teaching strategies, partnerships, and support service activities. In addition, the PDN supports the program development of Bridge Programs that introduce students to industry sectors that utilizes contextualized curriculum, and career awareness and transition activities. In an effort to expand IET programs that meet local sector job market and student needs, ICCB has expanded ICAPS to include both credit (ICAPS Model 1) and non-credit (ICAPS Model 2) IET programs. Each of these models will allow students to obtain industry recognized credentials and sustainable employment.

FY2017-2018 Bridge/IET Sectors (12)

Arts, A/AV Technology & Communications	Business Management & Administration	Education and Training
Health Sciences	Hospitality & Tourism	Information Technology
Manufacturing	Science, Technology, Engineering & Mathematics	Transportation, Distribution & Logistics
Architecture & Construction	Human Services	

The PDN provided statewide technical assistance to adult education providers in the areas of training and support of transitional services within adult education programs and in the sustainability and enhancement of Bridge and (IET) programing within the state. Webinars were presented throughout the year to support the development and enrichment of Pre-IET/IET program design as well in-person informational sessions at state conferences to inform and encourage providers to develop relationships with WIOA partners and Business Industry to ensure delivery outcomes. In addition, research was also conducted and information was presented to inform and inspire adult education providers to begin to examine the development of Pre-Apprenticeship/Apprenticeship and Work-Based Learning “Earn and Learn” models to more effectively meet student needs.

The PDN redesigned and updated the ICAPS Website with online courses, a practitioners Transitions Blog, and disseminated a quarterly email newsletter to provide continuous support of IET models and updated guidance for Career Navigators within adult education programs. A total of 734 individuals participated and completed Transitions PD.

Special Learning Needs (SLN) and Support Services

To ensure all providers have the resources and high quality services to serve all students with special learning needs, the PDN continues to offer systematic SLN professional development to adult education providers. American Disability Act (ADA) Coordinator online training courses, in-person workshops, and ongoing

technical support is continuously offered to ensure each program has at least one SLN Resource Specialists. There were a total of 507 participants.

Statewide Meetings, and Conferences

The ICCB continues to host statewide meetings and conferences to ensure the dissemination of best practices, continuous improvement, partnership development, and the expansion of innovative models. Mandatory meetings for all Adult Education provider administrators were held in each region of the state to present policy updates, discuss state performance measures, goals and objectives, and to provide technical assistance, and professional development. At each regional meeting state staff led adult education providers in a “Deep-Dive” analysis of regional and local census data, to encourage maximum recruitment and address challenges serving target populations. Participants were allowed to network and brainstorm for solutions to challenges, and discuss best practices for student recruitment, persistence, and successful transitions. To encourage program innovation and partnership, the ICCB Adult Education held a joint conference with postsecondary Career and Technical Education partners titled the Forum for Excellence designed to highlight educational initiatives and effective practices impacting career pathway implementation and expansion. Total participation for all state meetings was 727.

- *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, the ICCB staff continues to monitor and evaluate performance data collected in the states data system, Data and Information System Illinois (DAISI). Programs that are performing under the state average were placed on a probation/watch list and received technical assistance from state staff to develop plan for improvement of program performance. Real-time data analysis of instructional units, student attendance hours, post test scores and educational skill gains are routinely conducted to ensure the quality of adult education activities are improving by state staff, and adult education providers. Specialized training was also provided regularly throughout the year to ensure that Adult Education (AE) program administrators and staff understand how to access their program performance data through DAISI to conduct real-time data analysis of the program activities and outcomes. Regional staff provide on-going monitoring of compliance through on-site visits, desk-top monitoring and regular review of data. ICCB hosted 12 trainings that consisted of eight face-to-face and four webinars for both new users and experienced staff members throughout FY2018 to ensure the quality of data entry and the utilization of DAISI reporting tools to produce data to make informed decisions. Two seminars were also held to inform AE instructors on how to utilize DAISI to analyze instructional and student outcomes and access professional development information.

2. Performance Data Analysis

In Fiscal Year 2018, Illinois Adult Education met the state negotiated target of 44%, meeting 10 of 11 EFL targets as established under National Reporting System (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 (A)	Total Number Enrolled (B)	Total Attendance Hours for all participants (C)	Number who achieved at least one educational functioning level gain (D)	Number who attained a secondary school diploma or its equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total number of Periods of Participation (I)	Total number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (K)
ABE Level 1	533	86,817	352	0	115	66	0.00%	538	372	69.14%
ABE Level 2	2,936	377,676	1,464	0	948	524	0.00%	2,988	1,617	54.12%
ABE Level 3	7,877	909,774	3,441	0	2,922	1,514	0.00%	8,025	3,913	48.76%
ABE Level 4	7,353	782,388	2,792	0	2,922	1,639	0.00%	7,476	3,143	42.04%
ABE Level 5	2,912	302,530	1,202	0	1,060	650	0.00%	2,944	1,272	43.21%
ABE Level 6	2,550	251,376	0	373	1,340	837	0.00%	2,590	379	14.63%
ABE Total	24161	2710561	9251	373	9307	5230	39.83%	24561	10696	43.55%
ESL Level 1	2,197	256,558	1,352	0	552	293	0.00%	2,227	1,353	60.75%
ESL Level 2	3,707	425,933	2,150	0	954	603	0.00%	3,760	2,159	57.42%
ESL Level 3	5,946	655,073	3,424	0	1,705	817	0.00%	6,034	3,429	56.83%
ESL Level 4	9,578	1,105,333	4,517	0	3,115	1,946	0.00%	9,756	4,545	46.59%
ESL Level 5	8,332	992,266	3,740	0	2,821	1,771	0.00%	8,477	3,785	44.65%
ESL Level 6	7,481	877,116	1,748	0	3,104	2,629	0.00%	7,626	1,861	24.40%
ESL Total	37241	4312279	16931	0	12251	8059	45.46%	37880	17132	45.23%
Grand Total	61402	7022840	26182	373	21558	13289	43.25%	62441	27828	44.57%

Six NRS Core Indicators of Performance

In FY2017-2018, Illinois Adult Education providers' performance were measured for outcomes by the following NRS Core Indicators of Performance:

1. **Employment Rate 2nd Quarter:** Of the total 32,728 participants who exited programs, 30% of those who exit were in unsubsidized employment during second quarter.
2. **Employment Rate 4th Quarter:** Of the total 11,762 participants who exited programs, 28% were in unsubsidized employment during fourth quarter.
3. **Median Earnings:** The median earnings of program participants who were in unsubsidized employment during the second quarter after exit from program was \$4,393.
4. **Credential Obtainment:** 37% of program participants obtained a recognized postsecondary credential, or a Secondary school diploma or its recognized equivalent during participation in or within 1 year after exit from the program.
5. **Measurable Skill Gains:** 44% of 61,402 participants during FY2018 who were in an education or training program achieved measurable skill gains toward a recognized postsecondary credential or employment.

3. Integration with One-Stop Partners

To ensure statewide integration of services under aligned state's Unified State Plan, Workforce Education Strategic and Adult Education Strategic plans within Comprehensive One-Stop Service Centers (COSC), the ICCB (Title II) staff continues to participate as part of the State of Illinois IWIB as a voting member as well as serves on the IWIB Executive Committee. Technical assistance from these collaborations were provided to local area partners to address WIOA implementation issues, interpreting the Governor's Guidelines for negotiations of infrastructure cost, and in the formation of an interagency taskforce to provide direct technical assistance in the negotiations of infrastructure costs, shared local one-stop delivery costs among partners, to strengthen regional and local plans within the twenty-two Local Workforce Investment Boards (LWIB), to develop a clear understanding of the timelines for negotiation of MOUs and infrastructure costs, and the reporting of interim and final negotiation outcomes and appeals processes. To ensure that all partners have the knowledge and tools to negotiate their local MOUs, information is continually updated and made available on the Illinois WorkNet website www.illinoisworknet.com. Adult Education providers participated in regional partnership summits that addressed the alignment of the ten regional and 22 local plans in each local workforce area and provided a better understanding of Career services onsite at COSCs or through direct linkage. Services provided in the COSCs 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.

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

- *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 its first IELCE 243 competition for eligible providers in April 2017 under WIOA for FY18 provision of IELCE activities. Thirty-six applicants applied for IELCE 243 funding and 26 of the submitted applications qualified and were approved according to their proposed IELCE activities and past demonstrative effectiveness. The grant period for the approved will be from July 1, 2018 until June 30, 2020. For FY 2019, the 26 approved applicants were required to apply for continued funding based upon past effectiveness of provision of IELCE services and the ability to meet all the grant requirements in FY2018. All of the 26 IELCE providers were approved for the continuation of services in FY2019.

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

The ICCB continues to research, professional development, and technical assistance to ensure the state IELCE services are meeting the guidelines of WIOA 243 regulations. ICCB convened an advisory council committee of providers to examine national models and best practices for recommendations to strengthen the state's IELCE models. The PDN participated in the new three-year OCTAE grant Connecting ELL's with Career Pathways managed by Manhattan Strategy Group and provided assistance to IELCE providers in implementing IETs for ELLs. All online civic courses were updated to include modules introducing key WIOA concepts and connecting Civic education to workforce preparation activities as well as occupational training. Research will be continued to expand IELCE professional development for FY19 to ensure continuous improvement of services. The ICCB continues to examine IELCE requirements to ensure programs are implementing the program as it is required under section 243.

- *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.*

Under the guidance of the Unified State Plan, and FY18 Adult Education policy, IELCE providers were required to collaborate with WIOA partners to ensure IELCE programs were aligned with regional and local job sector needs that lead to unsubsidized employment in in-demand industries and occupations that lead to economic sufficiency for students. Guidance and technical assistance was provided by the State to aid IELCE programs to prepare adults, including professionals with degrees and credentials in their native countries who are ELLs, to transition to unsubsidized employment in in-demand industries. A continuous challenge for the state is creating IELCE activities that yield multiple on-ramps for learners. The state recognizes that these learners come to programs with a diverse set of credentials, workforce experiences and unique issues that need to be address. The ICCB along with it state partners have created an Adult Education Strategic Plan that includes action steps to bring stakeholders into taking a customer-centered approach to developing integrated solutions to address the needs of participants in IELCE programs. All adult education programs are required to align the IELCE activities with in-demand industries as identified in their respective regional and local plans.

The ICCB will continue to research effective national IELCE models and work with WIOA partners to implement comprehensive support services and provide technical assistance to scale effective strategies and models to meet the needs of all ELLs transitioning into postsecondary education and careers.

- *Describe how the State is progressing towards program goals of ensuring that IELCE program activities are integrated with 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 enforces policies to ensure that IELCE providers participate in regular meetings with local workforce boards 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 provider applications to ensure alignment efforts at the local and regional level. This encompasses IELCE programs. Ongoing technical assistance is provided to locals on how to align activities and how each plays a critical role in helping partners achieve the goals. Under the guidance of the State Unified Plan, and the updated Adult Education Strategic Plan, action steps have been developed to create aligned and integrated services with WIOA partners. The ICCB will continue to work with stakeholders in FY2018-19 to conduct a full analysis of IELCE programs and to strengthen integration of Civics Education, workforce preparation, and occupation training that lead to employment. Past year and current data will be examined to determine program success towards achieving the indicators of performance. We continue to require IELCE programs to engage with their local boards to ensure they are addressing local workforce needs. The ICCB has all of the components, including Adult Education activities, Civics competencies, and the IET, and are working toward a deliberate integration of these activities as well as meeting the needs of the local workforce.

5. Adult Education Standards

The ICCB published The Illinois State ABE/ASE Content Standards which is aligned with the Adult Education College and Career Readiness (CCR) Standards and the Illinois K-12 standards.

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

In FY17 Illinois revised its ESL standards for alignment with the new OCTAE CCR (English Language Proficiency) Standards.

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

The ICCB through its PDN continues to provide regional in-person and online trainings to ensure that high quality CCR/ELP standards based curriculum and instruction is occurring in all adult education programs throughout the state. The PDN has created a system of instructional professional development pathways using the CCR/ELP Standards as a foundation to create a system of content specialists/master teachers to implement coaching and training within the academic strands of the standards to improve curriculum and instruction. The first cohort of Content Specialists were utilized this year to present at state conferences and webinars, and to provide technical assistance to their local instructional teams to improve curriculum and instruction.

6. Programs for Corrections Education and the Education of Other Institutionalized individuals (AEFLA Section 225)

The most current recidivism rates for the state of Illinois indicates that 39% of the adult inmates released from incarceration return within three 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 (SPAC2018). 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/The_High_Cost_of_Recidivism_Supplement_2018.pdf