



**ILLINOIS NARRATIVE REPORT
2018 - 2019
NATIONAL REPORTING SYSTEM
FOR
ADULT EDUCATION AND LITERACY**

2018 - 2019



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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:

- a) *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 ICCB (ICCB) released the Adult Education five-year strategic plan in November 2017 to cover the period of FY2018 through FY2023. The goals in the plan align with key state-driven plans such as the Illinois Workforce Innovation and Opportunity Act Unified Plan, the ICCB's Workforce Education Strategic Plan, the Report of the Higher Education Commission on the Future of the Workforce, the Illinois Postsecondary Workforce Readiness Act, the Governor's Executive Order #3, and Perkins V law, as well as other statewide initiatives. The Strategic Plan is focused on expanding and scaling comprehensive career pathways and proactively responding to the future of work.

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 effort provided 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.

To disseminate the priorities and strategies of the Unified Plan from state agencies to practitioners, 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, the ICCB convened an Adult Education and Literacy Advisory Council.

Adult Education and Literacy Advisory Council

To further ensure practitioners are aware of the ICCB's strategic plan and priorities and successfully implement instructional activities, the ICCB convened an Adult Education Advisory Council that consisted of WIOA state agency core and required partners and selected adult education providers representing community colleges, community-based organizations, public schools and regional offices of education from each region of the state. The Advisory Council provided guidance and recommendations to the ICCB in key areas of adult education that were aligned with both WIOA and the Illinois five-year strategic plan. After meeting both in face to face and virtual meetings throughout the year, the Adult Education and Literacy Advisory Council brought forward the following recommendations and deliverables in the areas of distance learning and instructional technology, corrections education, and integrated English and Civics Education:

- a) **Distance Learning and Instructional Technology:** To increase both adult learner enrollment and Measurable Skill Gains, this committee was tasked with making recommendations to create and strengthen current distance learning programs. The committee developed a Technology and Digital Literacy Proficiency Checklist and a Proficiency Checklist for Online Instruction as well as recommending a distance learning platform for English Language Learners.
- b) **Corrections Education:** The corrections education advisory committee was tasked with identifying gaps in services for the transitioning of individuals from corrections to adult education programs. The committee recommended the development of a resource guide to aid professionals working with justice-involved individuals re-entering society for identifying educational services.

- c) ***Integrated English and Civics Education:*** Approximately 56% of adult education learners in Illinois are English Language Learners, and WIOA 243 requires Adult Education providers to offer Civics Education in an Integrated Education Model. The IELCE Advisory Committee was tasked with developing resources to guide program development to ensure curricular and instructional alignment with the IELCE expectations. The committee developed and proposed an IELCE Toolkit which provides guidance for course development, curriculum planning, and instruction.

The ICCB considered the recommendations, disseminated the IECLE Toolkit, extended the approved distance learning platforms to include instruction specifically for English as a Second Language Learners, and will use the Technology and Digital Literacy Proficiency Checklist and Proficiency Checklist for Online Instruction to guide the approval process for programs implementing curriculum and instruction platforms. A workgroup was created in FY20 to complete the Corrections Re-Entry Resource Guide.

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

ICCB Adult Education continues to support a Professional Development Network (PDN) consisting of subject matter experts who provide statewide training and technical support for adult education programs consisting of community colleges, public schools, and community based organizations spanning 57,914 square miles. The expertise of the diverse PDN staff includes 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. 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. The PDN supports statewide training activities to promote high quality curriculum and instruction that is aligned with the state College and Career Readiness (CCR) and English Language Proficiency (ELP) standards. Offering training and support through conferences, workshops, webinars, and online courses ensures program administrators, instructors, career navigators, and other support staff have access to relevant and research-based practices that are geared to improve program and instructional effectiveness in the areas of learner retention, increased measurable skill gains, and transition to postsecondary education and sustainable employment. A technical assistance request was submitted to the National Reporting System to evaluate effectiveness of the PDN as it relates to specific initiatives and analyze participation patterns and teacher training on educational functioning level gains. The results of the analysis indicate “Among students in their first year of adult education, there is a statistically significant relationship between the prior year and two-year prior measures of Standards Proficient and Specialist instructor training and post-test completion.” [Source: Illinois NRS TA Summary, October 2019]

- b) *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 and reflects the ICCB’s multi-year initiatives that demonstrate intentionality in design and purpose for all professional development. The focus of the Professional Development Network (PDN) is to provide high quality training designed to improve instructional effectiveness in the areas of Math, Language Arts, Reading (STAR), English Language Acquisition, Digital Literacy and Technology, Integrated Education and Training, Bridge Programming, Transitions, Assessments, and Comprehensive Student Support Services. Professional development and technical assistance were also provided through statewide conferences and meetings.

Instructional Effectiveness: ABE/ASE

Continuous improvement of instructional effectiveness occurs through intentional and expert delivered professional development beginning with a New Teacher Orientation (NTO) course required of all new instructional hires. 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. Professional development courses support the development of Instructional Staff Professional Pathways with the goal of sustaining a systematic development of Standards Proficient Instructors and the development of Content Specialists and Master Teachers to provide instructional leadership, coaching, and curriculum improvement in all adult education content areas.

Standards Proficient Instruction occurs across all aspects of adult literacy education. It is the goal of ICCB to create a system of CCR content specialist/master teachers in Language Arts, Math, Reading, and English as a Second Language that will provide regional training, technical assistance, and guidance to instructors in their region thus ensuring statewide rigorous standards-based instruction in all programs. The levels of standard proficient professionals include ABE/ASE Specialist, ABE/ASE Master Teacher, Career Navigator Pathway, Special Learning Needs, and English as a Second Language Standards Proficient Instructor.

STAR Training

The PDN Network continued the STAR hybrid training which began in FY18. STAR is available for both programs and instructors new to STAR and previously trained programs to update or expand their EBRI integration. In FY19, 35 participants from 16 programs finished the first half of the training. Ongoing technical assistance continued to be available.

Additionally, EBRI professional development included development of a new EBRI Content Specialist Pathway for ABE/ASE and ESL instructors, and the development of the following online instructor courses:

- *Introduction to EBRI for Teachers*
- *Introduction to EBRI for Administrators*
- *Teaching Reading Fluency*
- *Teaching Academic Vocabulary (2 parts)*
- *Close Reading Strategies for College and Career Readiness in ABE/ASE and ESL Classes*

English as-a-Second Language (ESL)

The ICCB through its PDN focused sustained efforts across multiple fiscal years to ensure continuous improvement of English Language Acquisition (ELA) instruction. The intent of the targeted professional development was to provide programs with the resources and tools necessary to positively impact student outcomes.

In FY17, the ICCB directed the PDN network to initiate a standard-based instructional path designed to improve student outcomes. The first step was the revision of the ESL Content Standards and the implementation of the ESL Standards-Based Curriculum Initiative in FY18. The PDN network continued this initiative in FY19 through the ESL Standards Proficient Instructor (ESPI) Training. This sustained initiative ensures instructors have the tools, resources, and training to align classroom curriculum and instruction with rigorous academic content standards.

Additionally, the PDN reviewed and updated online courses which follow the evidence-based Applied Learning Model requiring instructors to implement learned content in their classroom, reflect on its effectiveness, and

submit summary reflections for review and feedback. The 14 courses provide a combined 60 hours of professional development and the updated courses include the following:

- *Ready, Set, Goal! Setting Academic/Career Goals with ESL Students*
- *Preparing ELLs for the World of Work with a Mock Job Fair*

While these courses were designed to provide practitioners with promising practices in instruction, attention was paid to the need for English Language Learners to enter IET programs. Therefore, new professional development courses which teach instructors how to incorporate workforce readiness skills, contextualized vocabulary, and contextualized language skills were developed. These course include the following:

- *Ready, Set, Goal! Setting Academic/Career Goals with ESL Students*
- *Infusing Workforce Preparation at All ESL Levels*
- *Teaching Lower Level ELLs to Talk about Their Work Skills*
- *Teaching Interviewing Skills to ELLs at All Levels.*
- *Preparing ELLs for the World of Work with a Mock Job Fair*

In FY19, 53 ESL programs with a combined 761 ESL instructors were supported through either face-to-face training or web-based delivery of professional development. Furthermore, 1140 instructors and administrators were supported through conference presentations, webinars, and facilitated meetings.

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

Research on past year's data of learner outcomes revealed that programs with strong assessment practices had higher learner outcomes. Strategies implemented by the PDN included technical assistance focusing on the reinforcement of the standardization of assessment practices. To support proper test administration within programs, the PDN offered regional in-person trainings for BEST Plus, BEST Literacy and CASAS. A checklist of approved testing practices and policy recommendations was developed and disseminated. The ICCB Adult Education programs began the usage of TABE 11/12 on July 1, 2018. A transition period through 12/31/2018 gave programs adequate time to move from 9/10 to 11/12. Usage of 9/10 concluded on 12/31/2018. The PDN offered both an online course and a live webinar for TABE 11/12 which became a two-part online training in January 2019. All programs participated in the TABE 11/12 assessment training. ICCB is currently exploring the option to use the CASAS GOALS series with our ABE/ASE students. A pilot study will begin in August 2019.

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 maintained a majority of its professional development courses in hybrid and online formats. These trainings were offered through asynchronous and synchronous methods on the Illinois iLearn Moodle Learning Management System. A complete listing of PD trainings dates, locations, formats, and registration information are provided on the Excellence in Adult Education website (excellenceinadulthood.com). The ICCB also continues to use the i-Pathway instructional technology system, an Illinois developed program, as the primary instructional tool used in Illinois by ABE and ASE programs 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 the 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.

Additionally, ICCB staff, trainers from the PDN, and 10 programs attended the Washington State I-DEA (Integrated Digital English Acceleration) training in FY18. I-DEA provided guidance on the development and implementation of flipped hybrid ESL courses. As programs developed their own ESL flipped classrooms, the PDN facilitated a community of practice for I-DEA practitioners utilizing both face-to-face and virtual meetings targeting program administrators and teachers to discuss and share experiences, challenges, and solutions.

Transitions

The PDN network continues to grow and support Integrated Education and Training (IET) programs 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, integrated learning outcomes, and comprehensive student support service activities. The training opportunities consisted of a year-long Transitions Academy and a webinar series addressing the development and delivery of the components of an ICAPS/IET program. The PDN developed an ICAPS/IET Planning Template to assist programs in the development of both credit (ICAPS Model 1) and non-credit (ICAPS Model 2) programs. Each of these models will allow students to obtain industry-recognized credentials and sustainable employment. This template was distributed to programs attending the Transitions Academy and made available on the Transitions Academy website to programs throughout the state.

In collaboration with the CTE professional developers, the PDN added additional resources to the three menus of resources on the ICAPS website (Team Teachers, Career Navigators, and Administrators). A Transitions Blog was maintained to keep the ICAPS and Bridge program administrators and instructors informed as well as to provide a place to share effective practices among providers. Additionally, the PDN provided technical assistance to instructors and career navigators participating in the IL Instructional Professional Pathways of professional development as well as the Professional Pathway for Career Navigators. Targeted professional development is provided to individuals as Transitions Specialists, Bridge Master Teachers, and ICAPS Master Teachers. The following professional development was developed and delivered in FY19:

- *Using Logic Models to Develop ICAPS/IET*
- *Using the ICAPS/IET Process for All Levels of Students=Retention, Relevance...Real Life*
- *Transitions for Intermediate Levels Adult Education Students.*

FY 2018-2019 Bridge/IET Sectors (12)

<i>ICAPS/IET Programs</i>		<i>Bridge Programs</i>	
Health Sciences	14	Health Sciences	12
Manufacturing	18	Education and Training	1
Information Technology	7	Manufacturing	14
Transportation, Distribution, & Logistics	5	Transportation, Distribution, & Logistics	6

Business Management & Administration	7	Hospitality & Tourism	3
Architecture & Construction	1	Information Technology	3
		Business Management & Administration	1

Special Learning Needs

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 on staff. These trainings are updated on an ongoing basis to make certain promising practices and current research are incorporated in instruction.

Statewide Meetings, and Conferences

The ICCB continues to host statewide meetings and conferences utilizing the PDN to ensure the dissemination of best practices; continuous improvement of adult education and English Language acquisition instruction; partnership development and service integration; and the expansion of innovative Bridge and IET, IECLE models. Mandatory meetings for all Adult Education provider administrators and leadership staff were held throughout the state to present policy updates, discuss state performance measures, and share overarching goals and objectives. These meetings enabled program administrators, staff from the PDN network, and leadership staff from the ICCB to interact and identify programs needing additional technical assistance through professional development.

To encourage program innovation and partnership, the ICCB Adult Education Department held a Transition Academy and 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.

- *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 in the states Data and Information System Illinois (DAISI). Regional staff provide on-going monitoring of compliance through on-site visits, desk-top monitoring, and regular review of data. This continual monitoring allows for the ICCB staff to identify program trends and potential areas of concern and coordinate technical assistance through regional support or the PDN. Additionally, programs that are performing under the state average were placed on a probation/watch list and received technical assistance from state staff to develop a 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.

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.

2. Performance Data Analysis

In Fiscal Year 2019, 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 Education Functioning Level	1st Period of Participation								All Periods of Participation			
	Total Number of Participants	Total Number of Participants Excluded from MSG Performance	Total Attendance Hours for all participants	Number who achieved at least one educational functioning level gain	Number who attained a secondary school diploma or its equivalent	Number Separated Before Achieving Measurable Skill Gains	Number Remaining in Program without Measurable Skill Gains	Percentage Achieving Measurable Skill Gains	Total number of Periods of Participation	Total number of Periods of Participation in which Participants achieved at least one educational functioning level gain	Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained	Percentage of Periods of Participation with Measurable Skill Gains
(A)	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)
ABE Level 1	590	0	83,487	305	6	115	170	52.71%	602	306	6	51.82%
ABE Level 2	3,986	0	491,979	1,615	153	928	1,443	44.35%	4,045	1,632	153	44.12%
ABE Level 3	6,753	0	776,566	2,098	634	2,012	2,643	40.45%	6,857	2,119	634	40.14%
ABE Level 4	5,780	0	645,297	1,346	990	2,068	2,366	40.41%	5,870	1,358	990	40.00%
ABE Level 5	2,206	0	257,891	467	524	873	866	44.92%	2,227	469	524	44.58%
ABE Level 6	1,491	0	192,517	61	438	751	679	33.46%	1,519	68	438	33.31%
ABE Total	20,806	0	2,447,737	5,892	2,745	6,747	8,167	41.51%	21,120	5,952	2,745	41.17%
ESL Level 1	1,699	0	197,405	1,038	0	412	249	61.09%	1,721	1,053	0	61.18%
ESL Level 2	3,390	0	375,320	2,065	2	790	535	60.97%	3,449	2,102	2	61.00%
ESL Level 3	5,610	0	607,932	3,314	10	1,218	1,078	59.25%	5,709	3,373	10	59.25%
ESL Level 4	8,588	0	957,986	4,108	26	2,112	2,368	48.13%	8,784	4,209	26	48.21%
ESL Level 5	7,859	0	928,413	3,671	33	1,937	2,251	47.13%	8,019	3,735	33	46.98%
ESL Level 6	7,453	0	861,404	1,868	53	2,420	3,165	25.77%	7,615	1,894	53	25.56%
ESL Total	34,599	0	3,928,460	16,064	124	8,889	9,646	46.78%	35,297	16,366	124	46.71%
Grand Total	55,405	0	6,376,197	21,956	2,869	15,636	17,813	44.80%	56,417	22,318	2,869	44.64%

Six NRS Core Indicators of Performance

In FY18 through FY19, Illinois Adult Education providers' performance were measured for outcomes by the following NRS Core Indicators of Performance:

- Employment Rate 2nd Quarter:** Of the total 29,707 participants who exited programs, 27.59% of those were in unsubsidized employment during second quarter.
- Employment Rate 4th Quarter:** Of the total 35,159 participants who exited programs, 28.22% were in unsubsidized employment during fourth quarter.
- Median Earnings:** The median earnings of program participants who were in unsubsidized employment during the second quarter after exit from program was \$4,650.00.
- Credential Obtainment:** 46.15% of program participants obtained a recognized postsecondary credential or a secondary school diploma or its recognized equivalent during participation in or within one year after exit from the program.
- Measurable Skill Gains:** 44.64% of 55,405 participants during FY2019 who were in an education or training program achieved measurable skill gains toward a recognized postsecondary credential or employment.
- Effectiveness in Serving Employers:** (Statewide aggregate compilation) Illinois is piloting two approaches: 1. Retention with Same Employer 2nd and 4th Quarter after exit rate. The rate of retention

with the same employer during FY2019 was 67.6% of 49,011 employers. 2. Employer Penetration Rate: The employer penetration rate for FY2019 is 3.4%.

3. Integration with One-Stop Partners

The ICCB is the state-level entity responsible for Title II, is a member of the state Illinois Workforce Innovation Board (IWIB), and is represented on all state-level major Workforce Innovation and Opportunities Act workgroups and committees. To ensure statewide integration of services, the ICCB staff continue to participate as core partners within the Comprehensive One-Stop Service Centers (COSC)/American Job Centers. Services delivered include 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. These services are offered either on-site or via a direct linkage to a site near the COSC. Additionally, Title II partners contribute infrastructure and shared delivery system costs related to meeting their partner responsibilities.

Title II funded providers fulfill membership responsibilities on each Local Workforce Innovation Board (LWIB). A state-level Interagency Technical Assistance Team includes Title II representation and provides direct technical assistance to strengthen the Memorandum of Understanding process which includes negotiations of infrastructure costs and shared local one-stop delivery costs among partners. The Technical Assistance Team also develops regional and local plans within the twenty-two Local Workforce Investment Boards (LWIB). The ICCB continues to work with other partners around service integration in order to reduce duplication and ensure effective collaboration. Information is continually updated and made available on the Illinois WorkNet website www.illinoisworknet.com. Additionally, webinars are hosted regularly for all workforce partners (core and required), and state-level partners collaboratively send updates via email to respective partners.

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. 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 FY18. All of the 26 IELCE providers were approved for the continuation of services in FY19.

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

The ICCB continues to provide 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. Recommendations resulted in the development of an IELCE logic model that guides programs through the development of an IELCE. All PD instruction for ESL civic courses were updated to include modules introducing key WIOA concepts and connecting civic education to workforce preparation activities as well as occupational training. 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 FY19 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 FY20 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 and are in alignment with key industry sectors as identified in local planning efforts. 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. While programs and local workforce areas still struggle with a complete understanding of IELCE efforts, the ICCB will increase our training efforts to ensure a complete comprehension of IELCE requirements. During the new competitive process, the ICCB will propose to enhance these efforts to ensure compliance, alignment, and collaboration with local workforce boards.

5. Adult Education Standards

Illinois' strategic plan for implementing standards aligned curriculum and instruction began in 2014 with the integration of the Illinois Adult Education ABE/ASE Content Standards with the College and Career Readiness (CCR) Standards released by the Illinois State Board of Education as well as the Office of Career Technical and Adult Education (OCTAE). In Fiscal Year 2017, the Content Standards for English Language Learners (ELL) were updated to align with the Office of Career Technical and Adult Education (OCTAE), English Language Proficiency (ELP), and Illinois Adult education

standards (which are aligned to the state’s K-12 Learning Standards). The ELP standards ensure that all adult ELL’s can obtain the knowledge and skills necessary for employment and self-sufficiency through integrated workplace preparation activities, mathematics, and digital literacy.

In a continued effort to sustain high quality curriculum and instruction, the ICCB oversees the development and implementation of Content Specialist training to fulfil the mission of the CCRS sustainability plan by utilizing both experts in the delivery of technical assistance and coaching and the instructional teams of the local adult education program. Additionally, the ICCB has created a five-year implementation and sustainability plan instituting 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. These trainings ensure integration of the Common Core, States’ Career Clusters Initiative Essential Knowledge and Skill Statements, and the International Society for Technology in Education’s National Educational Technology Standards for Student with the CCR standards. This holistic and evidence-based training aligns with Goal #3, Strengthen College and Career Readiness, from *Expanding Career Pathway Opportunities in Adult Education, Strategic Directions for Illinois*, the ICCB’s strategic five-year plan.

The ICCB published The Illinois State ABE/ASE Content Standards 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. In FY19, the ICCB continues to update and aligned activities that professionalize the field to ensure students receive quality instruction.

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

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

The most current recidivism rate 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