



---

**ILLINOIS NARRATIVE REPORT  
2019 - 2020  
NATIONAL REPORTING SYSTEM  
FOR  
ADULT EDUCATION AND LITERACY**

---

***2019 - 2020***



A proud partner of the American Job Center® network

## 1. State Leadership Funds (AEFLA 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).*

Throughout FY20, the Senior Director for Adult Education joined key staff members from the Illinois Department of Commerce & Economic Opportunity, The Illinois Department of Employment Services, and the Illinois Department of Human Services in the Department of Labor's Evaluation Peer Learning Cohort (EPLC) designed to provide states with mentoring and technical assistance to develop an evaluation process for service integration across all WIOA core partners. While the initial work was successfully completed in FY20, the EPLC evolved into a workgroup under the Continuous Improvement Committee which reports to the state IWIB. Furthermore, the ICCB Adult Education Leadership staff remains 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.

The state- Interagency Work Group (IWG), with representation from the ICCB and Adult Education, 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. At the onset of the pandemic, all core partners continued to meet - discussing the needs of one-stop partners, identifying strategies for remote services, and creating guidelines and recommendations for returning to in-person services. All core partners, which includes Adult Education, were represented on the Workgroup. Additionally, the ICCB convened an Adult Education and Literacy Advisory Council.

ICCB Leadership continues to participate as part of the state WIB and other committee's such as the Continuous Improvement Committee, Apprenticeship Committee, the Executive Committee as well as the Executive Leadership Committee.

### **Adult Education and Literacy Advisory Council**

The ICCB convened an Adult Education Advisory Council consisting of WIOA state agency core and required partners as well as 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 Committees were tasked with developing guidance and resources focusing on key areas of Retention and Recruitment in Adult Literacy Education.

- **Retention in Adult and Literacy Education:** After exploring the data and trends in student retention as well as examining retention rates of adult learners transitioning to distance learning due to COVID-19, the Adult Learner Retention Advisory Committee made the recommendation to create a shared public facing resource for programs to share and discuss emerging practices. The ICCB Professional Development Network created virtual learning communities and a discussion board to meet this field driven request while sharing evidence-based information.
- **Recruitment:** the Adult Learner Recruitment Committee was originally tasked with developing and disseminating a recruitment guide but this committee's structure allowed for members to quickly pivot to discussions on recruiting during the current national health crisis. The outcome was the development of a web-based resources supported by the Professional Development

Network where promising and emerging practices were gathered and shared. This resource is continually growing as new ideas and practices are shared.

Recommendations from the Adult Education Advisory Committee laid the foundation for the work to be completed in FY21, which is to explore Recruiting and Onboarding as well as Remote Support Services to ensure emerging practices are disseminated and field driven recommendations are provided to the Illinois Community College Board Adult Education and Literacy Department.

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

ICCB Adult Education utilized the expertise of the Professional Development Network (PDN) to 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 PDN follows the evidence-based Applied Learning Model where participants are required to implement learned content in their professional role, reflect on the effectiveness of the practice, and submit a summary of their experience. This process increases the transference of knowledge to professional application. Key focus areas this past year included standards based instructional practices, emerging practices in digital literacy, Student Achievement in Reading (STAR)/Evidence Based Reading Instruction, Special Learning Needs, English Language Acquisition, Assessments, Workplace Literacy, IETs in IELCE, Career Pathways, and Bridge programming.

The existing infrastructure of the PDN ensured a rapid, strategic, and effective pivot of professional development topics as a result of the current health crisis. Illinois responded to a state-wide shelter in place order on March 15, 2020. At this time, there were 5,170 Adult Education ongoing classes taught by over 1,526 educators across the state. Shifting staff to remote work and learners to remote instruction with as little disruption to instructional services as possible was the priority of the ICCB, the PDN, and Program Administrators. By March 20, 2020, resources related to remote learning practices were being disseminated. The first webinar, *Tech Learn & Share: Keeping Students Engaged with Online Learning* launched a weekly series of professional development opportunities ranging in topics from *Online Resources to Effective Ways to Serve No Tech/Low Tech Students* that occurred throughout the remaining months of FY20. Resources and professional development also included *Providing Support Services at a Distance* and *Training Partnerships for ICAPS/IETs*.

Furthermore, the PDN supported the iLEARN system, a catalogue of over 139 relevant web-based on-demand learning opportunities. Through the combination of traditional face-to-face training, conferences, webinars, online courses, and technical assistance, program administrators, instructors, career navigators, and other support staff had 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, transition to postsecondary education, credential attainment, and sustainable employment.

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

WIOA 223 Leadership funds were used to provide technical assistance to all funded providers through the Professional Development Network and the i-Pathways project, multi-year initiatives which result in a continuity of services aligned with the ICCB Strategic Plan and the WIOA State Plan. The focus of the Professional Development Network 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. The i-Pathways Project is the ICCB funded distance-learning project. Led by instructional design and adult education experts, this project was able to respond immediately to the increased needs of programs as a result of COVID-19. Their team was ready to support adult educators and learners suddenly thrust into remote learning.

Finally, the ICCB released an additional \$2,000,000.00 in funding for adult education programs to ensure learner access to technology. This included the creation of lending libraries, the purchase of additional laptops, tablets, hot-spots, and consumable materials to establish or improve on program level technology infrastructure and tools for remote learning. This funding was released in conjunction with state-wide professional development and technical assistance in how to optimize these tools to maintain and improve student outcomes.

### **Instructional Effectiveness: ABE/ASE**

The expectation 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.

In FY2019, the American Institute for Research, AIR, conducted research on student outcomes when taught by instructors who were certified in the ICCB Instructional Pathways. AIR's research concluded that students taught by the ICCB credentialed instructors had higher level gains. Building on this success, it is the ongoing mission of the ICCB and the Professional Development Network to create a system of Standards Proficient Professionals across all ICCB funded programs. Professional Pathways for ABE/ASE instruction include Standards Proficient Instructors, ABE/ASE Specialist, and ABE/ASE Master Teachers.

As a part of the standards-based instruction, the PDN continued the STAR training and integrated this training as a foundational component of the Evidence Based Reading Instruction, ERBI, Content Specialist Pathway. As a result of COVID-19, the professional development pathways were modified to be delivered virtually while maintaining the high quality and integrity of the content.

### **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 and to deliver training to develop ESL Proficient, Specialist and Master Teachers. This sustained initiative ensures instructors have the tools, resources, and training to align classroom curriculum and instruction with rigorous academic content standards. The PDN provided technical assistance related to curriculum selection that is standards aligned for programs moving to remote learning due to COVID-19.

The PDN also supports an ESL Provider Group consisting of AEL instructors, coordinators, and administrators which meets quarterly. The purpose of the group is to identify critical areas of need and to develop targeted, evidence-based professional development and to disseminate specific resources. Additionally, the PDN supports a catalogue of web-based on demand learning opportunities through their iLEARN system with 22 specific ELL topics.

## **Assessments**

The ICCB Adult Education and Literacy Program authorizes 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 11/12
- CASAS
- BEST Plus and BEST Literacy

Staff administering these assessments must be trained in test administration with an understanding of how forms, levels, and content ranges play a role in interpreting test results. ICCB Adult Education and Literacy and the Illinois Professional Development Network (PDN) provide required training on each of the assessment instruments to ensure valid programs adhere to standardized processes that ensure validity of the assessment process. As a result of COVID-19 and the allowance of remote testing, the PDN developed on-demand training for the implementation of remote testing. This training is ongoing and required for all test proctors who deliver virtual assessments.

## **Distance Education and Technology**

FY20 brought significant advancement in distance education and technology usage throughout the state. Distance education has been a priority in Illinois since 2002 with the statewide deployment of i-Pathways, the ICCB supported web-based ASE project. To ensure equity and access in distance learning services, the ICCB supported the statewide deployment of Burlington English, a web-based English Learning Curriculum, in 2019 based on recommendations from the Adult Education Advisory Committee; this continued in 2020. The continuity of service, priorities, and professional development aided in the rapid pivot of adult educators and adult learners to 100% remote learning beginning in late March 2020. To further assist in this suddenly increased need for technology-based remote instruction, the ICCB released an additional \$2,000,000 in April to enable programs to purchase technology tools such as laptops, tablets, and hotspots used on loan to aid learners lacking the technology resources to be successful. The release of these funds, coupled with targeted professional development related to remote instruction and use of technology tools ensured programs were able to serve adult learners throughout the shelter in place directive.

Finally, the ICCB continued participation in the Improving Education for Adult Learner (IDEAL) Consortium project sponsored through the Ed Tech Center at World Education to provide leadership, professional development and technical assistance.

## **IET/ICAPS**

The PDN network continued to expand training opportunities and support Integrated Education and Training (IET) programs through the Integrated Career and Academic Preparation System (ICAPS) as well as through Bridge programs. Instructional pathways for educators to be credentialed as Proficient Career Navigators, Career Navigator Specialist Pathways, and Transitions Specialists were facilitated throughout the year.

IET and Bridge programs are supported by the PDN and the ICCB Adult Education and Career and Technical Education Divisions through an annual, year-long Transitions Academy. The Academy convened with an in-person conference where programs modeled their emerging practices. Then, a year-long series of professionally developed resources and webinars guided programs through their continued development. The focus of the Transitions Academy shifted with program needs and priorities resulting from COVID-

19. Webinars and technical assistance focusing on Providing Support Services at a Distance for Career Navigators and How the ICAPS Band Played on During COVID-19 were offered.

Finally, the ICCB staff and PDN participated in a year-long NRS Evaluation Learning Community (ELC) to evaluate the effectiveness of professional development and technical assistance on ICAPS/IETs. The results of the ELC validated the professional development through the Transitions Academy and ongoing technical assistance had a positive impact on programs developing sustainable ICAPS/IETs and leading to higher student enrollment and credential attainment.

### **FY 2019-2020 IET/Bridge Career Pathways**

<i>ICAPS/IET Programs</i>		<i>Bridge Programs</i>	
Health Sciences	20	Health Sciences	12
Manufacturing	17	Education and Training	1
Information Technology	5	Manufacturing	14
Transportation, Distribution, & Logistics	3	Transportation, Distribution, & Logistics	6
Business Management & Administration	6	Hospitality & Tourism	3
		Information Technology	3
		Business Management & Administration	1

### **Special Learning Needs and ADA Coordinator Training**

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 Special Learning Needs (SLN) professional development to adult education providers. In FY20, trainers participated in an online course on Universal Design for Learning provided by CAST. The UDL Framework will be integrated into the SLN training to ensure the training content remains evidence-based. Americans with Disabilities 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 required trainings ensure that equity and access are at the forefront of instructional design.

### **Statewide Meetings, and Conferences**

Statewide meetings and conferences were facilitated throughout FY20 to disseminate critical information, expand innovative Bridge, IET, and IELCE models, provide practitioners with evidence based tools and resources, and connect individuals for peer to peer support to ensure programs demonstrate continuous improvement for the outcomes of adult education and English Language learners.

The year began with the mandatory training where the ICCB staff presented a full day workshop for 100% of all AEL program administrators who were led through a guided discussion on how to use their NRS data for continuous improvement. Conferences included the annual Forum for Excellence in partnership with the postsecondary Career and Technical Education partners emphasized Bridge and IET development, the ALRC Fall Conference which focused on best instructional practices, IELCE development and implementation, and the Transitions Academy which provided an opportunity for peer to peer exchanges of promising practices. The year concluded with the Spring Administrator’s Meeting with a focus on remote



instruction, remote onboarding of students, and equity issues related to student access to instruction as a result of COVID-19.

The strategic and coordinated planning of the statewide meetings and conferences by ICCB staff, the Professional Development Network, and stakeholders provided extensive opportunities for providers to network with state staff, receive high quality professional development aligned with OCTAE priorities, and connect with staff members from the PDN to schedule program specific technical assistance.

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

The ICCB Adult Education staff consists of an IET expert, compliance expert, and regional support. Managing the adult education programs to ensure high quality services aligned with WIOA is an ongoing process led by the Senior Director for Adult Education and Literacy and the ICCB executive staff. Weekly staff meetings and quarterly staff retreats allow staff to jointly review program data, discuss program needs, and direct Adult Education program staff to appropriate professional development resources and opportunities. Program level monitoring is determined by risk assessments and is conducted either virtually or face to face by the ICCB Adult Education leadership, compliance, and fiscal staff.

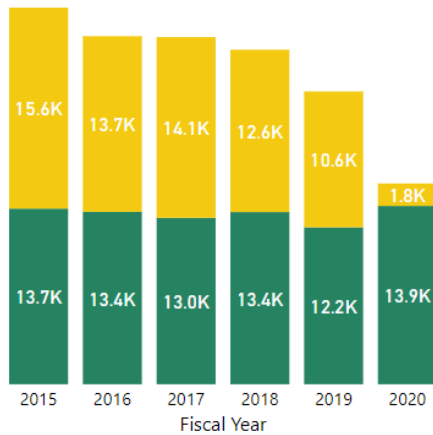
Regional Support staff oversee adult education programs through on-site virtual and face to face visits, desk-top monitoring, regular review of data, and communication with administrators. Real-time data analysis of instructional units, student attendance hours, post-test scores and educational skill gains are routinely conducted to ensure the quality of adult education activities. In FY20, the Probation and Watch Lists were waived due to COVID-19.

## **2. Performance Data Analysis**

On March 13<sup>th</sup> 2020, IL Governor Pritzker issued a shelter-in-place order, limiting all in-person NRS assessment and HSE testing in the state. Remote testing options for approved NRS assessments were released between mid-May and late June. However, the necessary training for testing proctors and limitations in the number of students who could be virtually assessed with a 1:1 ratio for Best Plus and a 1:5 ratios with both the TABE 11/12 and CASAS led to a significant decrease in post-testing rates and documentation of level gains. Additionally, all High School Equivalency Testing was stopped between March and June 15, 2020. The adult education outcomes were significantly impacted because an overwhelming portion of level gains and high school equivalency attainments are typically made during the final quarter of the fiscal year.

As demonstrated by the visuals below, historically roughly half of all level gains in the given fiscal year have occurred between the months of March through June, the time period of Illinois' shelter-in-place order. This means the shelter-in-place order interrupted adult education assessment and HSE attainment during a time period when nearly half of the annual measurable skill gains should have been documented or completed.

**Gained Level Mar-Jun vs Rest of Year**

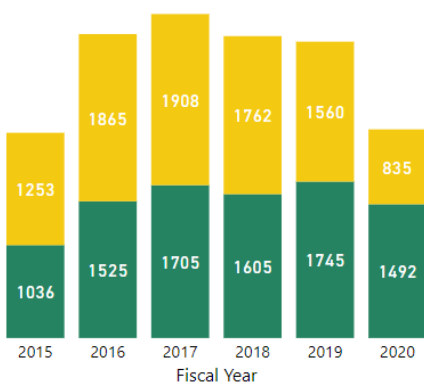


*Figure 1*

Figure 1 illustrates the portion of annual measurable skill gains made during March through June (shown in yellow), the timeframe of the shelter-in-place order, compared to the rest of the year (shown in green).

In Fiscal Year 2015 through Fiscal Year 2019, there were over 10,000 level gains compared to the 1,800 gains made in FY20. Prior to the shelter-in-place order, Illinois was documenting the highest performance level in the past 5 years.

**HSE Achieved Mar-Jun vs Rest of Year**



*Figure 2*

Figure 2 illustrates the portion of High School Equivalency attainment achieved March through June (shown in yellow), the same timeframe as the shelter-in-place order, compared to the rest of the year (shown in green).

Table 2 summarizes the NRS targets and actual performance for each education functioning level. However, as demonstrated by Figures 1 and 2, prior to the shelter-in-place order, measurable skill gains were on par with those made in prior fiscal years during the same timeframe. Therefore, one can assume that had the pandemic not occurred, it is much more likely the state targets would have been met.

*Table 2*

Education Functioning Level	PY 2019 NRS Target	Actual Performance
ABE 1	61%	44.09%
ABE 2	51%	33.61%
ABE 3	44%	30.28%
ABE 4	37%	29.68%
ABE 5	41%	39.11%
ASE 6	21%	39.67%
ESL 1	55%	46.64%
ESL 2	56%	44.78%
ESL 3	59%	44.44%
ESL 4	50%	36.62%
ESL 5	47%	34.25%
ESL 6	27%	18.78%



## Six NRS Core Indicators of Performance

In FY19 through FY20, Illinois Adult Education providers' performance were measured for outcomes by the following NRS Core Indicators of Performance:

1. **Employment Rate 2<sup>nd</sup> Quarter:** Of the total 30,247 participants who exited programs, 27.60% of those were in unsubsidized employment during second quarter.
2. **Employment Rate 4<sup>th</sup> Quarter:** Of the total 31,993 participants who exited programs, 27.38% 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 \$4,791.00.
4. **Credential Obtainment:** 34.03% 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.
5. **Measurable Skill Gains:** 32.26% of 49,746 participants during FY2020 who were in an education or training program achieved measurable skill gains toward a recognized postsecondary credential or employment.
6. **Effectiveness in Serving Employers:** The rate of retention with the same employer during FY2020 was 66.8% of 48,968 employers. 2. **Employer Penetration Rate:** The employer penetration rate for FY2020 is 4.2%.

### 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. Working in collaboration with core WIOA partners, the ICCB had representation on the Department of Labor's Evaluation Peer Learning Cohort designed to develop evaluation processes related to WIOA implementation.

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](http://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. Finally, joint professional development for all ICCB funded programs is provided by the PDN, WIOA partners, and Career and Technical Education partners.

The ICCB staff remained a core partner 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.

#### **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. While the original grant period for the approved programs was from July 1, 2018 until June 30, 2020, the grant period was extended through FY21 due to COVID-19. A total of 29 programs across the state received IELCE funding.

- *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 guidance, research, professional development, and technical assistance to IELCE funded adult education programs to ensure the state IELCE services meet the guidelines of WIOA 243 regulations. In 2019, the Adult Education Advisory Committee developed a logic model for the development of high quality IELCE programs. Throughout FY20, the IELCE logic model was disseminated with ongoing technical assistance provided by the PDN.

- *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.*

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. While the number of IELCE learners achieving unsubsidized employment were impacted by the economic downturn resulting from COVID-19, 23.02% IELCE learners were employed the second quarter after exit with a median earning of \$7,30300 and 23.72% employed the fourth quarter after exit. These outcomes reflect the coordinated efforts of the ICCB and the PDN that focused on technical assistance designed 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. The technical assistance utilized the IELCE Logic Model developed in 2019 and the expectation of continuous improvement to guide program administrators and instructors through the steps to design, implement, and evaluate their IELCE program.

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. The ICCB continued 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 led to employment. The outcome of this analysis was connected to the ongoing professional development and technical assistance provided to local professional staff on how to align instructional and program activities and how each plays a critical role in helping learners achieve their goals.

IELCE programs are required 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. In FY20, the ICCB increased training efforts to ensure a complete understanding of IELCE requirements.

### **5. Adult Basic Education, Adult Secondary Education, and ELL 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). The ICCB Adult Education Policy requires that every adult education program incorporates content standards in curricula and instruction through the use of Standards Proficient instructors. Building on these pathways, there are Specialists and Master Teacher Pathways to ensure there is specialized training for the accomplishment for standards proficient instruction throughout the state. In FY20, the professional development for these pathways continued and a Virtual Learning Community comprised of Standards Proficient Instructors across the state, from both recent and former training cohorts, was initiated. Trained staff had the opportunity to network with peers to revise lessons and assignments to be standards-aligned. Standards-aligned instruction through comprehensive professional development has been an ongoing priority for the ICCB and maintains a priority in all professional development delivery.

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. The standards can be located at the following links:

- [http://www.iccb.org/pdf/adulted/publications\\_reports/LA\\_Content\\_Standards\\_5-2014.pdf](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](http://www.iccb.org/pdf/adulted/publications_reports/Math_Content_Standards_7-2014.pdf)
- [https://www.iccb.org/iccb/wp-content/pdfs/adulted/publications\\_reports/IL\\_ESL\\_Content\\_Standards\\_FINAL\\_6-8-17.pdf](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 data available from the Illinois Sentencing Policy Advisory Council (2018) indicates only 39% of the adult inmates released from the Illinois Department of Corrections (IDOC) return within three years. Adult Basic Education is attributed as a factor in this low rate of recidivism. At the onset of COVID-19, the IDOC began a unique remote learning program where offenders received customized instructional packets which included teacher feedback and guidance. These instructional packets utilized vetted and standard aligned curriculum.

Additionally, the Safer Foundation, a leading community-based organization focusing on reentry efforts, served returning individuals through their Adult Transitions Center. Their Integrated Education and Training program partnered with employers in the Career Pathways for Construction and Architecture. Upon release, close to 70% of program participants entered sustainable employment.