

**Illinois Community College Board
Adult Education and Family Literacy
Advisory Council Meeting
Thursday, March 10, 2016
11:00 a.m. - 2:30 p.m.**

MINUTES

Members Present

Laura Benhoff
Joan Hornby
Norman Ruano
Rhonda Serafin
Tom Huber
David Wu
Kim Kunce
Karen Jealouse
Dawn Hughes
Catherine Porter
Dan Deasy
Melanie Sampson
Bob Fittin
Jerry Trevino
Brian Watson
Karla Tabing
Peggy Heinrich
Tricia Wagner
Joanne Kantner
Matt Beasland
Khrystyna Sanborn
Tina Raymond Carter
Mike Moline

Staff Present

Jamil Steele
Marilyn Schmidt
Whitney Hagy
Nora Rossman
Samantha Brill
Ben Greer
Ben McDaniel
Nelson Aguiar
Josh Beneze
Brittany Boston
Jennifer Foster

Members Not Present

Sue Barauski
Hilary Hodge
Samuel Byndom
Rocki Wilkerson
Lisa Atkins

Introductions and Opening Comments

Advisory Council Chair, Dan Deasy

- Welcome
- Introductions

Review and Approval of the May 10, 2016 minutes

Minutes Approved by Joanne Kantner

Second by Norman Ruano

ICCB Staff Updates:

Jennifer Foster, Deputy Director for Adult Education and Workforce Development

- ICCB is attending hearings on the FY17 budget even though the FY16 budget has not yet been passed.

- Dr. Karen Hunter Anderson sent an email to the College Presidents regarding Federal Funding/Maintenance of Effort.
 - She will be testifying before the Senate Appropriations II committee.
- We will be sending out the FY17 Continuation Plan soon.
 - If you do not submit a plan, you will not be funded. You must submit your plan to receive funding!
- WIOA
 - We are moving forward with local negotiation.
 - Please contact Lavon Nelson (Lavon.Nelson@illinois.gov) if you have any questions regarding the negotiation of local MOU's.
- ICCB is reviewing several bills (i.e., HSE, High School Diplomas for adults, etc)
- ICCB has convened an Alternative Credentialing Task Force
 - The first meeting is March 21, 2016
 - We will look at alternatives to the HSE exam
 - The task force will come back with recommendations for the Board
- We are adding two new tests
 - TASC
 - HiSet
 - We will send out an updated list of testing centers when they are finalized

Marilyn Schmidt, Director for Adult Education

- Binder Review
- CCRS Administrator Training
 - We talked about entering data into the data system
 - Ben McDaniel will send out an instruction sheet
 - 2 Cohorts are filling up for Standards Based Instruction for ABE/ASE Instructors
- Curriculum and Instruction
 - We are working on professional pathways for ESL Instructor with the ALRC
 - We are working on a Transitions pathways with SIPDC
 - The Digital Literacy Project is up and running
 - We are getting good insights.

Jamil Steele, Senior Director for Adult Education

- Spring Administrators Meeting
 - April 26 – 27, 2016
 - Marriott Bloomington/Normal
 - ICCB will sponsor a 2 night stay for 1 participant
 - WIOA will be the focus

Ben McDaniel, Associate Director for Adult Education – Program Compliance

- FY17 APC
 - Due on March 11th
 - Reviewed and turned around before April 1st
- FY17 Continuation Plan
 - Will be out to the field by March 31st
 - All attachments will done through an on-line portal to save shipping costs
 - Reiteration – if you intend to continue services, you must submit your plan

Committee Report Out

WIOA English Language Acquisition (ELA) Committee,

Tricia Wagner, Chair

Assignment 1

Examine the WIOA law to understand how the law defines English Language Learners and Integrated English Literacy and Civics Education

RECOMMENDATIONS

1. ICCB will provide clarification on whether ELA and IEL-Civics describe two different adult education populations, or whether these two groups will be treated in a similar way with instruction.

- The WIOA law (section 203) defines an English Language Acquisition (ELA) program as “a program of instruction (A) designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and (B) that leads to attainment of a secondary school diploma or its recognized equivalent; and transition to postsecondary education and training; or employment.”

- The WIOA law (section 203) defines Integrated English Literacy and Civics Education as “education services provided to English language learners who are adults, including professionals with degrees and credentials in their native countries, that enables such adults to achieve competency in the English language and acquire the basic and more advanced skills need to function effectively as parents, workers, and citizens in the United States. Such services shall include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training.”

2. ICCB will provide clarification as to the prioritization of ICCB for serving undocumented individuals in ELA or IEL-Civics learners, as some WIOA services require documentation for eligibility.

- The WIOA law (section 202) states that the purpose of AEFL is to “assist immigrants and other individuals who are English language learners...”

- The WIOA law (section 203) defines English language learners as follows: “The term ‘English language learner’ when used with respect to an eligible individual means an eligible individual who has limited ability in reading, writing, speaking, or comprehending the English language and (A) whose native language is a language other than English; or (B) who lives in a family or community environment where a language other than English is the dominant language.”

- The WIOA law (section 203) defines an Eligible Individual as “an individual who is not enrolled or required to be enrolled in secondary school under State law; and is an English language learner.”

- The WIOA law (section 243) describes that programs receiving funding for Integrated English Literacy and Civics Education shall be designed to “(1) prepare adults who are English language learners for, and place such adults in, unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and (2) integrate with the local workforce development system and its functions to carry out the activities of the program.”

- The WIOA law (section 243) indicates when listing the allocation of funds that consideration will be informed by “a 10-year average of the data of the Office of Immigration Statistics of the Department of Homeland Security for immigrants admitted for legal permanent residence... and on the basis of whether the State experienced growth, as measured by the average of the 3 most recent years for which the data of the Office of Immigration Statistics of the Department of Homeland Security for immigrants admitted for legal permanent residence are available

IMPLICATIONS

How could the recommendations influence what happens in the classroom and in the area of instruction?

- Programs will need to know the effective differences between ELA and IEL-Civics outcomes and populations in order to recruit students and design instruction around the relevant skills.

- Programs will need clarification on the priority of the inclusion of undocumented individuals in the context of programming aimed at employment order to effectively recruit eligible individuals.

How could the recommendations influence course development?

- Course development will be based on a clarified understanding of the difference between ELA and IEL-Civics courses.

What additional professional development is needed as a result of the recommendations?

- Adult education practitioners will need professional development to understand any changes in priority for populations included in ELA and / or IEL-Civics classes.

Assignment 2

Determine the instructional delivery requirements in WIOA for integration of literacy and English language instruction with workplace preparation skills, and the inclusion of mathematics and digital literacy.

RECOMMENDATIONS

1. The ELA WIOA committee seeks to define the overarching goal and outcome of serving ELA and IEL-Civic students, and in doing so will isolate the skills to be developed in the classroom.

- The WIOA law (section 202) defines a purpose of AEFL as to “assist immigrants and other individuals who are English language learners in – (A) improving their reading, writing, speaking, and comprehension skills in English; and mathematics skills, and (B) acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.”
- The WIOA law (section 203) defines an English Language Acquisition (ELA) program as “a program of instruction (A) designed to help eligible individuals who are English language learners achieve competence in reading, writing, speaking, and comprehension of the English language; and (B) that leads to attainment of a secondary school diploma or its recognized equivalent; and transition to postsecondary education and training; or employment.”

2. The ELA WIOA committee seeks to develop suggested instructional and support strategies to infuse employability skills and knowledge into all levels of ELA and IEL-Civics instruction.

- The WIOA law (section 243) states for Integrated English Literacy and Civics Education that funds will be awarded “for integrated English literacy and civics education, in combination with integrated education and training activities.”
- The WIOA law (section 203) defines Integrated Education and Training as “a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.”

IMPLICATIONS

How could the recommendations influence what happens in the classroom and in the area of instruction?

- Classroom instruction will be driven by the outcomes of ELA and IEL-Civics programs, and skills developed will focus on the development of the individual to reach those outcomes.

How could the recommendations influence course development?

- Course development will utilize the definition of ELA and IEL-Civics program outcomes.

What additional professional development is needed as a result of the recommendations?

- Adult education practitioners will need professional development to deeply understand the outcomes related to ELA and IEL-Civics classes and plan instruction and programming accordingly.

ADDITIONAL NOTES

- The Illinois Unified State Plan (draft) defines targeted populations in Illinois as:

- Long-term unemployed
- Low-income adults
- Individuals with disabilities
- Those receiving public assistance
- Out-of-school youth
- Veterans
- Migrant and seasonal farmworkers
- Re-entry individuals (ex-offenders)
- English as a Second Language (ESL) and those facing substantial cultural barriers
- Older individuals
- Homeless
- Single parents
- Youth in the foster system or who have aged out
- Displaced homemakers
- Veterans with disabilities
- Low literacy adults
- Low skilled adults

- The Vision Statement listed in the Illinois Unified State Plan (draft) is as follows:

Promote employer-driven talent solutions that integrate education, workforce and economic development resources across systems to provide businesses, individuals and communities with the opportunity to prosper and contribute to growing the state’s economy.

- Illinois State Goals listed in the Illinois Unified State Plan (draft) include:

- Foster improvement and expansion of employer-driven regional sector partnerships to increase the focus on critical in-demand occupations in key sectors that are the engine of economic growth for the state and its regions.
- Expand career pathway opportunities through more accelerated and work-based training and align and

integrate programs of study leading to industry-recognized credentials and improved employment and earnings.

- Expand career services and opportunities for populations facing multiple barriers to close the gap in educational attainment and economic advancement through career pathways and improved career services and expansion of bridge programs.

- Expand information for employers and job-seekers to access services by improving the Illinois public-private data infrastructure to support the alignment and integration of economic development, workforce development and education initiatives for supporting sector partnerships and career pathways.

- According to the Illinois Unified State Plan (draft) The six primary indicators of performance under WIOA include:

- Entered Employment – The percentage of participants who are in unsubsidized employment during the second quarter after program exit.

- Employment Retention – The percentage of participants who are in unsubsidized employment during the fourth quarter after exit from the program.

- Median Earnings – The median earnings of participants who are in unsubsidized employment during the second quarter after exit from the program.

- Credential Attainment Rate – The percentage of participants who 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. A participant who has obtained a secondary school diploma or its recognized equivalent is only included in this measure if the participant is employed or is enrolled in an education or training program leading to a recognized postsecondary credential within one year from program exit.

- Measurable Skill Gains – The percentage of participants who during a program year are in an education or training program that leads to a recognized post-secondary credential or employment and who are achieving measurable skill gains, defined as documented academic, technical, occupational, or other forms of progress toward such a credential or employment.

- Effectiveness in serving employers (not yet defined by DOL or ED) – this will be based on indicators as required by sec. 116(b)(2)(A)(iv) of WIOA.

WIOA Workforce Committee,

Norman Ruano, Chair and Peggy Heinrich, secretary

- Need for Title I support to be awarded for non-credit programs.

- Need to offer ICAPS for non-credit programs or shorter-term certificate programs.

- Most companies are looking for incumbent worker training.

- Many workplace ESL programs and such are run through corporate training and are paid for by employers – these students would not be reported in DAISi.

- Workplace doesn't necessarily look for the competencies in the CCR standards. These are not aligned.

- There is a bit of a conflict between what the Dept. of Ed. is looking for (learning gains, etc.) versus Dept. of Labor.

- State performance funding and NRS will still exist, but WIOA metrics will focus on the final component. Gains will still be counted as they are now.

- Still need a way to look at NRS core outcome measure (maybe even the WIOA measure) for postsecondary transition – as this would not include students enrolled in integrated basic skills program (haven't exited yet).

- Difficult to engage employers – active outreach is needed.

- If we shift to offering free adult education customized services within area businesses, it creates an inherent conflict within community colleges, where corporate training typically provides this assistance. Many employers do not even know where to go within community colleges for training.

- Need for professional development or perhaps the Forum to focus discussion/energy on how to work together within a college to develop a package across the college. Need to serve the employers in our area, not focus solely on generating new revenues. Corporate training is typically an aux. unit and needs to off-set its cost.

- Workforce training activities on-site - at St. Augustine, all students connect to career center, which is connected to HSE. They do 8-10 week cohorts. These staff go to complete career assessments, planning, schedule meetings one-on-one with students, job placement services, mock interviewing, job development

staff there who match students to job openings. Adult ed. students get 15 hours of career readiness workshops. When finished, they can bridge into college or jobs. There is overlap between these services and those to be delivered through a One-Stop.

- Workforce development and adult education are beginning to combine and be housed together in community colleges.
- COD – HSE can go on for test prep only or a workforce academic track. Then, they do 16 academic prep and 16 hours of soft skills (career services and adult ed.). The third track is ICAPS.
- So much of adult ed. funding is used for instruction, but many staff members are needed for case management and such. Perhaps generation requirement should go by the wayside, to allow us to decide how deep to go with intensive services versus generating instructional dollars.
- So long as adult ed. programs don't only give lip service to revised curricula in ABE/ASE/ESL and truly integrate career readiness activities into the classroom, this can be addressed economically using adult ed. funding.
- Another way to do the career readiness workshops might be a required adult ed. class focusing on career readiness.
- APC – required partners...is this really the right group wherein to invite them? Perhaps Perkins should require an adult ed. person be required/included in all advisory committees. May be time to avoid duplication between LWDB's, sector training, etc.
- We need an entirely new outreach infrastructure for employer outreach.
- Needs analysis needed for employers. Companies can, for example, complete an online questionnaire, a report is prepared, then develop a training matrix, then do a focus group and create a customized curriculum. St. Augustine will present on this needs analysis process. You get the buy-in from the employers – 4-5 stakeholders participate. If together, they can agree on what they need. Example, languages, safety, etc. Then they go for grants, they combine support, and then they do the training.
- We could do consortium programming – or put together programming for a certain sector (contractor training). It is standardized based on common needs. Or just do project-based programming for one company. Different ways of doing it.
- Forum – focus it on how to integrate adult education into workforce development.
- Greater West Town said that most Chicago CBO's do not have workforce programs. Bridge is a way to do it, but more partnerships will be established between CBO's and other training providers.
- Need to equally focus on the student and the employer.
- Perhaps 180 cap on vocational training should be lifted in light of WIOA.
- Adult ed. is now a customer of Title I – so what is being provided to Title II providers?
- Resources need to be more equitable between Title I and II in order for all of these enhanced services to be provided.
- Kishwaukee said that in one-stop, it can be a FTE in adult ed. Issue for Perkins is that services are supposed to be in live time using technology. Title II knows so little about Title I at this time. Perhaps some PD needed. Or for transitions academy.
- Joanne's idea – can Career Services in community colleges become affiliate One-Stop locations? Can customized training dollars be made available to adult ed. working with a company? Can ITA's include adult ed. coursework versus specific industry/training? What can we get on the state eligible providers list for the state to allow for ITA's to be awarded for an individual who is basic skills deficient.
- COD has a staff member on-site from adult ed. in the One-Stop. They assess, do counseling, placement, talk about programming...they don't get many referrals to COD from their own case managers. Most have diplomas. Very little activity. Looking at in-kind costs mainly for operations. For Perkins, they have a full-time person out there. Adult ed. person is there twice per week and then by phone.

Summary

- Recommend that the Forum or Transitions Academy highlight some effective models for working across boundaries between areas such as adult education and workforce development (CE/corporate training/CTE).
- Recommend that the ICCB consider how to approve I-CAPS programs for non-credit programs.
- Recommend research and clarification be offered on the reporting and tracking of adult ed. students served in workplace programs. Can we get credit for that work versus funding and offering separately through corporate training?
- Ask Norman Ruano of St. Augustine to do a session of the employer needs training analysis process

they use.

- Recommend expanding the 180 hour cap on vocational programming in adult ed.
- Recommend ICCB re-look at the generation requirement in light of the need for more expensive and in-depth support services within workforce programming.
- Investigate how to get ITA support for adult education (or develop a common integrated basic skills program) for inclusion on the state eligible provider program in Title I. Develop a course, align to the CCR standards.
- Share successful One-Stop 101.
- Align Perkins and Adult Ed. Continuation Plans/RFP's to encourage collaboration, example – should adult education attend advisory committees?

Next Meetings:

Conference call to be held on March 29 at 2:00.

April 15 at 10 will be our GO-TO session.

The final one will be at the administrators meeting...at 12:30.

WIOA ABE/ASE Committee,

Tina Raymond Carter/Karla Tabing, Co-Chairs and Melanie Sampson, Secretary

How could the recommendations influence what happens in the classroom and in the area of instruction?

Instructors will concurrently be teaching adult education and literacy activities while also providing workforce preparation activities. They will integrate contextually appropriate workforce materials as appropriate in the standard classroom as students move into bridge and I-caps programs, per labor market data.

How could the recommendations influence course development?

Curriculums will need to be modified to include workforce preparation activities. Classes may need to be more rigorous or involved re-evaluation of class period times.

What additional professional development is needed as a result of the recommendation?

Designated adult education staff in programs will need extensive instruction in the WIOA law and teaching about employability skills, career pathways, and workforce opportunities in the region. New Teacher Orientation should include ample introductory information on this subject.

What policy changes need to be instituted to implement the recommendation?

ICCB can consider a sliding scale of hours for professional development for full-time instructors that is more robust than the requirement for part-time instructors.

Next meetings:

March 24 – 2:00 PM

April 6 – 2:00 PM

Adjourned – 1:55 p.m.