

**Illinois Community College Board
Adult Education and Family Literacy
Advisory Council Meeting
Thursday, May 31, 2012
10:00 a.m. - 2:00 p.m.**

MINUTES

Members Present

Jeri Dixon
Kay Fleming
Bevan Gibson
Dawn Hughes
Don Zabelin
Beth Paoli
Tawanna Nickens
Rebecca Walker
Peggy Heinrich
Donita Kaare
Jane Ellen Stocker
Tauheedah Abdullah
Shannon Callahan
Sue Barauski

Staff Present

Karen Hunter Anderson
Jennifer Foster
Marilyn Schmidt
Jay Brooks
David Baker
Nelson Aguiar
Rob Kerr
Nora Rossman

Members Not Present

Angela Hite-Carter
Cindy Zumwalt
Chuck Chamberlain
Jason Tyszko
Nicky Chan
Lyn Buerkett
June Hickey
Shari Crockett
Nancy Koll
Robert Eifert

Introductions and Opening Comments

Advisory Council Chair- Peggy Heinrich

- It's been a great experience to be part of the council and part of the Performance Based Funding committee.

Review of the March 21, 2012- Minutes

- Tawanna Nickens moved to approve with a second by Bevan Gibson.

Updates

Jennifer Foster, Senior Director for Adult Education and Family Literacy

- Thank you to all who participated in the Advisory Council. It's been a busy, exciting year!
- All of your recommendations will help us in our effort to rewrite the Adult Education manual.
- This council has also had a big impact on moving the Strategic Plan forward.
- Programs that were successful in the competitive process will be notified the week of June 11th.
- There will be an administrators meeting for funded programs on June 25th and 26th. ICCB will sponsor 2 hotel rooms for each program.
- Federal budget was level funded with a 2% cut as a result of overall spending.

- We are currently in the process of negotiating Federal Performance Targets and once that is completed we will receive the final budget.
- Federal monitoring visit went well. They were very impressed with our work and had very minor recommendations.
 - We will be working on time and effort sheets with the programs so that we can tie some funding ends up.
 - We have been asked to dig deeper into correctional education. Will be trying to estimate the cost of the students in correctional facilities.
- A Transitions Academy on July 31st and August 1st.

Karen Hunter Anderson, Vice President for AEFL and Institutional Support

- There are a number of things on the agenda for the current legislative session.
- We agreed to maintain level for Adult Education in the State budget
- This legislator does recognize the importance of Adult Education and that we need maintain level funding.
- Thank you to all who served on the council!

Committee Reports – Final Recommendations

Curriculum and Instruction – Chair, Kay Fleming

RECOMMENDATIONS FOR THE ICCB

- Maintain EBRI as a voluntary initiative while providing encouragement to programs to begin implementation.
- Deliver six day STAR training to providers regionally.
- Create a recognized EBRI credential which can be awarded to individuals who complete the six-day STAR training.
- Develop an avenue for individuals to earn graduate credit upon completion of specific training relative to EBRI.
- Provide start-up funds (grants) to programs to help implement EBRI. Allow implementation to begin as a pilot then expand over a period of time. Funds would be utilized in training program teams (i.e., administrators, instructors, classroom aides, testing staff) salary for EBRI coordinator, purchase of grade-leveled materials, etc.
- Expand the partnership with the Secretary of State’s Literacy program to include the use of adult volunteer literacy tutors in assisting with administering EBRI assessments.
- Develop a data collection function in DAIS-I which will identify students receiving EBRI and monitor educational functioning level gains.
- Provide additional certified trainers statewide to deliver the six-day STAR training and support Illinois adult education.

RECOMMENDATIONS FOR THE SERVICE CENTER NETWORK

- To encourage interest in EBRI, disseminate information about the public STAR and LINC’s websites and other resources that contain information and assistance relative to EBRI.
- Offer a shorter, one-day EBRI training/overview for administrators.
- Provide information from the STAR training and online Tool Kit that will support programs during and after implementation. Information should include, but not be limited to:
 - Suggested resources for leveled instructional materials in each EBRI component
 - The elements of EBRI
 - Examples of lessons and activities in using direct and explicit instruction
 - Instructional Guide Form
 - Managed enrollment
 - A leveled classroom

- Multiple instructors for a multi-level classroom – limiting the multi-level aspect of the class
 - Leveled student materials and professional resource books
 - How to monitor student progress in each of the components
 - Processes and a matrix to organize the class into groups using diagnostic assessment
- Disseminate information about the online STAR booster training sessions that are currently being developed as follow-up to the six-day STAR training.
- After training, provide follow-up/technical assistance to implementing programs, i.e., help in grouping students for instruction within classrooms, identify lesson resources, and establish provider groups.
- Design an electronic matrix for diagnostic assessments to help teachers determine/organize groups within the classroom.

RECOMMENDATIONS FOR INDIVIDUAL PROGRAMS

- Organize an EBRI team which includes instructors and at least one administrator who will participate in the six-day STAR training. The successful implementation of EBRI into a program relies upon the support and collaboration of administrative and instructional staff.
- Assign one individual as EBRI coordinator (within an APC or individual programs) to schedule classes, insure that instructors have needed resources and materials, train assessors, facilitate curriculum meetings, regularly review assessment procedures, help administer assessments, etc.
- Administer EBRI assessments to any student in a classroom reading at or below an 8.9 GLE and place them within a leveled group. Diagnostic assessments associated with EBRI are appropriate for all levels of instruction. This process should result in fewer groups within a multi-level classroom and simplify EBRI implementation.
- Review assessment procedures within the program at regular intervals to help maintain consistency among the assessors.

Data, Research and Accountability – Chair, Rebecca Walker
PLEASE SEE HANDOUT

Assessment – Chair, Bevan Gibson

- I. **ICCB look into profiling top 20% performing programs and sharing their orientation, placement, assessment and other pertinent information with mid-tier to low performing programs. Purpose: analyze procedure/processes looking for common traits and good assessment processes**

Influence classroom & instruction: good assessment/orientation practices influence good instruction, instructors will be more informed of their students abilities, more uniform assessment practices across the state

Influence course development: what are some of the equipment & materials, etc. being used to support performance?

Affect intake: knowledge of what tools are being used that contribute to their success, structure, staffing plan, accommodation, etc. that led to performance

Additional professional development needed: train others on how to interpret the assessment results, or assessment instruments, administration and interpretation of assessment, how to transfer that to curriculum and content

Enhance content standards alignment with college entrance requirements: it depends upon what the data indicates, view the transition data of top 20%, need to make transition to post-secondary a factor in determining top performing programs

Year from now: time to interpret the data, outcome – identify best practices as it relates to assessment/orientation. Look at top 20% and compare it to other programs in the state to determine figure out what differences exist between the groups.

- II. We recommend that ICCB develop (3) technology skills assessments one each for students, instructors and administrators based upon International Society for Technology in Education (ISTE) National Educational Technology Standards (NETS).

Development of technology skills assessments will have an impact on every aspect of adult education programming. A year from now after its developed and piloted we might be looking at the possibility of a policy change that is required statewide.

General Discussion and Announcements

Jennifer Foster, Senior Director for Adult Education and Family Literacy

- Great job on the recommendations! Some have already been implemented and some will be completed in this next year.
- ICCB staff will work with the Assessment committee come up with new language for the ABE/ASE/ESL learner's recommendation.
- Plaques were presented to those who are leaving at the end of FY12
 - Peggy Heinrich
 - Tauheedah Abdullah
 - Shannon Callahan
 - Nicky Chan
 - Lyn Buerkett
 - Nancy Koll
 - Kay Fleming
 - Angela Hite-Carter
 - Robert Eifert
 - Cynthia Zumwalt
 - Rebecca Walker
 - Donita Kaare
 - Cyndy Colletti

Next Meeting – Thursday, September 27, 2012

Adjourn – 2:12 p.m.