Illinois Community College Board
Adult Education and Family Literacy
Advisory Council Meeting
Thursday, March 15, 2018
10:30 a.m. - 2:00 p.m.

MINUTES

Members Present	**Staff Present**
Monica Foster	Mackenzie Montgomery
Elizabeth Hobson	Nora Rossman
Shayla Grantham	Nelson Aguiar
Reni Mitkova	Jim Flaherty
Tom Huber	Jane Black
David Wu	Ben Greer
Rich Stempinski	Ben McDaniel
Stephen Alderson	Jamil Steele
Mark Weidemier	
Sue Barauski	
Bevan Gibson	
Sarah Goldammer	
Matt Beasland	
Dawn Hughes	
Giselle Faggi	
Khrystyna Sanborn	
Kerry Urquizo	
Sandy Snowden	
Arlene Anderson	
Diann Duke	
Michael Matos	

Members Not Present
Carey Thacker
Lisa Jones
Elzbieta Chrzanowska
Arlene Santos-George
Kathleen Dowling
Laura Vahlkamp-Anderson
Karla Libera

Introductions and Opening Comments
Advisory Council Chair, Elizabeth Hobson
- Welcome

Review and Approval of the September 28, 2017 minutes
Minutes Approved by Bevan Gibson
Second by Sandra Snowden

ICCB Staff Updates:
Jamil Steele, Senior Director for Adult Education
- FY 18 is an important year because we are creating our Five Year Adult Education Strategic Plan.
- The Adult Education Strategic Plan goals are:
  - Improve Outcomes by Scaling Effective Models and Strategies Across the System
  - Increase Postsecondary Transitions and Credential Attainment
  - Strengthen College and Career Readiness

- o   Develop Lifelong Career Pathways Systems and Integrate Enabling Technologies
- The Adult Education Strategic Plan goals crossover and align with our committee charges. Your recommendations will be a great start to reaching the goals.
- We are currently working with a group of stakeholders on Action Steps to the Adult Education Strategic Plan.
- Spring Administrators Meeting
  - o   April 19 – 20, 2018
  - o   The Wyndham City Centre in Springfield
  - o   Focus will be:
    - ▪ Diving deep into the data
    - ▪ Program design
- I-DEA National Conference
  - o   April 26-27, 2018
  - o   Chicago
  - o   Focus will be on ESL and training for digital literacy and distance education.
- Federal Budget
  - o   We encourage all stakeholders to contact your legislators and advocate for Adult Education.
- State Budget
  - o   There could actually be a budget in May but things can change from day-to-day.

Ben McDaniel, Director for Adult Education – Data & Accountability
- We are within 10% our rolled up target!
- 49,114 NRS reportable students this year.
- We still have about 20,000 that have not post-tested for the year.

Jane Black, Associate Director for Program Compliance
- Reminder that some programs still have outstanding reports to turn in.

Nelson Aguiar, Associate Director, ESL and Immigrant Issues
- DAACA still in flux
  - o   DACAA students should renew immediately
  - o   56% of our students are ESL students so this impacts us!

COMMITTEE REPORT OUT

Comprehensive Student Support Services
Sarah Goldammer, Chair

- ❖ Survey sent to adult educators several weeks ago, plus Lisa Jones provided group with list of WIOA services – use these tools to guide today's conversation & recommendations.
- ❖ We will then split up into 2 groups (one will create infographic that is visualization & one will analyze gaps in resources and make recommendations)
- ❖ What are experiences working with one-stops?
  - o   Good relationship with one-stop but no results because distance to one-stop is prohibitive to students.
  - o   Support services from community orgs that are more centralized are critical.
  - o   Urbana Schools will have employee at one-stop next year (twice a week) and someone from one-stop comes to Urbana Schools to do intake.
  - o   Client language level and eligibility is a barrier to taking advantage of one-stop.
  - o   Client referrals seem to be a "one-way street", many one-stops don't' seem to be referring to adult ed providers.
  - o   Man adult ed providers have relationships with social services providers that are

closer and are able to offer services in a much quicker fashion.
- o In APC 508 Pilsen one-stop 13 adult ed providers have contributed financially to hire a career navigator to represent Adult Ed at one-stop and ensure that referrals are being made.
- o How do we get partner data systems to talk to one another and lack of comprehensive shared data creates barriers in communication/referral's.
- o Barrier: no universal referral document, lack of knowledge of current support services and where to attain them.
- o IDES: how do we facilitate discussions around longer-term and individualized case management between agencies?

Curriculum and Instruction
Stephen Alderson, Chair

Read the current recommendation and ask for comments
January first version of the recommendation was looked at.   After looking at several states like Florida and Texas we decided we wanted one platform for ESL.

Add to discussion section:
In particular the two programs largely in use are Burlington English and USA Learns. Burlington English aligns both with CCRS and WIOA while USA Learns provides language acquisition resources without the WIOA alignment. Therefore the committee recommends Burlington English be provided to programs free of charge through a state license that ICCB purchases.
How technology can be used for instructional use: There are models out there that the framework is there to recommend the IDEAL 101.   I-DEA is another thing is geared towards ESL 1-3 with career pathways.
The framework out of IDEAL 101 consortium.
Professional Development
Burlington English goes out to programs to do PD. Instructors would be trained by BE directly.
ELA and HSE should be taught together about technology
Flipped Classroom
The ISTE Standards for teachers
International Society for Technology in Education
Wrap up for technology- add IDEAL as the framework.
Look by program to determine which programs where meeting or exceeding the levels of retention and then we would work with them to get information

Discussion on Intermediate levels
Student success in preparation for employment and post-secondary education/training
Looking at ABE 3 and ESL 4 and 5 to see how we can get them to stay in the program
Data is using Other Known Reasons as a separation reason. It may be overused and we need to identify if programs are documenting it correctly.
Looked at data from Ben McDaniel to show why the students separated- for other known reasons

Intermediate low and high for both HSE and ESL
Programs with Measurable Skill Gain in the intermediate levels
The bulk of our students end up in the intermediate levels
More students are separating rather than getting a gain
Student in multi-level classrooms are at a disadvantage
Can we suggest some type of addition to the classroom and offer a pilot that includes technology
21,000 intermediate level separators 30 students achieved the HSE
Learn more about programs that are performing well
Pilot that does
Many of the programs that are performing at a better MSG, are programs that have younger students that are part of the program.
Look at differences of age and whether or not they are able to succeed. 25-40 age group may need to support their family.
All students that are separated and
Instructors are the best avenue as to why a student left. Volunteer tutors are also the front line.

Recommend a survey that asks programs who are performing well:
NRS Performance Report
What is your data relay system?
Post-test rate?
Type of programs they offer?
Contextualized instruction?
Evidence of improvement?
Hours of operation?
Age of students?
What comprehensive support services do you have?
Full-time or part-time Staff?
Size of program?
Differentiated instruction?
Fixed or open entry program?

How to get better data to see what each program is doing.
Programs that are in IETs or connected to the workplace are getting MSG. The other immigrant population

The type of programming affects how the students perform and retain.
Progress reports for int students. The evidence of achievement is not there.

Closer look at the program's characteristics and develop theories of why students are leaving.

A curriculum pilot- flipped classroom to help students get through the classroom quicker
IPathways is offering a hybrid program
Prep for a multi-level classroom would be difficult
Flipped classroom would be easier with leveled classroom
Math is easier because it is concrete
Heartland Community College contact about flipped classroom
The strategic plan addresses part of the task for our committee. We need to compare the objections and goals with what we are doing and how it coincides. Bevan will work on A 1 and 2 and the strategic plan to see the alignment.
As a result of the action steps, Professional Development will be incorporated.
3. A. Essential Employability framework crosswalk with ABE/ASE content standards, ESL standards proficient training, ABE/HSE standards proficient training, instructional professional pathways, transition pathways, training on information on what institutions provide
3 B. Essential Employability framework crosswalk with ABE/ASE content standards, social/emotional trainings, special learning needs credential.
Dig deeper to get the survey
HSE credit recovery
IDOC
Community Colleges
Prioritize PD and make recommendations on what individuals spend the time on.
Next steps:
Dawn will send a doodle poll to set up additional phone meeting.

Next Meeting
May 24, 2018

Motion to Adjourn –
Approved by Mark Weidemier
Second by Giselle Faggi

Adjourned – 1:51 PM