

**Illinois Community College Board
Adult Education and Family Literacy
Advisory Council Meeting
Thursday, May 6th, 2011
10:00 a.m. - 2:00 p.m.**

MINUTES

Members Present

Peggy Heinrich
Nancy Koll
Sue Barauski
Kay Fleming
Lyn Buerkett
Don Zabelin
Bevan Gibson
Jeri Dixon
Tawanna Nickens
June Hickey
Rebecca Walker
Donita Kaare
Terri Cusick
Shannon Callahan

Staff Present

Jennifer Foster
Marilyn Schmidt
Nathan Wilson
Nora Rossman
Rob Kerr
David Baker
Jay Brooks
Nelson Aguiar
Dawn Hughes

Members Not Present

Angela Hite-Carter
Tauheedah Abdullah
Cyndy Colletti
Cindy Zumwalt
Jane Ellen Stocker
Shari Crockett
Chuck Chamberlain
Jason Tyszko
Nicky Chan
Herbert Moreno

Introductions and Opening Comments

Advisory Council Chair- Peggy Heinrich

- Welcome to the last meeting of this fiscal year.
- Today is the day that we will be finalizing recommendations.
- Peggy reported on the ABE to Credentials design team and the visit Seattle to tour and learned about the I-BEST model. Everything we are doing here in the Advisory Council is a step toward moving in that direction!

Review of the March 31, 2011- Minutes

- Rebecca Walker moved to approve with a second by Kay Fleming.

State Budget Update

Bruce Bennett, Director of Finance and Operations

- Gave a brief run through of a hand out on the FY12 Budget.
- Good news!
 - Adult Education is flat funded
- Our biggest budget issue this year is cash flow and, unfortunately, that won't change in FY12.
- We are still waiting on Federal allocations.

ICCB Staff Updates

Dr. Karen Hunter Anderson, Vice President for Adult Education and Institutional Support

- Thanks to all who traveled to Seattle for the ABE to Credentials meeting – we produced a lot and she agrees with Peggy that Illinois will be better!
- The Illinois Dream Act has passed the Senate but still has a way to go – watch for updates in the coming weeks.

Jennifer Foster, Senior Director for Adult Education and Family Literacy

- Will travel to Washington, DC for the Adult Education State Directors meeting with Jay Brooks and Marilyn Schmidt.
 - Will be discussing with publishers about the need to align curriculum with common core standards
 - Will discuss teacher quality and effectiveness and how we are going to professionalize Adult Education.
 - Will have an opportunity to work with American Institute Research and will discuss Adult Education in Illinois, reauthorization, Bridge, Strategic Plan and ABE to Credentials.
- Visited IBEST colleges in Seattle, WA at the Accelerating Opportunity (ABE to Credentials) meeting.
 - Because we have instituted Bridge programs, we are ahead of the game but we still need examine the lowest level of Bridge programming.
 - We are developing a one page model for Accelerating Opportunity (ABE to Credentials) showing the pathway approach.
 - Also interested in how all of our programs connect.
- Dawn Hughes from the Central Illinois Service Center will be taking the lead on moving forward with content standards alignment with common core.
- GED updates
 - There will be a new GED test in 2014 – we have to have professional development ready to go prior to the new test.
 - Will be moving to a computer based testing model and will start discussing how Illinois will phase in CBT.
 - There big issue is cost, and we have a lot to do in terms of making sure we minimize the cost as much as we can.
- Regional NRS Meetings – We are currently setting up locations and will get that information out soon to all programs.

Committee Recommendations

Curriculum and Instruction – Chair, Kay Fleming

Recommendation approved by Lyn Buerkett with a second by Jeri Dixon.

In addressing its charge to identify and prioritize skills that need to be incorporated into curriculum and instruction, the C&I Committee submits the following initial recommendation:

INITIAL RECOMMENDATION: Create a committee to align the ABE/GED Content Standards with the common core standards, taking into consideration the Career Cluster's Knowledge Skill Statements using the process below:

Step 1: Align the Illinois ABE/GED Content Standards with the Common Core Standards.

Step 2: From this new, aligned document, perform a crosswalk with the States' Career Cluster Initiative

Essential Knowledge and Skills Statements to ensure they are included in the document.

Next steps for the C&I Committee will be to investigate other skills and knowledge that should be incorporated into instruction.

The Curriculum and Instruction Committee has addressed its charge to review the integration of evidence based strategies and submits the following information to the Illinois Community College Board and the Adult Education and Family Literacy Advisory Council.

- The C&I Committee searched for different models of evidence-based reading instruction (EBRI). It was discovered that EBRI is not a model, but elements reflecting best practices as outlined in the results of empirical research studies (in 2002 and 2010 J.R. Kruidenier reports) and consensus among expert practitioners (Susan McShane's *Applying Research in Reading Instruction for Adults*.)
- The Adult Learning Resource Center (ALRC) helped gather information for the committee by:
 - Providing a detailed explanation of the elements of EBRI and lessons learned from currently implementing programs.
 - Conducting a written survey of Illinois adult education programs which have staff and instructors who completed the six-day STAR training to identify the status of EBRI implementation. [*PLEASE NOTE* that STAR is national professional development. STAR training was developed for implementing EBRI with ABE intermediate-level students (NRS ABE levels 3 & 4). ABE intermediate-level students include English language learners who have transitioned from ESL classes and have TABE scores between 4.0 – 8.9 GLE. The practices presented in the training are also applicable for teaching reading to advanced ESL students (NRS ESL levels 5 & 6). STAR training has not been designed for teaching reading to beginning ABE or ESL or intermediate ESL learners.]
 - Analyzing survey results to categorize programs as 1) fully implementing EBRI, 2) partially implementing EBRI or 3) not implementing EBRI at all.
 - Designing an interview form to gather information from programs that had fully implemented EBRI for their ABE intermediate-level learners. [Fully implemented meant that the students in STAR classes had diagnostic reading assessments in all four components, instruction was based upon assessment results, and instruction was delivered through direct and explicit instruction.]
- The C&I Committee conducted interviews with programs identified by the survey and reviewed information gathered to help form the recommendations contained within this document.

Adult education classrooms consist of learners who enter with different reading abilities. EBRI practices have programs assess learners within each of the four reading components and teachers guide instruction based upon assessment results. Assessment results help teachers divide students into leveled groups and deliver direct and explicit instruction that will develop stronger reading skills. Student progress is monitored during instruction.

The following information is taken from the Introduction of “*A Summary of Scientifically Based Research Principles. Teaching Adults to Read.*” written by Mary E. Curtis and John R. Kruidenier, and supports the committee’s finding of the need for EBRI integration into the adult education classroom.

“Teaching reading is a complex undertaking, especially when the learner is an adult. Unlike children, adult learners cannot spend several hours in a classroom every day. Most adults learning to read find it difficult to attend classes at all; those who enroll in a basic education program can spend, at most, a few hours a week working on their reading. When adult students arrive in the classroom, they can be at just about any level in their reading development, from beginning

readers working on the fundamentals to more advanced readers ready to begin study for a high school level equivalency diploma. Emotional factors such as motivation, engagement, and fear of failure play a major role in reading success. These feelings can be especially intense for adults, particularly for learners who have spent years struggling with reading and hiding their inability to read from family members, friends, coworkers, and employers.”

Implementing programs interviewed shared their positive experiences with the committee:

- “You can really feel as an instructor that you know what you need to focus upon. It helps you focus as a reading teacher should. It breaks everything down into components, and that is more helpful than the TABE.”
- “We are seeing fast gains in post-test scores. Many students moved up one to two grade levels in a semester.”
- “Students responded very positively to the program. They have already completed two simplified novels. They liked reading stories that were more than just short passages. They gained confidence in their reading which carried over to the core textbook.”

The most common challenges identified by programs include:

- Securing enough help from staff and volunteers to administer assessments in a timely fashion.
- Obtaining resources for leveled instructional materials for each component of EBRI.
- Having enough physical space or different rooms to do assessments.
- Having a concern with consistency in programs when utilizing multiple assessors during the assessment process.
- Implementing EBRI becomes more challenging when coordinating responsibilities are spread among several staff.

The Curriculum and Instruction Committee submits the following recommendations based upon the research and information summarized above:

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 state wide to deliver the six-day Star training and support Illinois adult education program staff and teachers.

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
 - Programmatic suggestions that best support EBRI to include:
 - Managed enrollment
 - A leveled classroom
 - Multiple instructors (i.e., teacher and classroom aide) 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

Recommendation approved by Kay Fleming with a second by Donita Kaare.

Task/Assignment: The Research, Data and Accountability Committee will research the impact of student education in the workforce and economy. The committee will also examine how to use data in making decisions related to program management. This committee will:

- 1) Review models related to Return On Investment Models (ROI) and Tipping Point initiatives.
 - a) Identify ROI and Tipping Point initiatives in other states
 - b) Analyze the different models
 - c) Identify which models or components that could be beneficial to Illinois
- 2) Maximize Local Program Effectiveness by using data to improve overall outcomes including making administrative, curriculum (e.g. bridge), policy and procedural, and funding decisions
 - a) Examine current ways data is used at the state and local data
 - b) Identify administrative data that assists program administrators in making decisions in the following areas:
 - i) Curriculum Development/Modifications

- ii) Policy
- iii) Assessment
- iv) Funding
- v) Instructional Design (e.g., class offerings, ABE, ASE, ESL Bridge, Instructional Technology)

Recommendations: The committee recommends that the ICCB should Develop an ROI (Return on Investment) Model and Tipping Point Study for adult education in Illinois.

1) ROI (Return on Investment) Model – Factors: Allow users to select the key factors that they’d like included in the data/report. Including:

- a) Impact on wage earnings
 - i) unemployment to employment
 - ii) retaining employment
 - iii) increased wages due to promotions/raises
 - iv) earning potential compared:
 - (1) those w/out secondary completion
 - (2) GED completers
 - (3) GED completers with some post-secondary education
 - (a) Impact on community economy—contribution to tax base based on increased earnings.
 - (b) Impact on public assistance—community savings based on those NO LONGER on PA
 - (c) Impact on educational attainment—transitions to post-secondary education
 - (d) Impact on prison recidivism rates—do those with some Adult Education tend to have a lower re-entry rate than those w/out?
 - (e) Impact on family literacy rates/children achievement—do students w/ access to family literacy have higher success, gains, achievements than those w/out?
 - (4) Include OVERALL State data on:
 - (a) # people in IL over 16 w/o secondary completion
 - (b) # people in IL over 16 whose primary language is not English
 - (c) program characteristics leading to best success rates (ie: intensity, supports available, times offered.)

2) Tipping Point Study—Key Factors

- a) Three LEVELS (What is needed to move from X to Y?):
 - i) Within Adult Ed
 - (1) hours needed to show NRS level gain, (by instructional type?)
 - (2) proficiency (ABE/English?) needed to earn GED
 - (3) GED scores needed to avoid developmental classes and succeed in credit
 - (4) *Correctional Programs*: Adult Ed hours/level attainment needed to avoid recidivism
 - (5) time/att.hrs./activity needed to
 - (a) increase wages
 - (b) decrease need for Public Assistance
 - (c) obtain employment
 - (6) Does access to “case-management” type person in a program effect:
 - (a) transition to post-secondary
 - (b) employment gains
 - (c) success in post-secondary transitions (placement in credit course)
 - ii) Dual Enrolled/Bridge Programs
 - (1) How does access to credit bearing courses (dual enrolled) effect overall success of students:
 - (a) in adult ed
 - (b) In credit courses
 - iii) After exiting Adult Ed

- (1) College hours and/or certificates needed to improve employment options, etc
 - (2) Hours/level attainment needed to move BEYOND Developmental Education into credit
 - iv) Those enrolled in Family Literacy
 - (1) better gains, higher retention of parents with family enrolled
 - (2) cooperation with the P-20 council to track success rates of children enrolled in family lit
 - 3) Both Models/Studies will:
 - a) Be interactive, live-portal that include quarterly updated data
 - b) Include visual representations and dollar correlation to the included factors
 - c) Result in a printable and “ready-to-send” report that can be shared with legislators, funders, and other stakeholders
 - i) users have option to export info in various formats:
 - (1) PDF
 - (2) Editable form (Excel and/or Word)
 - d) Allow users to select the option of pulling the report by:
 - i) State
 - ii) by program type (Community College, CBOs, School Districts/ROEs, Corrections)
 - iii) By instructional type (ESL, ABE/GED, ASE, multiple instructional types)
 - iv) Legislative District
 - v) APC
 - vi) Program
 - 4) The data should track students for 5 years after exiting an adult ed. program in Illinois
 - 5) Data-match needs to be improved in the following ways:
 - a) more timely updates – matched quarterly?
 - b) expand on match capabilities: capture transitions to
 - i) border states
 - ii) private schools/universities
 - iii) re-entry after exiting corrections
 - iv) crosswalk the data match to DAISI
 - 6) If/When the Illinois P-20 council progresses with student ID/Tracking, make sure Adult Ed is part
- Special Considerations:***
- 1) Given the recommendations may take a long-time to complete in their entirety, the committee recommends that state level data is completed first.
 - 2) Professional development will be necessary for administrators on how to interpret and use these

Assessment – Chair, Bevan Gibson

Recommendation approved by Lyn Buerkett with a second by June Hickey.

Assignment

- I. Progress testing for ABE, ASE, and ESL
 - i. The committee developed criteria for review of assessment (see attached).
 - ii. The committee obtained copies of all NRS approved assessments and reviewed each based on the developed criteria. Presentations, webinars and conference calls were held with companies responsible for these tests. Those reviewed included: GAIN, TABE, CASAS, MAPT and BEST.

Based on the committee’s work on assessments for adult education progress testing for ABE, ASE and ESL, the committee makes the following recommendations to ICCB:

Recommendations:

Keep all current assessments being used including BEST Literacy, BEST Plus, TABE & CASAS (ESL)

- i. Pilot the use of CASAS with ABE & ASE programs to determine reliability for exit criteria.

II. Career Exploration/Work-Related Assessments

- i. The committee used the previously developed criteria for reviewing assessments.
- ii. The committee reviewed and discussed multiple career exploration/work-related assessments including: Work Keys, CASAS Work-Readiness Certificate and individual career exploration tools for multiple levels such as JIST, TWI, Career Cruising, Illinois WorkNet, Kuder, COPS and mySkillsmyFuture.

Based on the established criteria and work of the assessment committee, we recommend the following to ICCB:

Recommendations:

1. Pilot the Career Readiness Certificate (CRC) offered through WorkKeys in adult education Bridge programs, I-BEST model programs as well as other adult education programs of ABE, ASE & ESL to determine its connection to stackable certificates.
2. Explore statewide license options for Win curriculum
3. Determine GLEs of WorkKeys for all 4 certificated offered.
4. Incorporate the CRC into the curriculum of adult education.

II. Post-Secondary Education

- i. The committee worked to identify the various assessments used in community colleges (COMPASS, Asset, Accuplacer, ACT)
- ii. The committee worked to determine entry requirements and cut off scores for developmental education and college placement exams as well as current crosswalks that exist between adult education and college placement tests (Jefferson County, Kentucky – TABE to COMPASS)
- iii. The committee reviewed crosswalks to identify gaps between college entrance exams and adult education assessments (TABE – COMPASS-Grade Level)

Based on the work done by the committee, we recommend the following to ICCB:

Recommendations:

1. Next year's assessment committee continue to work on this assignment with consideration given to the results of the PSRCC Assessment
2. The Adult education field has representation on the Developmental Education Advisory committee to determine adult education content/curriculum adjustments.

General Discussion and Announcements

Jennifer Foster, Senior Director for Adult Education and Family Literacy

Because we are moving into a competitive process, we are asking all of the current members to stay in your capacity to help us continue the fine work you started. This moves us closer to our scope and puts us in good shape in applying for the continuation of the Accelerating Opportunity (ABE to Credentials) grant.

If you can't continue for another year, please let us know.

Next Meeting – Thursday, September 29, 2011

Adjourn –1:43 p.m.