

**Illinois Community College Board
Adult Education and Family Literacy
Advisory Council Committee Meeting Phone Conferences
January 2012 Committee Reports**

COMMITTEE REPORTS

Committee Reports

Curriculum and Instruction Committee – Chair, Kay Fleming

Participants: Kay Fleming, Shannon Callahan, Sue Barauski, Nicky Chan, June Hickey, Chuck Chamberlain, Nancy Koll, Marilyn Schmidt, Jennifer Foster.

The C&I Committee met via conference call this morning to finalize recommendations to the assignment that asked the Committee to, *“Identify skills that need to be incorporated into curriculum and instruction and prioritize which skills should be incorporated into instruction.”*

The C&I Committee previously recommended that the Essential Knowledge and Skills Statements from the State’s Career Cluster Initiative be considered for incorporation into instruction. In addressing the second part of the assignment, it is recommended that priority be given to the Career Cluster’s Essential Knowledge and Skills Statements listed below.

**STATE’S CAREER CLUSTER INITIATIVE
Essential Knowledge and Skills Statements (EKS)**

Essential Topic ESS02 COMMUNICATIONS: Use oral and written communication skills in creating, expressing and interpreting information and ideas including technical terminology and information.

- **ESS02.01** Select and employ appropriate reading and communication strategies to learn and use technical concepts and vocabulary in practice.
 - ESS02.01.04 Interpret information, data, and observations to apply information learned from reading to actual practice.
 - ESS02.01.06 Communicate information, data, and observations to apply information learned from reading to actual practice.
- **ESS02.02** Demonstrate use of the concepts, strategies, and systems for obtaining and conveying ideas and information to enhance communication in the workplace.
 - ESS02.02.01 Employ verbal skills when obtaining and conveying information.
 - ESS02.02.04 Communicate with other employees to clarify workplace objectives.
 - ESS02.02.05 Communicate effectively with customers and employees to foster positive relationships.
- **ESS02.05** Use correct grammar, punctuation and terminology to write and edit documents.
 - ESS02.05.03 Use correct grammar, spelling, punctuation, and capitalization when preparing written documents.
- **ESS02.07** Interpret verbal and nonverbal cues/behaviors to enhance communication with co-workers and clients/participants.
 - ESS02.07.01 Interpret verbal behaviors when communicating with clients and coworkers.
 - ESS02.07.02 Interpret nonverbal behaviors when communicating with clients and coworkers.
- **ESS02.08** Apply active listening skills to obtain and clarify information.
 - ESS02.08.01 Interpret a given verbal message/information.
 - ESS02.08.02 Respond with restatement and clarification techniques to clarify information.
- **ESS02.10** Listen to and speak with diverse individuals to enhance communication skills.
 - ESS02.10.01 Apply factors and strategies for communicating with a diverse workforce.

- ESS02.10.02 Demonstrate ability to communicate and resolve conflicts within a diverse workforce.
- **ESS02.11** Exhibit public relations skills to increase internal and external customer/client satisfaction.
 - ESS02.11.01 Communicate effectively when developing positive customer/client relationships.

Essential Topic ESS03 PROBLEM-SOLVING AND CRITICAL THINKING: Solve problems using critical thinking skills (analyze, synthesize, and evaluate) independently and in teams. Solve problems using creativity and innovation.

- **ESS03.01** Employ critical thinking skills independently and in teams to solve problems and make decisions (e.g., analyze, synthesize and evaluate).
- **ESS03.02** Employ critical thinking and interpersonal skills to resolve conflicts with staff and/or customers.

Essential Topic ESS04 INFORMATION TECHNOLOGY APPLICATIONS: Use information technology tools specific to the career cluster to access, manage, integrate, and create information.

- **ESS04.01** Use Personal Information Management (PIM) applications to increase workplace efficiency.
 - ESS04.01.01 Manage personal schedules and contact information.
- **ESS04.02** Employ technological tools to expedite workflow.
 - ESS04.02.01 Use information technology tools to manage and perform work responsibilities.
- **ESS04.03** Operate electronic mail applications to communicate within a workplace.
 - ESS04.03.01 Use email to share files and documents.
 - ESS04.03.02 Identify the functions and purpose of email systems.
 - ESS04.03.03 Use email to communicate within and across organizations.
- **ESS04.04** Operate Internet applications to perform workplace tasks.

Essential Topic ESS07 LEADERSHIP AND TEAMWORK: Use leadership and teamwork skills in collaborating with others to accomplish organizational goals and objectives.

- **ESS07.03** Employ teamwork skills to achieve collective goals and use team members' talents effectively.
 - ESS07.03.01 Work with others to achieve objectives in a timely manner.
 - ESS07.03.03 Employ conflict management skills to facilitate solutions.
 - ESS07.03.04 Demonstrate teamwork skills through working cooperatively with co-workers, supervisory staff, and others, both in and out of the organization, to achieve particular tasks.
 - ESS07.03.07 Demonstrate commitment to and a positive attitude toward team goals.
 - ESS07.03.08 Take responsibility for shared group and individual work tasks.
 - ESS07.03.09 Assist team members in completing their work.
 - ESS07.03.10 Adapt effectively to changes in projects and work activities.

Essential Topic ESS08 ETHICS AND LEGAL RESPONSIBILITIES: Know and understand the importance of professional ethics and legal responsibilities.

- **ESS08.01** Apply ethical reasoning to a variety of workplace situations in order to make ethical decisions.

Essential Topic ESS09 EMPLOYABILITY AND CAREER DEVELOPMENT: Know and understand the importance of employability skills. Explore, plan, and effectively manage careers. Know and understand the importance of entrepreneurship skills.

- **ESS09.01** Identify and demonstrate positive work behaviors and personal qualities needed to be employable.
 - ESS09.01.01 Demonstrate self-discipline, self-worth, positive attitude, and integrity in a work situation.
 - ESS09.01.02 Demonstrate flexibility and willingness to learn new knowledge and skills.
 - ESS09.01.07 Identify positive work-qualities typically desired in each of the career cluster's pathways.
 - ESS09.01.08 Manage work roles and responsibilities to balance them with other life roles and responsibilities.
- **ESS09.02** Develop a personal career plan to meet career goals and objectives.
 - ESS09.02.01 Develop career goals and objectives as part of a plan for future career direction.
 - ESS09.02.02 Develop strategies to reach career objectives.
- **ESS09.03** Demonstrate skills related to seeking and applying for employment to find and obtain a desired job.
 - ESS09.03.01 Use multiple resources to locate job opportunities.
 - ESS09.03.02 Prepare a resume.
 - ESS09.03.03 Prepare a letter of application.
 - ESS09.03.04 Complete and employment application.
 - ESS09.03.05 Interview for employment.
- **ESS09.06** Identify and exhibit traits for retaining employment to maintain employment once secured.
 - ESS09.06.01 Model behaviors that demonstrate reliability and dependability.
 - ESS09.06.02 Maintain appropriate dress and behavior for the job to contribute to a safe and effective workplace/jobsite.
 - ESS09.06.03 Complete required employment forms and documentation such as I-9 form, work visa, W-4 and licensures to meet employment requirements.
 - ESS09.06.04 Summarize key activities necessary to retain a job in the industry.
 - ESS09.06.05 Identify positive work behaviors and personal qualities necessary to retain employment.
- **ESS09.07** Identify and explore career opportunities in one or more career pathways to build an understanding of the opportunities available in the cluster.
 - ESS09.07.01 Locate and identify career opportunities that appeal to personal career goals.
 - ESS09.07.02 Match personal interest and aptitudes to selected careers.
- **ESS09.08** Recognize and act upon requirements for career advancement to plan for continuing education and training.
 - ESS09.08.01 Identify opportunities for career advancement.
 - ESS09.08.02 Pursue education and training opportunities to acquire skills necessary for career advancement.

(The preceding information was taken directly from *State's Career Cluster Initiative, Essential Knowledge and Skill Statements*.) The complete EKS Statements can be found at the Career Clusters' website at <http://www.careerclusters.org>.

The second assignment of the C&I Committee is *"Identify what effects the new GED Assessment will have on Curriculum and Instruction, and what considerations should be given in planning for the new test in 2014."* Jennifer Foster joined this conference call and provided information regarding the new Assessment. Discussion included:

- CBT format—Paper pencil and CBT will be available in calendar year 2013. This testing will still be based on the current test. In 2014, the new Assessment will be launched and available on

the computer based format. Through 2013, the paper test will continue to be \$50, while the CBT will be \$120. It is unclear what the cost for the new Assessment in 2014.

- Alternative assessments are being reviewed.
- Access to testing will be a huge issue.
- Additional skills that students will need.
- Professional development.
- The new CBT will be based upon the common core and college readiness standards.
- I-Pathways model.

Next steps for the Committee are to discuss the following items with staff and other adult education providers and bring that information to the next AEFL Advisory Council meeting:

1. What kinds of training will be needed for programs, faculty and staff?
2. What should programs do to prepare students for CBT?
3. What will programs need to help prepare students for CBT?
4. What kinds of materials will be needed to help prepare students for CBT?
5. What additional skills will students need?
6. Any other input regarding CBT and how it will affect students and programs.

Data, Research and Accountability Committee – Chair, Rebecca Walker

Present: Jay Brooks, Dawn Hughes, Tauheedah Abdullah, Lynn Burkett, Jane Ellen Stocker, Sheri Crockett

Committee Assignment: Examine how to use data in making decision related to program management. This committee will:

1. Maximize local program effectiveness by using data to improve overall outcomes including making administrative, curriculum, policy and procedural and funding decisions
 - A. Examine current ways data is used at the state and local level
 - B. Identify administrative data that assists program administrators in making decisions in the following areas: curriculum, policy, assessment, funding, instructional design
 - survey to go out by 1/28, get responses and “tier” them
 - C. Determine the next series of NRS professional development:
 - * is it SIMPLE and it is USER-FRIENDLY???
2. Determine Research Topics in Adult Ed that will be useful in improving instruction

AGENDA:

1. Look at the Survey Sample (with comments included from committee)
2. Discuss Survey to be sent to administrators – All final feedback by 10AM on TUE (tomorrow), Goal is to send it out on the 28th.
3. 1C – Discuss next series of NRS professional Development
 - a. BIG PICTURE:
 - i. In our limited time and with NRS improvements pressured on us, WHAT should we focus on for the most effective improvement?
 - ii. WHO in the program is responsible for data analysis, and how is this done/ how is it communicated to program decision-makers...?
 - iii. Once we figure out what may be a problem, HOW do we address it? And then How do we analyze if the intervention has helped?
 - b. BIG PICTURE: How can we make NRS training for those who need NRS brush-up or drill down in understanding? (for experienced Administrator)

- c. Some discussion has occurred about the Changes to Core Outcome Measures: FY13 new “cohort” system of assigning goals to students, how will they be assigned? how can we track them? PD for admin/instructors? (ICCB working on clarifications from OVAE.)
 - d. Training for administrators and/or front-line (intake) staff:
 - i. How can we help students choose correct information on Registration Forms (ie: unemployed or not-in-labor force) in order for NRS cohorts to be correctly assigned.
 - ii. Are there things we can do (data to provide) to help administrators get buy-in/understanding from other staff in order to better understand how NRS relates to instructors...
 - iii. Are there things we can implement that enhance/add to what we’re already doing in order to show better NRS gains (at program level.) How can we use data to test our ideas... (and share best practices)
- WHAT INFLUENCE CAN WE HAVE ON THE MOST AMOUNT OF STUDENTS IN THE MOST EFFECTIVE TIME RANGE?**
- 1. Attendance policies (ie: for court mandated students...)
 - 2. Student contract (students must fill in blanks and sign agreement)
 - 3. Orientation process
 - 4. Paperwork that students request for unemployment/DHS
 - 5. Testing anxiety – teach testing techniques in class?
- 4. 2 – Determine Research Topics in AE that will be useful in improving instruction
 - a. Some discussion has occurred about Students exposed to ipathways: Is it effecting GED outcomes/success?
 - b. Other topics?

NEXT STEPS:

- 1. ADD NRS Q to survey
- 2. Send out survey
- 3. Organize and “tier” survey results
- 4. Committee Doodle-meeting the week of: 13th or 20th
 - a. Lay-out topics/info in a user-friendly way
 - b. Create a draft form of a tool
- 5. Jay check on next F2F meeting date

Assessment Committee – Chair, Bevan Gibson

Present: David Baker, Bevan Gibson, Tawanna Nickens, Rob Kerr, Don Zabelin, Jeri Dixon, Donita Kaare

Agenda Items:

- 1.) Computer/Technology Skills Assessments (all members responsible to get info from programs)
- 2.) CASAS diagnostic information (David-contact Todd Jorns and CASAS for a Go-to-Meeting)
- 3.) Assessment process in program orientation (all members assigned to look at RFPs)

Next Steps/Recommendations:

Next Steps - Committee members agreed that it would be helpful to develop a rubric to guide programs across the state on technology skills necessary for adult learners. Several

instruments will be used to devise this rubric. In alignment with the Common Core Initiative - the International Society for Technology & Education Standards will be reviewed. Both the standards developed for students and teachers from the society will be reviewed. We will look into developing separate rubrics for the different instructional levels to see what skills might be involved at different levels. We will also contact programs who identified specific technology assessments they are using to see if we can obtain a copy for use in the rubric development.

Recommendations –

Recommendation (1) We recommend that ICCB look into highlighting the top 20% performing programs and sharing their orientation, placement, assessment, and related information with mid-tier and low performing programs.