

Illinois Community College Board

**FY 2016
ADULT EDUCATION
AND
LITERACY**



**REPORT TO THE GOVERNOR AND
GENERAL ASSEMBLY**

A summary of programs and activities during the fiscal year July 1, 2015 through June 30, 2016

**ILLINOIS
COMMUNITY
COLLEGE
BOARD**

FY 2016

**ADULT
EDUCATION AND
LITERACY
ANNUAL
REPORT**

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ICCB'S PROMISE FOR ILLINOIS ADULT EDUCATION

The ICCB commits to integrating education, workforce, and economic development resources through partnerships to provide businesses, individuals, and communities with the opportunity to prosper and contribute to growing the state's economy. Through a diverse provider network and state partnerships, we will continue to provide expanded literacy instruction, bridge and transition programing, integrated education and training instruction, College and Career Readiness preparation, enhanced technology and digital literacy skills, and smooth transitions for adult education students beyond obtaining a high school equivalency, or improving English language skills. Each Adult Education provider utilizes state, regional and local data to ensure low skilled adults obtain the skill sets needed to successfully transition into meaningful postsecondary education, occupational training, and employment opportunities in Illinois.

Purpose of Adult Education

The purpose of the federal Adult Education and Literacy Act, Title II of the Workforce Investment Opportunity Act (WIOA) of 2014, is to create a partnership among the Federal government, states and local communities to provide adult education and literacy services to individuals who are at least 16 years of age; who are not enrolled or required to be enrolled in secondary school under state law; and who is basic skills deficient; does not have a secondary school diploma or its recognized equivalent, and has not achieved an equivalent level of education; or is an English language learner. Services to this population are designed to:

- ⇒ assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
- ⇒ assist adults who are parents or family members to obtain education and skills that are necessary to becoming full partners in the educational development of their children; and lead to sustainable improvements in the economic opportunities for their family;
- ⇒ assist adults in attaining a secondary school diploma and in the transition to postsecondary education and training, including through career pathways; and
- ⇒ assist immigrants and other individuals who are English language learners in improving their reading, writing, speaking and comprehension skills in English; and mathematics skills; and acquiring an understanding of the American system of Government, individual freedom, and the responsibilities of citizenship.

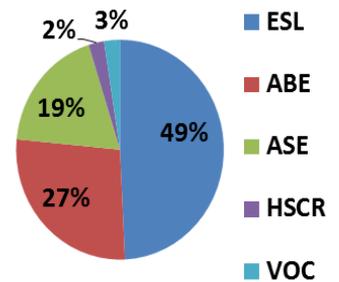
Adult Education Fills a Critical Need in Illinois

- ⇒ Nearly 1.15 million of Illinois' 12.1 million adults have less than 12 grades of formal education. Included in this number are 475,193 adults with less than a 9th grade education. ⁽¹⁾
- ⇒ Approximately 2.8 million Illinois residents speak a language other than English as the primary language in their homes. English literacy skills for entry and advancement in the labor force are needed by many of these residents. ⁽¹⁾
- ⇒ More than 350,944 immigrants are currently residing in Illinois. English literacy and civics education provides individuals with a pathway to citizenship, improved education, and employment. ⁽¹⁾

**FY 2016 Students Served and Units Provided
in Adult Education**

Instruction Type	Students	Units ²
English-as-a-Second Language (ESL)	40,263	388,880
Adult Basic Education (ABE)	22,303	184,854
Adult Secondary Education (ASE)	15,203	109,545
High School Credit (HSCR)	1,869	38,423
Vocational (VOC)	2,023	9,965
TOTAL	81,661	731,667

**Students Served in Adult
Education and Literacy**



Federal Performance: In FY16, Illinois Adult Education met 100% (11 out of 11) of the projected performance targets established by the USDOE.

¹ U.S. Census, Index of Need, 2016
² One unit of instruction equals 15 hours of enrollment

WORKFORCE PREPARATION

The Illinois adult education system remains committed to assisting low-skilled adults with enhancing academic and employability skills to transition into high demand workforce occupations. Adult education provides contextualized curriculum and instruction that focuses on producing college and career ready individuals and connect-

ing them to postsecondary education, training, and employment.

As a result, Illinois is providing multiple options for low-skilled adults to obtain an Illinois High School Equivalency Certificate. Upon completion of adult education instruction, participants possess the skills necessary to

thrive in successful pathways and transitions to post secondary education, apprenticeship training, employment opportunities, and the workforce .

The number of individuals earning a High School Equivalency credential in FY16 was 1,906, and 69% of adult education completers were still employed nine months after exit.

Workforce Innovation and Opportunity Act Title II -Adult Education Activities

⇒ The Illinois Community College Board (ICCB) Adult Education participated as part of the Interagency Workgroup consisting of core partners including the Illinois Department of Commerce and Economic Opportunity (Commerce), the Illinois Department of Employment Security (Employment Security), and the Illinois Department of Human Services Division of Vocational Rehabilitation (Vocational Rehabilitation), as well as the required one-stop partners under the Workforce Innovation and Opportunity Act (WIOA). Illinois Adult Education worked with the other state agencies to develop a Unified State Plan to integrate services to enhance low-skilled adult's access to integrated education and workforce training to ensure smooth transitional pathways into postsecondary education, training, and employment.

⇒ ICCB hosted three regional informational forums for Adult Education and Career & Technical Education Administrators and Staff to participate in the process of WIOA planning and implementation. The Summit drew 267 WIOA stakeholders including Adult Education providers throughout the state's ten economic development regions and 26 Community Colleges. The groups were organized by economic development regions to provide an understanding of WIOA and to strategize and develop regional and local plans that focused around integrated service delivery.

⇒ The ICCB sponsored 14 training opportunities to support the statewide implementation of Career Pathways and Transitions programs throughout the state. In partnership with Career and Technical Education (CTE), Adult Education provided twenty-eight college providers with support in the development of Integrated Career and Academic Preparation System (ICAPS). This Integrated Education and Training (IET) model is designed to prepare students for postsecondary education and training as well as employment in a specific career pathway. In addition, 45 adult education providers offered 58 different career pathway Bridge programs to students. Bridge programs are designed to introduce students to specific and locally relevant career pathways.

⇒ To ensure programs utilized high quality curriculum aligned with the College and Career Readiness (CCRS), ICCB required all programs to submit their curriculum to be reviewed by nationally trained CCRS experts. Adult Education curricula were reviewed to ensure alignment with the state CCRS standards.

ENGLISH-AS-A-SECOND LANGUAGE AND Integrated English Literacy and Civics Education (IEL/CE)

⇒ English-as-a-Second Language learners constitute half (50%) of all Adult Education instruction. In FY16, there were 63 Adult Education providers throughout Illinois providing ESL instruction.

⇒ The Adult Education and Literacy Service Center Network conducted 62 professional development activities tailored to enhance ESL and Integrated English Literacy Civics Education (IEL/CE) services. Sessions address a variety of topics such as ESL instruction, IEL/CE reporting and integrating workplace preparation and training in IEL/CE instruction.

⇒ IEL/CE Competencies address the topics including Democratic Process, Housing, Community Resources, US School System and Health Services, which must be used by all programs receiving IEL/CE funding. Of the 4,929 IEL/CE funded students, completing at least 15 attendance hours, 4,486 (91%) met the competency requirement of completing at least two IEL/CE competencies for every fifteen attendance hours earned. Students earned 132,239 competencies in FY16. These learners became more competent in English literacy and civics education to participate more fully in education, the workforce, and to obtain citizenship. In FY16, 40 Adult Education programs received IEL/CE funding.

PROVIDER DIVERSITY

Services were offered through a variety of provider types in FY16. These types included the following:

Local Education Agencies	16
Faith-Based Organizations	3
Community-Based Organizations	23
Community, Junior or Technical Colleges	39
Four-year Colleges or Universities	1
Illinois Department of Corrections	1
TOTAL	83

ADULT EDUCATION AND LITERACY RESOURCES

Federal and State Funding in FY2016

Federal Basic Appropriation	\$ 16,924,500
Federal EL/Civics	\$ 2,740,385
State Basic Appropriation	\$ 21,572,400
State Performance	\$ 10,701,600
TOTAL	\$ 51,938,885

State Reimbursement Rates for Adult Education

Adult Basic Education = \$ 101.98

Adult Secondary Education = \$ 91.78

Vocational Skills Training = \$ 127.48

• ESL is the same as ABE and HSCR matches ASE.

PROGRAM APPROVAL AND SELECTION

A continuation grant process occurred in FY16. Adult Education and Literacy programs were asked to submit continuation proposals to provide services for FY17. As part of the continuation proposal, applicants were asked to address integrated education and workforce activities; strategies for student recruitment and retention; and student transitions into postsecondary education, training and employment.

ICCB provided technical assistance and resources to aid programs in meeting the requirements of the Workforce Innovation and Opportunity Act (WIOA). Adult education providers developed regional and local plans in partnership with their respective local workforce boards to align education and employment services to meet local needs of students and employers.

STAKEHOLDER COLLABORATION

State Workforce System: An interagency group consisting of State Workforce Innovation Board and WIOA core partners including the Illinois Department of Commerce and Economic Opportunity (Commerce), the Illinois Department of Employment Security (Employment Security), the Illinois Department of Human Services Division of Vocational Rehabilitation (Vocational Rehabilitation) and the Illinois Community College Board (ICCB) Adult Education submitted a State Unified Plan to the Departments of Education and Labor. The Unified Plan contains strategies to integrate education, workforce and employment services to serve targeted populations. Work is currently being completed to implement the strategies outlined in the Unified State Plan.

FUTURE INITIATIVES

⇒ The ICCB is currently working with a state interagency workgroup to develop State Technical Assistance Teams (STAT) to provide technical assistance to local areas in the implementation of WIOA.

⇒ The ICCB will train cohorts of instructors using “Train-the Trainer” model, to ensure high quality curriculum and instruction are based upon the Illinois ABE/ASE and ESL Content Standards to produce College and Career Ready adult education students.

⇒ On demand professional development resources will be created to enhance integration of technology, increase digital awareness, and expand distance education learning opportunities for adult learners.

⇒ ICCB will expand its data system by providing tools to monitor instructors’ participation in professional development activities and its correlation with student outcomes. In addition, ICCB will review re-

gional and local data to expand pathway models throughout the state.

⇒The ICCB will develop multiple alternative High School Equivalency credentialing options to ensure multiple on ramps for adults to obtain a HSE credential based on a candidates high school/HSE credit, postsecondary credit, foreign diploma, as well as a competency based achievement model. The goal is to recognize prior learning and smooth the transition to postsecondary education, training, and employment opportunities.

⇒ The ICCB will also develop strategic plans aligned with state, local and regional labor market and education data to enhance services to adult education students.