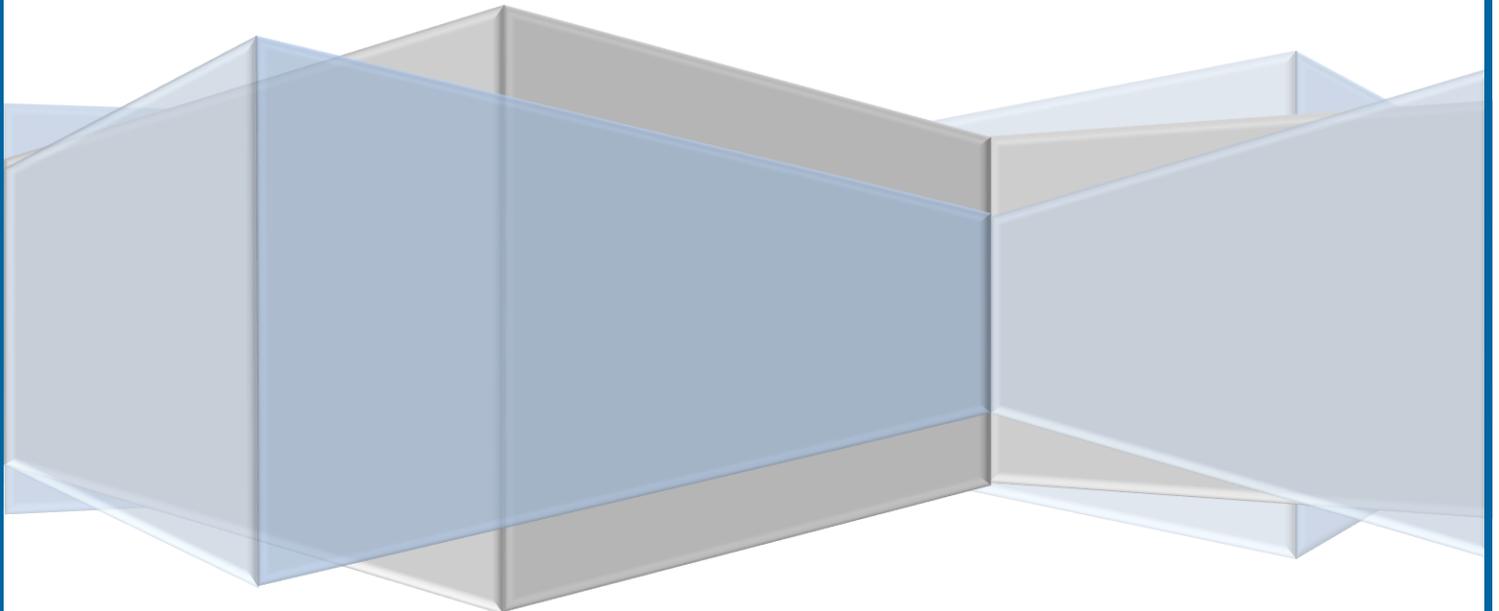




FY 2020 ADULT EDUCATION AND LITERACY



REPORT TO THE GOVERNOR AND GENERAL ASSEMBLY



**ILLINOIS
COMMUNITY
COLLEGE BOARD
FY2020
ADULT EDUCATION
AND LITERACY
ANNUAL REPORT**

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ICCB'S PROMISE FOR ILLINOIS ADULT EDUCATION

The *Expanding Career Pathways Opportunities in Adult Education: Strategic Directions for Illinois, Strategic Five-Year Plan's* Vision Statement reflects the Illinois Community College Board's (ICCB) commitment to adult education. "In partnership with other stakeholders, we will create learning opportunities that align with statewide education, training, and employment strategies to *ensure all adult learners* have access to and success across services that are cohesive, coordinated, and innovative to promote better economic opportunities, greater equity, and sustainable career pathways."

Purpose of Adult Education

The purpose of the federal Adult Education and Literacy Act (AELA), Title II of the Workforce Innovation 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, who are basic skills deficient, who do not have a secondary school diploma or its recognized equivalent, who have not achieved an equivalent level of education, or who are English language learners. The most recent data for Illinois residents indicate the following:

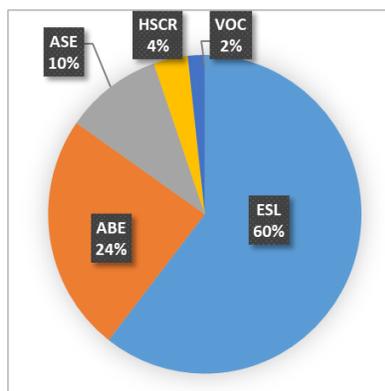
- Over **1 million** of 10.2 million Illinoisans over the age of 16 **have less than 12 grades of formal education**. Included in this number are **403,143** individuals over age 16 with **less than a 9th grade education**.⁽¹⁾
- Over **2.7 million Illinois residents speak a language other than English** as the primary language in their homes. Over **400,000 of these individuals** are over 16 and **lack the English literacy skills necessary for entry and advancement in the labor force**.⁽¹⁾
- More than **300,000 immigrants are currently residing in Illinois**. English literacy and civics education provides individuals with a pathway to citizenship, improved education, and employment.⁽¹⁾

Workforce Innovation and Opportunity Act: Title II—Adult Education Activities

The ICCB is the state-level entity responsible for Title II, is a member of the state of Illinois Workforce Innovation Board (IWIB), and is represented on all state-level major Workforce Innovation and Opportunities Act workgroups and committees.

Title II funded providers fulfill membership responsibilities on each Local Workforce Innovation Board (LWIB) by providing Adult Basic Education, Adult Secondary Education, High School Credit, English as a Second Language, and Vocational activities and services outlined in the Unified State Plan as well as the goals and strategies in the Expanding Career Pathway Opportunities in Adult Education Strategic Plan. The ICCB continues to work with other partners around service integration in order to reduce duplication and to ensure effective collaboration around the expansion and scaling of comprehensive career pathways in each local area.

Figure 1 / Table 1: Students served in Adult Education and Literacy in FY20



| Instruction Type | Students | Units ² |
|------------------------------------|---------------|--------------------|
| English as a Second Language (ESL) | 32,458 | 320,347 |
| Adult Basic Education (ABE) | 12,970 | 128,727 |
| Adult Secondary Education (ASE) | 5,372 | 56,993 |
| High School Credit (HSCR) | 1,896 | 47,648 |
| Vocational (VOC) | 933 | 6,430 |
| TOTAL | 53,629 | 560,146 |

¹ U.S. Census, Index of Need, 2020

² One unit of instruction equals 15 hours of enrollment

Workforce Preparation

The ICCB continues to support the development and expansion of Integrated Education and Training (IET) and Bridge programs designed to accelerate and connect the adult literacy instruction with technical or workforce training leading to industry-recognized/postsecondary credentials and meaningful employment. As a part of a continuous improvement strategy, the ICCB Adult Education staff, with staff members from the Professional Development Network and the Illinois Center for Specialized Professional Support, participated in a year-long technical assistance research project funded by the U.S. Department of Education and facilitated by the American Institute of Research. The goal was to evaluate the effectiveness of our professional development offerings on IET and bridge program outcomes. The research findings validated the efforts and direction of the ICCB Adult Education Program and the ongoing technical assistance, demonstrating that adult education programs who engaged in the targeted professional development had increased program and student outcomes relating to the development and implementation of Bridge and IET programming. Table 2 and 3 illustrate the continued growth of both Bridge and IET programs throughout the state.

| Career Pathway | No. Programs FY 19 | No. Programs FY20 |
|---|--------------------|-------------------|
| Ag, Food and Natural Resources | 0 | 1 |
| Architecture and Construction | 0 | 2 |
| Business Management and Administration | 1 | 8 |
| Career/College | 0 | 17 |
| Education & Training | 1 | 11 |
| Health Science | 12 | 42 |
| Hospitality & Tourism | 3 | 5 |
| Information Technology | 3 | 15 |
| Law, Public Safety, Corrections | 0 | 1 |
| Manufacturing | 14 | 30 |
| Transportation, Distribution, and Logistics | 6 | 6 |
| TOTAL | 40 | 138 |

| Career Pathway | No. Programs FY19 | No. Programs FY20 |
|--|-------------------|-------------------|
| Architecture and Construction | 1 | 7 |
| Business Management and Administration | 7 | 4 |
| Education and Training | 0 | 3 |
| Health Science | 14 | 34 |
| Hospitality and Tourism | 0 | 1 |
| Human Services | 0 | 2 |
| Information Technology | 7 | 11 |
| Law, Public Safety, Corrections and Security | 1 | 1 |
| Manufacturing | 18 | 28 |
| Transportation, Distribution, and Logistics | 5 | 4 |
| TOTAL | 53 | 95 |

Provider Diversity and Program Approval and Selection

Programs selected for funding were required to demonstrate past effectiveness in providing adult education instruction, bridge programs, and integrated education and workforce activities with the goal of transitioning adult learners to postsecondary education, training, and into employment. Applicants were also required to describe their partnership with local workforce boards, partnerships with core and required partners, and how their regional and local plans meet the local needs of students and employers.

Services were offered through 78 providers from a variety of provider types which include:

- 13 Local Education Agencies
- 3 Faith-based Organizations
- 21 Community-Based Organizations
- 37 Community Colleges
- 3 Four-Year Colleges or Universities
- 1 Illinois Department of Corrections System.

Early School Leaver Program

The Early School Leaver Transition Program (ESLTP) is designed for out-of-school youth between the ages of 16 and 24. The program is specifically aimed at helping “at-risk” youth become reoriented and motivated to complete their education by allowing students to participate in adult education instruction as well as career and workforce training activities. The overarching goal of the ESLTP is to assist students in achieving high school completion or a High School Equivalency credential as the basis for entry into postsecondary education/training and meaningful employment. There are currently eight ESLTP sites across the state of Illinois serving approximately 400 students annually.

English Language Acquisition (ELA) and Integrated English Literacy and Civics Education (IEL/CE)

The ICCB held its first IEL/CE grant competition for eligible providers in April 2017. This funding is designed to ensure English Language Learners develop workplace skills, have access to integrated career training, and civics education. In FY20, all 26 approved applicants continued their program and continued to develop and scale effective instruction developed remotely.

The ICCB continues to provide research, professional development, and technical assistance to ensure the state IEL/CE services meet the guidelines of WIOA 243 regulations, the needs of the local workforce, and the needs of the learners.

Response to Covid-19

The ICCB responded quickly to the Covid-19 Pandemic by immediately expanding remote curricular opportunities, adjusting compliance requirements and expectations for student enrolment, and releasing approximately \$2 million for programs to purchase technology tools that benefit learners. Adult education programs across the state purchased laptops and tablets for technology lending libraries, wireless hotspots for students lacking internet access, and instructional tools for remote instruction. Adult learners across the state were able to continue with their education. Additionally, the Adult Education Professional Development Network supports adult education professionals through targeted, relevant, and evidence-based training and technical assistance. This existing infrastructure ensured the diverse programs throughout the state had access to comprehensive and immediate support in response to the Covid-19 pandemic. Resources created and/or shared with adult education professionals focused on strategies to continue serving adult learners with 23 unique webinars and the facilitation of a state-wide mentoring project between March 20, 2020 through June 30, 2020.

Professional development opportunities ranged from topics such as *Tech Learn & Share*, *Keeping Students Learning and Engaged with Online Learning*, *Effective Ways to Serve No Tech/Low Tech Students*, *Acceleration Strategies for ICAPS/IETS*, *Providing Support Services at a Distance*, to *Teaching Citizenship Remotely*.

Recognizing the different skill levels of adult education professionals moving to remote learning, the Professional Development Network facilitated a peer mentoring project for 21 teachers, covering all aspects of technology and remote teaching to assure both teachers and students were fully supported.

Student Success

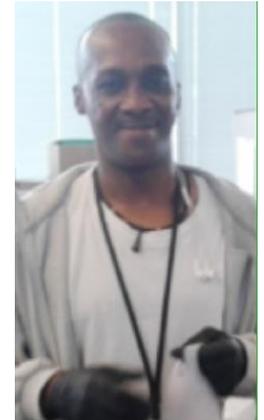
Adult education students across the state achieved their educational goals and made significant strides in Fiscal Year 2020. The following student success stories from Rock Valley College, South Suburban College, and A Safe Haven provide a brief snapshot of their experiences.



The **Rock Valley College** Adult Education IET Program was proud to include eight new students during the Spring 2020 semester. Students participated in the following integrated certificate programs: IT Network Technician (2 students), Industrial Welding (3 students), and Mechatronics (3 students). In spite of COVID-19 program complexities, through innovative thinking, positive attitudes, and support from many channels, 100% of the Rock Valley College Spring 2020 IET students successfully completed their first semester of

college, collectively earning 54 college credits.

Walter Lee was a resident of the Cook County Sheriff Alternative Temporary Housing Program, a selective, high impact, structured community-based residential environment for justice involved individuals with no stable housing. This program, housed at **A Safe Haven**, also provides adult education services. Mr. Lee enrolled in the A Safe Haven's Adult Basic Education program with the goal of improving his literacy skills to be eligible for training in the Housekeeping industry. Mr. Lee was so successful in his training that he is now employed by the Housekeeping department at A Safe Haven.



Maria "Lina" Guzman, an immigrant, earned her High School Equivalency Certificate in June of 2020 at **South Suburban College** while engaging in remote instruction as a result of the Covid-19 pandemic. Ms. Guzman stated, *"I know more about American history than I know about my native country. I learned Science and Math... I learned so much Math! And I learned, to write in English so that I can communicate with customers and co-workers when we can't speak directly to each other."*

Ms. Guzman plans to continue her education at South Suburban College and is hoping to start her own small business. The student stories at Rock Valley College, South Suburban College, and A Save Haven provide a snapshot of the impact of Adult Education in Illinois. In FY2020, the adult education programs across the state impacted the lives of over 53,000 Illinoisans.

Illinois' Investment in Adult Education

| Adult Education and Literacy Resources Federal and State Funding in FY2020 | |
|---|----------------------|
| Federal Basic Appropriation | \$ 19,643,306 |
| Federal IEL/Civics | \$ 2,863,884 |
| State Basic Appropriation | \$22,651,000 |
| State Performance | \$ 11,236,700 |
| TOTAL | \$ 56,394,890 |
| Reimbursement Rates | |
| Adult Basic Education | \$101.98 |
| Adult Secondary Education | \$ 91.78 |
| Vocation Skills Training | \$127.48 |
| English as a Second Language | \$101.98 |
| High School Credit Recovery | \$ 91.78 |

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 ICCB Adult Education and Literacy, created a Unified State Plan. The interagency group continues to meet regularly to ensure strategic implementation of the delivery of integrated services through comprehensive One-Stop Centers in each economic development region.

The ICCB led all Title II initiatives, serving adult education students working toward their high school credentials, expanding Bridge and ICAPS programming, providing English Language Acquisition and Civics instruction, Integrated English Language and Civics Education, and provided basic education services for justice involved individuals in the Illinois Department of Corrections, county jails, and transitional housing programs. 100% of adult education instruction was standards-based, ensuring students who fully

engaged in the instructional process developed the skills to successfully transition to postsecondary education and workforce training. Additionally, all adult education programs provided instruction and support services in career awareness, job readiness, and soft-skill development. These ongoing efforts address the goals outlined in *Expanding Career Pathways Opportunities in Adult Education: Strategic Directions for Illinois, Strategic Five-Year Plan*. Activities that address these goals include the following:

- **Goal 1: Scale Effective Strategies and Models across the System:** Adult education programs across Illinois developed, scaled, and implemented integrated education and training and bridge programs. With the continued engagement with key stakeholders at the state and local levels, these integrated educational programs are designed with the local labor market and students' needs in mind.
- **Goal 2: Postsecondary Transition and Credential Attainment:** Building on the Adult Education Standards-in-Action project, the integration of instructional pathways with standards credentialed teachers, in FY20 the College and Career Pathway was developed and implemented with the goal of transitioning adult learners to post-secondary education.
- **Goal 3: College and Career Readiness:** The targeted and specialized professional development provided to adult education instructors and career navigators ensures the curriculum standards are always aligned with college and career expectations and current labor market trends.
- **Goal 4: Lifelong Career Pathways Systems & Integrate Enabling Technologies.** With the sudden pivot to 100% remote teaching, the ICCB led programs through significant changes in service delivery with a focus on sustaining the technology integration and innovation post pandemic.

Future Initiatives

- The ICCB will explore the effectiveness of practitioner cohort models to include mentoring, targeted professional development, promising practices, and partnerships to scale effective programs.
- Identify and create policy conditions and incentives to facilitate stronger transitions between Adult Education and postsecondary education. Partner with community colleges and four-year colleges and universities to expand the use of the Ability-to-Benefit provision, which gives students, without a high school diploma, the opportunity to enroll in postsecondary programs with financial aid support.
- The ICCB will continue to work with stakeholders to develop a statewide student recruitment strategy and model promising practices to increase the number of adult learners served through Title II programs.
- The ICCB will expand the equity focus on instruction, incorporating Universal Design for Learning and launching a Professional Development Pathway focusing on equity in the classroom.
- The ICCB will examine state data and focus on equity of access of adult education and career pathway instruction that satisfies regional and local job market needs and identify external and internal supports that will eliminate or reduce barriers for student success.
- The ICCB will focus on pre-apprenticeship and apprenticeship trainings to provide innovative methods of educating adult learners and creating a talent pipeline.
- The ICCB will explore a new funding methodology that will increase learner outcomes and credential attainment.
- The ICCB Adult Education staff members will engage in the Evaluation Committee, a workgroup under the Continuous Improvement Committee of the Workforce Innovation Board, to develop an evaluation framework for WIOA Core Partners.