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| **English Language Acquisition (Title II- Adult Education and Literacy Program)**This review is meant to evaluate the English Language Acquisition program authorized and funded under WIOA Title II- Adult Education and Literacy Program, including the Integrated English Language and Civics Education program.  |
| College Name: |  |
| Academic Years Reviewed: |  |
| **Performance and Equity**Please complete for the ELA program reviewed. |
|  | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| Number of Students Enrolled |  |  |  |  |  |
| Number of Completers |  |  |  |  |  |
| Number of Students in a Bridges course: |  |  |  |  |  |
| Number of Students in an ICAPS course: |  |  |  |  |  |
| Number of Students in Workplace Literacy Training |  |  |  |  |  |
| Other (Please identify) |  |  |  |  |  |
| How does the data support the program goals? Elaborate.  |  |
| Are there any identifiable gaps? If so, please explain.  |  |
| What is the college doing to overcome any identifiable gaps? |  |
| Specifically, what is the college doing to overcome racial equity gaps if racial equity gaps exist? |  |
| **Review Summary**  |
| **Program Objectives**What are the objectives of the English Language Acquisition program?  |  |
| To what extent are these objectives or goals being achieved? How do you know the extent to which they are being achieved? |  |
| How do your program objectives align with the goals and objectives in the [2018-2023 Illinois Adult Education Strategic Plan](https://www.iccb.org/iccb/wp-content/pdfs/adulted/strategic_plan/ICCB_Adult_Education_Strategic_Plan_2018-2023.pdf)? |  |
| What gaps were identified as it relates to program need? |  |
| What additional support is needed to help students transition to post-secondary or employment? |  |
| Based upon this review, what steps are being taken to offer curricula more cost-effectively? |  |
| Discuss how the program strengths will lead to improved student outcomes.  |  |
| **Prior Review Update**Describe any quality improvements or modifications made since the last review period. |  |
| **Review Analysis**Complete the following fields and provide concise information where applicable. Please do not insert data sets but summarize the data to completely answer the questions. Review will be sent back if any of the below fields are left empty or inadequate information is provided.  |
| **Indicator 1: Need** | **Response** |
| 1.1 Detail how the ELA offerings align with the Index of Need and priority populations identified in WIOA for the program area.  |  |
| 1.2 Detail how the Bridge and ICAPS offerings are aligned with both college offerings and LWIB lists.  |  |
| 1.3 Detail how past ELA enrollment trends compare to the index of need. |  |
| 1.4 Detail how Bridge Program enrollment trends compare to the index of need.  |  |
| **Indicator 2: Cost Effectiveness** | **Response** |
| 2.1 What is the cost per student associated with this program?  |  |
| 2.2 How is the college supporting the training portion of an IET for adult education students? |  |
| 2.3 Explain how institutional dollars provided to the Adult Education program are used to increase ELA student outcomes. |  |
| 2.4 What sources are being utilized in braided funding? |  |
| 2.5 Identify any sustainability plans for adult education, ICAPS and Bridge programs.  |  |
| 2.6 Are there needs for additional ELA resources? If so, what are they? |  |
| **Indicator 3: Quality** | **Response** |
| 3.1 What are the program’s strengths? |  |
| 3.2 What are the potential weaknesses of the program? |  |
| 3.3 How is the college ensuring that the adult education program is using the Illinois ELA Content Standards in the delivery of instruction? |  |
| 3.4 Identify existing ICAPS programs with ELA students and how they have been incorporated across the institution. List any plans for future ICAPS programs.  |  |
| 3.5 Detail various instructional delivery methods of this program. (online, flexible-scheduling, team-teaching, accelerated, etc.) |  |
| 3.6 What innovation has been brought to or implemented in the program? |  |
| 3.7 Have partnerships been formed since the last review that may increase the quality of the program and its courses? If so, with whom? |  |
| 3.8 What professional development or training is offered to instructors and/or staff to ensure quality programming (including ICCB-sponsored activities)? |  |
| 3.9 Identify barriers to successful implementation of ICAPS programs and strategies to address these barriers. |  |
| 3.10 How does the program partner with WIOA Core partners to ensure ELA students successfully transition to post-secondary education? |  |
| 3.11 Detail the types of professional development where staff have participated related to ELA Bridge and ICAPS programming.  |  |
| 3.12 Discuss how ELA and transition courses provide the academic skills necessary for students to be successful in post-secondary education and training.  |  |
| 3.13 Detail how technology skills are being integrated into instruction to improve student outcomes.  |  |
| 3.14 How do adult education students access college services – library, tutoring, admissions, health counseling, etc.? |  |
| 3.15 How is numeracy covered in the ELA program’s various offerings?  |  |
| 3.16 Is the ELA program entirely or partially funded by the IELCE grant? If so, how are the components being addressed?  |  |
| List any barriers encountered while implementing the program. |
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|  **Review Results- Next Steps** |
| **Rationale**Provide a brief summary of the review findings and a rationale for any future modifications in need, transitions, cost, and quality. |  |
| **Intended Action Steps**Detail action steps to be completed in the future based on this review for need, transitions, cost, and quality with a timeline and/or anticipated dates. |  |
| **Program Objectives**If program objectives are not being met, what action steps will be taken to achieve program objectives? |  |
| **Performance and Equity**To what extent are action steps being implemented to address equity gaps, including racial equity gaps? |  |
| **Resources Needed** |  |
| **Responsibility**Who is responsible for completing or implementing the modifications? |  |