

*Illinois Community College Board*

**FY 2005  
ADULT EDUCATION  
AND  
FAMILY LITERACY**



**REPORT TO THE GOVERNOR AND  
GENERAL ASSEMBLY**

*A summary of programs and activities  
during the fiscal year July 1, 2004  
through June 30, 2005*

**ILLINOIS COMMUNITY  
COLLEGE BOARD**

**FY 2005 ADULT EDUCATION  
AND FAMILY LITERACY  
ANNUAL REPORT**

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**ICCB's Promise for Illinois Adult Education**

Economic and demographic changes are dramatically increasing the need for adult education, basic literacy, and English-as-a-Second Language programs. Millions of Illinois residents lack the level of literacy skills needed to obtain good jobs, perform well on the job, and function well in an increasingly complex society. Addressing the scope and diversity of need for adult education and literacy skills takes community colleges, public schools, community based organizations, and others working together to provide the education and services needed by a wide variety of adult learners.

The Illinois Community College Board (ICCB) is committed to strengthening these partnerships and working to expand Adult Education and Family Literacy services that will enable individuals to increase basic skills and become more productive citizens.

**Purpose of Adult Education**

The purpose of the federal Adult Education and Family Literacy Act, Title II of the Workforce Investment Act (WIA), is to create a partnership among the Federal government, States, and local communities to provide adult education and literacy services to individuals who have attained 16 years of age or above, who are not enrolled or required to be enrolled in secondary school under state law; and to provide instructional and support services that are designed to:

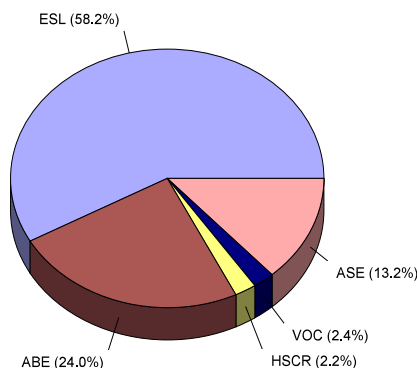
- assist adults to become literate and obtain the knowledge and skills necessary for employment and self-sufficiency;
- assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and
- assist adults in the completion of a secondary school education.

**There is a Critical Need for Adult Education in Illinois**

- More than 1.7 million of Illinois' 9.8 million adults have less than 12 grades of formal education. Included in this number are more than 687,000 people with less than a 9<sup>th</sup> grade education. (*U.S. Census, Index of Need, 2005*)
- Approximately 690,000 immigrants are currently residing in Illinois. Many of these individuals need English literacy and civics education to participate more fully in education and the workforce and to obtain citizenship. (*U.S. Census, Index of Need, 2005*)
- Almost 2.3 million Illinois residents speak a language other than English as the primary language in their home. Many are in need of English literacy skills for entry and advancement in the labor force. (*U.S. Census, Index of Need, 2005*)

**FY 2005 Students Served and Units Provided in Adult Education**

Students in Adult Education and Family Literacy



| <u>Instruction Type</u>                    | <u>Students</u> | <u>Units*</u>    |
|--|-----------------|------------------|
| <b>English-as-a-Second Language (ESL)</b>  | <b>79,856</b>   | <b>744,676</b>   |
| <b>Adult Basic Education (ABE)</b>         | <b>33,014</b>   | <b>281,990</b>   |
| <b>Adult Secondary Education (ASE)/GED</b> | <b>18,052</b>   | <b>147,672</b>   |
| <b>High School Credit (HSCR)</b>           | <b>2,989</b>    | <b>49,482</b>    |
| <b>Vocational (VOC)</b>                    | <b>3,287</b>    | <b>25,680</b>    |
| <b>TOTAL</b>                               | <b>137,198</b>  | <b>1,249,500</b> |

\*One unit of instruction equals 15 hours of enrollment.

## WORKFORCE PREPARATION

- ❑ Earning a General Education Development (GED) provides individuals opportunities to further employment, training, and postsecondary education. 12,057 individuals earned GED awards in Illinois during fiscal year 2005.
- ❑ In Fiscal Year 2005, 16,713 adult education students who completed instruction received earnings in the first quarter following their program exit and 81% of these individuals maintained earnings in the third quarter after exiting the program.
- ❑ 8,075 Adult Education and Family Literacy students receiving public assistance gained skills which helped reduce or cancel their public assistance grants that amounted to millions of dollars in welfare savings.

## ENGLISH-AS-A-SECOND LANGUAGE AND EL / CIVICS

- ❑ English-as-a-Second Language learners continue to constitute the majority (58.2 percent) of Adult Education instruction. Eighty-one Adult Education programs throughout Illinois provide ESL instruction.
- ❑ More than 8,600 EL/Civics funded students were served in 41 Adult Education programs throughout the state. These learners become more competent in English literacy and civics education to participate more fully in education and the workforce and to obtain citizenship.
- ❑ The third annual ESL and EL/Civics Summer Institute was held in June of 2005. More than seventy-five instructors received professional development on how cultural factors can enhance English language instruction and inform materials selection.
- ❑ 2,060 ESL and EL/Civics instructors across the state participated in 228 professional development activities to enhance instructional delivery.

## EXCEPTIONAL PERFORMANCE

- ❑ Illinois Adult Education and Family Literacy exceeded it's Workforce Investment Act performance targets at 116 percent of the goal in Fiscal Year 2005. Attainment of these high standards determine Illinois' eligibility to receive additional federal incentive funds.

## NATIONAL RECOGNITION

- ❑ Illinois Adult Education was selected to participate in three national projects:
  - Project IDEAL, a consortium of 14 state Adult Education programs examining the benefits of expanding distance learning in Adult Education;
  - The STAR Project, a reading reform and research project for intermediate level learners in Adult Education built around evidence-based reading practices; and,
  - The national ESL Content Standards Working Group, a group formed to provide technical assistance to states to further standardize curriculum and content.

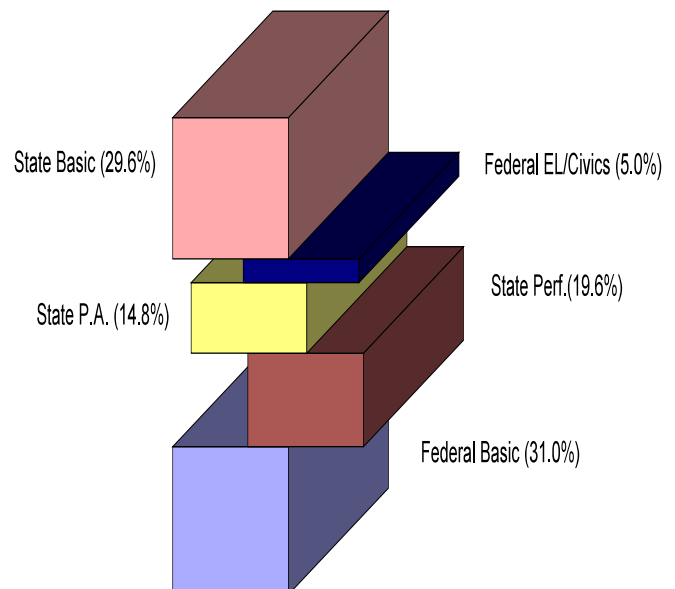
### Federal and State Funding in Fiscal Year 2005

|                              |                     |
|------------------------------|---------------------|
| Federal Basic Appropriation  | \$16,569,507        |
| Federal EL/Civics            | \$ 2,710,907        |
| State Basic Appropriation    | \$15,829,600        |
| State Performance            | \$10,491,800        |
| State Public Assistance (PA) | \$ 7,922,100        |
| <b>Total</b>                 | <b>\$53,432,014</b> |

### State Reimbursement Rates for Adult Education

|                            |          |
|----------------------------|----------|
| Adult Basic Education      | \$ 82.73 |
| Adult Secondary Education  | \$ 74.46 |
| Vocational Skills Training | \$103.41 |

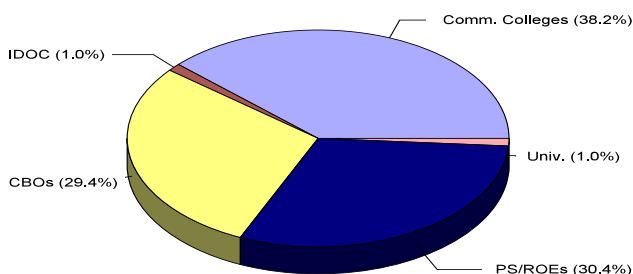
Funds by Source for Adult Education and Family Literacy



## DIVERSITY OF PROVIDERS

| <u>Provider Type</u>                                      | <u>Count</u> |
|---|--------------|
| Community College Districts                               | 39           |
| Public School Districts/<br>Regional Offices of Education | 31           |
| Community-Based Organizations                             | 30           |
| Illinois Department of Corrections                        | 1            |
| Public University   | <u>1</u>     |
| <b>Total</b>  | <b>102</b>   |

**Adult Education and Family Literacy Providers**



### Criteria for Program Approval

Proposals for funding are reviewed by staff of the Illinois Community College Board and partner state entities familiar with Adult Education and Family Literacy programming. The review criteria include the quality of the proposed programs and services in the following areas:

- Program Planning
- Educational Gains
- Curriculum and Instruction
- Staffing and Staff Development
- Support Services
- Recruitment
- Student Retention

## STAKEHOLDER COLLABORATION

- ❑ The Adult Education and Family Literacy Advisory Council, composed of all provider types and other stakeholders, advises the ICCB on Adult Education issues.
- ❑ In Fiscal Year 2005, the Council examined important topics in Adult Education including the development of a Data Quality Standards Self-Review Instrument; review of the professional development planner; evaluation of literacy services and adult education curriculum; and the statewide coordination of workforce and other adult education services.

## INNOVATIONS IN INSTRUCTION

- ❑ ICCB provides local leadership grants to develop best practices in Adult Education that are shared with providers statewide. Fiscal Year 2005 grants supported development of a health literacy curriculum, strategies to enhance student transition to higher learning, a study on support services and retention, and an online lesson plan database for use by adult education instructors.
- ❑ Through GED Illinois Online, 2,225 students benefitted from the flexibility of online instruction in Fiscal Year 2005. Illinois Adult Education programs use this technology to offer entire online GED courses or as a supplement to classroom instruction. Additional information regarding GED Illinois Online is available at: <http://www.gedillinois.org>

## FUTURE INITIATIVES

- ❑ Continue to seek and expand fiscal resources to meet the need for Adult Education and Family Literacy throughout Illinois.
- ❑ Oversee Illinois' GED Testing Program and seek resources to enhance and expand testing to individuals statewide.
- ❑ Conduct quality pilots of the new web-based data collection system to ensure an effective transition from the current data collection system.
- ❑ Complete the STAR reading project pilots and implement additional scientifically based reading processes that focus on increasing learner outcomes.
- ❑ Implement the English-as-a-Second Language content standards throughout the AEFL system and begin to align local curriculum with these content standards throughout the Adult Education system.
- ❑ Continue to increase accountability among all adult education programs by enhancing the program monitoring process.
- ❑ Further develop the evaluation component of the AEFL monitoring process and begin its implementation.
- ❑ Implement the enhanced requirements pertaining to instructor qualifications and professional development.
- ❑ Continue the statewide initiative on Special Learning Needs Professional Development Training.