Adult Education and Literacy Five-Year Strategic Plan Strategic Action Subcommittee

Draft Strategic Priority Action Plan

April 2018

INTRODUCTION

In January, 2018, the **Statewide Taskforce on the Future Direction of Adult Education and Literacy within the Illinois Community College Board (ICCB)** submitted to the Governor and General Assembly a Strategic Plan titled **"Expanding Career Pathways Opportunities in Adult Education: Strategic Directions for Illinois 2018-2023."** The strategic five-year plan charts a progressive course for the state's Adult Education and Literacy System. This plan addresses the need for continued development of comprehensive career pathways, college and career readiness, transitions from Adult Education programs to college and employment, foundational learning, basic literacy and English-language skills, and lifelong learning and enabling technologies to address the future of work. As a result of the development of this plan, and the associated four goals the taskforce developed (described below), it was clear that a process and framework to operationalize this strategic plan, was needed with specific action steps.

STRATEGIC PLAN ACTION SUBCOMMITTEE

Following the submission of the five-year strategic plan, ICCB developed a second phase of the strategic planning process by assembling the *Adult Education and Literacy Five-Year Strategic Plan Action Subcommittee*. The charge of the subcommittee was to operationalize the plan by developing a complementary *Priority Action Plan* that includes detailed priority action steps for the four strategic goals and the associated objectives. The overall expectation is that the action plan will facilitate stronger implementation across all education levels and locations throughout the state.

The 40+ members of the Strategic Action Plan Subcommittee represented a broad set of critical stakeholders: ICCB and Adult Education staff and system leaders; Adult Education administrators and practitioners; stakeholders from agencies such as employment security, commerce and economic development, rehabilitation services, human services, and continuing education; literacy offices and councils; K-12; student assistance commission; community college leadership; representatives of workforce development and partnerships, community development, employers, service centers, professional development providers, and several community-based organizations, among other important stakeholders. The subcommittee met in person in March and April 2018 to develop this action plan and put into action the goals developed by the taskforce.

ACTION PLAN DEVELOPMENT

Members were assigned to develop action steps, collaboratively, within a cross-functional group for each of the four goal areas. In between meetings, members were engaged in facilitated conference calls to continue development of the action steps. The final in-person subcommittee meeting held in April prioritized the draft action steps developed by the four teams into a comprehensive draft action plan.

In all, there are four strategic goals (outlined below), 29 objectives, and 144 action steps associated with those objectives. The subcommittee prioritized the action steps to ensure the plan could be rolled-out in phases over the next five years. The subcommittee felt strongly that the action plan was designed and intended to be implemented in partnership with WIOA core and required partners, state agencies, Career Technical Education (CTE) employers and employer organizations, community colleges, Adult Education providers, community organizations, philanthropic organizations, as well as other stakeholders.

ACTION PLAN CROSS-CUTTING THEMES

What emerged from the large-group discussion at the final meeting in April, was a set of relevant and cross-cutting themes that all four subcommittee teams articulated as core to the operationalization of the strategic plan:

- *A Statewide Landscape Analysis* that would identify, document, and research fundamental elements of the work needed for strong action and implementation. Core areas must include: prior learning assessment strategies, assessment policies, matriculation and alignment of levels, best practices relative to the Employability Framework, employer engagement, IET models, instructional technology and digital learning exemplars, and more

- *Professional Development* to support all of the skill development work needed by students, instructional and support staff, and leaders. The PD will promote the responsiveness of the system across all goals, objectives, and action steps. The subcommittee wanted to particularly focus more PD at the *regional level in collaboration with existing WIOA efforts*, given a lot of PD is delivered statewide and locally.

- *Unified Narrative and Communications* was identified as critical across all objectives meaning, that progress on action steps and implementation is inextricably linked to language barriers across partners/agencies, and the system needs to develop common messaging, positive rebranding, and build awareness and buy-in at multiple levels to improve outcomes.

- *Partnerships* and the need to double-down via several action steps to collaborate and align with partners was repeated again and again across all of the goals areas; including strengthening partnerships with employers to ensure students have access to work-based experiences, stronger linkages to CTE to build IETs for all students including English Language Learners, and to support the ongoing development of partnerships by structuring a regional council or a regional partnership that would bring all of the core partners together less episodically to address system issues and tackle education and workforce challenges together.

Most importantly, this subcommittee expressed the desire to stay actively engaged with ICCB and other partnering organizations to support the implementation of the strategic plan and advance the actions steps. The subcommittee volunteered to be 'champions' in the field, especially when professional development or other training events are scheduled. They expressed wholeheartedly that they want to be part of the solution moving these goals and actions forward.

TIMELINE 2018
- **April 12-20** – *draft Priority Action Steps Plan posted for public comment*
- **April 23-27** – *final edits to the Priority Action Steps Plan*
- **April 30** – *final Priority Action Steps Plan submitted to ICCB for approval*
- **June ICCB Board Meeting** – *Adult Education Strategic Plan and Priority Action Steps presented for review and approval*
- **July 1** *ongoing – implementation statewide*

DRAFT STRATEGIC PRIORITY ACTION STEPS PLAN

To begin, the overall Strategic Plan Vision Statement and four primary Strategic Plan Goals, timeline, and draft Action Steps**:**

VISION STATEMENT

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.

STRATEGIC PLAN GOALS

Goal 1: Improve Outcomes by Scaling Effective Models and Strategies Across the System

- Building, expanding, and scaling comprehensive career pathways systems, and create the conditions across every Adult Education program to find breakthrough ways of expanding these proven models.

Goal 2: Increase Postsecondary Transitions and Credential Attainment

- Recognizing that access to postsecondary education is not enough, but also ensure students are accessing postsecondary education and earning credentials that are in demand.

Goal 3: Strengthen College and Career Readiness

- College and career readiness for underprepared adult students is critical to overall success. Increasingly, students entering the workforce are discovering that they need critical knowledge and skills that are used in the workplace.

Goal 4: Develop Lifelong Career Pathway Systems & Enabling Technologies

- Strategizing for career and life options while meeting the diverse and context-specific learning needs of various age groups, including the acquisition of basic literacy, and technical skills through both formal education and effective alternative pathways to learning.

DRAFT PRIORITY ACTION STEPS PLAN (GOALS 1-4 and associated objectives)

Strategic Action Plan Expanding Career Pathway Opportunities in Adult Education: Strategies Directions for Illinois 2018-2023		
Goal 1: Improve Outcomes by Scaling Effective Models and Strategies Across the System		
Objective #1: Develop, expand, and enhance partnerships across the state, and provide guidance and professional development to inform partners of the role of comprehensive pathway systems and Adult Education programs and their impact within their respective region		
Action Step(s)	**Outcomes**	**Notes**
Educate Partners on Adult Education initiatives and work to establish common vocabulary, a knowledge of target populations, and an understanding of successes	Identify common language and messaging and partner engagement for different audiences Develop tools to assist in marketing Identify local branding across the state to build shared vocabulary Recruitment language v partnership administrative language Examine Washington State's process for system wide adoption of the IBEST model	Unified narrative, needs state level push to strengthen unified approach to service populations. Need to connect this to the ICCB president's council
Expand the scope of IET initiatives to include coordination at an area level	Develop area partnerships Map services and programs at an area level to identify gaps and opportunities for collaboration	APC IWIB Need to clarify what area means or add additional language to be more inclusive of area types
Identify partnerships that exist at an area level and provide guidance on essential partnerships that should exist	Checklist or tool for partnerships and identifying services they provide to programs ICAPS website additions More guidance from state level – best practices, technical assistance, PD	This maps to the Partnership Health Assessment in Goal 4 Objective #1

Action Step(s)	Outcomes	Notes
	Better assessment of partner needs	
Provide professional development through area partnership meetings that allow partners to network and work through case studies together	Cross training Area focused professional development	
Expand outreach to community-based organizations not represented in traditional partnership networks. Provide a narrative that connects community organizations to Adult Education outcomes	Checklist or tool for partnerships and identifying services they provide to programs	

Objective #2: Develop on-ramps for all students, including basic skills students and English language learners, into the Adult Education comprehensive career pathways systems

Action Step(s)	Outcomes	Notes
Communicate information about formalized points of eligibility for ICAPS programs to essential partners	Identify points of eligibility for ICAPS programs	Universal and those unique to institutions or programs
Develop an APC level pipeline system.		
Examine programs offering elements of ICAPS that do not meet other qualifications in order to identify ways to develop them into full ICAPS or to act as an onramp for ICAPS	See objective 8 idea of response team Strengthen partnerships between AE providers	
Provide training for programs to see what it looks like to operationalize transition programs at all levels	Targeted PD	
Provide training on services offered by other partners to assist students with specific barriers to take advantage of opportunities (example: Department of Human Services Division of Rehabilitation Services for students with disabilities)	Targeted PD - training courses for core partners	
Explore possibilities for providing additional education and employability skills for justice involved individuals	Research and reach out to DOC and corrections education professionals	Consult with CEO, Inc (NY) for models. Need to involve Department of Corrections, Instructors in prisons, and other experts to further this expansion

Objective #3: Influence and support policies and practices that strengthen Adult Education's voice when actively connecting employment and training to the career pathways system and building responsiveness to businesses' needs		
Action Step(s)	**Outcomes**	**Notes**
Determine what information is effective in building relationships with business and developing productive mutually beneficial partnerships	Developing partnership assessments Contextualized delivery of curriculum to meet specific needs of employer partner Better ability to embed essential employability skill framework Establish or strengthen work-based-learning opportunities	Unified narrative
Provide professional development on interpreting and presenting data and outcomes for administration, staff, and instructors to better facilitate discussion with area partners	Develop template to describe outcomes that can guide key points for communication with partners	
Collect data on students turned away from services or who stop out of programs to better identify barriers to access or barriers to success. Follow up with strategies to identify program limits and improve program structure	Expand support services present in ICAPS to intermediate levels of AE ICCB research to interpret the data and help define narrative around why students are dropping out Establish a list of what support services are offered at each level at each provider	Intermediate level is where students tend to leave ICAPS supports are very good, but the intermediate level needs focused attention
Research long-term development and progress of ICAPS students		
Consider cross communication when designing or renovating data systems		
Expand the narrative about student success over a period of years	Unified narrative	

Objective #4: Ensure Adult Education remains responsive to emerging labor market needs and aligns with economic development regional data, demographic data, and long-range comprehensive community plans through all stages of the scaling process		
Action Step(s)	**Outcomes**	**Notes**
Identify where current data and plans are located, who has access, and train Adult Education programs on how to gain or provide access through partnerships	PD Training materials	
Formalize data sharing practices for partners both area and state levels	Established a formalized process Develop dashboards and reports in DAISI that would allow for digestible area information Explore adding a search feature to DAISI	Ability to used data when communicating with partners
Make data digestible for stakeholders	Develop dashboards and reports in DAISI that would allow for digestible area information Develop communication strategies that tie into goal 3	
Create search features in DAISI for Area Planning Councils to provide area level data		Examine adding more fields of data to DAISI
Objective #5: Explore the use of other innovative Integrated Education and Training Models that facilitate implementation and contextualization at the regional and local level		
Action Step(s)	**Outcomes**	**Notes**
Examine processes used by Title I training programs that have proven successful to explore strategies from other sectors that could improve ICAPS programs or lead to innovations to IET models.	Develop connections with Work based learning opportunities Research other training programs and determine their applicability to AE	
Thoroughly assess all ICAPS program in the state to verify their adherence to required ICAPS components, and if appropriate, define new innovative models of ICAPS based on promising practices and program data	Maintain rigor of ICAPS programs Establish starting point for conversation related to ICAPS development or design within an area	Can this become a component of the monitoring process?

	Create snapshot of what is currently happening – using data collection or conversations/visits to programs Identify regional differences that allow data to still reflect promising practices	
Explore other states' approaches to IETs to identify what other effective models exist. Then teach Illinois programs how to research options and strategies to overcome local barriers	Research Targeted Professional Development component	Also helps IL understand its role in the national conversation
Develop partnerships between training programs and Adult Education providers that can provide the academic components	Strengthen area partnerships and area ICAPS offerings Grow the number of ICAPS model 2	

Objective #6: Support Adult Education programs with a comprehensive professional development plan that engages Adult Education and multiple partners

Action Step(s)	Outcomes	Notes
Conduct joint professional development and cross training with the 4 core partners including practitioners and frontline staff		Define the 4 core partners and ensure collaboration
Develop resources to support training for partners that can be accessed on demand and in different formats	Online and on-demand training Mentorship, Program to program and PD expert to program	Work we are preparing to do with APC ties into this issue, so does current WIOA 101 training in development
Continually assess partners needs related to cross training	See #8	
Provide training on intake process and appropriate referrals process	See #8	
Detail what technical assistance is available related to different program aspects		
Work with APC as a whole to include their partners to determine what services are provided, identify gaps in services, and how to transition students from one program to another		

Objective #7: Develop, expand, and enhance the implementation of both models of ICAPS (model 1 & 2) across the state		
Action Step(s)	**Outcomes**	**Notes**
Identify existing partnerships to determine capacity for expansion, opportunities for program enhancement, or critical needs related to outreach	Cultivate recruitment sources More students in programs Increased access to ICAPS programs within communities Opportunities to rethink programs and program requirements Identify accelerated learning and teaching opportunities Identify stakeholders within a region	
Assess the current scale and practices of ICAPS programs, at both the program and system levels, to identify successful strategies and common barriers	Develop solid structure for ICAPS delivery, providing services, and identifying opportunities for scaling within an area for a specific year Opportunities to rethink programs and program requirements Identify accelerated learning and teaching opportunities Identify important topics for professional development and resource development	PD and self-assessment feedback loop that strengthens practitioner ability to scale Online follow ups to transitions academy to allow for regional and local issues
Establish a working group to research and identify commonalities and differences within the structure of ICAPS program designs and evaluate those common components to program data to validate effectiveness	Identify return on investment Provide data support in the unified narrative used to engage partners Connect our data to data that captures student progress over multiple fiscal years as they	

Action Step(s)	Outcomes	Notes
	move through postsecondary and employment	
Identify agencies and entities offering certificates and credentials, make this information available to programs, and train them to access it in order to expand access to pathway options for students	More students in programs Increased access to ICAPS programs within communities Identify accelerated learning and teaching opportunities Identify stakeholders within a region Develop connections with apprenticeships	
Add individualized training components through the professional development network or the transitions academy that focus on development for new ICAPS programs, enhancement for current ICAPS programs, and are tailored to fit needs articulated by program data.	See objectives #7-8	

Objective #8: Enhance the effectiveness of practitioner cohort models to include mentoring, targeted professional development, promising practices, and partnerships to scale effective programs

Action Step(s)	Outcomes	Notes
Utilize mentoring processes for transition program development	Forum for mentorship Both Program to Program and Expert to Program	
Training around developing team teacher relationships to identify effective practices from other programs, brainstorm pre-meeting activates		Ensure a process for matching team teachers and scheduling planning time is completed
Include online training options for versatility. For example, team teacher learning community		Pre-activities can be an important component -team building -Joint planning -communication
Introduction to ICAPS online module		Videos about team teachers, providing example

Guided professional development within APC that is mediated by an external expert in ICAPS		Provide response team type PD within APCs for guidance on set up, troubleshooting problems, etc.

Goal 2: Increase Postsecondary Transitions and Credential Attainment		
Objective #1: Enable the system to design multiple entry points into postsecondary education for various functioning levels of Adult Education learners that are aligned to clearly identified student readiness levels and credentials, certifications, and/or degrees that lead to employment in high-growth, family-supporting jobs		
Action Step(s)	**Outcomes**	**Notes**
Conduct a landscape analysis to document how prior learning assessments are functioning across state AE and CTE programs and design strategies to award credit appropriately; including an assessment for student digital literacy (AE)	Accelerating completion Improved PLA and assessment processes	Ensure the prior learning assessment for digital literacy is comprehensive (not just usage, but application of technology)
Develop articulation methods from non-credit to credit. Collaborate with CTE to align learning outcomes, assessment, credential requirements for all levels	Creating comprehensive career pathways from noncredit to credit Improved % transition rate of students bridging into credit and certificates/degrees	Paradigm shift for faculty and college systems Leadership component and operational component
Develop comprehensive career pathways assessment tool to aide in postsecondary and CTE placement	Improved % transition rate of students into credit and certificates/degrees	Focus on continuous improvement plans as part of the assessment tool and mapping
Objective #2: Provide comprehensive professional development and training to Adult Education providers and other stakeholders on identifying labor market demands and how to demonstrate return on investment for their transition-related programs and the benefit to students, employers, and the regional economy		
Action Step(s)	**Outcomes**	**Notes**
Develop an LMI Resource Guide w specific processes outlined – including how key partners can collaborate – community colleges, AE, workforce, community leaders. Process: 1) get LMI and student data (sources vary by local/region and validating with employers), 2) analyze data, 3) disseminate and convene; and 4) make program revisions/decisions w core stakeholders		Two parts: 1_specific to LMI, and 2) PD – zone in on deans for PD, EMSI, ONET, LMI pieces – show how to use these tools for evidence-based decision making. Com college IR office can lead pulling data. IDES – website for pulling labor market data; connect w Job Centers; Identify each inst or org – who should be on the team and create the time and space for collaboration

Create labor market pay-off career pathway maps for students to present a strong value proposition and sense of career pathways and wage progression		Example is St. Petersburg College they map courses, programs, and economic outlook; and ensure these maps are used at the front end with career services
Marketing - Review state-wide or other states (WI) and put together a guide with core marketing strategies for students at the front end. A new forward-thinking slogan for AE "Future of Work"		WI – wonderful marketing materials for career pathways – entry exit pts Marketing to be done now
Fundraise for a marketing campaign locally and regionally w stakeholders		
Have a state-wide competition for compelling marketing materials for student recruitment into AE programs and progression into pathways		
Develop state-wide tools and resources to promote the awareness of comprehensive pathways; ensure they're based on LMI		
Conduct a Return on Investment for just AE demonstrating the impact of AE students on IL's economy with educational gains		Showcase the impact on economic mobility – not just level gains, but skill acquisition to promote transitions to further education and training
		IL longitudinal data system – track economic performance of AE within the regional and state economy.

Objective #3: 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 utilize the Federal Ability-to-Benefit provision, which give students the opportunity to enroll in postsecondary programs without an HSE and support the eligibility of Adult Education students. This ensures access to federal financial aid and removes financial barriers toward credential or degree attainment and access to good jobs

Action Step(s)	Outcomes	Notes
Adopt and implement alternative methods of credentialing (foreign diplomas credential evaluation, credit for High School coursework		
Develop a state-wide set of best practices and launch an awareness campaign to utilize	Ability to Benefit (AtB) being utilized across every community college in the ICCB system	

Action Step(s)	Outcomes	Notes
Ability to Benefit across campuses	All relevant campus staff know and understand the AtB rules	
ICCB leadership to include AtB training and awareness for college CFO and Presidents & endorse usage	Increased uptake of AtB provision across the state	
Develop informational sessions, marketing & clear steps for AE students to take around AtB		
Advocate for modification of NRS postsecondary transition outcome to give credit to ICAPS students		
Identify a state-wide working group (short-term) to research and suggest policy and practice strategies to ensure ELL students have access to co-enrollment in CTE & transfer courses using		

Objective #4: Drive stronger transitions to postsecondary partners by applying breakthrough strategies to enhance referral systems (that need to be fortified) and the processes between Adult Education and postsecondary education into account

Action Step(s)	Outcomes	Notes
Identify and scale best practices to make implementation of supplemental instructional strategies & resources (ICAPS, learning communities) stronger	Increased degree & certificate completion Stronger employment outcomes	
Develop a Student Support Services Resource Guide, including how to identify and engage Community Based Organizations to assist in delivering and leveraging existing student support services for AE students	Seamless student experience Efficiency of resources Increased enrollment, completion, retention Higher number of community-based organizations engaged	
Develop curricular links/overlaps between AE and beginning level college coursework		
Identify 'leaks' in the pipeline to assess stop out points, enabling development of responsive strategies		

Action Step(s)	Outcomes	Notes
Create integrated student education plan, leveraging college advisors, to flow from AE through postsecondary plan for every student		Research other programs, including Sinclair Community College's individual student success plan Plans to include employability, digital literacy and other needed skills

Objective #5: Leverage and maximize access to support services and financial incentives to ensure seamless transitions for Adult Education students.

Action Step(s)	Outcomes	Notes
Develop a PD plan to access and leverage WIOA – Increase usage of eligibility screening on campus (if available)		
Develop an assessment or tool to document AE student participation in campus student support services and capture exemplary strategies and expand statewide		Leverage and blend AE into existing student support services on campus.
Embed financial aid counseling (MAP, FAFSA, loan counseling) into AE programs – use this on campus versus doing in AE only		
Evaluate and modify job descriptions and establish strong expectations for college employees (advisors, financial aid counselors, etc.) to ensure they value and are trained to work with AE students		Link this to the action related to providing students with a comprehensive individual student success plan

Objective #6: Actively engage with employers through the development of work-based learning opportunities, apprenticeships, and other learn and earn models for Adult Education students; advisory committees; and curriculum enhancements such as mock interviews, experiential learning, employer-based on-site projects, and other mentoring opportunities

Action Step(s)	Outcomes	Notes
Maximize usage of communication with AE rep serving of LWDB's – leverage this.		
Equip students with essential employability skills framework, necessary for success in the workplace.		
Integrate essential skills throughout the AE curriculum		
Ensure AE is represented within exiting workforce development groups at local, regional & state		

level (advisory council & internal & external industry councils).		
Engage employers & intentionally to develop a tiered process for involvement (speaker, mentor, internship)		
Leverage and blend into existing employer engagement strategies on campus (e.g. workforce dev. Council, etc).		
Go to employers, conduct needs assessment, study culture, have staff go through job experts in-residence/instructor for program development & externships – blend with CTE faculty in this effort.		
Engage local program to connect and use existing employer contacts – leverage others on campus to support the connection of AE to employers		

Goal 3: Strengthen College and Career Readiness		
Objective #1: Expand funding models to include flexibility in state fund use by providers to support direct instruction and fund additional support services that ensure successful completion of curriculum and transition into the workforce		
Action Step(s)	**Outcomes**	**Notes**
Establish a short-term working group to re-evaluate current funding model to determine if the funding model is meeting local program needs	More flexibility in the capped percentages.	Encompasses support for IET models 1 & 2 and the HSE
Develop a fundraising plan and resource allocation process to support funding for innovative models or pilot programs		Provide opportunity for programs to share effective strategies and best practices through professional development
Objective #2: Embed the Essential Employability Skills Framework across the Adult Education curriculum and incorporate on-ramps to Adult Education and IET/ICAPS with "fast track" models or accelerated learning strategies—and design and integrate work-based learning components that enhance classroom-based academic work		
Action Step(s)	**Outcomes**	**Notes**
Map Essential Employability Skills Framework (EESF) with the AE curriculum		Create a crosswalk between ABE/ASE/ESL

		Consider the work being done Employability 101 on workNet
Create Professional Development to inform partners of the value and validity of the EESF and Career Pathway graphic	Professional development ensures students, partners and teachers understand the EESF	Professional Development should showcase best practices/models
Review AE Curriculum to identify areas for enhancements to include integrated work-based learning components that enhance classroom-based academic work.	Develop a model for curriculum mapping to assist programs with service integration	Utilize CTE and CBO advisory boards to guide local AE programs with WBL components Partner with Service Integration model. Use Curriculum Mapping model to review the Contextualized Curriculum to assess areas for improvement (including ESL) Professional development to assist programs in continuous improvement around service integration Use service integration crosswalk to assist programs
		Model for local implementation of exemplary Career Pathway career fair including bi-annual planning with core and required partners
Develop a model that defines AE role around the development of technology skills and essential employability skills and integrate roles of workforce partners		
Create a robust HUB to put together resources and tools for ESF, tech skills. At the state level coalesce available resources and tools for students and instructors – ESF, etc. Put together CTE, AE, CC, to make it easy to find		Inc PD and training to locate and have priority staff development goals (process established) i.e., Sept for staff is tech month and let's focus on that – next month something else – state designs the process

Objective #3: Expand public and private partnerships through relationships among the Adult Education system, community colleges, community-based organizations, workforce, and employers to provide students with career exploration activities, work-based learning opportunities, and ICAPS/Integrated Education and Training model transition experience		
Action Step(s)	**Outcomes**	**Notes**
Identify current partnerships and the level to which they engage with the AE system	Assure AE is part of CTE Advisory Committees for ICAPS programs at community colleges Create & expand partnerships with students	Convene more meetings (face-to-face) with partners Create more networking opportunities at local and state level
Develop an online directory of effective strategies for partnerships that have worked in our community/program	Define partnerships that exist in programs	Internal mapping communications pathway/portal Designed for students and programs
Develop an effective communication plan with partners at both the state and local level and between partners	Reduce red tape to allow AE to do the work needed	Building lines of communication for partners at the local and state level Streamline communication between ICCB and the field

Objective #4: Use Illinois College and Career Readiness Standards to consistently align K-12 expectations so that all students—whatever their pathway to graduation—will have access to the preparation they need for entry into postsecondary education and training (without the need for developmental education). • **Emphasis on the intermediate level Adult Education learner since this is the cohort of Adult Education students with the largest number of exits from the program**		
Action Step(s)	**Outcomes**	**Notes**
Provide resources and/or a template to assist programs in aligning their HSE curriculum with College Level Coursework		Include competencies of Dev. Ed into the framework Examine existing HSE curriculum and dove tail with College Level coursework Assist programs with communication and linkages between College Level and AE programs
Examine elements of what is creating the gaps between AE curriculum and College Level Coursework – examine why students are exiting at the intermediate completer level.		Designate ESL student who is in College Level Coursework Examine how this partnership effects the undocumented students

Address culture of local AE programs so the expectations for completion criteria is higher – so AE students compete the full curriculum and are college ready		Emphasize we must have balance between career aspects and the academic curriculum

Objective #5: Strengthen alignment and service integration across local WIOA core and required partner agencies to support career pathways program development, including provision of student support services (including legislative issues and social issues)

Action Step(s)	Outcomes	Notes
Provide guidance for alignment and service integration for WIOA core and required partners	Strengthen regional and local frameworks for providing services	Guide, checklist, possible service students need and recommended providers
Develop LOCAL cross training with Core Partners to share what each partners' role is and how they best serve the student	Better service of student because systems expectations are defined	Outline nitty gritty services and processes and eligibility requirements Examine how partnerships are impacting undocumented students

Objective #6: Align Adult Education with the other key state-driven plans, such as the *Illinois Workforce Innovation and Opportunity Act Unified Plan*; the *Illinois Community College Board's Workforce Education Strategic Plan*; the *Report of the Higher Education Commission on the Future of the Workforce*, and the *Illinois Postsecondary Workforce and Readiness Act,* where appropriate via system alignment and partnership development efforts

Action Step(s)	Outcomes	Notes
Create a crosswalk of the Illinois Workforce Innovation and Opportunity Act Unified Plan; the Illinois Community College Board's Workforce Education Strategic Plan; the Report of the Higher Education Commission on the Future of the Workforce; the Adult Education Strategic Plan, and the Illinois Postsecondary Workforce and Readiness Act	All levels of AE understand their role in each state-driven plan Create a graphic that shows all the partners and the intersection of their roles in the initiatives.	Create an Executive Summary to accompany crosswalk. Identify any area for improvement to address misalignment

Objective #7: Connect and maintain relationships with key state organizational workforce drivers/organizations, such as chambers of commerce, economic development councils, and key industries to Adult Education partners to ensure that the curriculum is meeting the changing needs of the state's future workforce and successful graduates are obtaining immediate employability standards

Action Step(s)	Outcomes	Notes
Create system-wide "Optimize Data" sharing opportunities	Programs and potential learners receive marketing materials to show the impact of AE in Illinois.	Connecting unemployed with learning opportunity Recruitment/retention

Action Step(s)	Outcomes	Notes
		Map statewide data WIOA Joint Reporting down to local level to show impact
Create a process to involve workforce development partners and employers in curriculum development		Local IWIB board would be a place to start to assist in identifying gaps and contextualizing curriculum

Objective #8: Leverage financial support for ICAPS/IET models through partnerships with public and private funding streams (examples include Supplemental Nutrition and Assistance Program funds, Illinois Student Assistance Commission, Temporary Assistance for Needy Families, Foster Care for Postsecondary attainment, etc.)

Action Step(s)	Outcomes	Notes
Identify all financial support available		Inform state and local partners of progress, opportunities, and needs Build on Braided funding work done through ICAPS/IET
Develop resources/ crosswalk to assist the AE system to address areas of partnership in supporting students regarding program eligibility and services	to better serve students by braiding resources	Showcase effective strategies as guidance for programs Examine practices such as scholarships and ITA funding

Goal 4: Develop Lifelong Learning Career Pathway Systems and Integrated Enabling Technologies

Objective #1: Integrate the Illinois Essential Employability Skills Framework, agile learning skills, and technology skills into all levels of instruction to help students become labor market adaptable

Action Step(s)	Outcomes	Notes
Describe what essential skills look like in an academic context, to prepare students for success in training in addition to success in the workplace		
Equip teachers with the technology skills and pedagogy and demonstrate where Employability Skills Framework fits into use and teaching of technology		Ensure the centrality of academic advancement and contextualize tech and ESF – make these skills integrated w workforce partners – leverage what's already happening outside of AE
Develop a model that defines AE role but integrate roles of workforce partners		
Create a robust HUB to put together resources and tools for ESF, tech skills. At the state level		IL Workforcenet – does have ESF and resources all together

coalesce available resources and tools for students and instructors – ESF, etc. Put together CTE, AE, CC, to make it easy to find		Log in process needed now. Make career navigation adult friendly

Objective #2: Expand the quantity and enhance the quality of existing partnerships and leverage those partnerships to extend services and resources that have proven effective in bridge programs or IETs to other levels of Adult Education (for example, case managers/ career navigators).

Action Step(s)	Outcomes	Notes
Identify a Partnership Health Assessment tool for local programs to codify internal capacity; then engage key external stakeholders and formalize these partnerships for stronger performance outcomes	A formalized structure and process for local or regional partners to come together and align the parts of the education, workforce, and labor market systems for comprehensive pathways; Assessment and research of current IETs and then understand ways to integrate other populations (pre-bridge, bridge, etc.) into pathways	Civic Labs (based in Columbus, IN) has a very strong Partnership Health Assessment tool and process Examine partnerships at regional/area, not just local for efficiencies – work toward a root system functioning regionally
A combined state and local working group is established to examine IETs across the state and document models and promising practices map out how partnerships and process for assessing and mapping.	A comprehensive landscape state-wide analysis of IET models, outcomes; promising practices; ICCB to create tools, processes, templates to assist at the local level.	Colleges examine internal AE staffing and challenge assumptions to see if career navigators or success coaches could be embedded to ensure comprehensive pathways are available for all levels of learners.
Develop a program level mapping tool to assist colleges/AE programs capture courses for current pathways (inc levels of learners) and programs and chart what comprehensive pathways look like		
Develop a PD plan and process for local providers to examine ELL data points at the local level and convene partners to chart next steps for developing IET opportunities for ELLs		

Objective #3: Expand student knowledge of career pathways and services available in the career pathway system		
Action Step(s)	**Outcomes**	**Notes**
Conduct student focus groups to assess student knowledge and awareness of next steps in pathways to inform stronger marketing materials		
Colleges and AE programs complete an assessment of how college admission and marketing departments are recruiting students with the goal of re-designing overall college and systems strategies	Updated campus marketing strategies Admission and marketing staff equipped with stronger knowledge base	
Review and ensure career assessment materials are available in multiple languages		
Establish and maximize Adult Education alumni network by engaging former students as peer mentors to help students advance including pathways that may not lead to wage gains		
Promote skills requirements and credentials needed across career pathways to better advise students		
Establish a working group to encourage, motivate, broaden pathways by experimenting with a contextualized curriculum leading to Career Pathway basic skills curriculum		Ensure there are tools available for all levels of students – including degreed students who are immigrants and may not understand U.S.-based terminology
Engage local businesses to provide, tours, guest speakers and OJT/WBL opportunities as a strategy to build awareness of entry level and career advancement opportunities		
Continue to assess labor market information to keep pathways relevant and ensure programs have clear visual maps for students to see career pathways		
Objective #4: Expand and incentivize innovative models that emphasize work-based learning (for example, Learn and Earn Models) across Illinois by leveraging employer partnerships		
Action Step(s)	**Outcomes**	**Notes**
Create/expand employer partnerships at the regional and	Best practices for how AE programs can effectively engage	Breakthrough the challenge that some AE programs don't see

local level and ensure AE and college programs have clear roles established for engaging and managing employer partnerships	employers across the whole learner experience	their role engaging employers, while others do; AE to work with local Jobs Centers to engage employers (example: Elgin Community College has one main contact)
AE staff arrange proactive employer engagement plan by going to employers, conducting a needs assessment, study company culture, and create an AE (and CTE) in-residence instructor program w employers		
Incentivize AE employer engagement with RFPs and professional development to demonstrate how exemplary AE programs have strong employer partners		
Ensure AE is represented within exiting workforce development groups at local, regional & state level (employer advisory councils)		
Research and identify what work-based learning models are in place across the state and what partnerships already support them. Incentivize AE employer engagement with RFPs and professional development to show how some AE programs have strong employer partners	A set of evidence informed work-based learning models and tools to support implementation	Other work-based learning models from outside IL can be considered
Following identification of what work-based learning and apprenticeship models exist, create regional roundtable sector forums with employers, AE, and CTE, and workforce, to share effective apprenticeship learn & earn models for adoption	Process to identify employers by internally establishing targeted contact w employers Double the number of pre-apprenticeships, apprenticeships and WBL programs across the state	Establish a process for AE and college programs to work out role and limit the number of multiple contacts employers generally receive; ensure AE is part of the process-setting
State AE and ICCB leadership to proactively establish relationships with business leadership to generate internships/apprenticeships with employers with multiple sites across IL		Identify employers with likely footprints across the state: energy, financial services, hospitality, and retail employers

Action Step(s)	Outcomes	Notes
Ensure/incorporate employability essential skills framework is part of work-based learning programs to support learners' success and employer needs		
Identify potential private or public foundation funding and/or employer funding to support the proliferation of AE driven work-based learning models and strong employer partnerships		
Develop a plan with AE representatives serving on CTE and college employer advisory boards as well as local workforce boards		

Objective #5: Develop a comprehensive technology framework for Adult Education program design and instruction that meets the needs of students with varied levels of digital literacy and foundational skills. This framework should address the use of technology in providing greater student access, instruction strategies and methods for using technology, and program design models that ensure flexibility to meet the changing technological landscape of the workforce

Action Step(s)	Outcomes	Notes
Establish a short-term working group to review other state's use of Competency Based learning; with the goal to build stronger digital literacy and essential technology application skills for AE students at all appropriate levels		
Following state working group (action step above) continue with a local working group structure between Adult education and CTE related to competency-based learning – blending of outcomes		Developing combined learning outcomes – Advancement important Contextualization
Establish a process, such as a state Community of Practice, to share research and rationale for contextualizing and integrating skills and why this preferable over teaching technology in isolation		
Create an Adult Education success course to equip students with technology skills and how to apply tech skills to labor market demands		Consult other states and programs for similar success courses
Establish a comprehensive assessment process to identify		

Action Step(s)	Outcomes	Notes
which technology skills should be embedded at each level		
Ensure professional development for faculty w/varying levels of technical proficiency and students in one class with varying language and technology skill levels		
Integrate into the state-wide landscape analysis review of hybrid (i.e. flipped classrooms) and online instruction and identify where/when to embed in program design		
Ensure the landscape analysis reviews practices to integrate Adult Education technology application skills into WIOA		
Build upon work of Adult Education and college employer advisory councils in terms of existing technology use in the workplace		
Establish a digital literacy technology checklist as benchmark for all programs		
Identify existing and other resources to fund technology innovation (hardware and software) and demonstration projects		

Objective #6: Create prior-learning assessment options to assist with student placement

Action Step(s)	Outcomes	Notes
Establish statewide tools and/or protocols – with a working group to define what prior learning assessment means to Adult Education; including the assessment of employability and digital literacy		Drive stronger individualized learning plans. Digital literacy must be a priority. Define here what is meant by academic placement and job placement
Identify and share best practices across the state around PLA and student placement		Look to CAEL for resources and tools
Create a prior learning assessment for digital literacy – that goes beyond knowledge of programs to also application		Link to ongoing PLA assessments

Objective #7: Use technology to create "just in time" learning opportunities that equip students with strategies to address lifelong learning needs and build workplace skills.

- **Use teaching methodologies that reinforce classroom skills by incorporating technology**

Action Step(s)	Outcomes	Notes
Evaluate technology skills of teachers (e.g. NorthStar Digital Literacy)		Define what is meant by just in time K-12 is outpacing AE and postsecondary education in this area
Develop a strong Provide PD plan for teachers – support them to do their best work in a technology rich environment		
Conduct a landscape analysis to assess current access to student and instructor technology across the state, document promising practices, policies, and training; and partner with employers to assess what technology skills are used in the workplace		Competency list of technology requirements for occupations – gain this level of detail from employers or labor market data such as EMSI Est minimum tech competency skills for programs – levels Enhance ICCB tech competency tool, and ensure its linked to employer needs
Engage employers into the development of competency-based instruction alignment efforts from the onset based on landscape analyses		Directly connects to previous step
Determine and evaluate what is available on campus to assist AE students with tech skills		
Develop in house/in program expertise (or hire an instructional technologist)		
Identify resources to invest in ed. Technology (software & hardware)		
To increase buy-in & ownership, use bottom up decision making (invite teachers).		

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2. Tricia Wagner	Rock Valley College
3. Arlene Anderson	Urbana School District 116
4. Glenda Nicke	Black Hawk College
5. Marcia Luptak	Elgin Community College
6. Lori Ragland	Rend Lake College
7. Lisa Jones	Department of Commerce and Economic Opportunity
8. Beth Paoli	Secretary of State Literacy Office
9. Sarah Labadie	Women Employed
10. Becky Raymond	Chicago Citywide Literacy Coalition
11. Bevan Gibson	Southern Illinois Professional Development Center
12. Pam Furlan	Illinois Workforce Partnership Representative
13. Whitney Thompson	Illinois Community College Board
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21. Susan Clancy Kelly	College of Lake County
22. Kimberly Schweiker-Kockler	Lewis and Clark College
23. Teresa Guia	Prairie State College
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39. Latanya Law-Fountain	Department of Human Services
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41. Dawn Hughes	Central Illinois Adult Education Service Center
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