Illinois Community College Board
Adult Education and Family Literacy
Advisory Council Meeting
Thursday, March 16, 2017
10:30 a.m. - 2:00 p.m.

MINUTES

Members Present   **Staff Present**
Mike Moline   Jamil Steele
Elizabeth Hobson   Nelson Aguiar
Tom Huber   Brittany Boston
Jason Kaiser   Nora Rossman
Karen Jealouse   Samantha Brill
Dawn Hughes   Ben Greer
Sue Barauski   Ben McDaniel
Dan Deasy
Bevan Gibson
Rich Stempinski
Karla Tabing
Jeri Dixon
Kathi Lee
Matt Beasland
Khrystyna Sanborn
Joan Hornby
Jerry Trevino
Rich Stempinski

Members Not Present

Mary Ann Kolls
Norman Ruano
David Wu
Hilary Hodge
Lisa Atkins
Laura Benhoff
Rocki Wilkerson
Bob Fittin
Samuel Byndom
Caprisca Randolph-Robinson

Introductions and Opening Comments
Advisory Council Chair, Dan Deasy
- Welcome
- Introduction of new members:
    o Jason Kaiser – Howard Area Community Center
    o Rich Stempinski – Illinois Department of Corrections

Review and Approval of the May 12, 2016 minutes
Minutes Approved by Mike Moline
Second by Bevan Gibson

ICCB Staff Updates:
Jamil Steele, Senior Director for Adult Education
- Thank you for your service to Adult Education.

- Unfortunately, DOE is cutting their budget by 13%. Not sure yet what impact this will have on us as a state.
- State Budget
  - We may be looking at another year with a stop-gap budget.
- We are so thankful for IACEA and all they do for Adult Education in Illinois.
  - Illinois is a place of strength and we are moving forward so please contact your legislators and let them know we want them advocating for Adult Education!
- Lobby Day – March 29th
  - IACEA is offering a transportation scholarship at their website.
- Adult Education Administrators Meeting – April 11-12, 2017
  - Marriott Hotel, Bloomington-Normal
  - The focus will be on data, curriculum and instruction, making sure our students are college and career ready, technical assistance for WIOA
- FY18 Competitive Grant
  - Will be released and on our website by the end of spring.

Ben McDaniel, Director for Adult Education – Program Compliance
- We are on track to meet all of our targets again!
- Current level completion rate is 33½ %. This is right on track with our rate at this time last year.
- We currently have 8,500 students with no post-test that will make a gain if tested.
- Ben will send out reminders to keep up the good work!
- DAISI Trainings the week of March 20th
  - Rend Lake – 3/21
  - Springfield – 3/22
  - Chicago – 3/24

Committee Report Out

WIOA English Language Acquisition (ELA) Committee
Mike Moline, Chair
Agenda Items:
Reviewed work and recommendations already created on all questions. Adjusted format and made some revisions.

Next Steps/Recommendations:
Mike and Sue will compile write ups into official format. The group will review and then determine if another meeting is needed before the last council meeting.

WIOA Workforce Committee
Bevan Gibson, Chair
Agenda Items:
Discussed committee assignments #2 and #3, process and structure. How programs can use content specialists. Reviewed previous notes on discussion of #1.

Next Steps/Recommendations:
Review notes and draft recommendations via email for submission at the May 11th meeting.

WIOA ABE/ASE Committee
Matt Beasland, Chair
Committee Assignment #1
Examine the final rules of WIOA to determine how programs can integrate Employability/Workforce Preparation Skills, digital literacy, and technology into ABE/ASE instruction and how this can be implemented at the local level.
Recommendations:
•Survey the field and find out what programs are already doing (sample of workforce related activities at each NRS level). Pull from Bridge curriculum and Women Employed as a starting point.
•The Workforce Innovation and Opportunity Act (WIOA) defines Digital Literacy as: the skills associated with using technology to enable users to find, evaluate, organize, create, and communicate information.
Four Components of Digital Literacy:
1.Basic digital literacy skills,
2.Skills to create and communicate information,
3.Skills needed to find and evaluate information online, and
4.Skills necessary to solve problems in technology-rich environments.
•Instruction should integrate digital activities in the classroom in a wide range of topic-based, project-based, or problem-based approaches. (Refer to Technology Skills Checklist for Students where and when appropriate.)
How could the recommendations influence what happens in the classroom and in the area of instruction?
•Emphasis to teachers that the content that students post to social media leaves an impact and in most cases is permanent.
•The items referenced on the Technology Skills Checklist for Students in most cases need to be taught explicitly, reinforced with technology integration and thoughtful lesson planning.
How could the recommendations influence course development and program operations?
•Implement digital communication skills at each level – at the beginning of each course.
•Programs may choose to have a separate digital literacy class and/or ABE/ASE classes that integrate the four components of digital literacy. For example, Digital Literacy teachers at Howard Area Community Center, are also going into the classroom to team-teach.
What additional professional development is needed as a result of the recommendations?
•Professional development will be needed for administrators and instructors on digital literacy and how to integrate it into their classroom.
What programmatic practices need to be instituted to implement recommendations?
•The size and location of the program needs to be considered when deciding if there needs to be separate digital literacy classes and/or ABE/ASE classes that integrate the four components of digital literacy.
•Remind program administrators that technology/digital literacy proficiency should be considered for new hires. (See ABE/ASE Preferred Instructor category on ABE/ASE Instructional Staff Professional Pathway chart.)
What policy changes need to be instituted to implement the recommendations?
•Leaving blank on purpose (for the time being)
Committee Assignment #2
Review the final draft of the ABE/ASE Instructional Staff Professional Pathway and provide feedback on the format, process and structure.
Recommendations:
•Accept chart as presented at Sept 2016 meeting.
•ICCB should revise the wording of the required NTO course to the following: All new teachers are required to complete the online New Teacher Orientation course within 6 months of hire or the end of the current fiscal year, whichever occurs first.
•In addition to NTO, newly hired ABE/ASE instructors should complete the ABE/ASE Preferred Instructor requirements within one year.
•ICCB and Adult Education administrators will stress the importance and promote the value of the credentials outlined in the pathway chart.
•ABE/ASE Specialists and Master Teachers can demonstrate the importance of the credential, both in the classroom and at the programmatic level.
How could the recommendations influence what happens in the classroom and in the area of instruction?

•Increased rigor and lessons that are more closely tied to the content standards

•Higher quality instruction which should in turn be reflected in the data

•Adult education and adult education instructors will be seen as a valued partner within the institution/organization, as a result of both the credentialing system and learning outcomes.

How could the recommendations influence course development and program operations?

•As we develop new courses, those courses will be more closely aligned to the content standards.

•Programs will need to implement instructional teams.

•ICCB and programs need to be mindful of the monetary resources and additional time implementing instructional teams will take.

What additional professional development is needed as a result of the recommendations?

•None at this time

What programmatic practices need to be instituted to implement recommendations?

•Encourage a culture of participation by allowing ABE/ASE Specialists and Master Teachers to demonstrate their skills and knowledge through curriculum work, supporting instructors, and programmatic development and support.

What policy changes need to be instituted to implement the recommendations?

•ICCB should revise the wording of the required NTO course to the following: All new teachers are required to complete the online New Teacher Orientation course within 6 months of hire or the end of the current fiscal year, whichever occurs first.

•In addition to NTO, newly hired ABE/ASE instructors should complete the ABE/ASE Preferred Instructor requirements within one year.

Notes from the committee:

If at some point in the future, ICCB decides to mandate that all ABE/ASE instructors are at the level of Standards Proficient, then considerations need to be given to those individuals that have taught many years for a program and do not meet the requirements for Preferred Instructor.

Also, it is recommended that the CIAESC/ICCB compile a list of individuals that are credentialed as LA/Math Standards Proficient Instructors, LA/Math Specialists and LA/Math Master Teachers. (Individuals must provide consent prior to being part of the directory.) The committee views that this listing would be essential to programs that are single-serve APC, COB, smaller rural programs, etc.

Committee Assignment #3

Provide examples of how programs can use specialists, as a part of an instructional team, to develop and deliver high-quality curriculum and instruction that prepares students for transition into postsecondary education, training, and/or employment.

Recommendations:

•Accept ABE/ASE Instructional Staff Professional Pathway chart from September 2016 meeting

How could the recommendations influence what happens in the classroom and in the area of instruction?

The LA and Math Specialists will:

•Implement the strategies and techniques from the training into their classroom.

•Serve as a model teacher in the classroom for peers.

How could the recommendations influence course development and program operations?

The LA and Math Specialists may:

•Assist in curriculum and course development

•Evaluate, align and recommend appropriate content-related instructional materials

•Develop appropriate content-related instructional materials

•Mentor new(er) teachers to analyze the alignment of resources and revise a resource to improve alignment

•Assist other content instructors, as appropriate

•Participate in peer mentoring or peer coaching activities

•Provide observation and feedback on integration of standards-based instruction

•Assisting in course and/or program assessments

•Develop informal student assessment forms and process (For example, Elgin Community College has created pre-, mid-, and post-assessments for each NRS level in Language Arts and Math. These assessments are used in addition to TABE for placement, student progress, and to determine if a student is ready to be promoted to the next class.)

•programmatic professional development design, professional development workshops (These are

examples provided by Elizabeth H that we will look at incorporating.)
What additional professional development is needed as a result of the recommendations?
What programmatic practices need to be instituted to implement recommendations?
The LA and Math Specialists may:
•Participate in content-area specific committees, teams, working groups, study groups, etc.
•Support instructional staff through mentoring, observations and/or standards-based training
•Serve in advisory capacity to ICCB as requested
What policy changes need to be instituted to implement the recommendations?

Next Meeting
- May 11, 2017

Motion to Adjourn –
Approved by Elizabeth Hobson
Second by Jeri Dixon

Adjourned –1:40 p.m