

ICCB Adult Education and Literacy

Fall Administrator Meeting

FY23 – A Year in Review

Presented by Dr. Kathy Olesen-Tracey, Senior Director for Adult Education & Literacy, kathy.olesen-tracey@illinois.gov

Fiscal Year 2022

MSG – ABE Learners		MSG – ESL Learners		Total MSG	
# 1 – Indiana	71.81%	# 1 – Puerto Rico	80.46%	# 1 – Indiana	68.82%
# 5 – Mississippi	59.20%	# 4 – Missouri	68.18%	# 2 – Mississippi	56.95%
#16 – Iowa	51.14%	#16 – Mississippi	59.91%	#22 – New York	45.86%
#26 – Texas	42.84%	#26 – New York	49.63%	#29 – Texas	42.30%
#27 – California	42.54%	#27 – Texas	41.79%	#32 – California	40.69%
#43 – Illinois	35.66%	#29 – Illinois	39.67%	#37 – Illinois	38.07%

	Targets	Actual	Difference
Enrollment	54,000	52,920	-1,080 students
MSG Rate	37.0%	39.48%	+2.48%
Employment 2 nd Quarter After Exit	26.9%	31.23%	+4.33%
Employment 4 th Quarter After Exit	27.5%	33.29%	+5.79%
Median Earnings	\$4,925.00	6,344.00	+1,419\$
Credential Attainment	30.9%	31.48%	+0.58%

FY23 Pain Points

Student Retention

- Total registered students: 19,398
- May lack enough hours, be in error state, be foreign language GED, or Voc only

NRS Core Performance Report: Table 2 (below)

Table 2

Age Group (A)	Am. Ind.		Asian		Black		Hisp.		N.Hawa.		White		2+ races		TTL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
16-18	1	11	31	16	325	359	448	380	0	2	756	639	56	55	3079
19-24	15	5	259	272	663	680	2292	2323	2	3	1039	1340	58	94	9045
25-44	9	7	781	2261	1486	1746	5662	8973	5	11	1802	4257	70	118	27188
45-54	1	7	223	678	331	438	1284	3530	0	2	463	1197	11	31	8196
55-59	1	0	81	229	100	125	343	884	0	3	143	397	5	4	2315
60+	1	1	185	401	118	198	443	835	0	0	283	648	5	9	3127
TOTAL	28	31	1560	3857	3023	3546	10472	16925	7	21	4486	8478	205	311	52950

Table 2a

Age Group (A)	Am. Ind.		Asian		Black		Hisp.		N.Hawa.		White		2+ races		TTL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
16-18	3	2	6	5	78	70	130	115	0	0	140	91	10	11	661
19-24	2	7	77	69	226	330	952	1069	1	1	352	424	22	37	3569
25-44	6	7	268	482	440	784	2731	4283	5	1	699	1123	21	43	10893
45-54	2	5	70	135	83	139	594	1331	2	0	143	293	2	5	2804
55-59	0	1	26	45	38	30	128	299	0	0	37	73	1	0	678
60+	0	2	52	77	32	62	122	241	0	0	64	131	1	0	784
TOTAL	13	24	499	813	897	1415	4657	7338	8	2	1435	2135	57	96	19389

NRS Core Performance with Testing Group

- Retention issues?
 - 11,853 students had enough Attendance Hours to post test but were not assessed.
- Instructional issue?
 - 14,758 students were post tested but didn't make a level gain.
- **What supports do programs need for post-testing and increased Education Functioning Level Gains?**

Co-Enrollment

CO-ENROLLMENT TYPE	TOTAL	% CO-ENROLLED
Title I	257	.49%
Title III	4	.01%
Title IV	4	.01%
Not co-enrolled	52,685	99.50%

- NOTE: It is very common that when a new data collection requirement is added, the first year has limited information.
- What supports do you need to improve the data collection on co-enrollment?

FY24 Targets

	Targets
Enrollment	60,000
MSG Rate	37.1%
Employment 2 nd Quarter After Exit	27.0%
Employment 4 th Quarter After Exit	27.6%
Median Earnings	\$4,926.00
Credential Attainment	31.0%

DAISI Reports for Continuous Improvement



NRS Performance Report PoP to monitor Enrollment and Measurable Skill Gain rate



NRS Core Performance Measures Report to monitor testing activity



Student Error Details Report to monitor and correct errors

NRS Performance Report PoP

Reading the NRS Performance Report PoP

Data and Information System Illinois <http://www.iccb.org>

Illinois Community College Board NRS Performance Report
 Fiscal Year: 2023 Page: 1 of 12
 Program: Elgin Community College Quarter: 4
 General College Activity: Not Specified
 Specific College Activity: Not Specified Funding Restricted: Not Specified
 Includes Students with at least 12 hours of attendance Funding Unrestricted: Not Specified

Table 1

Entering Educational Functioning Level (A)	Am. Ind.		Asian		Black		Hisp.		N.Hawa.		White		2+ races		TTL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
ABE															
ABE Level 1	0	0	0	0	0	1	1	0	0	0	0	2	0	0	4
ABE Level 2	1	0	0	0	1	3	8	11	0	0	1	2	0	0	27
ABE Level 3	0	0	0	2	2	8	19	36	0	0	1	3	1	0	72
ABE Level 4	0	0	5	7	3	10	53	79	0	0	10	5	1	0	173
ABE Subtotal	1	0	5	9	6	22	81	126	0	0	12	12	2	0	276
ASE															
ASE Level 5	0	0	3	2	3	1	61	73	0	0	10	9	1	1	164
ASE Level 6	0	0	2	1	0	30	34	0	0	0	3	6	0	1	77
ASE Subtotal	0	0	3	4	4	1	91	107	0	0	13	15	1	2	241
ESL															
ESL Level 1	0	0	0	0	0	0	7	9	0	0	0	1	0	1	18
ESL Level 2	0	0	0	1	0	0	25	45	0	0	1	4	0	0	76
ESL Level 3	0	0	0	3	1	1	120	177	0	0	6	11	0	0	319
ESL Level 4	0	0	3	9	0	0	175	233	0	0	9	20	1	0	450
ESL Level 5	1	0	2	12	3	3	164	293	0	0	9	25	0	0	512
ESL Level 6	0	0	3	16	1	2	185	291	0	0	9	29	0	1	1,912
ESL Subtotal	1	0	8	41	5	6	676	1,048	0	0	34	90	1	1	2,429
TOTAL	2	0	16	54	15	29	848	1,281	0	0	59	117	4	2	2,429

Total NRS-reportable students

Version 1.0.3

2023-09-16

Table 1, above: Enrollment by Race/Ethnicity, Gender, and entry Education Functioning Level (EFL)

Look for:

- Total enrollment
- At what EFL(s) do most students enter this program?

Illinois Community College Board NRS Performance Report

Fiscal Year: 2023 Page: 2 of 12
 Program: Elgin Community College Quarter: 4

General College Activity: Not Specified
 Specific College Activity: Not Specified
 Includes Students with at least 12 hours of attendance
 Funding Restricted: Not Specified
 Funding Unrestricted: Not Specified

Table 2

Age Group (A)	Am. Ind.		Asian		Black		Hisp.		N.Hawa.		White		2+ races		TTL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
16-18	0	0	0	1	0	3	11	19	0	0	1	2	1	0	38
19-24	0	0	5	3	3	5	186	231	0	0	16	11	0	0	438
25-44	1	0	8	37	10	10	452	661	0	0	28	87	3	2	1279
45-54	1	0	5	9	2	9	137	288	0	0	5	24	0	0	483
55-59	0	0	0	2	0	1	34	52	0	0	3	10	0	0	102
60+	0	0	0	2	0	1	28	29	0	0	6	3	0	0	69
TOTAL	2	0	16	54	15	29	846	1281	0	0	59	117	4	2	2429

Table 2a

Age Group (A)	Am. Ind.		Asian		Black		Hisp.		N.Hawa.		White		2+ races		TTL
	M	F	M	F	M	F	M	F	M	F	M	F	M	F	
16-18	0	0	0	0	1	0	4	8	0	0	3	0	0	0	16
19-24	0	0	0	1	1	1	51	60	0	0	3	6	0	0	123
25-44	0	0	2	4	2	4	167	201	0	0	7	13	0	1	401
45-54	0	1	1	1	2	1	40	55	0	0	4	5	0	0	110
55-59	0	0	0	3	1	1	6	12	0	0	1	0	0	0	24
60+	0	0	1	0	0	1	5	11	0	0	1	0	0	0	19
TOTAL	0	1	4	9	7	8	279	347	0	0	18	25	0	1	695

DIFFERENT POPULATIONS!

Tables 2 and 2a, above: Race/Ethnicity, Gender, and Age Group

Table 3

Entering Educational Functioning Level	16-18	19-24	25-44	45-54	55-59	60+	Tot
Adult Basic Education	15	82	127	44	4	4	
Adult Secondary Education	5	74	126	26	6	4	
English Language Acquisition	17	260	916	354	82	54	
Integrated English Literacy and Civics Education	1	42	110	59	10	7	
TOTAL	38	458	1,279	483	102	69	

Table 3 IETP

Entering Educational Functioning Level	16-18	19-24	25-44	45-54	55-59	60+	Tot
Adult Basic Education	1	17	4	2	0	0	
Adult Secondary Education	0	16	7	1	0	0	
TOTAL	1	33	11	3	0	0	

Table 3, above: Enrollment by Instructional Category

Look for:

- In which instructional category do most students fall?
- Does IET enrollment seem correct?

Table 4

Entering Educational Functioning Level (A)	Number Of Participants (B)	Total Attendance Hours (D)	Number who achieved at least one educational functioning level gain (E)	Number who earned a secondary school diploma or its recognized equivalent (F)	Number Separated Before Achieving Measurable Skill Gains (G)	Number Remaining in Program without Measurable Skill Gains (H)	Percentage Achieving Measurable Skill Gains (I)	Total number of Periods of Participation (J)	Total number of Periods of Participation in which Participants achieved at least one educational functioning level gain (K)	Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained (L)	Percentage of Periods of Participation with Measurable Skill Gains (M)
ABE											
ABE Level 1	4	226	2	0	1	1	50.00%	4	2	0	50%
ABE Level 2	27	3674	14	0	8	5	51.85%	27	14	0	51.85%
ABE Level 3	72	9085	36	1	22	13	51.39%	75	36	1	49.33%
ABE Level 4	173	20195	76	11	52	34	50.29%	178	76	11	48.88%
ASE											
ABE Level 5	164	17521	54	18	54	38	43.90%	166	54	18	43.37%
ABE Level 6	77	7808	0	5	32	40	6.49%	78	0	5	6.41%
ESL											
ESL Level 1	18	1664	15	0	2	1	83.33%	18	15	0	83.33%
ESL Level 2	76	6810	59	0	6	11	77.63%	78	59	0	75.64%
ESL Level 3	319	27675	174	1	79	65	54.86%	325	174	1	53.85%
ESL Level 4	450	41512	195	2	129	124	43.78%	459	195	2	42.92%
ESL Level 5	512	52038	190	1	164	157	37.30%	524	190	1	36.45%
ESL Level 6	537	59001	91	3	204	239	17.50%	548	91	3	17.15%
TOTAL	2,429	247209	906	42	753	728	39.03%	2,480	906	42	38.23%

Program's level completion rate excluding ABE Level 6 is 39.33%

Table 4, above: Measurable Skill Gains by EFL

Look for:

- Is the program meeting the State MSG target?
- Are many students separating before achieving an MSG? (This could indicate a retention issue...)

Testing Data

Instructional Type	Pre-Tested	Post-Tested	Post-Test Rate
ABE			
ABE Level 1	4	2	50.00%
ABE Level 2	27	21	77.78%
ABE Level 3	72	55	76.39%
ABE Level 4	173	125	72.25%
ASE			
ABE Level 5	164	117	71.34%
ABE Level 6	77	26	33.77%
ESL			
ESL Level 1	18	15	83.33%
ESL Level 2	76	63	82.89%
ESL Level 3	319	247	77.43%
ESL Level 4	450	375	83.33%
ESL Level 5	512	407	79.49%
ESL Level 6	537	446	83.05%
TOTAL	2429	1899	78.18%

Program's post-test rate excluding ABE Level 6 is 80%

Testing Data Table

*Note: This table will soon show progress-measurement rate ((Measurable Skill Gainers + post-tested)/pre-tested)!

Look for:

- Is the program meeting the State post-test rate?

NRS Core Performance Report

Reading the NRS Core Performance Report

This is the column programs should focus on for post-testing

Performance Measures	Group Breakdown				Number of students needed to meet state target for this level	Eligible for a post-test and no prior LG (Group 2 & 3)	Undupl. Total	Number who Completed Level in Program	Percent who Completed Level in Program	FY2023 State Targets	Percent Difference vs. FY2023 State Targets
	Group 1: Level Gainers (LG)	Group 2: FT, but no LG	Group 3: Enough AH, but no FT	Group 4: Lacked AH for FT							
ABE Level 1	2	0	2	0	0	2	2	50%	44%	6%	
ABE Level 2	15	7	4	2	0	28	15	54%	37%	17%	
ABE Level 3	36	19	13	3	0	71	36	51%	37%	14%	
ABE Level 4	79	44	34	14	0	171	79	46%	37%	9%	
ABE Level 5	61	56	34	16	6	167	64	38%	40%	-1%	
ABE Level 6	0	25	41	11	29	61	77	0%	37%	-37%	
Subtotal: ABE	193	151	128	46		168	318	38%			
ESL Level 1	15	0	1	2	0	18	15	83%	52%	31%	
ESL Level 2	27	4	2	12	0	45	27	76%	52%	24%	
ESL Level 3	122	73	18	53	0	266	122	55%	51%	4%	
ESL Level 4	197	178	21	58	0	454	200	44%	41%	3%	
ESL Level 5	190	216	44	60	9	510	191	37%	39%	-1%	
ESL Level 6	92	356	35	55	22	560	92	17%	21%	-4%	
Subtotal: ESL	723	827	121	240		229	1,911	38%			
Total	916	978	249	286		397	2,429	32%			
<i>ABE/ASE, excluding ASE High</i>						<i>107</i>	<i>441</i>	<i>126</i>			
<i>Total, excluding ASE High</i>						<i>336</i>	<i>2,352</i>	<i>92%</i>			

Transitioning Assessments

Memory Lane

- We saw the introduction of essays in the GED exam.
- Then, we saw the calculators!
- Moving forward, it was a computer-based test.
- Then we had the TABE 11/12.
- We've got this transition!

Transition Plan for NRS Assessments: Increasing MSGs Now & Preparing for FY25 New Assessments

Presented by the Illinois Adult Education Professional Development Network

- Dawn Hughes dj-hughes2@wiu.edu
- Anita Kerr aj-kerr3@wiu.edu
- Laurie Martin lmartin@cntrmail.org
- Catherine Porter cporter@cntrmail.org

Three Strategies Programs Can Use NOW:

Strategy 1: Ensure that all instructors participate in development activities by the Illinois Adult Education Professional Development Network (PDN).

- Instructors in their first year of adult education teaching:
 - Complete *Orientation to Adult Education for Instructors* (6 hours in iLEARN)
- Instructors with at least one year of adult education experience:
 - Complete *Standards Proficient Instructor Training* (14 hours)
- All Instructors:
 - Use the [PD Guide](#) on the excellenceinadulthood.org website for other PD recommendations
 - Sign up to receive weekly [PDN Pulse](#) email announcements of PD opportunities
- ESL Standards Proficient Instructor Training
 - Training Goals

- Understand and apply the English Language Proficiency Standards in the IL ESL Content Standards
- Develop standards-aligned ESL lessons for their classes
- Receive personal feedback on standards-based lesson design
- 3 ESL Cohorts in FY 24
 - October 13 & 20, 2023 (Fridays)
APPLICATION CLOSED
 - November 10 & 17, 2023 (Fridays)
 - March 2 & 9, 2024 (Saturdays)
- ABE/ASE instructors Standards Proficient Instructor Training in Language Arts or Math
 - Training Goals
 - Understand and apply the key advances of the [ABE/ASE Content Standards](#) to instruction
 - Identify strengths and weaknesses of assignments and student work
 - Create ABE/ASE Standards-Aligned Lessons
 - 2 ABE/ASE Cohorts in FY 24
 - October 14 & 21, 2023 (Saturdays)
APPLICATION CLOSED
 - April 19 & 26, 2024 (Fridays)
- Encourage SPI-credentialed instructors to take Specialist Training.
 - Training Goals:
 - Take a deeper dive into the Illinois Content Standards
 - Apply the standards to instruction

- Prepare instructors to serve as standards specialists in their programs
 - 2 ESL Cohorts for FY 24
 - November 4 & 18, 2023 (Saturdays)
 - March 22 & April 5, 2024 (Fridays)
 - 1 ABE/ASE Cohort for FY 24
 - February 16 & March 21, 2024 (Fridays)
- Draw on the expertise of your program’s Master Teachers to support curriculum development and instructional best practices.
 - ESL Master Teacher Training
 - 41 current participants
 - Familiar with new NRS EFLs
 - Trained to assess curricula materials for alignment with ELP Standards
 - ABE/ASE Master Teacher Training
 - 32 credentialed
 - Familiar with ABE/ASE Standards
 - Trained to assess curricula materials for alignment to ABE/ASE Standards
- Send teachers to PDN training on using test blueprints and reports to inform instruction and improve MSGs.
 - CASAS Tools for Teachers
 - ABE/ASE Instructors: October 13, 2024; [registration](#) open now!
 - ESL Instructors: dates TBA
 - [TABE Tools for Teachers](#)
 - 1 hour iLEARN course available on demand

Strategy 2: If you are paper testing with CASAS, move to e-Testing!

- Why eTest?

- Access student reports to inform instruction and improve MSGs
- Save staff scoring time and reduce human error
- Get ICCB’s reduced price of <\$2 per eTest (through 2025)
- *no discount for paper tests*
- Use the Assessment Hub (students must have a prior eTest to use the Hub)

Strategy 3: Ensure that your program has curriculum aligned with the appropriate Standards.

- ESL Curriculum
 - Current editions of these core ESL series are aligned with the ELP Standards:
 - Burlington English
 - Stand Out
 - Step Forward
 - Future
 - Ventures
- ABE/ASE Curriculum
 - Texts published before 2014 will NOT be aligned.
 - All curricula resources should be vetted to ensure alignment.
 - Some tools:
 - **i-Pathways**
 - Essential Education
 - New Readers Press
 - Aztec / Steck-Vaughn

Transition Plans & Activities

PD to strengthen standards-based ESL instruction:

- ESL Institute on applying standards-based instruction – *offered twice!*
- Fridays: January 26 & February 16, 2024
- Saturdays: January 27 & February 17, 2024
 - *Appropriate for all ESL instructors!*
 - *A great refresher for instructors who have already had Standards training!*
- ESL Mini-Con to share best practices from the field
 - Friday, April 26, 2024
- [Assessment VLC](#) to learn and share best practices for assessment
 - October 11, 2023
 - November 15, 2023
 - February 7, 2024
 - May 8, 2024
- [Retention VLC](#) for teachers to learn and share best practices for student retention
 - Registration for fall cohort opens September 26, 2023
- Training on new tests (content/blueprints & administration) – stay tuned

Ongoing Communication About the New Assessments

- Check the Assessment Transition FAQs on [Excellence in Adult Education](#) website. FAQs will be updated throughout the year. *Coming soon!*

- Watch the [PDN Pulse](#) for announcements of:
 - Training on the new assessments
 - Training related to standards-based instruction

FY25 APC Plans

Presented by Rupa Sameer, Director for Adult Education and Literacy, rupa.sameer@illinois.gov

What does APC stand for?

- Area Planning Council

Additional APC Information

- Is a State statute and operates within the boundaries of each Community College.
- Membership is described in legislation and by the ICCB.
- Must elect officers as well as develop and adopt bylaws that govern the operation of the APC.
- Must develop and submit a plan for coordination and provision of Adult Education services in the format and timeframe specified by the ICCB.
- Area plans may be changed during the planning year in accordance with the procedures established by the ICCB.

FY25 APC Plan

FY25 APC plan and FY25 plan Rubric have been updated and can be found on the ICCB.org website.

All the APC forms need to be submitted to the ICCB compliance e-mail address: ICCB.ael.compliance@illinois.gov by February 1, 2024.

The FY24 APC change form has also been updated for any Programs requesting to change APC sites and services. You can find the change form at the main ICCB website and can always reach out to their Program support for any concerns or questions.

Reports

- What reports need to be submitted?
- When to submit them?
- Who to submit them to?

Quarter 1 Report

- Programmatic Workplan and expenditure report
- Needs to be submitted by: October 30th

Quarter 2 Report

- Programmatic Workplan and expenditure report
- Needs to be submitted by: January 30th

Quarter 3 Report

- Programmatic Workplan and expenditure report
- Needs to be submitted by: April 30th

Quarter 4 Report

- Programmatic Workplan and expenditure report
- Needs to be submitted by: July 30th

Quality Checklist & ADA Report

- Needs to be submitted by: July 30th

Final Date to Request Federal Funds

- Should be requested no later than August 1st

End of Year Reports

- One stop infrastructure report
- Career and Training report
- Equipment inventory report
- Data Verification
- Certified Units of instruction
- Signed Enrollment report

Last date for submission is August 31st.

Refer to iccb.org

Where do we send all these reports and to whom?

- ICCB Grants Management: ICCB.grantpayments@illinois.gov