

Welcome!

ICCB Adult Education and Literacy
Fall Administrator's Meeting
September 20, 2023

Agenda

FY23 – A Year
in Review

DAISI Reports
for Continuous
Improvement

Transition Plan
for NRS
Assessments

FY25 APC
Plans

FY24
Reporting
Schedule

Thank you!

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%

Fiscal Year 2023 – Preliminary Performance Outcomes

	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

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?**

Performance Measures	Group Breakdown			
	Group 1: Level Gainers (LG)	Group 2: PT, but no LG	Group 3: Enough AH, but no PT	Group 4: Lacked AH for PT
<u>ABE Level 1</u>	<u>168</u>	<u>64</u>	<u>41</u>	<u>64</u>
<u>ABE Level 2</u>	<u>1,111</u>	<u>674</u>	<u>504</u>	<u>587</u>
<u>ABE Level 3</u>	<u>1,628</u>	<u>1,268</u>	<u>846</u>	<u>1,044</u>
<u>ABE Level 4</u>	<u>1,456</u>	<u>1,153</u>	<u>805</u>	<u>1,004</u>
<u>ABE Level 5</u>	<u>533</u>	<u>793</u>	<u>426</u>	<u>600</u>
<u>ABE Level 6</u>	<u>0</u>	<u>347</u>	<u>629</u>	<u>431</u>
Subtotal: <u>ABE</u>	<u>4,896</u>	<u>4,299</u>	<u>3,251</u>	<u>3,730</u>
<u>ESL Level 1</u>	<u>1,427</u>	<u>293</u>	<u>242</u>	<u>838</u>
<u>ESL Level 2</u>	<u>1,847</u>	<u>474</u>	<u>369</u>	<u>967</u>
<u>ESL Level 3</u>	<u>3,104</u>	<u>1,036</u>	<u>708</u>	<u>1,477</u>
<u>ESL Level 4</u>	<u>3,438</u>	<u>2,400</u>	<u>859</u>	<u>1,903</u>
<u>ESL Level 5</u>	<u>2,953</u>	<u>2,590</u>	<u>870</u>	<u>1,526</u>
<u>ESL Level 6</u>	<u>1,608</u>	<u>3,666</u>	<u>771</u>	<u>1,412</u>
Subtotal: <u>ESL</u>	<u>14,377</u>	<u>10,459</u>	<u>3,819</u>	<u>8,123</u>

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%

Co-Enrollment

- 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

Table 1: 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?

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

Funding Restricted: Not Specified

Specific College Activity: Not Specified

Funding Unrestricted: Not Specified

Includes Students with at least 12 hours of attendance

Table 1

Entering Educational Functioning Level	Am. Ind.		Asian		Black		Hisp.		N.Hawa.		White		2+ races		TTL
(A)	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	
ABE Level 2	1	0	0	0	1	3	8	11	0	0	1	2	0	0	
ABE Level 3	0	0	0	2	2	8	19	36	0	0	1	3	1	0	
ABE Level 4	0	0	5	7	3	10	53	79	0	0	10	5	1	0	
ABE Subtotal	1	0	5	9	6	22	81	126	0	0	12	12	2	0	
ASE															
ASE Level 5	0	0	3	2	3	1	61	73	0	0	10	9	1	1	
ASE Level 6	0	0	0	2	1	0	30	34	0	0	3	6	0	1	
ASE Subtotal	0	0	3	4	4	1	91	107	0	0	13	15	1	2	
ESL															
ESL Level 1	0	0	0	0	0	0	7	9	0	0	0	1	0	1	
ESL Level 2	0	0	0	1	0	0	25	45	0	0	1	4	0	0	
ESL Level 3	0	0	0	3	1	1	120	177	0	0	6	11	0	0	
ESL Level 4	0	0	3	9	0	0	175	233	0	0	9	20	1	0	
ESL Level 5	1	0	2	12	3	3	164	293	0	0	9	25	0	0	
ESL Level 6	0	0	3	16	1	2	185	291	0	0	9	29	0	0	
ESL Subtotal	1	0	8	41	5	6	676	1,048	0	0	34	90	1	1	
TOTAL	2	0	16	54	15	29	848	1281	0	0	59	117	4	1	

Total NRS-reportable students

Reading the NRS Performance Report PoP

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

Data and Information System Illinois

http://www.isdhs.org

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

Funding Restricted: Not Specified

Specific College Activity: Not Specified

Funding Unrestricted: Not Specified

Includes Students with at least 12 hours of attendance

Table 2

Age Group	Am. Ind.		Asian		Black		Hisp.		N Hawa.		White		2+ races		TTL
(A)	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	3	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	67	3	2	1279
45-54	1	0	5	9	2	9	137	289	0	0	5	24	0	2	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	848	1281	0	0	59	117	4	4	2429

Table 2a

Age Group	Am. Ind.		Asian		Black		Hisp.		N Hawa.		White		2+ races		TTL
(A)	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	3	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	0	1	0	0	19
TOTAL	0	1	4	9	7	8	273	347	0	0	18	25	0	1	693

DIFFERENT
POPULATIONS!

Table 3

Entering Educational Functioning Level	16-18	19-24	25-44	45-54	55-59	60+	Total
Adult Basic Education	15	82	127	44	4	4	276
Adult Secondary Education	5	74	126	26	6	4	241
English Language Acquisition	17	260	916	354	82	54	1,683
Integrated English Literacy and Civics Education	1	42	110	59	10	7	229
TOTAL	38	458	1,279	483	102	69	2,429

Table 3 IETP

Entering Educational Functioning Level	16-18	19-24	25-44	45-54	55-59	60+	Total
Adult Basic Education	1	17	4	2	0	0	24
Adult Secondary Education	0	16	7	1	0	0	24
TOTAL	1	33	11	3	0	0	48

Reading the NRS Performance Report PoP

Table 3: Enrollment by Instructional Category

Look for:

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

Reading the NRS Performance Report PoP

Table 4: 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...)

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 attained 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											
ASE Level 5	164	17521	54	18	54	38	43.90%	166	54	18	43.37%
ASE 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%

Reading the NRS Performance Report PoP

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?

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%

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)	Unduplicated NRS 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: PT, but no LG	Group 3: Enough AH, but no PT	Group 4: Lacked AH for PT							
ABE Level 1	2	0	2	0	0	2	4	2	50%	44%	6%
ABE Level 2	15	7	4	2	0	7	28	15	54%	37%	17%
ABE Level 3	36	19	13	3	0	15	71	36	51%	37%	14%
ABE Level 4	79	44	34	14	0	43	171	79	46%	37%	9%
ABE Level 5	61	56	34	16	6	40	167	64	38%	40%	-1%
ABE Level 6	0	25	41	11	29	61	77	0	0%	37%	-37%
Subtotal: ABE	193	151	128	46		168	518	196	38%		
ESL Level 1	15	0	1	2	0	1	18	15	83%	52%	31%
ESL Level 2	57	4	2	12	0	3	75	57	76%	52%	24%
ESL Level 3	172	73	18	53	0	24	316	173	55%	51%	4%
ESL Level 4	197	178	21	58	0	35	454	200	44%	41%	3%
ESL Level 5	190	216	44	60	9	72	510	191	37%	39%	-1%
ESL Level 6	92	356	35	55	22	94	538	93	17%	21%	-4%
Subtotal: ESL	723	827	121	240		229	1,911	729	38%		
Total	916	978	249	286		397	2,429	925	38%	N/A	N/A
ABE/ASE, excluding ASE High						107	441	196			
Total, excluding ASE High						336	2,352	925			

Transitioning Assessments

Just Keep Swimming



Memory Lane

We saw the introduction of Essays in the GED exam.

Then, we saw the calculator!

Moving forward, it was a computer-based test.

Then we had the TABE 11/12

We've got this transition!