



AEL FY25 End Of Year

Agenda

- FY26 Fiscal Updates
- Performance Outcomes
- Assessments
- DAISI Updates
- Submitted Questions
- Your Questions



FY26 Fiscal Updates

- State Funds
 - We are optimistic as the Governor's Proposed Budget includes level funding for State Basic, State Performance, ESL Expansion Funds, and Digital Technology Funds
 - **We do not have final appropriations at this time.** The proposal is subject to change in the final budget.
- Federal Funds
 - The Continuing Resolution indicated Title II funding at State Fiscal Level 2024
 - **We do not have additional information at this time.**
- Federal Funding Formula
 - Based on the Number of individuals in the State who lack a high school diploma, are 16 or older and are not in public school. Uses the Census and The American Community Survey.
 - IELCE is determined by calculating each State's share of a 10-year average of the data of the Office of Immigration Statistics of the Department of Homeland Security for immigrants admitted for legal permanent residence for the 10 most recent years.
- Carry Over
 - There is no carry over for FY25.

ICCB Funding Formula

- Question: With the funding formula...which classes do you take into account? Is it only classes marked with ICCB funding.
- Please review the Provider Manual and Technical Appendix. The TA is found here: https://www.iccb.org/wp-content/uploads/2024/09/FY25_AEL_Tech_Apdx.pdf
- Generally,
 - Fed Basic /State Basic are based on Units of Instruction so 51% of course funding need to from State Basic / Fed Basic
 - IELCE funds are attendance hours and enrollment. Attendance hours are from classes funded by IELCE.
 - Performance funding: Students must be funded by IELCE, Fed Basic, or State Basic.



Performance Outcomes

Our Targets

- 41% Measurable Skill Gain
- 31.8% Credential Attainment
- 31.4% of Employment 2nd Quarter after Exit
- 33.4% Employment 4th Quarter after Exit
- Median Earning of \$6,150.00

Who is in the Denominator?

Outcome	Who is in the Denominator?
Number Served (Participant)	7/01/24 to 6/30/25
Number Exited (Participant)	4/1/24 to 3/31/25
Employment Rate 2 nd Quarter After Exit	7/01/23 to 6/30/24
Employment Rate 4 th Quarter After Exit	1/01/23 to 12/31/23
Median Earnings 2 nd Quarter After Exit	7/01/23 to 6/30/24
Credential Attainment Rate	1/01/23 to 12/31/23
Measurable Skill Gains	7/01/24 to 6/30/25

Where are we today?

Metric	Target	As of April 29, 2025
Participants	N/A	60,227
MSG	41%	36.62%



Action Steps

- If a student has successfully completed the training portion of an ICAPS, you must mark the student as completed to get the MSG.
- You must keep some form of documentation to demonstrate the student has met this threshold.
- Mark the credential completed in the Student
- The ICAPS manual has step by step directions and can be found here: <https://www.icapsillinois.com/wp-content/uploads/2024/10/ICAPS-Manual-2025.pdf>

HSE Matches

- The HSE Data Matches occur the last business day of the month.
- Before reaching out if a student doesn't show up –
 - Check if consent has been shared.
 - Check the student's name and spelling is consistent with the GED or HiSET systems.
 - If the above are correct, send an email to your program support with the student's name and information so we can review.



Assessments

Assessments for FY26

- TABE 13/14
- CASAS Math 2
- Best Literacy 2.0
- Best Plus 3.0
- TABE CLAS-E
- CASAS Steps
- CASAS Reading Goals has been allowed *into FY26*



DAISI Questions

DAISI Updates

- **In the recently updated Daisi:**
 - The new font is very light, therefore difficult to read
 - There is a lot of distance between the attendance grid and the bottom horizontal scroll bar now. “If you move the vertical bar up, you CAN’T see both, to use them easily, as we did before.”



Student Separation

Separation

Separation Date:

Separation Reason:

- 6 - Lack of Dependent Childcare Resources
- 7 - Family Problems
- 8 - Time and/or Location of Services not Feasible
- 9 - Moved
- 10 - For Other Known Reasons
- 11 - Cannot Locate or Contact

Drop Reason

- 1. Entered employment
- 2. Met personal objective
- 3. Lack of interest, instruction not helpful to participant
- 4. Illness / Incapacity
- 5. Lack of transportation resources
- 6. Lack of dependent child care resources
- 7. Family problems
- 8. Time and/or location of services not feasible
- 9. Moved
- 10. For other known reasons
- 11. Cannot locate or contact
- 12. Completed
- 13. divya
- 44. none
- 101. Administrative Withdraw
- 102. Called to Active Duty for at Least 90 Days
- 103. Incarcerated in a Correctional Institution
- 104. Deceased
- 105. Resident of an Institution/Facility Providing 24-hour Support
- 106. Receiving Medical Treatment Expected to Last Longer than 90 Days
- 200. This code is not reserved and should get accepted
- 2222. brodie
- 311312. friday

Separation:

Reason:

- Location of Services not Feasible
- Moved
- For Other Known Reasons
- Cannot Locate or Contact
- Auto-Separated from Program

Reason:

- Duty for at Least 90 Days
- Incarcerated in a Correctional Institution
- Deceased
- Resident of an Institution/Facility Providing 24-hour Support

Drop Reason

- 1. Entered employment
- 2. Met personal objective
- 3. Lack of interest, instruction not helpful to participant
- 4. Illness / Incapacity
- 5. Lack of transportation resources
- 6. Lack of dependent child care resources
- 7. Family problems
- 8. Time and/or location of services not feasible
- 9. Moved
- 10. For other known reasons
- 11. Cannot locate or contact
- 12. Completed
- 13. divya
- 44. none
- 101. Administrative Withdraw
- 102. Called to Active Duty for at Least 90 Days
- 103. Incarcerated in a Correctional Institution
- 104. Deceased
- 105. Resident of an Institution/Facility Providing 24-hour Support
- 106. Receiving Medical Treatment Expected to Last Longer than 90 Days
- 200. This code is not reserved and should get accepted
- 2222. brodie
- 311312. friday

Questions:

- Retention rates for students (which can be counted with deducting these rates)
- They have access to GED® graduates – can they also have access to HiSET® in the system?
- Will DAISI ever have opportunities to do outreach? Students who need to test, touch a button and a message goes to them saying you're required to test?
- If students are hybrid and their class is 3 hours a day:
 - Can they be present for class and also work additional time that day, which would be entered into the remote tab for that day? Daisi now allows this.
 - If a hybrid class is scheduled for 3 hours and a student doesn't attend one day but works remotely for 5 hours, they would be marked as Absent in Daisi on the main tab. In the other tab, can we enter 5 hours, or is the 3 hours that the class is scheduled the maximum?
- We have most classes written to be allowable to offer as hybrid or in-person. If we want to offer those classes as fully remote, we need to submit the form for each class, correct?

Thank you

Kathy Olesen-Tracey, Rupa Sameer

Ben Greer, James Flaherty, Mark Mesle,
Nyssa Westermeyer, Kang Hee Hong.