



**Adult Education and Family Literacy  
Regional Sessions  
Spring Administrator Meeting**

**Illinois Community College Board  
April 12 & 13, 2006  
FY 2006**



# National Reporting System for Adult Education

# Federal Targets

- ★ ICCB is currently negotiating new targets for Fiscal Year 2007.
- ★ Federal philosophy based on a strict interpretation of a ***Continuous Improvement Model***. FY06 Federal Targets were based on the same approach.
- ★ Elevated expectations by federal officials.
- ★ Overall, Fiscal Year 2007 targets will exceed Illinois' Fiscal Year 2005 Actual Performance.

# NRS Core Outcomes: Educational Gains

|                    | FY03          | FY04          |               | FY05          |               | FY06          |
|--------------------|---------------|---------------|---------------|---------------|---------------|---------------|
|                    | Federal       | Federal       |               | Federal       |               | Federal       |
|                    | <u>Actual</u> | <u>Target</u> | <u>Actual</u> | <u>Target</u> | <u>Actual</u> | <u>Target</u> |
| Beginning Lit. ESL | 49.03%        | 34%           | 39.16%        | 49%           | 41.80%        | 41%           |
| Beginning ESL      | 32.24%        | 22%           | 30.66%        | 32%           | 37.65%        | 32%           |
| Low Inter. ESL     | 45.29%        | 39%           | 41.75%        | 45%           | 44.99%        | 43%           |
| High Inter. ESL    | 39.56%        | 28%           | 32.11%        | 40%           | 34.85%        | 33%           |
| Low ESL            | 31.90%        | 26%           | 25.78%        | 32%           | 28.35%        | 27%           |
| High ESL           | 14.26%        | 11%           | 10.81%        | 14%           | 21.09%        | 11%           |

# NRS Core Outcomes: Educational Gains

|                    | FY03          | FY04          |               | FY05          |               | FY06          |
|--------------------|---------------|---------------|---------------|---------------|---------------|---------------|
|                    | Federal       | Federal       |               | Federal       |               | Federal       |
|                    | <u>Actual</u> | <u>Target</u> | <u>Actual</u> | <u>Target</u> | <u>Actual</u> | <u>Target</u> |
| Beginning Lit. ABE | 14.51%        | 33%           | 13.80%        | 15%           | 39.51%        | 15%           |
| Beginning ABE      | 38.37%        | 31%           | 36.85%        | 39%           | 38.13%        | 38%           |
| Low Inter. ABE     | 34.06%        | 26%           | 33.65%        | 35%           | 36.06%        | 35%           |
| High Inter. ABE    | 28.68%        | 23%           | 28.18%        | 30%           | 32.07%        | 29%           |
| Low ASE            | 35.56%        | 24%           | 32.26%        | 37%           | 37.89%        | 33%           |
| High ASE           | N/A           | N/A           | N/A           | N/A           | N/A           | N/A           |

# Strategies for Improving Educational Outcomes (NRS Table 4)

- ★ Appropriate assessment tools for learner at intake to assure proper curriculum content and instruction for learners.
- ★ Increased retention efforts.
- ★ Increased but appropriate post testing.
- ★ Accurate data entry into the STAIRS data collection system. Frequency=Accuracy

# NRS Follow-Up Measures

|  | FY03<br>Federal | FY04<br>Federal |               | FY05<br>Federal |               | FY06<br>Federal |
|--|-----------------|-----------------|---------------|-----------------|---------------|-----------------|
|  | <u>Actual</u>   | <u>Target</u>   | <u>Actual</u> | <u>Target</u>   | <u>Actual</u> | <u>Target</u>   |
| Entered Employment                                       | 50.07%          | 42%             | 46.75%        | 50%             | 46.85%        | 48%             |
| Retained Employment                                      | 87.05%          | 69%             | 82.61%        | 70%             | 81.46%        | 72%             |
| Receipt of Secondary<br>School Diploma or GED            | 26.25%          | 35%             | 26.84%        | 27%             | 31.99%        | 27%             |
| Placement in<br>Post-Secondary Education<br>and Training | 16.77%          | 16%             | 18.30%        | 18%             | 22.11%        | 18%             |

# Strategies for Improving NRS Core Follow-up Outcomes

## ★ Appropriate Goal Selection

- ★ Goal matrix in provider manual
- ★ Performance report table
- ★ Document goal changes
- ★ Secondary goal is optional

## ★ Properly record learner social security number and name in STAIRS.

## ★ Accurate entry in student record in STAIRS for attainment of a High School Diploma with appropriate documentation.



# NRS Changes for FY 2007

- ★NRS will split Beginning ESL into two levels (Low Beginning and High Beginning) and drop High Advanced ESL. Other levels will remain the same.

# **NRS Changes for FY 2007**

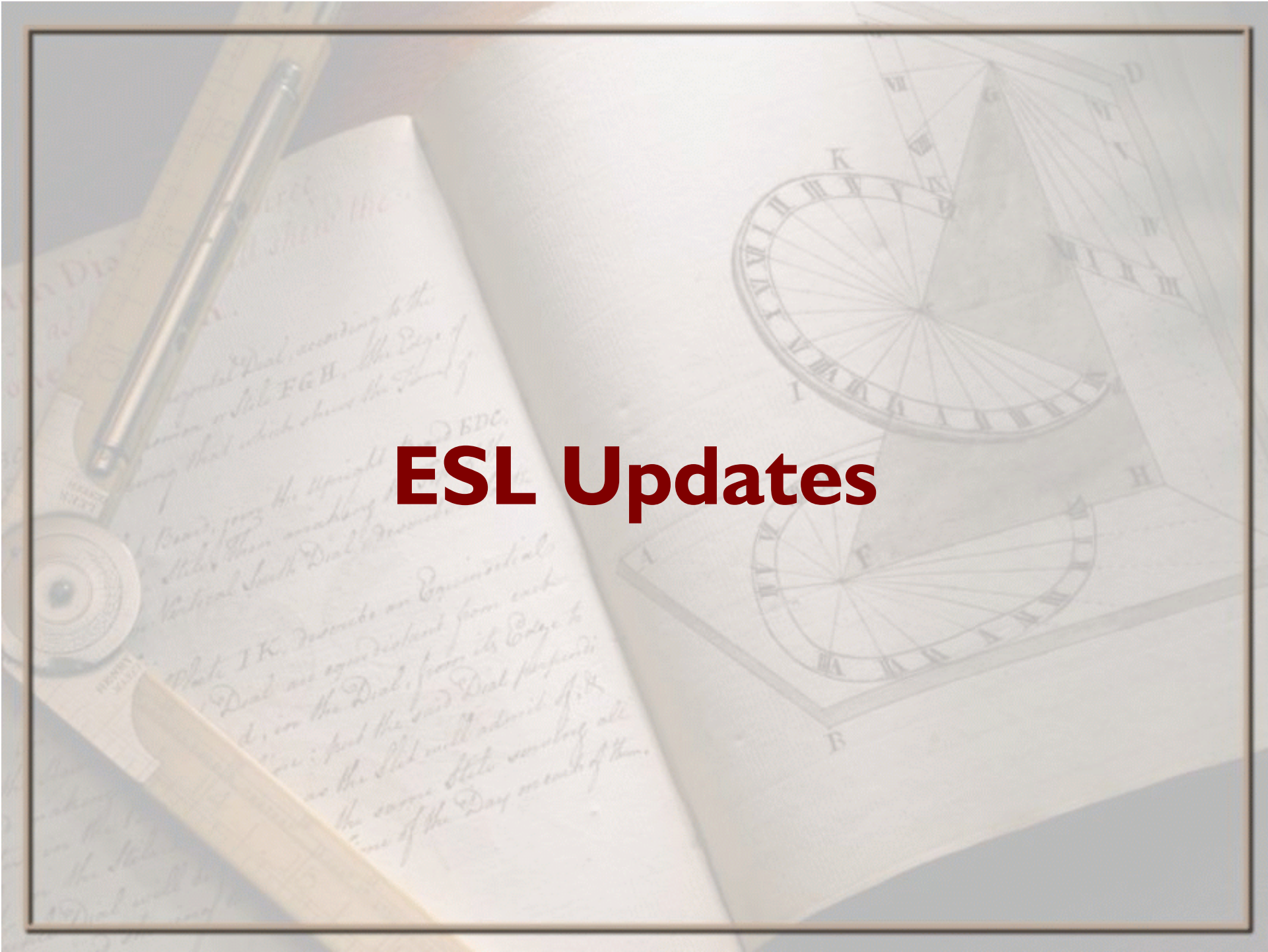
★ **New NRS Implementation Guidelines  
(revised in December 2005):**

<http://www.nrsweb.org/reports/ImplementationGuidelines.pdf>

★ **New ESL Descriptors:**

<http://www.nrsweb.org/reports/NewESLdescriptors.pdf>

# ESL Updates



# ESL Updates

- ★ESL Content Standards
- ★EL/Civics Competencies
- ★BEST Plus Administrations
- ★ESL Level Changes

# ESL Updates

## Level Chart

| <u>SPL</u> | <u>BEST Literacy</u> | <u>CELSA</u> | <u>BEST Plus</u> | <u>Level</u>       |
|------------|----------------------|--------------|------------------|--------------------|
| 0 - 1      | 0 - 7                | n/a          | 400 and below    | Beginning Literacy |
| 2          | 8 - 35               | n/a          | 401 - 417        | Low Beginning      |
| 3          | 36 - 46              | 20 - 23      | 418 - 438        | High Beginning     |
| 4          | 47 - 53              | 24 - 29      | 439 - 472        | Low Intermed       |
| 5 - 6      | 54 - 65              | 30 - 41      | 473 - 506        | High Intermed      |
| 7          | 66 - 74              | 42 - 70      | 507 - 540        | Advanced           |



# STAIRS Updates

## Versions

- ★ Version 7.7 is most current STAIRS version available on the ICCB web-site (contains SOS-related changes only).
- ★ STAIRS will be used throughout FY07 and will be replaced by DAIS-I in FY08.
- ★ Contact Peggy Heinrich with all STAIRS questions.



**DAIS-I**  
**(Data and Information System - Illinois)**  
**Updates**

# DAIS-I Updates

## General

- ★ Web-based system to be implemented in FY08
- ★ Center for the Application of Information Technologies (C.A.I.T.) selected to design system
- ★ Revised Implementation Plan
  - ★ Full-year pilot for data entry
  - ★ Comprehensive statewide training and manual
  - ★ Inclusion of enhanced features
  - ★ Revised implementation timeline for new policies

# DAIS-I Update

## Pilot Process

★ 28 programs applied, six were selected

- ★ DeLaSalle/Tolton Center - Region I
- ★ Jewish Vocational Service - Region I
- ★ Decatur School District 61 - Region III
- ★ Township High School District 214 - Region II
- ★ College of Lake County - Region II
- ★ Kaskaskia College - Region IV

# DAIS-I Updates

## Pilot Process

- ★ FY06 Involvement
  - ★ Participation in numerous conference calls
  - ★ Review of sets of screen shots/mockups
  - ★ Submission of written feedback via e-mail
  - ★ Significant revising of system resulted from pilot feedback
  - ★ Review of interactive screens and limited system testing in spring

# DAIS-I Updates

FY07 Process

- ★ Pilots will enter all data into STAIRS and DAIS-I
- ★ System will be refined and enhanced features developed
- ★ Statewide training in latter half of FY07

# DAIS-I

## Sample of System Highlights

- ★ STAIRS Import Feature (limited to Student Bio fields)
- ★ DAIS-I Export Feature
- ★ Multiple users can enter data simultaneously
- ★ Different users can be assigned differing levels of access
- ★ C.A.I.T. will handle data backup

# Policy Updates



# Policy Updates

DAIS-I

- ★ Program Excellence
- ★ Summer Class Reporting
- ★ Multiple ESL Test
- ★ Dual Enrollment
- ★ Professional Development Reporting

# **FY07 Policy Updates**

## **Testing Changes**

### **Citizenship Only Classification**

★ Beginning FY07 - All programs will be required to classify Citizenship Only courses as ESL.

#### ★ **WHAT THIS MEANS -**

★ All students enrolled in these courses must be administered one of the following pre and post tests.

★ BEST Literacy

★ BEST Plus

★ CELSA

# **FY07 Policy Updates**

## **Professional Development**

- ★ **Required in FY07 for ICCB Instructors**
  - ★ **6 Hours Minimum Professional Development**
  - ★ **New Teacher Orientation (required for new hires)**
  - ★ **Minimum of Bachelors Degree (required for new hires)**
  - ★ **Professional Development Activity Flowchart**

# Policy Reminders



# Policy Reminders

## Testing

- ★ TABE series not interchangeable- use either 7&8 or 9&10.
- ★ Alternate forms of TABE, CELSA, and BEST Literacy should be used for pre- and post-testing.
- ★ See Service Center calendars for training dates.
  - ★ <http://www.coe.ilstu.edu/call/calendar/>

# Policy Reminders

## Testing

- ★ According to NRS guidelines, post-test must be the last test of the fiscal year.
- ★ BEST Literacy Screener-Select Form S in STAIRS.
- ★ TABE Survey-Select Form Number followed by S in STAIRS.
- ★ Be sure to report scale scores for all tests except CELSA (raw scores for CELSA).

# Policy Reminders

## APC

- ★ All programs are responsible for maintaining a copy of the signed area plan.
- ★ All providers in APC must have a copy.

# Elements of Quality Programs



# Special Learning Needs

## Session One

- ★ Who in my program might have the qualifications for an ADA coordinator position?
- ★ What does my program already have in place that addresses all or part of these LD compliance guidelines?
- ★ What reasonable accommodations are already offered in my program? What additional accommodations do we need to consider?
- ★ Where does my program keep confidential documentation related to disabilities? What considerations do we need to make in this area to be compliant?
- ★ What does my program need to do to address public notice and grievance policy issues?
- ★ How does my program need to reformat our intake procedures in order to be ADA compliant?

# Testing/Ongoing Assessment Strategies

## Session Two

- ★ How can a program be sure it is implementing standardized assessment correctly (including staff training, providing optimal test conditions, and following test protocol)?
- ★ What do I need to do to develop and assessment policy in compliance with ICCB testing policies?
- ★ What assessment strategies are we using to assess learner progress in addition to standardized pre- and post-testing?
- ★ How do we select and develop these assessment strategies and when are they used?
- ★ Who gets the results of assessment and how are they used in the program?

# NRS Updates

## Session Three

- ★ What changes have been made within my program since attending the NRS Phase I and Phase II trainings?
- ★ How will the NRS changes in FY07 affect my program? What will we have to do to prepare for FY07?
- ★ What processes or procedures will be implemented in your program to ensure efficient and effective post-testing will continue to occur now and in the future.
- ★ Who should attend the Phase III training and provide leadership for this continuous improvement process? What staff will be involved? How will success be determined?

# The New Professional Development Requirements

## Session Four

- ★ How will you help all teachers meet the 6 hour requirement?
- ★ What professional development planning process do you have in place?
- ★ What mechanism will you use for tracking teacher professional development?
- ★ How do you intend to meet the need for the New Teacher Orientation?

# Regional Support

## Announcements

### ★ Program Support FAQ

<http://www.iccb.state.il.us/HTML/pdf/adulted/faq/adultedfaq.html>

### ★ Provider Locator

<http://www.iccb.state.il.us/aegateway/student/provider.html>

# Regional Support

Horizon Wimba

★ Follow up sessions

★ Dates: May 22 and June 5

# Regional Support

## Staff

- ★ **Jeri Dixon**, Region I Associate Director for Adult Education and Family Literacy - Program Support Specialist

Phone 312/814-8997

Email: [jdixon@iccb.state.il.us](mailto:jdixon@iccb.state.il.us)

- ★ **Rod Lane**, Region III Associate Director for Adult Education and Family Literacy - Program Support Specialist

Phone 217/785-0213

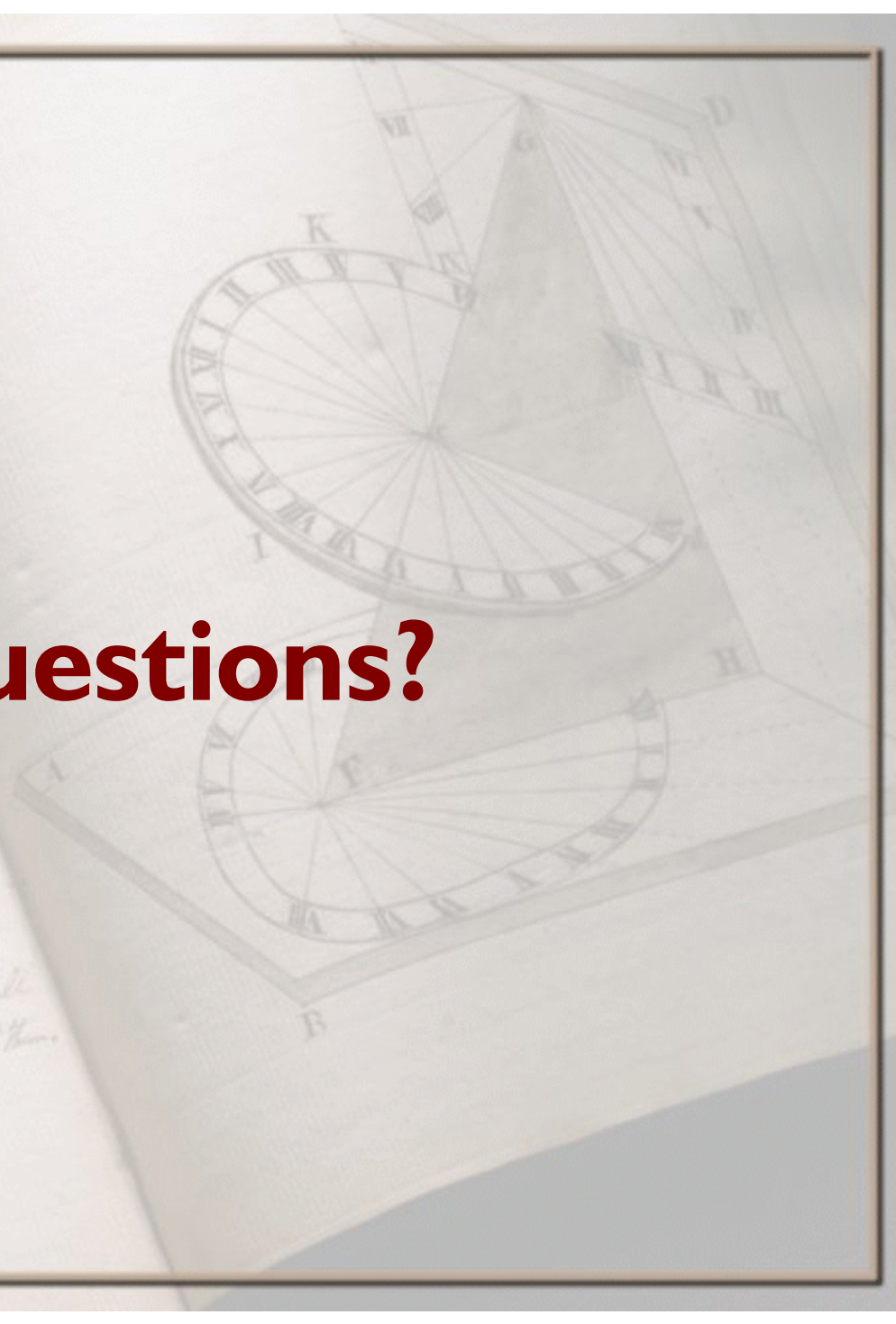
Email: [rlane@iccb.state.il.us](mailto:rlane@iccb.state.il.us)

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**Any Questions?**



*...the Dial, according to the  
...FGH, the Edge of  
...that which shows the Face of  
...Board EDC,  
...the Dial, from each  
...the Dial Perpendi  
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