**I Wish ICCB Knew….. Notes from the FY22 Spring Administrator’s Meeting**

Below are the comments from the Spring Administrator’s Meeting with information on how we are addressing your concerns.

**ADULT EDUCATION POLICY**

* It should be easier to run classes across fiscal years.

*ICCB Response: We are bound by fiscal policies that indicate funds should be expended in the same fiscal year. Additionally, there are very specific NRS reporting requirements that follow fiscal years.*

* GED Ready should be an approved placement test instead of TABE/CASAS for HSE students...and then passing an official GED test is the MSG.

*ICCB Response: The Office of Career Training and Adult Education determines appropriate placement tests and what counts as a measurable skill gain. ICCB cannot use assessments for placement that are not currently approved by OCTAE.*

**AGENCY SUPPORT**

* Would it be possible to have more communication with Regional Support to support us with challenges?

*ICCB Response: The staff at the AEL division are here to support program administrators, instructors, and support staff. Regional Support Specialists can provide assistance as you request – through linking you to support resources, connecting you to professional development, answering questions about policy, or coordinating a meeting to hear your concerns and then provide you with supports.*

* It would also be very beneficial for programs to know exactly what ICCB staff job descriptions are so that we know who to contact when we need something specific. It seems we always get told "Oh, you need to contact this person or that person for that question.

*ICCB Response:* A resource with ICCB contact information is provided.

* Ideas and policies from the perspective of the field. I'm sure there are ways to structure facilitation of wisdom and knowledge in a way that respects professionals in the field but doesn't over-burden the Board or the PDN (and clogs the information pipeline).

*ICCB Response: This is an ongoing practice from our agency and PDN.*

* An outreach campaign to attract teachers would be great!

*ICCB Response: The ICCB Adult Education Advisory Council is tasked with discussing the Teacher and Staff shortage. More information will be forthcoming*

* Would also be very beneficial for programs to know exactly what ICCB staff job descriptions are so that we know who to contact when we need something specific. It seems we always get told "Oh, you need to contact this person or that person for that question.”

*ICCB Response: We are covering this information at the Administrator’s Meeting! A handout for future resources is also provided.*

* We need ongoing communication between ICCB and programs during the course approval process and a more detailed/structured timeline for that process.

*ICCB Response: This is a topic to be discussed in the Administrator’s meeting and more information will be forthcoming.*

* When we make mistakes or miss things, it's often because we got the info from a guide and thought we understood. It makes sense that the ICCB team could thoroughly understand those resources and could guide, rather than depending on 74 programs to correctly interpret written guidance.

*ICCB Response: The resources are designed to provide you with current information and should be the first place you go to find answers for questions. Then, you can reach out to your Regional Support Specialist for clarity and questions.*

**ADMINISTRATOR TRAINING**

* New Directors and Administrators need a clearer onboarding process to learn all of the ICCB Acronyms and how to interact and seek out assistance with even some of the "Simple Things" that many others have done for years.
* Perhaps ICCB should set up a mentoring program to pair new administrators with veteran ones.
* Administrators need training on the fiscal reporting.

*ICCB Response: The SIPDC, as a part of the PDN, and the ICCB AEL Regional Support Team are developing an administrator’s training that will be housed in the new iLEARN system. There is a proposed mentoring component, and this will be built in FY23. Your feedback for content in this training is being solicitated at this meeting and throughout the Forum for Excellence.*

**DAISI AND DATA**

* Might consider sending out an email to ALL admin about a checklist of things to do in DAISi (check the yes for GED scores, etc.) so ALL programs are aware of the new things to do before the end of the FY.

*ICCB Response: We have monthly office hours for our data systems and we are currently developing a DATA Pathway that will be a self-paced training placed in the iLEARN system. This training will address many of the concerns expressed at the April Administrators Meeting.*

* People are wary of giving over SS# given identity theft and all of the cautions surrounding this issue. Would it possible to collect last 4 digits of SS# and use that as part of data match with other info.

*ICCB Response: We must capture social security numbers for our data matching. Clarifying with students how this data is used and ensuring the student the system is secure may help with social security numbers.*

* In DAISI, be able to enter student (case) notes past active FY so information can continue as long as students are being assisted even if they aren't active in Adult Education programming.
* DAISI needs to have better case management functionality for student retention efforts

*ICCB Response: The purpose of the data management system is to collect data required for Federal and State reporting. It is not designed to be a case management resource.*

* Can we get state level data concerning how many AE students transition to Post Secondary? This may help programs that are operating out of community colleges advocate for more resources from hosting colleges.

*ICCB Response: For answers to questions about the data and transitions, attend the Forum session on data metrics.*

* More focus on equity in reporting. FYI, those with disabilities, lower educational levels and other barriers-programs should be rewarded to serve those with these extra barriers. Right now the measures are almost a built in reason to not sure the hardest to serve. Real equitable services take extra time and effort.

*ICCB Response: Individuals with barriers are often underreported in our data collection system. Correctly reporting this information is critical when looking at program level data. To achieve equitable outcomes, we have focused on the inclusion of universal design for learning, clarifying barriers in the data system, and revising the Special Learning Needs training to focus on equitable services.*

* include DAISI updates, policy changes, new resources available etc. For instance, it might've been better to provide the updates delivered today in advance, rather than sharing them all at once in a meeting. If we have more time to think about them, we might be able to process the changes more successfully.
* I think it would be beneficial across the field to have advance notice of programmatic and DAISI changes at the beginning of each semester instead of the end of the fiscal year. We want to be proactive instead of reactive to immediate changes.

*ICCB Response: We provide DAISI updates as we have them developed and released.*

* Need updated gender preferences in DAISI, as well as a "Preferred name" field.

*ICCB Response: The NRS reports are still binary – reporting as male / female. We are adhering to OCTAE guidance on this issue and will update the field as information becomes available.*

* DAISI glitches seem to be an issue lately. Pre-tests will come up missing for established students. There also seems to be a glitch with generation. Generation will go down even after not having made any changes.

*ICCB Response: When you notice these issues, please report them to the DAISI help desk. We get monthly reports on all user issues and it allows us to be informed of issues.*

**NRS ASSESSMENT, EDUCATION FUNCTIONING LEVELS, AND POST TESTING**

* Students with mental illness need to be considered differently when it comes to testing.

*ICCB Response: All students must be assessed per NRS guidelines. There are allowable accommodations for individuals. Work with the PDN to determine how to provide the accommodations.*

* Can we remove the requirement to re-test students that come back and start a new POP in the same fiscal year? It would be helpful to just use their original pre-test for that year.
* If there could be a longer inactive time allowed before separations (i.e. longer than 90 days) so that students had more time to return to the program in one PoP or make other MSGs.

*ICCB Response: Programs may elect to use an assessment from the previous period of participation for placement in the new period of participation if that assessment was administered within 120 days of the student’s enrollment in the new period of participation. (State Policy) Program participants may incur multiple Periods of Participation (PoPs) in a program year. A Period of Participation begins on a participant’s first day of activity (either a pre-test or attendance) and ends on a participant’s last day of activity preceding 90 days of inactivity. The Illinois data collection system automatically calculates PoPs for returning students, so no additional calculations will be required at the local program level.*

* TABE 11/12 and CASAS Goals should not be so glaringly different when it comes to student performance.
* Math CASAS GOALS ASE levels show 9-12-could we break them up into two levels? Low and High Secondary
* NRS gains for Math OR Reading should count, not just the lower of the two.
* break down NRS so that High Intermediate isn't more like 3 years while the others are 2 years...since most students are between low/high intermediate
* More measures to determine measurable skill gains beyond academic achievement and/or workforce driven goals

*ICCB Response: All assessment guidelines and NRS performance levels are determined by OCTAE. Additionally, all assessments are approved by OCTAE.*

* Consider accepting TABE-e as a new test.

*ICCB Response: All ESL assessments are going through an OCTAE approval process. Once we know what’s been approved as an assessment, we will consider adding more assessments.*

* I wish that requiring two ESL tests to show an exit could be reconsidered. If a student exits from one of the tests, why would that be considered as needing verification. If we require high level ESL students (in IELCE programs) to take 3 tests, we're going to lose quite a few.

*ICCB Response: Prior to the updated ESL Assessment policy, once a student reached exit criteria, they could no longer be served using IELCE funds. If a student takes a different assessment, it may allow them to remain in the IELCE program. Additionally, if the student exits out of all ESL assessments, they can still receive IELCE services if they remain in an ESL support course. This assessment adheres to the NRS expectation for assessment but still allows for IELCE funds to serve the student.*

**OUTREACH**

* I wish we could market our classes to more students who just need to build up their basic skills, instead of putting so much attention to people needing their HSE.

*ICCB Response: The Outreach Campaign has models and samples on the Outreach FB page on how to craft a message for students seeking to improve their basic skills. Those models will help you develop strategies for recruiting these learners. Increased Educational Functioning Level is a Measurable Skill Gain.*

**REPORTING**

* Writing quarterly reports where we reiterate the data you can see in the charts seems to be an unnecessary waste of time.

*ICCB Response: GATA, the Grant Accountability and Transparency Act requires quarterly and yearly programmatic performance reports. The reports based on the submitted work plan require you to evaluate your data and identify areas where you are successful and areas where you need support. These reports allow time for reflection and identify areas for continuous improvement. Submitting DAISI reports that we can also see doesn’t give us the nuances for how you are addressing challenges.*

**MISCELLANOUS**

* Simplify UIs and eliminate PoPs

*ICCB Response: Periods of Participation are an OCTAE requirement. Units of Instruction are clarified in the ICCB AEL Provider Manual.*

* There are some students at ABE level that consider themselves successful because now they can read. They are not looking to advance. ABE to ASE as an MSG.

*ICCB Response: ASE/ABE/MSG are administrative terms. Students just need to have their educational needs met. We are funded to ensure individuals improve their basic literacy skills. If a student has improved these skills, we have met the expectation and served the student.*

* I would like funding to be available for Spanish GED to purchase technology programs and resources for students.

*ICCB Response: This is an appropriate expenditure but currently, you must use either State Performance or State Basic funds.*

* Approval process for ICAPS is cumbersome. Even the updated process is basically like writing a grant narrative.
* Where to request funds in GATA for possible curriculum director, or a restorative practice position How to fund staff for extra support.

*ICCB Response: When you have budget planning questions, reach out to your Regional Support Specialist and they can guide you to the best resources or even work with our fiscal team to provide you with support.*

* Students need more flexible models to obtain their HSE, and Occupational Training while working full-time jobs. A number of students are having to choose work over class time due to financial responsibilities.

*ICCB Response: The Alternative Method of Credentialing provides an alternative pathway. Additionally, we provide a great deal of support when it relates to distance learning as an alternative.*