ICCB – Adult Education & Family Literacy Advisory Council
Committee: Research, Data & Accountability Committee
5-6-2011

Committee Members: Tauheedah Abdullah, Lyn Buerkett, Cyndy Colletti, Shari Crockett, Dawn Hughes, Jane Ellen Stocker, Jason Tyszko, and Rebecca Walker. ICCB Staff on committee: Jay Brooks.

Task/Assignment: The Research, Data and Accountability Committee will research the impact of student education in the workforce and economy. The committee will also examine how to use data in making decisions related to program management. This committee will:

1) Review models related to Return On Investment Models (ROI) and Tipping Point initiatives.
   a) Identify ROI and Tipping Point initiatives in other states
   b) Analyze the different models
   c) Identify which models or components that could be beneficial to Illinois
2) Maximize Local Program Effectiveness by using data to improve overall outcomes including making administrative, curriculum (e.g. bridge), policy and procedural, and funding decisions
   a) Examine current ways data is used at the state and local data
   b) Identify administrative data that assists program administrators in making decisions in the following areas:
      i) Curriculum Development/Modifications
      ii) Policy
      iii) Assessment
      iv) Funding
      v) Instructional Design (e.g., class offerings, ABE, ASE, ESL Bridge, Instructional Technology)

Recommendations: The committee recommends that the ICCB should Develop an ROI (Return on Investment) Model and Tipping Point Study for adult education in Illinois.

1) ROI (Return on Investment) Model – Factors: Allow users to select the key factors that they'd like included in the data/report. Including:
   a) Impact on wage earnings
      i) unemployment to employment
      ii) retaining employment
      iii) increased wages due to promotions/raises
      iv) earning potential compared:
         (1) those w/out secondary completion
         (2) GED completers
         (3) GED completers with some post-secondary education
            (a) Impact on community economy—contribution to tax base based on increased earnings.
            (b) Impact on public assistance—community savings based on those NO LONGER on PA
            (c) Impact on educational attainment—transitions to post-secondary education
            (d) Impact on prison recidivism rates—do those with some Adult Education tend to have a lower re-entry rate than those w/out?

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           (e) Impact on family literacy rates/children achievement—do students w/ access to family literacy have higher success, gains, achievements than those w/out?

      (4) Include OVERALL State data on:

           (a) # people in IL over 16 w/o secondary completion

           (b) # people in IL over 16 whose primary language is not English

           (c) program characteristics leading to best success rates (ie: intensity, supports available, times offered.)

2) Tipping Point Study—Key Factors

  a) Three LEVELS (What is needed to move from X to Y?):

    i) Within Adult Ed

      (1) hours needed to show NRS level gain, (by instructional type?)

      (2) proficiency (ABE/English?) needed to earn GED

      (3) GED scores needed to avoid developmental classes and succeed in credit

      (4) *Correctional Programs:* Adult Ed hours/level attainment needed to avoid recidivism

      (5) time/att.hrs./activity needed to

         (a) increase wages

         (b) decrease need for Public Assistance

         (c) obtain employment

      (6) Does access to "case-management" type person in a program effect:

         (a) transition to post-secondary

         (b) employment gains

         (c) success in post-secondary transitions (placement in credit course)

    ii) Dual Enrolled/Bridge Programs

      (1) How does access to credit bearing courses (dual enrolled) effect overall success of students:

         (a) in adult ed

         (b) In credit courses

    iii) After exiting Adult Ed

      (1) College hours and/or certificates needed to <u>improve</u> employment options, etc

      (2) Hours/level attainment needed to move BEYOND Developmental Education into credit

    iv) Those enrolled in Family Literacy

      (1) better gains, higher retention of parents with family enrolled

      (2) cooperation with the P-20 council to track success rates of children enrolled in family lit

3) Both Models/Studies will:

  a) Be interactive, live-portal that include quarterly updated data

  b) Include visual representations and dollar correlation to the included factors

  c) Result in a printable and "ready-to-send" report that can be shared with legislators, funders, and other stakeholders

    i) users have option to export info in various formats:

      (1) PDF

      (2) Editable form (Excel and/or Word)

  d) Allow users to <u>select</u> the option of pulling the report by:

    i) State

    ii) by program type (Community College, CBOs, School Districts/ROEs, Corrections)

    iii) By instructional type (ESL, ABE/GED, ASE, multiple instructional types)

    iv) Legislative District

      v) APC
      vi) Program
4) The data should track students for 5 years after exiting an adult ed. program in Illinois
5) Data-match needs to be improved in the following ways:
   a) more timely updates – matched quarterly?
   b) expand on match capabilities: capture transitions to
      i) border states
      ii) private schools/universities
      iii) re-entry after exiting corrections
      iv) crosswalk the data match to DAISI
6) If/When the Illinois P-20 council progresses with student ID/Tracking, make sure Adult Ed is part

Special Considerations:

1) Given the recommendations may take a long-time to complete in their entirety, the committee recommends that state level data is completed first.
2) Professional development will be necessary for administrators on how to interpret and use these