

Policy to Performance

**Illinois Community College Board
State Administrator' s Meeting
June 25th and 26th, 2012
Springfield, IL**



Illinois Community College Board
www.iccb.org



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at Illinois Community Colleges

What we will cover in today's session

- Updates and overview from the Senior Director
- Policy updates and reminders
 - Records
 - Data Quality and Improvement
 - Programmatic
 - Budget
 - Assessment
 - Instruction
 - Professional Development
 - Support Services



Updates from the Senior Director

- **Federal Monitoring Visit Update**
- **New Focus**
- **Expectations**
- **Improving Outcomes**
- **Probation/Watch**
- **Funding Formula Changes**



Records

- **AEFL Certification of Units Reports**
 - Generated in DAISI
 - Included in the Audit Process
- **Audit Requirement changes**
 - Beginning FY13 submit one hard copy and one electronic copy
 - Additional Compliance Requirement – Fees
 - Auditors now required to track and report revenue and expenditures for fees charged to students
 - Limitation on charges
 - Revenues received from fees charged must be tracked
 - Fees must be used to support the ICCB AEFL program and must be tracked



Records

- **All Records must be maintained for five years**
 - **Electronic storage of data**
 - **Hard copy storage**
- **NEW FORM - Confidentiality Form kept in Administrative Records**
- **One student intake form per year is required**



Records

- **Changes on Student Intake Form (See Student Intake Form)**
 - **Some data fields modified**
 - **Highest school year completed**
 - **Some data fields added**
 - **US Based Schooling or Non-US Based Schooling**
 - **Month/Year when last enrolled**
 - **How did you hear about the program**
 - **Number of dependents – minor children and other**
 - **Yearly household income**
 - **Single Parent**
 - **Veteran**
 - **Low Income**
 - **Displaced Homemaker**
 - **Dislocated worker**



Records

- Intake form changes
 - Some data fields removed
 - Class Information Record form removed
 - Achievements removed from Goals/Achievements form
- Achievements Record
 - See “Achievements Record” handout
 - Additional collection elements include certificates earned by student



Records

- **Teacher Certification info will be collected. Includes the following:**
 - Not reported or No Certification
 - Adult Education Certificate
 - K-12 Certification
 - Special Education Certification
 - TESOL Certification
- **Teachers' Years of Experience will also be reported**
 - Based on DAISI Employment Date plus Years of Experience at Hire



Data Quality and Improvement

- **NRS FY13 Goal setting and Core Measure Changes**
 - **Changes in the purpose and function of the goal setting process**
 - **Goals are still set, but not used for core measures**
 - **Core Follow-up Measures changes impact the following (See Core Measure flowcharts):**
 - **Entered Employment**
 - **Retained Employment**
 - **Earned GED/HS Diploma**
 - **Entered Post-Secondary**



Data Quality and Improvement

- **NRS FY₁₃ EFL Targets**
- **NRS FY₁₃ Core Measure Targets**
- **Core Measure Reports within DAISI**



Data Quality and Improvement

- **Important Data Reminders**
 - Identifying STAR students
 - Identifying Correctional Students
 - Correct identification of Bridge Courses
- **Importance of Separation for program and reporting outcomes**
- **Changes for using Met Personal Objective as a Separation Reason**



Students: Add/Update Details

Search Results

Bio/Demo **Status** Test Info | Class Info | Goals/Achievements | Student Notes | Custom Fields | EL/Civics |

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Student Name: Brooks, John SSN:

UPDATE CANCEL

Fiscal Year: 2012

* Disabled: Not Disclosed

* Resides in: Rural Area Urban Area with High Unemployment Neither

* Employment: Unemployed Hours worked per week:

* On Public Assistance: yes no

13-digit ID: or PA ID Not Available (90/10 Rule Compliance)

* Enrolled In:

- ICCB Family Literacy
- ICCB Workplace Literacy
- ICCB Volunteer Literacy
- Work-based Learner Project
- Program for the Homeless
- Correctional Facility
- Community Correctional Program
- Other Institutional Setting

STAR Student:

Yes No **HELP**

Transportation:

Requested Assistance
 Received Assistance Date Received:

Accommodation:

Received Accommodation

Any Activity: Yes

7.5 Hours Activity: No

12 Hours Activity: No

* required

* required (if applicable)

Separation

* Separation Date: * Reason: --

required (if applicable)

UPDATE CANCEL

Record all this data on the STATUS page

VIEW HISTORY

FY 2012 Public Aid Identifiers

Category Identifier

- 00 - Refugee Resettlement
- 04 - TANF Single Parent
- 06 - TANF Two Parent
- 07 - General Assistance
- 08 - Food Stamps Only
- 91, 92, 93 - Medical Assistance for Aged, Blind, Disabled
- 94, 96 - Medical Assistance Only for TANF Eligible because of Medical Expenses

Remark: acceptable not acceptable

Breakdown

- Digits 1-2: Public Aid category identifier
- Digits 3-5: Local/county identifier
- Digits 6-7: When check is paid
- Digits 8-13: Student/client identifier

Data Quality and Improvement

- Upcoming changes to DAISI Reports
- Data matching and feeding data back to DAISI



Programmatic

- **APC**
 - **APC Sites and Services Change form amended to include signature of Area Planning Council Chair and date Council approved change**
 - **Plan modifications due to change in providers**



Watch and Probation List Info

- Instituted in FY14 and will be based on FY13 NRS outcomes
- Year one will be based on educational functioning levels
 - Moving forward additional outcomes will be included (i.e. Earning GED and HS Diploma, Entry into Post-Secondary, etc)
- Will apply to lowest performers in the state failing to meet state's EFL target
- Formal letter placing program on probation will be sent to President/CEO and program director
- More intensive technical assistance will be provided to program



Budgets

- All revenues and expenses for ICCB /AEFL funding sources received must be tracked individually in a self balancing account
- Staff that are paid from two or more federal funding sources must complete time and effort sheets
- Instructional line for all State Budgets has been amended to require reporting of instructional costs for Foreign Language GED, Vocational Instruction, all other types of instruction
 - Subtotal for these three categories must be equal to or greater than 45% of the individual budget in regard to State Basic funds and State Public Assistance Funds
- Effective FY13, General Administrative costs for State Basic and State Public Assistance has been increased to 15%
- Expenditure Report will also be modified to reflect these changes



Budgets

- **Performance Funding Changes**
 - **Effective for outcomes attained during FY13**
 - **Will impact FY15 funding**
 - **Performance funds will be given for level gains only – no performance funds for point gains**
 - **Performance funds will only be given for level gains earned within the Test Publisher's guidelines**
 - **Vocational Completions must be documented in DAISI and will only be given for receipt of an industry recognized certificate of completion**



Budgets

- Reporting Fees collected
- Revenue/Expenditure tracking
- FY12 End of Year close-out
 - Funds obligated by June 30th
 - Services rendered by June 30th
 - All items received and payments rendered by August 15th
 - Expenditure Reports due by August 15th



Assessments

- See “Assessment options based on enrollment type” document
- CASAS allowed for all levels
- ESL Test Rule change – No longer have dual test error
- TABE R and TABE M rule change
- Dual Enrollment and placement
- No required testing for VOC or Foreign Language GED



Assessments

- **NRS Implementation Guidelines (May 2012) states...**
 - **If multiple skill areas are assessed and the student has different abilities in different areas, the program should place the student according to the lowest functioning level.**
 - **For example, if a student is at the beginning level in reading and the low intermediate level in numeracy, then the student would be placed in the beginning level.**



Instruction

- **Bridge Programming**
 - Funding for Bridge
 - Courses must be clearly marked as Bridge within DAISI (and approved as such)
- **VOC Completion definition change - Industry Recognized Certification in a Career Pathway**
- **VOC rule change – allow more than 180 enrollment hours if the additional hours are from Unrestricted or Other Restricted**
- **HSCR – AEFL funds can only be used for approved core academic courses and electives**



Instruction

- **Service to 16 and 17 year olds**
 - **Requires High School Separation Form**
 - **Must be indicated in DAISI for record to be accepted**
 - **Applies to all instructional categories**
 - **Must be from the school they would attend based on current address**
 - **If no Separation Form, no service can be provided**



Instruction - Bridge Programming

- **Bridge Programming Policy**
- **Programs are required to develop Bridge Program instruction individually or through a coordinated effort within an Area Planning Council District.**



Instruction - Bridge Programming

- **Three Core Elements:**
 - Contextualization
 - Career Awareness/Development
 - Transition Services
- **Use of Adult Education Funding for Bridge**
- **Courses must be clearly marked in DAISI**
- **Course must be Approved**
 - Stand alone or a part of a series of courses
 - Must show a demonstrated need for the Career Pathway
 - Curriculum must be submitted



Instruction - Bridge Programming

- What do I need to get started with my bridge program?
- What if I do not have a program in FY2013?
- Which pathway should I select?
- What training is available?



Instruction - Vocational Completion

- **VOC Completion definition change**
 - Industry recognized certification or certificate related to a specific career pathway.
 - FY2013 Vocational Completion granted must be linked to an industry recognized credential or a postsecondary certificate.
 - VOC rule change – allow more than 180 enrollment hours if the additional hours are from Unrestricted or Other Restricted
 - Use of State Funding Only



Vocational Completion

- Program A provides a course under Introduction to WORD under VOC Training. The students are seeking to just learn word processing skills, is this an allowable activity, does this course receive a VOC completion under the performance funding?
- Program B offers a VOC course in the Transportation Cluster leading to a certification in Automotives. A student enrolled in the course receives an ASE certification, does this count towards a VOC completion?



High School Credit (HSCR)

- **High School Credit (HSCR)**
 - **AEFL funds can only be used for approved core academic courses and electives**
 - **Record and Document receipt of HS Diploma**
 - ✓ Record in DAISI along with the date earned
 - ✓ Document in Student File



High School Credit (HSCR)

- A high school credit program offers instruction in math, social studies, science, writing, study hall, art, and physical education. Do all of the courses offered qualify under the AEFL grant?



Professional Development

- **Programs staff must meet minimum qualifications for Adult Education**
 - **Minimum Qualifications for Instructors**
 - BA or BS degree in education or related field (excluding VOC-only Instructors)
 - **Preferred Qualifications for Instructors**
 - Three years experience in teaching ABE, GED, Vocational, or ESL
 - MA in Adult Education, ESL, or related field
 - Training or coursework in teaching reading and math
 - Experience with disadvantaged individuals



Professional Development

- **Preferred Qualifications for Instructors**
 - Demonstration of English proficiency in oral and written English
 - Teacher certification
 - Completion of at least three instructional workshops in subject area being taught or relevant subject area to the subject area being taught
 - Demonstration of competency in subject area
- **Educational Counselors and Support Service Coordinators**
 - **Preferred Qualifications**
 - BA or BS degree in educational counseling or related field OR equivalent experience
 - Counseling experience
 - Extensive knowledge of interview techniques
 - Experience working with disadvantaged individuals
 - Bilingual skills, including cultural sensitivity when working with culturally and
 - linguistically diverse populations



Professional Development

- All instructional staff is required to complete a minimum of 8 hours of professional development.
 - All instructors, whether full or part time are expected to meet the professional development requirement.
 - Eight hours is a minimum requirement.



Professional Development

- **All new instructors are required to complete ICCB New Teacher Orientation (NTO).**
 - **Required for all new teachers**
 - **Must be completed within six months of hire**
 - **New Teacher Orientation does not count towards the eight hour minimum for professional development.**
 - **Documented in DAISI**



Professional Development

- Programs are required to develop a professional development plan that outlines the requirements for all staff working in Adult Education.
- A well trained staff is necessary for effective programming and a well developed professional development plan is essential to ensuring staff have the skills necessary to perform their jobs.
- A professional development plan must be:
 - Inclusive of all staff members
 - Updated throughout the year
 - Submitted to the ICCB annually



Support Services

- Programs are required to provide comprehensive student services to reduce personal barriers to retention and accelerate smooth transitions within and between educational/training providers and into the workforce.



Support Services

- **Programs are required to develop written procedures and maintain auditable records describing how students will be selected and receive support services.**
 - the type of support service to be offered
 - a description of the support service
 - the eligible population to receive the services
 - how learners will be selected
 - how often services provided
 - how the services will be documented



Support Services

- **Programs are legally responsible for five administrative requirements according to the American Disabilities Act.**
 - **Each program must have a designated ADA coordinator.**
 - **The designated ADA coordinator must satisfactorily complete the annual online ICCB Adult Education and Family Literacy ADA Coordinator training.**
 - **Each program must provide public notice.**
 - **Each Program must have an established grievance policy.**
 - **Each program must conduct a self evaluation.**
 - **Each program must develop a transition plan regarding accessibility.**



Additional Questions?

