

**Illinois Community College Board
Adult Education and Family Literacy
Advisory Council Meeting
Thursday, October 17, 2019
10:30 a.m. - 2:00 p.m.**

MINUTES

Members Present

Ginger Harner
Bevan Gibson
Joan Hornby
Sarah Labadie
Jeff Davison
Tawanna Nickens
Tom Huber
Adam Schauer
Laura Dhom (for Lisa Jones)
Dawn Hughes
Kathi Lee
Dirk Muffler
Melissa Koke
Shayla Grantham
Liza Khalil
Lyn Buerkett
Matthew Beasland
Marcia Luptak

Staff Present

Kathy Olesen-Tracey
Melissa Andrews
Nora Rossman
Nelson Aguiar
Jim Flaherty
Jane Black
Ben Greer
Caitlyn Barnes
Todd Jorns
Mackenzie Montgomery

Members Not Present

Rich Stempinski
Durant Freeman
Felicia King
Katie Neginskiy
Stephanie Douglass
Mark Weidemier
Sue Barauski

Introductions and Opening Comments

Advisory Council Chair, Ginger Harner

- This is an important and exciting time for Adult Education. She thanked members and pointed out how relevant the work of the council is, especially at this time.

Review and Approval of the May 16, 2019 minutes

Minutes Approved by Bevan Gibson

Second by Adam Schauer

ICCB Comments

Kathy Olesen-Tracey, Senior Director for Adult Education and Literacy

- Our goal this year is to have the Advisory Council develop recommendations for our programs to follow.
- Where did these recommendations come from?
 - ICCB asked you about issues you may be having at the Adult Education Administrator meetings.
 - Many indicated the question about holding on to students and making a level gain for the ESL student.

- ❖ Nelson Aguiar and Jim Flaherty are working together on a study to look at what performing programs are doing and how they are getting the students there.
 - There were also questions about re-entry.
 - ❖ Ben Greer is leading a re-entry committee that is working on ideas about what those students need to connect with programs upon re-entering society.
 - The two main areas of concern were that our numbers are down and how to get more students in our door. Also, how to retain students to make level gains when we are testing them.
- The American Institute for Research (AIR) looked at our data and there is a statistically significant increase in measureable skill gains when programs have their teachers work with our professional development network and the training they provide.
 - We need to focus on recruitment and retention of students using the AIR data.
 - This data came from looking at long term trends and our NRS data reports.
 - ❖ We have experienced a steady decline in the number of students we are serving.
 - ❖ Are students with us long enough to take a post-test?
 - ❖ What is the 'sweet spot' of when students stop attending classes?
 - According to the data from 2013 – 2019 the median days of attendance is approximately 26.
 - Maybe we need an intervention prior to day 26? What would that look like?
 - We are also looking at trends in enrollment and who we are recruiting.
 - 50% of our students are between 25 and 44. How are we not getting the 16 – 24 year olds? Where are they? How do we get them in our door?
 - We need to look at ethnicity and what our recruitment measures need to look like?
 - 45% of our learners are Hispanic.
 - Who are we serving by education level?
 - We tend to serve ABE Intermediate Low and ABE Intermediate High. Also ESL Intermediate Low and ESL Intermediate High.
 - What do I need to do to get information out to the ESL Beginning Literacy student?
- We have provided snapshots of information that can guide recommendations when you see who we are serving and how long they are staying.
 - Look at those who did not complete a post-test – they are here only about 12 days and what would it look like to do an intervention before that?
 - Look at the data points and find out what we can learn from them.
 - Building on our data, your questions from regional conferences, conversations with administrators, we have come up with two visions.
 - Recruitment goal is to figure out who we are serving. What's the story behind those trends in enrollment? How do we get new adult learners in our program? Would like you to come up with a resource, the steps a program needs to take to get these targets into classrooms. Recruitment is the very first step to retention.
 - For the Retention committee, the questions guiding you should be how long are they staying? How do we keep them from enrollment to transition them into pathways to careers or post-secondary education? How can we keep them long enough to build their academic skills and their employability skills so they can move on to another transition level?

Committee Reports

Retention Committee

Adam Schauer, Chair

Final Decision

- Two-pronged approach
 1. Create a tool to help programs identify barriers using both quantitative data and qualitative responses from students
 2. Create a resource to share effective practices that address barriers students face
 - Identify the top 15 and bottom 10 retention programs
 - Total students entered into DAISI per program FY19
 - NRS report by program differentiated by skill level for FY19
 - Survey the programs about their interventions, policies, procedures
 - ICCB will have to share the survey because we are not allowed to know which programs are best
 - Draft a resource that highlights effective practices

Additional Notes

- Note: We can bring on ad hoc members
 - Kathy suggestion: Margaret Wolf, Kankakee because they have an online enrollment which connects students to the AE program and the college.
- One recommendation to make colleges more aware of the wealth of students available to them on their campus through adult education.
 - Retention strategy is making sure to connect the student's end result to their ultimate goal.
 - Biggest hurdle to get student who was not engaged in high school to understand why additional education is a good strategy → they aren't successful in a traditional classrooms, but then we can only offer a traditional classroom environment.
 - People like staying in their communities and don't want to move on to the college in another space, like the main campus.
- Important to help connect the services and smooth the pipeline/pathway for students
 - How do we help students navigate the system?
 - Could we provide a piece of paper?
 - Advisement should be a relationship, not an appointment
- Provider needs to be flexible about when to offer classes
- Important to create programs that students are actually interested in
- Data request: Looking at program data, who has the highest retention rates (by age, demographic, etc.)
 - We could then send a survey to the retained students about why they stayed
- *Don't forget to consider students in prison and jail*
- Culturally responsive programming
 - No two community colleges will have the same exact persistence barriers
- What area are we seeing the greatest drop off?
 - Differentiated by provider type/overall student enrollment
- Come up with a tool to identify barriers with their own students
- Ask administrators with solid retention what they've done to address barriers
- Ask some other questions
 - How do you engage students outside of the classroom?
 - What other staff members have touchpoints with students? What do those look like?
 - If a student misses class, do you contact them?
 - Someone needs to be on top of program management and creating and managing policies and procedures.
- Groups
 - Group 2 tested and made a gain
 - Group 3 tested and made no gain
 - Group 4 unknown (no test) but did 12 hours or more

- Define retention
 - (Higher Learning Commission) Continued enrollment of students from once specified time point to the next. Most typically considered from one year to the next, but can also be marked by other progression milestones (by semester/quarter, through sequential degree requirements, etc.). Retention is an institutionally-focused measure as it focuses on students' continued enrollment within a specific program.
 - Staying long enough to get 40+ hours to post-test.
- Using persistence rate to determine retention
- Tiered retention goals
 - Stay long enough to post-test
 - Retained to obtain a measurable skill gain
 - Retained to enroll in a contextualized program (bridge/IET)
 - Retained to achieve a high school equivalency
 - Retained to find sustainable employment/postsecondary education
- 130 percent of family-sustaining wage is sustainable employment
- What programs allow their instructors to pull information from DAISI?

Program-specific Interventions

- iPathways-esque course at Waubensee: Required to come in twice a week, instructor monitoring progress and obstacles, troubleshooting in real time.
 - 536+ (6th grade and higher)
 - Not contextualized necessarily, but career advisors do some into the classroom
- iPathways-esque class at Lawrence Education Center: They do have some whole classroom time, as opposed to in front of a computer; if students get high enough, they can be distance all the time.
- South Suburban: 19% of GED students drop out before midterm of 1st semester
 - Welding, CNA ICAPS with medical bridge (not enough seats for interested students), considering launching a new barber school
- Spoon River: Someone from Career Link, student services, financial aid come to the classroom every 8 weeks to talk to students
 - First question on intake questionnaire is about goal setting
 - Instructors have a universal PowerPoint to explain getting a job, keeping a job
 - Typically, also do an occupational interest assessment
 - Majority of students retained in Canton and Havana
 - Classes are 15-20 people
 - Either Melissa or the instructors will reach out to students who don't enroll

Follow-up Details:

- Email Nora about conference calls
- Tom can push surveys
- Kathy can get data through DAISI

Adult Learner Recruitment Committee (Marketing/Data & Analyzation)

Lyn Buerkett, Chair

We divided into 2 sub-groups:

Marketing – Marcia Luptak, Joan Hornby, Melissa Andrews, Caitlyn Barnes, Nelson Aguiar, Tawanna Nickens, Jeff Davison

Data & Analyzation – Lyn Buerkett, Ben Greer, Todd Jorns, Shayla Grantham, Tom Huber, Dirk Muffler

Those who were absent will be placed in a sub-group.

Agenda Items:

Prior to dividing into our sub-groups, the discussion focused on overall issues surrounding

recruitment. Topics included:

- Younger students (16-24) often need incentive to enroll
- Funds for recruitment activities are lacking, need to find effective methods (effective is the key word!) to 'get the word out' at minimal cost
- Reaching ESL students is a challenge
- Reaching transient and "pocket" populations is difficult
- Stigma of enrolling in adult education
- The "message" of what adult education is, what students should expect. In other words, what they think they need and are enrolling for versus what we are actually mandating in programming.

From this, we divided into 2 areas:

- Marketing for recruitment
- Data analyzation to determine who we serve and who we don't (opportunities)

Data & Analyzation Discussion – Lyn Burkett

While certain populations may not be currently served by our ICCB and SOS programs, they may be attending other programs not funded with ICCB and SOS dollars. How do we determine this? And with some referral systems-are these enrollments being pushed on to students, or is there just not enough awareness?

- Research all programs offering ABE/ASE/ESL/basic skills in Illinois – where are they, what are qualifications, are there costs involved, etc...
- Shayla can get ISBE data on other programs, including number of students served, age groups, program types.
- Tom will pull from state library data – they have service questions from their survey for CBO's who don't have ICCB funding.
- Lyn and Todd will ask for data from ICCB to do a deeper dive in to student demographics.
- Dirk will look at APC plans and the SOS Literacy Guide to look for "deserts" of service – where we currently are not covering parts of the state.

This initial data will begin to paint a picture of where we are serving students and where we aren't, what specific target populations are being served in significant numbers and those who are not, and who else is serving our target population.

Marketing and Best Practices Taskforce Discussion – Caitlyn Barnes

The marketing taskforce discussed several possibilities for organizing recruitment strategies:

- Target populations (ESL, ABE/ASE, IET/CTE)
- Special populations (e.g., corrections)
- Program type (ESL, ABE low/high, ASE low/high, IET/CTE)
- Geographic areas (rural, urban)
- Available marketing tools
- Similar states (TX, CA, NY, GA, MN, PA, FL)

Members noted varying levels of success in marketing to specific populations. Several programs are seeing success in marketing for specific areas of IET, such as CAN, but are having difficulty promoting bridge and transition programs to current adult education students.

The marketing taskforce organized members into three subgroups to gather research:

ESL: Nelson Aguiar, Tawanna Nickens, Felicia King

ABE/ASE: Caitlyn Barnes, Joan Hornby, Marcia Luptak

CTE/IET/Bridge: Melissa Andrews, Jeff Davison

The marketing taskforce also recommended creating a survey to be delivered to adult education programs, asking the following:

1. What are your most successful marketing strategies for each of the following:
 - a. ESL
 - b. ABE/ASE
 - c. Bridge/IET/CTE
2. What are your biggest hurdles to marketing for each of the following:
 - d. ESL
 - e. ABE/ASE
 - f. Bridge/IET/CTE
3. What digital technology are you finding success with in your marketing strategies?
4. What partnerships are you finding success with in your marketing strategies?
5. What staff member (s) or department (s) are included in your recruitment strategy?
6. Who can we reach out to if we have further questions?

Surveys can be created and delivered through ICCB's access to Jot Forms.

Next Meeting

The week of January 13, 2020 – virtual committee meetings

Motion to Adjourn –

Approved by Matthew Beasland

Second by Tawanna Nickens

Adjourned – 1:50 PM