

**ILLINOIS COMMUNITY COLLEGE BOARD
 FISCAL YEAR 2012
 ADULT EDUCATION AND FAMILY LITERACY APPROPRIATION
 AND SUPPORTING TECHNICAL DATA**

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INTRODUCTION

This publication is provided as a detailed support document for the fiscal year 2012 Adult Education and Family Literacy(AEFL) appropriation for the Illinois AEFL system. In fiscal year 2004, an Adult Education and Family Literacy funding task-force recommended changes to the funding formula utilized for Adult Education funding in the State and Federal Basic and State Public Assistance grants along with the Performance and EL Civics grants. Based upon these recommended changes, this document reflects final data and revised decision criteria affecting the fiscal year 2012 appropriation.

BASE FUNDING

Base funding is established to provide greater equity and stability for the various providers. The base funding also emphasizes the importance of quality, and preserving multiple provider types. Smaller providers are funded with a foundation amount that is stable and predictable with the remaining base funds allocated based on units of instruction and enrollment. Base funding consists of four components:

- A. Index of Need
- B. Foundation Component,
- C. Units of Instruction Component, and
- D. Enrollment Component.

Table 1 through Table 9 display the four components of the AEFL Base funding formula.

A. Index of Need

- 1) The Index of Need is first used to allocate funds to each Area Planning Council region. This approach distributes funds to areas of the state that have the greatest need for services. The population used in determining the Index includes individuals who are 16 years of age or older and who are not enrolled or required to be enrolled in secondary school under state law and who:
 - a) Lack sufficient mastery of basic educational skills to enable them to function effectively in society,
 - b) Do not have a secondary school diploma or its recognized equivalent, and have not achieved an equivalent level of education,
 - c) or Are unable to speak, read, or write the English language.

The Index of Need uses the following components and weightings:

- Less than 12 grades of education (weighting = 45%) with each adult with less than 9 grades of formal education weighted by 1.5 (1.7 million adults).
- Adult ESL (weighting = 25%) with each adult who does not speak English or does not speak English well weighted by 1.5 (1.9 million adults).
- Adults in Poverty (weighting = 25%) (1.2 million adults).
- Average Number of Unemployed Persons per Month (weighting = 5%) (390,000 adults).

Table 1 displays the Index of Need and the award allocation to each APC.

B. Foundation Component

The purpose of the “Foundation” component is to recognize that there are higher fixed costs simply to “open the door” for programs that are smaller in terms of units of instruction provided. The following table illustrates the scale used for the foundation component.

Weighted Units	Dollars
0 to 2,500	\$25,000
2,501 to 3,000	\$23,500
3,001 to 3,500	\$22,000
3,501 to 4,000	\$20,500
4,001 to 4,500	\$19,000
4,501 to 5,000	\$17,500
5,001 to 5,500	\$16,000
5,501 to 6,000	\$14,500
6,001 to 6,500	\$13,000
6,501 to 7,000	\$11,500
7,001 to 7,500	\$10,000
7,501 and above	\$0

Table 4 displays the foundation component to each provider.

C. Units of Instruction Component

The Units of Instruction Component is a productivity model, and its purpose is to provide resources to each provider within an APC to support each unit of instruction relative to the amount of services provided.

The Units of Instruction* were divided into categories and weighted as follows:

- a. Beginning Literacy to Beginning ESL – 1.50
- b. Beginning Literacy to Beginning ABE – 1.50
- c. Vocational Units - 1.50
- d. Low Intermediate ESL to High Intermediate ESL – 1.25
- e. Low Intermediate ABE to High Intermediate ABE – 1.25
- f. Low Advanced ESL to High Advanced ESL – 1.00
- g. Low Advanced ASE to High Advanced ASE – 1.00
- h. Other Units (generated from students who were not tested) – 1.00

*Units attributed to EL/Civics were excluded. Community college units were adjusted to reflect a reduction of units supported by unrestricted dollars.

Units of Instruction Component Calculation

(Total APC Award less the APC Foundation Component) multiplied by 50% multiplied by the Providers Units divided by the Total APC Units

Table 2 displays the un-weighted units of instruction by provider.

Table 3 displays the weighted units of instruction by provider.

Table 5 displays the awards based upon the Units of Instruction Component.

D. Enrollment Component

The Enrollment Component recognizes that providers incur costs with each student who enrolls regardless of the number of instructional units generated. The Enrollment Component is a productivity model, and its purpose is to provide resources to each provider within each APC relative to the number of adult students served.

Enrollment Component Calculation

(Total APC Award less the APC Foundation Component) multiplied by 50% multiplied by the Providers Enrollment divided by the Total APC Enrollment

Table 6 displays the awards based upon the Enrollment Component.

Funding Limits and Transitions

Foundation Limit

If a provider's foundation component is greater than one-third of the provider's total award then the provider is limited to one-third of their total provider award. Otherwise they receive their foundation component amount.

Any difference from the foundation component and the foundation limit is reallocated within the APC.

The foundation remainder is allocated within the APC to each provider.

Total Provider's Award less the Provider's Foundation Remainder plus the Total Provider Award divided by the Total APC Award multiplied by the APC Foundation Remainder

Table 7 displays the Foundation Limit and the foundation remainder reallocation.

Loss Limit and Funding Request Limit

A 5% loss limit was established by the funding taskforce. The limit was established to ensure that services to students continue while attempting to minimize the fiscal impact of fluctuating funding.

Every provider will not be funded over the requested amount in their application.

Table 8 displays the loss limit and funding request limit.

Breakdown of Base Funding to State Basic, Federal Basic, and State Public Assistance

State Public Assistance

No provider is funded more than their requested Public Assistance Amount.

The proportion of the providers total public assistance request to the total of the public assistance requests for the state is determined. This proportion is then multiplied by the total state dollars available for Public Assistance.

State Basic

The providers total allocation less their Public Assistance award multiplied by the total State Basic Allocation as a proportion of the total State Basic, Federal Basic, and Federal Carryover allocations.

Federal Basic

The providers total allocation less their Public Assistance award multiplied by the total Federal Basic and Federal Carry-Over Allocation as a proportion of the total State Basic, Federal Basic, and Federal Carryover allocations.

Calculation of State and Federal Basic Proportion			
Total State Basic Allocation	\$16,026,200	State Basic Portion	51.0%
Total Federal Basic Allocation	\$15,587,282	Federal Basic Portion	49.0%
Total	\$31,613,482		

Table 9 displays the allocation breakdown.

PERFORMANCE FUNDING

The basis for performance funding should be student outcomes and that performance funds should be used to encourage and reward programs to continue to improve the outcomes of the services they delivered. The focus of performance funding is continuous improvement for all programs.

The following will outline the components of the performance funding allocation.

Performance Categories and Weighting

Funds are based on three performance categories, Secondary Completions, Level Gains, and Point Gains.

Performance Category	Weighting
Secondary Completions	5.7
Level Gains	3.1
Point Gains	1

Calculation of Mean

The Mean is calculated by taking the Average TABE gain and dividing by the Average TABE takers.

$$\begin{array}{rcl}
 \text{Average TABE Gain} & & 785,935 \\
 \text{Average TABE Takers} & \div & \underline{38,298} \\
 \text{Mean} & & 20.522
 \end{array}$$

Calculation of Unit Value

The unit Value is calculated by taking the Total Performance funding and dividing by the total weighted scores.

<u>Performance Category</u>	<u>Raw Data</u>	X	<u>Weighting</u>	X	<u>Mean</u>	=	<u>Weighted Score</u>
Secondary Completions	7,006	X	5.7	X	20.522	=	819,559
Level Gains	64,145	X	3.1	X	20.522	=	4,080,739
Point Gains	1,308,327	X	1			=	1,308,327
					Total	=	6,208,625
					Performance Funding		\$10,701,600
					Total Weighted Score	÷	<u>6,208,625</u>
					Unit Value		\$1.72

Calculation of Dollar Value for Performance Categories

The Dollar Value is calculated by taking the Mean multiplied by the performance category weighting and multiplying by the Unit Value.

<u>Performance Category</u>	<u>Mean</u>	X	<u>Weighting</u>	X	<u>Unit Value</u>	=	<u>Dollar Value</u>
Secondary Completions	20.522	X	5.7	X	\$1.72	=	\$201.62
Level Gains	20.522	X	3.1	X	\$1.72	=	\$109.66

Table 10 displays the Performance Data for each provider and their average. The table also displays the Performance categories and what comprises them.

Calculation of Dollar Value for Point Gains

The dollars value for each test taker is calculated by taking the Total Average Test Takers for the specific test dividing it by the sum of all the test takers and multiplying that by the Unit Value and then multiplying that by the Point Gains weighted Score. This dollar value for each test taker is then divided by the Average Test Gains.

<u>Test</u>	<u>Total Average Test Takers</u>	X	<u>Unit Value</u>	X	<u>Weighted Scores</u>	=	<u>Dollar Value</u>
BEST	28,047 ÷ 84,138	X	\$1.72	X	1,308,327	=	\$751,724
CELSA	14,164 ÷ 84,138	X	\$1.72	X	1,308,327	=	\$ 379,641
TABE	38,298 ÷ 84,138	X	\$1.72	X	1,308,327	=	\$1,026,478
BEST+	3,629 ÷ 84,138	X	\$1.72	X	1,308,327	=	\$97,276

<u>Test</u>	<u>Dollar Value</u>	÷	<u>Average Test Gain</u>	=	<u>Dollar per Gain</u>
BEST	\$ 751,724	÷	232,545	=	\$3.23
CELSA	\$379,641	÷	67,148	=	\$5.65
TABE	\$1,026,478	÷	785,935	=	\$1.31
BEST+	\$ 97,276	÷	222,699	=	\$0.44

Calculation of a Provider's Performance Allocation

Secondary Completions and Level Gains Allocation

	Dollar Value	multiplied by	equals
Secondary Completions	\$201.62	Average Total Secondary Completions for Provider	Allocation to Provider for Secondary Completions Component
Level Gains	\$109.66	Averaged Total Level Gains for Provider	Allocation to Provider for Level Gains Component

Point Gain Allocation

	Dollar per Gain	multiplied by	
BEST	\$3.23	Average BEST Gain for provider	Allocation to provider for Point Gain Allocation for BEST
CELSA	\$5.65	Average CELSA Gain for provider	Allocation to provider for Point Gain Allocation for CELSA
TABE	\$1.31	Average TABE Gain for provider	Allocation to provider for Point Gain Allocation for TABE
BEST +	\$0.44	Average BEST+ Gain for provider	Allocation to provider for Point Gain Allocation for BEST+
		Total to Provider for Point Gain Component	Sum of the above equals allocation to provider for Point Gain Component

Table 11 displays the allocation to each provider.

EL CIVICS

The grant is designed to provide integrated English literacy and civics education to immigrant and other limited English proficient populations so that they may learn how to become active community members.

The EL Civics grant is funded at 97 percent from the fiscal year 2011 grant allocation. The provider is eligible to receive up to this percentage but their allocation will not exceed their requested budget.

Table 12 displays the fiscal year 2012 EL Civics allocations.