



# Adult General Education Data Reporting 101

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# Intake and Enrollment

## Key Data Elements

### Demographics

- Gender
- Race/Ethnicity
- Birthdate
- SSN
- Self-identified subpops

### Programmatic

- Program and Course Numbers
- Grade Level
- Date of Entry and Exit
- Instructional Hours

### Accountability and Outcome Measurement

- Functioning Level
- Literacy Completion Points
- Post Test Status
- Test Records
- Diploma Codes

### Other

- Highest Level of Schooling
- Location of Prior Schooling
- Employment Status
- Personnel
  - Used for Table 7
  - Submitted through a separate process

## Florida Education Identifier- FLEID

- A code issued by the Florida Department of Education used to uniquely identify a person in Florida's education data system
- Critical for matching against the warehouse
- Eventually will be the unique number for reporting purposes

# NRS- What is a Participant/Completer

- Participant
  - Student was enrolled in an NRS eligible program during the reporting year
  - Student was enrolled in a minimum of 10 instructional hours during the reporting year
  - Student is pulled into a cohort based on the lowest functioning level in the reporting year
- Completer
  - Student was a participant
  - Based on the lowest functioning level reported for the student, student was reported with one or more literacy completion points for that any eligible program at that level or higher or student earned a diploma or GED

# NRS Unique Reporting Requirements

- Students must be enrolled a minimum of 12 contact hours in at least one period of participation to be NRS reportable
- Distance education courses must use on-site proctored assessments to be NRS reportable.
- Co-enrolled high school students are excluded from NRS

## Relationship of AGE and WIOA/NRS

WDIS Program Number	CIP Number	Program Name	1819 NRS Eligible
9900000	1532010200	Adult Basic Education (ABE)	Yes
9900010	1532010202	Adult High School	Yes
9900040	1532010300	Adult English as a Second Language (ESOL)	Yes
9900050	1532010301	English Literacy for Career and Technical Education (ELCATE)	Yes
9900051	1532010302	Adult ESOL College and Career Readiness	No
9900090	1533010200	Citizenship	No
9900099	1532019900	Adult High School Co-Enrolled	No
9900100	1532010204	Adult General Education for Adults with Disabilities	No
9900130	1532010207	General Education Development® (GED®) Preparation Program	Yes
9900300	1532010303	Adult ESOL Literacy Skills	No
S990001	1532010503	Applied Academics for Adult Education (AAAE)	No

## Placement for Instructional Purposes and Reporting of Literacy Completion Points (LCP) for Continuously and New Enrolled Students

Beginning with 2016-17 the policy for determining initial functioning level reported and reporting Literacy Completion Points (LCP) changed

- For continuously enrolled students, Educational Functioning Level (EFL) reported may only be equal to or higher than a previously reported Educational Functioning Level for the same program and subject area.
- For new students, EFLs reported to the State should be based on the lowest functioning level by subject area based on initial assessment.

Memo was released on April 4, 2016, titled 2016-2017 Assessment Policies



# Who is considered a Continuously Enrolled Student?

A continuously enrolled student is a student who was previously enrolled in Adult General Education (AGE) in your agency in the current or prior reporting year

## Who is considered a New Student?

A new student is a student who was not previously enrolled in Adult General Education (AGE) in your agency in the current or prior reporting year

## Who is considered a New Student? (Ctnd)

The following are all examples of New Students:

- Students not previously enrolled in any Adult Education program in any agency/district/college
- Students previously enrolled in an Adult Education program in an agency/district/college, but not enrolled in any term in either the current reporting year OR in the prior reporting year
- Students previously or currently enrolled at another agency/district/college, but have not enrolled in an Adult Education program at your agency/district/college

## TABE 09/10

### Placement and Literacy Completion Points (LCP) - ABE/GED

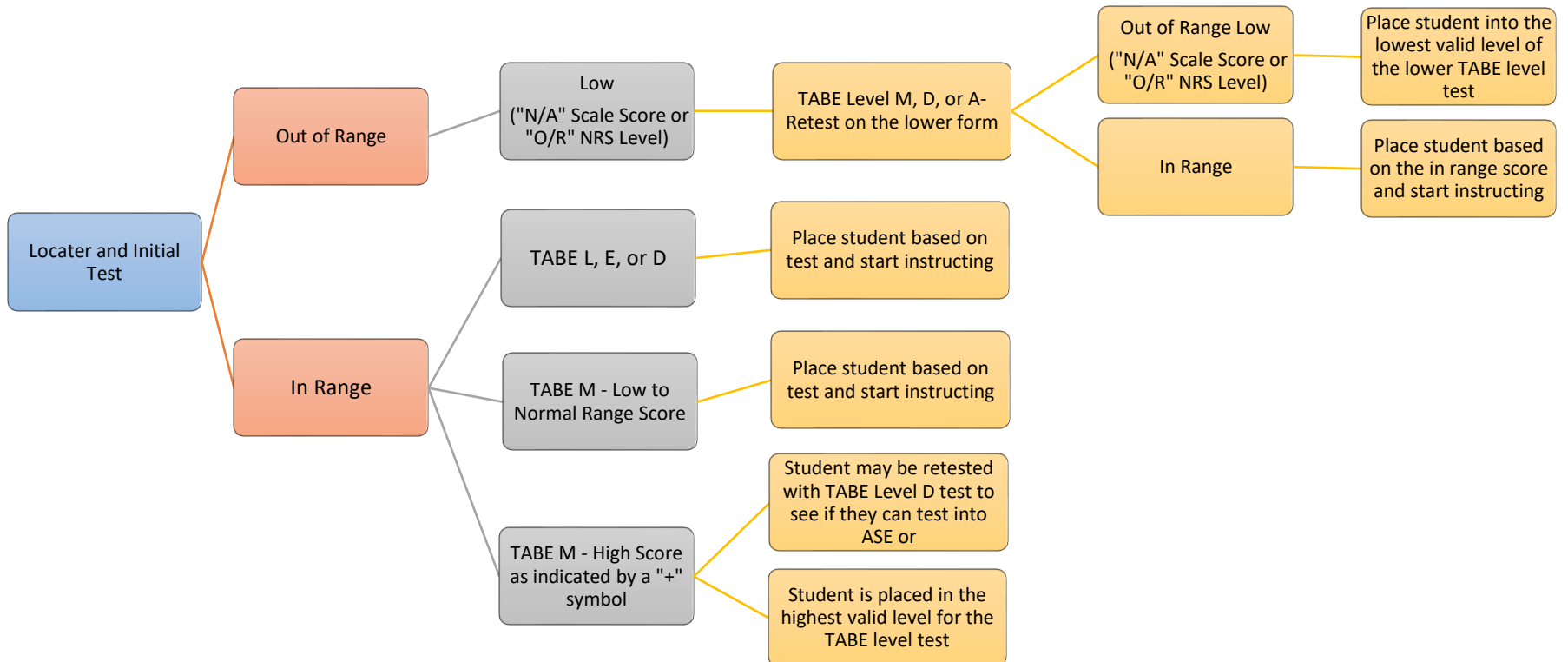
For new students- students should be tested in all three subjects

- If first pretest is out of range, student should be tested again.
- If second pretest is out of range, student should be placed in each subject area based on the lowest EFL of the two assessments
- Students will have up to three separate EFL's; one for each subject area
- Students may be enrolled in all three subjects

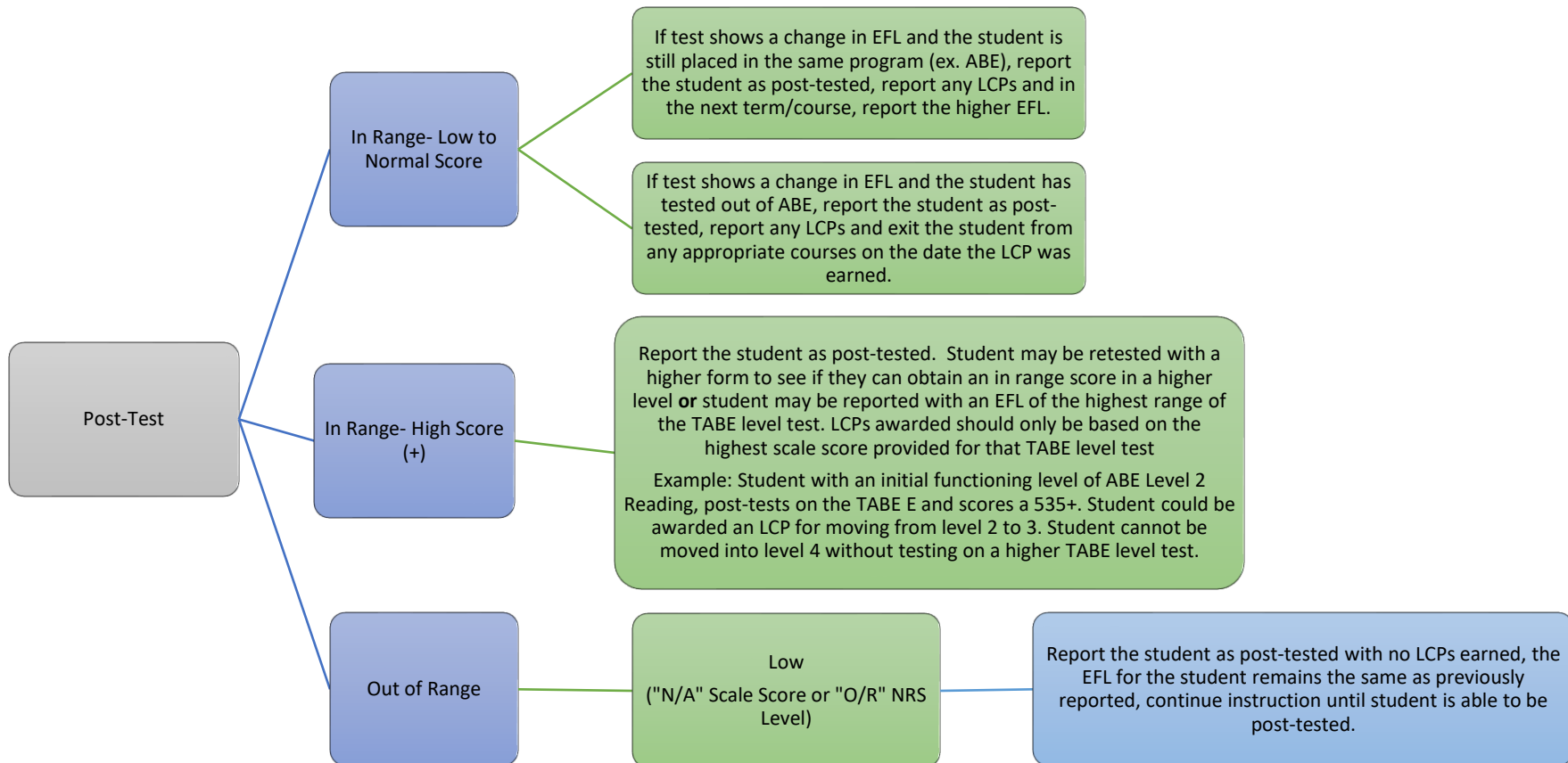
#### Post-testing

- Should be based on actual attended hours
- LCPs may only be reported based on an in-range posttest score
- If first posttest is out of range, you can retest a second time, but are not required to posttest
- For continuously enrolled students, Educational Functioning Level (EFL) reported may only be equal to or higher than a previously reported Educational Functioning Level for the same program and subject area

# TABE 11/12 Procedures for Initial Placement of AGE Students



# TABE 11/12 Procedures for Post-testing and Determination of Learning Gains of AGE Students



## TABE 11/12 Transition

- For continuously enrolled students, agencies have until December 31, 2018 to post-test students on the 09/10 and pre-test on the 11/12.
- Once a student has been tested using the 11/12, they should no longer be given the 09/10 version
- Pre-test on the 11/12 may occur immediately after the posttest using the 09/10; agencies do not have to wait an additional 60 hours.

## TABE 11/12 Transition

- Agencies should establish a key transition date where any new students are enrolled using the 11/12
- DRC has indicated that the 11/12 is a more rigorous test series and some students may drop EFL when they transition from the 09/10 to the 11/12
- If a student does test into a lower EFL when tested using the 11/12, agencies should continue to report the same initial functioning level as previously reported



## Placement and Literacy Completion Points (LCP) – ESOL/ELCATE

For new students- students should be tested on both reading and listening

- If first pretest is out of range, student should be tested again
- If second pretest is out of range, student should be placed in each subject area based on the lowest EFL of the two assessments
- The subject used to place the student will be used to determine learning gains

### Post-testing

- Should be based on actual attended hours
- LCPs may only be reported based on an in-range posttest score
- If first posttest is out of range, you can retest a second time, but are not required to posttest
- For continuously enrolled students, Educational Functioning Level (EFL) reported may only be equal to or higher than a previously reported Educational Functioning Level



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## AGE Programs Overview

## **Adult Basic Education Placement for Instructional Purposes**

- Students who have tested below the 9<sup>th</sup> grade level in one or more areas.
- Student may or may not have a high school diploma.
- Student may also be concurrently enrolled in ESOL, ELCATE or GED<sup>®</sup>.
- Students enrolled in this program are included in the National Reporting System (NRS) calculations and the WIOA Annual Performance Report.
- Agencies may use the following tests for placement: TABE and CASAS (Reading and Math only).

## Adult Basic Education Placement for Instructional Purposes (cont'd)

- Student must be placed by lowest functioning level **BY** subject area.
- Student may have three different functioning levels; one for reading, language arts, and math.
- For continuous enrolled students, Education Functioning Level (EFL) reported may only be equal or higher than a previously reported EFL for the same program and subject area.

## English for Speakers of Other Languages (ESOL) Placement for Instructional Purposes

- Students who have an educational functioning level (EFL) below 7.
- Student may or may not have a high school diploma.
- Students cannot be concurrently enrolled in ELCATE and ESOL.
- Students enrolled in this program are included in National Reporting System (NRS) calculations and the WIOA Annual Performance Report.

## English for Speakers of Other Languages Placement for Instructional Purposes (cont'd)

- Agencies may use the following tests for placement: CASAS, Best Plus and TABE CLAS-E: Reading and Listening.
- If continuously enrolled, a student must be placed based on the subtest used to initially place the student in either ESOL or ELCATE.
- Students newly enrolled must be tested in both reading and listening and placement is based on the lower of the two subtests.

## English Literacy for Career and Technical Education (ELCATE) Placement for Instructional Purposes

- Student has an educational functioning level of 5 or 6.
- Students are expected to be concurrently enrolled in a career and technical program in the same term
  - Curriculum Frameworks were updated for 16-17 to include occupation content standards and workplace preparation activities.
- Students cannot be concurrently enrolled in ELCATE and ESOL.
- Students enrolled in this program are included in National Reporting System (NRS) calculations and the WIOA Annual Performance Report.

## English Literacy for Career and Technical Education Placement for Instructional Purposes (cont'd)

- Agencies may use the following tests for placement: CASAS, Best Plus and TABE CLAS-E: Reading and Listening.
- If continuously enrolled, a student must be placed based on the subtest used to initially place the student in either ESOL or ELCATE.
- Students newly enrolled must be tested on both reading and listening and placement is based on the lower of the two subtests. For example, if a student's listening score is lower than their reading score, the student must be placed on their listening score.



## General Education Development Prep. Placement for Instructional Purposes

- Students enrolling in GED<sup>®</sup> Prep. must be pretested to determine if they are ABE Level 5 (9.0 to 10.9) or ABE Level 6 (11.0 to 12.9).
- Student must test above a 9<sup>th</sup> grade level in at least one subject
- For ABE Level 5 (9.0 to 10.9), students may be post-tested to move to ABE Level 6 (11.0 to 12.9).
- Student is not post-tested once he/she tests at level ABE Level 6 (11.0 to 12.9).

## General Education Development Prep. Placement for Instructional Purposes (cont'd)

- Agencies may use the following tests for placement: TABE and CASAS
  - If using CASAS, agency must use a second assessment to determine language arts placement
- Students enrolled in this program are included in National Reporting System (NRS) calculations and the WIOA Annual Performance Report.

# Adult High School Placement for Instructional Purposes

- Initial placement in AHS is determined by the number of credits the student has earned in the traditional high school they previously attended.
- Students are not required to pretest or post-test for AHS.
- The initial placement in AHS is determined by number of credits earned. If the student has earned the number of credits to be placed at the 9.0-10.9 grade equivalent (GE), the student is placed in ABE Level 5. If the student has earned the number of credits to be placed at the 11.0 – 12.9 GE, he/she is placed in ABE Level 6.

## Adult High School Placement for Instructional Purposes (cont'd)

- For NRS purposes, completion for ABE Level 5 (9.0 to 10.9) is based on academic credits or attainment of a diploma or equivalent. For ABE Level 6 (11.0 to 12.9), completion is based on attainment of diploma or equivalent.
- Students enrolled in this program are included in the National Reporting System (NRS) calculations and the WIOA Annual Performance Report.



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## AGE Completion

## ABE

- LCPs are based on posttesting
- For NRS this includes ABE Levels 1-4
- NRS Measurable Skill Gains (Table 4) is based on whether the student earned at least one LCP in any eligible program or earned a GED

## ESOL Completion

- LCPs are based on posttesting
- For NRS this includes ESL Levels 1-6
- NRS Measurable Skill Gains (Table 4) is based on whether the student earned at least one LCP in any eligible program or earned a GED

## GED Completion

- LCPs are based on successful passing of subject specific tests
- For NRS this includes ABE Levels 5-6
- NRS Measurable Skill Gains (Table 4) is based on whether the student earned a GED



## AHS Completion

- LCPs are based on earning a half credit in a reportable course
- For NRS this includes ABE Levels 5-6
- For ABE Level 5, NRS Measurable Skill Gains (Table 4) is based on whether the student earned at least one LCP or a GED
- For ABE Level 6, NRS Measurable Skill Gains (Table 4) is based on whether the student earned a GED

## Third Option for Measurable Skill Gains

- New for 2017-18 calculations- MSG can also include students who exited and by June 30<sup>th</sup> of the reporting year enrolled in a postsecondary CTE program
- These students will be included in Columns D and J for all periods of participation

## Performance and Post-test Rates

### ABE

- Percent with MSG- All Participants- 23%
- Percent with MSG- Post-tested Participants- 43%
- Percent of students not Post-tested- 54%

### ESL

- Percent with MSG- All Participants- 30%
- Percent with MSG- Post-tested Participants- 57%
- Percent of students not Post-tested- 50%



# Instructional Hours

## Collection and Reporting of Attendance and Instructional Hours

### Best Practices

- Scheduling
  - Based on reasonable expected hours of attendance
  - An agency must be able to document attendance and determine when a student has six consecutive absences
  - An agency should be able to know the maximum number of instructional hours the student could be reported with into WDIS and FCS

## Collection and Reporting of Attendance and Instructional Hours

### Best Practices

- Block Scheduling
  - If your agency schedules ABE students using a “block schedule”, then each course must be scheduled within the block and attendance is required to be taken for each course
  - Example- A student is enrolled in ABE reading, math and language courses and is scheduled to attend Monday through Thursday from 9-12 am
    - Each of these courses must have a scheduled time
    - Attendance should be taken during that scheduled time for the course

# Instructional Hours and Local Systems

Awareness of how your system collects and reports data is critical.

- Entry Date
  - An enrollment date is different than the entry date.
  - An entry date is the first day of classes that the student attends. Instructional hours may be counted from this point forward.
  - Your system may consider an enrollment date as:
    - The first day of scheduled classes
      - If a student does not attend until the second week of scheduled classes, then instructional hours should only include from the first date of attendance and forward
    - The date in which you provided orientation and placement testing

# Instructional Hours and Local Systems

- Exit Date
  - This is either the last date of the term or the withdrawal date based on non-attendance.
  - A student must be withdrawn after six consecutive absences. Instructional hours may be counted up to and including the last date of attendance
  - It is strongly recommended that you check with your MIS team to determine if your local MIS system requires you to use the actual last date of attendance as the exit date or if it requires you to use the day after the last date of attendance



## AGE Instructional Hours

- Rule 6A-10.0381, F.A.C.- Registration of Adult Education Students
  - Approved by the State Board of Education on May 16, 2017
- Includes:
  - Creation definitions of key terms to assist with local implementation
  - Adoption of new procedures for asynchronous online courses
  - New requirements for reporting associated with summer courses
  - Clarification on withdrawal date reporting
  - Clarification on the effect of emergency situations on the reporting of instructional hours

## AGE Instructional Hours

- New rule is in effect beginning with Fall 2017
  - The original procedures were effective from the original adoption in 2006-07 **through the summer reporting for 2017-18 year.**
- AGE Instructional Hours TA Paper
  - <http://www.fldoe.org/academics/career-adult-edu/career-adult-edu-technical-assistance-.stml>

## Instructional Hours FAQ

- **How does the minimum “Enrollment Threshold” portion of the procedures work? What does “per program” mean with regard to the minimum enrollment threshold?**
- The rule states that student must participate in at least 12 contact hours of instructional activity (10 hours of direct instruction and two hours of testing for placement purposes) per program within a reporting period. Reporting period refers to a reporting survey for state student level reporting requirements.

## Instructional Hours FAQ

- **CTD-How does the minimum “Enrollment Threshold” portion of the procedures work? What does “per program” mean with regard to the minimum enrollment threshold?**
- If the student does not meet the 10 hours of direct instruction, the actual numbers of hours of attendance, not the originally scheduled hours, are reported.

# Instructional Hours FAQ

## What is meant by “asynchronous online”?

- Asynchronous online courses are designed to allow the student to access materials, lectures, tests and assignment on their own schedule. While students may be given a timeframe for completion of tasks, work of students and of instructors is occurring at different times and places. Asynchronous learning may include a variety of instructional interactions, including email exchanges, discussion boards, and course-management systems that organize instructional materials and correspondence.

## Instructional Hours FAQ

**If a student is using a computer laboratory at an instructional site to complete an online adult general education program, does the withdrawal policy for laboratory instruction or asynchronous online instruction apply?**

- The laboratory in this case is not laboratory instruction even though the student is using a computer laboratory. Since the work of the student and teacher is occurring at different places and times this would be considered asynchronous and the policies for online adult general education courses would apply. Rule 6A-10.0381(10), F.A.C.

## Instructional Hours FAQ

**If a student is expected to participate in an asynchronous component as well as classroom instruction, can the student be scheduled in a single course?**

- Asynchronous online components must be scheduled separately from classroom or laboratory instruction.



# Data Submission Process



# Know Your Handbook

- Each type of provider has their own handbook
  - Workforce Development Information System or WDIS (Districts)
  - Florida College System (Colleges)
  - Community Based Organizations
- Handbooks are published annually
- Four key components
  - Data element descriptions
  - File formats
  - Appendices
  - Edits

# Know your timelines

- Data is submitted during three major reporting windows annually
- Each local agency determines the instructional days included in a survey
- During a survey window agencies may also update previous surveys in the same reporting year if needed
- Once a reporting year has closed, it is closed

## 2018-19 Data Reporting Schedule – Workforce Development Information System (WDIS)

Survey	Submission Period OPENS	Required Load Date	Submission Period CLOSES
Survey F/G	August 27, 2018	September 6, 2018	October 18, 2018
Survey W/X	January 7, 2019	February 7, 2019	February 28, 2019
Survey S	June 3, 2019	July 3, 2019	July 11, 2019
Survey S Update Window	July 15, 2019	n/a	August 1, 2019

Data Certifications DUE on August 9, 2019

## 2018-19 Data Reporting Schedule – Colleges

Reporting Window	Submission Period Start Date	Required Load Date	End of Submission Period
1E (Summer)	August 17, 2018	September 14, 2018	October 5, 2018
2E (Fall)	December 28, 2018	February, 1, 2019	March 8, 2019
3E (Winter/Spring)	April 5, 2019	May 10, 2019	June 14, 2019

Data Certifications DUE the day after the submission window closes

## 2018-19 Data Reporting Schedule – CBO

Survey	Reporting Period	Required Load Date	Submission Period CLOSES
Survey 11	July 1	July 16, 2018	July 30, 2018
Survey 1	July – Sept. 29	October 16, 2018	October 30, 2018
Survey 2	Oct. – Feb	March 12, 2019	March 26, 2019
Survey 3	March – June 29	July 16, 2019	July 30 2019

# Roles of Reports Coordinators

- Often our primary point of contact, especially for FLDOE database teams
  - Included on all emails from FLDOE database teams, which means RC's should share email with relevant local staff
- Maintains contact information in the appropriate directories (CCTCMIS or WEDS)
- Maintains SharePoint access accounts for local staff
- Ensures completion of data certification process

# Resources

- WDIS Handbook
  - <http://fldoehub.org/CCTCMIS/wdis/Pages/WDIS.aspx>
- FCS Handbook
  - <http://www.fldoehub.org/CCTCMIS/c/Pages/default.aspx>
- USDOE NRS Web Site
  - <http://www.nrsweb.org>



# Local Data Review



# Develop a Local Review Process

- Meet with your data staff
- Create a schedule for the review of data before each submission period closes
- Your data staff can provide you with a list of verification reports
- Choose the reports that you will review
  - Should include local reports **and** state reports
- If you think of a new verification report idea, discuss it with your data office

# Common Reporting Issues

- Data not reviewed before sending to the state
- Edit errors not corrected
- Validation and Exception reports not requested and or reviewed and corrections not made
- Over reporting of instructional hours
- Missing literacy completion points
- Missing test records
- Failure to set the Post Test flag correctly

# Data Reporting and Submission issues

## Key Contacts

Leanne Ames- Districts

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Kimberly Phippen- Colleges

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April Card- CBOs

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# Reporting Requirements and Accountability Contacts

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