GET THERE

Florida's Workforce Education Initiative

Florida Department of EDUCATION
Career and Adult Education

1

# AGE Data Reporting Review and Updates

Paul Stonecipher, PhD

2020 ACE Conference

# Session Goals

- Quick Review of Key Concepts & Policies
- Briefly Recap COVID waivers
- Examine Statewide NRS and Adult Education Performance Data
- Discuss Any Reporting Updates

# Intake & Enrollment

# SAMPLE STUDENT INTAKE FORM

- http://www.fldoe.org/academics/career-adult-edu/adult-edu/resources.stml

## National Reporting System (NRS)

- 2019-2021 Performance Targets (RTF)
- 2018-2020 Performance Targets (RTF)
- 2014-2017 Performance Targets (RTF)
- NRS for Adult Education
- Student Data Summary Form (PDF)
  - Data Element Crosswalk (PDF)
  - Guidance Definitions (PDF)
  - Data Collection Frequency and Requirements (PDF)

**Student Data Summary Form**

Date Form Completed: _____

Last Name: _____ First Name: _____ Middle Name: _____

Maiden Name: _____ Student Email: _____

Social Security #: _____ Date of Birth: _____

Address: _____
Street or PO Box

City: _____ State: _____ ZIP Code: _____ County: _____

Phone: _____ Alternate Phone: _____

Gender: ☐ Male ☐ Female

Ethnicity: ☐ Latino or Hispanic Origin

Race – Select all that apply:

☐ American Indian or Alaskan Native ☐ Asian ☐ Black or African American
☐ Native Hawaiian or other Pacific Islander ☐ White

**Highest School Grade Completed** (Select One):

☐ No school grades completed
☐ Completed at least part of 1st through 11th grade
   Highest grade completed: _____
☐ Completed the twelfth grade, but did not attain a diploma or equivalency
☐ Earned a high school diploma
☐ Earned a high school equivalency
☐ Have a disability and attained a special diploma or high school certificate of attendance/completion from completing an Individual Education Plan (IEP)

☐ Completed some college, but did not earn a certificate or degree
☐ Earned a Career Certificate
☐ Earned an Associate of Applied Sciences degree
☐ Earned an Associate of Science degree
☐ Earned an Associate of Arts degree
☐ Earned a Bachelor's degree
☐ Attained beyond a Bachelor's degree

Where this level was achieved: ☐ U.S. based school ☐ Not U.S. based school

**Military Status** (Select One – For State Reporting Purposes):

☐ Active Duty Personnel
☐ Eligible Dependent (spouse/child)
☐ Veteran (Prior Service, Service Dates Unknown)
☐ Active Member of the National Guard
☐ Active Member of the Reserves
☐ Veteran (Prior Service, Service Prior to 9/11/2001)
☐ Veteran (Prior Service, Service on or after 9/11/2001)
☐ No Military History

**Citizenship** (For State Reporting Purposes):

☐ Non-Resident Alien      ☐ U.S. Citizen      ☐ Permanent Resident Alien

Revised October 24, 2019                                         Page 1

GET THERE
Florida's Workforce Education Initiative

FLORIDA DEPARTMENT OF EDUCATION
CAREER AND ADULT EDUCATION

# 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

- Key, unique individual identification number for reporting purposes

# AGE and Birthdate

- All students must be 16 years old when they are enrolled in AGE courses

- There is <u>no authority</u> to waive this requirement

- Agencies can make a local decision for AHS-Co-Enrollment

# 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 initial 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 any eligible program at that level or higher or student earned a diploma or GED

# Relationship of AGE Programs and NRS

| WDIS Program Number | FCS CIP Number | Program Name | 19-20 NRS Eligible |
|---|---|---|---|
| 9900000 | 1532010200 | Adult Basic Education (ABE) | Yes |
| 9900010 | 1532010202 | Adult High School | Yes |
| 9900040 | 1532010300 | Adult English for Speakers of Other Languages (ESOL) | Yes |
| 9900050 | 1532010301 | English Literacy for Career and Technical Education (ELCATE) | Yes |
| 9900051 | 1532010302 | Adult ESOL College and Career Readiness | No |
| 9900099 | 1532019900 | Adult High School Co-Enrolled | No |
| 9900130 | 1532010207 | General Education Development® (GED®) Preparation (GED2014) | Yes |
| 9900300 | 1532010303 | Adult ESOL Literacy Skills | No |
| S990001 | 1532010503 | Applied Academics for Adult Education | No |

GET THERE
Florida's Workforce Education Initiative

GetThereFL.com

FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

# Placement

- Remember your resources
  - [2020-2021 Florida Adult Education Assessment Technical Assitance Paper](http://www.fldoe.org/core/fileparse.php/7522/urlt/2021FloridaAssessmentPolicy.pdf)
    - http://www.fldoe.org/core/fileparse.php/7522/urlt/2021FloridaAssessmentPolicy.pdf
  - Assessment Resources
    - http://www.fldoe.org/core/fileparse.php/7522/urlt/2021FloridaAssessmentPolicy.pdf

# 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
- Examples:
  - 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

# 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

# New Student vs. Continuously Enrolled Student

Examples of New vs Continuously Enrolled Scenarios

| Student | Enrollment Reported for 2018-19 | Enrollment Reported for 2019-20 | New Student or Continuously Enrolled Student in 2020-21 |
|---------|---------------------------------|---------------------------------|--------------------------------------------------------|
| A | No | No | New |
| B | Yes | No | New |
| C | No | Yes | Continuous |
| D | Yes | Yes | Continuous |

# 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

# 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 associated subject and scale score
- 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 the second time
- 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 subject identified

# Determining Functioning Level and Placement

## Adult Basic Education (ABE)

- Student tests below the ninth grade level in one or more areas

- NRS Eligible placement tests include TABE and CASAS

- Student should be placed in the lowest functioning level by subject areas at the beginning of the term

- LCPs are based off gains on eligible posttest scores

# Determining Functioning Level and Placement

**English for Speakers of Other Languages (ESOL) and**

**English Literacy for Career and Technical Education (ELCATE)**

- Student has an educational functioning level below 7 (WDIS)
- Eligible placement tests include CASAS, Best Plus and TABE CLAS-E: Reading and Listening
- New students should be placed based on both the listening and reading scale scores
- LCPs are based off gains on eligible posttest scores on the subject used to establish initial educational functioning level

# Determining Functioning Level and Placement

**GED Preparation**

- Student tests above a ninth grade level on one or more subjects
  - to be placed in the comprehensive course numbers students should meet the ninth grade level in two or more subjects

- Eligible placement tests include TABE and CASAS

- LCPs are based off successful passing of subtests, however only full GED earners are included in the NRS calculation

NOTE: GED LCPs are not used in Federal reporting and are not used by DCAE.

# Determining Functioning Level and Placement

**Applied Academics for Adult Education (AAAE)**

- Student has a high school diploma or GED, but needs remediation in order to meet basic skills requirements for a CTE program

- Eligible placement tests include TABE and CASAS

- Not included in NRS reporting

# Reporting Schedule

GetThereFL.com

GET THERE
Florida's Workforce Education Initiative

FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

# 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

# 2020-21 Data Reporting Schedule – Workforce Development Information System (WDIS)

| Survey | Submission Period OPENS | Required Load Date | Submission Period CLOSES |
|---|---|---|---|
| Survey F/G | August 24, 2020 | September 3, 2020 | September 17, 2020 |
| Survey W/X | January 5, 2021 | February 4, 2021 | February 25, 2021 |
| Survey S | June 1, 2021 | July 1, 2021 | July 8, 2021 |
| End of Year Update Window | July 12, 2021 | n/a | July 29, 2021 |

Data Certifications due on August 6, 2021

GET THERE
Florida's Workforce Education Initiative

FLORIDA DEPARTMENT OF EDUCATION
CAREER AND ADULT EDUCATION

# 2020-21 Data Reporting Schedule - Colleges

| Reporting Window | Submission Period Start Date | Required Load Date | End of Submission Period |
|---|---|---|---|
| 1E/2B (Summer) | August 14, 2020 | Sept. 4, 2020 (AGE Data) | October 2, 2020 |
| | | September 10, 2020 | |
| 2E/3B (Fall) | January 8, 2021 | February 12, 2021 | March 12, 2021 |
| 3E (Winter/Spring) | April 2, 2021 | May 7, 2021 | June 11, 2021 |
| EOY Data Verification (By Request Only) | June 15, 2021 | | June 29, 2021 |

Data Certifications DUE the day after the submission window closes

GET THERE
Florida's Workforce Education Initiative

FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

# 2020-21 Data Reporting Schedule – CBO System

| Survey | Required Load Date | Submission Periods Closes |
|--------|--------------------|--------------------------|
| Survey 11* | July 14, 2020 | July 30, 2020 |
| Survey 1 | October 13, 2020 | October 29, 2020 |
| Survey 2 | March 16, 2021 | March 25, 2021 |
| Survey 3 | July 14, 2021 | July 29, 2021 |

* Survey 11 is preliminary survey used for NRS reporting to show students still enrolled as of July 1st. Please see the handbook for required formats.

GET THERE
Florida's Workforce Education Initiative

FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

# 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

# Instructional Hours

GetThereFL.com

# Collection and Reporting of Attendance and Instructional Hours

- 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

- 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

# Know Your Local System

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

- Entry Date
  - An enrollment date is different then 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

# Know Your Local System (cont.)

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

- 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

# Know Your Resources!

- Rule 6A-10.0381, F.A.C.- Registration of Adult Education Students
- [Technical Assistance Paper: Adult General Education Instructional Hours Reporting Procedures](#)
  - [http://www.fldoe.org/core/fileparse.php/5398/urlt/TAP-AGE-InstHrsRptg.pdf](http://www.fldoe.org/core/fileparse.php/5398/urlt/TAP-AGE-InstHrsRptg.pdf)

# 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.

- 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.

# Asynchronous Online

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

# Synchronous Online

- The course is delivered with minimal difference from an in-person setting. Instructors and students are expected to participate simultaneously during scheduled instruction.

- The mandatory procedural withdrawal policy for six consecutive absences applies.

# Blended Instruction

- If a student is expected to participate in an asynchronous component as well as classroom instruction, the asynchronous online components must be scheduled separately from classroom or laboratory instruction.

# Emergency Closures

- If a campus is closed due to emergency situations, such as hurricane or security situation, scheduled classroom and scheduled laboratory hours for those days may still be reported and those days do not count toward the six (6) consecutive absences for non-attendance.

- Specific COVID-19 related information will be discussed in a later section

# AGE Post-testing and Completions

GetThereFL.com

GET THERE
Florida's Workforce Education Initiative

FLORIDA DEPARTMENT OF EDUCATION
CAREER AND ADULT EDUCATION

# 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 diploma or GED

# ESOL

- 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 diploma or GED

# GED

- 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

- 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, a high school diploma or a GED
- For ABE Level 6, NRS Measurable Skill Gains (Table 4) is based on whether the student earned a high school diploma or a GED

# COVID-19 and 2020-EO-01

GetThereFL.com

# Technical Assistance Paper Updated

- http://www.fldoe.org/core/fileparse.php/5398/urlt/TAP-AGE-InstHrsRptg.pdf
- Addresses synchronous online instruction
- Summarizes waivers associated with COVID-19 and 2020-EO-01

TECHNICAL ASSISTANCE PAPER: ADULT GENERAL EDUCATION INSTRUCTIONAL HOURS REPORTING PROCEDURES

**ADJUSTMENTS TO REPORTING REQUIREMENTS DUE TO COVID-19 RELATED EXECUTIVE ORDERS AND DOE ORDERS**

On March 23, 2020, the Florida Department of Education issued Emergency Order No. 2020-EO-01 in response to the current COVID-19 pandemic requiring campus closures and later directives transitioning in-person instruction to online delivery environments. This section provides a summary of administrative rules and policies related to AGE instructional hours waived as a result

# Summary of rules and policies waived (part 1)

- Section 9, Part A of Emergency Order No. 2020-EO-01 directed all AGE course instruction to be provided through virtual and online methods to the extent possible. The Department was charged with working with the appropriate agencies to make online instruction possible.

- For courses established prior to the implementation of the Emergency Order, a waiver of 6A-10.0381 (10)(b), allows agencies to combine hours from online and classroom-based activities in the same course. The course delivery modality should not be changed in data reporting systems.

# Summary of rules and policies waived (part 2)

- Rule 6A-6.014(4)(a)1, F.A.C. has been waived, allowing enrollment of students in adult education without pre-testing. Agencies will have to use local discretion on which programs to enroll students. As soon as testing becomes available, agencies will need to pre-test students utilizing an approved NRS pre-test to determine an appropriate initial educational functioning level with which to report the student. See Memo: Guidance on the Reporting of Initial Functioning Level for Newly Enrolled Adult Education Students, dated June 9, 2020, for detailed placement and reporting guidance. •

- The Division issued guidance allowing for the administration of secure remote testing of approved NRS pre-tests. Please see the Florida Adult Education Assessment Technical Assistance Paper; refer to pages 11 and 21-27.

# Summary of rules and policies waived (part 3)

- Rule 6A-10.0381(9), requiring procedural withdrawal for students with more than six consecutive absences, has been waived. However, agencies are still required to document attendance for in-person classes, and track contact hours for asynchronous online course delivery for instructional and testing purposes.

- According to Rule 6A-10.0381(13), if a facility is closed due to an emergency, scheduled classroom and scheduled laboratory hours for those days may still be reported.

# Reporting

# Develop a Local Review Process

- <span style="color:red">These are NOT optional, but a critical part of data quality</span>

- Must be done in coordination with data and program 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

# Data Quality

- It is the responsibility of all program directors to monitor data submissions and ensure the data transmitted to the state is accurate and complete.

- For each reporting cycle, directors should be requesting data quality reports to review

- Priority should be given to:
  - Instructional hours reported
  - LCPs reported
  - Diplomas reported

# Data Quality

- OCTAE visited several sites and saw local MIS system demonstrations as part of the monitoring visit

- The OCTAE team was impressed by the capabilities of the local systems and the ability to create and review local reports for performance evaluation and data quality

- They did note that while the systems are capable of supporting performance evaluation and data quality monitoring, <u>few agencies are using the systems to their full capacity</u>
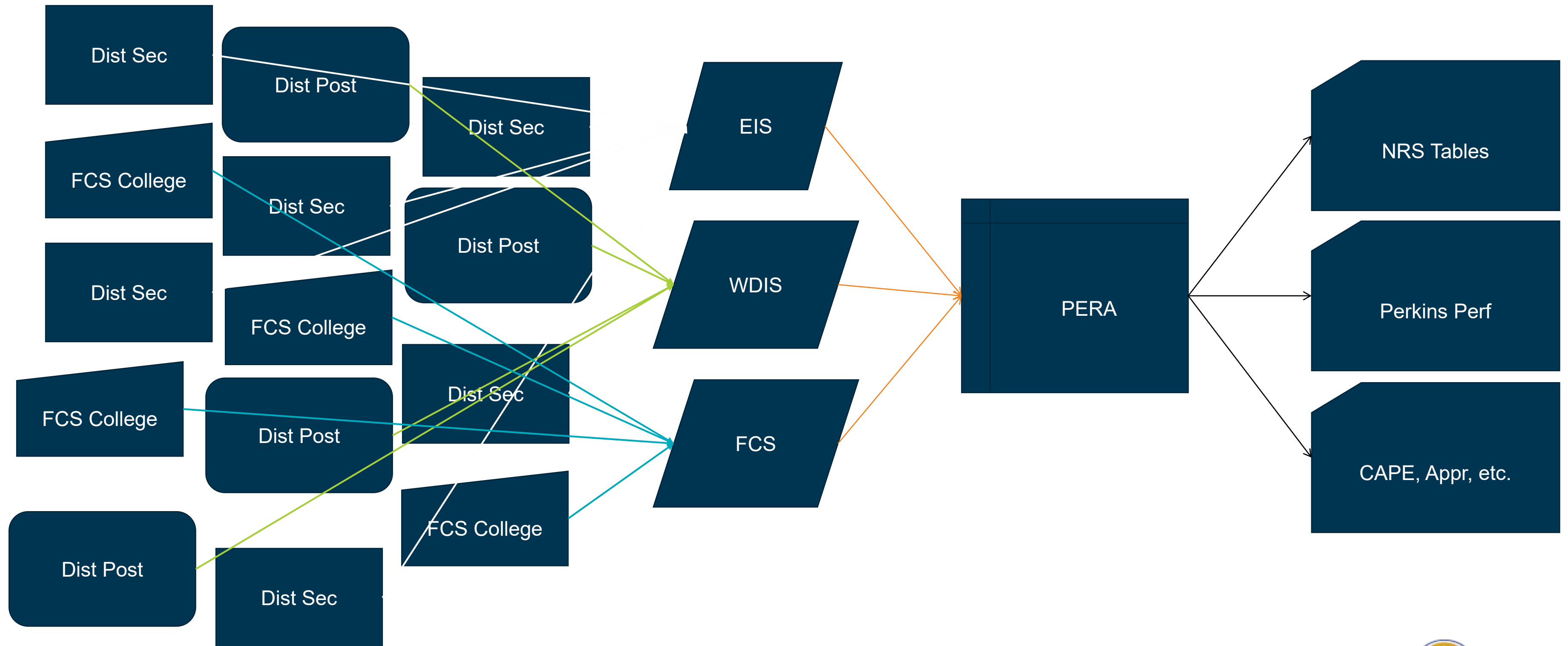
# Common Reporting Issues

- 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
- WORST: NOT DEVELOPING A TRANSITION PLAN

# Turnover Kills Data and Performance

- Have a transition plan for all data and program staff

- Turnover, especially in data units, frequently occurs at mission critical time periods: reporting load and close windows.

- New Hires <u>do not</u> waive mandatory reporting requirements and <u>cannot</u> be used as an argument for extending reporting windows.

- The Week of Load or Close is not the time for agency staff to be calling DCAE asking "what do I do?" We do not know how your local systems work, cannot tell your new hire what button to push, where your data is stored, or how to get your local system to produce the required formats for submission.

# The Data Process



Dist Sec

Dist Post

Dist Sec

FCS College

Dist Sec

Dist Post

Dist Sec

FCS College

FCS College

Dist Sec

Dist Post

FCS College

Dist Post

Dist Sec

EIS

WDIS

FCS

PERA

NRS Tables

Perkins Perf

CAPE, Appr, etc.

GET THERE
Florida's Workforce Education Initiative

GetThereFL.com

53

FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

# District AGE Enrollments- NRS Programs

| Program | 2018-19 Enrollments | 2019-20 Enrollments | Percent Change |
|---|---|---|---|
| Adult Basic Education (ABE) | 34,608 | 28,900 | -17% |
| Adult High School | 4,469 | 4,654 | 4% |
| Adult English for Speakers of Other Languages (ESOL) | 76,601 | 67,908 | -11% |
| English Literacy for Career and Technical Education (ELCATE) | 30 | 45 | 50% |
| General Education Development ® (GED ®) Preparation | 8,103 | 4,982 | -39% |
| Totals | 123,811 | 106,489 | -14% |

GET THERE
Florida's Workforce Education Initiative

FLORIDA DEPARTMENT OF EDUCATION
CAREER AND ADULT EDUCATION

# District Enrollment by Program 1011 to 1920

| Program | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|---|---|---|---|---|
| Adult Basic Education | 86,610 | 57,465 | 54,504 | 53,738 | 52,624 | 46,589 | 42,174 | 37,512 | 34,608 | 28,900 |
| GED Preparation | 31,722 | 21,051 | 18,888 | 20,089 | 19,333 | 19,041 | 16,365 | 14,743 | 8,103 | 4,982 |
| Adult High School (Adults) | 13,074 | 10,545 | 8,023 | 7,628 | 8,230 | 6,877 | 5,243 | 4,511 | 4,469 | 4,654 |
| Adult High School (Co-Enrolled) | 57,070 | 36,134 | 32,352 | 31,938 | 29,760 | 27,292 | 25,468 | 22,865 | 24,103 | 23,014 |
| ESOL Programs | 106,215 | 70,392 | 63,810 | 66,584 | 84,239 | 93,630 | 100,309 | 89,161 | 83,204 | 72,885 |
| Applied Academics for AE | 11,973 | 8,817 | 7,411 | 7,244 | 16,468 | 16,319 | 2,692 | 2,150 | 1,416 | 714 |
| All Others | 8,245 | 994 | 479 | 4,230 | 4,876 | 5,291 | 4,950 | 4,193 | 4,084 | 759 |
| TOTAL | 314,909 | 205,398 | 185,467 | 191,451 | 215,530 | 215,039 | 197,201 | 175,135 | 159,987 | **135,194** |

GET THERE
Florida's Workforce Education Initiative

GetThereFL.com

FLORIDA DEPARTMENT OF EDUCATION
CAREER AND ADULT EDUCATION

# FCS AGE Enrollments- NRS Programs

| Program | 2018-19 Enrollments | 2019-20 Enrollments | Percent Change |
|---|---|---|---|
| Adult Basic Education | 9,175 | 8,349 | -9% |
| Adult High School | 1,146 | 701 | -39% |
| GED Prep | 3,055 | 1,427 | -53% |
| Adult English for Speakers of Other Languages (ESOL) | 14,460 | 13,139 | -9% |
| English Literacy for Career and Technical Education (ELCATE) | 3 | 0 | -100% |
| Totals | 27,839 | 23,616 | -15% |

# FCS Enrollment by Program 1011 to 1920

| Program | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|---|---|---|---|---|---|---|---|---|---|---|
| Adult Basic Education | 31,396 | 22,123 | 18,215 | 16,883 | 17,248 | 17,175 | 13,580 | 10,546 | 9,175 | 8,349 |
| GED Preparation | 10,646 | 6,944 | 6,162 | 5,747 | 5,889 | 6,445 | 5,000 | 4,064 | 3,055 | 1,427 |
| Adult High School (Adults) | 5,511 | 4,312 | 3,572 | 2,958 | 1,780 | 1,444 | 1,536 | 1,396 | 1,146 | 701 |
| Adult High School (Co-Enrolled) | 925 | 696 | 471 | 543 | 225 | 125 | 50 | 29 | 32 | - |
| ESOL Programs | 18,799 | 10,070 | 8,240 | 8,437 | 10,619 | 12,370 | 15,341 | 15,406 | 14,460 | 13,139 |
| Applied Academics for AE | 5,018 | 2,398 | 415 | 248 | 74 | 43 | 65 | 41 | 37 | - |
| All Others | N/A | 3,333 | 2,954 | 3,176 | 3,667 | 4,463 | 1,112 | 49 | 3 | 24 |
| TOTAL | 72,295 | 49,876 | 40,029 | 37,992 | 39,502 | 42,065 | 36,684 | 31,531 | 27,908 | 23,640 |

GET THERE
Florida's Workforce Education Initiative

GetThereFL.com

FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

# Performance

GET THERE
Florida's Workforce Education Initiative

GetThereFL.com

FLORIDA DEPARTMENT OF EDUCATION
CAREER AND ADULT EDUCATION

# WIOA Performance Measures

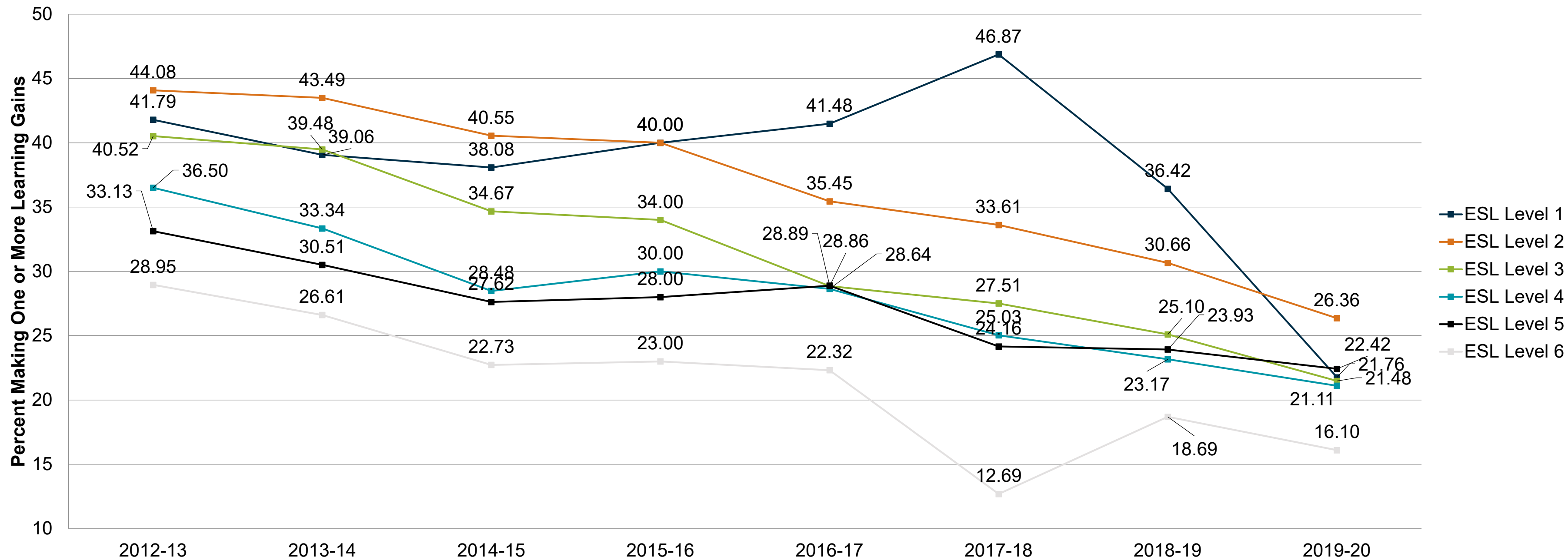| Measure | Definition | 1920 State Performance |
|---|---|---|
| Measurable Skill Gains | Based on the lowest initial functioning level, the participant earned at least one eligible LCP, earned a diploma or GED, or exited and enrolled in postsecondary CTE by the end of the reporting year (June 30th) | 21.95% |
| Credential Attainment Rate | 1. Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within One Year of Exit<br>2. Attained a Secondary School Diploma/Recognized Equivalent and Employed within One Year of Exit<br>3. Attained a Postsecondary Credential while enrolled or within One Year of Exit | 1. 19.97%<br>2. 56.90%<br>3. 40.61%<br><br>60.30% Unduplicated |

GetThereFL.com

# WIOA Performance Measures

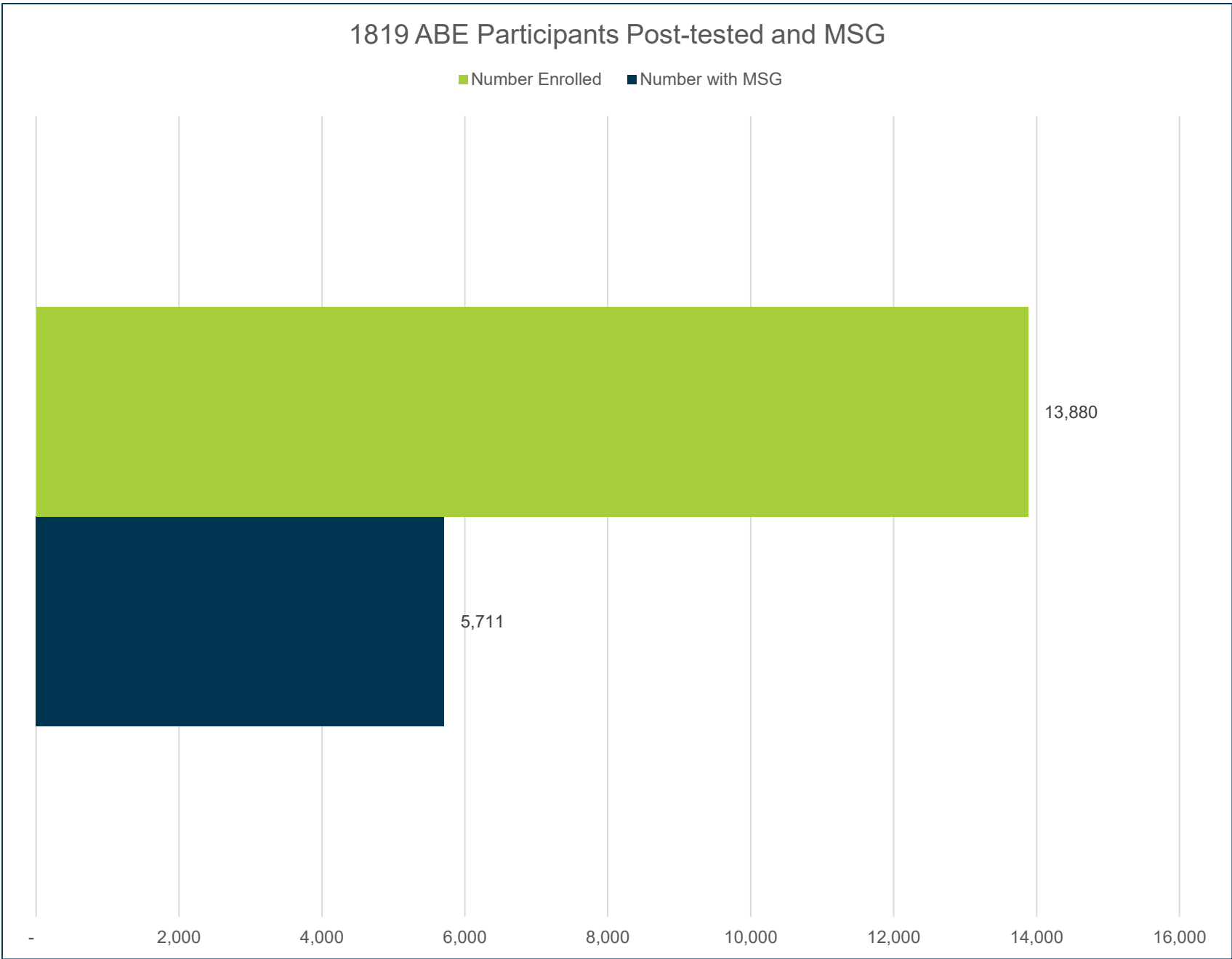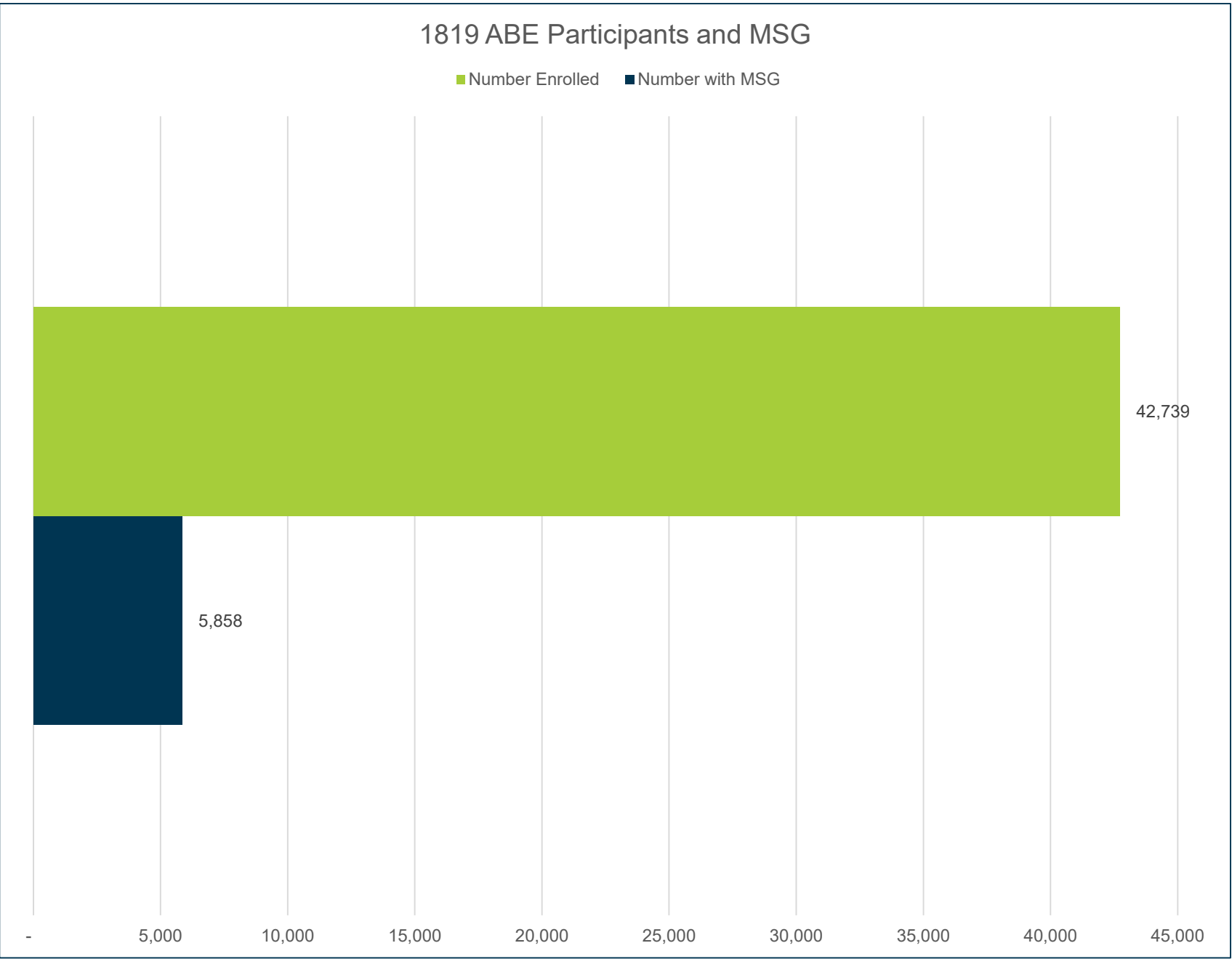| Measure | Definition | 1819 State Performance |
|---|---|---|
| Employment Rate (Second Quarter) | Number of exiters during the reporting period who are employed during the second quarter after exit (numerator) divided by the number of exiters during the reporting period (denominator) | 26.83% |
| Median Earnings (Second Quarter) | For all exiters in a core program, report the wage that is at the midpoint (of all the wages) between the highest and lowest wage earned in the second quarter after exit | $4,695 |
| Employment Rate (Fourth Quarter) | Number of exiters during the reporting period who are employed during the fourth quarter after exit (numerator) divided by the number of exiters during the reporting period (denominator) | 27.24% |

GetThereFL.com

GET THERE
Florida's Workforce Education Initiative

FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

# ABE NRS Measurable Skill Gains Rate History
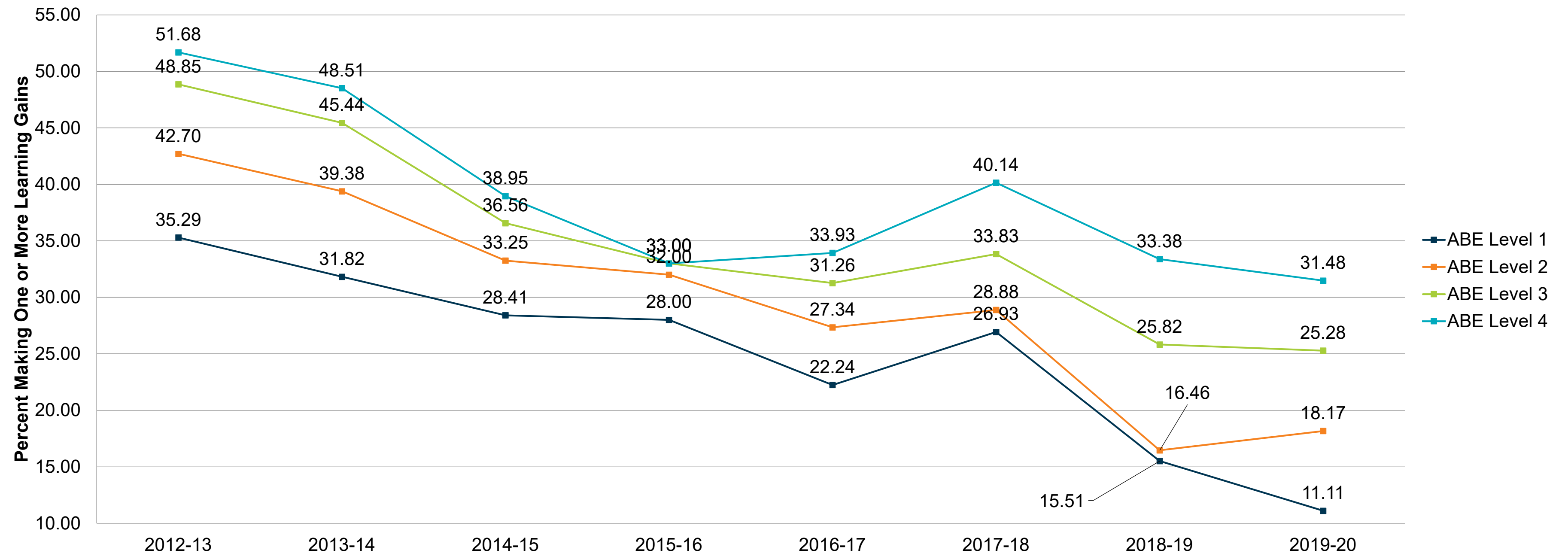
# ESL NRS Measurable Skill Gains Rate History
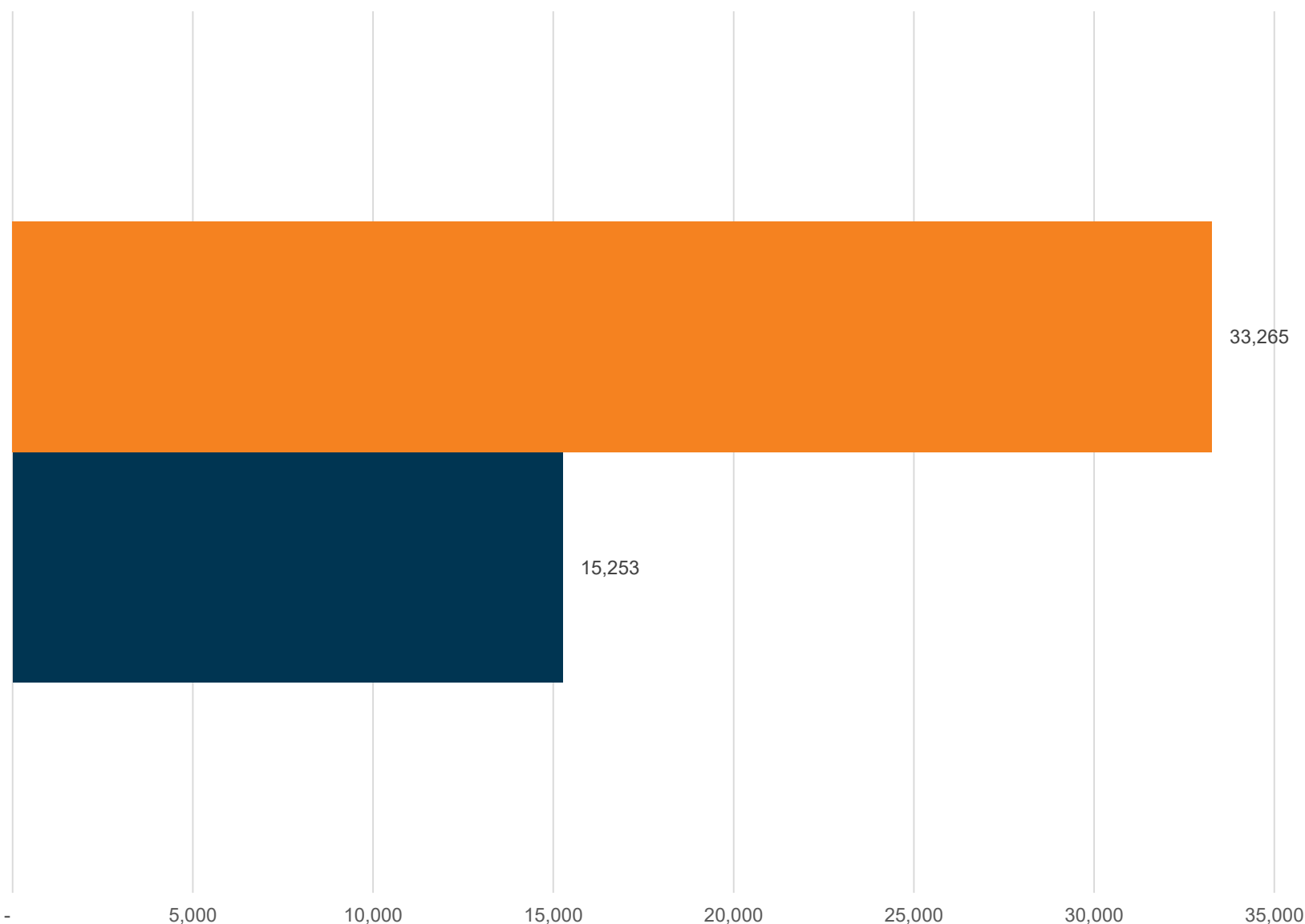
# ABE Post-Test Rate and Performance



1819 ABE Participants and MSG

- Number Enrolled
- Number with MSG

42,739

5,858

1819 ABE Participants Post-tested and MSG

- Number Enrolled
- Number with MSG

13,880

5,711

# ESL Post-Test Rate and Performance

### 1819 ESL Participants and MSG

■ Number Enrolled ■ Number with MSG

70,619

15,521
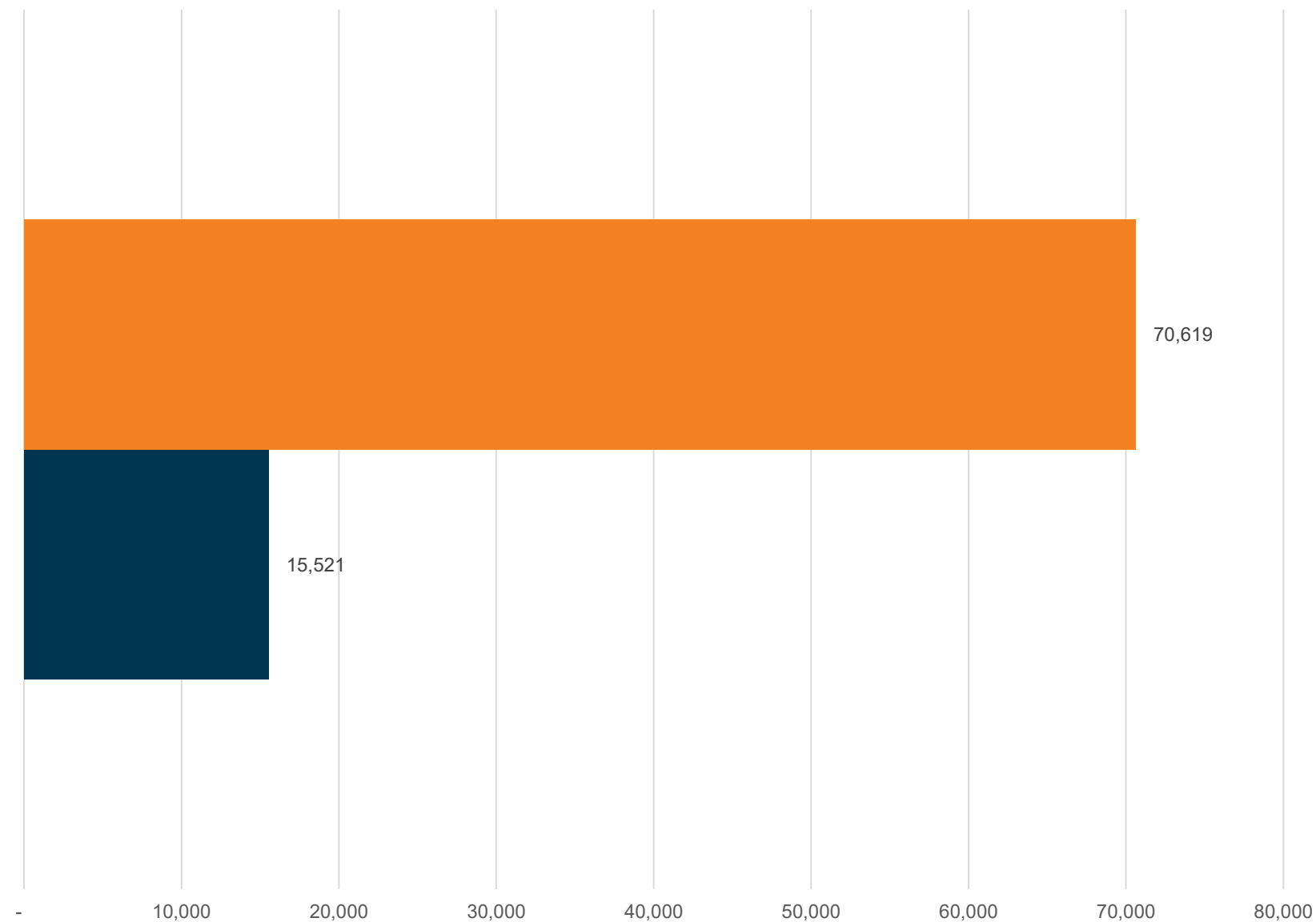
### 1819 ESL Participants Post-tested and MSG

■ Number Enrolled ■ Number with MSG

33,265

15,253

# State Level 19-20 Performance and Post-test Rates

ABE

- Percent with MSG- All Participants- 14%
- Percent with MSG- Post-tested Participants- 41%

ESL

- Percent with MSG- All Participants- 22%
- Percent with MSG- Post-tested Participants- 46%

# 20-21 Reporting Changes

# 2020 CIPs

- There will not be any changes to the 2020-21 CIP numbers associated with programs

- The 2021-22 curriculum frameworks will be updated to reflect the updated CIP numbers

- DCAE is in the process of producing a crosswalk that local institutions can use to see which programs will have new CIP numbers assigned based on the 2020 CIP inventory

# Implementation of ESL Reporting Changes

- Beginning with 2020-21, the reporting of Educational Functioning Level for ESOL and ELCATE will be split into two separate reporting instances.

- Implementation of the changes were optional for Survey F and required for Survey W.

- Make sure you are paying attention to the relationship between Initial Functioning Level, scale scores for functioning levels, and reportable LCPs for that level and above. Remember your primary source is Appendix R (districts) or Appendix A (FCS)

# 2020-21 WDIS Adult General Education Student Course Format

| Item No. | From-To | Size | Field Char | Field Description |
|---|---|---|---|---|
| **14** | 54-54 | 1 | A/N | Filler (was a filler 3, split to accommodate 2 new EFLs, leaving 1 filler) |
| **15** | 55-55 | 1 | A/N | Adult Educational Functioning Level, Initial (Listening  ESOL/ELCATE) |
| **16** | 56-56 | 1 | A/N | Adult Educational Functioning Level, Initial (Reading ESOL/ELCATE) |
| **17** | 57-57 | 1 | A/N | Adult Educational Functioning Level, Initial (Non ESOL/ELCATE) |
| … | … | … | … | … |
| | 65-67 | 3 | A/N | Adult Test Name (was a filler 3) |
| … | … | … | … | … |

GET THERE
Florida's Workforce Education Initiative

FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

# Fall MISATFOR and WEDDAC: Coming Soon…

- Make sure your reports coordinators keep their eyes open for upcoming announcements

- More details will be discussed regarding your respective sectors with more opportunity for feedback and interaction

GET THERE
Florida's Workforce Education Initiative

GetThereFL.com

FLORIDA DEPARTMENT OF
EDUCATION
CAREER AND ADULT EDUCATION

# Resources

- FCS Handbook
  - http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml
  - USDOE NRS Web Site
  - http://www.nrsweb.org

- AGE Instructional Hours TA Paper
  - http://www.fldoe.org/academics/career-adult-edu/career-adult-edu-technical-assistance-.stml

- WDIS Handbook
  - http://fldoehub.org/CCTCMIS/wdis/Pages/WDIS.aspx

- Reports Coordinator
  - http://data.fldoe.org/ccdir/

# Contacts

Data Reporting and Submission Issues

    Nand Divate - Districts

        (850) 245-9314, Nandkumar.Divate@fldoe.org

    Kimberly Pippin - Colleges

        (850) 245-9594, Kimberly.Pippin@fldoe.org

    Nand Divate - CBOs

        (850) 245-9314, Nandkumar.Divate@fldoe.org

# Reporting Requirements and Accountability Contacts

Paul Stonecipher, Program Specialist
  (850) 245-0720, Paul.Stonecipher@fldoe.org

Johnson Tan, Program Specialist
  (850) 245-9060, Johnson.Tan@fldoe.org

New Program Director and an additional Program Specialist coming soon…

GetThereFL.com