# National Reporting System (NRS):
## From Local Data to NRS Tables to Program Improvement Plans (PIPs)

Paul Stonecipher, PhD

2020 ACE Conference

# Clarifications from yesterday's AGE Data Reporting Session

- Please be aware that "proxy assignment" of instructional hours is expressly forbidden. An exercise, communication or web module cannot be assigned an instructional hour equivalence.

- Ex: assignment A cannot equal 1 hours, an email or message exchange cannot be given an approximation of contact time, and a web module cannot be assumed to take 3 hours and reported as such when completed

# Clarifications from yesterday's AGE Data Reporting Session (cont.)

## 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.

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Math

Reading

Science

Social Science

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# Clarifications from yesterday's AGE Data Reporting Session (cont.)

Per the GED® Preparation Comprehensive Curriculum Framework:

- Students may be enrolled in the GED® Comprehensive course number if they have scored at an NRS ABE Level 5 or higher in Reading or Mathematics on at least one of the eligible assessments specified in per Rule 6A-6.014, F.A.C. The student should, however, also be enrolled in the corresponding Adult Basic Education (ABE) course number for those areas in which they have not met the Level 5 threshold. Instruction in GED® Social Studies and Science preparation programs should be limited to students who have attained a Level 5 or higher scale score in Reading.

- Students who have taken and passed the Reasoning through Language Arts GED® subtest but have not yet taken and passed either the science or social studies subtests, should still be tested on an approved assessment and demonstrate a level 5 or higher on Reading to take GED® Preparation courses in either of these subject areas.

| Math |
| --- |
| Reading |
| Science |
| Social Science |

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# Session Goals

- Crash Course into "What Is Data" for Program Staff

- Define NRS and identify the data included in NRS and Adult Education performance tables

- Clarify requirements for inclusion in NRS calculations

- Introduction to the NRS reporting tables

- Demonstrate how the NRS performance data is used to develop Program Improvement Plans

# Data: A Crash Course

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# The Pipeline

- Data
- Table
- Database

# The Pipeline

- Data
- Table
- Database

Data are plural
Datum is singular

| Blue | Jeff | 9001000 |
|------|------|---------|
| 42 | 3.57 | *Dune* by Frank Herbert |
| FL | 850-245-0720 | N |

# The Pipeline

- Data
- Table
- Database

**District**

FLORIDA DEPARTMENT OF EDUCATION
DOE INFORMATION DATABASE REQUIREMENTS VOLUME I:
AUTOMATED STUDENT INFORMATION SYSTEM
AUTOMATED STUDENT DATA ELEMENTS

Year: 2020-21

Data Element Number: **197246**

Data Element Name: **Florida Education Identifier**

A code issued by the Florida Department of Education used to uniquely identify a pe

**Code**     **Definition/Example**

FLxxxxxxxxxxxx    Florida Education Identifier (FLEID) standard.

Notes:
The Florida Education Identifier is assigned to a person and used across the studen
The Florida Education Identifier is abbreviated FLEID.
The Florida Education Identifier always begins with FL.

**Length:**           14
**Data Type:**      Alphanumeric
**Year Implemented:**     1314
**State Standard:**     Yes
**Use Types:**
   State Reporting:      Yes
   Local Accountability:    Yes
   FASTER:      Yes
   Migrant Tracking:      Yes
**Required Grades:**      PK-12, Adult
**Programs Required:**
   All Programs
**Formats Required:**
   Career and Technical Education Student Course Schedule DB9 16x
   Career and Technical Education Teacher Course DB9 24x

**College**

Florida College System
Student Database
2020-21 Reporting Year

**Data Element 1000**
**Florida Education Identifier**

**Characteristics**

Length:      14
Data Type:      Alphanumeric
Physical Description:     X (14)
Record Type(s):     1, 2, 3, 4, 5, 6, 7, 8, 9
Last Modified:     2/6/2020

**Data Element is used in the Following Reports:**

None

**Description:**

The Florida Education Identifier (FLEID) is a unique identifier assigned to a student by the Florida Department of Education. FLEID is used across Student and Admissions database systems. §1008.386 F.S. mandates the establishment of the FLEID to replace the use of social security numbers as student identification numbers.

The FLEID numbering convention is 14 alphanumeric characters, always beginning with the letters FL, followed by 12 numbers.

**NOTES:**
1. Edits 1000_4 through 1000_10 are only applicable during FLEID verification.
2. For edits 1000_4 through 1000_10 see FLEID Error List Report and FLEID Source Verification Matching Matrix to resolve FLEID errors.

# The Pipeline


The half of knowledge is to know where to find knowledge

- Data
- Table
- Database

- **District K-12 Handbook**
  - http://www.fldoe.org/accountability/data-sys/database-manuals-updates/2020-21-student-info-system/index.stml
- **District Postsecondary Handbook**
  - http://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/2021-WDIS/index.stml
- **Florida College System**
  - http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml

# The Pipeline

- Data
- Table
- Database

| Florida Department of Education | | | | |
|---|---|---|---|---|
| Division of Career and Adult Education | | | | |
| 2018-19 ABE and ESL measurable Skill Gains and Post-Test Rates by Agency | | | | |
| Agency | Type | Percentage of ABE Periods of Participation with Measurable Skill Gains | Percentage of ESL Periods of Participation with Measurable Skill Gains | Post-Test Rate |
| BAKER | District | 14.62% | N/A | 61.0% |
| BAY | District | 41.71% | 23.81% | 35.0% |
| BRADFORD | District | 25.53% | N/A | 19.0% |
| BREVARD | District | 25.77% | 26.87% | 30.3% |
| BROWARD | District | 23.66% | 23.53% | 28.2% |
| CALHOUN | District | 55.17% | N/A | 57.1% |
| CHARLOTTE | District | 18.85% | 34.55% | 29.4% |
| CITRUS | District | 40.18% | 22.73% | 27.3% |
| CLAY | District | 47.18% | 14.18% | 40.7% |
| COLLIER | District | 23.12% | 35.29% | 33.4% |
| COLUMBIA | District | 17.56% | 23.53% | 51.9% |

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# The Pipeline

- Data
- Table
- Database

Florida College System
Student Database
2020-21 Reporting Year

## Industry Certification Information Record Format – Record Type 9

**Field Structure**

| 9 | Numeric |
|---|---------|
| X | Alphanumeric |
| V | Implied Decimal |

| DE# | From/To | Size | Structure | Field Name | Field Description |
|-----|---------|------|-----------|------------|-------------------|
| 1017 | 1-7 | 7 | 9 (7) | COLLEGE | Reporting Institution (FICE/OPEID Code) |
| 1021 | 8-17 | 10 | X (10) | PSNID | Student Identification Number |
| 1028 | 18-20 | 3 | 9 (3) | TERM | Term Identifier |
| 101A | 21 | 1 | 9 (1) | RECORD_TYPE | Record Type = 9 |
| 3301 | 22-31 | 10 | 9 (10) | CERT_CIP | Program Industry Certification CIP |
| 3302 | 32-39 | 8 | X (8) | CERT_NUM | Program Industry Certification Number |
|  | 40-45 | 6 | ) | *FILLER* | |
| 3304 | 46 | 1 | X (1) | CERT_OUTCOME | Industry Certification Outcome |
| 3303 | 47-54 | 8 | 9 (8) | CERT_DATE | Program Industry Certification Date |
|  | 55-176 | 122 | | *FILLER* | |
| 1000 | 177-190 | 14 | X (14) | FLEID | Florida Education Identifier |
|  | 191-250 | 60 | | *FILLER* | |

**NOTE:** *Shaded fields are unique key elements.*

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# The Pipeline

- Data
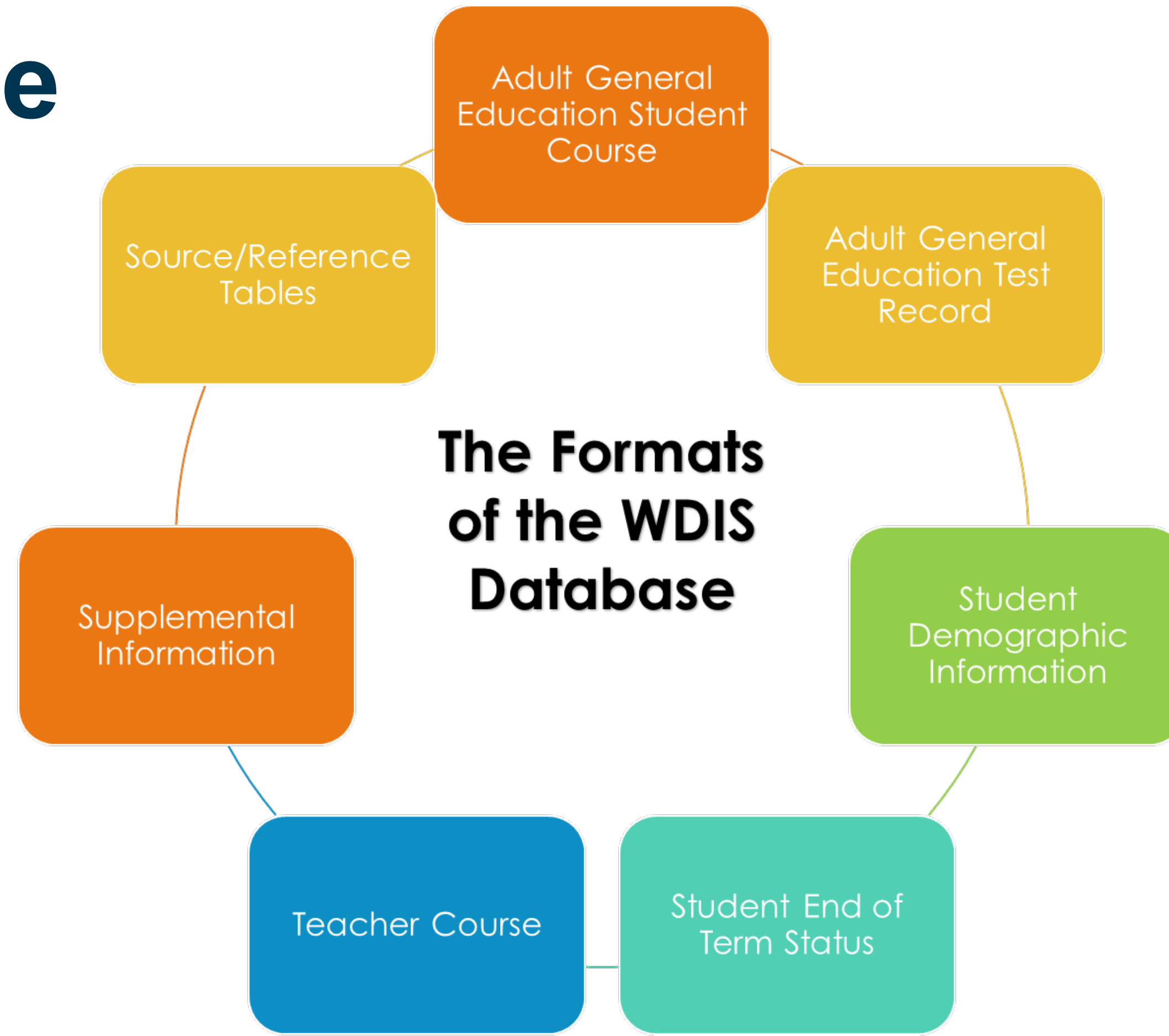- Table
- Database

**Table Example: Industry Certification Information Record Format Mock-Up**

```
1234567123456789022090123456789MICRO069        P07012020              FL123456789012

1234567123456789022090123456789HVACE001        P06152020              FL123456789012

1234567123456789022090123456789MICRO069        P07012020              FL123456789012

1234567123456789022090123456789FLDLE002        P08012020              FL123456789012

1234567123456789022090123456789MICRO069        P07012020              FL123456789012
```
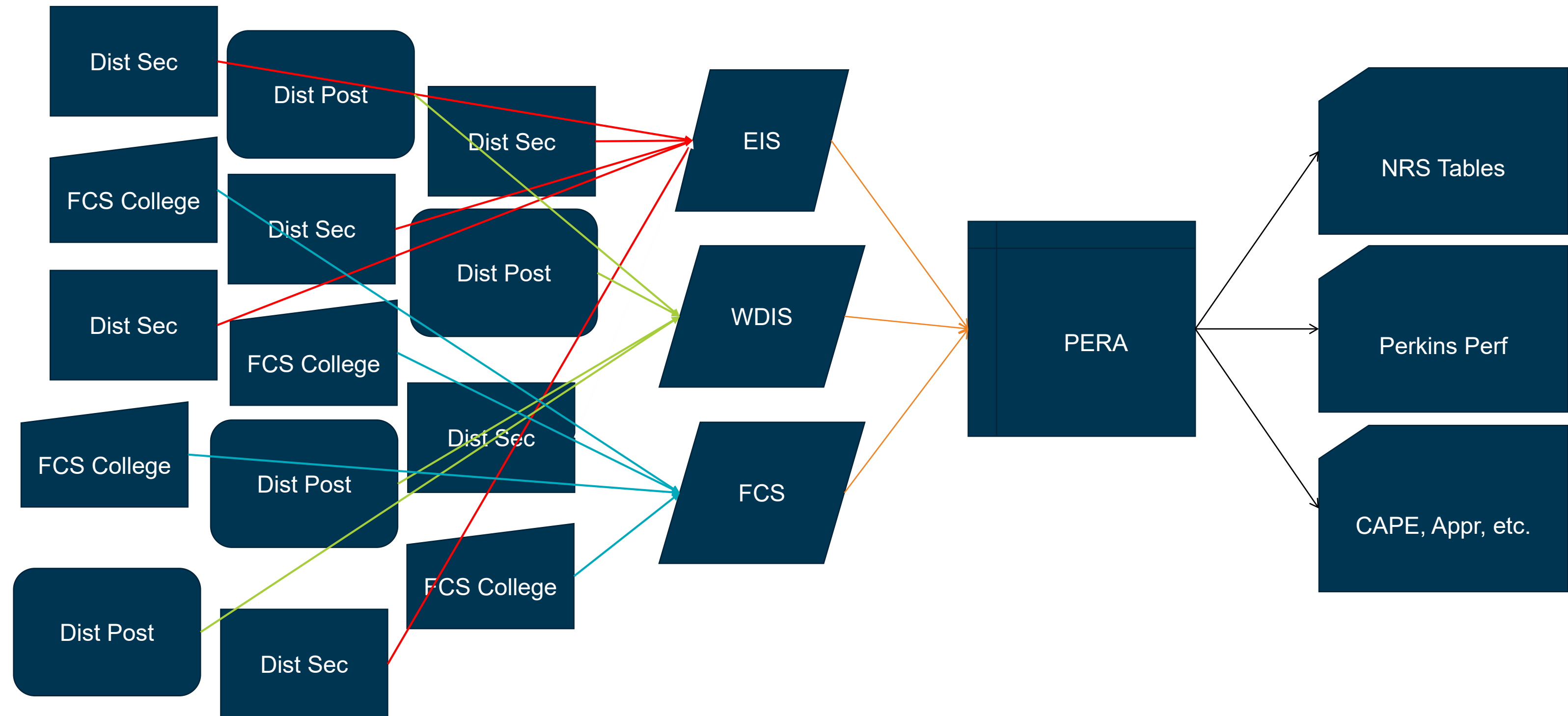
# The Pipeline

- Data
- Table
- Database



The Formats of the WDIS Database

Adult General Education Student Course

Adult General Education Test Record

Student Demographic Information

Student End of Term Status

Teacher Course

Supplemental Information

Source/Reference Tables

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# Agencies ► FDOE ► NRS



Dist Sec · Dist Post · FCS College · EIS · WDIS · FCS · PERA · NRS Tables · Perkins Perf · CAPE, Appr, etc.

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# What is required?

- The data elements an agency is required to report depends on the program type (AGE/CTE), the agency type (district secondary, district postsecondary, Florida College System institution, or a community based organization), and if the agency receives federal grant funding in addition to state workforce funding.

- Check your appropriate RFA for detailed information on federal grant requirements for your local data system

- The agency's system doesn't have to "mirror" the state data systems, but must have a means of retaining the data necessary to provide the data in the format required by FDOE.
  - A course can be called "BOB101" in their system, but must be reported using the state approved course numbering system.

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# 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)

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**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

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What is NRS?

# National Reporting System (NRS)

- Federal reporting system for federal grant recipients under the Workforce Innovation and Opportunity Act (WIOA)

- AEFLA Grants, administered by the Florida Department of Education, are funded under the provisions of WIOA

- WIOA and the AEFLA grant applications designate what data must be collected from students and reported through the Department's reporting windows or surveys

# What data are included?

- NRS and adult education performance calculations are done using the data reported directly by participating agencies such as Florida's school districts, the Florida College System institutions, and community-based organizations (CBOs) who receive AEFLA grants

- The data reported reflects the activity for the academic year as defined by WIOA. For example, during the 2019-20 reporting year, adult education enrollments and measurable skill gains from July 1, 2019 through June 30, 2020.

# Which reporting or survey windows are included?

**Using the 2019-20 reporting year as an example:**

| Submission Year | Districts | Colleges | CBOs |
| --- | --- | --- | --- |
| 2019-20 | Survey F/G | 1E/2B | 1 |
| 2019-20 | Survey W/X | 2E/3B | 2 |
| 2019-20 | Survey S | 3E | 3 |
| 2020-21 | Survey F/G* | 1E/2B* | 11* |

* To capture enrollments and completions needed for NRS reporting and process the data before the federal reporting deadline in October, Load data is used from the fall reporting windows (Survey F/G, 1E/2B, and 11).

# The Importance of Fall Load Data

- The following applies to data submitted in the district Survey F/G, Florida College System in 1E/2B, and CBO reporting in 11.

- As mentioned in the previous slide, the <u>Load</u> data is used instead of Close data to meet federal reporting deadlines.

- It is important that Adult Education data be as complete and accurate as possible for Load date submissions.

- Two groups are heavily impacted by failure to report by the Fall Load dates.
  1. Student enrollment and completions for courses with an end date prior to June 30th of the reporting year but reported during the Fall reporting windows above
  2. Fall enrollment data used to identify exiters from an agency's adult education enrollments

Who Gets Counted?

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# Requirements for being counted as an NRS Participant

The following requirements must be met to include a student as an NRS participant, and by extension to be included in the financial reconciliation of AEFLA grants:

- Enrolled between July 1 and June 30 of the academic year (For the 2019-20 reporting year, enrollment must be between July 1, 2019 and June 30, 2020.)

- At least one period of participation (POP) during the academic year

- 16 years of age or older (age is determined by subtracting the initial date of enrollment from the birth date)

- Enrolled in an eligible NRS program (ESL, ELCATE, ABE, GED, or Adult High School, but not including co-enrollment)

- Enrolled in a minimum of 12 instructional hours (in practice, 10 reported hours as agencies are credited 2 hours for assessment and intake)

- Students must be reported with a valid gender (male or female) and identify at least one ethnicity or race.

- A valid FLEID must be reported for the student

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# The NRS Tables

# What do the NRS Tables look like?

Note: The following images of the NRS reporting tables come from the *Technical Assistance Guide for Performance Accountability under the Workforce Innovation and Opportunity Act*, dated August 2019 and published by the Office of Career, Technical, and Adult Education (OCTAE) of the US Department of Education.

https://nrsweb.org/sites/default/files/NRS-TA-Aug2019-508.pdf

# Table 1: Participants by Entering Educational Functioning Level, Ethnicity, and Sex

## Table 1
### Participants by Entering Educational Functioning Level, Ethnicity, and Sex

Enter the number of participants* by educational functioning level, ethnicity/race**, and sex.

| Entering Educational Functioning Level (EFL) (A) | American Indian or Alaska Native | | Asian | | Black or African American | | Hispanic/ Latino | | Native Hawaiian or Other Pacific Islander | | White | | More than One Race | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male (B) | Female (C) | Male (D) | Female (E) | Male (F) | Female (G) | Male (H) | Female (I) | Male (J) | Female (K) | Male (L) | Female (M) | Male (N) | Female (O) | (P) |
| ABE*** Level 1 | | | | | | | | | | | | | | | |
| ABE Level 2 | | | | | | | | | | | | | | | |
| ABE Level 3 | | | | | | | | | | | | | | | |
| ABE Level 4 | | | | | | | | | | | | | | | |
| ABE Level 5 | | | | | | | | | | | | | | | |
| ABE Level 6 | | | | | | | | | | | | | | | |
| ESL*** Level 1 | | | | | | | | | | | | | | | |
| ESL Level 2 | | | | | | | | | | | | | | | |
| ESL Level 3 | | | | | | | | | | | | | | | |
| ESL Level 4 | | | | | | | | | | | | | | | |
| ESL Level 5 | | | | | | | | | | | | | | | |
| ESL Level 6 | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | |

# Table 2: Participants by Age, Ethnicity, and Sex

## Table 2
## Participants by Age, Ethnicity, and Sex

Enter the number of participants* by age**, ethnicity/race***, and sex.

| Age Group (A) | American Indian or Alaska Native | | Asian | | Black or African American | | Hispanic/ Latino | | Native Hawaiian or Other Pacific Islander | | White | | More than One Race | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male (B) | Female (C) | Male (D) | Female (E) | Male (F) | Female (G) | Male (H) | Female (I) | Male (J) | Female (K) | Male (L) | Female (M) | Male (N) | Female (O) | (P) |
| 16-18 | | | | | | | | | | | | | | | |
| 19-24 | | | | | | | | | | | | | | | |
| 25-44 | | | | | | | | | | | | | | | |
| 45-54 | | | | | | | | | | | | | | | |
| 55-59 | | | | | | | | | | | | | | | |
| 60+ | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | |

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# Table 2A: Reportable Individuals by Age, Ethnicity, and Sex

## Table 2A
### Reportable Individuals by Age, Ethnicity, and Sex

Enter the number of reportable individuals* who have completed <u>fewer</u> than 12 contact hours by age**, ethnicity***, and sex.

| Age Group (A) | American Indian or Alaska Native | | Asian | | Black or African-American | | Hispanic/ Latino | | Native Hawaiian or Other Pacific Islander | | White | | More than One Race | | Total |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | Male (B) | Female (C) | Male (D) | Female (E) | Male (F) | Female (G) | Male (H) | Female (I) | Male (J) | Female (K) | Male (L) | Female (M) | Male (N) | Female (O) | (P) |
| 16-18 | | | | | | | | | | | | | | | |
| 19-24 | | | | | | | | | | | | | | | |
| 25-44 | | | | | | | | | | | | | | | |
| 45-54 | | | | | | | | | | | | | | | |
| 55-59 | | | | | | | | | | | | | | | |
| 60+ | | | | | | | | | | | | | | | |
| Total | | | | | | | | | | | | | | | |

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# Table 3: Participants by Program Type and Age

### Table 3
### Participants* by Program Type and Age

Enter the number of participants by program type and age, non-duplicated.

| Program Type<br>(A) | 16-18<br>(B) | 19-24<br>(C) | 25-44<br>(D) | 45-54<br>(E) | 55-59<br>(F) | 60+<br>(G) | Total<br>(H) |
|---|---|---|---|---|---|---|---|
| **Adult Basic Education**** | | | | | | | |
| Integrated Education and Training Program | | | | | | | |
| **Adult Secondary Education**** | | | | | | | |
| Integrated Education and Training Program | | | | | | | |
| **English Language Acquisition**** | | | | | | | |
| Integrated Education and Training Program | | | | | | | |
| **Integrated English Literacy and Civics Education (Sec. 243)**** | | | | | | | |
| Integrated Education and Training Program | | | | | | | |
| Total | | | | | | | |

# Table 4: Measurable Skill Gains (MSG) by Entry Level

**Revised**

**Revised**

### Table 4
### Measurable Skill Gains (MSG) by Entry Level

Enter the number of participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its recognized equivalent, and periods of participation outcomes.

| Entering Educational Functioning Level (EFL) | First Period of Participation | | | | | | | | | All Periods of Participation | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| | Number of Participants | Total Number of Participants Excluded from MSG Performance | Total Attendance Hours for all participants | Number who achieved at least one EFL gain | Number who attained a secondary school diploma or its recognized equivalent | Number of IET participants who achieved an MSG other than EFL gain and secondary school diploma | Number Separated Before Achieving Measurable Skill Gains | Number Remaining in Program without Measurable Skill Gains | Percentage Achieving Measurable Skill Gains | Total number of Periods of Participation | Total number of Periods of Participation in which Participants achieved at least one EFL gain | Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained | Total number of IET Periods of Participation in which Participants achieved an MSG other than EFL gain and secondary school diploma | Percentage of Periods of Participation with Measurable Skill Gains |
| (A) | (B) | (C) | (D) | (E) | (F) | (G) | (H) | (I) | (J) | (K) | (L) | (M) | (N) | (O) |
| ABE Level 1 | | | | | | | | | | | | | | |
| ABE Level 2 | | | | | | | | | | | | | | |
| ABE Level 3 | | | | | | | | | | | | | | |
| ABE Level 4 | | | | | | | | | | | | | | |
| ABE Level 5 | | | | | | | | | | | | | | |
| ABE Level 6 | | | | | | | | | | | | | | |
| **ABE Total** | | | | | | | | | | | | | | |
| ESL Level 1 | | | | | | | | | | | | | | |
| ESL Level 2 | | | | | | | | | | | | | | |
| ESL Level 3 | | | | | | | | | | | | | | |
| ESL Level 4 | | | | | | | | | | | | | | |
| ESL Level 5 | | | | | | | | | | | | | | |
| ESL Level 6 | | | | | | | | | | | | | | |
| **ESL Total** | | | | | | | | | | | | | | |
| **Grand Total** | | | | | | | | | | | | | | |

# Table 4A: Educational Functioning Level Gain

## Table 4A
### Educational Functioning Level Gain

English Language Arts (ELA)/Literacy, English Language Proficiency (ELP), Mathematics, Carnegie Units/Credits, and Transition to Postsecondary Education by Entry Level

Enter number of participants achieving educational gain at each level.

| Entering Educational Functioning Level (A) | Number of Participants (B) | Number with EFL Gain For ELA/Literacy or ELP by pre-posttesting (C) | Percentage Achieving ELA/Literacy or ELP EFL Gains (D) | Number with EFL Gain For Mathematics by pre-posttesting (E) | Percentage Achieving Mathematics EFL Gains (F) | Number with EFL Gain by Carnegie Units/ Credits (G) | Percentage Achieving EFLGain by Carnegie Units/ Credits (H) | Number with EFL Gain by Transition to Post-secondary Education (I) | Percentage Achieving EFL Gain by Transition to Postsecondary Education (J) |
|---|---|---|---|---|---|---|---|---|---|
| ABE Level 1 | | | | | | | | | |
| ABE Level 2 | | | | | | | | | |
| ABE Level 3 | | | | | | | | | |
| ABE Level 4 | | | | | | | | | |
| ABE Level 5 | | | | | | | | | |
| ABE Level 6 | | | | | | | | | |
| **ABE Total** | | | | | | | | | |
| ESL Level 1 | | | | | | | | | |
| ESL Level 2 | | | | | | | | | |
| ESL Level 3 | | | | | | | | | |
| ESL Level 4 | | | | | | | | | |
| ESL Level 5 | | | | | | | | | |
| ESL Level 6 | | | | | | | | | |
| **ESL Total** | | | | | | | | | |
| **Grand Total** | | | | | | | | | |

# Table 4B: Educational Functioning Level Gain and Attendance for Pre- and Post-tested Participants

## Table 4B
### Educational Functioning Level Gain and Attendance for Pre- and Post-tested Participants

Enter the number of pre- and post-tested participants for each category listed, number of post-tested participants achieving at least one educational functioning level gain, and total attendance hours for post-tested participants.

| Entering Educational Functioning Level (A) | Number of Participants (B) | Total Attendance Hours (C) | Number with EFL Gain (D) | Number Separated Before Achieving EFL Gain (E) | Number Remaining Within Level (F) | Percentage Achieving EFL Gain (G) |
|---|---|---|---|---|---|---|
| ABE Level 1 | | | | | | |
| ABE Level 2 | | | | | | |
| ABE Level 3 | | | | | | |
| ABE Level 4 | | | | | | |
| ABE Level 5 | | | | | | |
| **ABE Total** | | | | | | |
| ESL Level 1 | | | | | | |
| ESL Level 2 | | | | | | |
| ESL Level 3 | | | | | | |
| ESL Level 4 | | | | | | |
| ESL Level 5 | | | | | | |
| ESL Level 6 | | | | | | |
| **ESL Total** | | | | | | |
| **Total** | | | | | | |

# Table 4C: Measurable Skill Gains by Entry Level for Participants in Distance Education

## Table 4C
### Measurable Skill Gains by Entry Level for Participants in Distance Education

Enter the number of distance education participants for each category listed, total attendance hours, number achieving at least one educational functioning level gain, number who attain a secondary school diploma or its recognized equivalent, and periods of participation outcomes.

| | First Period of Participation | | | | | | | All Periods of Participation | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Entering Educational Functioning Level<br><br>(A) | Number of Participants<br><br>(B) | Total Attendance Hours for all participants<br><br>(C) | Number who achieved at least one EFL gain<br><br>(D) | Number who attained a secondary school diploma or its recognized equivalent<br>(E) | Number Separated Before Achieving Measurable Skill Gains<br>(F) | Number Remaining in Program without Measurable Skill Gains<br>(G) | Percentage Achieving Measurable Skill Gains<br><br>(H) | Total number of Periods of Participation<br><br>(I) | Total number of Periods of Participation with Measurable Skill Gains<br>(J) | Percentage of Periods of Participation with Measurable Skill Gains<br>(K) |
| ABE Level 1 | | | | | | | | | | |
| ABE Level 2 | | | | | | | | | | |
| ABE Level 3 | | | | | | | | | | |
| ABE Level 4 | | | | | | | | | | |
| ABE Level 5 | | | | | | | | | | |
| ABE Level 6 | | | | | | | | | | |
| **ABE Total** | | | | | | | | | | |
| ESL Level 1 | | | | | | | | | | |
| ESL Level 2 | | | | | | | | | | |
| ESL Level 3 | | | | | | | | | | |
| ESL Level 4 | | | | | | | | | | |
| ESL Level 5 | | | | | | | | | | |
| ESL Level 6 | | | | | | | | | | |
| **ESL Total** | | | | | | | | | | |
| **Grand Total** | | | | | | | | | | |

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# Table 5: Primary Indicators of Performance

**Table 5**
**Primary Indicators of Performance**

| Primary Indicators of Performance | First Period of Participation | | | All Periods of Participation | | |
|---|---|---|---|---|---|---|
| | Number of Participants who Exited | Number of Participants who Exited Achieving Outcome or Median Earnings Value | Percentage of Participants Achieving Outcome | Total Periods of Participation | Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation | Percentage of Participants in All Periods of Participation Achieving Outcome |
| (A) | (B) | (C) | (D) | (E) | (F) | (G) |
| Employment Second Quarter after exit * | | | | | | |
| Employment Fourth Quarter after exit * | | | | | | |
| Median Earnings Second Quarter after exit ** | | | N/A | | | N/A |
| Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit *** | | | | | | |
| Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit *** | | | | | | |
| Attained a Postsecondary Credential while enrolled or within one year of exit **** | | | | | | |
| Attained any credential (unduplicated)***** | | | | | | |

# Table 5A: Primary Indicators of Performance for Participants in Distance Education

## Table 5A
### Primary Indicators of Performance for Participants in Distance Education

| Primary Indicators of Performance | First Period of Participation | | | All Periods of Participation | | |
|---|---|---|---|---|---|---|
| | Number of Participants who Exited | Number of Participants who Exited Achieving Outcome or Median Earnings Value | Percentage of Participants Achieving Outcome | Total Periods of Participation | Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation | Percentage of Participants in All Periods of Participation Achieving Outcome |
| (A) | (B) | (C) | (D) | (E) | (F) | (G) |
| Employment Second Quarter after exit | | | | | | |
| Employment Fourth Quarter after exit | | | | | | |
| Median Earnings Second Quarter after exit | | | N/A | | | N/A |
| Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit | | | | | | |
| Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit | | | | | | |
| Attained a Postsecondary Credential while enrolled or within one year of exit | | | | | | |

# Table 6: Participant Status and Program Enrollment

## Table 6
### Participant Status and Program Enrollment

Enter the number of participants for each of the categories listed.

| Participant Status at Program Entry (A) | Number (B) | |
|---|---|---|
| Employed | | |
| Employed, but Received Notice of Termination of Employment or Military Separation is pending | | |
| Unemployed | | |
| Not in the Labor Force | | |
| **TOTAL** | | |
| **Highest Degree or Level of School Completed \*** | **US-Based Schooling** | **Non-US-Based Schooling** |
| No schooling | | |
| Grades 1-5 | | |
| Grades 6-8 | | |
| Grades 9-12 (no diploma) | | |
| Secondary School Diploma | | |
| Secondary School Recognized Equivalent | | |
| Some Postsecondary education, no degree | | |
| Postsecondary or professional degree | | |
| Unknown | | |
| **TOTAL (both US Based and Non-US Based)** | | |
| **Program Type \*\*** | | |
| In Family Literacy Program | | |
| In Workplace Adult Education and Literacy Activities \*\*\* | | |
| **Institutional Programs (section 225)** | | |
| In Correctional Facility | | |
| In Community Correctional Program | | |
| In Other Institutional Setting | | |
| **TOTAL Institutional** | | |

# Table 7: Adult Education Personnel by Function and Job Status

## Table 7
### Adult Education Personnel by Function and Job Status

| (A) | Adult Education Personnel | | Unpaid Volunteers (D) |
|---|---|---|---|
| | Total Number of Part-time Personnel (B) | Total Number of Full-time Personnel (C) | |
| **Function** | | | |
| State-level Administrative/ Supervisory/Ancillary Services * | | | |
| Local-level Administrative/ Supervisory/Ancillary Services * | | | |
| Local Counselors * | | | |
| Local Paraprofessionals * | | | |
| Local Teachers ** | | | |
| **Teachers' Years of Experience In Adult Education** | | | |
| Less than one year | | | |
| One to three years | | | |
| More than three years | | | |
| **Teacher Certification** | | | |
| No certification | | | |
| Adult Education Certification | | | |
| K-12 Certification | | | |
| Special Education Certification | | | |
| TESOL Certification | | | |

# Table 9: Outcome Achievement for Participants in Integrated English Literacy and Civics Education

### Table 9
### Outcome Achievement for Participants in
### Integrated English Literacy and Civics Education

| Primary Indicators of Performance | First Period of Participation | | | All Periods of Participation | | |
|---|---|---|---|---|---|---|
| | Number of Participants Included in the Indicator | Number of Participants Achieving Outcome or Median Earnings Value | Percentage of Participants Achieving Outcome | Total Periods of Participation | Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation | Percentage of Participants in All Periods of Participation Achieving Outcome |
| (A) | (B) | (C) | (D) | (E) | (F) | (G) |
| Measurable Skill Gain | | | | | | |
| Employment Second Quarter after exit | | | | | | |
| Employment Fourth Quarter after exit | | | | | | |
| Median Earnings Second Quarter after exit | | | N/A | | | |
| Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit | | | | | | |
| Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit | | | | | | |
| Attained a Postsecondary Credential while enrolled or within one year of exit | | | | | | |

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# Table 10: Outcome Achievement for Participants in Correctional Education Programs

**Table 10**

**Outcome Achievement for Participants in Correctional Education Programs**

Enter the number of participants in correctional education programs (section 225) for each of the categories listed.

| Primary Indicators of Performance | **First Period of Participation** | | | **All Periods of Participation** | | |
|---|---|---|---|---|---|---|
| | Number of Participants Included in the Indicator | Number of Participants Achieving Outcome or Median Earnings Value | Percentage of Participants Achieving Outcome | Total Periods of Participation | Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation | Percentage of Participants in All Periods of Participation Achieving Outcome |
| (A) | (B) | (C) | (D) | (E) | (F) | (G) |
| Measurable Skill Gain | | | | | | |
| Employment Second Quarter after exit | | | | | | |
| Employment Fourth Quarter after exit | | | | | | |
| Median Earnings Second Quarter after exit | | | N/A | | | N/A |
| Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit | | | | | | |
| Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit | | | | | | |
| Attained a Postsecondary Credential while enrolled or within one year of exit | | | | | | |

# Table 11: Outcome Achievement for Participants in Integrated Education and Training Programs

**Table 11**

**Outcome Achievement for Participants in Integrated Education and Training Programs**

Enter the number of all participants in Integrated Education and Training programs for each of the categories listed.

| Primary Indicators of Performance | First Period of Participation | | | All Periods of Participation | | |
| --- | --- | --- | --- | --- | --- | --- |
| | Number of Participants Included in the Indicator | Number of Participants Achieving Outcome or Median Earnings Value | Percentage of Participants Achieving Outcome | Total Periods of Participation | Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation | Percentage of Participants in All Periods of Participation Achieving Outcome |
| (A) | (B) | (C) | (D) | (E) | (F) | (G) |
| MSG via Achievement of at Least One Educational Functioning Level Gain | | | | | | |
| MSG via Attainment of Secondary School Diploma/ Recognized Equivalent | | | | | | |
| MSG via Secondary or Postsecondary Transcript | | | | | | |
| MSG via Progress Toward Milestones | | | | | | |
| MSG via Passing Technical/ Occupational Skills Exam | | | | | | |
| Employment Second Quarter after exit | | | | | | |
| Employment Fourth Quarter after exit | | | | | | |
| Median Earnings Second Quarter after exit | | | | | | |

| Primary Indicators of Performance | First Period of Participation | | | All Periods of Participation | | |
| --- | --- | --- | --- | --- | --- | --- |
| | Number of Participants Included in the Indicator | Number of Participants Achieving Outcome or Median Earnings Value | Percentage of Participants Achieving Outcome | Total Periods of Participation | Total Number of Periods of Participation in which Participants Achieved Outcome or Median Earnings Value for All Periods of Participation | Percentage of Participants in All Periods of Participation Achieving Outcome |
| (A) | (B) | (C) | (D) | (E) | (F) | (G) |
| Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit | | | | | | |
| Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit | | | | | | |
| Attained a Postsecondary Credential while enrolled or within one year of exit | | | | | | |

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# Table 14: Local Grantees by Funding Source

## Table 14
### Local Grantees by Funding Source

Enter the number of each type of grantee (see attached definitions) directly funded by the State and the amount of Federal and State funding they receive.

| Provider Agency * (A) | Total Number of Providers (B) | Total Number of IELCE Providers (C) | Total Number of Sub-Recipients (D) | WIOA Funding Total (E) | WIOA Funding % of Total (F) | State Funding Total (G) | State Funding % of Total (H) |
|---|---|---|---|---|---|---|---|
| Local Educational Agencies | | | | | | | |
| **Public or Private Nonprofit Agency** | | | | | | | |
| Community-based Organizations | | | | | | | |
| Faith-based Organizations | | | | | | | |
| Libraries | | | | | | | |
| **Institutions of Higher Education** | | | | | | | |
| Community, Junior or Technical Colleges | | | | | | | |
| Four-year Colleges or Universities | | | | | | | |
| Other Institutions of Higher Education | | | | | | | |
| **Other Agencies** | | | | | | | |
| Correctional Institutions | | | | | | | |
| Other Institutions (non-correctional) | | | | | | | |
| All Other Agencies | | | | | | | |
| **Other** | | | | | | | |
| Fillable field | | | | | | | |
| **Total** | | | | | | | |

# NRS Tables to AEPIPs

# The Adult Education Program Improvement Plans

- AEFLA grant recipients who do not meet the AGE performance target, the ESL performance target, or the post-test rate targets are required to complete a program improvement plan. Agencies who are within 90% of the state target for ABE and ESL are considered to have met the performance target.

| Measure | 19-20 Enrollment | 19-20 Completions | Local Performance | 19-20 State Targets | Program Improvement Plan Needed |
|---|---|---|---|---|---|
| ABE | 793 | 153 | 19% | 25% | Yes |
| ESL | 1432 | 237 | 17% | 26.6% | Yes |
| Post-test Rate | 1948 | 839 | 43% | 70% | Yes |

# Performance Targets

- 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)

NRS Adult General Education State Performance Targets 2019-20 to 2021-22

| Educational Functioning Levels (EFL) | State Performance Target 2019-2020 | State Performance Target 2020-2021 | State Performance Target 2021-22 |
|---|---|---|---|
| ABE Beginning Literacy | 43% | 25% | 25% |
| ABE Beginning | 43% | 25% | 25% |
| ABE Low Intermediate | 43% | 25% | 25% |
| ABE High Intermediate | 43% | 25% | 25% |
| ASE Low | 43% | 25% | 25% |
| ASE High | 43% | 25% | 25% |
| ESL Beginning Literacy | 41% | 26.6% | 27% |
| ESL Low Beginning | 41% | 26.6% | 27% |
| ESL High Beginning | 41% | 26.6% | 27% |
| ESL Low Intermediate | 41% | 26.6% | 27% |
| ESL High Intermediate | 41% | 26.6% | 27% |
| ESL Advanced | 41% | 26.6% | 27% |
| Employment (Second quarter After Exit) | N/A | 28.3% | 28.5% |
| Employment (Fourth Quarter After Exit) | N/A | 26% | 26.5% |
| Median Earnings (Second Quarter After Exit) | N/A | $4,395 | $4,430 |
| Credential Attainment Rate | N/A | 10.6% | 11.0% |

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# AEPIP Data Sources

| Measure | Denominator | Numerator | Performance | State Target | |
|---|---|---|---|---|---|
| | 2019-20 Enrollment | 2019-20 Completions* | Local Performance | 2019-20 State Targets | Program Improvement Plan Needed |
| ABE | Comes directly from NRS Table 4, Column J, ABE Total | Comes from NRS Table 4, Column K+L, ABE Total | Numerator divided by denominator | Pre-established for the state | If Performance is within 90% of state target, then a PIP is not required |
| ESL | Comes directly from NRS Table 4, Column J, ESL Total | Comes from NRS Table 4, Column K+L, ESL Total | Numerator divided by denominator | Pre-established for the state | If Performance is within 90% of state target, then a PIP is not required |
| Post-Test Rate | Comes from NRS Table 4, Column B, and is the sum of ABE levels 1-4 and all ESL Levels. ** | Comes from NRS Table 4b, Column B, and is the sum of ABE levels 1-4 and all ESL Levels. | Numerator divided by denominator | Established in State Plan | If Performance is greater than or equal to state target, then a PIP is not required |

* The header for Column B is appropriately descriptive for ABE and ESL rows. However, for Post-Test Rate, completions doesn't apply.
** ABE levels 5 & 6 are not included because a post-test is not required for these EFLs.

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# ABE Performance Target

| Measure | Denominator 2019-20 Enrollment | Numerator 2019-20 Completions* | Performance Local Performance | State Target 2019-20 State Targets | Program Improvement Plan Needed |
|---|---|---|---|---|---|
| ABE | Comes directly from NRS Table 4, Column J, ABE Total | Comes from NRS Table 4, Column K+L, ABE Total | Numerator divided by denominator | Pre-established for the state | If Performance is within 90% of state target, then a PIP is not required |

**Table 4**
**Measurable Skill Gains (MSG) by Entry Level**

| Entering Educational Functioning Level (A) | Number of Participants (B) | Total Number of Participants Excluded from MSG Performance (C) | | | Total number of Periods of Participation (J) | Total number of Periods of Participation in which Participants achieved at least one educational functioning level gain (K) | Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained (L) | Percentage of Periods of Participation with Measurable Skill Gains (M) |
|---|---|---|---|---|---|---|---|---|
| | | | | **All Periods of Participation** | | | | |
| ABE Level 1 | | | | | | | | |
| ABE Level 2 | | | | | | | | |
| ABE Level 3 | | | | | | | | |
| ABE Level 4 | | | | | | | | |
| ABE Level 5 | | | | | | | | |
| ABE Level 6 | | | | | | | | |
| **ABE Total** | | | | | | | | |
| ESL Level 1 | | | | | | | | |
| ESL Level 2 | | | | | | | | |
| ESL Level 3 | | | | | | | | |
| ESL Level 4 | | | | | | | | |
| ESL Level 5 | | | | | | | | |
| ESL Level 6 | | | | | | | | |
| **ESL Total** | | | | | | | | |
| **Grand Total** | | | | | | | | |

Condensed for This Presentation

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# ESL Performance Target

| Measure | Denominator | Numerator | Performance | State Target | |
|---|---|---|---|---|---|
| | 2019-20 Enrollment | 2019-20 Completions* | Local Performance | 2019-20 State Targets | Program Improvement Plan Needed |
| ESL | Comes directly from NRS Table 4, Column J, ESL Total | Comes from NRS Table 4, Column K+L, ESL Total | Numerator divided by denominator | Pre-established for the state | If Performance is within 90% of state target, then a PIP is not required |

**Table 4**
**Measurable Skill Gains (MSG) by Entry Level**

| Entering Educational Functioning Level (A) | Number of Participants (B) | Total Number of Participants Excluded MSG Performance (C) | Condensed for This Presentation | | Total number of Periods of Participation (J) | All Periods of Participation | | |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Total number of Periods of Participation in which Participants achieved at least one educational functioning level gain (K) | Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained (L) | Percentage of Periods of Participation with Measurable Skill Gains (M) |
| ABE Level 1 | | | | | | | | |
| ABE Level 2 | | | | | | | | |
| ABE Level 3 | | | | | | | | |
| ABE Level 4 | | | | | | | | |
| ABE Level 5 | | | | | | | | |
| ABE Level 6 | | | | | | | | |
| **ABE Total** | | | | | | | | |
| ESL Level 1 | | | | | | | | |
| ESL Level 2 | | | | | | | | |
| ESL Level 3 | | | | | | | | |
| ESL Level 4 | | | | | | | | |
| ESL Level 5 | | | | | | | | |
| ESL Level 6 | | | | | | | | |
| **ESL Total** | | | | | | | | |
| **Grand Total** | | | | | | | | |

# Post-Test Rate

| Measure | Denominator | Numerator | Performance | State Target | |
|---|---|---|---|---|---|
| | 2019-20 Enrollment | 2019-20 Completions* | Local Performance | 2019-20 State Targets | Program Improvement Plan Needed |
| Post-Test Rate | Comes from NRS Table 4, Column B, and is the sum of ABE levels 1-4 and all ESL Levels. ** | Comes from NRS Table 4b, Column B, and is the sum of ABE levels 1-4 and all ESL Levels. | Numerator divided by denominator | Established in State Plan | If Performance is greater than or equal to state target, then a PIP is not required |

Measurable Skill Gains (MSG) by Entry Level

| Entering Educational Functioning Level (A) | Number of Participants (B) | Total N... of Partic... Exclude... MS... Perfor... (C... |
|---|---|---|
| ABE Level 1 | | |
| ABE Level 2 | | |
| ABE Level 3 | | |
| ABE Level 4 | | |
| | | |
| ABE Total | | |
| ESL Level 1 | | |
| ESL Level 2 | | |
| ESL Level 3 | | |
| ESL Level 4 | | |
| ESL Level 5 | | |
| ESL Level 6 | | |
| ESL Total | | |
| Grand Total | | |

Educational Functioning Level Gain and Attendance for Pre- and Post-tested Participants

| Entering Educational Functioning Level (A) | Number of Participants (B) | Total A... H... |
|---|---|---|
| ABE Level 1 | | |
| ABE Level 2 | | |
| ABE Level 3 | | |
| ABE Level 4 | | |
| ABE Total | | |
| ESL Level 1 | | |
| ESL Level 2 | | |
| ESL Level 3 | | |
| ESL Level 4 | | |
| ESL Level 5 | | |
| ESL Level 6 | | |
| ESL Total | | |
| Total | | |

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