Adult Education: A Year in Review

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Tara Goodman

Brittany Ross

Audrey Kervin

Agenda

Topic	Facilitator
Welcome & Introductions	Brittany Ross
The Past, The Present and the Future	Tara Goodman
Data in Review: State and Agency Level	Brittany Ross Audrey Kervin
Reporting & Accountability	Brittany Ross
Performance-Based Funding	Tara Goodman
Wrap up and Final Questions	Brittany Ross

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The Past, The Present and The Future

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Florida's Vision for Adult Education

The vision of Florida's adult education system is to hold learners at the center and deliver outcomes that promote full participation in the workforce, resulting in high-quality credentials of value, and close equity and achievement gaps.

Florida's Strategic Priorities

- **Priority 1**: Promote regional partnerships to ensure comprehensive approaches that result in improved learner outcomes.

- **Priority 2**: Expand the state's talent pipeline through attainment of credentials of value and acquisition of postsecondary certifications, industry-recognized credentials and degrees.

- **Priority 3**: Ensure all learners receive high quality instruction that prioritizes measurable labor market needs and outcomes while working to eliminate equity and achievement gaps in the community.

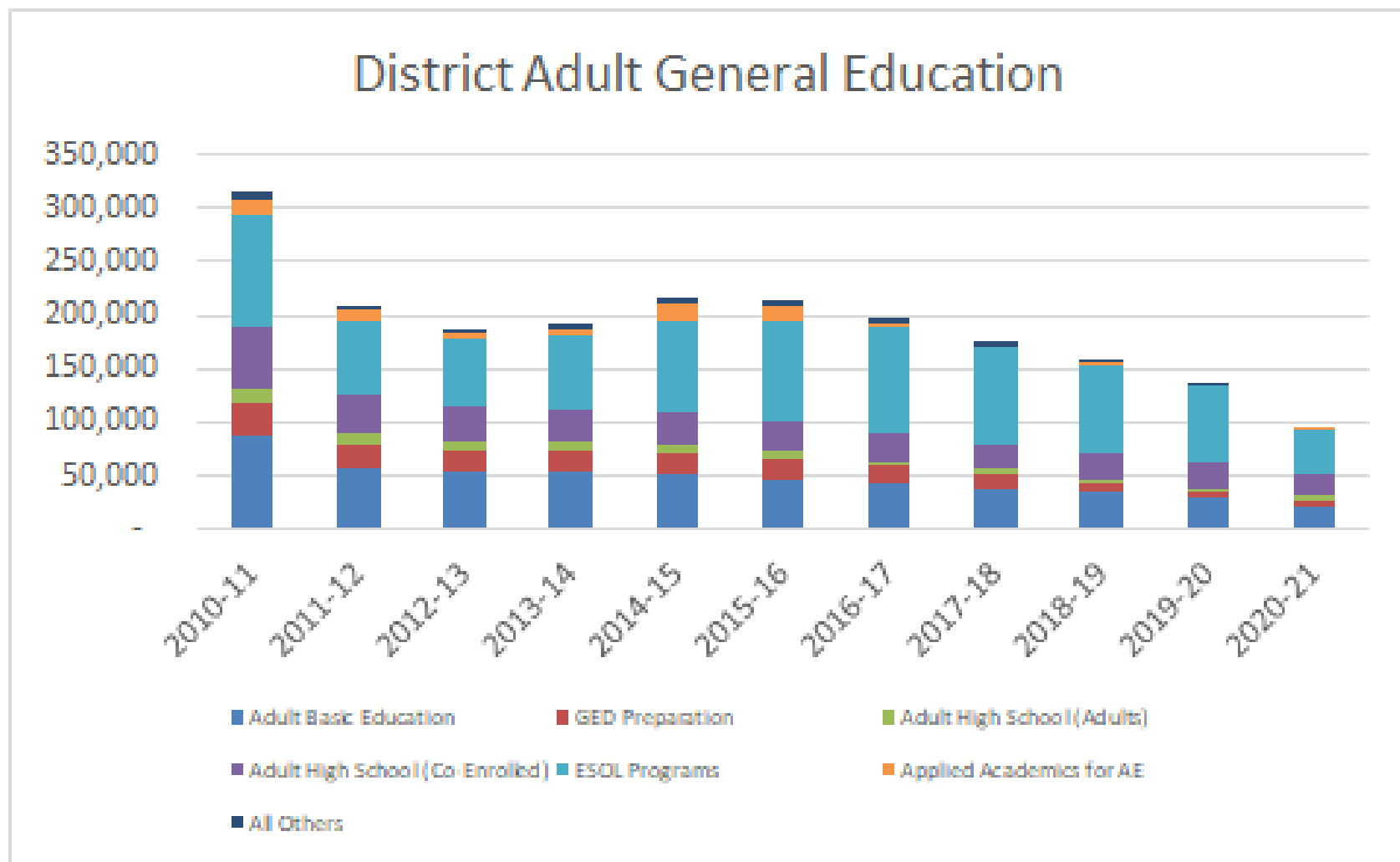- **Priority 4**: Incent, measure, and support enhanced program effectiveness.

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Data in Review:
State and Agency

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District Enrollment by Program 10-11 to 20-21

Program	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Adult Basic Education	86,610	57,465	54,504	53,738	52,624	46,589	42,174	37,512	34,608	28,900	22,032
GED Preparation	31,722	21,051	18,888	20,089	19,333	19,041	16,365	14,743	8,103	4,982	5,256
Adult High School (Adults)	13,074	10,545	8,023	7,628	8,230	6,877	5,243	4,511	4,469	4,654	4,421
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	20,955
ESOL Programs	106,215	70,392	63,810	66,584	84,239	93,630	100,309	89,161	83,204	72,885	41,416
Applied Academics for AE	11,973	8,817	7,411	7,244	16,468	16,319	2,692	2,150	1,416	714	549
All Others	8,245	994	479	4,230	4,876	5,291	4,950	4,193	4,084	45	0
TOTAL	314,909	205,398	185,467	191,451	215,530	215,039	197,201	175,135	159,987	135,194	94,629

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District Enrollment by Program
10-11 to 20-21

District Adult General Education

2020-21 At a Glance - District

Program	Percent Change Enrollment	Percent Change Inst Hours
Adult Basic Education (ABE)	-25.4%	-29.0%
Adult English for Speakers of Other Languages (ESOL)	-43.80%	-42.96%
Adult High School	-4.72%	-2.25%
Adult High School Co-Enrolled	-8.77%	-18.72
English Literacy for Career and Technical Education (ELCATE)	4.44%	-0.26%
General Education Development ® (GED ®)	2.74%	3.75%
Grand Total (Includes AAAE, ESOL-CCR, ESL-Literacy Skills)	-31.15%	-34.92%
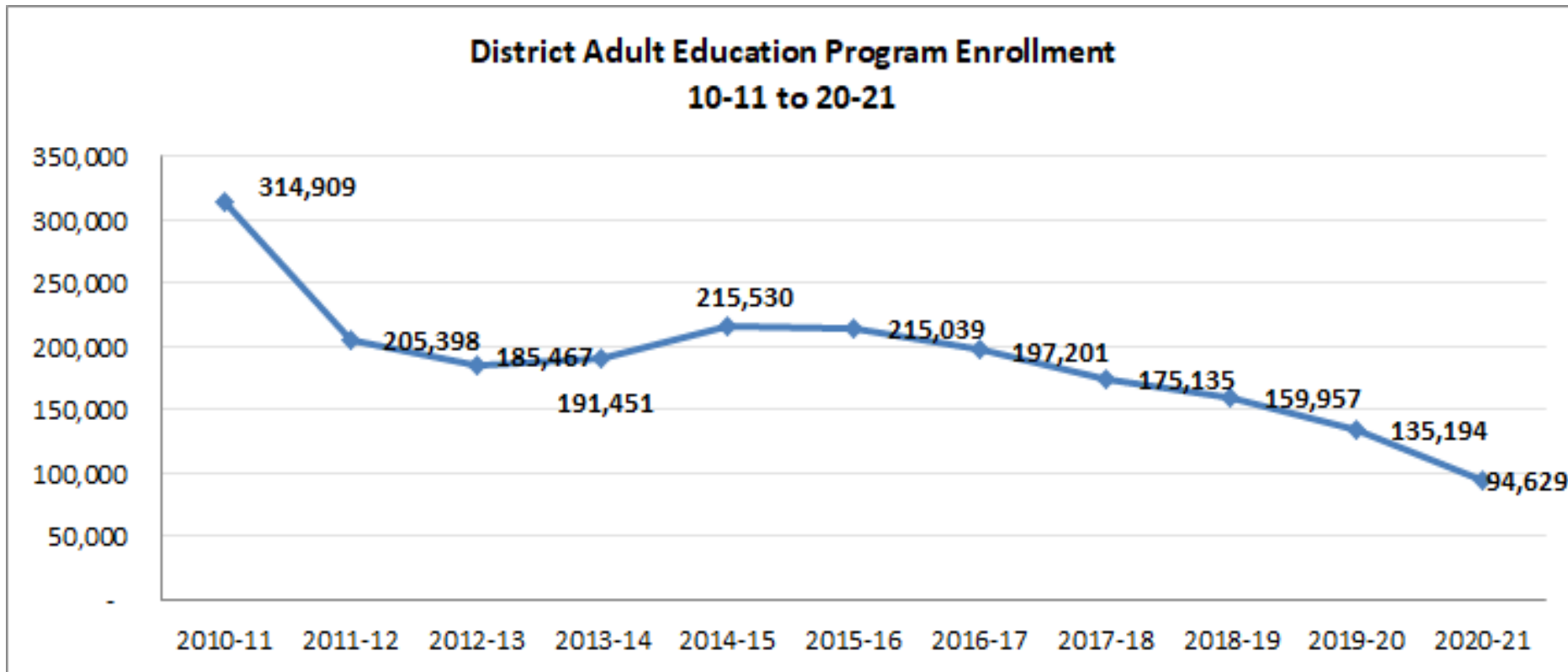
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District Adult Education Program Enrollment 10-11 to 20-21

District Adult Education Program Enrollment
10-11 to 20-21

Year	Enrollment
2010-11	314,909
2011-12	205,398
2012-13	185,467
2013-14	191,451
2014-15	215,530
2015-16	215,039
2016-17	197,201
2017-18	175,135
2018-19	159,957
2019-20	135,194
2020-21	94,629

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FCS Enrollment by Program 10-11 to 20-21

Program	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Adult Basic Education	31,396	22,123	18,215	16,883	17,248	17,175	13,580	10,546	9,175	8,349	5,165
GED Preparation	10,646	6,944	6,162	5,747	5,889	6,445	5,000	4,064	3,055	1,427	774
Adult High School (Adults)	5,511	4,312	3,572	2,958	1,780	1,444	1,536	1,396	1,146	701	547
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	6,291
Applied Academics for AE	5,018	2,398	415	248	74	43	65	41	37	-	9
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	

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FCS Enrollment by Program
10-11 to 20-21
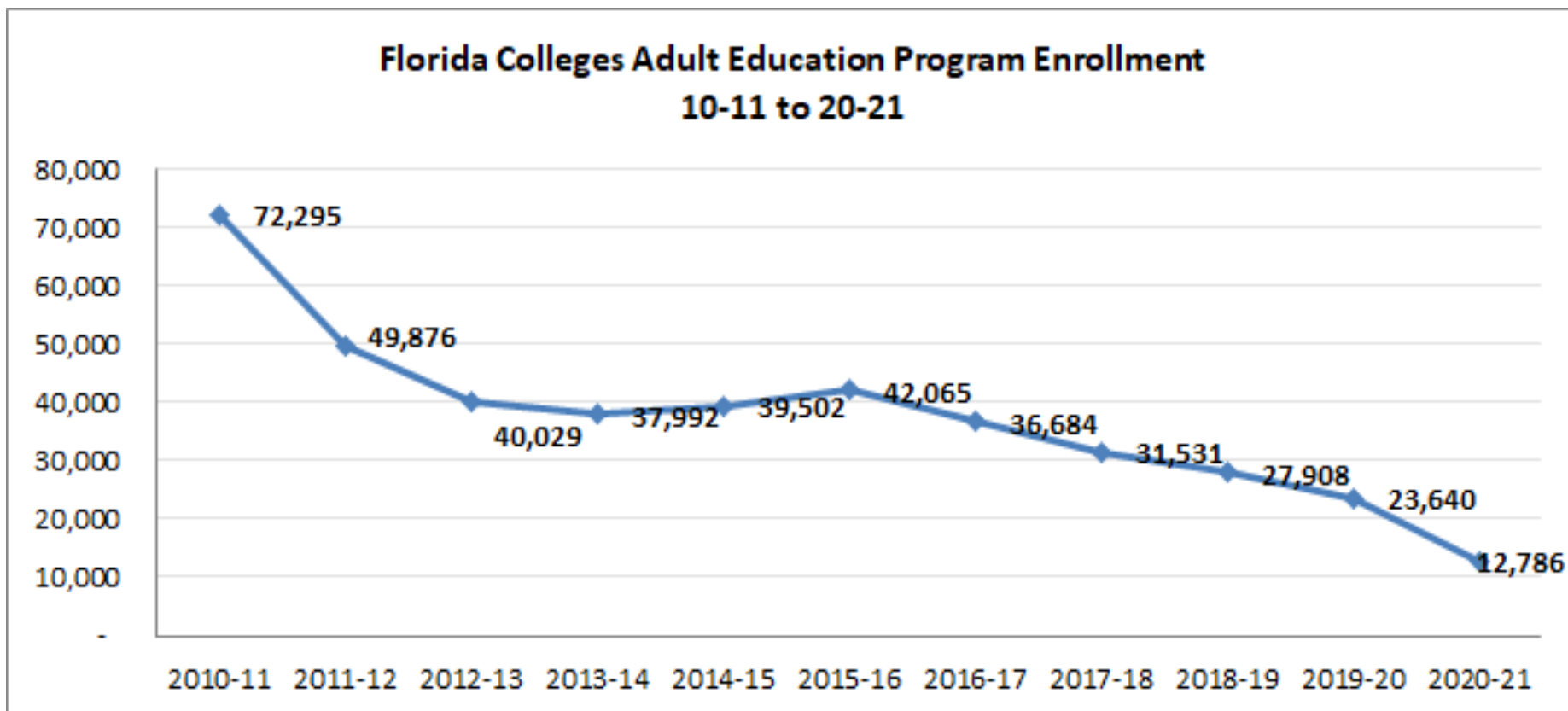

FCS Adult General Education
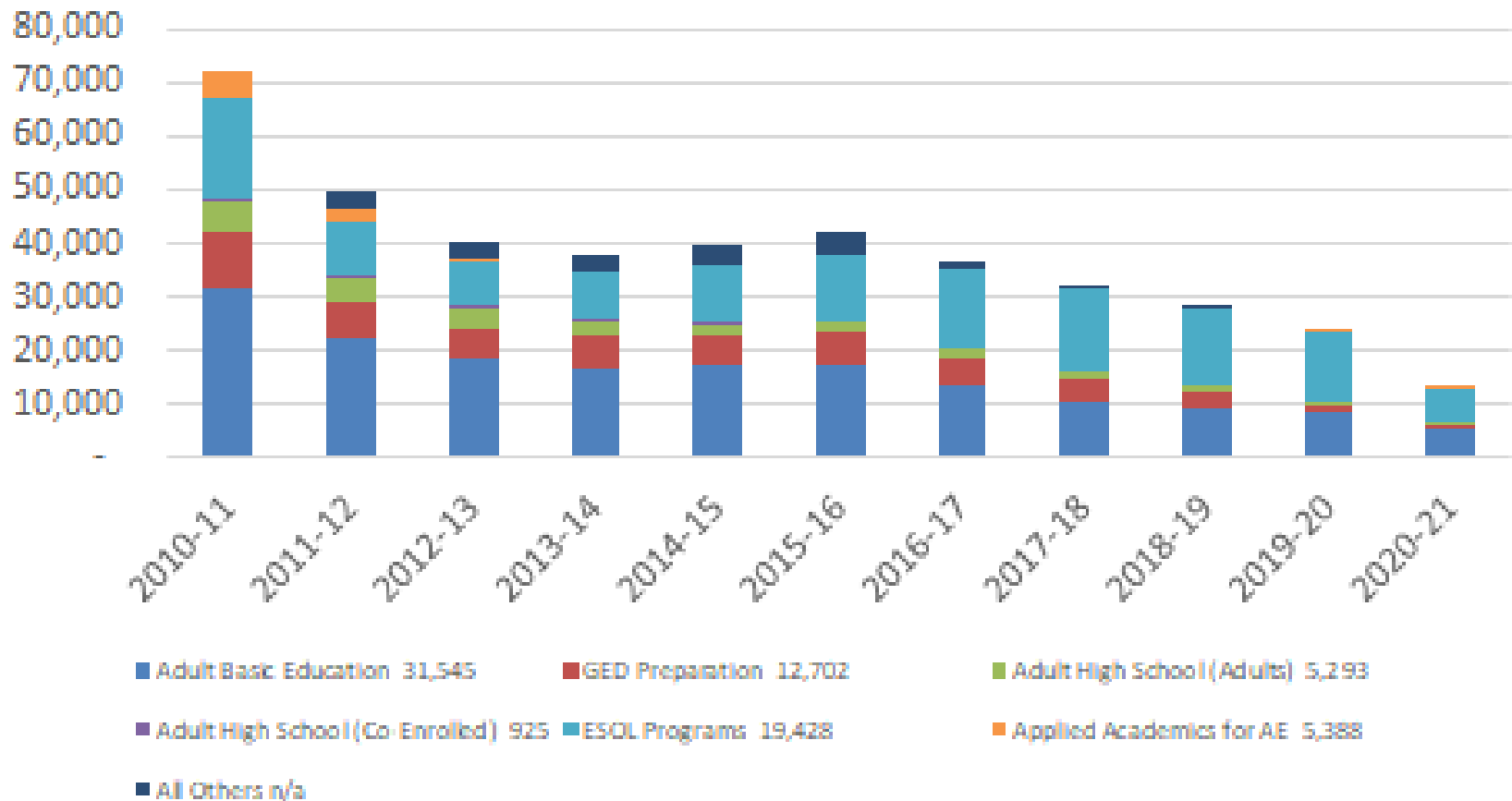
2020-21 At a Glance - Colleges

Program	Percent Change Enrollment	Percent Change Inst Hours
Adult Basic Education (ABE)	-38.21%	-46.91%
Adult English for Speakers of Other Languages (ESOL)	-52.34%	-61.70%
Adult High School	-21.97%	-24.68%
General Education Development ® (GED ®)	-45.76%	-50.04%
Grand Total	-45.91%	-54.97%

FCS Adult Education Program Enrollment
10-11 to 20-21

Florida Colleges Adult Education Program Enrollment
10-11 to 20-21

Year	Enrollment
2010-11	72,295
2011-12	49,876
2012-13	40,029
2013-14	37,992
2014-15	39,502
2015-16	42,065
2016-17	36,684
2017-18	31,531
2018-19	27,908
2019-20	23,640
2020-21	12,786

Google Drive Link

- Review your agency level adult education data. What trends do you notice from 19-20 to 20-21?

- What do you think may have attributed to these changes?

- What types of interventions, partnerships, etc. can your agency increase or introduce to counteract and sustain these trends?

Break Time

Reporting & Accountability

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Topics

- Summary of Current Reports Available

- Planned Improvements for Reports
  - New Reports
  - More timely distribution of federal NRS reports

- Federal Accountability Metrics (NRS)

- Our Common Problem: Integrated Education & Training Reporting

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Helpful Reports & How to Access Them: Districts

Report	Access to Report
CAE Survey/DQ Reports	SharePoint Restricted Hub https://floridadoe.sharepoint.com/sites/CCEDM/SitePages/Home.aspx
NRS Performance Tables	Share File - https://fldoe.sharefile.com/
Career & Adult Technical Assistance Webpage	https://www.fldoe.org/academics/career-adult-edu/career-adult-edu-technical-assistance-.stml

Helpful Reports & How to Access Them: Colleges

Report	Access to Report
Term/DQ Reports	TIBCO
Comparative Frequency Report	TIBCO
Exceptions Report	TIBCO
NRS Performance Tables	Share File - https://fldoe.sharefile.com/
Career & Adult Technical Assistance Webpage	https://www.fldoe.org/academics/career-adult-edu/career-adult-edu-technical-assistance-.stml

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Improving FDOE Data Products and Distribution

- Evaluation of what types of reports would be helpful more helpful to our internal staff and our providers

- Reports that provide a more comprehensive view of our adult education programs

- Better use of new tools such as Tableau

- Better distribution methods for reports and timeliness of information

Local Level NRS Tables

- 2018-19: coding error regarding supplemental LCP data

- 2019-20: We completed a rerun this spring when we realized the separation of ESL EFLs and LCPs wasn't integrated into the 2019-20 business rules.

- Agencies affected by the correction have received updated local level reports with a filename ending in (Revised)

- 2019-20 performance data was replicated by multiple programmers with a higher degree of data validation than earlier years, but changes in ESL initial functioning level reporting and LCP reporting were overlooked.

- Historically, local level reports were not provided until DCAE received approval for the statewide NRS reports by OCTAE.

- For 2020-21 performance reports, local level reports will be made available in late Fall 2021.

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AGE Data Profile

- To establish a better picture of Adult Education in Florida with a wider view than NRS performance

- Four levels of disaggregation in the data:
  - By Program
  - By Agency
  - By Agency and Program
  - By Agency, School, and Program

- Includes data on enrollment, instructional hours, LCP attainment, HS diploma or equivalent attainment, post-test rates, and demographic breakdowns of these categories by gender, race/ethnicity, and age groupings.

- Agency level data includes NRS performance information.

AGE Data Profile

Data Included	By Program	By Agency	By Agency & Program	By Agency, School, & Program
Agency Info (Sector, #, & Name)		Yes	Yes	Yes
School Info (# & Name)				Yes
Program Info (# & Name)	Yes		Yes	Yes
Enrollment & Demographics	Yes	Yes	Yes	Yes
Instructional Hours, Headcount at 12+, and 60+	Yes	Yes	Yes	Yes
LCPs Reported & Demographics	Yes	Yes	Yes	Yes
Post-test Rate	Yes	Yes	Yes	Yes
Passage of GED Subtests	Yes	Yes	Yes	Yes
Diplomas Earned & Demographics	Yes	Yes	Yes	Yes
Headcount of MSG earners	Yes	Yes	Yes	Yes
NRS Performance		Yes		

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Federal Summary of National Reporting System Indicators, Measures, and Definitions

Topic	Measures	Categories or Definitions
Performance Indicators		
Performance indicator— Measurable Skill Gains (MSG)	❖ Educational functioning level gain	❖ Complete one or more educational functioning levels in reading, writing, speaking, and listening and functional areas, as measured by an NRS-approved assessment. ❖ Earning enough Carnegie Units or credits to move from ABE level 5 to ABE level 6, according to state rule. ❖ Enrollment in a postsecondary educational or occupational skills program after exit and by the end of the program year.
	❖ Attainment of a Secondary School Diploma	❖ Receipt of a secondary school diploma or recognized equivalent during enrollment or after exit and by the end of the program year.
	For IET and Workplace Literacy Participants Only: ❖ Secondary or Postsecondary Transcript ❖ Progress Toward Milestone ❖ Passing Technical/ Occupational Knowledge-Based Exam	❖ Exhibiting progress on a postsecondary transcript. ❖ Showing progress toward milestones. ❖ Passing a technical or occupational knowledge-based exam.
Performance indicator— Employment Measures	❖ Second-quarter employment	❖ Employment in the second quarter after the exit quarter.
	❖ Fourth-quarter employment	❖ Employment in the fourth quarter after the exit quarter.
	❖ Median earnings	❖ Median earnings of participants employed in the second quarter after the exit quarter.
Performance Indicator— Credential Attainment	❖ Attainment of secondary school diploma or its recognized equivalent	❖ Receipt of a secondary school diploma or its recognized equivalent and employed or entered into postsecondary education within 1 year of exit.
	❖ Attainment of postsecondary credential	❖ Receipt of a postsecondary credential while enrolled or within 1 year of exit.

Measurable Skill Gains (MSG)

Topic	Measures	Categories or Definitions
Performance Indicators		
Performance indicator—Measurable Skill Gains (MSG)	❖ Educational functioning level gain	❖ Complete one or more educational functioning levels in reading, writing, speaking, and listening and functional areas, as measured by an NRS-approved assessment. ❖ Earning enough Carnegie Units or credits to move from ABE level 5 to ABE level 6, according to state rule. ❖ Enrollment in a postsecondary educational or occupational skills program after exit and by the end of the program year.
	❖ Attainment of a Secondary School Diploma	❖ Receipt of a secondary school diploma or recognized equivalent during enrollment or after exit and by the end of the program year.
	For IET and Workplace Literacy Participants Only: ❖ Secondary or Postsecondary Transcript ❖ Progress Toward Milestone ❖ Passing Technical/ Occupational Knowledge-Based Exam	❖ Exhibiting progress on a postsecondary transcript. ❖ Showing progress toward milestones. ❖ Passing a technical or occupational knowledge-based exam.

Employment Measures
Exit Based Performance Targets

- Employment Rate Second Quarter After Exit

- Employment Rate Fourth Quarter After Exit

- Median Earnings Second Quarter After Exit

Topic	Measures	Categories or Definitions
	Performance Indicators	
Performance indicator— Employment Measures	❖ Second-quarter employment	❖ Employment in the second quarter after the exit quarter.
	❖ Fourth-quarter employment	❖ Employment in the fourth quarter after the exit quarter.
	❖ Median earnings	❖ Median earnings of participants employed in the second quarter after the exit quarter.

Credential Attainment Rate Performance Target

Based on the number of students in ABE Levels 5-6 (formerly Adult Secondary Education) who attained a high school equivalency or diploma and were found employed or enrolled in postsecondary within a year of exit. It also includes any student who was concurrently enrolled in postsecondary who exited and attained a postsecondary credential within one year after exit. Each grantee will be expected to meet or exceed the State Performance Target for this measure.

Topic	Measures	Categories or Definitions
	Performance Indicators	
Performance Indicator— Credential Attainment	❖ Attainment of secondary school diploma or its recognized equivalent	❖ Receipt of a secondary school diploma or its recognized equivalent and employed or entered into postsecondary education within 1 year of exit.
	❖ Attainment of postsecondary credential	❖ Receipt of a postsecondary credential while enrolled or within 1year of exit.

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Recent History of Florida Statewide Performance Targets

2022-23 Targets not negotiated as of this presentation

Performance Measure	2019-20 State Performance Target	2020-21 State Performance Target	2021-22 State Performance Target
ABE Performance Target	43%	25%	25%
ESL Performance Target	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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Integrated Education and Training (IET)

- 2020-21
    - Data submission was supplemental which identified the students in IET programs

- 2021-22
    - Data submission will be supplemental
    - Details are pending as the approved IETs are reviewed to determine information that will need to be reported

- 2022-23 Integration into WDIS/FCS database reporting

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- We want to hear from you about your **Integrated Education & Training** program challenges as they relate to data reporting & accountability.

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Our Ideas

- ✓ Consider IET program reporting like apprenticeship programs
  - ✓ Assigned unique identifier based upon the approved IET program of study which is reported by agencies
- ✓ Allow reporting of approved industry certifications for adult education students (if on the Master Credential List)
- ✓ Create new standards and reporting for NRS eligible training milestones
- ✓ Completely new reporting structure for programs/courses

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Your Ideas

- Do we need a new program/course reporting structure for IET?
- What data reporting challenges are your agencies having as you work on implementation of IET programs?
- What program structures are your agencies using and/or considering using for your IET programs?
- What are your most pressing questions/issues?

Questions

Performance Based Funding Plans

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Adult Education Working Group

- A group of school district and postsecondary program and accountability representatives from districts and colleges have been meeting this summer to develop guiding principles and recommendations for any new performance funding metrics.

- Report and recommendations are in final review.

Members

- **Tara Goodman, FDOE**

- **Brittany Ross, FDOE**

- **Jon Manalo, FDOE**

- **Michael Johnston, Pensacola State College**

- **Rob Aguis, Pasco School District**

- **Jeffrey Adamson, Seminole State College**

- **Dan McGrew, CareerSource Florida**

- **Melanie Stefanowicz, Orange County School District**

- **Sheryl Weems, Daytona State College**

- **Robert Crawford, Broward County School District**

- **Shelly Bell, Leon County School District**

- **Marsan Carr, FACTE**

- **Christopher van der Kaay, South Florida State College**

- **Julie Falt, Santa Fe College**

- **Doug Wagner, Manatee County**

- **Luis Rodriguez, Miami-Dade College**

- **Luis Diaz, Miami-Dade School District**

- **Gwen Brock, Department of Corrections**

Note: Additional representatives from above agencies also participated in the meetings.

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Working Group Issues/Discussion

- Guiding Principles
  - **Focus on improving student outcomes**
  - PBF metrics aligned to AE's strategic priorities
  - PBF levels have a large enough incentive for change & should consider state and federal funding (whether braided or not)
  - PBF metrics should not create disincentives
  - Equity-based
  - Stakeholder voice in developing PBF outcomes
  - PBF metrics & data analyzed regularly
  - Consider cost of programs (IETs) & advancing students with the most skill-building needs
  - Targeted & sustained professional development

Working Group Issues/Discussion

- Focused on the what, how, and when questions

- Considerations include:
  - Valid and reliable data
  - Simplicity
  - Avoiding unintended consequences
  - Timing and re-evaluation cycle
  - Method (base percentage or separate allocation)

Performance Indicator Areas

- Improved Literacy Skills

- High School Education/Diploma

- Student Transitions

- Placement into Jobs

- Postsecondary Outcomes

- Innovative Programming

- We want to hear from you about the most important **Program Quality Indicators**.(To measure the success of adult education programs)

Your Ideas

What are the most meaningful program quality characteristics that should be measured?

What do you think are the biggest challenges we face with the re-introduction of performance funding?

Wrap-Up and Final Questions

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Other ACE Sessions

Check your program for full details!

Date	Time	Session
Monday, September 27	3:45 pm	Moving Beyond NRS to Program Improvement (DCAE and Michael Johnston) St. Pete I
Tuesday, September 28	11:00 am	Improving Data Collection and Reporting for Adult Education (Brett Visger) St. Pete III

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