Adult Education Program

Ashley Yopp

Bureau Chief
Division of Career and Adult Education

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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.

GED Testing Update

Diane Vaccari

H.S. Equivalency Diploma Program Manager

GED Administrator™

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GEDPrep™ Connect Tools

- GED PrepTM Center Locator
  - Used by candidates to choose a center they are interested in and agree to share scores with

- GED ManagerTM - Student-Authorized View
  - Used by staff to manage candidates
    - View GED Ready and GED test scores
    - Manage for marketing/enrollment purposes
    - Purchase and manage GED Ready vouchers

Why would you want to use GEDPrep™ Connect Tools?

- Use Score Reports to guide instruction

- Reach out to interested individuals

- Increase Enrollment

- Purchase and manage GED Ready vouchers

https://ged.com/study/ged_classes/

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GED Prep Center Locator Listings

- School District and State College GED Preparation   Centers are listed in the locator.

- AE Directors can request changes to the listing(s) for their agency.

- Current listings can be viewed at
  - https://ged.com/study/ged_classes/

- Districts and colleges can have as many of their GED Prep Centers listed as they would like.
  - Keep in mind individuals can choose from these lists.
  - Staff will need to monitor GED Manager so individuals are contacted.

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How to make changes to the Locator

- To add, delete or edit current GED Prep Center listings, the Adult Education Director of the School District or State College should contact:

  Diane Vaccari
  Diane.Vaccari@fldoe.org

- Other school district/state college staff who want to make changes to the list should discuss changes with their adult education director.

GED Manager Staff Access

- Staff at GED Preparation Centers listed in the locator are eligible to gain access to GED Manager Student-Authorized View

- Staff with access will need to manage students who have chosen the GED Prep Center.
    - Interested/Enrolled/Contacted/Dismissed
    - Make notes
    - View Score Reports for GED Ready and GED tests
    - View/Search for Vouchers Used
    - View/Search for Passers in a date range
    - And More!

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Requesting Staff Access

- Adult Education Directors request access for users by submitting the appropriate form.

- Forms are available by emailing Diane at Diane.Vaccari@fldoe.org

- If more than one GED Prep Center is listed for a school district/state college, the AE Director will need to decide whether staff get access to all centers or just one.

- GED Managers allow a user to be assigned to one or many GED Prep Centers.

Access Agreement for GED Manager™ Adult Education Center Access

The undersigned individual who is being granted access to GED® records attests that he/she

- Has read and understands the GED® Program General Policies found in the current Policy Manual published by GED Testing Service® and agrees to abide by all GED Testing Service® confidentiality policies and procedures
  https://ged.fldoe.org/forms.asp
- Understands that the main purposes for using a tester's GED® test scores from this site is to:
  - Improve the adult education center's educational programs
  - Work with the tester to assist them in improving his scores
  - Plan graduation ceremonies
- Understands that testers listed on the GED Manager™ site have granted permission only to the adult education center specified (individuals can specify up to three centers)
- Will not share GED® testing information with any external third party.
- Understands that the fact that a person has or has not taken the GED® tests should also be treated as confidential information
- Understands that the GED Manager™ site must not be used to circumvent the official transcript process and must not be used to produce printed "official" documentation of GED® records (Official transcript instructions are found at https://ged.fldoe.org)
- Will not allow testing data and scores to be used as verification of diploma status for post-secondary institutions or employers
- Must keep all information regarding the GED® records in strict confidence while employed and upon leaving employment with the adult education center
- Will notify the Florida Department of Education GED® Testing Office when no longer employed at the adult education center
- Will NOT share user name and password with others
- Understands this agreement covers the use of GED Manager™ Adult Education Center Access - https://ged.com/gedmanager for which he/she is being granted access

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Name Printed   Signature

Title   Date

E-mail address   Phone Number/Extension

District/College/Correctional Facility Name

Adult Education Center Name

GED Testing Comparison 2016-2021

	2016	2017	2018	2019	2020	2021
# Test Takers	34,951	33,462	32,303	28,731	18,556	18,481
# Completers	27,117	22,997	22,679	19,630	11,864	11,778
# Passed	22,537	18,288	18,150	15,412	8,944	8,554
Pass Rate	83.1%	79.5%	80.0%	78.5%	75.4%	72.6%

Sources:

2016: GED Analytics system for testers from January 1, 2016 to December 31, 2016 (2014 GED® Test) - On March 23, 2016, 145 passing score went into effect based on SBR; therefore, an additional 4,377 passers were awarded diplomas that month who had tested in prior months.

2017-2019: GED Analytics system for testers from January 1-December 31

2020: GED Analytics system for testers from January 1-December 31 – In March 2020, almost all testing centers were closed due to the COVID-19 pandemic; Online-proctored testing using OnVUE began in June 2020

2021: GED Analytics system for testers from January 1-August 31

NOTES:

Testing statistics are based on the calendar year.

Passed = Number of test takers issued the high school equivalency diploma

Completers = Number of test takers who took at least one test module during the calendar year AND attempted all required test modules for the test series

Online-Proctored (OP) GED Testing

- GEDTS has made OP testing a permanent offering
    - Begins September 21st
    - Increase in price of $6/subtest. https://ged.com/insession/changes-to-the-online-proctored-test_august2021/
- SBR 6A-6.0201/GEDTS contract now includes the option of testing using OnVUE
    - Price is set at $38/subtest
    - No discounted retakes
    - GED Ready Green required
- Details about OnVUE can be found at https://ged.com/educators_admins/test_admin/ https://ged.com/take-the-ged-test-online/

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Adults with Disabilities

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Jane Greenfield

Program Specialist IV

Adults with Disabilities
Adults with Disabilities Needs Assessment

Purpose: To collect updated contact information for each agency and the designated disabilities coordinator, student demographics, assessment tools, referral types, support services, and professional development needs. There is also an opportunity to provide feedback on how the DOE can support all stakeholders, including students as well as an invitation to participate in an informal advisory group.

Survey link: https://forms.office.com/r/tZRX7mGxFz

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Test of Adult Basic Education (TABE)

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Lisa Williams

Program Specialist IV

Test of Adult Basic Education (TABE)

What is TABE?
- TABE 11 & 12
    - L, E, M,D, A and Locator
    - Reading, Language & Mathematics
    - Pre and Post Testing
- Federally approved assessment
- Comprehensive and reliable academic assessment product
- Provides solid foundational data
- Accurately measures adult skills

TABE Policy and Administration

2021-2022 Florida Assessment Policy

https://www.fldoe.org/core/fileparse.php/5398/urlt/2122FloridaAssessmentPolicy.pdf

Certification and Professional Development
- Online certification/Refresher
- Interpreting Results
- Online Training & Webinars
  - www.Floridaipdae.org

- Other Professional Development
  - www.tabetest.com

TABE Highlights

- Remote Testing
  - Approved by FDOE
  - State guidelines in Assessment Technical Assistance Paper
  - Local agency guidelines and best practices required

- Product Updates
  - DRC - www.tabetest.com
  - IPDAE – www.Floridaipdae.org

TABE Publisher Information

Data Recognition Corporation (DRC)

13490 Bass Lake Road

Maple Grove, MN 55311

833.867.5681

www.tabetest.com

Michael Johnson, National Adult Education Director – TABE

mjohnson@datarecognitioncorp.com

Christine Kirk, TABE Representative

Ckirk@datarecognitioncorp.com

Test of Adult Basic Education

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Marcia Maxwell

Educational Consultant

Adult High School

- Available to students who have officially withdrawn from the K-12 system without a secondary credential

- Must meet the same requirements as K-12 students, including the minimum number of required credits, a 2.0 GPA, and passage of mandated statewide assessments as per sections 1003.4282 or the accelerated option defined in 1002.3105, F.S.

- Courses offered can be selected from either Section 3 or 5 of the Course Code Directory in order to meet graduation requirements

- A standard high school diploma will be awarded through the adult education program upon successful completion of the graduation requirements.

Adult High School Co-Enrolled

Available to a student currently enrolled in a high school k-12 program (has not withdrawn from K-12) and is simultaneously taking high school core credit courses required for graduation in an adult high school education program.

- Per section 1011.80(11), F.S., the following must apply:
  - The adult education program must have a traditional Adult High School program in place
  - Programs may only report two core curricular courses per student per school year for funding purposes
  - Eligible courses are updated each spring based on CCD designation of courses meeting core graduation requirements; electives and credit recovery (cr) courses are not eligible

Visit https://www.fldoe.org/academics/career-adult-edu/adult-edu/2021-2022-adult-edu-curriculum-framewo.stml to view a list of current eligible courses and a memorandum describing the requirements for offering a co-enrolled program

GED™ Preparation Programs

- Available to students 16 years of age and older who have officially withdrawn from the K-12 system.

- Preparation programs provide instructional support for students wishing to pursue their State of Florida High School Diploma via passage of the GED® tests.

- Currently there are six individual course numbers and frameworks available for GED® Preparation programs:

  - Reading through Language Arts (RLA)
  - Mathematical Reasoning
  - Science
  - Social Studies
  - Comprehensive
  - Integrated Preparation Comprehensive (GED-I)

Professional Development Update

Rachel Ludwig

Director of Professional Development and Provider Performance

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MY ROLE

Professional Development

- ACE
- IPDAE
- Florida Literacy Coalition

All things teaching & learning

Provider Performance

- Data-driven improvement
- Technical Assistance

Areas of Focus for PD

- ESOL
    - Multi-level classes
    - Contextualizing Instruction

- Teaching Literacy Strategies

- Integrated Education & Training (IET)

- Building a Resource Repository for new and experienced instructors

Adult ESOL
Program Resource Document

- **Adult ESOL Information Paper**
  Describes each of the 4 ESOL courses:

  1. Adult ESOL
  2. Adult ESOL for Career and Technical Education
  3. Adult ESOL for College and Career Readiness
  4. Adult ESOL for Literacy Skills

  Key Components of the ESOL Program:

  - Registration, Orientation, Assessment, Instruction, Reporting, Transition

ESOL Assessment Resource Document
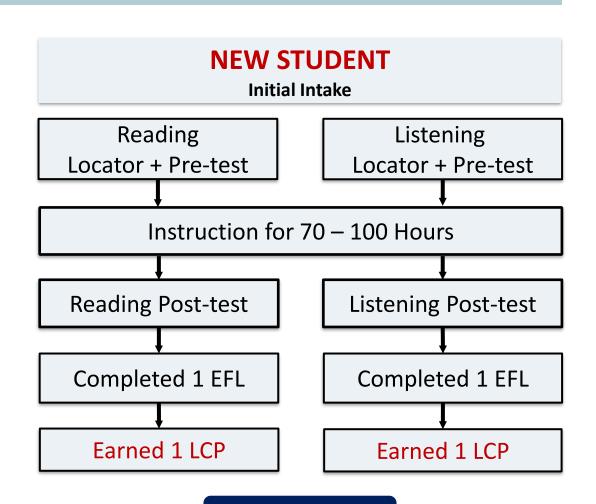
FDOE Policies on the Use of CASAS

- Provide TOPSpro Test Reports to teachers to help guide instruction

- **ABE and GED®**: CASAS GOALS 900 Reading and Math

- **ESOL Reading**: CASAS Life & Work Series 80 Reading

- **ESOL Listening**: CASAS 980 Listening

- As of July 1, 2020, Adult ESOL students can earn LCPs in both skill areas, reading and listening
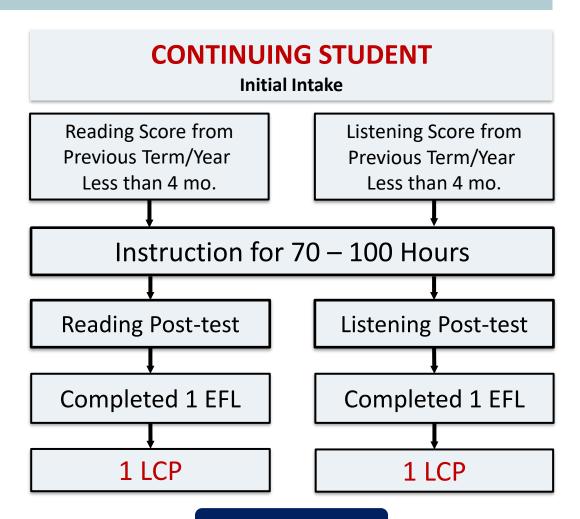
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Reporting LCPs in Adult ESOL and ELCATE

Report the Initial EFL of New Students in BOTH Skill Areas: Reading and Listening

NEW STUDENT
Initial Intake

Reading Locator + Pre-test	Listening Locator + Pre-test

Instruction for 70 – 100 Hours

Reading Post-test	Listening Post-test

Completed 1 EFL	Completed 1 EFL

Earned 1 LCP	Earned 1 LCP

Report 2 LCPs

Reporting LCPs in Adult ESOL and ELCATE

Report all EFL Completions of Continuing Students in BOTH Skill Areas: Reading and Listening

CONTINUING STUDENT
Initial Intake

Reading Score from Previous Term/Year Less than 4 mo.	Listening Score from Previous Term/Year Less than 4 mo.

Instruction for 70 – 100 Hours

Reading Post-test	Listening Post-test
Completed 1 EFL	Completed 1 EFL
1 LCP	1 LCP

Report 2 LCPs

Assessment Resources

FDOE Adult Education Assessment Technical Assistance Paper

- http://bit.ly/FDOE_Assessment_TAP
- For using all tests in ABE, ESOL and GED® programs

FDOE Assessment Policies for CASAS Tests:

- http://bit.ly/FDOE_policies_on_CASAS
- For using CASAS tests in ABE, ESOL and GED® programs

Contact for CASAS

- Linda Taylor, Director of Test Development
- ltaylor@casas.org (800) 255-1036 ext. 186

Contact for FDOE Policies on CASAS

- Philip Anderson, Adult ESOL Program Specialist
- Philip.Anderson@fldoe.org (850) 245-9450

2021-22 Reporting Schedules

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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

2021-22 Data Reporting Schedule – Workforce Development Information System (WDIS)

Survey	Submission Period OPENS	Required Load Date	Submission Period CLOSES
Survey F/G	August 23, 2021	**September 2, 2021**	September 16, 2021
Survey W/X	January 3, 2022	February 3, 2022	February 24, 2022
Survey S	June 6, 2022	June 30, 2022	July 7, 2022
Survey S Update Window	July 11, 2022	n/a	July 28, 2022

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2021-22 Data Reporting Schedule - Colleges

Reporting Window	Submission Period Start Date	Required Load Date	End of Submission Period
1E (Summer)	August 13, 2021	**September 3, 2021**	October 1, 2021
2E (Fall)	January 7, 2022	February 4, 2022	March 11, 2022
3E (Winter/Spring)	April 1, 2022	May 6, 2022	June 10, 2022

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2021-22 Data Reporting Schedule – Community Based Organizations (CBO)

Survey	Reporting Period	Required Load Date	Submission Period CLOSES
11*	Students Enrolled July 1, 2021	**July 15, 2021**	July 29, 2021
Survey 1	July 1 – September 30	October 14, 2021	October 28, 2021
Survey 2	October 1 – February 28	March 17, 2022	March 24, 2022
Survey 3	March 1 – June 30	July 14, 2022	July 28, 2022

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Know Your Handbook

- Each type of provider has their own handbook
  - **FCS Handbook**
    - http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml
  - **District Handbook**
    - http://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/database-handbooks.stml
  - **CBO Handbook-** Available by Request
- Handbooks are published annually
- Four key components
  - Data element descriptions
  - File formats
  - Appendices
  - Edits

NRS Data

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What is National Reporting System (NRS)?

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

- Adult Education and Family Literacy Act (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

Relationship of AGE Programs and NRS

WDIS Program Number	FCS CIP Number	Program Name	21-22 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

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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 2021-22 reporting year, adult education enrollments and measurable skill gains from July 1, 2021 through June 30, 2022.

Which Reporting or Survey Windows are Included?

Using the 2019-20 reporting year as an example:

Submission Year	Districts	Colleges	CBOs
2021-22	Survey F/G	1E/2B	1
2021-22	Survey W/X	2E/3B	2
2021-22	Survey S	3E	3
2022-23	Survey F/G*	1E/2B*	11*

* To capture enrollments and completions needed for NRS reporting and in order to process the data before the federal reporting deadline in October, <u>Load</u> data is used from the fall reporting windows (Survey F/G, 1E/2B, and 11).
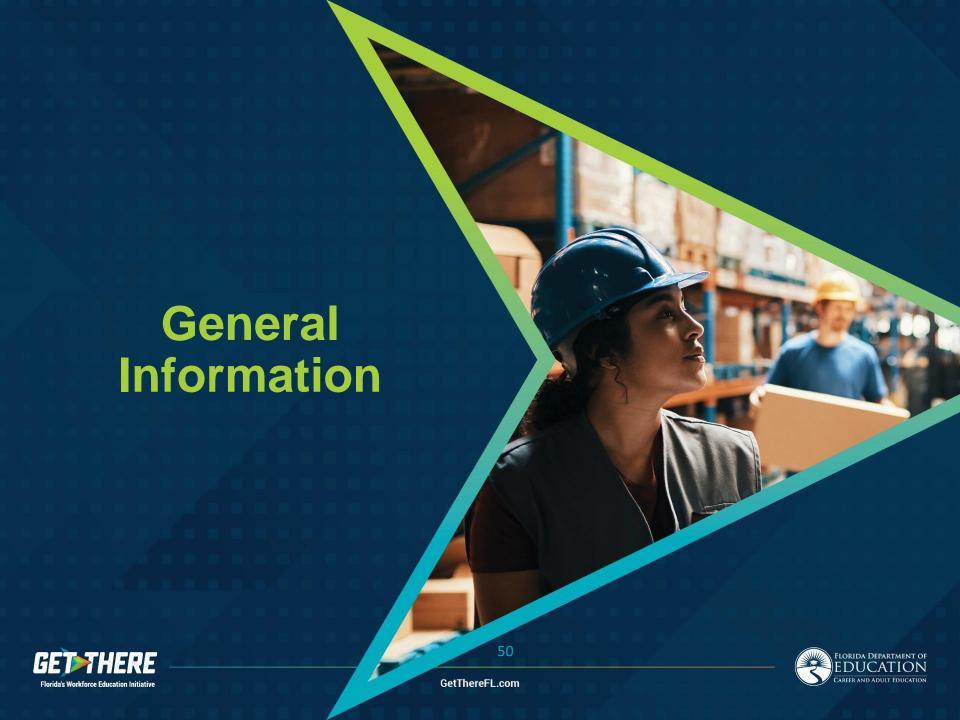
The Importance of Fall Load Data

- 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

General Information

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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

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

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

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.

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