



Adult General Education

Data Workshop, May 2018

Division of Career and Adult Education



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Workshop Agenda

- 9:00 to 10:15 – Intake and Placement
- 10:15 to 11:30 – Instructional Hours and Placement
- 11:30 to 12:30 – Lunch Break
- 12:30 to 1:45 – Post-Testing and LCPs
- 1:45 to 3:00 – WIOA and Other Performance Measures



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Intake



Sample Intake Form

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:	<input type="checkbox"/> Male <input type="checkbox"/> Female				
Ethnicity:	<input type="checkbox"/> Latino or Hispanic Origin				
Race – Select all that apply:	_____				
	<input type="checkbox"/> American Indian or Alaskan Native <input type="checkbox"/> Asian <input type="checkbox"/> Black or African American				
	<input type="checkbox"/> Native Hawaiian or other Pacific Islander <input type="checkbox"/> White				
Highest School Grade Completed (Select One):	_____				
<input type="checkbox"/> No school grades completed					<input type="checkbox"/> Completed some college, but did not earn a certificate or degree
<input type="checkbox"/> Completed at least part of 1 st through 11 th grade					<input type="checkbox"/> Earned a Career Certificate
Highest grade completed: _____					<input type="checkbox"/> Earned an Associate of Applied Sciences degree
<input type="checkbox"/> Completed the twelfth grade, but did not attain a diploma or equivalency					<input type="checkbox"/> Earned an Associate of Science degree
<input type="checkbox"/> Earned a high school diploma					<input type="checkbox"/> Earned an Associate of Arts degree
<input type="checkbox"/> Earned a high school equivalency					<input type="checkbox"/> Earned a Bachelor's degree
<input type="checkbox"/> Have a disability and attained a special diploma or high school certificate of attendance/completion from completing an Individual Education Plan (IEP)					<input type="checkbox"/> Attained beyond a Bachelor's degree
Where this level was achieved:	<input type="checkbox"/> U.S. based school <input type="checkbox"/> Not U.S. based school				
Employment Status: (Select One – To be completed upon entry for each term/semester)	_____				
<input type="checkbox"/> Employed					
<input type="checkbox"/> Employed but with Notice of Termination or in transition out of military service					
<input type="checkbox"/> Not Employed (looking and eligible for employment)					
<input type="checkbox"/> Not in Labor Force (incarcerated, not eligible for employment, or not seeking employment)					
Revised May 16, 2016					

Background (Select all that apply – To be completed upon entry for each term/semester):
The school system and the Florida College System provides services for persons with disabilities. If you need assistance in the course of your studies, please notify a school or college administrator.

Youth in Foster Care (including aged-out)

Single Parent Single Pregnant Woman Perceived employment barriers

Previously or currently subject to any stage of the criminal justice process

Low-income individual (or their dependent) employed primarily in farming currently unemployed or finding difficulty obtaining work for 12 months out of the last two years

Migrant or seasonal farmworker (or their dependent) Homeless without a fixed, regular nighttime residence

Homeless but staying in non-traditional housing (ex: park, abandoned building, or bus station)

Child of migrants who have changed school districts in the last 3 years due to parents' seasonal employment

Previously unemployed or underemployed while caring for home and family (unpaid)

Previously supported by public assistance or family, and now unemployed or underemployed

Parent of a child within two years of no longer receiving TANF (formerly AFDC)

Unemployed dependent spouse of a member of the Armed Forces on active duty or is deceased or disabled as a result of military service

This Section to be Completed by Adult General Education Agency

Enrollment Date: _____ Separation Date: _____

Signed Release of Information on File: Yes No

Program Enrollment Type – Select all that apply:
 ABE ESOL ASE (AHS, High School Equivalency Program)

Institutional Programs:
 Correctional Facility Community Correctional Program Other Institutional Settings

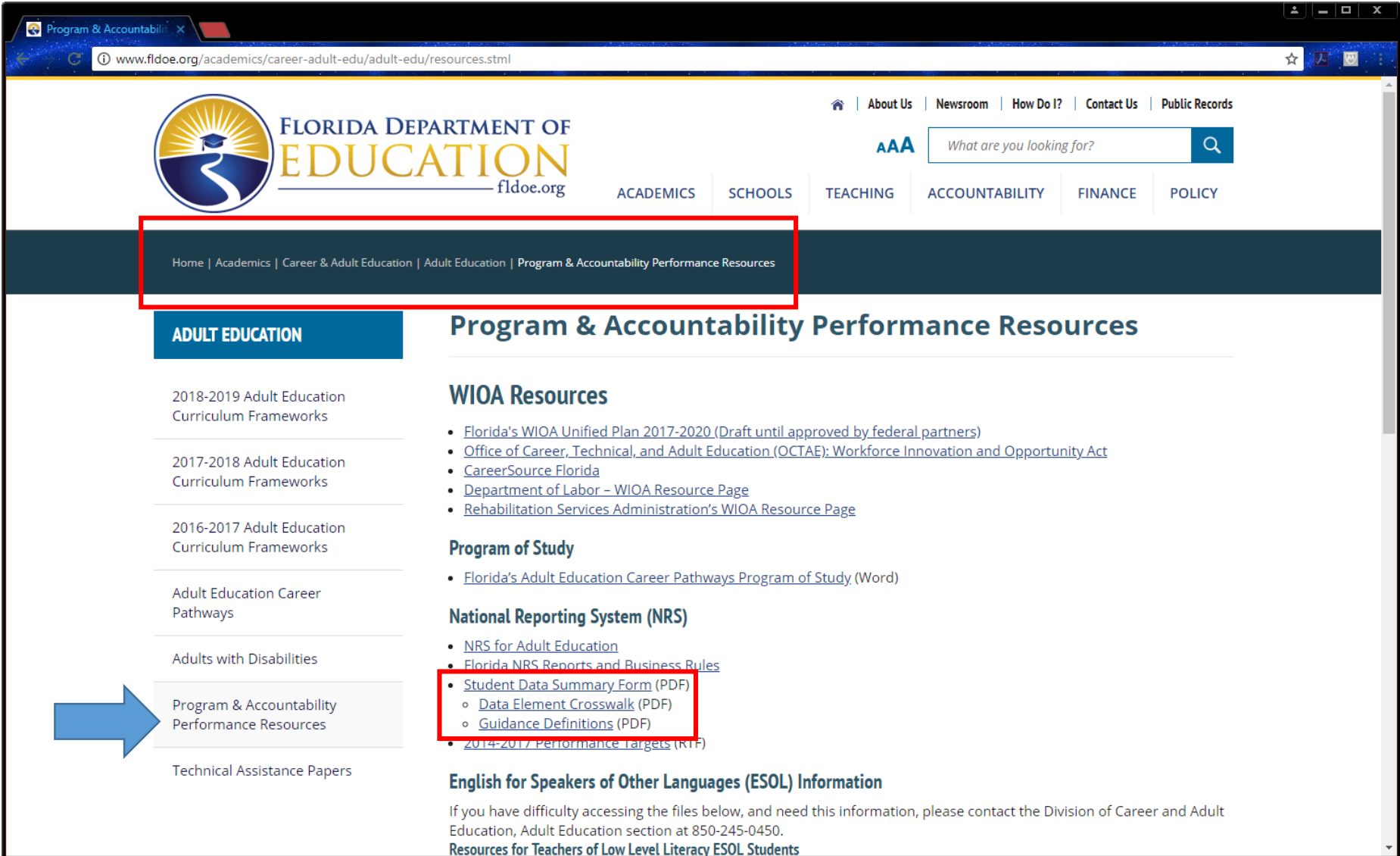
Assessment – Pretest within first 12 hours of instruction

Assessment name: _____ Date: _____

	Scale		
	Form	Level	Scores
Reading			
Math			
Language			
Listening			

Class Information
<input type="checkbox"/> Distance Education
Class Site: _____
Expected Attendance Hours/Dates (Weekly/Monthly): _____

Revised May 16, 2016



Program & Accountability

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

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ADULT EDUCATION

- 2018-2019 Adult Education Curriculum Frameworks
- 2017-2018 Adult Education Curriculum Frameworks
- 2016-2017 Adult Education Curriculum Frameworks
- Adult Education Career Pathways
- Adults with Disabilities
- Program & Accountability Performance Resources**
- Technical Assistance Papers

Program & Accountability Performance Resources

WIOA Resources

- [Florida's WIOA Unified Plan 2017-2020 \(Draft until approved by federal partners\)](#)
- [Office of Career, Technical, and Adult Education \(OCTAE\): Workforce Innovation and Opportunity Act](#)
- [CareerSource Florida](#)
- [Department of Labor - WIOA Resource Page](#)
- [Rehabilitation Services Administration's WIOA Resource Page](#)

Program of Study

- [Florida's Adult Education Career Pathways Program of Study \(Word\)](#)

National Reporting System (NRS)

- [NRS for Adult Education](#)
- [Florida NRS Reports and Business Rules](#)
- [Student Data Summary Form \(PDF\)](#)
 - [Data Element Crosswalk \(PDF\)](#)
 - [Guidance Definitions \(PDF\)](#)
- [2014-2017 Performance Targets \(RTF\)](#)

English for Speakers of Other Languages (ESOL) Information

If you have difficulty accessing the files below, and need this information, please contact the Division of Career and Adult Education, Adult Education section at 850-245-0450.

[Resources for Teachers of Low Level Literacy ESOL Students](#)

Key Data Elements

Demographics

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

Programmatic

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

Accountability and Outcome Measurement

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

Other

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

Florida Education Identifier- FLEID

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

FLEID Introduction & Basics



What is the Florida Education Identifier or FLEID?

- * The FLEID is a unique anonymous ID generated by the Florida Department of Education. It is used to uniquely identify an individual in Florida's public educational data system.
- * Mandated by 2014 legislation (F.S. 1008.386)
- * The FLEID will become the primary identifier in the school districts management systems.
- * It is a 14 character identifier with the first two characters starting with 'FL'
Ex. FL000000000000, it is generated in a sequence.
- * An anonymous identifier called the Florida Anonymous ID is also assigned during the FLEID submission process and will be used by external researchers for analysis purposes.

FLEID Introduction & Basics



What is the goal of the FLEID and the assignment process?

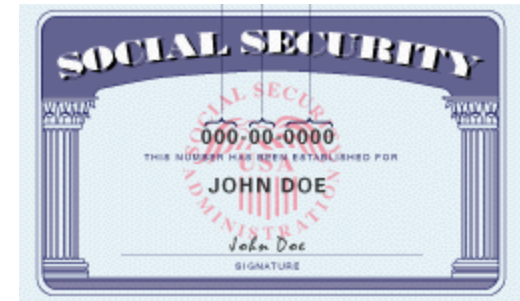
- * Reduce the transferring and management of social security numbers within the department and local education agency databases and systems.
- * As the department completes analysis of the FLEID it will transition into becoming the primary identifier in management information systems.
- * This will provide unique matching capability to match individuals within the Florida Education System
- * To provide all users with both interactive and batch search capability
- * Allow local education agencies an opportunity to validate student submissions and identifier information across sources.

FLEID Introduction & Basics



Will the FLEID replace or eliminate the usage of the SSN?

- * No, it will not replace the Social Security Number or current identifiers but instead serve as a new identifier for uniquely identifying students across systems in a secure and seamless manner.
- * The SSN and current student identifiers are required for FLEID assignment.
- * There are currently processes that will continue to require the SSN. Local Education Agencies will need to retain the SSN for that reason as well.
- * **Critical Processes Requiring SSN include:**
 - A. Certifications
 - B. Transcripts, FASTER & SPEEDE
 - C. Bright Futures
 - D. Free & Reduced Lunch



FLEID Introduction & Basics

Who currently participates in FLEID assignment?

- * (PK12) District Public Schools
- * (WDIS) Workforce Development System
- * (FCS) Florida College System
- * (OEL) Office of Early Learning*



What type of information is currently submitted for assignment?

- >> Student Information
- >> Staff Information
- >> Data Collection Years: 2014-15 - Forward

Intake Challenge Activity

- Your table will be given 1-2 challenges, working together come up with a plan to help address the challenge



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AGE Programs Overview

Adult Basic Education Placement for Instructional Purposes

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

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

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

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

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

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

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

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

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

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

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

General Education Development Prep. Placement for Instructional Purposes

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

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

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

Adult High School Placement for Instructional Purposes

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

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

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



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Placement

Who is considered a New Student?

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

Who is considered a New Student? (Ctnd)

The following are all examples of New Students:

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

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

The following chart show examples of students who would be considered new enrollments compared with students who would be considered continuously enrolled.

Student	Enrollment Reported for 2015-16	Enrollment Reported for 2016-17	Enrollment Reported for 2017-18	New Student or Continuously Enrolled Student in 2018-19
A	No	No	No	New
B	Yes	No	No	New
C	Yes	Yes	No	New
D	No	No	Yes	Continuous
E	No	Yes	Yes	Continuous

Placement Questions

Q: Am I only allowed to enroll the student in the course of the lowest functioning level

A: No- the student may enroll in all appropriate courses and would be given a EFL specific to the subject area

Placement Questions

Q: A student with a diploma is looking for some help with test preparation for a certification exam, what program should I enroll them in?

A: There are currently no available state reportable AGE programs that offer test preparation for certifications. Your agency would need to offer this as community education and on a cost recovery basis

Placement Questions

Q: When determining if a student is new or continuously enrolled, is that based on enrollment in specific programs, or enrollment in any program?

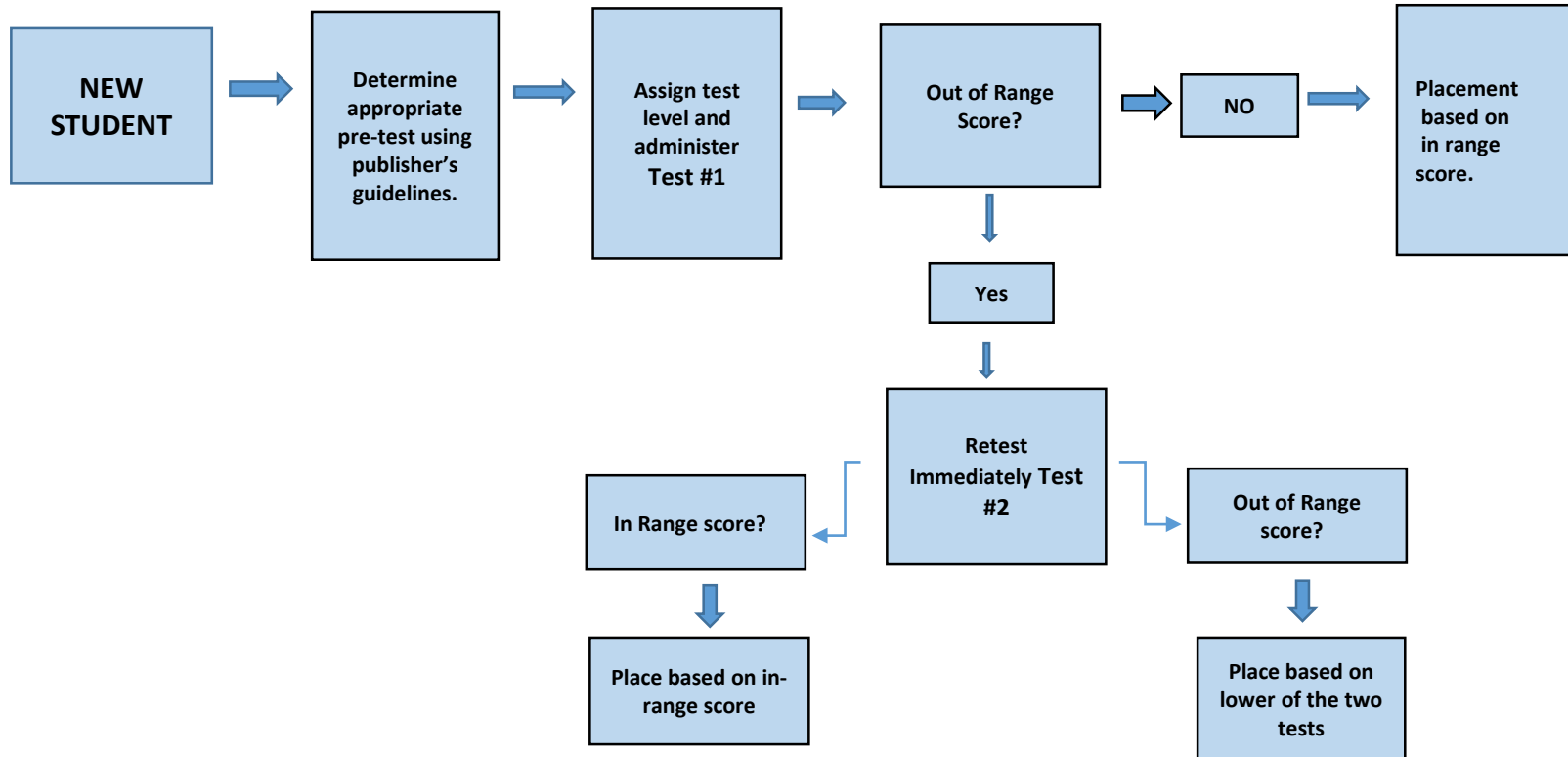
A: It is based on enrollment in any AGE program.

Placement Questions

Q: Are we required to offer ABE language arts, or can we just enroll students in ABE math and reading?

A: In order to place a student in GED prep, a student must have met the 9th grade level in all three subjects. In addition many of the programs with a basic skills requirement specify GLE for all three subject areas

Testing Procedures for New Students- TABE 9/10 and CASAS



Report the test administration(s) and proceed with 50-60 (TABE) or 70 – 100 (CASAS) hours of instructional activities, formal assessments, and teacher observation for appropriate level of post-testing.

TABE 11/12

- Data elements for adult test form and name have been updated
- Agencies can report TABE 11/12 beginning with Survey 3 (FCS) and Survey S (District)
- Test date cannot be before February 20, 2018

TABE 11/12 Transition

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

TABE 11/12 Transition

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

TABE 11/12 Questions

Q: If a student has already tested in GED Prep or met basic skills in a specific subject on the 9/10 do they need to be retested

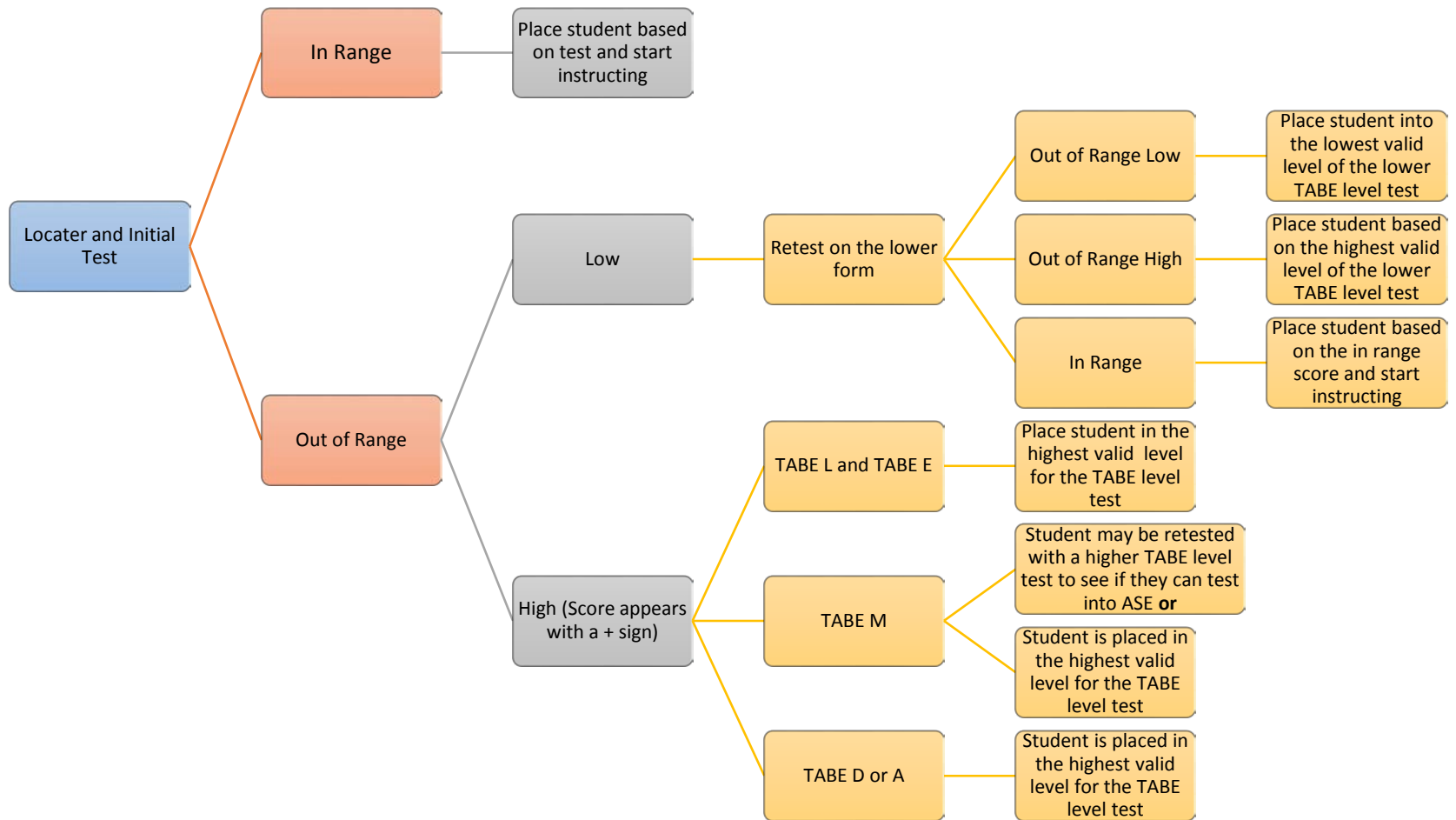
A: No

TABE 11/12 Questions

Q: What score is reported if a student scores out of range low?

A: Our office is still working to develop policies for reporting out of range scores (high and low)

Testing Procedures for New Students- TABE 11/12



Agency Presentation

- The strategies your agency has implemented to help improve your post-test rates.
- The strategies your agency has implemented to increase the percent of students making at least one learning gain during the academic year.
- The strategies your agency has implemented to increase the number of AHS or GED earning diplomas.



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The Numbers

1

- Hour
- Report all courses in which a student has at least one instructional hour in a course

2

- Hours
- The number of hours you are credited per student for intake and testing

10

- Hours
- Minimum number of instructional hours in all NRS eligible programs that a student needs to be included as a participant

10

- Hours
- Number of actual attendance hours a student needs to have in a term in order to report contact hours
- Students with less than 10 hours before exit must be reported with actual hours of attendance

12

- Hours
- Federal definition of the minimum number of hours in a period of participation in order to be included as a participant

30

- Days
- Number of calendar days after withdrawal in a course that a student must reenroll in a course in order to be reported with the original course entry

70

- Percent
- The statewide target for NRS participants posttested

90

- Days
- Students with more than 90 days between a course exit and a course entry are considered exited from NRS and would have a second period of participation



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Instructional Hours and Reporting

AGE Instructional Hours

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

Instructional Hours FAQ

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

Instructional Hours FAQ

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

Instructional Hours FAQ

What is meant by “asynchronous online”?

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

Instructional Hours FAQ

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

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

Instructional Hours FAQ

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

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

Instructional Hours Activity

- Calculate the number of instructional hours the student would be reported with

Impact of schedule and post-test rates

- Looking at statewide average instructional hours and the ratio of students earning an LCP



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Post-Testing and LCPs

ABE

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

ESOL Completion

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

GED Completion

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

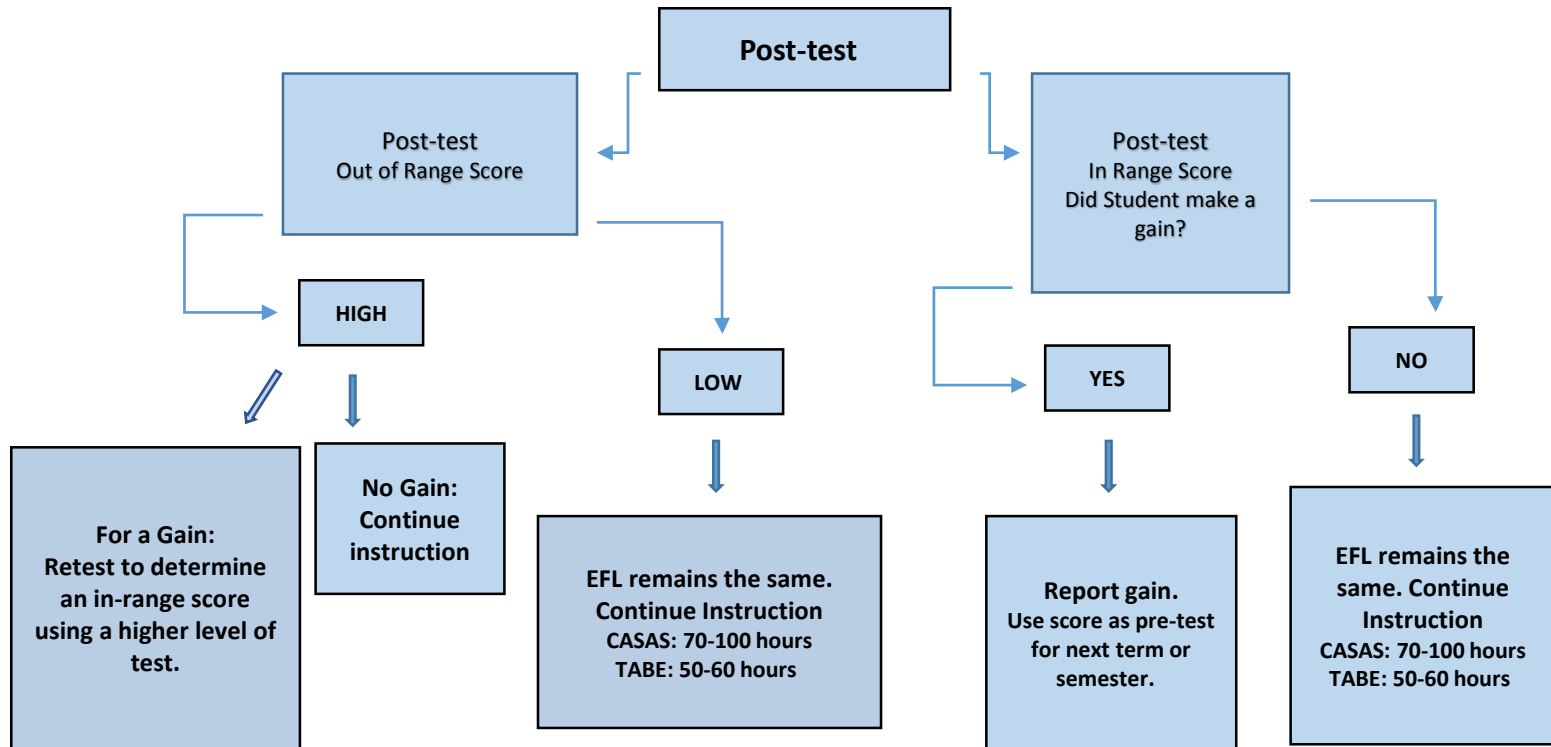
AHS Completion

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

Third Option for Measurable Skill Gains

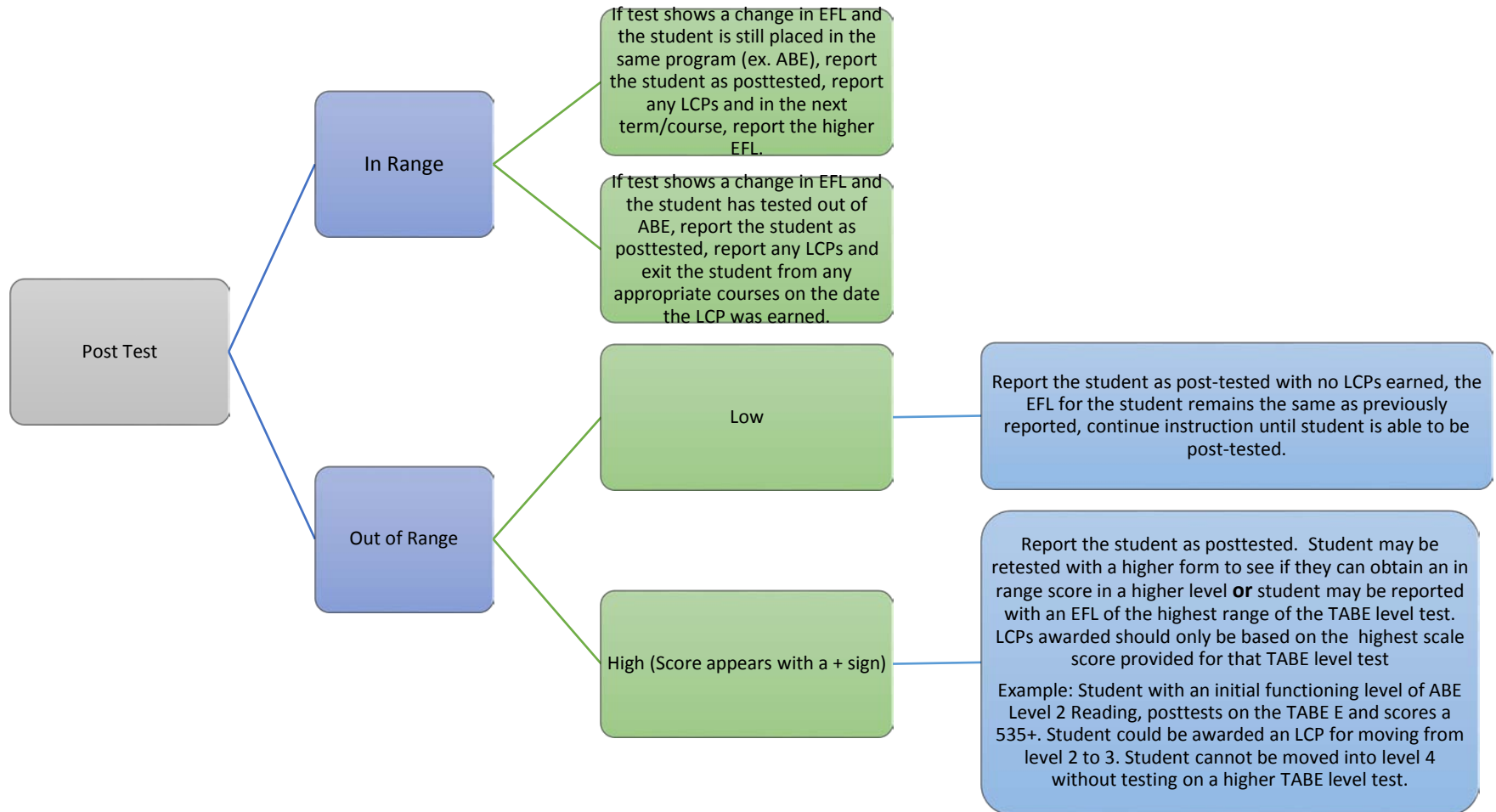
- New for 2017-18 calculations- MSG can also include students who exited and by June 30th of the reporting year enrolled in a postsecondary CTE program
- These students will be included in Columns D and J for all periods of participation

Post-testing Using TABE 9/10 and CASAS



Report the test administration(s) and proceed with 50-60 (TABE) or 70 – 100 (CASAS) hours of instructional activities, formal assessments, and teacher observation for appropriate level of post-testing.

Post-testing using TABE 11/12



Agency Presentation

- The strategies your agency has implemented to help improve your post-test rates.
- The strategies your agency has implemented to increase the percent of students making at least one learning gain during the academic year.
- The strategies your agency has implemented to increase the number of AHS or GED earning diplomas.



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WIOA and Other Performance Measures

NRS- What is a Participant/Completer

- Participant
 - Student was enrolled in an NRS eligible program during the reporting year
 - Student was enrolled in a minimum of 10 instructional hours during the reporting year
 - Student is pulled into a cohort based on the lowest functioning level in the reporting year
- Completer
 - Student was a participant
 - Student was reported with one or more literacy completion points ~~for that program~~ or
 - Student earned a diploma or GED or
 - Student exited and by June 30th was found enrolled in postsecondary CTE

Relationship of AGE and WIOA/NRS

WDIS Program Number	CIP Number	Program Name	1718 NRS Eligible
9900000	1532010200	Adult Basic Education (ABE)	Yes
9900010	1532010202	Adult High School	Yes
9900040	1532010300	Adult English as a Second Language (ESOL)	Yes
9900050	1532010301	English Literacy for Career and Technical Education (ELCATE)	Yes
9900051	1532010302	Adult ESOL College and Career Readiness	No
9900090	1533010200	Citizenship	No
9900099	1532019900	Adult High School Co-Enrolled	No
9900100	1532010204	Adult General Education for Adults with Disabilities	No
9900130	1532010207	General Education Development® (GED®) Preparation Program	Yes
9900300	1532010303	Adult ESOL Literacy Skills	No
S990001	1532010503	Applied Academics for Adult Education (AAAE)	No

Periods of Participation (POP)

- Participant definition- under WIOA, an individual who completes at least 12 instructional hours of service in a period of participation
- A new period of participation is counted each time a participant exits for more than 90 days and reenters the program, even if it occurs in the same program year.
- This is significant because each period of participation without a measurable skills gain will count against the performance measures.
- Retention and outreach efforts are even more critical in maintaining and improving institutional performance.

Learning Gains

- Students with multiple POPs who earn a Diploma/GED will receive credit as a completer for each POP regardless of whether the Diploma/GED was earned in the second POP
- Students who earn both a GED and an LCP in POP1 will only be counted in Column E
- Cohort is determined based on the lowest initial EFL reported for the reporting year. Students who are enrolled over multiple reporting years may change cohorts from one year to the next because of where they have ended the previous year.

WIOA 1617 Reports- Table 4

- Columns B-H based on first POP, Columns I-K based on all POPs
- Performance Targets are based on Column K

Table 4
Measurable Skill Gains 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 equivalent, and periods of participation outcomes.

Entering Educational Functioning Level (A)	Total Number Enrolled (B)	Total Attendance Hours for all participants (C)	Number who achieved at least one educational functioning level gain (D)	Number who attained a secondary school diploma or its equivalent (E)	Number Separated Before Achieving Measurable Skill Gains (F)	Number Remaining in Program without Measurable Skill Gains (G)	Percentage Achieving Measurable Skill Gains (H)	Total number of Periods of Participation (I)	Total number of Periods of Participation with Measurable Skill Gains (J)	Percentage of Periods of Participation with Measurable Skill Gains (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										

• Use participant's pretest score for initial placement in this table.

Exit Cohorts

- Every POP is treated as a separate event for a participant
- This means that for every POP with an exit, the participant is included in the accompanying post exit indicators
- For example, if a participant exits in December, reenrolls in April and exits again in June, the participant would have two exits and would be in the post exit indicators twice.

Core Indicator: 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)

Core Indicator: Employment Rate (Second Quarter)

1718 NRS Report

Exit Quarter	Follow-up Quarter
7/1/16 – 9/30/16	1/1/17 – 3/31/17
10/1/16 – 12/31/16	4/1/17 – 6/30/17
1/1/17 – 3/31/17	7/7/17 – 9/30/17
4/1/17 – 6/30/17	10/1/17 – 12/31/17

Core Indicator: 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)

Core Indicator: Employment Rate (Fourth Quarter)

1718 NRS Report

Exit Quarter	Follow-up Quarter
7/1/16 – 9/30/16	7/1/17 – 9/30 /17
10/1/16 – 12/31/16	10/1/17 – 12/31/17

Core Indicator: Employment Rate (Fourth Quarter)

1819 NRS Report

Exit Quarter	Follow-up Quarter
1/1/17 – 3/31/17	1/1/18 – 3/31/18
4/1/17 – 6/30/17	4/1/18 – 6/30/18
7/7/17 – 9/30/17	7/7/18 – 9/30/18
10/1/17 – 12/31/17	10/1/18 – 12/31/18

Core Indicator: Median Earnings

- 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

Core Indicator: Median Earnings

1718 NRS Report

Exit Quarter	Follow-up Quarter
7/1/16 – 9/30/16	1/1/17 – 3/31/17
10/1/16 – 12/31/16	4/1/17 – 6/30/17
1/1/17 – 3/31/17	7/7/17 – 9/30/17
4/1/17 – 6/30/17	10/1/17 – 12/31/17

Core Indicator: Credential Attainment Rate

Pathway 1- Attainment of a Secondary Diploma or Equivalent

Denominator	Numerator
Enrolled in GED Prep or AHS and Exited	Earned a diploma or equivalent and were found employed within one year of exit.

Pathway 2- Attainment of a Postsecondary Credential

Denominator	Numerator
Enrolled in an integrated program and exited	Earned a postsecondary credential within one year of exit

Core Indicator: Credential Attainment Rate

1718 NRS Report

Exit Quarter	Follow-up Quarter
7/1/16 – 9/30/16	7/1/17 – 9/30 /17
10/1/16 – 12/31/16	10/1/17 – 12/31/17

Core Indicator: Credential Attainment Rate

1819 NRS Report

Exit Quarter	Follow-up Quarter
1/1/17 – 3/31/17	1/1/18 – 3/31/18
4/1/17 – 6/30/17	4/1/18 – 6/30/18
7/7/17 – 9/30/17	7/7/18 – 9/30/18
10/1/17 – 12/31/17	10/1/18 – 12/31/18

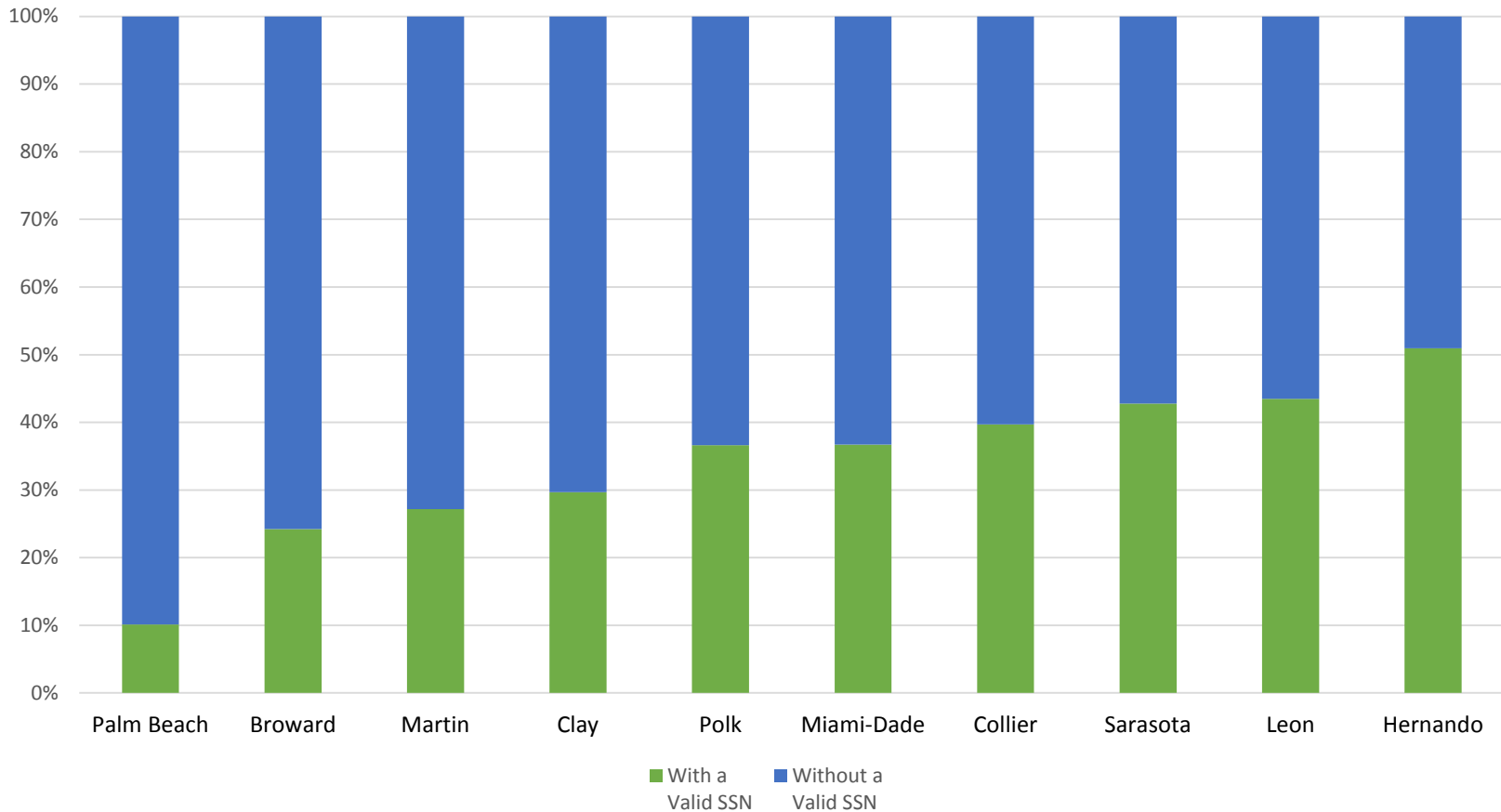
Core Indicator: Employee Effectiveness

- WIOA sec. 116(b)(2)(A)(i)(VI) requires the Departments to establish a primary indicator of performance for effectiveness in serving employers.
- The Departments are piloting three approaches designed to gauge three critical workforce needs of the business community.
 - Approach 1 – Retention with the same employer – addresses the programs’ efforts to provide employers with skilled workers;
 - Approach 2 – Repeat Business Customers – addresses the programs’ efforts to provide quality engagement and services to employers and sectors and establish productive relationships with employers and sectors over extended periods of time; and
 - Approach 3 – Employer Penetration Rate – addresses the programs’ efforts to provide quality engagement and services to all employers and sectors within a State and local economy.

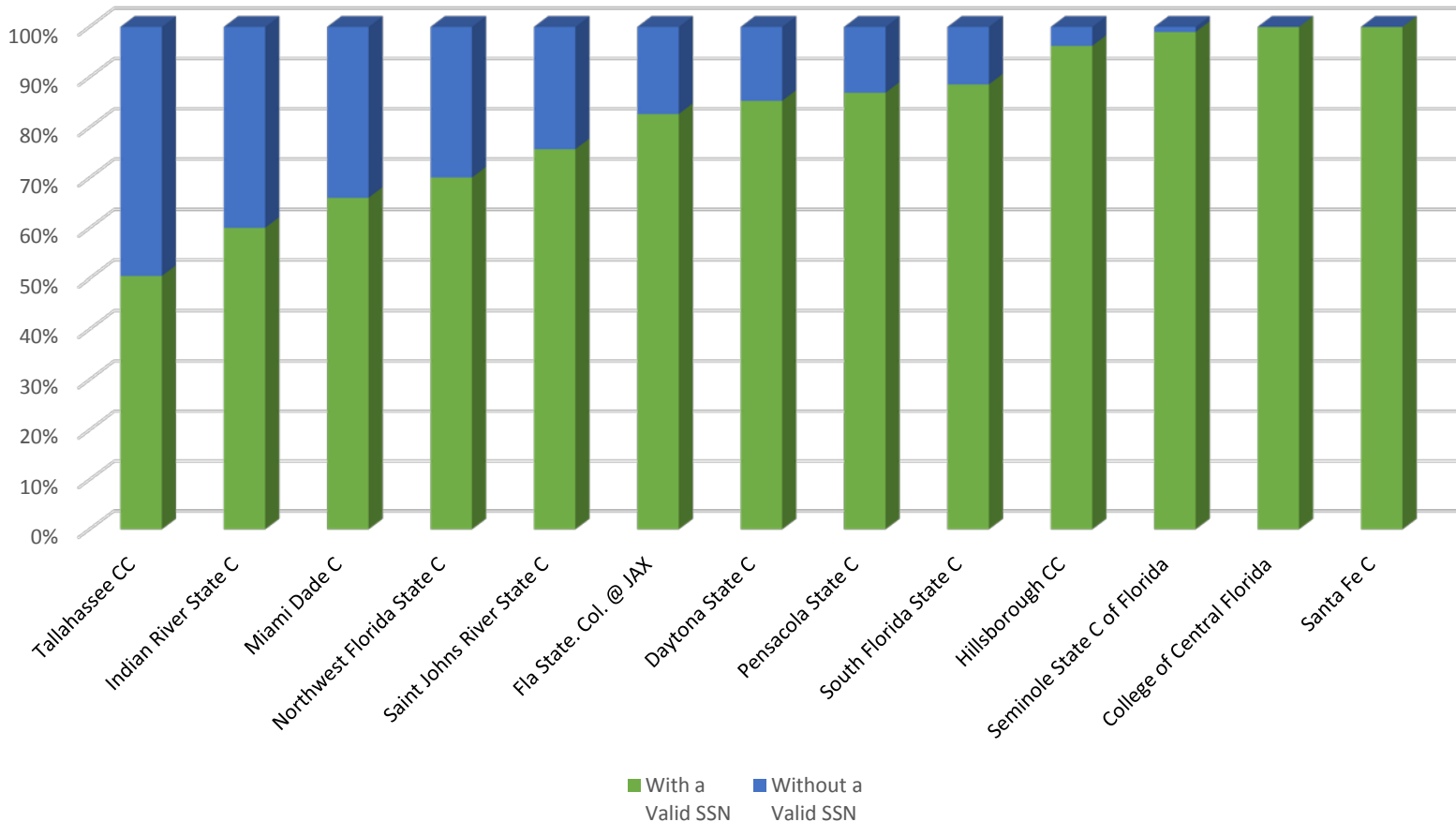
Core Indicator: Employee Effectiveness

- Since this indicator is a new approach for measuring performance under WIOA's six core programs, the Departments have implemented a pilot program during which States must select two of the three approaches to report to provide data with which the Departments will use to assess a permanent indicator.
- They also may voluntarily develop and report an optional additional third State-specific approach as a suggested indicator for the Departments to consider.
- The Departments will evaluate State experiences with the various approaches and plan to identify a standardized indicator that the Departments anticipate will be implemented no later than the beginning of Program Year 2019.

59% of 1617 District NRS Participants Reported without a valid SSN in 1617 NRS Reports



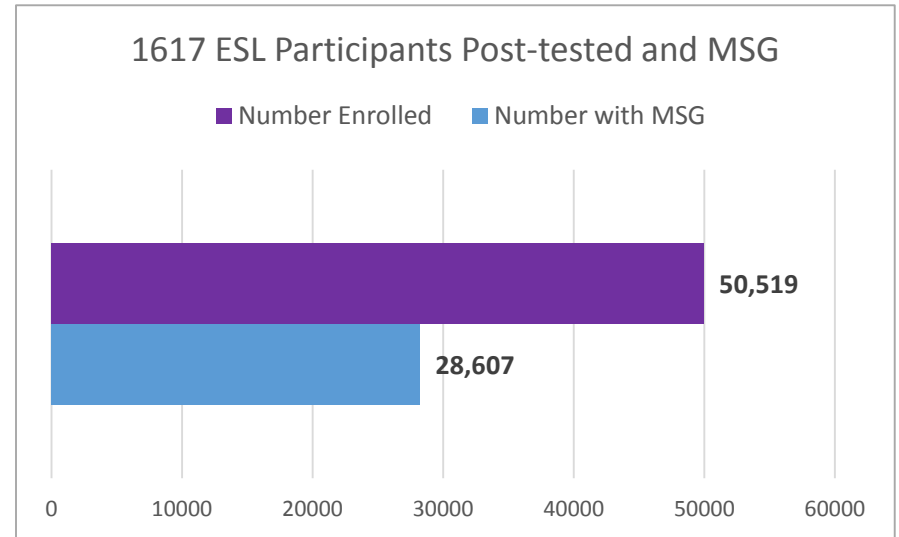
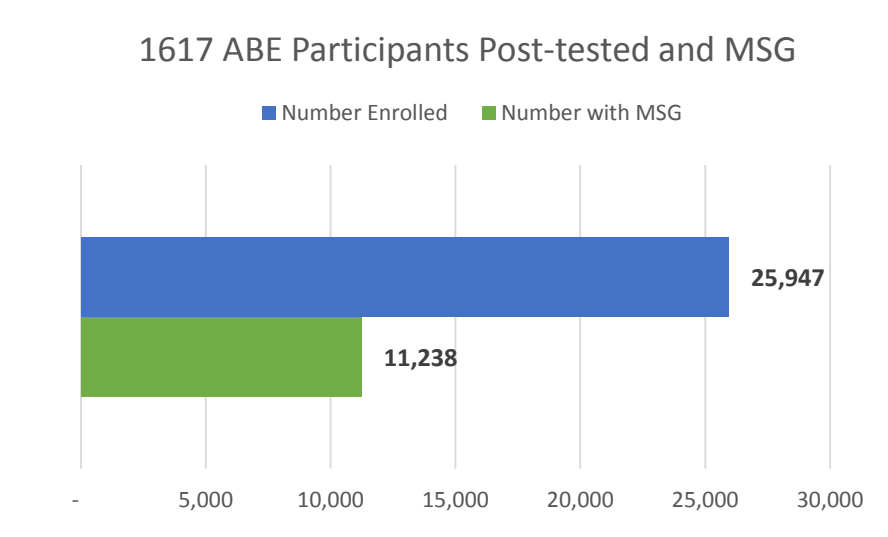
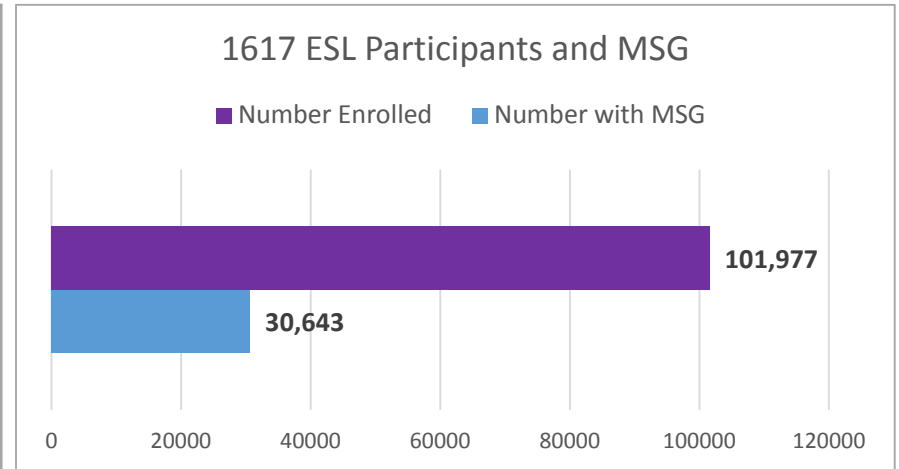
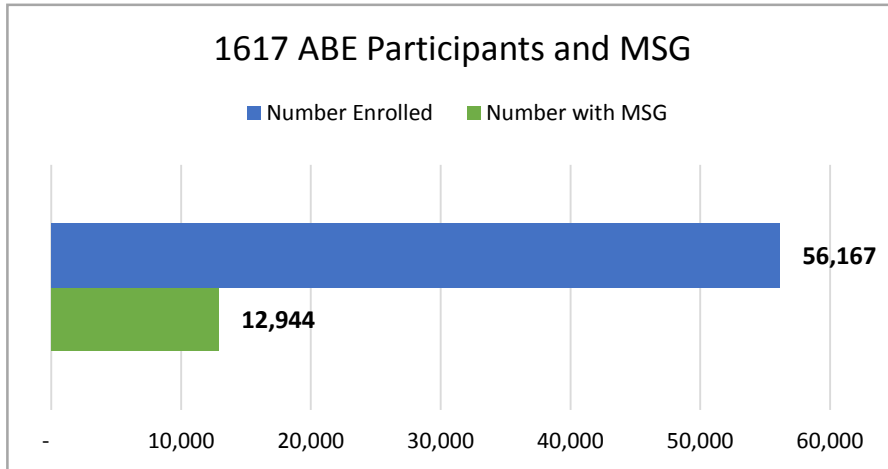
24% of FCS Adult Education students reported without a valid SSN in 1617 NRS Reports



Review of 1617 and 1718 Mid-year NRS

- Calculate performance gap with state targets
- 1718 State Targets
 - ABE- Levels 1-6- 42%
 - ESL- Levels 1-6- 40%
- Calculate post-test percent

Performance and Post-test Rates



Performance and Post-test Rates

ABE

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

ESL

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

Review of mid year data reports

- Average instructional hours
- Ratio of gains
- ABE- Subject area gains

NRS Changes- 1819 Tables

- New Table 2A- Number of enrolled students who did not meet threshold for NRS participant
- Table 4- Count of participants excluded from NRS and completions for multiple POPs broken down into LCPs and Diploma earners
- New Table 4A- Breakdown in the number of all MSGs a participant has by subject area
- New Table 9- Subset of Table 5 for students enrolled in ELCATE
- New Table 11- Subset of Table 5 for students enrolled in GED-I



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Wrap-Up and Final Questions

Resources

- WDIS Handbook
 - <http://fldoehub.org/CCTCMIS/wdis/Pages/WDIS.aspx>
- FCS Handbook
 - <http://www.fldoehub.org/CCTCMIS/c/Pages/default.aspx>
- Reports Coordinator
 - <http://data.fldoe.org/ccdir/>
- Florida NRS Web Site
 - <http://www.fldoehub.org/CCTCMIS/Pages/nrs.aspx>
- USDOE NRS Web Site
 - <http://www.nrsweb.org>

Resources

- NRS Final Guidance
 - Released December 2017
 - <https://nrsweb.org/policy-data/nrs-ta-guide>
- OCTAE Program Memorandum 17-2
 - Provides a summary of the performance accountability measures, including employee effectiveness
 - <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-2.pdf>
- OCTAE Program Memorandum 17-6
 - Provides guidance on supplemental wage information data collection
 - <https://www2.ed.gov/about/offices/list/ovae/pi/AdultEd/octae-program-memo-17-6.pdf>

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