

Florida Adult Education Policy Updates: Data Reporting & Accountability Implications

YOUR WAY

Florida Adult Education

**2024 ACE Summer
Symposium
June 9-11, 2024**

Agenda

- 2024-25 Assessment Changes: Reporting Guidance
- Reporting NRS Level Changes
- Reporting Policy Updates
 - Reporting of Historic Pre-tests
- NRS Tables Updates
 - Alternative Placement
- Resources

Adult Education Program Implementation Assessment Memo

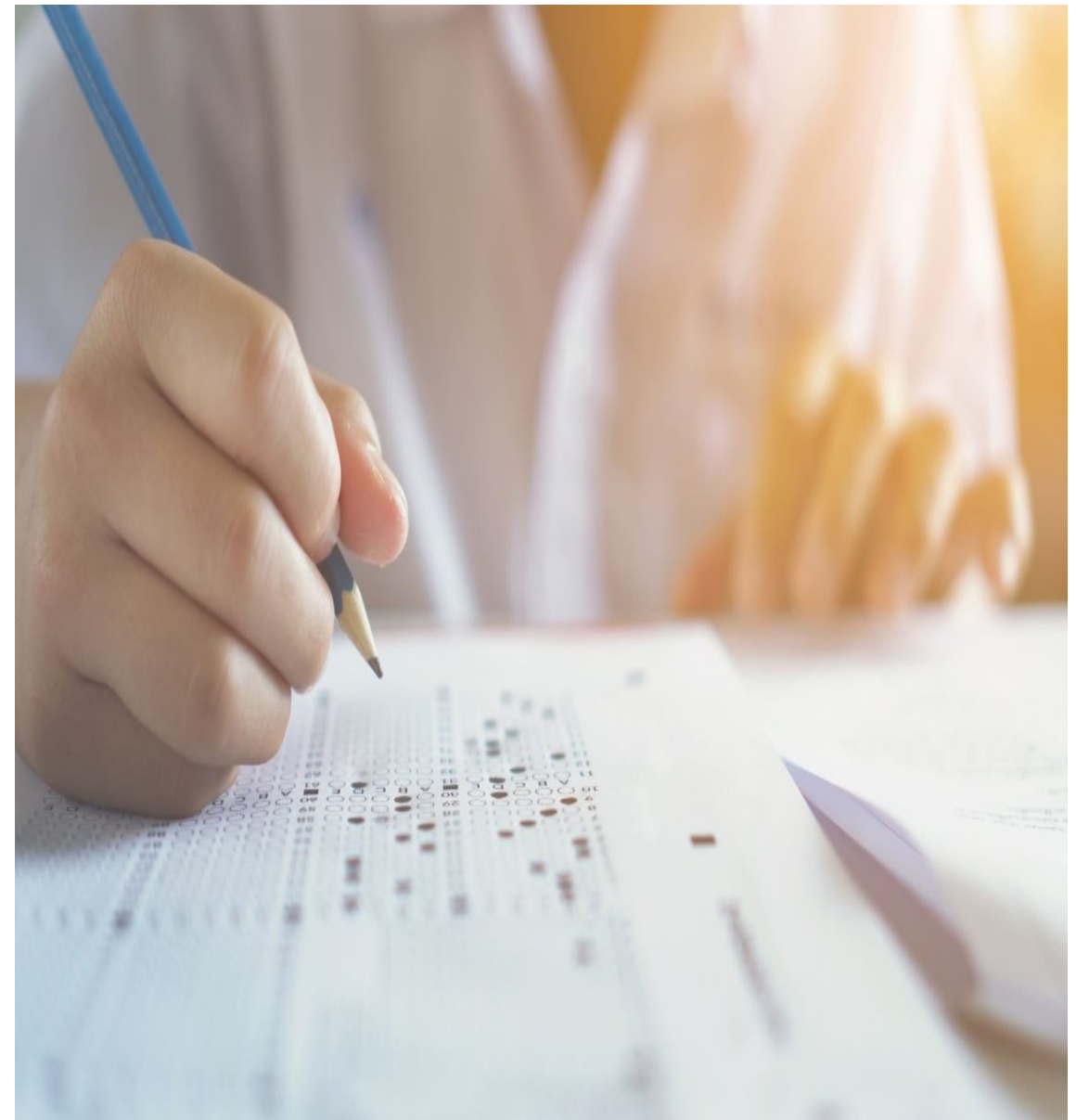
Adult Education Program Implementation Assessment Memo

- The Division of Career and Adult Education will send a memo, *Adult Education Program Implementation Assessment Memo*, with a companion frequently asked questions document announcing several adult general education updates and providing responses to many related frequently asked questions.
 - 2024-25 Assessment Changes
 - Policy Announcements
 - Reporting Guidance
 - NRS Updates

2024-2025 Assessment Changes: Reporting Guidance

Federal Register Updates

- On March 18, 2024, the Office of Career, Technical and Adult Education (OCTAE), U.S. Department of Education, published a notice in the Federal Register announcing tests suitable for use in the National Reporting System for adult education.
 - [Tests Determined To Be Suitable for Use in the National Reporting System for Adult Education](#)
- This serves as the official announcement by OCTAE regarding assessments states may use to measure educational gain for the National Reporting System (NRS) in adult education. New assessments include the following:
 - CASAS Math GOALS 2
 - CASAS STEPS Reading
 - CASAS STEPS Listening
 - BEST Literacy 2.0
 - BEST Plus 3.0



Adult Basic Education (ABE) Expiring and New Assessment Series

The assessments below are approved by the state of Florida for use in Adult Basic Education (ABE), GED® Preparation and Adult Skill Building (ASB) courses. New assessments are reportable to the state via state reporting systems beginning program year 2024-25.

Expiring Assessment	Sunset Date	New Assessment	Transition Before
CASAS Math GOALS	6/30/2024	CASAS Math 2 GOALS	7/1/2024
CASAS Reading GOALS	6/30/2025*	N/A	N/A
TABE 11 & 12	6/30/2025*	N/A	N/A

** Although not yet determined, this would be the anticipated sunset date based on sunset periods announced in previous NRS notices published in the Federal Register.*

English for Speakers of Other Languages (ESOL) Expiring and New Assessment Series

The assessments below are approved by the state of Florida for use in the ESOL program. New assessments are reportable to the state via state reporting systems beginning program year 2024-25.

Expiring Assessment	Sunset Date	New Assessment	Transition Before
CASAS Life and Works Reading	6/30/2025	CASAS Reading STEPS	7/1/2025
CASAS Life and Works Listening	6/30/2025	CASAS Listening STEPS	7/1/2025
BEST Literacy	6/30/2025	BEST Literacy 2.0	7/1/2025
BEST Plus	6/30/2025	BEST Plus 3.0	7/1/2025
TABE CLAS-E	6/30/2025	N/A	N/A

Use of NRS and State Approved Assessments

- Tests published in the Federal Register may be deemed suitable for use in the NRS, but it does not automatically imply approval for use within the state of Florida.
- Currently, only the CASAS, TABE and BEST assessment series are approved for use in the state of Florida.
- There is no reporting mechanism to report the use of an unapproved assessment.
- Assessments approved for use in Adult Education programs in Florida can be found in [Rule 6A-6.014, F.A.C., General Requirements for Adult Education Program](#) and Florida's Assessment Policy Technical Assistance paper. The Florida Assessment Policy Technical Assistance paper can be found on the Florida Department of Education (FDOE) [Career and Adult Education Technical Assistance](#) webpage.

Assessment Usage vs. Assessment Reporting

- Agencies may begin **using** the new assessments, as needed, for summer 2024-25 program placement.
- Agencies may only begin **reporting** the new assessments via state data reporting systems beginning the 2024-25 reporting year.
 - Summer 2024-25 Survey F – Districts
 - Summer 2024-25 Term 1E – Florida College System institutions
 - Summer 2024-25 Survey 1 – Community Based Organizations
- Agencies may neither use nor report any new assessment series in 2023-24 for 2023-24 program year activity.

Adult Test Reporting Timelines

Expiring Assessment	Sunset Date	New Assessment	Reportable Starting
CASAS Math GOALS	6/30/2024	CASAS Math GOALS 2	Summer Term 2024-25
CASAS Life and Works Reading	6/30/2025	CASAS STEPS Reading	Summer Term 2024-25
CASAS Life and Works Listening	6/30/2025	CASAS STEPS Listening	Summer Term 2024-25
BEST Literacy	6/30/2025	BEST Literacy 2.0	Summer Term 2024-25
BEST Plus 2.0	6/30/2025	BEST Plus 3.0	Summer Term 2024-25
TABE CLAS-E	6/30/2025	No TABE replacement test is currently approved.	
TABE 11/12	6/20/2025	TABE 13/14 pending NRS approval.	

All new assessments are currently available for use for 2024-25 summer placement. Agencies may, but are not required, to use full transition period.

Transition Plan: CASAS Math GOALS 2

- Has your agency created and/or applied a transition plan that ensures:
 1. All students with a CASAS Math GOALS pre-test have been post tested before June 30, 2024?
 2. A CASAS Math GOALS 2 assessment is used for Summer 2024-25 program placement?
- Lack of a transition plan can have reporting and accountability impacts. For example:
 1. Students not post-tested will never have the opportunity to be post-tested and impact post-test rates.
 2. Students improperly placed and instructed with an expired assessment cannot be included in NRS reporting.

Assessment Transition: Reporting in NRS Level Changes

Transitioning to New Assessment Series and Changes in NRS Levels

- When transitioning students to the new assessment series, it is possible for students to experience a drop in their Educational Functioning Level (EFL).
- In such instances, agencies are to report students based on the new assessment and associated EFL.
- It is not possible to report a student with an EFL that does not align with the associated assessment.

Reporting Scenario: ESOL Placement & Reporting

- Using the CASAS Life and Work assessment series, an ESOL student placed at an EFL 4 and exited at an EFL 5 in both reading and listening. When pre-tested on the new CASAS Reading and Listening STEPS assessment, the student dropped to an EFL 4. At which EFL should the student be reported and enrolled?
- Answer: EFL 4

Reporting Versus Enrollment: ESOL

- Students must be enrolled in courses that align with their EFL. The ESOL course covers NRS EFL levels 1-6. Therefore, a potential drop in EFL should not impact course enrollment. How an agency chooses to schedule students into classes for this course is a local decision, however, it must be mitigated locally to align with assessment policy.

Reporting Scenario: ABE Placement & Reporting

- If a student was enrolled in the GED program using CASAS Math GOALS and their EFL drops when pre-tested on the new assessment, CASAS Math GOALS 2, to an Adult Basic Education (ABE) level, in which program should the student be placed and reported, GED or ABE?
- Answer: ABE

Reporting Versus Enrollment: ABE

- While the student must be reported with an ABE **course** enrollment, the agency may continue to instruct the student in a GED **class**.
- A “course” refers to a structured educational program framework as approved by FDOE. These courses are designed to align with a student's EFL level. A “class,” on the other hand, refers to the actual scheduling of students by local agencies. While students may be enrolled in different courses based on their EFL levels, they may be scheduled to attend the same classes.
- The decision regarding class scheduling is at the discretion of the local agency, allowing flexibility in organizing students based on factors such as availability of instructors, classroom space and logistics.

GED® Program Enrollment & Secondary Credential Measurable Skill Gain (MSG) Earning

- The MSG for secondary credential earning is irrespective of program of enrollment.
- If an ABE student successfully earns the GED® credential, for example, the MSG is awarded.

Awarding of Previously Awarded Post Test MSGs

- Students may be awarded “the same” MSG more than once as a result of the series transition because the educational functioning level descriptors, per NRS, are unique.
- Example: Using CASAS Math GOALS, if a student pre-tests at an EFL of 3 and later post-tests at an EFL of 4, they are awarded the EFL 3 to EFL 4 gain. If the student later pre-tests on the new CASAS Math GOALS 2 assessment at an EFL of 3 and later posttests at an EFL of 4, the “same” EFL gain of 3 to 4 will be awarded for NRS reporting.

Reporting of Historic Pre-tests

Test Date Limits and Edits

- New edits have been put in place to block the reporting of assessments with test dates greater than **three** years old.
 - Analysis showed tests as old as 10 years were being used for placement.
- This temporary edit will be in place until further research is done with the potential goal of implementing series specific test date edits.

Updated NRS Tables

Updated NRS Tables

- Every three years, OCTAE reviews and updates its information collection requests for the NRS for adult education. This year, OCTAE proposed and adopted changes to NRS tables for reporting beginning in October 2024.
- For an overview and explanation of the table changes and how they expand reporting on MSGs, please reference the OCTAE document, [NRS Tips: Quick Review of the 2024 NRS Table Changes.](#)

Updated NRS Tables: Overview

PY 2024 NRS Table Change	OCTAE Implementation Timelines	Florida Adoption for PY 2024
New Categories Available for Reporting Participant Sex on Tables 1, 2 and 2A	Optional for reports submitted on October 1, 2024. Required for reports submitted on October 1, 2025.	Florida will utilize the Male and Female and No Answer reporting columns, only.
New Option for Educational Functioning Level Placement of Participants on Tables 1, 4, 4A and 4C	Optional for reports submitted on October 1, 2024. Required for reports submitted on October 1, 2025.	PY 2024 – Partial implementation PY 2025 – TBD
Consolidation of Rows on Tables 5 and 5A	Required for reports submitted on October 1, 2024.	Yes
Revised Column Headings and New Reporting Rows on Table 14	Required for reports submitted on October 1, 2024.	Yes

Table 1

Participants by Entering Educational Functioning Level, Ethnicity, 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															

Note: New "No Answer" sex option.

Table 2

Participants 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	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	(P)
	(B)	(C)	(D)	(E)	(F)	(G)	(H)	(I)	(J)	(K)	(L)	(M)	(N)	(O)	
16-18															
19-24															
25-44															
45-54															
55-59															
60+															
Total															

Note: New "No Answer" sex option.

Table 2A

Reportable Individuals 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)	
16-18															
19-24															
25-44															
45-54															
55-59															
60+															
Total															

Note: New "No Answer" sex option.

Table 4

Measurable Skill Gains (MSG) by Entry Level

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 (MSG types 1a, 1b, 1c)	Number who attained a secondary school diploma or its recognized equivalent (MSG type 2)	Number of IET or workplace literacy participants who achieved an MSG via transcript, milestones, or exam (MSG types 3, 4, 5)	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 (MSG types 1a, 1b, 1c)	Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained (MSG type 2)	Total number of IET or workplace literacy participants who achieved an MSG via transcript, milestones, or exam (MSG types 3, 4, 5)	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														
Alternative ABE Placement														
ABE Total														
ESL Level 1														
ESL Level 2														
ESL Level 3														
ESL Level 4														
ESL Level 5														
ESL Level 6														
Alternative ESL Placement														
ESL Total														
Grand Total														

Table 4A

Educational Functioning Level Gain (MSG Types 1a, 1b, 1c)

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

Table 4C

Measurable Skill Gains by Entry Level for Participants in Distance Education

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 (MSG types 1a, 1b, 1c)	Number who attained a secondary school diploma or its recognized equivalent (MSG type 2)	Number of IET or workplace literacy participants who achieved an MSG via transcript, milestones, or exam (MSG types 3, 4, 5)	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 (MSG types 1a, 1b, 1c)	Total number of Periods of Participation in which a secondary school diploma or its recognized equivalent was attained (MSG type 2)	Total number of IET or workplace literacy participants who achieved an MSG via transcript, milestones, or exam (MSG types 3, 4, 5)	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														
Alternative ABE Placement														
ABE Total														
ESL Level 1														
ESL Level 2														
ESL Level 3														
ESL Level 4														
ESL Level 5														
ESL Level 6														
Alternative ESL Placement														
ESL Total														
Grand Total														

Table 5

Exit-Based Primary Indicators of Performance

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	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 Employed or Enrolled in Postsecondary Education or Training within one year of exit ***						
Attained a Recognized Postsecondary Credential while enrolled or within one year of exit ****						
Attained a Recognized Secondary OR Postsecondary Credential (unduplicated)*****						

Table 5A

Exit-Based Primary Indicators of Performance for Participants in Distance Education

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	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 Employed or Enrolled in Postsecondary Education or Training within one year of exit ***						
Attained a Recognized Postsecondary Credential while enrolled or within one year of exit						

Table 9

Outcome Achievement for Participants in Integrated English Literacy and Civics Education

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	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 Employed or Enrolled in Postsecondary Education or Training within one year of exit ***						
Attained a Recognized Postsecondary Credential while enrolled or within <u>one</u> year of exit						

Table 10

Outcome Achievement for Participants in Correctional Education Programs

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	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 Employed or Enrolled in Postsecondary Education or Training within one year of exit ***						
Attained a Recognized Postsecondary Credential while enrolled or within <u>one</u> year of exit						

Table 11

Outcome Achievement for Participants in Integrated Education and Training Programs

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	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 (types 1a, 1b, 1c) via Achievement of at Least One Educational Functioning Level Gain						
MSG (type 2) via Attainment of Secondary School Diploma/ Recognized Equivalent						
MSG (type 3) via Secondary or Postsecondary Transcript						
MSG (type 4) via Progress Toward Milestones						
MSG (type 5) via Passing Technical/Occupational Skills Exam						
Employment Second Quarter after exit						
Employment Fourth Quarter after exit						
Median Earnings Second Quarter after exit						

First Period of Participation				All Periods of Participation		
Primary Indicators of Performance	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 Employed or Enrolled in Postsecondary Education or Training within one year of exit ***						
Attained a Recognized Postsecondary Credential while enrolled or within one year of exit						

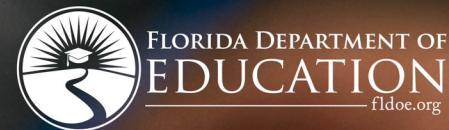
Alternative Placement NRS Table Rows

- The new Alternative Placement rows allow for NRS table placement of students in programs designed to result in MSG types other than EFL gains based on pre- and post-testing using an NRS approved assessment (MSG Type 1a).
- PY 2024 - The Division of Career and Adult Education will utilize the Alternative Placement rows for current PY 2024 NRS reporting for GED[®] program students. Per Florida assessment policy, GED[®] program students are only awarded an MSG for earning the secondary credential. This policy remains the same, and by moving GED[®] program students to the Alternative Placement row, they will no longer be included in the denominator for post-test rate calculation. This should result in higher post-test rates. No change is needed on behalf of agencies.
- PY 2025 - Additional usage of the Alternative Placement row will be implemented after further consideration and input from the field. DCAE will host convenings and data working groups to hear how agencies would like Florida to potentially utilize the Alternative Placement rows.

Reporting Resources



AdultEducationFL.com

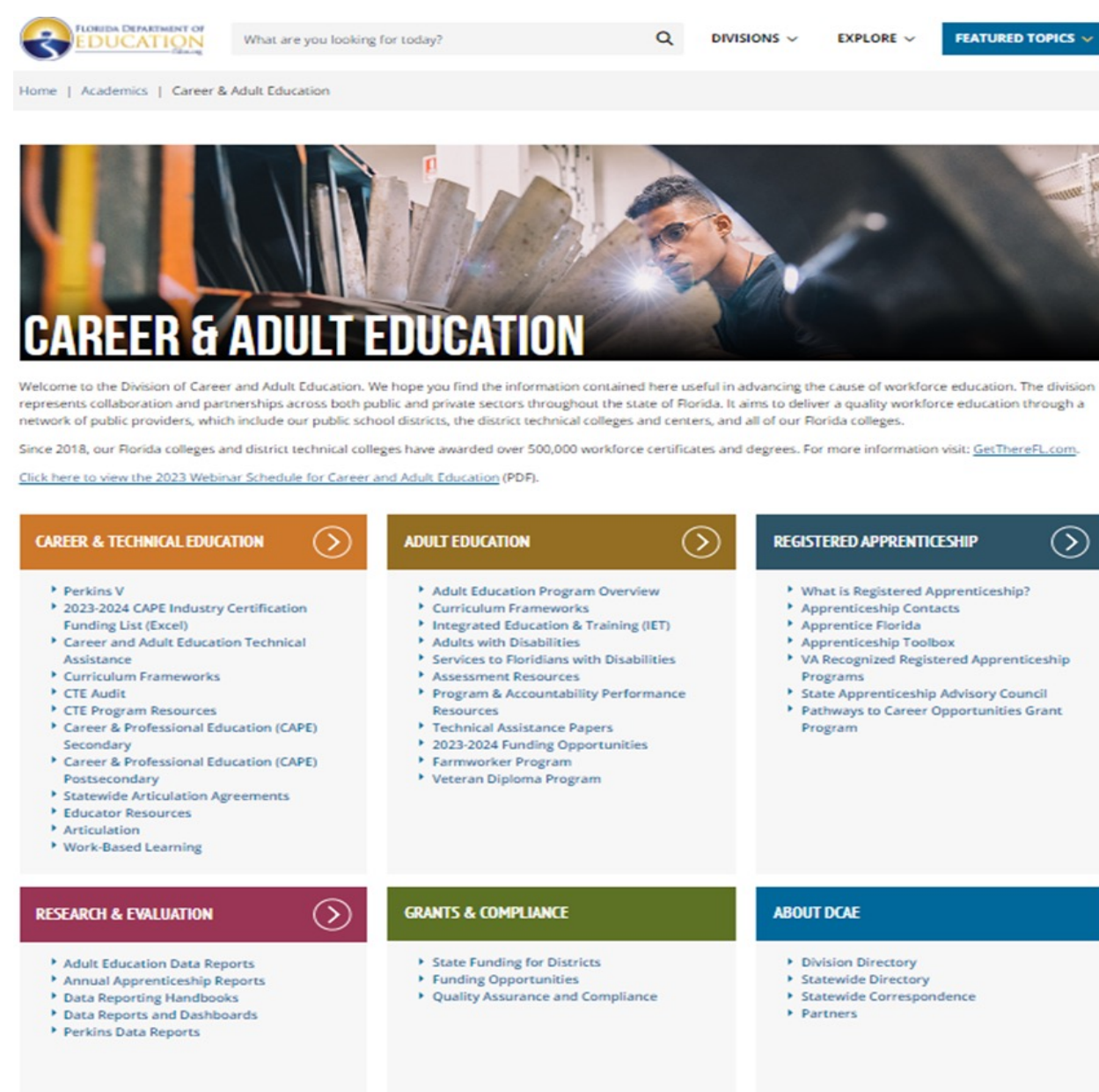


Office of Research & Evaluation

- The Research and Evaluation Unit plays a distinctive role within the Division of Career Technical and Adult Education. Central functions of the unit include the management of data reporting policies and procedures, state and federal accountability reporting, responding to data requests and sharing public-facing data for research and evaluation projects related to career technical education and adult education programs, students and outcomes.
- Contact us for questions about:
 - Data reporting
 - Data elements & appendices
 - Data quality reports
 - Adult education outcomes
 - Adult education accountability
 - NRS
 - State performance-based funding

Adult Education Program & Accountability Performance Resources

- [Research & Evaluation](#)
- WIOA Resources
- NRS information
 - State Performance Targets
 - Business Rules
 - NRS Performance Tables
- IET Data Reporting Guide



The screenshot shows the Florida Department of Education's Career & Adult Education website. At the top is the Florida Department of Education logo and navigation links: "What are you looking for today?", "DIVISIONS", "EXPLORE", and "FEATURED TOPICS". Below the navigation bar is a banner image of a person working on a computer with the text "CAREER & ADULT EDUCATION". The main content area includes a welcome message and a list of resources organized into six categories: Career & Technical Education, Adult Education, Registered Apprenticeship, Research & Evaluation, Grants & Compliance, and About DCAE.

FLORIDA DEPARTMENT OF
EDUCATION

What are you looking for today?

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[Home](#) | [Academics](#) | [Career & Adult Education](#)

CAREER & ADULT EDUCATION

Welcome to the Division of Career and Adult Education. We hope you find the information contained here useful in advancing the cause of workforce education. The division represents collaboration and partnerships across both public and private sectors throughout the state of Florida. It aims to deliver a quality workforce education through a network of public providers, which include our public school districts, the district technical colleges and centers, and all of our Florida colleges.

Since 2018, our Florida colleges and district technical colleges have awarded over 500,000 workforce certificates and degrees. For more information visit: [GetThereFL.com](#).

[Click here to view the 2023 Webinar Schedule for Career and Adult Education \(PDF\)](#).

- CAREER & TECHNICAL EDUCATION**
 - ▶ Perkins V
 - ▶ 2023-2024 CAPE Industry Certification Funding List (Excel)
 - ▶ Career and Adult Education Technical Assistance
 - ▶ Curriculum Frameworks
 - ▶ CTE Audit
 - ▶ CTE Program Resources
 - ▶ Career & Professional Education (CAPE) Secondary
 - ▶ Career & Professional Education (CAPE) Postsecondary
 - ▶ Statewide Articulation Agreements
 - ▶ Educator Resources
 - ▶ Articulation
 - ▶ Work-Based Learning
- ADULT EDUCATION**
 - ▶ Adult Education Program Overview
 - ▶ Curriculum Frameworks
 - ▶ Integrated Education & Training (IET)
 - ▶ Adults with Disabilities
 - ▶ Services to Floridians with Disabilities
 - ▶ Assessment Resources
 - ▶ Program & Accountability Performance Resources
 - ▶ Technical Assistance Papers
 - ▶ 2023-2024 Funding Opportunities
 - ▶ Farmworker Program
 - ▶ Veteran Diploma Program
- REGISTERED APPRENTICESHIP**
 - ▶ What is Registered Apprenticeship?
 - ▶ Apprenticeship Contacts
 - ▶ Apprentice Florida
 - ▶ Apprenticeship Toolbox
 - ▶ VA Recognized Registered Apprenticeship Programs
 - ▶ State Apprenticeship Advisory Council
 - ▶ Pathways to Career Opportunities Grant Program
- RESEARCH & EVALUATION**
 - ▶ Adult Education Data Reports
 - ▶ Annual Apprenticeship Reports
 - ▶ Data Reporting Handbooks
 - ▶ Data Reports and Dashboards
 - ▶ Perkins Data Reports
- GRANTS & COMPLIANCE**
 - ▶ State Funding for Districts
 - ▶ Funding Opportunities
 - ▶ Quality Assurance and Compliance
- ABOUT DCAE**
 - ▶ Division Directory
 - ▶ Statewide Directory
 - ▶ Statewide Correspondence
 - ▶ Partners

Division of Career & Adult Education, Research & Evaluation Contacts

Reporting Requirements and Data Elements

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THANK YOU!



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