

OUTCOMES

Focus Area 2: Educational Outcomes

Indicator Two: Learners advance in the instructional program or complete program educational requirements that allow them to continue their education or training.

Overview

Student advancement in their adult education endeavors is paramount to the mission of adult education programs. With the current emphasis on performance-based funding, adult education programs are making every effort to document learner outcomes. The Florida Department of Education has established a comprehensive performance accountability system. Through the identification of Core Indicators, adult education programs can focus on completion, retention and placement. Focus Area 2: Educational Outcomes concentrates on efforts to document program completion. Strategies to diagnose and prescribe the educational needs of students are provided. References to performance measurement tools are provided.

Florida Educational Quality Indicator Program (EQuIP)

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Focus Area Two: Educational Outcomes

Indicator Two: Learners advance in the instructional program or complete program educational requirements that allow them to continue their education or training.

Table with 2 columns: Descriptor and Page. Includes entries for 2.1 (Number and percent of students advancing to a higher level of skills or competency in the program), 2.2 (Number and percent of students leaving this program and referred to other education and training programs which require higher levels of skills or competency), 2.3 (Number and percent of students attaining a GED or high school diploma), 2.4 (Pre-Post status while in and after exiting from the program), and Teacher/Administrator Evaluation Checklist.

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Descriptor 2.1 Number and percent of students advancing to a higher level of skills or competencies in the program.

Measured by:

- ✓ Student advancement in skills and competencies.



Module 1: Student Advancement in Skills and Competencies

Why? To identify the educational progress of students in adult education programs.

How? 1. Identify strategies used to assess student progress in developing skills and attaining competencies. These include:

- ✗ test scores
- ✗ portfolio assessment
- ✗ traditional plans
- ✗ appropriate placement (must have documentation)
- ✗ retention rates
- ✗ progress reports

2. Implement the “Student Intake Form” to assist in proper placement of new enrollees. Employ the “Student Personal Plan Sheet” to appropriately diagnose students and prescribe for their present and future educational needs. Incorporate performance measures using Literacy Completion Points.



Resources for Module 1:

- #2-1: Student Intake form
- #2-2: Student Personal Plan sheet
- #2-3: Section 353 Abstracts 1995-1996: Leon County/ FCCJ
- #2-6: Performance Measures

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Descriptor 2.2 Number and percent of students *leaving this program and referred to other education and training programs which require higher level of skills or competency.*

Measured by:

- ✓ Students' entrance into other education training programs.



Module 1: Students' Entrance into Other Education Training Programs.

Why? To document the number and percent of students leaving adult education programs and entering other programs.

How? 1. Identify documents such as exit interviews, student program planning sheets and teacher interviews to determine the number of students leaving the program and referred to other programs requiring higher level of skills.

2. There are a number of methods to determine the above changes. These include:

- graduation
- employment
- entry into post secondary education
- FETPIP data
- New WDIS Data*

* The Practitioner's Task Force Committee on MIS/DATA is currently updating a student tracking system. WDIS (Workforce Development Information System) will soon be available.



Module 1: Students' Entrance into Other Education Training Programs, cont.

Until the new system is functional, look to the "*Florida Education and Training Placement Information Program*" (FETPIP). FETPIP is a

computer-based data collection resource which can electronically “link” Florida data on specific groups of people.

This “record linkage” is accomplished by “matching” like social security numbers of students found in major data banks to determine follow-up information on these individuals. Such data may include identification of people who have become employed, etc. Results are available for those involved in planning, guiding, and evaluating educational programs. Currently, 75 “applications” have access to FETPIP services, including JTPA, Project Independence, Community Colleges, and Adult Education.

As explained by a number of the FETPIP team, this data collection resource does not follow-up on all adult education students in the State of Florida. Nor do they have pre-post data regarding a student’s status in regard to income, employment, etc., while in and after exiting adult education programs.

FETPIP has data on only a sample group of adult education students, as identified by **CNAP (The Center for Needs Assessment and Planning, Learning Systems Institute of the Florida State University)**. Consequently, the following information is from the above-identified source.

To be included in a FETPIP record linkage, a student must have available in the connected data banks, specific, valid individual information, particularly a match of his/her social security number among each data bank used. When such is the case, that student is counted as a “total unique person”. Persons lacking specific individual information in the data banks are not included in their annual reports.



Resources for Module 1:

#2-5: Student Tracking

#2-6: Performance Measures

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Descriptor 2.3

Number and percent of students *attaining a GED or high school diploma.*

Measured by:

- ✓ High school diploma or GED attainment



Module 1: High School Diploma or GED Attainment

Why? High school diploma and GED attainment are primary objectives to measure student outcomes.

How? 1. Document the number of students who receive their high school diploma or GED. Match this completion data with enrollment numbers to determine percentages. Compare student progress through program as determined by Literacy Completion Points.

Other forms of documentation include:

- Pre and posttest scores
 - Request for Certificate forms on file
 - Mastery of skills documentation
2. Prepare outcome sheets for all students enrolled in adult education programs. Outcome sheets can be part of the student's Personal Goal Sheet.

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Descriptor 2.4 *Pre-post status* while in and after exiting from the program (e.g., change in income, employment, job status, no AFDC, incarcerated, etc.)

Measured by:

✓ Pre-post status



Module 1: Measuring pre-post status in and after exiting the program

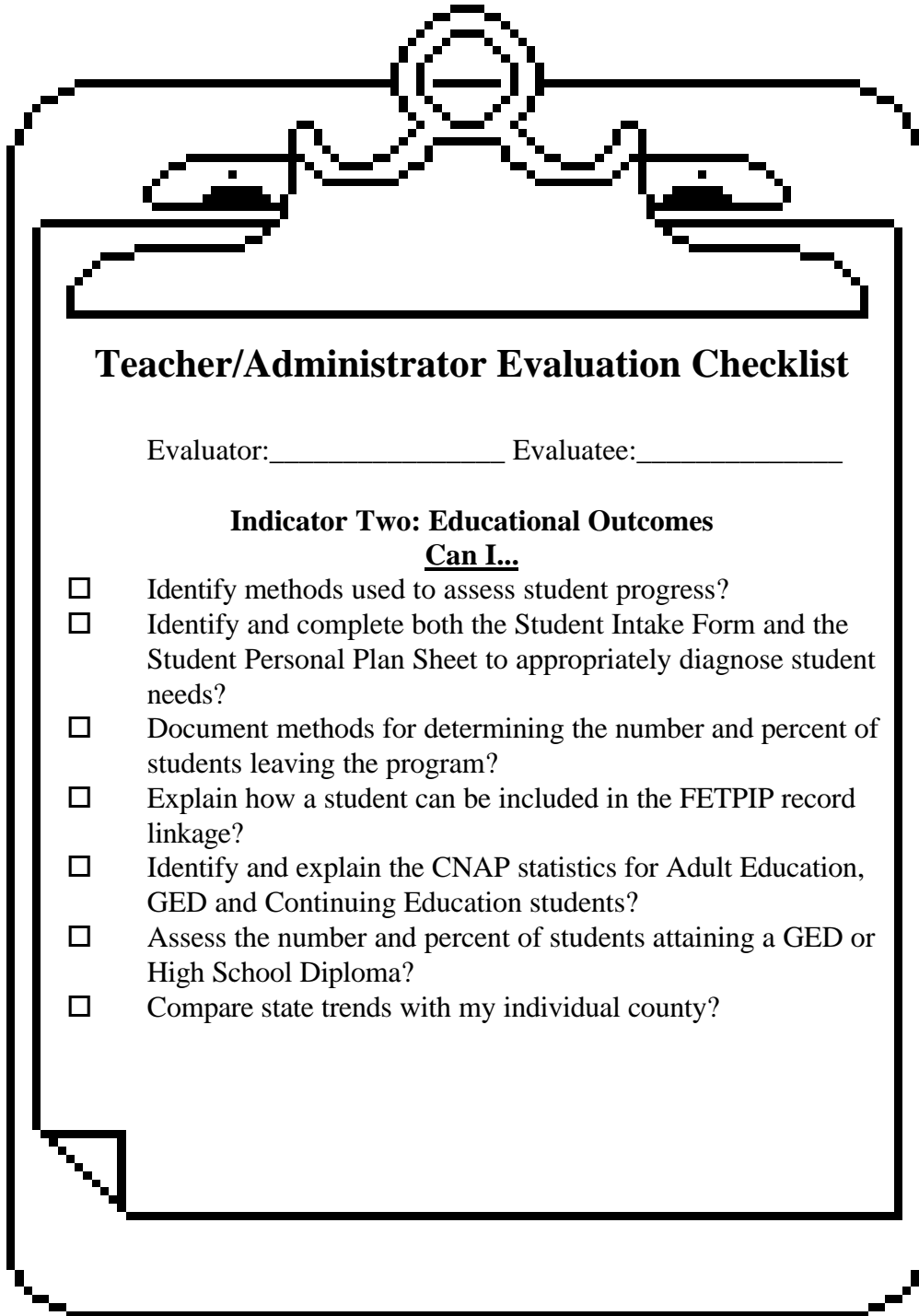
Why? Any changes in income, employment, job status or level of skill mastery reflects outcomes that can be measured.

How? 1. Identify exit interviews, teacher assessments and other forms of follow-up that document changes in status. Identify student progress through a program as determined by the number of students who gain employment or career advancement to identify program strengths and weaknesses. Use Performance Measures and Literacy Completion Points to document advancement and completion.

2. Conduct follow-up interviews and exit interviews with students to determine their current status in:

- income
- employment
- welfare

Use the support services that are established to track student outcomes.



Teacher/Administrator Evaluation Checklist

Evaluator: _____ Evaluatee: _____

Indicator Two: Educational Outcomes
Can I...

- Identify methods used to assess student progress?
- Identify and complete both the Student Intake Form and the Student Personal Plan Sheet to appropriately diagnose student needs?
- Document methods for determining the number and percent of students leaving the program?
- Explain how a student can be included in the FETPIP record linkage?
- Identify and explain the CNAP statistics for Adult Education, GED and Continuing Education students?
- Assess the number and percent of students attaining a GED or High School Diploma?
- Compare state trends with my individual county?