

Florida submits an annual Adult Education Plan to US DOE Office of Vocational and Adult Education which clarifies detailed intentions for implementing the requirements of Title II of Public Law 105-220 to continue receiving the Adult Education and Family Literacy funding portion of Title II.

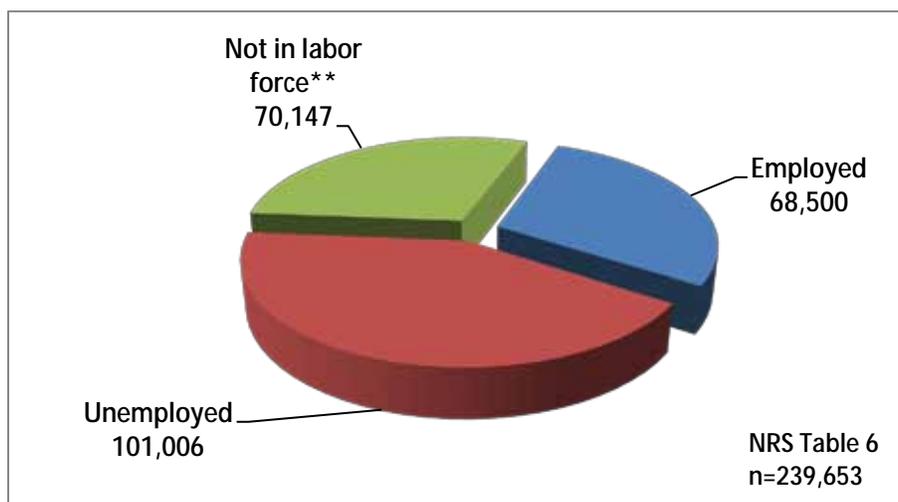
This plan is an agreement between the State of Florida and the federal government to assure the administration of adult education and family literacy programs are consistent with the state's goals, policies, and objectives, and with federal laws and regulations. The Plan communicates to the federal government the scope of the state's commitment to and support of adult education and family literacy.

For continued receipt of the federal grant, all local recipients must submit federally required data to the state. The aggregated data is submitted to the National Reporting System (NRS) annually. It is also analyzed by the Bureau of Budget, Accountability, and Assessment for local agency use in the form of reports for program improvement and data quality improvement.

This report summarizes the 2010-11 NRS data report and displays three-year NRS performance trends. The charts and graphs describe the NRS-eligible students served; the intensity of assessment activity; and the degree to which students persisted in their programs, made documented learning gains, and continued in program after making gains.

Participant status (see Exhibit 1) reflects the degree of economic need of the populations served. Among NRS-eligible students* in 2010-11, 42% were reported as unemployed and 29% were reported as not in the labor force. Only 29% of students were employed.

Exhibit 1: Participant Labor Force Status 2010-11



* To be considered as NRS eligible for reporting purposes, students must be pre-tested, have participated in a minimum of 12 hours instruction, be at least 16 years old and not attending public K12 school.

** This employment category is largely comprised of young, elderly, homemakers, military and incarcerated.

2010-11 Adult Education Summary Report

Exhibit 2 illustrates the age and enrollment distribution of adult students from 16 to over 60.

Exhibit 2: Age Group Enrollment Demographic, 2010-11

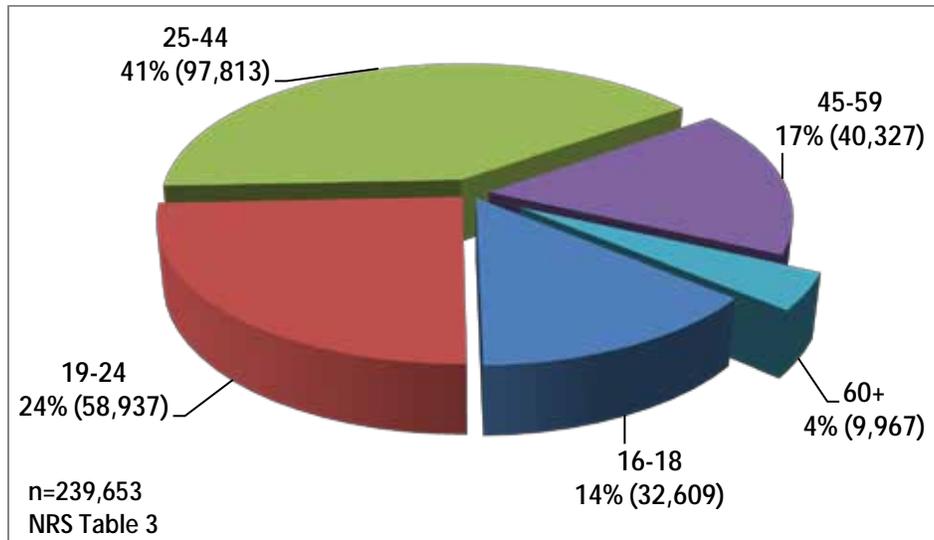
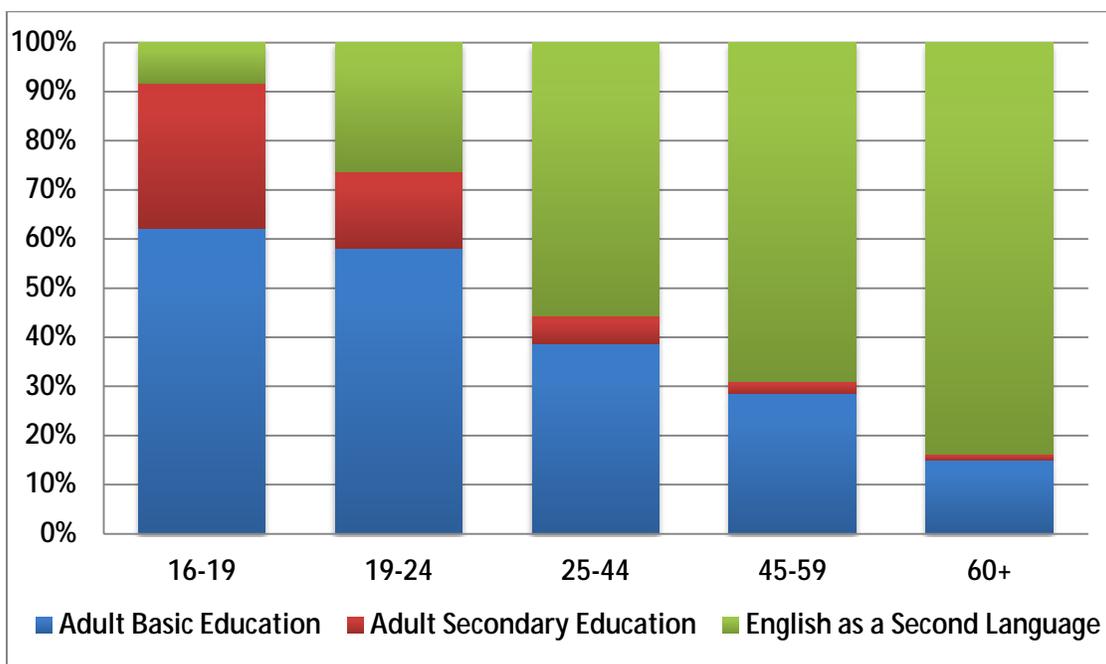


Exhibit 3 shows that younger students are more likely to be pursuing high school credentials while older students are more likely to be found in English literacy programs. Ultimately both goals will enhance family and workplace literacy and increase the likelihood of economic success.

Exhibit 3: Age Group Distribution by Program Area, 2010-11



2010-11 Adult Education Summary Report

Exhibit 4 illustrates the student diversity in Florida's adult education program by race and ethnicity.

Exhibit 4: Distribution by Ethnicity and Race, 2010-11

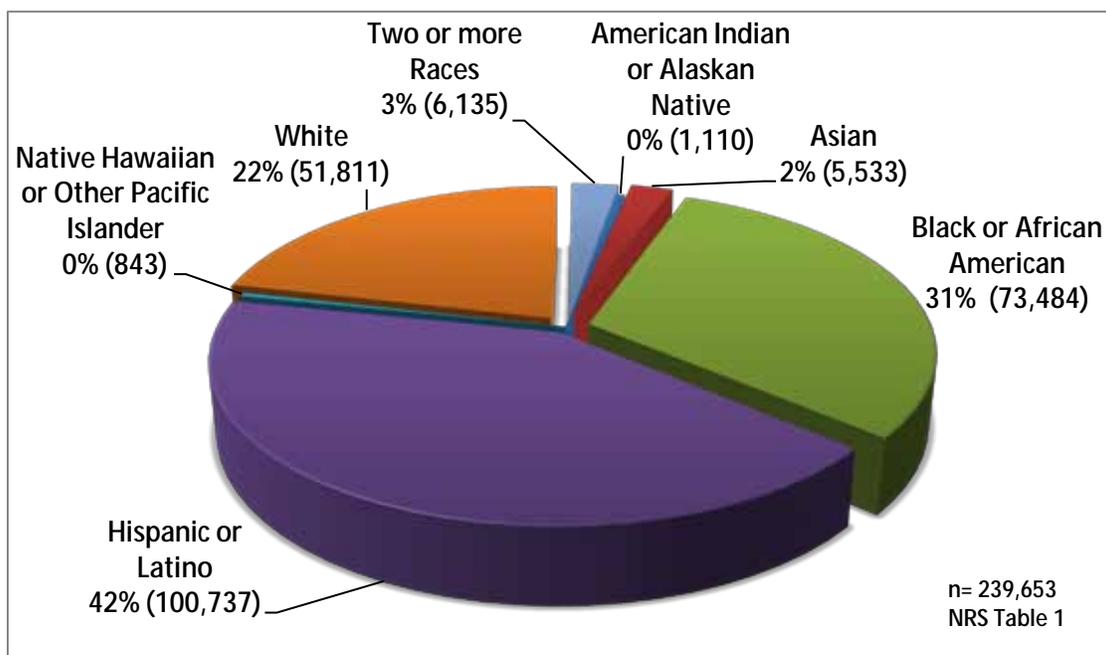


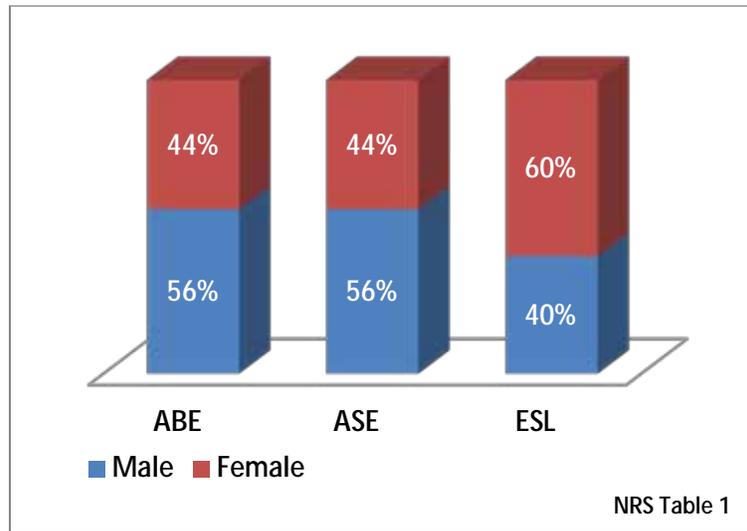
Exhibit 5 below shows the Race and Ethnic distribution of students in Adult Basic Education (ABE), Adult Secondary Education (ASE), and English as a Second Language (ESL), the three primary programs reported to NRS.

Exhibit 5: Race and Ethnic Distribution in Programs

	Program Enrollment Totals	Am. Indian or Alaska Native	Asian	Black/African American	Hispanic/Latino	Native Hawaiian or Other Pacific	White	Two or More Races
ABE	105,307	0.6%	1.1%	41.4%	21.1%	0.2%	32.3%	3.2%
ASE	25,475	0.6%	1.1%	27.2%	23.7%	0.2%	43.6%	3.6%
ESL	108,871	0.3%	3.8%	21.1%	66.6%	0.5%	6.1%	1.7%

Exhibit 6 illustrates that males are enrolled in the ABE and ASE programs at twelve percentage points higher than females. However, females are enrolled at twenty percentage points higher than males in the ESL program.

Exhibit 6: Gender Distribution in Program Areas



Assessment Intensity and Completion Rates

Florida's Adult Education Programs are required to comply with test vendor's suggested time frames for post-testing. Typically students should be post-tested as soon as they have achieved a specified instructional hour threshold. Exhibits 7 and 8 illustrate the result of encouraging use of the vendor guidelines to increase the post-test rate. This strategy has resulted in an increase in testing rates and a commensurate increase in the number of completions over the past two years, or the reporting thereof.

Exhibit 7: Post-testing Trends for ABE and ESL programs 2010-11

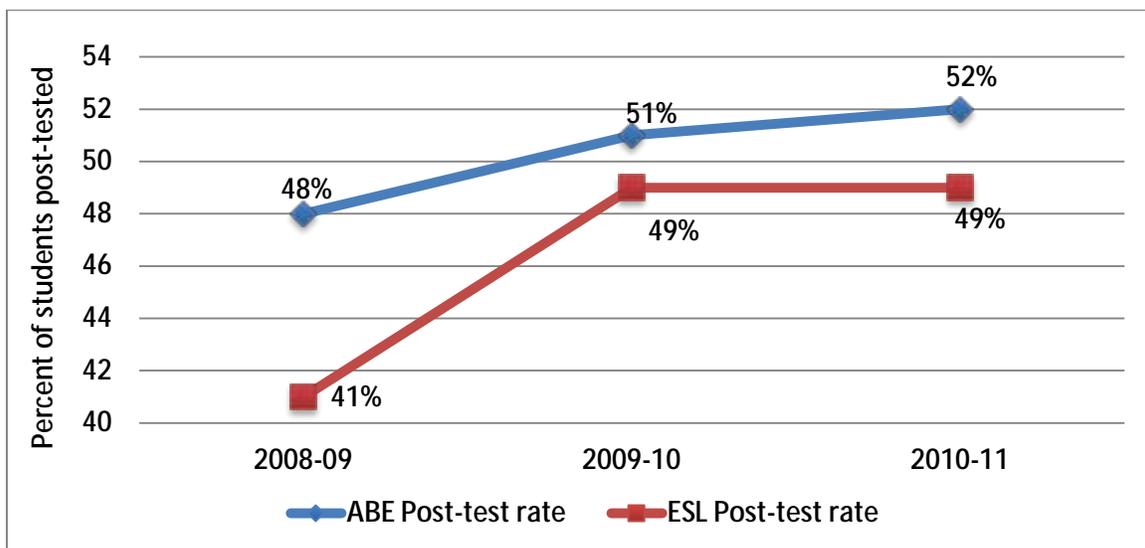
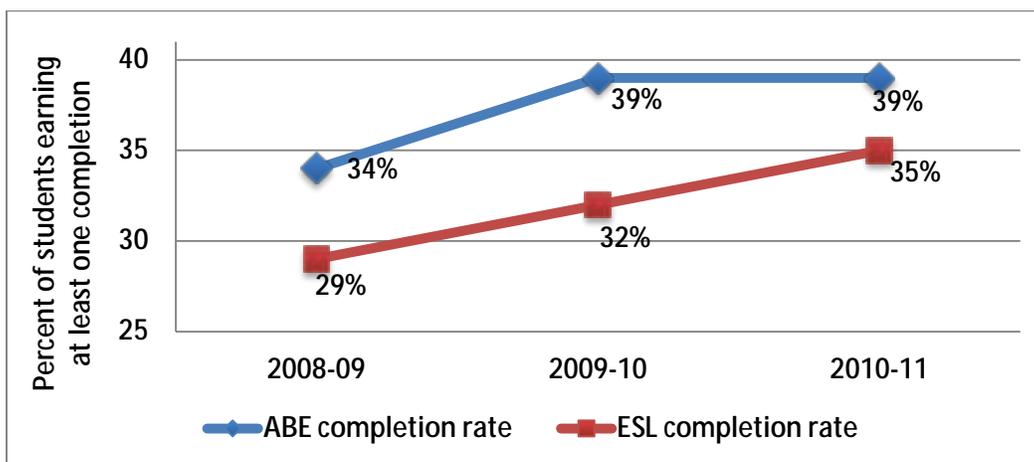


Exhibit 8: Completion Rate Trends for ABE and ESL 2010-11



Attrition, Persistence and Continuation

Exhibits 9 and 10 focus on three types of continuing participation by students in their program:

1. Attrition—those students who do not make a documented learning gain and discontinue their enrollment
2. Persistence—those students who do not make a documented learning gain and remain enrolled
3. Continuation—those students who make a documented learning gain and continue their ABE or ESL enrollment into the next educational functioning level or into another program area

Note: Students who make a gain and do not continue may have transitioned to other possibilities including postsecondary enrollment and employment.

Exhibit 9: ABE Participation Rate Trends 2010-11

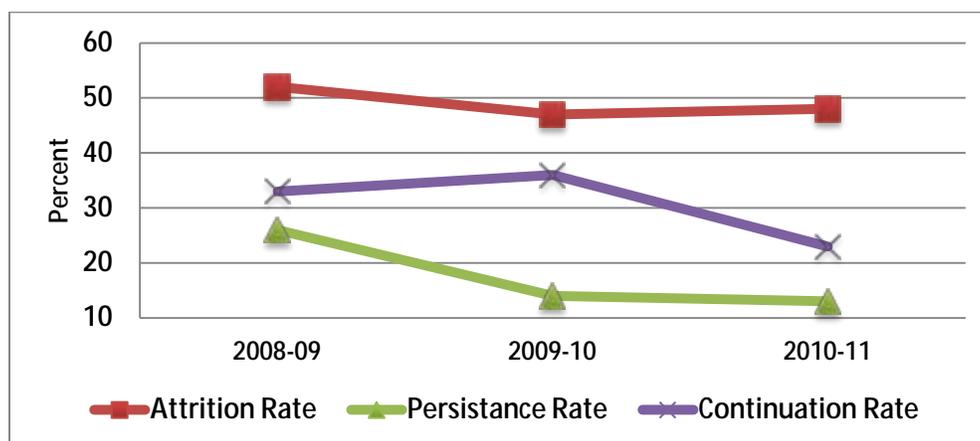
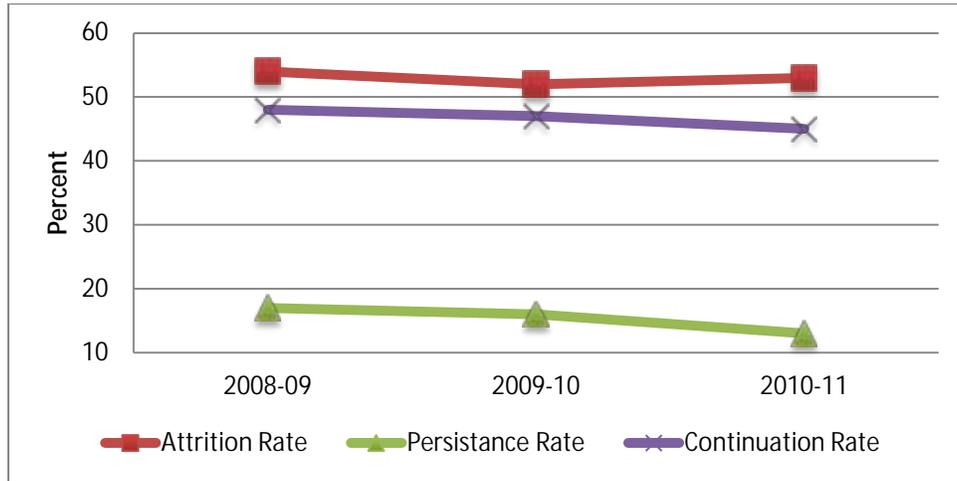


Exhibit 10: ESL Participation Rate Trends 2010-11



Florida Department of Education
Division of Career and Adult Education
Craig Winger
Craig.Winger@fldoe.org