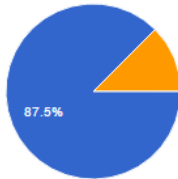


## AE PMF Task Force Meeting | January 20, 2016 Feedback Form Results

### Voting:

**My LEA would like to use the proposed two-week rule to create a common pool of students for the denominators. This would replace the 12-hour rule.**



|         |   |       |
|---------|---|-------|
| Yes     | 7 | 87.5% |
| No      | 0 | 0%    |
| Abstain | 1 | 12.5% |

**In the meeting, the group had some ideas on how to handle students who repeatedly enter and exit or stop-out of the program. What ideas do you have on how to handle this issue within the two-week rule?**

We are okay with it either being cumulative or beginning again at each entry as long as the cumulative minimum participation cut off for counting in the pmf data is no less than 12 hours-see additional comments below for more info about this.

We have learned that TABE Testing at the end of the first week of Orientation serves to manage our denominator growth considerably on the front end along with retaining students. We conduct bi-weekly awareness sessions as an introduction to our program and what we offer, what we don't offer to give potential adult students the chance to determine if we are a "fit" for them before participating in Orientation.

Would like to discuss this more. Possible questions to raise: Student enters Sept/ Drops in Nov. Same student enters Jan/ drops in Feb. Same student enters again in March drop in May. In this scenario - 1. when does this student count for retention? 2. how is academic achievement considered. First time entry to last time drop for pre-post test? what happens when student doesn't have enough instructional hours between pre-post test for it to be valid? 3. what growth should be expected of such a student? same as others? 4. How does ISA get counted for this student. do you count each time in/out separately. If so, am I better off as a school to unenroll and re-enroll students each time they have low attendance? 5. Do you limit how many times you can have entry/exit within same program year for a student? 6. Does this provide an incentive to enrolling increase number of students 1 week before Oct 5 count and then dropping within 15 calendar day window and reaping benefit financially but no accountability programatically? Enrol on Oct. 5 =200: 25 students with start date of Oct 1; Oct 13 enr = 180. 20 students no longer enrolled, paid for, but not accountable for b/c less than 15 calendar days

A student should be included in the denominator in a school year if he/she meets the two-week rule anytime during the year, but not cumulatively over multiple terms. This is important for schools like AoH that have up to 4 terms per school year.

My LEA would like to utilize the two week rule as non-cumulative, meaning that the student's 'clock' would re-set during each enrollment until he/she demonstrates a strong commitment to the program through attendance and remains enrolled beyond the first two weeks. Once a student enters the metric for the year, he/she would no longer be subject to the two week window on subsequent enrollments. This would ensure that schools are not dis-incentivized by re-enrolling students and providing them with an additional opportunity to pursue their credentials, while also providing a consistent policy that can be aligned with school policy. If a student pre-tests during his or her two week window and is dismissed prior to the end of the window, my LEA would like to activate the pre-test score if the student re-engages and is retained beyond the two week window within 3 months. This would prevent over-testing of the student population.

1. A student should present as a fresh start at each entry point. 2. If a student re-enters the same program, school should receive credit for retaining that student. This student should be removed from the follow-up metric. 3. SPED students and students who are under 18 should be tracked separately due to the legal requirements around attendance and enrollment for this population.

It would be ideal to only use the most recent enrollment record not the school year total.

The group should return to discuss this. Clarification needed.

### Other comments on the two-week rule proposal:

1. We support the intention of the rule overall, but believe additional clarification is needed for the two-week rule. The proposed business rule that defines enrollment based on days enrolled rather than hours present actually will include some students in the pmf data that previously would not have been counted under the old 12 hours rule. Students who may attend only twice a week due to work schedule or students who need to be out for an extended period during the first two weeks due to their own or children's illness could get counted in the pmf data because they were enrolled two weeks, even though they attended less than 12 hours. We would prefer not to be forced to exit these students right at two weeks if they have a good reason to be out, when a rule that incorporates a minimum of hours present as well as days enrolled would accommodate this concern and allow us to encourage students to continue attending. We propose that students be counted in the pmf who are enrolled 15 calendar days AND who are present at least 12 hours. This is necessary to keep the intention of the change from the 12 hour rule to the 15 calendar day rule which was to expand the number of days of participation to count in the data. For 14-15 our school would have actually had 5 students who would be counted in the PMF data under the new rule who weren't counted under the 12 hour rule. 2. Adult student entry dates are varied and ongoing throughout the year. As existing students obtain jobs, go on maternity leave, etc, we fill openings from our wait list. To encompass this reality of adult education, and the variety of enrollment terms that programs use, we feel it would be simpler to define the parameters for inclusion in the pmf data as: Students who are enrolled 15+ school days and present at least 12 hours from their enrollment date (Rather than referring to the number of days from the start of the term since that is so varied between schools and the reality is that some students will always be coming in later in the term regardless of term start date)

Change - all eligible students take pre-test in first two-weeks to four-weeks Remove the language of 60% - it's not necessary in the rules and up to the school for how to do this. Creates expectation that schools will do this. Provides grounds for confusion - what if I don't drop the kid, can I go back and drop him 6 months later, etc.

None.

Change text to: "All \*eligible\* students enrolled on the first day of the third week..." Change "15th calendar day" to mean the greater of the two: 15th calendar day or 11th school day.

As we stated in the meeting, Carlos Rosario cannot test all students with CASAS during the first two weeks of class.

**My LEA would like to include students with a secondary credential from the prior program year in Entered Employment or Entered Postsecondary measure and eliminate the separate Entered Postsecondary Prior Year measure.**



|         |   |      |
|---------|---|------|
| Yes     | 8 | 100% |
| No      | 0 | 0%   |
| Abstain | 0 | 0%   |

**Comments on the Entered Postsecondary Prior Year proposal:**

We are in agreement with the measure as worded below. Will all students who meet enter post-secondary/career training in the 2nd year go in the Enter employment measure or will those who were in the retain employment cohort in the previous year go in the retain employment measure instead? We feel it would probably be easier to add them all to the enter employment measure, but would be okay with either option.  
Agreed.

**Feedback:**

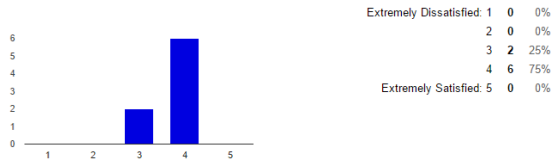
**Comments on the proposal to modify the federal definition for "out of the labor force" to include only those students who are: retired, full-time parenting, in ill-health or disabled, or institutionalized (i.e., incarcerated)**

Student does not have a permit to work in the U.S.  
We don't take issue with this proposal.  
please add students who are no longer in country Would need to clearly change language on PMF of what this metric is and how different from prior. adjust floor/targets  
Also include students who are not working and are full-time students and intend to re-enroll from one term to the next.  
My LEA would like confirmation from PCSB that it will remain acceptable to indicate that a student is out of the workforce without specifying which of the criteria applies to the student. It was clear at the meeting that several schools felt it was a privacy concern to request the exact reason for being out of the labor force and did not intend to record this information. Therefore, my LEA would like clarification that the exact criteria will never be part of the PCSB audit.  
Include the following: Deported students Students who have returned to their home country  
None  
We want to maintain student privacy. There should be a category of "full time student".

**Comments on the proposal to check for students' "out of the labor force" status at entry.**

As previously discussed, this type of list should be used only to identify that the student has one or more of the following reasons for not participating in the labor force. Individual reasons should not be identified to protect student privacy and reduce barriers to participation  
This is already a practice at our school. Our Student Success Specialists obtain this information during students' first meeting when they fill out the Individual Learning Plan (ILP).  
ok  
We agree with proposal to clarify employment status or reason for being out of labor force. We need clarification which entry employment status to use for learners who may have multiple entries during a school year. Should we use status recorded during first entry as per NRS rule, or latest status recorded during school year?  
N/A  
na  
None  
This is what CR does already so we are fine with it.

**On a five-point scale, where "5" is extremely satisfied and "1" is extremely dissatisfied, how satisfied are you with today's meeting?**



**On a five-point scale, where "5" is strongly agree and "1" is strongly disagree, please rate your thoughts on the following statement:**

