

PURPOSE

The purpose of this Technical Assistance Paper is to provide guidance on compliance to school districts and Florida College System institutions on reporting instructional hours in adult general education programs in accordance with 6A-10.0381, Florida Administrative Code (F.A.C.), *Registration of Adult Education Students and Enrollment Reporting for Adult General Education Students*. Major updates were made to these procedures for the 2017-18 reporting year.

HISTORY

The reporting procedures developed for implementation in the 2006-07 reporting year were developed to ensure accurate and consistent reporting of instructional activity in adult general education programs offered through school district and Florida College System institution programs. These procedures included the following features:

- Establishment of an enrollment threshold
- Establishment of a procedure for the withdrawal of students for non-attendance
- Establishment of a maximum number of fundable instructional hours per year

The original procedures were effective from the original adoption in 2006-07 through the summer reporting for 2017-18 year.

In the fall of 2016, the Florida Department of Education (“Department”) convened a small work group to consider amendments to the original procedures. After the rule development process, the final procedures adopted in rule included the following updates:

- Creation of 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

FREQUENTLY ASKED QUESTIONS (FAQs)

Q1. How does the minimum “Enrollment Threshold” portion of the procedures work? What does “per program” mean with regard to the minimum enrollment threshold?

A 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 to be counted as fundable enrollment.¹ While students are scheduled for a certain number of hours during a reporting period, the local educational agency must track the actual attendance hours up to the point at which a student receives 10 actual hours of direct instruction. If the student does not meet the 10 hours of direct instruction, the actual number of hours of attendance, not the originally scheduled hours, is reported. The actual number of hours of attendance reported must only include the actual time present for class instruction and may not include the total scheduled time for the course period.

Because total instructional hours are reported using whole numbers, students with at least one hour and less than ten hours of attendance should be reported with the total number of full hours of instruction they have received. For example a student with 9.75 hours would be reported with 9 hours of instruction. Students with less than one hour of total instruction, should be reported with one hour.

“Reporting” period refers to a reporting survey for state student level reporting requirements.²

“Program” refers to each adult general education program listed in the table below.

Approved Adult General Education Programs as of July 1, 2019³

Program Name	Program Code	CIP	WIOA Eligible	CRC (Districts)	ICS (Colleges)
Adult Basic Education	9900000	1532010200	Yes	401	1.32.01
Adult High School	9900010	1532010202	Yes	402	1.32.02
Adult High School Co-enrolled	9900099	1532019900	No	402	1.32.02
GED® Preparation	9900130	1532010207	Yes	403	1.32.03
Adult English for Speakers of Other Languages	9900040	1532010300	Yes	404	1.32.04
Adult ESOL College and Career Readiness	9900051	1532010302	No	404	1.32.04

¹ Rule 6A-10.0381(6), F.A.C.

² For colleges, reporting surveys are specified in the annual student data dictionary. For school districts, reporting surveys are specified in the Workforce Development Information System required in S. 1008.40 and Rule 6A-1.0014, F.A.C.

³ Programs are adopted in Rule 6A-6.0571, F.A.C.

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Adult ESOL Literacy Skills	9900300	153201030 3	No	404	1.32.04
English Literacy for Career and Technical Education (ELCATE)	9900050	153201030 1	Yes	404	1.31.04
Applied Academics for Adult Education	S990001	153201050 3	No	405	1.31.02

Updates to the program frameworks are adopted annually. All current adult general education program frameworks are posted here: <http://fldoe.org/academics/career-adult-edu/adult-edu/>.

The following examples are provided to illustrate the minimum enrollment threshold policy:

- Scenario 1: A student who had 6 actual instructional contact hours in an ABE math course (Adult Basic Education number 9900000) and 6 actual hours in an ESOL writing course (Adult English for Speakers of Other Languages program number 9900040).
 - The student did not meet the minimum required 10 instructional hours in the program; therefore, actual hours of attendance are reported instead of scheduled hours.
 - This student would be counted as a participant for the purposes of federal accountability and grant reporting because the total combined hours in all eligible programs was at least 10 hours. The student records for this example should be reported; otherwise, this student will not be counted for as a participant.
 - The hours reported for the student would not be included in fundable instructional hours as the student did not meet the contact hour minimum in either program (ABE or Adult ESOL) during the reporting period.
- Scenario 2: In the fall term, a student is enrolled in a GED math class (GED Preparation program number 9900130) and only attends the first two scheduled class meeting times (6 hours total) and never attends the class again during the semester or reporting survey; the same student enrolls in the GED math class again in the spring term and attends the first two scheduled classes (6 hours total) and then never attends again.
 - The student would be counted as a participant for the purposes of federal accountability and grant reporting. The student records for this example should be reported; otherwise, this student will not be counted as a participant.
 - The student did not meet the minimum required 10 actual instructional hours in either enrollment period; therefore, actual attendance hours are reported.
 - The hours reported for the student would not be included in fundable instructional hours as the student did not meet the contact hour minimum in either reporting period.
- Scenario 3: A student is scheduled to attend a two hour block in an ESOL class (Adult English for Speakers of Other Languages program number 9900040) on Monday through Friday. The student is in attendance for the full class Monday, Tuesday and Wednesday. The

student leaves the Thursday class after one hour, and only stays for the first fifteen minutes on Friday. The student then withdraws from the class.

- The student did not meet the minimum required 10 actual instructional hours; therefore, actual attendance hours are reported.
- The student was present for 7.25 hours; however, the total instructional hours reported to the state must be reported as a whole number, so a total of 7 hours would be reported to the state.
- The student would not be counted as a participant for the purposes of federal accountability and grant reporting.
- The hours reported for the student would not be included in fundable instructional hours as the student did not meet the contact hour minimum.

Q2. How will the placement hours be taken into account in the implementation of the 12-hour threshold? Are the placement hours considered instructional hours?

For each program listed in the table in Q1, the Department uses a 10-hour minimum requirement when processing records. The placement hours for an assessment used to determine functioning level prior to enrollment in the appropriate class are not instructional contact hours and should be not reported.⁴

Q3. Do orientation hours count as instructional contact hours?

No. Orientation hours are not instructional contact hours.⁵

Q4. May any of the following activities be counted as instructional hours: field trips, career orientation or planning, homework?

Adult general education program curriculum frameworks provide the content standards that must be mastered in the program.⁶ These standards should be the basis of curriculum design and for the selection of instructional materials, activities and techniques used by the instructor. If the activity is delivered during the scheduled attendance hours and is appropriate for the delivery of the curriculum framework content standards, those hours would be considered instructional contact hours. Any activity, like homework, that is supplemental to the scheduled hours of attendance may not reported as instructional contact hours.⁷

⁴ Rule 6A-10.0381(6), F.A.C.

⁵ See Rule 6A-10.0381(2)(d), F.A.C.

⁶ Rule 6A-6.0571, F.A.C.

⁷ Rule 6A-10.0381(2)(d), F.A.C.

Q5. What is the difference between how instructional hours are used for state funding and Workforce Innovation and Opportunity Act (WIOA) accountability reporting?

All adult general education instructional hours must be reported in accordance with the procedures specified in Rule 6A-10.0381, F.A.C. However, the following table summarizes how the hours are used for each purpose.

Purpose	Summary of Records Used
Use of Instructional hours in calculation of full-time equivalents (FTE) for state funding	Student records with at least 10 instructional hours in a program and reporting period are included. ⁸ Records that do not meet the 10-hour threshold are not included.
Accountability Measures for WIOA reporting	A participant is defined as an individual in an Adult Education and Family Literacy Act (AEFLA) program who has completed at least 12 contact hours. ⁹ The annual National Reporting System (NRS) report for AEFLA programs is completed on an annual basis. For purposes of identifying NRS participants, any student in one or more AEFLA eligible programs who has 10 instructional contact hours or more in a reporting year may be counted as an NRS participant ¹⁰

Q6. What are the requirements for the withdrawal of students for non-attendance for classroom and laboratory instruction?

The standard for withdrawal for non-attendance is six consecutive absences.¹¹ Instructional hours may only be reported from the date of enrollment through the last date of actual attendance for students who are withdrawn for non-attendance.¹²

For example, a student is enrolled in a GED math class for 16 weeks, 5 hours per week (1 hour per day on Monday through Friday). If the student meets the 12-hour threshold and stops attending the class in week 6, the student must be withdrawn for non-attendance. The scheduled hours from the first date of enrollment in a class to the last date of actual attendance may be reported. However, if the student with six consecutive absences re-enrolls during the reporting period within 30 days of the initial withdrawal for non-attendance and continues to attend the rest of the class without an additional six consecutive absences, the instructional hours are reported from the first date of enrollment to the end of the reporting survey.¹³

⁸ *Id.*

⁹ 20 CFR § 677.150(a)(3).

¹⁰ Rule 6A-10.0381(6), F.A.C.

¹¹ Rule 6A-10.0381(9)(a)1., F.A.C.

¹² *Id.*

¹³ Rule 6A-10.0381(9)(a)2., F.A.C.

Q7. Does each institution have to develop procedures for withdrawing a student for non-attendance in classroom and laboratory courses?

Yes.¹⁴ Each school district and Florida College System institution must establish procedures for withdrawing a student for non-attendance. The items to be specified in the local withdrawal procedures should include the following: establishing procedures for recording of a withdrawal date for each student and documentation procedures for auditing purposes. It is recommended that each agency have a training plan for staff to ensure that the withdrawal procedures are followed.

Q8. What is meant by “asynchronous online”?

Asynchronous online courses are designed to allow the student to access materials, lectures, tests and assignments on their own schedule. While students may be given a timeframe for completion of tasks, the work of students and of instructors is occurring at different times.¹⁵ Asynchronous learning may include a variety of instructional interactions, including email exchanges, discussion boards, and course management systems that organize instructional materials and correspondence.

Q9. 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 through the student is using a computer laboratory. Since the work of the student and teacher is occurring at different times, this would be considered asynchronous and the policies for online adult general education courses would apply.¹⁶

Q10. 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?

No.¹⁷ Asynchronous online components must be scheduled separately from classroom or laboratory instruction.

Q11. Does an excused absence count toward the six consecutive absences for the withdrawal procedure?

¹⁴ Rule 6A-10.0381(9)(a)3., F.A.C.

¹⁵ Rule 6A-10.0381(10), F.A.C.

¹⁶ See Rule 6A-10.0381(10), F.A.C.

¹⁷ Rule 6A-10.0381(10)(b), F.A.C.

Yes. Any absence, other than those exceptions identified in rule, is still an absence for purposes of these procedures. The exceptions are specified in Rule 6A-10.0381(13), F.A.C.

If class is scheduled and an on-campus emergency occurs that results in the cancellation of a regularly scheduled class, this absence is not included in the consecutive absence total.¹⁸

Q12. The procedures state that “If a student completes a literacy completion point (LCP) which results in a change in the program or course prior to the scheduled end of the class, report the instructional contact hours to the date the LCP was earned.” What happens if a student has not earned the highest level LCP in the program and remains enrolled in the class?

If a student earns an LCP and continues to attend the class because he or she has not completed the highest LCP in a program and would not be required to transfer to another program, the instructional hours after an LCP is earned may be reported because the student did not withdraw from the class.¹⁹ See scenario 1 below for an example. However, for a student who completes the highest LCP, is withdrawn from the class and moved to a different program, the student must be withdrawn from the class when the LCP is earned and should be treated as a transfer under the instructional hours reporting policy.²⁰ See scenario 2 below.

- Scenario 1: A student enrolled in an ABE math class at a level 3 earns an LCP. Since the student has not tested out of math, the student may continue to be enrolled in the same course and hours earned after the LCP may be reported.
- Scenario 2: A student enrolled in an ABE reading class at level 4 earns an LCP. Level 4 is the highest level available in ABE. Upon earning the LCP, this student has tested out of ABE reading and should be withdrawn from the course based on the date the LCP was earned. The student would then be transferred to the appropriate GED preparation program.

Q13. Do I report the last date of attendance or the day after the last date of attendance when withdrawing a student for non-attendance?

A local data system may require that the date of withdrawal be the last date of actual attendance or the day after the last date of actual attendance. Regardless of the date that is required for entry into a local data system, for a student withdrawn for non-attendance, no instructional hours after the last date of actual attendance in a course may be reported.²¹

¹⁸ Rule 6A-10.0381(13), F.A.C.

¹⁹ See Rule 6A-10.0381(9)(b), F.A.C.

²⁰ See Rule 6A-10.0381(9)(d), F.A.C.

²¹ Rule 6A-10.0381(9)(a)1., F.A.C

Q14. Can a student be enrolled in more than one section of the same class? For example, can they take a reading course scheduled for Mondays and Wednesday and also enroll in a reading course scheduled for Saturdays?

Yes. There is nothing in the adult general education reporting procedures that would prevent a student from being reported in more than one course section for the same content area. The section meeting times could not overlap and allow for the same time period to be counted twice.

Q15. Does the six absences standard only apply within a term or reporting period?

Yes. All reporting requirements are based upon the terms of enrollment, as required by the data submission procedures.²²

Q16. A student receiving classroom-based instruction has four absences at the end of the fall term; the same student enrolls in the same course four weeks into the next term and remains in attendance through the end of the term. What course enrollment start and exit dates are used for the fall and spring reporting terms?

For the fall term, the course entry date is that first date of attendance in the class and the exit date would be the scheduled course end date for that class.²³ The withdrawal for non-attendance does not apply because there were only four consecutive absences, not six as required by the procedures.

For the spring term, the course entry date is the date of enrollment in the course which is the first date of actual attendance in the class, not the course start date at the beginning of the term.²⁴ The exit date would be the last scheduled day of classes for that course in the term.²⁵

Q17. If a student is scheduled in a block of classes (reading from 4-5 pm, writing from 5-6 pm, and mathematics from 6-7 pm) in an on-campus laboratory, must attendance be verified for each period?

Yes.²⁶

Q18. John Doe is enrolled in a class-based course that is scheduled to meet Monday through Thursday during the term. On two occasions, he was unable to attend class during

²² For colleges, reporting surveys are specified in the annual student data dictionary. For school districts, reporting surveys are specified in the Workforce Development Information System required in S. 1008.40 and in Rule 6A-1.0014, F.A.C.

²³ See Rule 6A-10.0381(7)(a), F.A.C.

²⁴ See Rule 6A-10.0381(2)(c), F.A.C.

²⁵ See Rule 6A-10.0381(7)(a), F.A.C.

²⁶ Rule 6A-10.0381(8)(c), F.A.C.

scheduled classroom hours. His teacher agreed to meet with him on two consecutive Fridays. May we report these instructional hours?

No. Scheduled classroom and laboratory hours are based on the time the class is scheduled to meet.²⁷ Attendance is defined as physical presence in a scheduled classroom or laboratory course.²⁸

Q19. If my college runs two sections, June 4-30 and July 1- August 2, during a summer semester, how much would a student pay for tuition?

Your institution would assess the single term block tuition of \$30 for term or \$45 per half year, irrespective of the number of sections the student is enrolled in.²⁹

Q20. All of my district's summer classes are scheduled to occur from May 1 to August 5. How should these records be reported? What effect does the reporting of two course records have on the tracking of consecutive absences for non-attendance if a student is absent for the first three courses scheduled after June 30?

The policy specifies that the data reporting for this summer course must occur in two course records – one from the date of enrollment in the course and the second record for July 1 to the scheduled end of the course or the student withdrawal date, whichever is sooner.³⁰

If the student's course enrollment is scheduled from May 1 to August 5, then the withdrawal policy would apply for that period of time and the student does not have a new course enrollment date effective July for purposes of the withdrawal policy. However, if a district chooses to schedule a student into two separate reporting periods, such as summer session A from May 1 to June 30 and summer session B from July 1 to August 5, the withdrawal policy would apply to each scheduled section.

Q21. What if the online delivery is not provided in an "asynchronous" manner?

If during the online delivery of the course students are expected to attend during regularly scheduled instructional hours, with all the students and the course instructor together in a virtual classroom, scheduled hours may be reported³¹. The minimum "Enrollment Threshold"³² still applies as well as the mandatory requirement to procedurally withdraw a student after six consecutive absences³³. Attendance and class-participation expectations are identical to an in-person instructional environment. Note: Any combination of synchronous and asynchronous online delivery will require separate course sections for the synchronous and asynchronous activity.

²⁷ Rule 6A-10.0381(2)(e), F.A.C., and Rule 6A-10.0381(2)(f), F.A.C.

²⁸ Rule 6A-10.0381(2)(a), F.A.C.

²⁹ S. 1009.22(3)(c), F.S.

³⁰ Rule 6A-10.0381(11), F.A.C.

³¹ Rule 6A-10.0381(7), F.A.C.

³² Rule 6A-10.0381(6), F.A.C.

³³ Rule 6A-10.0381(9)(a)1, F.A.C.

ADJUSTMENTS TO REPORTING REQUIREMENTS DUE TO COVID-19 RELATED EXECUTIVE ORDERS AND DOE ORDERS

On March 23, 2020, the Florida Department of Education issued Emergency Order No. [2020-EO-01](#) in response to the current COVID-19 pandemic requiring campus closures and later directives transitioning in-person instruction to online delivery environments. This section provides a summary of administrative rules and policies related to AGE instructional hours waived as a result of the Emergency Orders. These administrative rule waivers remain in effect only to the extent the Emergency Order is extended.

- Section 9, Part A of Emergency Order No. 2020-EO-01 directed all AGE course instruction to be provided through virtual and online methods to the extent possible. The Department was charged with working with the appropriate agencies to make online instruction possible.
- For courses established prior to the implementation of the Emergency Order, a waiver of 6A-10.0381 (10)(b), allows agencies to combine hours from online and classroom-based activities in the same course. The course delivery modality should not be changed in data reporting systems.
- Rule 6A-6.014(4)(a)1, F.A.C. has been waived, allowing enrollment of students in adult education without pre-testing. Agencies will have to use local discretion on which programs to enroll students. As soon as testing becomes available, agencies will need to pre-test students utilizing an approved NRS pre-test to determine an appropriate initial educational functioning level with which to report the student. See [Memo: Guidance on the Reporting of Initial Functioning Level for Newly Enrolled Adult Education Students](#), dated June 9, 2020, for detailed placement and reporting guidance.
- The Division issued guidance allowing for the administration of secure remote testing of approved NRS pre-tests. Please see the Florida Adult Education Assessment [Technical Assistance Paper](#); refer to pages 11 and 21-27.
- Rule 6A-10.0381(9), requiring procedural withdrawal for students with more than six consecutive absences, has been waived. However, agencies are still required to document attendance for in-person classes, and track contact hours for asynchronous online course delivery for instructional and testing purposes.
- According to Rule 6A-10.0381(13), if a facility is closed due to an emergency, scheduled classroom and scheduled laboratory hours for those days may still be reported.