

WEBVTT

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00:00:09.059 --> 00:00:09.690

Kendra.Jahnke: Never

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00:00:10.139 --> 00:00:13.980

famisflorida@gmail.com: Has all right, feel free to get started. Whenever you're ready. All right.

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00:00:14.610 --> 00:00:30.060

Kendra.Jahnke: Well, good morning, everyone. I'm country junkie. I am the Director over the PIP office or also known as the Florida education and training placement information program. It's such a mouthful that everyone just calls us fat, Pip.

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00:00:31.140 --> 00:00:46.410

Kendra.Jahnke: So I'll go in today, and I'll explain who we are, what we do and how we might be beneficial for your district for maybe not so much what you do in particular, but you could share it with someone at your district that you think could benefit from our services.

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00:00:47.730 --> 00:00:48.090

Kendra.Jahnke: So,

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00:00:51.120 --> 00:01:04.200

Kendra.Jahnke: There it is, so fat, Pip. We were actually charged by statute. We are created by statute to provide follow up data on all of Florida's former students or program participants.

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00:01:04.890 --> 00:01:13.410

Kendra.Jahnke: Who've either graduated exited kind of like dropouts are just completed any type of public education or training program.

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00:01:14.670 --> 00:01:32.070

Kendra.Jahnke: This this data that we collect and provide it's used to evaluate and improve those programs and educational services that we as the state are providing our students. So it's to be used in a beneficial purpose and really to help improve what what we're providing

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00:01:33.450 --> 00:01:48.510

Kendra.Jahnke: So the data that we collect. I wouldn't really call us a collection office. We actually have agreements with other agencies and offices within the department that share the data, they've collected and they they provide it to us.

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00:01:49.590 --> 00:02:01.980

Kendra.Jahnke: But so we get a lot of education data, we get the Florida public school districts your guys's data. You don't have to do anything extra. We actually use that survey data you provide to gather your

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00:02:02.400 --> 00:02:19.950

Kendra.Jahnke: You know, graduates dropouts etc type of cohort. And then the same thing with district code secondaries, whether it's adult education or the career and technical schools, that's already reported to the department. So those offices. Help us out and they they provide that data to us.

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00:02:20.970 --> 00:02:34.290

Kendra.Jahnke: Those other educational groups, we get the State College covert data, the state university system. Independent Colleges and universities as well as the Commission for independent education. So those last two

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00:02:34.800 --> 00:02:48.390

Kendra.Jahnke: Those are actually private colleges and private universities and what you could kind of think of is Kaiser university or Bethune Cushman is an eye cuff school those types of colleges and schools.

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00:02:48.900 --> 00:02:54.510

Kendra.Jahnke: That we might not normally collect by the Florida Department of Education, we have

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00:02:55.200 --> 00:03:01.650

Kendra.Jahnke: Agreements with those different entities to provide us their data because they're very interested in the outcomes we can provide

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00:03:02.280 --> 00:03:10.200

Kendra.Jahnke: And then on top of education data. We also get workforce participants. So there's 24 regional boards in the state.

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00:03:11.190 --> 00:03:19.140

Kendra.Jahnke: That typically called career source boards and they're a little bit popular and of topic right now due to all the employment.

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00:03:19.770 --> 00:03:37.170

Kendra.Jahnke: Situations that are occurring because of coven so they're busy at work and we also receive data from vocational rehab blind services and then even some special groups like apprenticeships or dropout prevention and a lot of other special

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00:03:38.070 --> 00:03:44.730

Kendra.Jahnke: Agencies are groups that have data that they would like follow about comes for they they provide us their data as well.

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00:03:47.010 --> 00:04:02.970

Kendra.Jahnke: So we get all that all those cohorts all the educational and workforce data. And we've got a kind of match them to this follow up data that we have. So follow up data. It's kind of a plethora of things I'm listing the majority of it here.

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00:04:04.260 --> 00:04:11.280

Kendra.Jahnke: The things the type of data. We're going to follow up and match your students to our continuing education enrollments.

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00:04:11.580 --> 00:04:21.870

Kendra.Jahnke: Are they enrolling after they leave your school, your district post secondary your technical college after they exit or even a high school, where are they going

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00:04:22.290 --> 00:04:32.580

Kendra.Jahnke: Are they enrolling in in a district post secondary or they enrolling in the local State College or State University, or even private, we can find that out for you.

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00:04:33.030 --> 00:04:43.320

Kendra.Jahnke: We're not going to tell you individually that Johnny Smith is enrolled at this school, but we can give you aggregate data that lets you know what's happening to your groups of students.

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00:04:44.370 --> 00:04:52.080

Kendra.Jahnke: And then also on top of continuing education. We get employment wages, we actually get the data from the Department of Revenue

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00:04:52.530 --> 00:05:11.370

Kendra.Jahnke: We have a contract with them that they share the states we just with us from the unemployment insurance wage. And with that, we use the social security number of the cohort data we've received and we match it to their, their employment records.

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00:05:12.930 --> 00:05:25.050

Kendra.Jahnke: We used to get federal employment, which is that Office of Personnel Management, but it's currently under review and the feds are kind of determining whether or not they're going to share it with us again. So we're kind of

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00:05:25.620 --> 00:05:35.730

Kendra.Jahnke: Waiting on them and then the same thing for the Department of Defense, we, we used to get military data. But now we're we're waiting to see if they're going to share it once again.

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00:05:36.900 --> 00:05:45.570

Kendra.Jahnke: Those are typically specially military hot topics that people like to be able to have as a follow up to know if their students are in the military or not.

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00:05:47.550 --> 00:05:54.810

Kendra.Jahnke: Maybe not so happy have an outcome, but it is a very interesting fact and can be beneficial for a program

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00:05:55.560 --> 00:06:06.990

Kendra.Jahnke: Is corrections data. We work with the Florida Department of Corrections to receive all the incarceration and community supervision data. So although it's not really great, but

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00:06:07.320 --> 00:06:16.680

Kendra.Jahnke: If your students were found incarcerated after they left your school or program. We can give you those counts and percentages and you know you can kind of

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00:06:17.250 --> 00:06:20.190

Kendra.Jahnke: See what you what you could do to maybe help prevent that.

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00:06:21.150 --> 00:06:39.750

Kendra.Jahnke: And then also receive public assistance data. So if your students leave. We can let you know if if they're kind of receiving assistance for tennis or food stamps, which is also called snap, we can let you know who's receiving that type of assistance not individually, but as an aggregate

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00:06:41.400 --> 00:06:48.780

Kendra.Jahnke: I feel like I'm going very fast because I can't see your faces and I'm just talking to a screen, but it's okay. I'm a power through

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00:06:49.560 --> 00:07:00.450

Kendra.Jahnke: So we've got all our all the cohort data and we've got all of this outcomes data that we can match it to. But what are the major uses that people use our epic follow up data.

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00:07:00.870 --> 00:07:15.990

Kendra.Jahnke: So obviously placement and accountability. You know, it lets you know what's happening to your students once they leave it lets you know if your programs are being effective or if you need to make improvement because you're not finding that your students.

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00:07:17.010 --> 00:07:22.140

Kendra.Jahnke: Are getting employed or continue their education that they might need a little bit of help and prep from you.

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00:07:22.980 --> 00:07:33.600

Kendra.Jahnke: We also use it at the Department for strategic imperatives for different imperatives and goals that we've set up the department we use that to help measure those particular goals.

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00:07:34.860 --> 00:07:46.260

Kendra.Jahnke: Both the Florida college system. They have state colleges in the state university system they use our follow up outcomes data for not only funding, but also accountability and program review.

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00:07:47.520 --> 00:07:51.690

Kendra.Jahnke: Our data can also be used for career counseling and guidance information.

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00:07:52.710 --> 00:07:59.250

Kendra.Jahnke: You know, you can easily use our data to see if there's a maybe a program, you want to enroll in

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00:07:59.850 --> 00:08:08.460

Kendra.Jahnke: At the local state college. Maybe it's, you know, accounting, get an as an accounting, but you're not really sure you know what

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00:08:08.910 --> 00:08:13.740

Kendra.Jahnke: Hundred people do after they they graduate with an as an accounting from particular school

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00:08:14.430 --> 00:08:23.820

Kendra.Jahnke: You can actually look up that schools report and we can tell you if you graduate with an as an accounting from, you know, Tallahassee Community College.

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00:08:24.120 --> 00:08:33.780

Kendra.Jahnke: That this is the percentage of students who are employed. This is the percent who are actually in a job related to that program of study.

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00:08:34.020 --> 00:08:45.570

Kendra.Jahnke: This is how many more of those students are enrolling and continue education, you can actually find out what's the average wage to expect your average salary, we can provide that to give an idea.

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00:08:46.200 --> 00:08:55.920

Kendra.Jahnke: All that type of information is in our reports I did is also used by the Korean adult ed office. The terrorists as a lot of people know them.

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00:08:56.310 --> 00:09:08.250

Kendra.Jahnke: For Perkins and federal career and technical education reporting or CTE reporting and in the same respects. It's used for we yo performance measures which is also another type of

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00:09:08.910 --> 00:09:19.290

Kendra.Jahnke: Federal reporting for the Workforce Innovation and Opportunity Act that data is used for Leo as well, which includes adult ed and district post secondary

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00:09:21.000 --> 00:09:29.310

Kendra.Jahnke: So the dissemination of data. How do we get our data out to everyone. Well, we create performance and accountability reports annually.

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00:09:29.880 --> 00:09:43.140

Kendra.Jahnke: And then we get a number of ad hoc requests and we create a lot of ad hoc reports, pretty much weekly meeting. We get a lot of customers and we're happy to help and create any type of report that you need.

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00:09:43.980 --> 00:10:00.780

Kendra.Jahnke: Whether it be for a special student population, you might be interested in maybe a group of students who were on a stem track at your high school and you want to know, did they enroll in a stem related

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00:10:01.770 --> 00:10:10.380

Kendra.Jahnke: post secondary program or are they employed in an industry related to that, those types of things we can help you out, or if you just want to know.

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00:10:11.640 --> 00:10:16.890

Kendra.Jahnke: High School graduates with a you know a standard diploma. We can give you that, too.

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00:10:18.240 --> 00:10:29.490

Kendra.Jahnke: So we do presentations, kind of like this that I share what we do and what we can help you with. And then we also have some already kind of canned reports on our website.

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00:10:29.970 --> 00:10:39.720

Kendra.Jahnke: Where you can see the different types of cohort areas that we provide data for and even the different types of outcomes that we can calculate create for you.

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00:10:40.200 --> 00:10:49.590

Kendra.Jahnke: So the web links right there, it's too long and you don't remember you can always go to do E's website and type in in the search bar.

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00:10:50.310 --> 00:10:59.310

Kendra.Jahnke: And I apologize if you can hear my dogs barking. They don't really understand this whole presentation thing and being quiet but maybe they'll settle down soon.

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00:11:00.420 --> 00:11:10.680

Kendra.Jahnke: So tracking Florida students. So we get all that data and we can actually follow them. We typically just go one year after graduation.

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00:11:11.790 --> 00:11:20.160

Kendra.Jahnke: But we can follow your groups, one year out, how did they do two years later, five years down the road. If you want to see a longitudinal

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00:11:20.790 --> 00:11:29.310

Kendra.Jahnke: Kind of track, we can assist you with that. But our most common is the following year. So this is an example of one of our reports.

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00:11:29.790 --> 00:11:46.140

Kendra.Jahnke: As you see the top it says it's for the 2017 18 public high school graduates with a standard diploma. So this is for the whole state of Florida. It's not for particular school or district of A, we can do that. I have an example on the next slide.

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00:11:47.520 --> 00:11:58.110

Kendra.Jahnke: But if you see 2017 18, you might be thinking to yourself, this is way too far behind. We're going into the 2021 school year. Why can't we have 2021 data.

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00:11:59.280 --> 00:12:12.780

Kendra.Jahnke: Will affect the past to kind of run a little bit behind. Not too far behind. Um, because we have to get those students an opportunity to have outcomes to be employed or to continue their education.

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00:12:13.860 --> 00:12:31.200

Kendra.Jahnke: And we also need to allow those different offices to collect that data and then send it over to us so employment data, we actually can't give you current today employment data because the Department of Revenue doesn't have it available to share

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00:12:32.430 --> 00:12:43.980

Kendra.Jahnke: So we actually have all of the 2019 year of employment, we have up to 2019 and then in a couple months or a few months will be getting the 2,021st quarter.

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00:12:44.370 --> 00:12:50.850

Kendra.Jahnke: So we got to kind of wait on the Department of Revenue and life to occur to allow those students to get

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00:12:51.570 --> 00:13:05.310

Kendra.Jahnke: Employed or enrolled in a post secondary program to then be able to match it to our data. So we do want a little bit behind. This is our most recent report the 1718 cohort, but we're currently getting started on creating our

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00:13:06.510 --> 00:13:11.100

Kendra.Jahnke: Outcome matches and those reports which we would have available in the fall.

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00:13:12.060 --> 00:13:18.570

Kendra.Jahnke: So if you look at this report, you're going to get a whole bunch of data on the left side, it's I can use my cursor. I don't know if that'll help

72

00:13:18.960 --> 00:13:37.260

Kendra.Jahnke: On this left side over here, you get the total individuals, which it's actually not a head count or the total amount who graduated with the standard diploma. These are actually the total individuals who had a valid SSN a valid social security number.

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00:13:38.550 --> 00:13:45.420

Kendra.Jahnke: We don't really want to hold it against you if they don't have a valid social security number when we're calculating percentages or outcomes.

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00:13:45.690 --> 00:14:00.270

Kendra.Jahnke: We just want to use the students that we could actually possibly make a match, not the ones that don't have a valid because then there's no reason to hold it as as a negative or or or a minus to your type of data.

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00:14:01.590 --> 00:14:05.880

Kendra.Jahnke: We want to keep it positive. So it's really 120 7000

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00:14:06.960 --> 00:14:16.560

Kendra.Jahnke: Graduates, with a standard diploma, who had a valid so security number and on the right of those students at 3% we were able to find an outcome for

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00:14:17.790 --> 00:14:29.400

Kendra.Jahnke: So on the left side we've got all the employment type information, we can have it broken down by any one of those students that we found employed was 54% we found employed and have that

78

00:14:30.660 --> 00:14:45.630

Kendra.Jahnke: Their average wages were a little low. But these are high school graduates, but we found them at \$11,520 and then we kind of go down to the next level. And we get more into full quarter employment.

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00:14:46.620 --> 00:14:54.300

Kendra.Jahnke: And full quarter employment is a little bit special, because we actually take their total wages for the quarter.

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00:14:55.590 --> 00:15:03.780

Kendra.Jahnke: And we divided by all 13 weeks and then we divided that by 40 hours and then we see if the

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00:15:05.070 --> 00:15:16.980

Kendra.Jahnke: Projected hourly rate needs or exceeds the minimum wage. If it does, then we consider that soon as working full time and they fall into the full quarter category.

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00:15:17.910 --> 00:15:34.200

Kendra.Jahnke: Typically when that's the case because we are only including those employees who have above the minimum wage, your average wages will be a little bit higher. So these 11% of students had almost \$24,000 of their average wage compared to 11,000

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00:15:35.520 --> 00:15:43.350

Kendra.Jahnke: Then we do the same thing, just below we find those employed and who were not continuing their education. So they just focused on employment.

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00:15:43.620 --> 00:15:57.030

Kendra.Jahnke: And then we also take those full quarter employed who are not continue their education. And typically, if they're just focused on employment, their wages are a little bit higher than if they had continuing education at the same time.

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00:15:57.960 --> 00:16:09.300

Kendra.Jahnke: We also have a section where we can break down those earning levels. So kind of that same thing that I said we take the quarter wage. The total quarter wages and we kind of backtrack it to figure out

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00:16:09.840 --> 00:16:20.910

Kendra.Jahnke: What they're making hourly if they worked 40 hours per week. So we've got less than the minimum wage equal to and up to \$15 and 39 cents. So

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00:16:21.150 --> 00:16:32.970

Kendra.Jahnke: Kind of work our way up to a high skill high wage category. And you can see how many of those students went to a high skill high wage job and what percentage and count that is

88

00:16:34.350 --> 00:16:45.120

Kendra.Jahnke: On the right side we kind of have a couple different things. We've got continuing education at the top. So you can actually see where did the students enroll for their post secondary

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00:16:45.660 --> 00:16:59.940

Kendra.Jahnke: This report just shows you at a high level, the institution type, but we can create reports that are actually by school by the exact program, we can get really detailed and go much lower dive deeper in the data.

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00:17:00.540 --> 00:17:08.730

Kendra.Jahnke: But up here, you can see that of this 106,000 with an outcome 58% were actually employed I'm

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00:17:09.870 --> 00:17:15.510

Kendra.Jahnke: Are not employed. I'm sorry. We're actually found continue their education and that 58%

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00:17:16.440 --> 00:17:25.380

Kendra.Jahnke: We found 3% were enrolled in a district post secondary. So they went from their district high school straight into maybe that Technical Center, a technical college

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00:17:25.800 --> 00:17:35.910

Kendra.Jahnke: 60% enrolled in a State College and we actually have the State College broken down by program type. And we can do this for the other

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00:17:36.690 --> 00:17:42.990

Kendra.Jahnke: Institution types as well. But on this report we break it down for the Florida college system to make it a little helpful.

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00:17:43.470 --> 00:17:58.680

Kendra.Jahnke: So those students. The 60% who enrolled in the Florida college system 70% of those 31,000 enrolled in a program that general transfer degree to then move on to state university or private school

96

00:17:59.280 --> 00:18:15.300

Kendra.Jahnke: And it gives you the breakdown by program type on those who graduated high school when enrolled into a State University, kind of like the Florida State University, the better of the universities in the state. That's an opinion and probably close to a fact.

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00:18:16.410 --> 00:18:26.160

Kendra.Jahnke: We've got 34% of those high school graduates enrolled in a State University. And again, we can give you the breakout by by university by program type

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00:18:26.550 --> 00:18:36.450

Kendra.Jahnke: When kind of go down and give you more information. And then we also have that private college and university data to which is about 7% of those students enrolled.

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00:18:38.490 --> 00:18:44.400

Kendra.Jahnke: We do have a little note that sometimes students can be in more than one setting. It is possible or more than one

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00:18:44.730 --> 00:18:57.120

Kendra.Jahnke: Kind of program. So sometimes we have duplicate counts in the details. And then we only count them once in the total. So if we do things kind of special particular we've got notes for that and we can calculate it.

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00:18:57.720 --> 00:19:01.920

Kendra.Jahnke: Actually, if you have a particular way of how you want it shown, we can do that as well.

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00:19:03.270 --> 00:19:15.300

Kendra.Jahnke: So just like employment, where we kind of had a not continuing education, but they're employed, we have a continuing education and not found employed so 54%

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00:19:15.630 --> 00:19:30.270

Kendra.Jahnke: Were continue their education and were employed at the same time and then 46% we're only focusing on their studies. They were only continue their education and not found employed. So it's almost about a 5050 half right there.

104

00:19:31.710 --> 00:19:39.330

Kendra.Jahnke: Believe that continuing education data we have our public assistance section. So that's that tennis and food stamps data.

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00:19:39.960 --> 00:19:46.320

Kendra.Jahnke: And we do the same thing. Give you the breakdown of of all your total individuals of those with an outcome.

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00:19:46.860 --> 00:20:00.330

Kendra.Jahnke: The ones receiving Tanis was less than 1% 147 students, but of that 147 86 were also employed at the same time of receiving those benefits.

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00:20:01.230 --> 00:20:12.810

Kendra.Jahnke: And then same thing for food stamps. We had 13% of students were found receiving food stamps and have that 13 59% were also employed and then we just have the, the combination of both.

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00:20:13.860 --> 00:20:20.970

Kendra.Jahnke: And then at the very bottom again it's not one of those happy results, but I think it is important and we find it pretty interesting.

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00:20:21.510 --> 00:20:40.500

Kendra.Jahnke: Is the Department of Corrections data. So as a whole for the whole state less than 1% of our high school graduates with a standard diploma found incarcerated 17 students and less than 1% 63 students were found in a community supervision program.

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00:20:41.760 --> 00:20:51.750

Kendra.Jahnke: So this is just one big report with a whole bunch of data, um, our reports don't have to look like this. Most of our reports don't usually we put them in Excel and

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00:20:52.110 --> 00:21:02.400

Kendra.Jahnke: Kind of put whatever type of calculations you need to focus on. We provide that data, but this is a really good example of all the different things that we can touch and provide information on

112

00:21:03.660 --> 00:21:16.020

Kendra.Jahnke: It doesn't go into some of our other resources where we can actually get into the industry that they're employed. We can't tell you who their employer is but we can tell you

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00:21:16.800 --> 00:21:34.590

Kendra.Jahnke: The industry of employment, as well as we do know locations. So if you're interested in those students who are employed within your county. We can help you with that type of information to but it'll be at an aggregate and not by students, we always have to say that

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00:21:35.760 --> 00:21:47.220

Kendra.Jahnke: So this looks like the same exact report, but it's broken down for the district in the school. This is just a version of Miami Dade Coral Gables standard diploma high school graduates.

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00:21:48.090 --> 00:21:56.460

Kendra.Jahnke: Everything about it is the same, but you might start seeing these little masking values. So we have to put the little dashes.

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00:21:57.120 --> 00:22:14.730

Kendra.Jahnke: If zero is the count, so we didn't find any students. And if you see the multiple stars, then that means that it's less than 10 but greater than zero. So we try to give you a little bit so you at least know that it's one to nine of your students.

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00:22:16.320 --> 00:22:21.720

Kendra.Jahnke: And you don't have to guess if it's also zero. We kind of define it pretty clear that zero is a dash

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00:22:23.430 --> 00:22:33.720

Kendra.Jahnke: And luckily for coral gables in Miami Dade know students were found incarcerated. So that's a win. Um, so sometimes incarceration data is good data.

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00:22:34.860 --> 00:22:41.460

Kendra.Jahnke: And then also the whole earnings levels by outcome and employment average wages. Everything's the same

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00:22:44.370 --> 00:22:45.930

Kendra.Jahnke: Feel like I skipped a page today.

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00:22:47.820 --> 00:23:05.280

Kendra.Jahnke: Alright, so our training relatedness application. So 99% of the time your data is already provided to us, but there is this one opportunity that only two types of institutions have available to them.

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00:23:05.970 --> 00:23:14.580

Kendra.Jahnke: And that's the district post secondaries and some of us is staff and directors or the person who goes into our system.

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00:23:15.090 --> 00:23:19.920

Kendra.Jahnke: And you work with me and our team and you get your decisions made in this application.

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00:23:20.430 --> 00:23:28.500

Kendra.Jahnke: And sometimes it's someone who's actually from the district post secondary school who does this, but so district post secondary

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00:23:28.980 --> 00:23:38.520

Kendra.Jahnke: And the Florida college system. They can use our training relatedness application to actually go in and look a little bit deeper at their data.

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00:23:39.090 --> 00:23:50.130

Kendra.Jahnke: We have it set up where in this application, you'll be able to see the program of study for your graduates and then the industry that that we found them employed.

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00:23:50.670 --> 00:23:59.040

Kendra.Jahnke: And then you can make a decision yourself if you think the industry of employment is related to their program of study. I think

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00:23:59.700 --> 00:24:10.230

Kendra.Jahnke: All institutions are hoping that their students who graduate with a particular certificate award or degree are then employed in that same industry or field.

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00:24:10.530 --> 00:24:18.240

Kendra.Jahnke: So this is a great way to kind of get a little bit more information and know if they are being employed in the same type of field or industry.

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00:24:19.380 --> 00:24:25.590

Kendra.Jahnke: And once you go into the application and you make all of your decisions whether it's related or not related.

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00:24:26.880 --> 00:24:37.740

Kendra.Jahnke: We also combine it for you to help you out. We give you the continuing education outcomes we included in there for you. So when we populate the reports on this page.

132

00:24:38.160 --> 00:24:53.850

Kendra.Jahnke: Um, you can get a little bit more information about more positive outcomes. So from this application. You can find out who's training related and who's not continue their education. You can also supplement, some of the data to

133

00:24:55.020 --> 00:25:04.710

Kendra.Jahnke: Maybe we couldn't find that student employed because he or she didn't have a valid SSN but you actually do know that that students employed.

134

00:25:05.100 --> 00:25:24.090

Kendra.Jahnke: You, you know, have proof or survey information from reaching out to the student, you can input that into our application and will include it in your outcomes. We won't include that in our other fellowship reports, but for this application itself, we would include it. Your supplemental data.

135

00:25:25.440 --> 00:25:29.850

Kendra.Jahnke: But the reports that you can get their kind of set up in two different levels, you have

136

00:25:30.270 --> 00:25:42.600

Kendra.Jahnke: an aggregate level by program and industry and the different training related. And then we also give you an option to actually see it by individual usually don't do that. So this is a special little treat.

137

00:25:43.680 --> 00:25:53.790

Kendra.Jahnke: You can see by individual if they're in a program that you've decided was training related or not. It kind of gives you more information on how to maybe improve what you're providing

138

00:25:54.960 --> 00:26:05.130

Kendra.Jahnke: And then we have more aggregate reports for special populations like those disadvantaged or disabled students and then just a summary of all the program outcomes overall

139

00:26:06.450 --> 00:26:13.050

Kendra.Jahnke: This is an example of our web report that kind of gives you similar information.

140

00:26:13.770 --> 00:26:21.270

Kendra.Jahnke: I'm the way the reports look off of the the training relating this application looks a little bit different, a lot more

141

00:26:21.870 --> 00:26:27.630

Kendra.Jahnke: User friendly than maybe this report the support can be a little intimidating, because there's a lot going on.

142

00:26:28.140 --> 00:26:35.340

Kendra.Jahnke: But this is going to be either by school or or district. Overall, and we have it for the state.

143

00:26:35.820 --> 00:26:54.780

Kendra.Jahnke: Is a will have the program program number and then what was decided for that particular program. So you can see your cohort total the number found employed who are full quarter employed these average earnings are actually just for the quarter and not annualized

144

00:26:56.070 --> 00:27:07.920

Kendra.Jahnke: Analyzing wages is pretty easy, you just multiply it by four, since there's four quarters, you just multiply that one quarter by four. And that's the kind of how we do an annualized earning

145

00:27:09.780 --> 00:27:25.410

Kendra.Jahnke: And then you can go over and look and see who are identified as being job related your current placement rate, all that type of good stuff. These are available on the website, this particular report that is on our website. It's called a workforce education.

146

00:27:26.460 --> 00:27:38.730

Kendra.Jahnke: Follow up report these decisions are actually made by me and our office. So your districts report could have some different decision percentages, then what I decided

147

00:27:39.870 --> 00:27:43.200

Kendra.Jahnke: You know, I look up the industry and I compare it to what the program.

148

00:27:44.790 --> 00:27:57.150

Kendra.Jahnke: Guidance is often do is when I and I make a decision. If I think it's training related and you as the district can do the same thing on your report. So all reports could look a little bit different. And you might

149

00:27:57.810 --> 00:28:05.400

Kendra.Jahnke: Probably want to stick towards your report, because I'm sure it favors you a little bit better. I'm not saying that you're biased, but you know

150

00:28:06.600 --> 00:28:10.200

Kendra.Jahnke: My might be a little bit more strict than white your decision could be

151

00:28:11.280 --> 00:28:13.860

Kendra.Jahnke: But this is just another example of what we can provide

152

00:28:16.410 --> 00:28:21.570

Kendra.Jahnke: Your questions, you can always email fat Pip at FL do we.org

153

00:28:22.500 --> 00:28:35.700

Kendra.Jahnke: All of us in the office received this email. So if someone's out somebody will still get it and be able to answer your question or get started on a request, you can also just email me, I would say call but currently where

154

00:28:36.600 --> 00:28:43.890

Kendra.Jahnke: We're teleworking so maybe hold off on setting any phone calls, but you can definitely email me and I'll help you out.

155

00:28:45.720 --> 00:28:47.910

Kendra.Jahnke: But I guess we can do questions, if there are any

156

00:28:49.980 --> 00:29:00.480

famisflorida@gmail.com: Okay. So guys if you want to chat in your question. Go ahead and use the chat box if you want to unmute your microphone and ask your question, please feel free to do so.

157

00:29:03.150 --> 00:29:07.140

famisflorida@gmail.com: We can do you weren't kidding. There aren't any questions coming in on this.

158

00:29:07.230 --> 00:29:16.650

Kendra.Jahnke: Yeah, this is. Yeah, because this one's not really so much for putting my my next couple presentations on fit in class size those you only have one or two questions.

159

00:29:18.120 --> 00:29:22.950

Kendra.Jahnke: We could limit them to just one or two in the next presentation, um,

160

00:29:23.130 --> 00:29:23.730

Okay.

161

00:29:24.750 --> 00:29:34.440

Kendra.Jahnke: It's more informational just to kind of let everyone know that we're here, we're happy to provide your district data and you might not know about us. So we're pretty easy group.

162

00:29:35.790 --> 00:29:41.190

famisflorida@gmail.com: Awesome. Well, do you have any tough questions for the attendees so that they can try to win. That prize.

163

00:29:42.270 --> 00:29:49.290

Kendra.Jahnke: I'M SURE. I MEAN, THIS PRICE sounds pretty amazing. It's a bluetooth speaker, which obviously you can take anywhere.

164

00:29:49.590 --> 00:30:08.670

Kendra.Jahnke: Use any type of Bluetooth enabled device. So that sounds amazing and gorgeous. If you want to go camping and socially distance yourself from people, you can still listen to some great music. Um, so my question is going to be, who is the Fed Pip director very difficult question.

165

00:30:08.910 --> 00:30:10.530

famisflorida@gmail.com: Oh, that's a hard one.

166

00:30:10.890 --> 00:30:14.970

famisflorida@gmail.com: Overheard you see who answered first in the chat.

167

00:30:15.450 --> 00:30:16.590

Kendra.Jahnke: I cannot

168

00:30:17.280 --> 00:30:21.810

famisflorida@gmail.com: Okay, so in the chat. It says that Carly

169

00:30:23.880 --> 00:30:25.830

famisflorida@gmail.com: Justin. I'm sorry if I

170

00:30:26.310 --> 00:30:27.990

Kendra.Jahnke: Wanted to say it. Okay.

171

00:30:30.270 --> 00:30:32.820

famisflorida@gmail.com: You're the winner. So go ahead and

172

00:30:33.000 --> 00:30:46.170

famisflorida@gmail.com: The answer was, you obviously so go ahead and email your name mailing address the session. You're in when you won the prize to famous florida@gmail.com so that you can get your prize.

173

00:30:46.620 --> 00:30:52.560

Kendra.Jahnke: Yes, make sure you get the best bluetooth speaker, not the other ones that ass. Now, this one will be the best

174

00:30:53.010 --> 00:31:07.740

famisflorida@gmail.com: Exactly. So you did let out a little early so people have time to grab a coffee or something before your next session that starts at 1020 so Kendra, you will have to log out of this session and log into the FT essentials. Because if it's a different meeting ID.

175

00:31:08.370 --> 00:31:14.970

Kendra.Jahnke: Super. Sounds good. Thanks again, thank you everyone for for joining me today, and I'll probably see around right

176

00:31:15.030 --> 00:31:16.290

Kendra.Jahnke: Bye bye. All right.