



Administrator Meeting

2018 ACE Conference

September 26, 2018



FLORIDA DEPARTMENT OF
EDUCATION
fldoe.org

Today's Agenda

- Welcome by Maria Miranda
- Updates from FDOE
- Updates from ACE, FLC, and IPDAE
- State Legislative Updates by Dave Barnes
- Dr. Jerry Parrish: Florida 2030 Plan
- Attorney Indera DeMine: Changing Landscape of Immigration in the U.S.



Updates from the Florida Department of Education

Tara Goodman, Bureau Chief, Budget, Accountability, Assessment

Kathleen Taylor, Bureau Chief, Standards, Benchmarks and Frameworks

Carol Bailey, Director of Adult Education



Tara Goodman

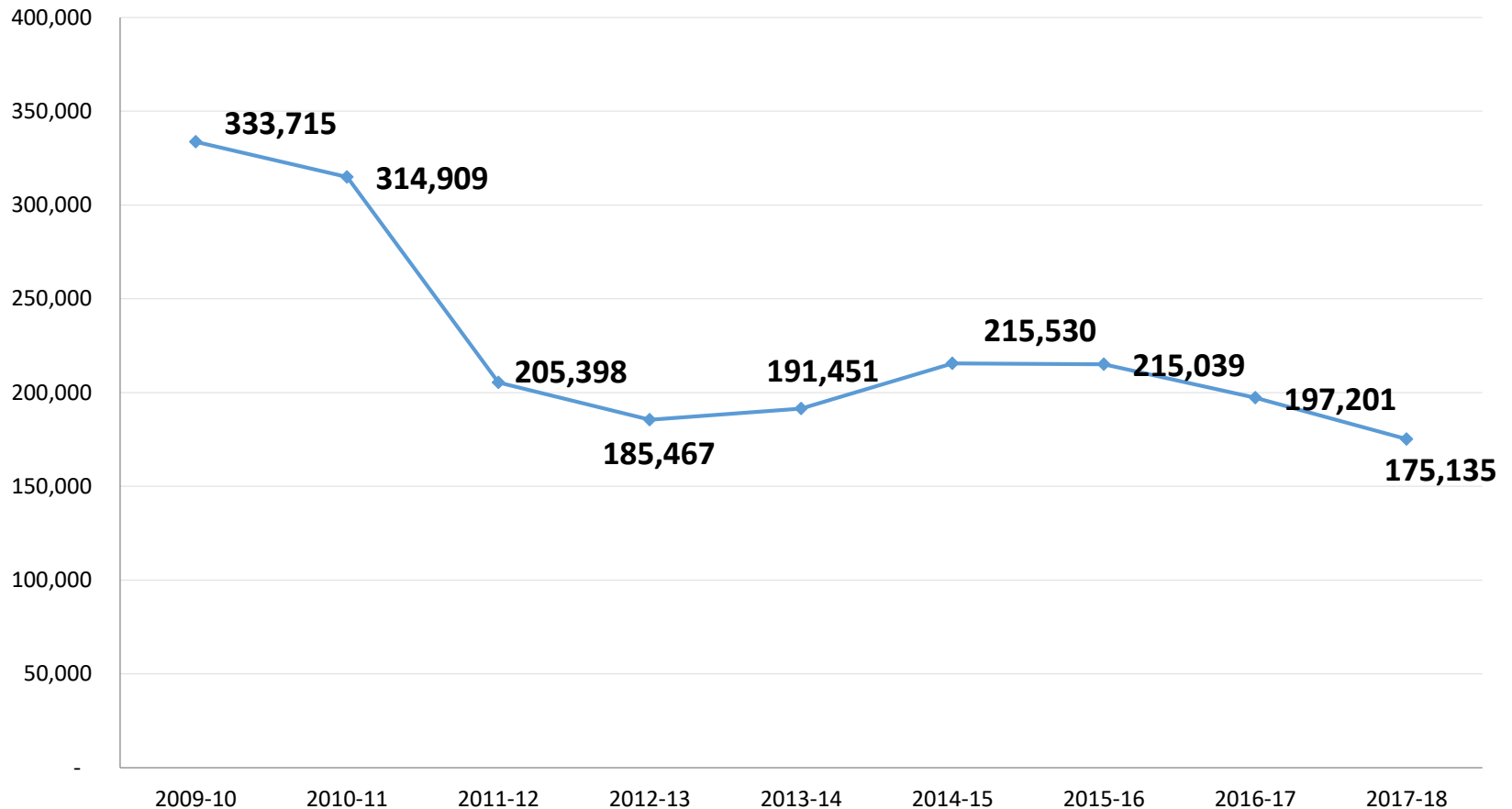
Enrollment Overview
Grant/Fiscal Reconciliation Update

Current Enrollment Overview

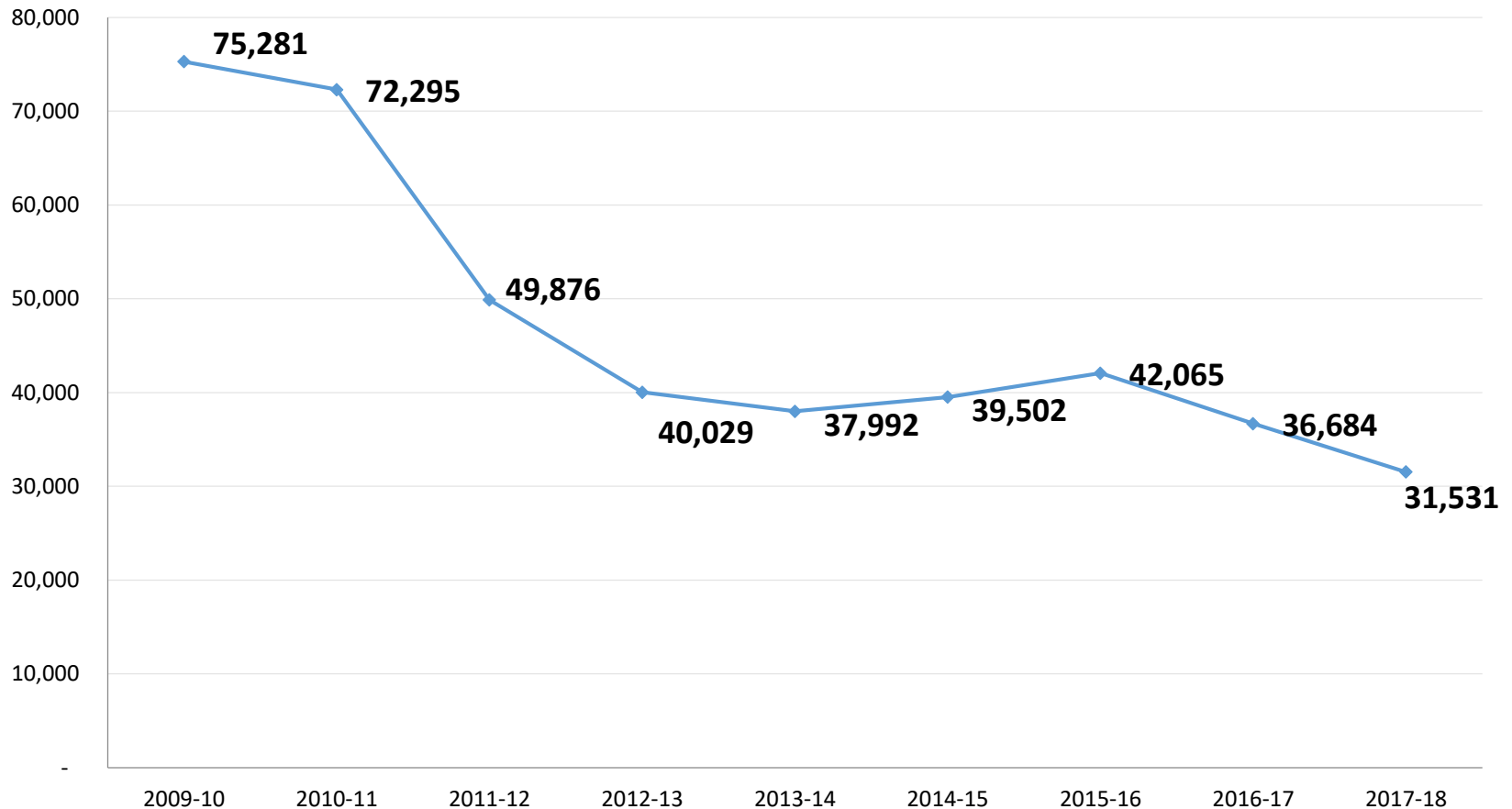
LITERACY AND DIPLOMA PROGRAMS, 2017-18

Program	Districts	Colleges	Total	Percent in Districts
Adult Basic Education	37,512	10,546	48,058	78.1%
GED Preparation	14,743	4,064	18,807	78.4%
Adult High School (Adults)	4,511	1,396	5,907	76.4%
Adult High School (Co-Enrolled)	22,865	29	22,894	99.9%
ESL Programs	89,161	15,406	104,567	85.3%
Applied Academics for AE	2,150	41	2,191	98.1%
All Others	4,193	49	4,242	98.8%
TOTAL	175,135	31,531	206,666	84.7%

District Adult Education Program Enrollment 2009-10 to 2017-18



Florida Colleges Adult Education Program Enrollment 2009-10 to 2017-18



District Change in Program Enrollment

Program	2016-17	2017-18	%Change
Adult Basic Education	42,174	37,512	-11.1%
GED Preparation	16,365	14,743	-9.9%
Adult High School (Adults)	5,243	4,511	-14.0%
Adult High School (Co-Enrolled)	25,468	22,865	-10.2%
ESOL Programs	100,309	89,161	-11.1%
Applied Academics for AE	2,692	2,150	-20.1%
All Others	4,950	4,193	-15.3%
TOTAL	197,201	175,135	-11.2%

FCS Change in Program Enrollment

Program	2016-17	2017-18	%Change
Adult Basic Education	13,580	10,546	-22.3%
GED Preparation	5,000	4,064	-18.7%
Adult High School (Adults)	1,536	1,396	-9.1%
Adult High School (Co-Enrolled)	50	29	-42.0%
ESOL Programs	15,341	15,406	0.4%
Applied Academics for AE	65	41	-36.9%
All Others	1,112	49	-95.6%
TOTAL	36,684	31,531	-14.0%

Grants Administration Updates

2017-2018 Final Performance/Fiscal Reconciliation

- Validation Elements Are:
 - End of Year Performance Report,
 - A copy of the Final DOE 499, and
 - NRS enrollment data submission

Grants Administration Updates

General Questions:

- 1. Will my agency be allowed to re-negotiate our three-year NRS Enrollment Participant Target for 2018-19?** No, all enrollment targets were based on a competitive application review process.
- 2. When will the final performance and fiscal reconciliation process be completed?** Fall 2018 (Nov/Dec)
- 3. How will my agency be informed if a fiscal adjustment is needed?** Agencies will be notified individually by your FLDOE program manager, if modifications are necessary.

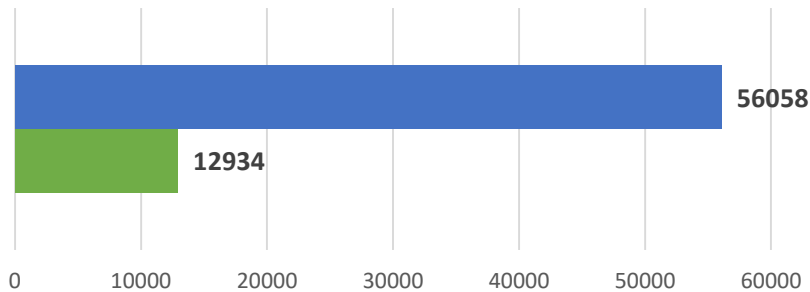


Kathleen Taylor

Development of Targeted Resources Related to Performance and Post-Test Rates

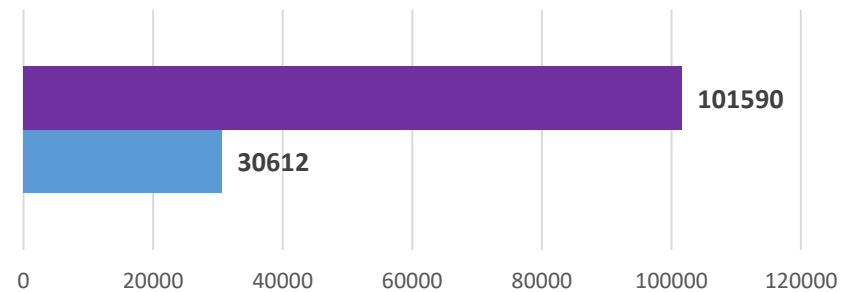
1617 ABE Participants and MSG

■ Number Enrolled ■ Number with MSG



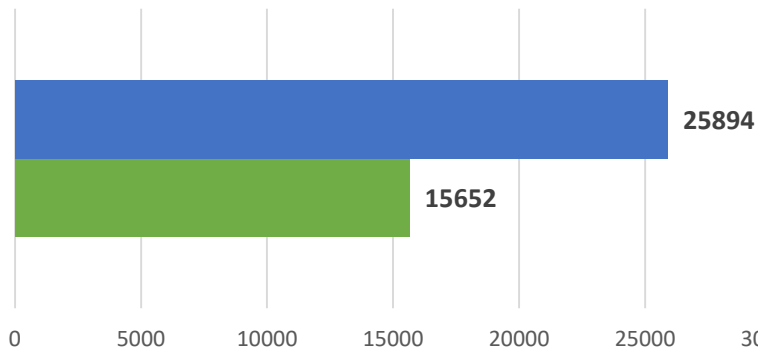
1617 ESL Participants and MSG

■ Number Enrolled ■ Number with MSG



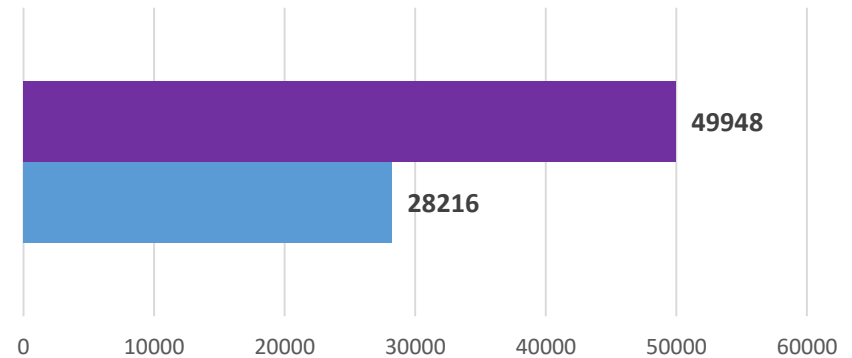
1617 ABE Participants Post-tested and MSG

■ Number Enrolled ■ Number with MSG



1617 ESL Participants Post-tested and MSG

■ Number Enrolled ■ Number with MSG



Development of Targeted Resources Related to Performance and Post-Test Rates

ABE

- Percent with MSG- All Participants- 23%
- Percent with MSG- Post-tested Participants- 60%
- Percent of students not Post-tested- 54%

ESL

- Percent with MSG- All Participants- 30%
- Percent with MSG- Post-tested Participants- 56%
- Percent of students not Post-tested- 51%

Development of Targeted Resources Related to Performance and Post-test Rates

- The Issue: Low post-test rates for ABE and ESL programs
- The Challenge: Develop ideas for meaningful resources, professional development and targeted technical assistance that assist local agencies in improving post-test rates



CREATIVE PROBLEM SOLVING

The CPS Learner's Model, based on Puccio, Mance, Murdock, Vehar, Firestien, Thurber, & Nielsen (2011)

CLARIFY

Explore the Vision

Gather Data

Formulate Challenges

Purpose

Identify the goal, wish, or challenge.

Describe and generate data to enable a clear understanding of the challenge.

Sharpen awareness of the challenges and create challenge questions that invite solutions.

IDEATE

Explore Ideas

Purpose

Generate ideas that answer the challenge questions.

DEVELOP

Formulate Solutions

Purpose

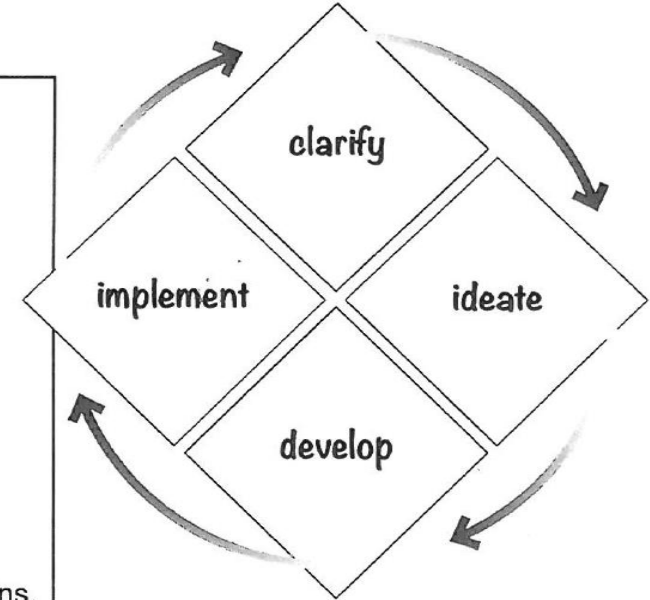
To move from ideas to solutions. Evaluate, strengthen, and select solutions for best "fit."

IMPLEMENT

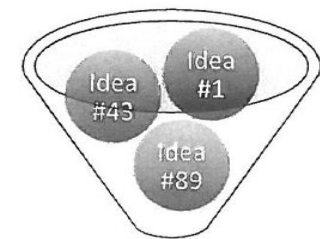
Formulate a Plan

Purpose

Explore acceptance and identify resources and actions that will support implementation of the selected solution(s).



DIVERGENT vs. CONVERGENT
(or filling vs. filtering)



Best Ideas

Development of Targeted Resources Related to Performance and Post-test Rates

- September 17 and 18- Meeting of DOE Team Members with District and State College Adult Education Practitioners from the 3 State Advisory Committees (ABE, ESOL, and AHS/GED®-Preparation)
- Guiding our work was an understanding that a growth mindset is the foundation for learning (skills are built and students can learn and grow with effort, challenges, mistakes and feedback) (*Growth Mindset Introduction : What it is, How it Works, and Why it Matters* <https://www.youtube.com/watch?v=NugRZGDbPFU>)
- “Allow hunches to come together so they become something greater than the sum of their parts” from Steven Johnson’s *Where Good Things Come From* (<https://www.youtube.com/watch?v=NugRZGDbPFU>)

Development of Targeted Resources Related to Performance and Post-test Rates

- Hunches – List all of the reasons/issues locally that impact post-test rates. They can be broad or narrow. Try to write down at least 15 reasons/issues. These can be barriers, limitations, external and internal factors.
- Brainstorm at least 20 or more ideas, solutions, suggestions that the group can look at using to develop targeted resources, professional development and technical assistance.

Development of Targeted Resources Related to Performance and Post-test Rates



Development of Targeted Resources Related to Performance and Post-test Rates

Resources and Policies:

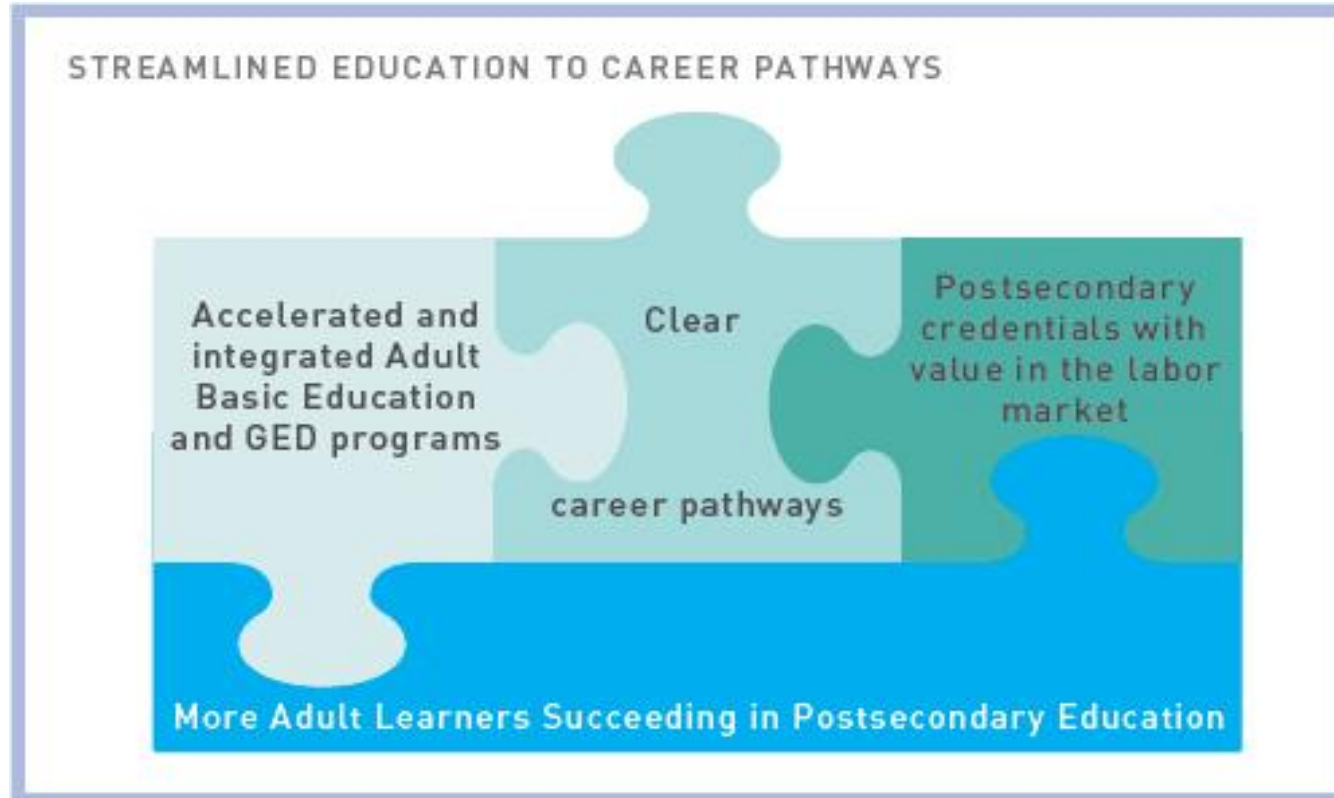
- FDOE will conduct research on instructional best practices that correlate with increased retention that leads to increased PT rates. FDOE will also conduct research on enrollment and attendance policies and the impact on PT rates. Based on the research, FDOE will develop TA on best practices to increase PT rates.
- FDOE will create an advisory group to develop a toolkit of orientation activities/processes. Advisory group will review submitted samples establish criteria for inclusion and develop additional items as needed.
- FDOE will develop a series of user guides to provide brief overviews of select PT and assessment information and create a specific communication plan for consistent dissemination of information.

TEAMWORK

Coming together is a beginning
Keeping together is progress
Working together is success
-Henry Ford



Closing Florida's Skill Gap: Florida's Integrated Education and Training System (IET)



Accelerate the adult education student's time to credential!

Closing Florida's Skill Gap: Florida's Integrated Education and Training System (IET)

- **Integrated education and training elements**
 - Earn entry level career certificate
 - Concurrent enrollment in GED®- I Preparation and CTE or ELCATE and CTE
 - Team teaching with GED®- I and CTE teacher or ELCATE and CTE teacher
 - Comprehensive academic and student support

Closing Florida's Skill Gap: Florida's Integrated Education and Training System (IET)

GED®-I Students

- The GED® Integrated course number must only be used for those students who simultaneously enroll in GED® Integrated and a career and technical course simultaneously.
- Must test at or above the 9th grade level in at least two of the content areas (reading, language arts or math) in order to be eligible to enroll in this course. Assessments used to determine educational functioning level must be administered in accordance with Rule 6A-6.014 F.A.C.
- Must be 16 years of age or older, legally withdrawn from K12 system and does not have a State of Florida diploma.

Closing Florida's Skill Gap: Florida's Integrated Education and Training System (IET)

ELCATE Students

The ELCATE course number must only be used for those students who simultaneously enroll in ELCATE and a career and technical course.

- ELCATE students are English language learners who function at EFL 5 and 6
- Must withdraw from adult ESOL before enrolling in ELCATE
- Students who have attained a high school diploma or postsecondary degree or credential in their home country or elsewhere are permitted to enroll in the ELCATE course if they place into NRS EFL 5 or 6 as measured by a state-approved assessment in accordance with Rule 6A-6.014 F.A.C.

Closing Florida's Skill Gap: Florida's Integrated Education and Training System (IET)

2017-2018 Statewide Enrollment Information

Florida College System:

- 49 enrolled in GED®-I but of those 49 none were found concurrently enrolled in a CTE program during the reporting year.
- 41 enrolled in ELCATE without concurrent enrollment in a CTE program
- < 10 enrolled in ELCATE with concurrent enrollment in a CTE program

School District:

- **11** enrolled in GED®-I with concurrent enrollment in a CTE program
- < 10 enrolled in GED®-I without concurrent enrollment in a CTE program
- **25** enrolled in ELCATE with concurrent enrollment in a CTE program
- 288 enrolled in ELCATE without concurrent enrollment in a CTE program

Closing Florida's Skill Gap: Florida's Integrated Education and Training System (IET)

The state will consider:

*whether the eligible provider's activities provide learning in context, including through **integrated education and training**, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship; WIOA Section 231(e)(8)*

Complete the **Florida's Adult Education Career Pathways Program of Study form**, to describe how the grantee will develop and implement career pathways strategies through pre-integrated education and training instruction and/or integrated education and training instruction that is aligned with the local workforce development plan.

Closing Florida's Skill Gap: Florida's Integrated Education and Training System (IET)

The grantee is **required to submit one program of study with this application.** This form is located on the Division's website at the following link: <http://fldoe.org/academics/career-adult-edu/adult-edu/resources.stml>.

Florida's Adult Education Career Pathways Program of Study

Pre-Integrated Education and Training (Pre-IET) – Pre-IET is defined as an adult education instructional service approach (also referred to as a “bridge”) wherein adult education course and program instructional standards are taught contextually for a specific occupation or occupational cluster for the purpose of educational and career advancement.

Integrated Education and Training (IET) – IET is defined in Florida's WIOA unified plan as simultaneous enrollment in an eligible adult education program (GED®-I and/or ELCATE) and an eligible State Board of Education adopted postsecondary career and technical education program.

Closing Florida's Skill Gap: Florida's Integrated Education and Training System (IET)

A student will identify a Career Cluster of interest via a career interest assessment ([MyCareerShines](#)), then transition from Adult Basic Education and and/or ESOL to GED®-I or ELCATE and/or the career of program of their choice.

Pre-IET Bridge Program (If applicable)	Program Name	Program #	Describe how Pre-IET prepares students for in demand occupational clusters and/or integrated education and training. If Pre-IET is not currently available, describe how your agency is planning to implement Pre-IET. Provide specific action steps and a timeline.		
	Adult Basic Education	9900000			
	Adult ESOL	9900001			
Identify Adult Education IET Program (if applicable)	Identify the CTE Program Name(s) & # or CIP		CTE Program Length	Industry Certification or Licensure(s) Available in CTE Program (if applicable)	Expected # of Students to be Served in 2018-2019
	GED® -I Program #9900130				
	ELCATE Program #9900050				



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Carol Bailey



**Congratulations
Tara Goodman!**



Well Done!



Updates in Adult Education

- Commissioner's Leadership Award
 - As you have probably heard in previous meetings or calls with Chancellor Duckworth, the division is very excited to be able to offer the opportunity to nominate outstanding adult education students for recognition at upcoming State Board of Education (SBE) meetings.
 - Two individuals are selected each month to be recognized by Commissioner Pam Steward at the monthly SBE meeting.
 - Prior to the SBE meeting, our office will contact the hosting district and surrounding areas with reminders to submit nominations.
- Congratulations to September's recipients from Collier County
 - Erick Napoles
 - Brandon Herrera



New Location for Assessment Resources



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AAA

What are you looking for?



ACADEMICS

SCHOOLS

TEACHING

ACCOUNTABILITY

FINANCE

POLICY

[Home](#) | [Academics](#) | [Career & Adult Education](#) | [Adult Education](#) | [Assessment Resources](#)

ADULT EDUCATION

2018-2019 Adult Education
Curriculum Frameworks

2017-2018 Adult Education
Curriculum Frameworks

2016-2017 Adult Education
Curriculum Frameworks

Adult Education Career
Pathways

Adults with Disabilities

Assessment Resources

Program & Accountability
Performance Resources

Technical Assistance Papers

Assessment Resources

TABE

- [Preparing for the Test of Adult Basic Education \(TABE\)](#) (PDF)
- [TABE 11/12 Procedures for Initial Placement of Adult General Education Students](#) (PDF)
- [TABE 11/12 Procedures for Post-testing and Determination of Learning Gains](#) (PDF)
- [TABE 11/12 FAQs](#) (PDF)

New Resources for Rule 6A-6.014, F.A.C. Implementation

Rule 6A-6.014, F.A.C., General Requirements for Adult General Education Program, effective February 20, 2018.

- Adds TABE 11 & 12
- Expires TABE 9 & 10 on December 31, 2018

New Resources available now!

- [TABE 11/12 Procedures for Initial Placement of Adult General Education Students](#) (PDF)
- [TABE 11/12 Procedures for Post-testing and Determination of Learning Gains](#) (PDF)

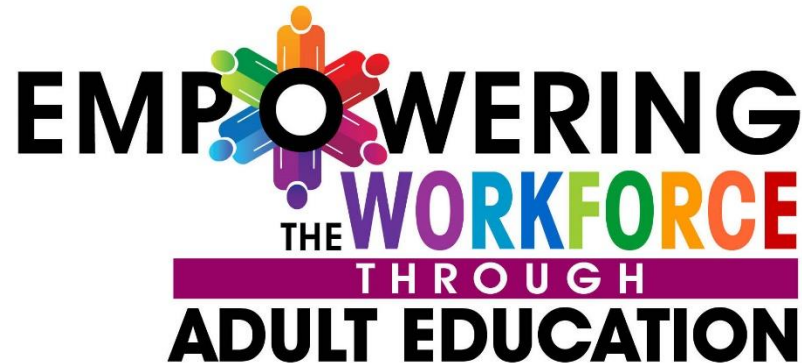
Please contact Lisa Williams at lisa.williams@fldoe.org



Florida's Professional Development Leaders

What's Happening at ACE?

- Julie Roberts, ACE Executive Director
- Maria Miranda, ACE President
- Contact information:
ace@aceoffloridafoundation.org
(850) 222-2233



Welcome from Florida's Adult and Family Literacy Center (FLC)

- Updates by Greg Smith, Executive Director
- Contact information:

Florida Literacy Coalition

Phone (407) 246-7110

Email: info@floridaliteracy.org

Florida Literacy State Hotline: 1-800-237-5113



Florida Literacy Coalition, Inc.

Institute for the Professional Development of Adult Educators (IPDAE)

- Updates by June Rall, Executive Director
- 2018/2019 Plans and Objectives
- Contact information:

Email: www.floridaipdae.org

Phone: (772) 462-7409





2018 / 2019 Plans & Objectives

www.floridaipdae.org



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Our Purpose

Our focus is on high priority goals established by FL Dept. of Education

WIOA Workforce Innovation & Opportunities Act

CCRS College & Career Readiness Standards

FICAPS Florida's Integrated Career & Academic Preparation System

Our efforts are structured around these key Adult Education programs

ABE Adult Basic Education

GED® & AHS GED Preparation & Adult High School

ESOL English for Speakers of Other Languages

DOC Department of Corrections Facilities





2018/2019 Focus



Regional Educational Laboratory (REL) Southeast Partnership with IPDAE / FDOE

- **F2F Workshops** - Implementing Adult Education Literacy Interventions
- **Instructional Videos** - Captured sessions
- **Self Study Process Guide** - To assist in improving the implementation of academic interventions for all AE programs(includes guiding questions and a template for data collection).



Self Study Guide

There are six areas that leaders and educators could consider when planning or reviewing implementation of literacy interventions for their students. These areas include:

- 1. The development and use of data profiles**
- 2. Instructional methods and materials**
- 3. Instructional time**
- 4. Teacher preparation and training**
- 5. Communication**
- 6. Instructional environment and processes**





2018/2019 Focus

Face to Face (F2F) Workshops Content

This full-day training includes four mini-sessions that integrate materials from the 2018 GEDTS® Summer Institute.

- **What's new with TABE ® 11/12**
- **Math Grab-Bag**
- **What students need to know** (Transitioning from ABE writing skills to the GED ® RLA extended response)
- **Teaching grammar and structure in context**



2018/2019 Focus

Face to Face (F2F) Workshops Objective

- Focused on ABE/GED
- To build capacity throughout the state
- Focus on improving graduation rates and successful transitions at all levels
- Strategies and activities are adapted for those serving in correctional facilities
- Interactive format that includes scripted PPT, classroom strategies and a workbook with activities



2018/2019 Focus

Event Calendar Enhancements

- Display Option for “At a Glance”
- Print Calendar Option
- Addition of Statewide AE Related Events





2018/2019 Focus

Webinar Wednesday

Scheduled Webinar Session Enhancements will include:

- **Guided Notes**
- **Scripted PPT**
- **Activity Book**

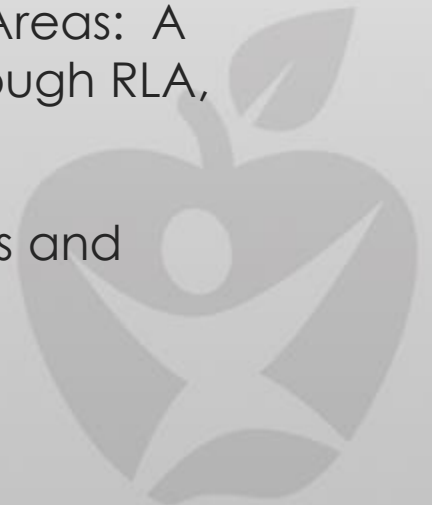




2018/2019 Focus

Upcoming Scheduled Webinars

- Traditionalist to Generation Z: Today's AE Classroom
- Plot the Course: Understanding Text Features and Structures in Non-Fiction Text (Part 1)
- High Impact Indicators Across the Content Areas: A Thematic Approach - Part 1 (Reasoning through RLA and SS)
- High Impact Indicators Across the Content Areas: A Thematic Approach - Part 2 (Reasoning Through RLA, Science, and Math)
- Plot the Course: Understanding Text Features and Structures in Narrative/Fictional Text (Part 2)
- Key Ideas and Details: Critical to Reading Comprehension





2018/2019 Focus

Resources

- **New Matrix** – Map on Language Arts and an expansion on the Math
- **Lesson Plan** – ABE, GED and ESOL focused additions for easy and ready to use implementation.
- **Workbooks** – Prepared Activities
- **Open Educational Resources** - Researched based.





2018/2019 Focus

E-Trainings for TABE 11/12

- **TABE 11/12 Re-certification** – New version is now available.
- **TABE 11/12 How To Administer** – Developing a new initial certification training to be available online that will replace the prior F2F trainings.
- **TABE 11/12 How To Interpret** – An updated online version will be available for interpretation of the scores. ETA is 2nd quarter 2019.





2018/2019 Focus

Benefits for TABE 11/12 E-Trainings

- Removes attendee's seat limitations
- Removes restrictions due to scheduling and location
- Substantial cost reduction
- Ensures consistency of delivery and consumption





2018/2019 Focus

E-Training Catalog Availability

CCRS
Module
1
ELA

+ ENROLL

CCRS ELA - Module 1

E-Learning

CCRS
Module
2
ELA

+ ENROLL

CCRS ELA - Module 2

E-Learning

CCRS
Module
3
ELA

+ ENROLL

CCRS ELA - Module 3

E-Learning

CCRS
Module
1
MATH

+ ENROLL

CCRS Math - Module 1

E-Learning

TABE
Module
REFRESHER
2017 / 2018

+ ENROLL

**FDOE Polices on TABE
Assesment - Refresher -**

E-Learning

TABE
Module
2
TEACHER

+ ENROLL

**FDOE Polices on TABE
Assesment - Teacher**

E-Learning

GED®
Module
1
Preparation
Overview

+ ENROLL

**GED Prep - Module 1 -
Overview**

E-Learning

GED®
Module
2
Preparation
Social Studies

+ ENROLL

**GED Prep - Module 2 -
Social Studies**

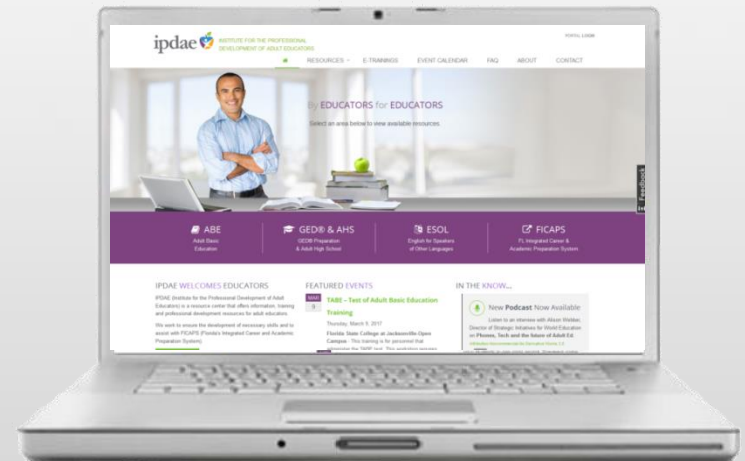
E-Learning



Our Resources

- **Online Event Calendar**
- **One-Click Event Registration**
- **E-Training Modules**
- **Dynamic Portal Accounts**
- **Activity History Tracking**
- **Electronic Direct Mailings**

A key method of communication with the field of adult educators





Our Resources

IPDAE Resource Categories

- Webinars
- Handbooks
- Workshops
- Lesson Plans
- Videos
- Podcasts
- Books
- Links





IPDAE Support

We're Here To Assist!

- 24/7 Online Contact Inquiry Form
- Email Support Help-Desk
- Join Our E-mail List
- Follow Us on Twitter

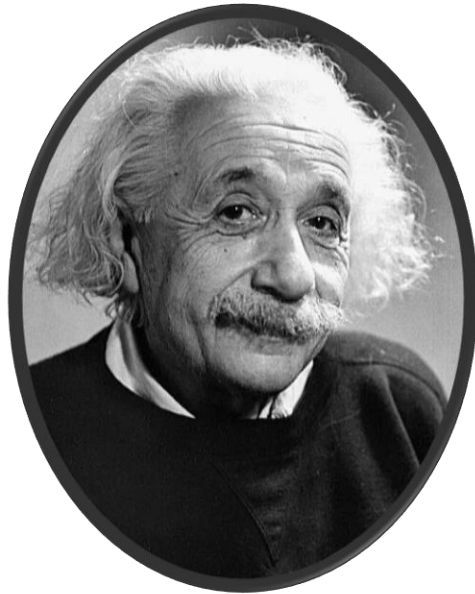




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State Legislative Updates

Updates by Dave Barnes, Advocacy and Planning, ACE of Florida



"Learn from yesterday, live for today, hope for tomorrow. The important thing is to not stop questioning. Curiosity has its own reason for existing."

Florida 2030 Project

Dr. Jerry Parrish is the Chief Economist and the Director of Research for the Florida Chamber Foundation.

He is responsible for conducting in-depth analyses on the Florida economy and on solutions to help secure Florida's future.

The Florida Chamber Foundation has visited all 67 counties in Florida and discussed Florida's future with more than 10,000 people for the Florida 2030 project, developing a strategic plan for our state and discussing Florida's future and what we need to do to prepare.

Industries expected to grow include:

- Aerospace and Aviation
- Health Care & Life Sciences
- Manufacturing
- Finance and Professional Services
- Logistics & Distribution

Changing Landscape of Immigration in the U.S.

Attorney Indera DeMine

- Ms. DeMine is a resident of Southwest Florida and a solo practitioner located in downtown Fort Myers. Ms. DeMine started her immigration law career immediately after graduating Ave Maria School of Law in 2012.
- She began working for a local firm in Fort Myers, Florida for almost 4 years. As an immigrant herself, Ms. DeMine has always been passionate about Immigration law and welcomed the opportunity to help her clients navigate the often confusing, immigration process.
- Changing the Landscape of Immigration in the U.S.
 - The presentation will focus on recent changes in immigration law, more specifically the discontinuation of the DACA and TPS programs, and how this change will impact students and educators.

SOCIALIZE WITH US

