



# Adult Education Directors Meeting October 4, 2019

**Division of Career and Adult Education**



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

[www.FLDOE.org](http://www.FLDOE.org)

## Meeting Overview

- Welcome from ACE President: Melanie Stefanowicz
- Legislative Updates
- WEDDAC
- Updates from the Division of Career and Adult Education Update



# Welcome

Melanie Stefanowicz, President of the ACE of  
Florida Board of Directors



# ACE of Florida Legislative Update

David Barnes, Legislative Consultant,  
ACE of Florida, Inc.



## News from WEDDAC

Jane Kim, School District of Palm Beach County



FLORIDA DEPARTMENT OF  
**EDUCATION**  
fldoe.org

## **Division of Career and Adult Education Updates**

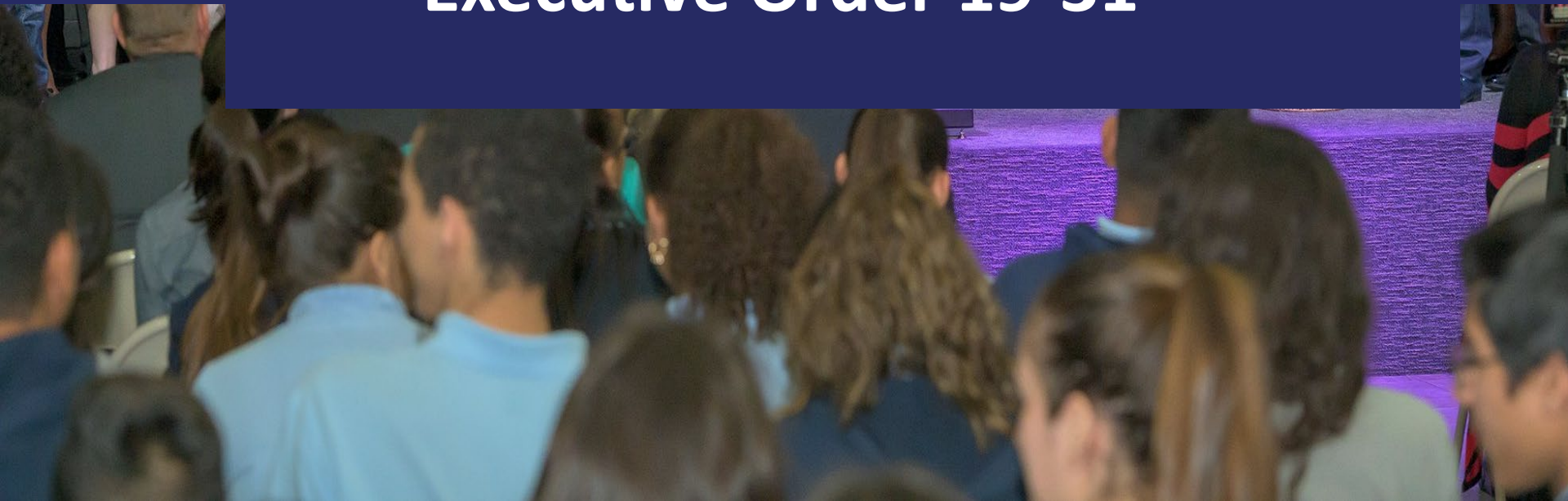
## Division Update

- Executive Order 19-31, 2020 Legislative and Budget Update – Tara Goodman
- 2019-2020 Statewide Professional Development Opportunities – Carol Bailey
- 2020-2021 WIOA Title II Adult Education and Family Literacy Act Competition and General Grants Updates – Kathleen Taylor
- AGE Reporting Changes and Performance Summary – Tara McLarnon





## Executive Order 19-31





## Governor's Executive Order Number 19-31

- Available at <https://www.flgov.com/wp-content/uploads/2019/01/EO-19-31.pdf>
- A knowledgeable and skilled workforce is essential for future economic growth and expanded opportunity
- Our role is to provide adult students with the opportunity to further their education so they can have the skills to find meaningful work and enjoy productive careers

## Executive Order 19-31

- Annually audit course offerings in state CTE system
- Utilize expertise of stakeholders to ensure CTE course offerings are aligned with market demands
- Develop CTE best practices for partnerships between high schools, postsecondary institutions, and businesses
- Recommend to the Governor annually which course offerings to eliminate, create and strengthen
- Ensure 2019 legislative priorities, which were passed and codified in HB 7071

# Programs

Program Area	# of Programs
<b>K-12 (middle and high school*)</b>	<b>351</b>
<b>Postsecondary</b>	<b>850</b>
Career Certificate	298
Applied Technology Diploma	11
Apprenticeship Certificate	56
Associate in Science/Applied Science	172
College Credit Certificates	250
Baccalaureate Degrees	63

*\*middle school and career exploratory; career preparatory; technology education; work-based learning and capstone courses; all other including practical arts, single course programs, and courses for special needs populations*

# Advisory Committee

- Composed of a key stakeholders who are leaders in Florida and resources to the higher education and workforce readiness ecosystems, including:

## Business & Industry

- CareerSource board member
- CareerSource Florida
- Council of 100
- Enterprise Florida
- Florida Chamber of Commerce
- Department of Economic Opportunity

## Education Experts

- Florida Dept. of Education
- Florida College System representatives
- School district representatives
- Stakeholder associations
- State University System

# Review of Programs

- Goal
  - Ensure all active, approved CTE programs have high demand, high skills, and/or middle to high level wages
- Deliverables
  - Program Quality Indicators
  - Benchmarks for Quality
  - State Program Quality Report
  - List of Programs to be Phased Out
- Phases (Staggered roll out)
  - Phase 1: Statewide review of programs
  - Phase 2: Local program review
  - Phase 3: Share information and best practices

Reminder: the unit of analysis in phase 1 is statewide programs (e.g., all ADN programs count as 1)

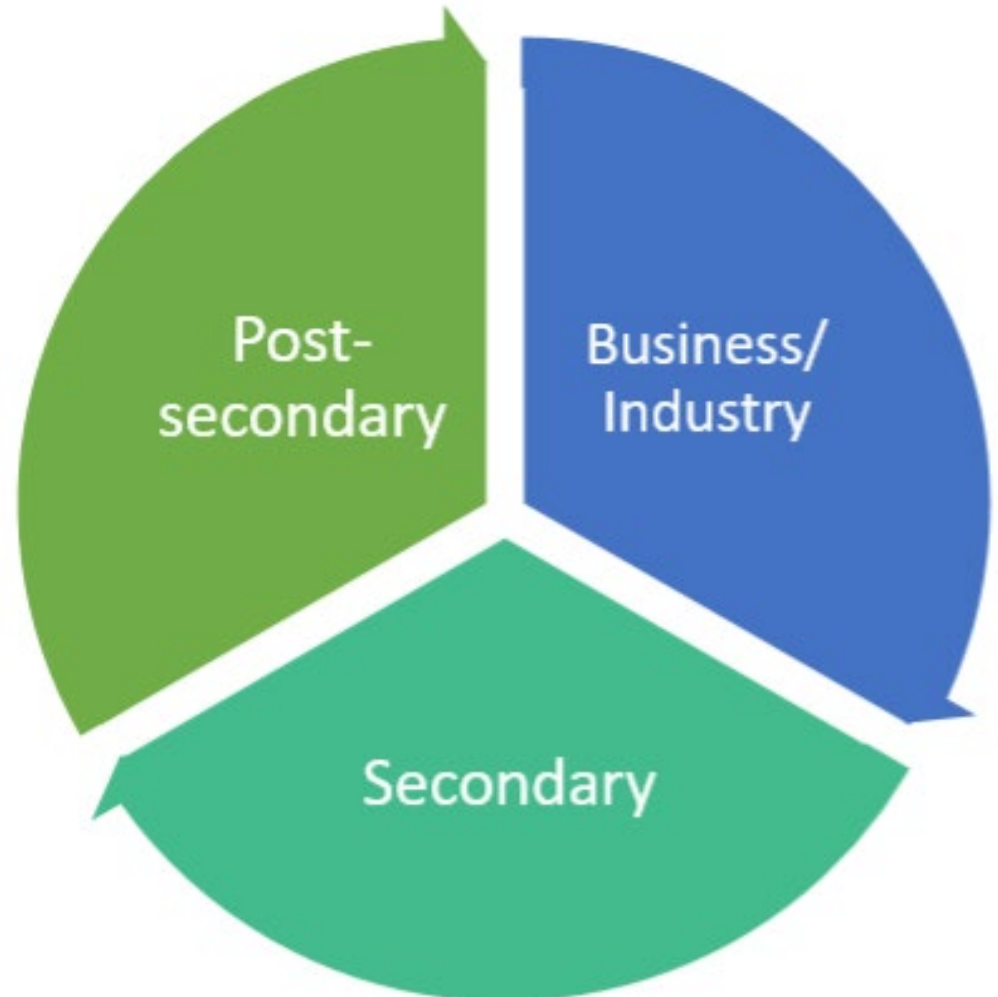
Phase 2 will look more deeply into programs at institutions (e.g., ADN programs at 28 colleges)



### 3 Expert Groups

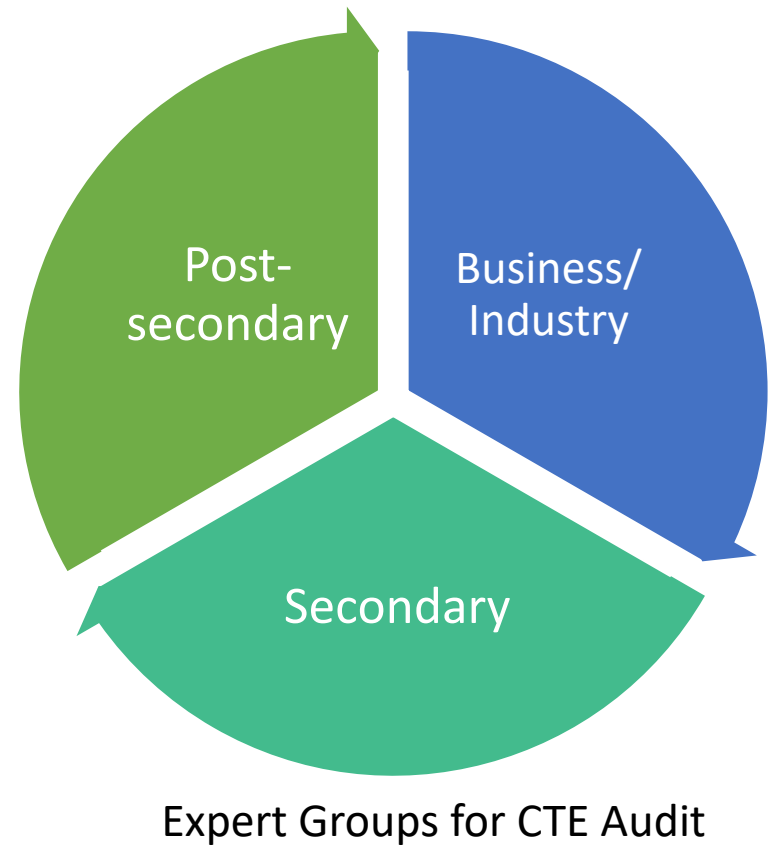
- In addition to the advisory committee, the department formed expert groups\* to provide perspective from three areas.
- The first task of the expert groups was to make recommendations about the programs and corresponding program quality indicators (PQIs) that will be used to measure program quality.

\* Members of the advisory committee are also assigned to expert groups



## Recent Activity

- FDOE opened a public comment period on the PQIs—received more than 230 responses
- FDOE held calls with expert groups to review feedback and refine draft PQIs
- FDOE is in the process of pulling data for the first phase of the audit



## **Executive Order #19-31**

**We want to hear from you!**

Survey on Program Quality Indicators is live:  
<https://www.research.net/r/FloridaCTEAuditSurvey>

For implementation updates, please visit:  
<http://fldoe.org/careerpathways/index.shtml>

**The survey remains open.**



# 2020 Legislative and Budget Update

Tara Goodman – Bureau Chief for Budget,  
Accountability and Assessment

# 2020 Legislative Session

## 2019-2020 Interim Committee Weeks:

- September 16-20 [Archive](#)
- October 14-18
- October 21-25
- November 4-8
- November 12-15
- December 9-13
- [House Calendar](#)- updated periodically
- [Senate Calendar](#)- updated periodically

## 2020 Regular Session Dates:

- Regular Session begins  
January 14, 2020
- Last day of Scheduled Committee Meetings  
March 3, 2020
- Last day of Regular Session  
March 13, 2020
- [Find your State Representative](#)
- [Find our 2019 Legislative Review Book here](#)

Questions may be directed to [brianna.garcia@fldoe.org](mailto:brianna.garcia@fldoe.org)



# 2020 Agency Legislative Budget Request for District Workforce Education

- Workforce Development Funds Increase
  - \$15.45 million
- Performance-based Incentive Funds
  - Same as 19-20 level (\$6.5 million)
- Pathways to Career Opportunities Grant
  - Same as 19-20 level (\$10 million)



# GED Testing Updates

# GED Sign-up Day

- Objectives
  - Promote GED preparation/adult education
  - Have more adults earn their high school diploma
- Concept
  - Marketing through social media, advertising and traditional media encouraging adults to do one of key calls to action
  - Set-up local information stations to provide information about how to get started, who to call, etc.
  - In-person touchpoints at a local business partner (Starbucks, KFC, etc.) where an adult educator would be stationed to speak with adults to get them started

## GED Sign-up Day

- GED Testing Service will be providing assistance with the marketing plan and obtaining a commitment from a business partner
- How to get involved?
  - Email [diane.vaccari@fldoe.org](mailto:diane.vaccari@fldoe.org) so you can be included in future communications about this event
  - Hoping to provide additional information at the ACE Conference



# 2019-2020 Statewide Professional Development Opportunities

Carol Bailey – Adult Education Program Director

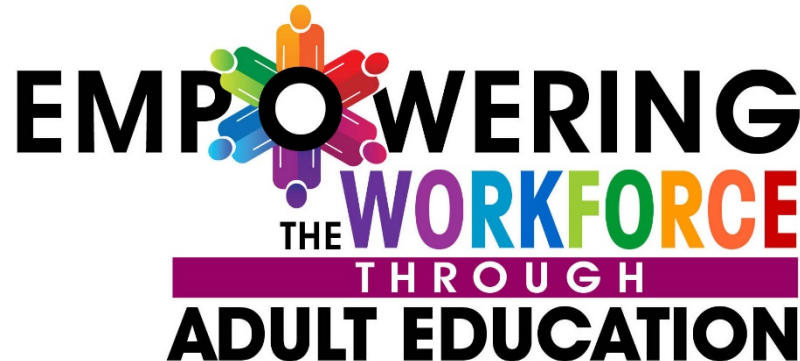


## What's Happening at ACE?

- Julie Roberts, ACE Executive Director
- Melanie Stefanowicz, ACE President
- Contact information:

[ace@aceoffloridafoundation.org](mailto:ace@aceoffloridafoundation.org)

(850) 222-2233



# Discover the Opportunities with ACE of Florida!

## ACE CONFERENCE



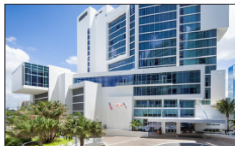
Florida's largest face-to-face professional development event for adult educators.  
Hilton West Palm Beach and the Palm Beach County Convention Center  
West Palm Beach, FL  
October 2-4, 2019

## ADULT EDUCATION ADMINISTRATORS' LEADERSHIP INSTITUTE



This "can't miss" opportunity is for all adult education administrators, principals, deans and directors to meet, hear and discuss updates from FLD OE, DCAE, and WIOA Partners, and meet with state legislators to advocate for adult education.  
Tallahassee Community College  
Center for Innovation – Tallahassee, FL  
February 4-6, 2020

## SUMMER SYMPOSIUM



Enjoy the opportunity to share ideas and develop solutions to the educational challenges of serving tomorrow's diverse workforce.  
The Westin Sarasota  
Sarasota, FL  
June 7-9, 2020

## LOOKING AHEAD 2019-2020

### State Advisory Committee Meetings

- ESOL/EL-Civics
- GED Preparation & Adult High School
- ABE & Adults with Disabilities
- Florida Integrated Education and Training Systems (FIET)

### Regional Workshops and Trainings

- ESOL/EL-Civics
- Adult Education Part-time Teacher Academies
- Adults with Disabilities
- New Adult Education Administrators/Directors



## Membership has its Privileges...

### ACE Membership includes

- Face-to-face professional development
- Leadership
- Statewide Advocacy and Representation
- Discounted Registration Fees
- "My Deals" Discount App
- Quarterly eNewsletters
- COABE Membership
  - Free Webinars
  - Online Resources
  - Online Conferences
  - National Advocacy and Representation



For more information, please contact the ACE office at 850.222.2233 or email: [ace@aceofflorida.org](mailto:ace@aceofflorida.org)

Special thanks to the  
Florida Department of Education,  
Division of Career and Adult Education  
for their continued support.

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

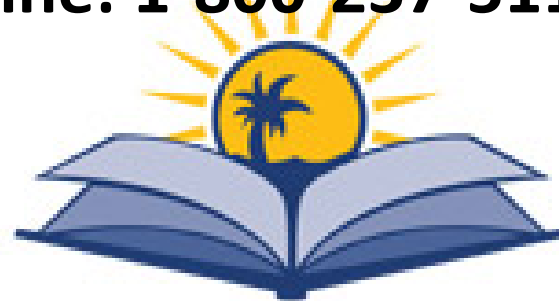
- Updates by Greg Smith, Executive Director
- Contact information:

## **Florida Literacy Coalition**

Phone (407) 246-7110

Email: [info@floridaliteracy.org](mailto:info@floridaliteracy.org)

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



**Florida Literacy Coalition, Inc.**



**FLORIDA LITERACY COALITION, INC.**  
**Florida's Adult and Family Literacy Resource Center**

# **FLC Update**

**Greg Smith**  
**Executive Director**  
**[smithg@floridaliteracy.org](mailto:smithg@floridaliteracy.org)**

**[www.floridaliteracy.org](http://www.floridaliteracy.org)**

# Upcoming Trainings

- **Webinar – Let's Speak English!** October 28

- **Regional ESOL Teacher/Tutor Symposiums**

Half day sessions for tutors and teachers on effective practices in ESOL instruction.

November 4 – Lorenzo Walker Technical High, Naples

November 9 – Hagen Ranch Road Library, Delray Beach

- **What Works! Research Symposium**

December 7 – Hillsborough County Public Library, Tampa





# Online Tutor Training Course

floridaliteracytraining.org/mod/scorm/player.php

Florida Literacy Coalition Grades



Florida Literacy Coalition, Inc.

Menu

- ▼ Module 1: Introduction
  - 1. Local Literacy
  - 2. Course Objectives
  - 3. Succeeding as an Online Learner
- ▶ Module 2: Literacy Statistics
- ▶ Module 3: Who are Adult Learners
- ▶ Module 4: Experience based learning
- ▶ Module 5: Learning Styles
- ▶ Module 6: Goal Setting
- ▶ Module 7: Four Components of Reading
- ▶ Module 8: Writing
- ▶ Module 9: Learner Profile
- End of Course!
- About the Florida Literacy Coalition
- Special Thanks

Search...

FLC Literacy Tutor Training Course

Exit

## Introduction to the Tutor Training

Welcome to the  
**Florida Literacy Coalition**  
*Online Tutor Training.*



Working in conjunction with your literacy organization, this comprehensive training will provide you, the volunteer, with information, resources and practical tips for helping your adult learner meet his or her literacy goals.

1

Search... [Speaker] [Pause] [Progress Bar] [Refresh] [PREV] [NEXT]

October 21- November 11  
**floridaliteracytraining.org**

# 36<sup>th</sup> Annual Florida Literacy Conference

**SAVE THE DATE!**

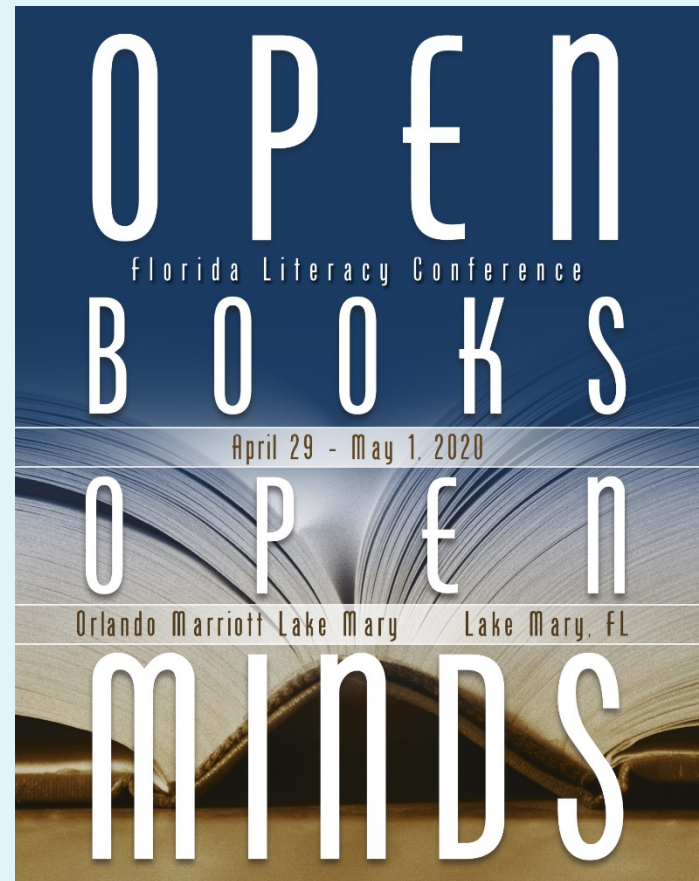
**April 29 - May 1, 2020**

**Orlando Marriott Lake Mary**

**Call for Presenters:**

**October 15, 2019**

**[www.floridaliteracy.org](http://www.floridaliteracy.org)**



# Adult Education and Literacy Hotline

FLC provides a toll free hotline and online referral directory. A trained referral specialist provides on call information about education programs and volunteer opportunities throughout the state.

Update your Listing [tinyurl.com/zz8y6f5](https://tinyurl.com/zz8y6f5)



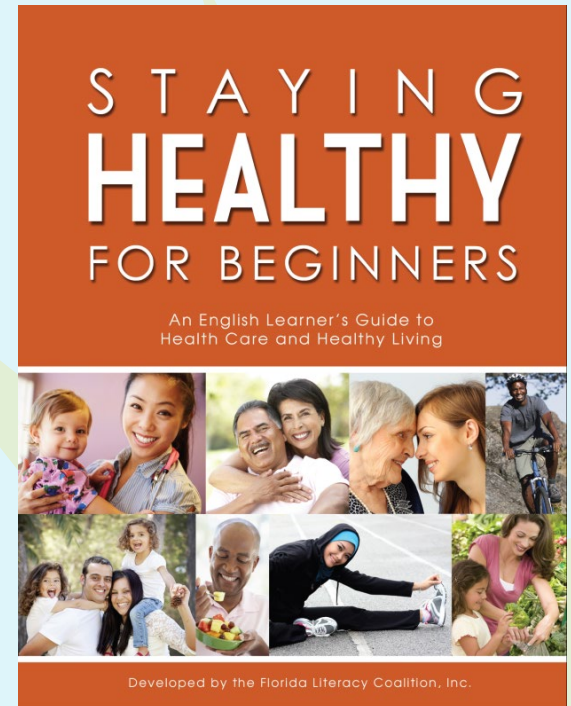
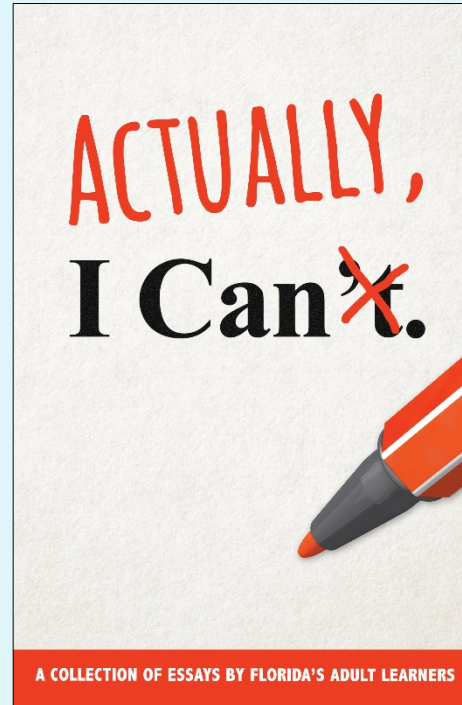
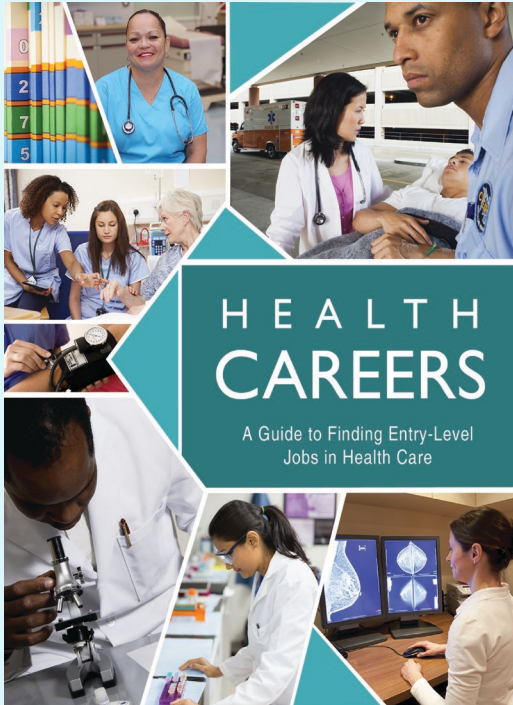
# Health and Financial Literacy



- Grants
- Curriculum
- Professional Development



# Publications





# Free Online Health Literacy Course



Florida Literacy Coalition, Inc.

Florida Literacy Coalition Health Literacy Training Course (00:19 / 59:15)

Resources Exit

Welcome!



Online Health Literacy Training Course



FLORIDA LITERACY COALITION

This Course was developed by Florida's Adult and Family Literacy Resource Center, a program of the Florida Literacy Coalition and was made possible through the support of the [Florida Department of Education, Division of Career and Adult Education](#)



< PREV

NEXT >

# Staying Healthy Quiz App



Download for free onto an Android mobile device from Google Play

Plain language health questions divided into easy and hard categories.


New quiz every time you play.


You can play as a guest or set up an account to save scores.

Question explanations provide additional learning opportunity.

# Staying Healthy Quiz App

1:03 100%

EXIT  ESPAÑOL



According to MyPlate.gov, adults should consume three servings of dairy products each day. What counts as one serving of yogurt?

☐ ½ cup


☐ 1 cup

☐ 1 ½ cups

☐ 2 cups

SUBMIT ANSWER

1:03 100%

EXIT  ESPAÑOL

According to MyPlate.gov, adults should consume three servings of dairy products each day. What counts as one serving of yogurt?

Good try! One cup of yogurt is equal to one serving of dairy.


☐ ½ cup

☒ Correct! 1 cup

☐ Incorrect! 1 ½ cups

☐ 2 cups

NEXT

SALIDA  ENGLISH



¿Qué es un intérprete médico?

☐ Una persona que te ayuda a perder peso

☐ Un médico primario

☐ Una persona que ayuda a médicos y pacientes que hablan diferentes idiomas

☐ La persona que te saluda y atiende en el consultorio del médico

ENVIAR RESPUESTA



# Student Recruitment in Adult Education and Literacy



**If You Build It, They Will Come. Think Again.**

## **Results of a Market Research Project on Student Recruitment in Adult Education and Literacy**

### **Introduction**

In recent years, there has been a growing emphasis in adult education and literacy to pursue outcomes-based programming. However, when it comes to student recruitment many adult education programs don't engage in a market research approach to inform their community outreach and recruitment efforts. Nationally, adult education programs are only serving approximately 10% of the population in need, so a strong case can be made that information dissemination and student recruitment should be a priority.

Market research is the act of gathering information about supporters' preferences. With modest investments, adult educators can employ some of the same target marketing strategies commonly used in other industries. The resulting data can shed light on the intentions, motivations, and behaviors of those you are trying to reach.

In 2019, the Florida Literacy Coalition conducted a series of three adult learner focus groups to explore key messages, terminology, and communication methods that may be more or less effective in recruiting students for adult education programs. All of the participants were enrolled in an ABE or adult literacy program and represented a range of individuals in terms of age, gender, and education level. ESOL students were not included. Using a customer service-based approach, we inquired about the motivations, concerns, and assumptions that factored into student decision making, and sought students' advice on how to effectively reach others in need of adult education services.

### **Motivation**

Participating students were asked about what initially motivated them to enroll in their program. The responses ranged from wanting to learn how to "write sentences and paragraphs" to individuals pursuing specific college degrees and professions. Responses relating to pursuing post-secondary credentials and/or careers were most frequently mentioned. That said, it's worth noting that 42% of students didn't mention these as primary motivators. Themes relating to self-fulfillment, personal pride, bettering oneself, and completing something that went unfinished, were commonly mentioned. A number of students talked about how they were focusing their energies on getting their GED and didn't have definite plans beyond that. Adult Literacy League students, who were receiving literacy instruction, were more likely to mention skills development in the areas of reading, writing, and math.

*"Sometimes at my age, you don't complete things that you start.  
And so you just go on with life and you just let it happen. But in the  
back of your head it's always there that you didn't complete that one*



**Special thanks to the  
Florida Department of Education, Division of Career and Adult  
Education**



**[www.floridaliteracy.org](http://www.floridaliteracy.org)**

# Institute for the Professional Development of Adult Educators (IPDAE)

- Updates by June Rall, Executive Director
- Contact information:

**Email:** [www.floridaipdae.org](http://www.floridaipdae.org)

**Phone:** (772) 462-7409





INSTITUTE FOR THE PROFESSIONAL  
DEVELOPMENT OF ADULT EDUCATORS

# ACE Administrators Presentation

## October 4, 2019

[www.floridaipdae.org](http://www.floridaipdae.org)

IPDAE is supported with federal funds as appropriated to the Florida Department of Education,  
Division of Career and Adult Education for the provision of state leadership professional development activities.

## **Institute for the Professional Development of Adult Educators**

IPDAE is the Florida's Adult Education Professional Development Hub for the state. Our work, per the Florida Department of Education pertaining to The Adult Education and Family Literacy State Leadership Professional Development Career Pathways Continuation grant, is to plan and produce deliverables created to assist adult education administrators and staff as they align their programs to college and career readiness principles and continue to sustain their Adult Education Career Pathway Systems (AECPS).

### **Our Mission**

To provide Adult Education practitioners with the tools necessary to help individuals achieve their academic and career goals while supporting community and economic growth.

### **What We Do**

We are a One-Stop, high quality, professional development resource center as stated in Florida's Workforce Innovation & Opportunities Act (WIOA) Unified State Plan (sec.223 p.140). "IPDAE is the main professional development hub for adult education in Florida". We provide wide-scale support and assistance to adult education programs.



In this session, we will review:

- Statistics and Data
- Key initiatives for 2019-20
- Fall Regional Workshops
- Resources available and upcoming on the IPDAE website

Funded By



FLORIDA DEPARTMENT OF  
**EDUCATION**  
— [fldoe.org](http://fldoe.org)



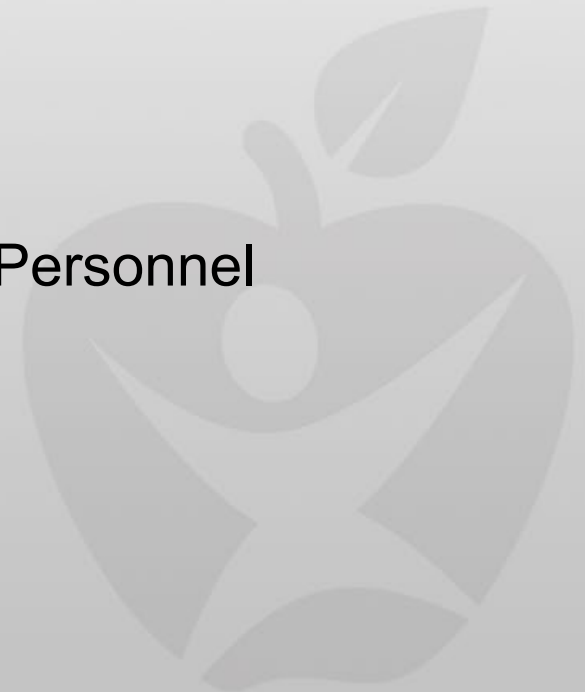
## **IPDAE User Activity Data**

- **7,235** – Active Registered Website Portal Users
- **9,318** – Active Email List Subscribers
- **54,114** – Combined Views of IPDAE Videos
- **5044** – E-Training Enrollments
- **707,946** – Website Page Views

## **Adult Education General Data**

- **6,590** – Total FL Adult Education Personnel

Sources: OCTAE for 2017-2018





## **IPDAE 2019 / 2020 Key Initiatives**

Targeted areas of focus to address areas of needed attention in the Adult Education field.

- Partnerships
  - Regional Education Laboratories S.E. (REL)
  - FL/GA Synergy (COP)
  - Department of Corrections (DOC)
- Collaboration Opportunities
  - Data Recognition Corporation (DRC)
  - GED Testing Service® (GEDTS)
  - Comprehensive Adult Student Assessment Systems (CASAS)
- Curriculum Matrix (Online Lookup Version)
- TABE® (Online Assistance Center)
- Trainings / Workshops (Face to Face)

## **Regional Education Laboratories S.E. (REL)**

IPDAE and REL are teamed up to leverage studies and information that can assist the field of Adult Education in various capacities that include a Self-Study Guide for Implementing Adult Education Evidence-Based Literacy Practices, it was submitted to the Institute of Education Sciences (IES) at the U.S. Department of Education in June 2019.

## **FL / GA Synergy (COP)**

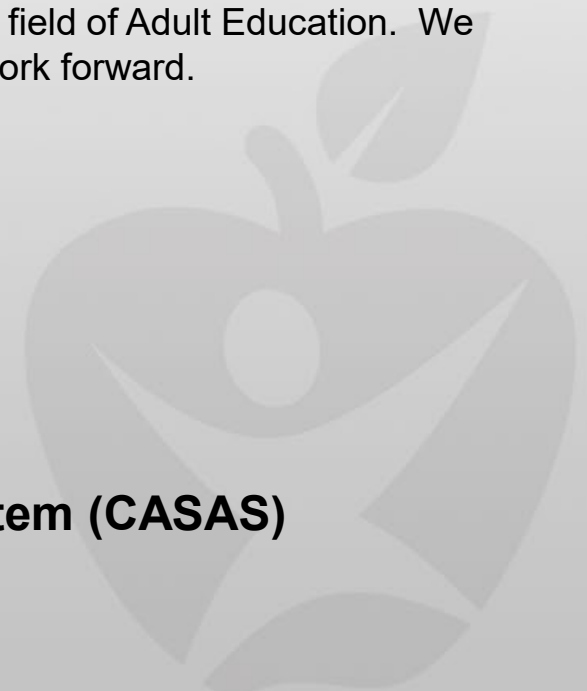
IPDAE and respective contacts in Georgia have teamed up to conduct a Community of Practice (COP) intended to leverage best practices and opportunities in the field of Adult Education. We expect to expand on a conceptual framework of IET to move the work forward.

## **Department of Corrections (DOC)**

## **Data Recognition Corporation (DRC)**

## **GED Testing Service® (GEDTS)**

## **Comprehensive Adult Student Assessment System (CASAS)**



Domain	Level 1 Below Passing Limited/Inconsistent		Level 2 Passing (HS Equivalency) Satisfactory	
1. Rational Numbers	Apply number properties involving numbers and factors.	Apply number properties involving numbers and factors.	Apply number properties involving numbers and factors.	Apply number properties involving numbers and factors.
	Compare and order integers.	Compare and order integers.	Compare and order integers.	Compare and order integers.
	Identify real-world problems using rational numbers.	Identify real-world problems using rational numbers.	Identify real-world problems using rational numbers.	Identify real-world problems using rational numbers.
2. Measurement	Compute the area and perimeter of rectangles and squares.	Compute the area and perimeter of rectangles and squares.	Compute the area and perimeter of rectangles and squares.	Compute the area and perimeter of rectangles and squares.
	Compute the area and perimeter of rectangles and squares.	Compute the area and perimeter of rectangles and squares.	Compute the area and perimeter of rectangles and squares.	Compute the area and perimeter of rectangles and squares.
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3. Expression and Equations	Use number properties involving numbers and factors.	Use number properties involving numbers and factors.	Use number properties involving numbers and factors.	Use number properties involving numbers and factors.
	Use number properties involving numbers and factors.	Use number properties involving numbers and factors.	Use number properties involving numbers and factors.	Use number properties involving numbers and factors.
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4. Graphs and Functions	Identify the equation of a line from a graph.	Identify the equation of a line from a graph.	Identify the equation of a line from a graph.	Identify the equation of a line from a graph.
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Institute for the Professional Development of Adult Educators - [www.floridapdae.org](http://www.floridapdae.org)  
Supported by the Florida Department of Education

**I.D.:**

Domain	NRS Level 1	NRS Level 2	NRS Level 3	NRS Level 4	NRS Level 5/6
<b>1. Number and Numeration</b>	1.1.1. Identify and represent numbers up to 1000 using various representations (numerals, words, base ten blocks, number lines, etc.). 1.1.2. Read and write numbers up to 1000 in words and numerals. 1.1.3. Compare and order numbers up to 1000 using symbols ( $<$ , $>$ , $=$ ).	1.2.1. Identify and represent numbers up to 10,000 using various representations (numerals, words, base ten blocks, number lines, etc.). 1.2.2. Read and write numbers up to 10,000 in words and numerals. 1.2.3. Compare and order numbers up to 10,000 using symbols ( $<$ , $>$ , $=$ ).	1.3.1. Identify and represent numbers up to 100,000 using various representations (numerals, words, base ten blocks, number lines, etc.). 1.3.2. Read and write numbers up to 100,000 in words and numerals. 1.3.3. Compare and order numbers up to 100,000 using symbols ( $<$ , $>$ , $=$ ).	1.4.1. Identify and represent numbers up to 1,000,000 using various representations (numerals, words, base ten blocks, number lines, etc.). 1.4.2. Read and write numbers up to 1,000,000 in words and numerals. 1.4.3. Compare and order numbers up to 1,000,000 using symbols ( $<$ , $>$ , $=$ ).	1.5.1. Identify and represent numbers up to 10,000,000 using various representations (numerals, words, base ten blocks, number lines, etc.). 1.5.2. Read and write numbers up to 10,000,000 in words and numerals. 1.5.3. Compare and order numbers up to 10,000,000 using symbols ( $<$ , $>$ , $=$ ).
<b>2. Operations and Computation</b>	2.1.1. Add and subtract whole numbers up to 1000 using various strategies (number lines, base ten blocks, etc.). 2.1.2. Multiply and divide whole numbers up to 1000 using various strategies (arrays, area models, etc.).	2.2.1. Add and subtract whole numbers up to 10,000 using various strategies (number lines, base ten blocks, etc.). 2.2.2. Multiply and divide whole numbers up to 10,000 using various strategies (arrays, area models, etc.).	2.3.1. Add and subtract whole numbers up to 100,000 using various strategies (number lines, base ten blocks, etc.). 2.3.2. Multiply and divide whole numbers up to 100,000 using various strategies (arrays, area models, etc.).	2.4.1. Add and subtract whole numbers up to 1,000,000 using various strategies (number lines, base ten blocks, etc.). 2.4.2. Multiply and divide whole numbers up to 1,000,000 using various strategies (arrays, area models, etc.).	2.5.1. Add and subtract whole numbers up to 10,000,000 using various strategies (number lines, base ten blocks, etc.). 2.5.2. Multiply and divide whole numbers up to 10,000,000 using various strategies (arrays, area models, etc.).
<b>3. Fractions and Decimals</b>	3.1.1. Identify and represent fractions and decimals up to 1000 using various representations (numerals, words, base ten blocks, number lines, etc.). 3.1.2. Read and write fractions and decimals up to 1000 in words and numerals. 3.1.3. Compare and order fractions and decimals up to 1000 using symbols ( $<$ , $>$ , $=$ ).	3.2.1. Identify and represent fractions and decimals up to 10,000 using various representations (numerals, words, base ten blocks, number lines, etc.). 3.2.2. Read and write fractions and decimals up to 10,000 in words and numerals. 3.2.3. Compare and order fractions and decimals up to 10,000 using symbols ( $<$ , $>$ , $=$ ).	3.3.1. Identify and represent fractions and decimals up to 100,000 using various representations (numerals, words, base ten blocks, number lines, etc.). 3.3.2. Read and write fractions and decimals up to 100,000 in words and numerals. 3.3.3. Compare and order fractions and decimals up to 100,000 using symbols ( $<$ , $>$ , $=$ ).	3.4.1. Identify and represent fractions and decimals up to 1,000,000 using various representations (numerals, words, base ten blocks, number lines, etc.). 3.4.2. Read and write fractions and decimals up to 1,000,000 in words and numerals. 3.4.3. Compare and order fractions and decimals up to 1,000,000 using symbols ( $<$ , $>$ , $=$ ).	3.5.1. Identify and represent fractions and decimals up to 10,000,000 using various representations (numerals, words, base ten blocks, number lines, etc.). 3.5.2. Read and write fractions and decimals up to 10,000,000 in words and numerals. 3.5.3. Compare and order fractions and decimals up to 10,000,000 using symbols ( $<$ , $>$ , $=$ ).
<b>4. Measurement and Geometry</b>	4.1.1. Measure length, mass, and volume using standard units (inches, centimeters, grams, milliliters, etc.). 4.1.2. Measure length, mass, and volume using non-standard units (ruler, scale, graduated cylinder, etc.). 4.1.3. Measure area and perimeter using standard units (square inches, square centimeters, etc.). 4.1.4. Measure area and perimeter using non-standard units (tiles, paper, etc.).	4.2.1. Measure length, mass, and volume using standard units (inches, centimeters, grams, milliliters, etc.). 4.2.2. Measure length, mass, and volume using non-standard units (ruler, scale, graduated cylinder, etc.). 4.2.3. Measure area and perimeter using standard units (square inches, square centimeters, etc.). 4.2.4. Measure area and perimeter using non-standard units (tiles, paper, etc.).	4.3.1. Measure length, mass, and volume using standard units (inches, centimeters, grams, milliliters, etc.). 4.3.2. Measure length, mass, and volume using non-standard units (ruler, scale, graduated cylinder, etc.). 4.3.3. Measure area and perimeter using standard units (square inches, square centimeters, etc.). 4.3.4. Measure area and perimeter using non-standard units (tiles, paper, etc.).	4.4.1. Measure length, mass, and volume using standard units (inches, centimeters, grams, milliliters, etc.). 4.4.2. Measure length, mass, and volume using non-standard units (ruler, scale, graduated cylinder, etc.). 4.4.3. Measure area and perimeter using standard units (square inches, square centimeters, etc.). 4.4.4. Measure area and perimeter using non-standard units (tiles, paper, etc.).	4.5.1. Measure length, mass, and volume using standard units (inches, centimeters, grams, milliliters, etc.). 4.5.2. Measure length, mass, and volume using non-standard units (ruler, scale, graduated cylinder, etc.). 4.5.3. Measure area and perimeter using standard units (square inches, square centimeters, etc.). 4.5.4. Measure area and perimeter using non-standard units (tiles, paper, etc.).
<b>5. Data and Probability</b>	5.1.1. Collect and display data using various representations (bar graphs, line graphs, etc.). 5.1.2. Interpret data from various representations (bar graphs, line graphs, etc.). 5.1.3. Calculate the mean, median, and mode of a data set.	5.2.1. Collect and display data using various representations (bar graphs, line graphs, etc.). 5.2.2. Interpret data from various representations (bar graphs, line graphs, etc.). 5.2.3. Calculate the mean, median, and mode of a data set.	5.3.1. Collect and display data using various representations (bar graphs, line graphs, etc.). 5.3.2. Interpret data from various representations (bar graphs, line graphs, etc.). 5.3.3. Calculate the mean, median, and mode of a data set.	5.4.1. Collect and display data using various representations (bar graphs, line graphs, etc.). 5.4.2. Interpret data from various representations (bar graphs, line graphs, etc.). 5.4.3. Calculate the mean, median, and mode of a data set.	5.5.1. Collect and display data using various representations (bar graphs, line graphs, etc.). 5.5.2. Interpret data from various representations (bar graphs, line graphs, etc.). 5.5.3. Calculate the mean, median, and mode of a data set.

# Curriculum Matrix Overview

- Summarizes the College and Career Readiness Standards in an intuitive format
- Shows the big picture
- Organized standards by level, domain and content group for differentiation and scaffolding
- Useful for planning, collaboration, professional development and progress monitoring

Domain	HEIS Level 1	HEIS Level 2	HEIS Level 3	HEIS Level 4	HEIS Level 5/6
1. Number and Operations: Base Ten	Place Value of a Digit Compare 2-Digit Numbers Place Value and Addition of 2-Digit Numbers	Place Value of a Digit Add and Subtract 2-Digit Numbers Place Value and Subtraction of 2-Digit Numbers Place Value and Multiplication of 2-Digit Numbers	Place Value of a Digit Add and Subtract 3-Digit Numbers Place Value and Multiplication of 3-Digit Numbers Place Value and Division of 3-Digit Numbers	Place Value of a Digit Add and Subtract 4-Digit Numbers Place Value and Multiplication of 4-Digit Numbers Place Value and Division of 4-Digit Numbers	Place Value of a Digit Add and Subtract 5-Digit Numbers Place Value and Multiplication of 5-Digit Numbers Place Value and Division of 5-Digit Numbers
2. Operations and Algebraic Thinking	Use Addition and Subtraction to Solve Problems Use Multiplication and Division to Solve Problems Use Addition and Subtraction to Solve Problems	Use Addition and Subtraction to Solve Problems Use Multiplication and Division to Solve Problems Use Addition and Subtraction to Solve Problems	Use Addition and Subtraction to Solve Problems Use Multiplication and Division to Solve Problems Use Addition and Subtraction to Solve Problems	Use Addition and Subtraction to Solve Problems Use Multiplication and Division to Solve Problems Use Addition and Subtraction to Solve Problems	Use Addition and Subtraction to Solve Problems Use Multiplication and Division to Solve Problems Use Addition and Subtraction to Solve Problems
3. Measurement and Data	Length, Mass, Volume, and Temperature Area and Perimeter Angles	Length, Mass, Volume, and Temperature Area and Perimeter Angles	Length, Mass, Volume, and Temperature Area and Perimeter Angles	Length, Mass, Volume, and Temperature Area and Perimeter Angles	Length, Mass, Volume, and Temperature Area and Perimeter Angles
4. Geometry	Points, Lines, Rays, and Angles Shapes and Solids Area and Perimeter	Points, Lines, Rays, and Angles Shapes and Solids Area and Perimeter	Points, Lines, Rays, and Angles Shapes and Solids Area and Perimeter	Points, Lines, Rays, and Angles Shapes and Solids Area and Perimeter	Points, Lines, Rays, and Angles Shapes and Solids Area and Perimeter
5. Number and Operations: Fractions	Fractions Decimals Fractions and Decimals	Fractions Decimals Fractions and Decimals	Fractions Decimals Fractions and Decimals	Fractions Decimals Fractions and Decimals	Fractions Decimals Fractions and Decimals
6. Expressions and Equations	Variables and Expressions Equations and Inequalities	Variables and Expressions Equations and Inequalities	Variables and Expressions Equations and Inequalities	Variables and Expressions Equations and Inequalities	Variables and Expressions Equations and Inequalities

Institute for the Professional Development of Adult Educators - www.fountapeia.org supported by the Florida Department of Education

# Online Curriculum Matrix

IPDAE ELECTRONIC MATRIX

Your online lookup tool that dynamically returns resources that are correlated to Florida's adult education framework standards. Make selections below in the areas of your interest.





Matrix Type: ABE Mathematics Curriculum Matrix


Domain: 1. Number and Operations: Base Ten

Level: NRS Level 1


**Results:**

The following are the results from your lookup criteria.


Standards	Resources
Place Value of 2-Digit Numbers	 Activity Resource
Add and Subtract 2-Digit Numbers	 Activity Resource
Compare 2-Digit Numbers	 Activity Resource
Model Addition and Subtraction of 2-Digit Numbers	 Activity Resource




**ABE Mathematics Matrix**  
**Download Now!**  
The PDF version of the ABE Mathematics Curriculum Matrix.



**ABE Reading Matrix**  
**Download Now!**  
The PDF version of the ABE Reading Curriculum Matrix.



**ABE Language Arts Matrix**  
**Download Now!**  
The PDF version of the ABE Language Arts Curriculum Matrix.



**GED® Mathematics Matrix**  
**Download Now!**  
The PDF version of the GED® Mathematics Curriculum Matrix.



## Upcoming Workshops

- Fall workshops focused on NRS Levels 2 and 3 in math and reading
- Workshops designed for Correctional settings
- More great REL materials
- Conference presentations and more . . .

# Unlocking the Learning to Build Resilient Learners

- Face to Face (F2F) Regional Workshop
- Focused on ABE/ESOL (NRS Levels 2/3)
  - Interactive format
  - Scripted PPT
  - Workbook/Guide
  - Classroom strategies
  - Hands-on activities



Scheduled Events for September 1, 2019 to November 22, 2019

DATE	DESCRIPTION
Sep 11	Wednesday Sep 11, 2019 Webinar - S
Sep 18	Wednesday Sep 18, 2019 Webinar - D
Sep 25	Wednesday Sep 25, 2019 Webinar - T
Oct 9	Wednesday Oct 9, 2019 Webinar - B
Oct 11	Friday Unlocking the Learning to Build Resilient Learners through Reading and Math (Collier County)
Oct 14	Friday Unlocking the Learning to Build Resilient Learners through Reading and Math (Escambia County)
Oct 16	Friday Unlocking the Learning to Build Resilient Learners through Reading and Math (Pinellas County)
Oct 17	Thursday Oct 17, 2019 Collier County - Workshop: Unlocking the Learning to Build Resilient Learners through Reading and Math
Oct 18	Friday Oct 18, 2019 Escambia County - Workshop: Unlocking the Learning to Build Resilient Learners through Reading and Math
Oct 23	Wednesday Oct 23, 2019 Webinar - Packaging Your Professional Development - Part 1
Oct 26	Saturday Oct 26, 2019 Pinellas County - Workshop: Unlocking the Learning to Build Resilient Learners through Reading and Math
Nov 15	Friday Nov 15, 2019 St. Lucie County - Workshop: Unlocking the Learning to Build Resilient Learners through Reading and Math
Nov 20	Wednesday Nov 20, 2019 Webinar - Packaging Your Professional Development- Part 2
Nov 22	Friday Nov 22, 2019 Leon County - Workshop: Unlocking the Learning to Build Resilient Learners through Reading and Math

Note: Events and dates are subject to change.

Provided by [www.floridaipdae.org](http://www.floridaipdae.org)

# Register Now!

## Unlocking the Learning to Build Resilient Learners

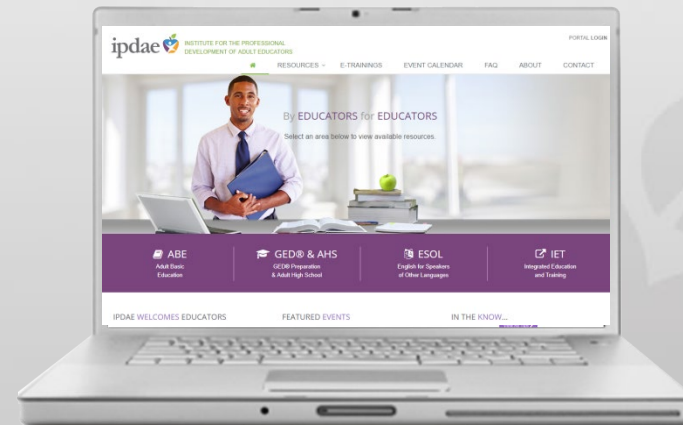
[floridaipdae.org](http://floridaipdae.org)



## Webinar Wednesday

Scheduled Webinar Session Enhancements will include:

- Guided Notes
- Scripted PPT
- Activity Book/Guide

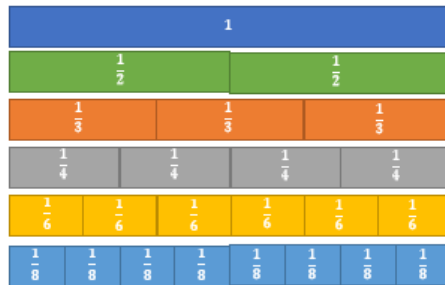


## Activity Resources

### Components:

- Concept
- Practice Activities
- Answer Key
- Additional Resources
- References/Credits

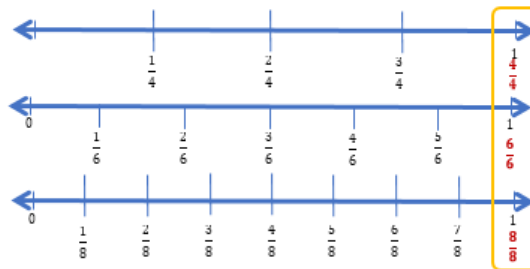
This time, let's closely examine fractions that equivalent to a whole. Looking at the fraction tiles below, we can generate some fractions that are equivalent to a whole.



We can say that the following examples form the same size as a whole and are fractions equivalent to a whole or 1.

- Two pieces of the  $\frac{1}{2}$  fraction tiles which represents  $\frac{2}{2}$
- Three pieces of the  $\frac{1}{3}$  fraction tiles which represents  $\frac{3}{3}$
- Four pieces of the  $\frac{1}{4}$  fraction tiles which represents  $\frac{4}{4}$
- Six pieces of the  $\frac{1}{6}$  fraction tiles which represents  $\frac{6}{6}$
- Eight pieces of the  $\frac{1}{8}$  fraction tiles which represents  $\frac{8}{8}$

Looking at a few number lines, we can also see the same pattern of fractions equivalent to 1.



# Individualized Instructional Student Plan

## Highlights:

- Test Level
- Emphasis Level
- Domain Percentage
- Standard Group
- Checklist Format

Currently Being Piloted

**ipdae** INSTITUTE FOR THE PROFESSIONAL DEVELOPMENT OF ADULT EDUCATORS

**INDIVIDUALIZED INSTRUCTIONAL STUDENT PLAN**  
ABE Mathematics: TABE Level A

STUDENT NAME: \_\_\_\_\_ I.D.: \_\_\_\_\_

CURRENT TESTING INFORMATION:		POST-TESTING INFORMATION:	
Test Date:		TABE Level:	A
Current Test Level:		CCR Level:	E
Current Test Form:			
Scale Score:			
NRS Level:			

LOW EMPHASIS      MEDIUM EMPHASIS      HIGH EMPHASIS

<b>DOMAIN:</b> Geometry 15%	<b>SCORED PROFICIENCY:</b> <input type="checkbox"/> Non-Proficiency <input type="checkbox"/> Partial Proficiency <input type="checkbox"/> Proficiency
<b>MASTERY DATE:</b>	

NRS	Group:	Standard Description:	Mastery Date:
5/6	GEOMETRY: CONGRUENCE	<i>Experiment with transformations in the plane.</i> Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	
5/6	GEOMETRY: SIMILARITY, RIGHT TRIANGLES, & TRIGONOMETRY	<i>Prove theorems involving similarity.</i> Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	
5/6	GEOMETRY: GEOMETRIC MEASUREMENT & DIMENSION	<i>Explain volume formulas and use them to solve problems.</i> Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	
5/6	GEOMETRY: MODELING WITH GEOMETRY	<i>Apply geometric concepts in modeling situations.</i> Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).	

<b>DOMAIN:</b> Numbers & Quantity 19%	<b>SCORED PROFICIENCY:</b> <input type="checkbox"/> Non-Proficiency <input type="checkbox"/> Partial Proficiency <input type="checkbox"/> Proficiency
<b>MASTERY DATE:</b>	

NRS	Group:	Standard Description:	Mastery Date:
5/6	NUMBER & QUANTITY: THE REAL NUMBER SYSTEM	<i>Extend the properties of exponents to rational exponents.</i> Rewrite expressions involving radicals and rational exponents using the properties of exponents.	
5/6	NUMBER & QUANTITY: QUANTITIES	<i>Reason quantitatively and use units to solve problems.</i> Use units as a way to understand problems and to guide the solution of multi-step problems. Choose and interpret units consistently in formulas. Choose and interpret the scale and the origin in graphs and data displays. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	



- Do You See What I Mean? Visual Literacy in a Digital World
- Breaking Down the TABE 11/12
- ABE Math Skills
- Packaging Your Professional Development
- Four Critical Factors that Impact your NRS Data
- Instructional Strategies to Address CASAS Reading & Listening Item Types
- Corrections

**Can't attend?**  
**All webinars are archived on the IPDAE website.**

## Ideas from the Field

Incorporating IPDAE webinars with face to face training opportunities



## **TABE® E-Trainings**

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

## **Online Assistance Center**

- Online framework to assist educators with the implementation of the new TABE 11/12

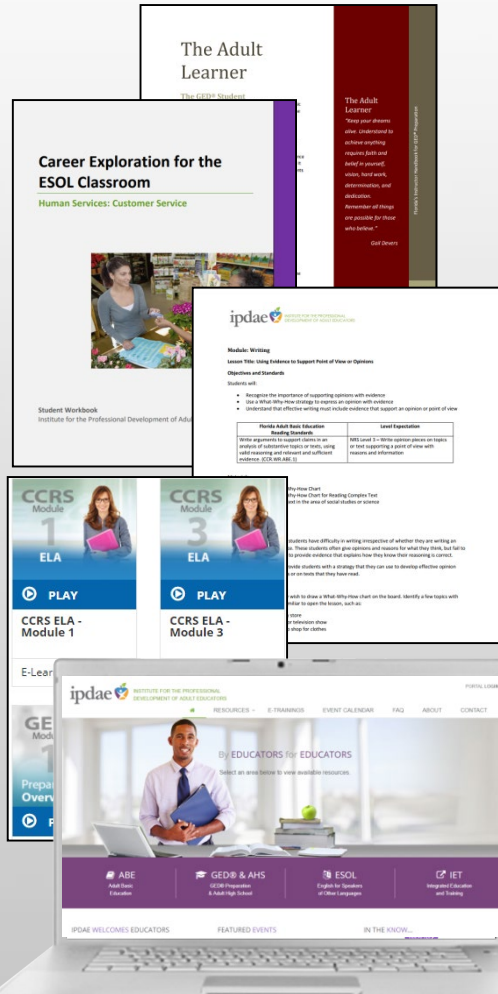
## **Online Assistance Center**

- IPDAE's TABE Database



# Updated Administrators' Portal





<http://floridaipdae.org>

- ✓ **Attend** F2F Workshops
- ✓ **Enroll** in E-Learning Modules
- ✓ **Try out** the Matrices and Linked Activities
- ✓ **Participate** in Webinar Wednesdays
- ✓ **Watch** the Videos
- ✓ **Access** the Resources
- ✓ **Visit** the IPDAE site regularly
- ✓ **Contact** IPDAE staff for more information



## Always here to assist!

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





**Supporting Florida's Adult Educators**  
**[www.floridaipdae.org](http://www.floridaipdae.org)**



## Additional Professional Development

- LINC Online Courses: <https://lincs.ed.gov>
- Coalition on Adult Basic Education: <https://coabe.org/>



## **2020-2021 WIOA Title II Adult Education and Family Literacy Act Competition**

Kathleen Taylor – Bureau Chief for Standards,  
Benchmarks and Frameworks

# Hallmarks of the 2017 Competitive Application

- **Established a minimum level of service necessary to improve literacy and workforce preparation** -10 hours per program per week for at least 32 weeks and minimum 20 students served for each geographic allocation.
- **Consideration of Enrollment and Performance** - Applicants identified number of students to be enrolled and the gains to be earned. Increased accountability for meeting enrollment targets in Year 1 @85%, Year 2 @ 90% and Year 3 @ 100% .
- **Creation of Equitable Distribution of Funds in Geographic Competition Areas-** Applicants propose an expenditure of funds that is commensurate with the students being served.
- **Alignment with CareerSource local WIOA Plan** - Each local adult education application was reviewed for alignment to the local workforce plan.

# Grants Administration Updates

## 2018-2019 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:

- When will the final performance and fiscal reconciliation process be completed?
  - Fall 2019 (Nov/Dec)
- 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.
- How will Adult Education grant funds be awarded during the 2020-21 program year?
  - All Adult Education funds will be awarded through competition.
- 2020-21 Request for Proposals (RFP) will be posted on the Division's website in Spring 2020.





## Program Reminders

Kathleen Taylor – Bureau Chief for Standards,  
Benchmarks and Frameworks

# Placement into GED® Comprehensive Preparation Program

The following policy changes are effective for the 2019-20 reporting year

GED Subject Area	18-19 Placement Policy	19-20 Placement Policy
Math	Student is testing at a 9.0 or higher on an eligible Math subtest	Student is testing at a 9.0 or higher on an eligible Math subtest
Reasoning Through Language Arts	Student is testing at a 9.0 or higher on both an eligible reading and language arts subtest	Student is testing at a 9.0 or higher on an eligible Reading subtest
Science	Student is testing at a 9.0 or higher on both an eligible reading and language arts subtest	Student is testing at a 9.0 or higher on an eligible Reading subtest
Social Studies	Student is testing at a 9.0 or higher on both an eligible reading and language arts subtest	Student is testing at a 9.0 or higher on an eligible Reading subtest

## Placement into GED® Comprehensive Preparation Program

- Students may be enrolled in the GED® Comprehensive course number if they have scored at an NRS ABE Level 5 or higher in Reading or Mathematics on one of the eligible assessments specified in per [Rule 6A-6.014, F.A.C.](#) The student should, however, also be enrolled in the corresponding Adult Basic Education (ABE) course number for those areas in which they have not met the Level 5 threshold.

## Additional Guidance on Required Assessments

- Section 1004.93(2), F.S., **requires** adult education programs to provide academic services and to assess students to determine their skill levels.

The adult education program **must** provide academic services to students in the following priority:

- (a) Students who demonstrate skills at less than a fifth grade level, **as measured by tests approved for this purpose** by the State Board of Education, and who are studying to achieve basic literacy.
- (b) Students who demonstrate skills at the fifth grade level or higher, but below the ninth grade level, **as measured by tests approved for this purpose** by the State Board of Education, and who are studying to achieve functional literacy.
- (c) Students who are earning credit required for a high school diploma or who are preparing for the high school equivalency examination.

# 2019-2020 Assessment Technical Assistance Paper

Coming Soon! - Will be released once approved  
by OCTAE



## **Florida's July 2019 Federal Monitoring Visit: Policy Changes Ahead**

Kathleen Taylor – Bureau Chief for Standards,  
Benchmarks and Frameworks

# Federal Monitoring Visit Updates

- U.S. Department of Education conducted a federal monitoring visit during July 29<sup>th</sup> through August 2<sup>nd</sup>
- Topics Covered:
  - Performance Accountability
  - Fiscal
  - State Leadership
  - Competition and Monitoring Locals
  - WIOA Shared Monitoring
- Commendations and Possible Findings
- Thank you to our local providers who shared their programs and data with the monitoring team.

## Thank You for the Exceptional Site Visits

- Clay County District Schools: Mike Wingate, Peggy Brooks, Terri Hopkins, Lynette Shaw, Annie Fields, Jenny Garland and Rachel Walker
- Florida State College at Jacksonville: Dr. Sabrina Mixson
- ACE of Leon: Regina Browning
- Tallahassee Community College: Tiffaney Barnes
- Miami-Dade County Public Schools: Carlos Manrique
- Miami-Dade College: Dr. Luis Rodriguez



## IET Modifications

- IET program will have structural modifications occurring based on the monitoring audit
- ELCATE and GED®- Integrated will both have modifications to their frameworks to accommodate the changes to the IET program

## Placement and Learning Gains Policies

- Based on information provided during the Federal Monitoring visit we are in the process of identifying policy changes impacting the Educational Functioning Level Reported for students and the reporting of learning gains
- Final policy recommendations will be shared in a webinar on October 14<sup>th</sup> at 10:00 a.m.
- Information on the webinar will be sent to AGE directors and Reports Coordinators by October 7<sup>th</sup>.



## **AGE Reporting Changes and Performance Summary**

Tara McLarnon – Program Director for Budget,  
Accountability, and Assessment



# 19-20 Reporting Changes

## 19-20 Reporting Changes- Prior Year Diplomas

- Prior Year Adult Diploma Earners
- Districts will now be able to report prior year data on diploma earners using the WDIS Supplemental Information Format.
  - Example- Student earned the diploma in August 2019 but had exited AGE in 18-19
  - Example- Student notified your agency of a passing score after the reporting year had closed
- Used for WIOA NRS Data
- Districts should continue to use the WDIS Student End of Term Status format to report diplomas in the same reporting year.
- FCS formats allow for prior year reporting on the completion records

## 19-20 Reporting Changes- Special Populations

- Based on information from OCTAE, agencies will need to begin collecting data on three additional special populations
- Information should be collected during the intake process
- Additional information will be sent out under separate cover.

# 19-20 Reporting Changes- Special Populations

The three populations are:

- Participant will exhaust TANF (Part A Title IV of the Social Security Act) within 2 years of program entry
- Participant has been unemployed for 27 or more weeks at the time of program entry
- Participant who identifies as low income at program entry. Low Income includes any participants meeting one of the following criteria:
  - Participant or a member of the immediate family receive benefits through SNAP/TANF, SSI, or other state public assistance
  - Total family income does not exceed the higher of the poverty line or 70% of the lower living standard income level
  - Youth who is eligible to receive free or reduced lunch
  - Is currently in a foster program
  - Has a disability and has a personal income that is at or below the poverty line, regardless of family income
  - Is a homeless participant
  - Is a youth living in a high-poverty area

## 19-20 Reporting Changes- Diploma Type

- S. 1003.4282(11), F.S., identified a new Standard Diploma based on a CTE Pathway Option
- For districts, three additional reportable diploma types are being recommended for addition.
  - W61- Adult Standard High School Diploma (CTE Pathway Option)
  - W62- Adult Standard High School Diploma (CTE Pathway Option), (Concordant and/or Comparative Score)
  - W63- Adult Standard High School Diploma (CTE Pathway Option), (Statewide assessment waiver)
- Colleges will continue to report diplomas with the same codes.



## Birthdate

- Reminder that all students in AGE courses must be 16 years old by course entry
- Edits have been added for 19-20 reporting
- Exception may be made locally for Adult High School Co-Enrollment

## Reporting of AGE Instructional Hours

- Updated AGE Instructional Hours Technical Assistance Paper posted to the division website
- Provides clarification on the instructional hours reporting for students with less than 10 hours
- <http://www.fldoe.org/academics/career-adult-edu/career-adult-edu-technical-assistance-.stm>

## Data Quality

- It is the responsibility of all program directors to monitor data submissions and ensure the data transmitted to the state is accurate and complete.
- For each reporting cycle, directors should be requesting data quality reports to review
- Priority should be given to:
  - Instructional hours reported
  - LCPs reported
  - Diplomas reported

## Data Quality

- OCTAE visited several sites and saw local MIS system demonstrations as part of the monitoring visit
- The OCTAE team was impressed by the capabilities of the local systems and the ability to create and review local reports for performance evaluation and data quality
- They did note that while the systems are capable of supporting performance evaluation and data quality monitoring, few agencies are using the systems to their full capacity



# Enrollment and Performance Data

## Contacts

### Reporting Requirements and Data Elements

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Tan Johnson, Program Specialist

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Stephen Holzman, Educational Policy Analyst

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