2021-2022 Adult Education and Family Literacy Education Act

Quality Program Offerings
Webinar Logistics

• All participants will be muted for the duration of the webinar.
• All webcams are disabled for the duration of the webinar.
• How to submit questions during the webinar?
  • You may submit questions during the presentation through the webinar “Q&A” feature.
  • The chat will be utilized for questions and participation throughout the presentation.
Note about Questions

• Invited presenters will not address any questions related to the Request for Proposals (RFPs) requirements.

• Florida Department of Education (FDOE) staff may address specific RFP questions after the general presentations.

• Questions requiring research will be submitted to the grant contact for posting as part of the Frequently Asked Questions process.

• Contact for questions on the submission of RFP, Mallory.Martinez@fldoe.org.
2021-2022 Funding Opportunity - Adult Education and Family Literacy Act (AEFLA)

Consolidated – Grant Application
  • Adult General Education (AGE) – Sec. 231
  • Integrated English Literacy and Civics Education (IELCE) – Sec. 243

Individual – Grant Application
  • Corrections Education (CE) – Sec. 225

Go to: www.fldoe.org/WIOAGrants

Due June 30, 2021
Agenda

• Welcome and Introduction
• FDOE Overview
• Invited Speaker:
  • Jayme Adelson-Goldstein
  • Jennifer Bedon
• Questions and Answers
Priority 3
Overview
Priority 3: Ensure all learners receive high quality instruction that prioritizes measurable labor market needs and outcomes while working to eliminate equity gaps and achievement gaps in the community.

• The purpose of Priority 3 is to demonstrate how quality instruction will be delivered to all adult learners seeking services
  • How students may be using technology to develop digital literacy skills in the classroom or as an integral part of their own class work?
  • How are digital literacy skills are being integrated into workforce preparation activities and in support of IET programs?
  • How are distance learning opportunities will be made available for students, particularly those with low levels of literacy and learning disabilities?
  • Specifically, how will technology and online learning may lead to improved student performance?
  • What kind of information and data that will be analyzed by programs to monitor student engagement/persistence enrolled in a distance learning program versus a traditional classroom-based enrollment?
Priority 3: Part J: Family Literacy Models

• What current two-generation approaches with educational activities simultaneously for adult education family members and their children?

• Describe any planned two-generation programs and discuss how they embed the six evidence-based key components consisting of early childhood education; adult and postsecondary education and workforce pathways; economic supports and assets; K-12 – kindergarten readiness and third grade reading skills on time; health and well-being; and social capital.

• Describe the coordination of support services align to the identified broader set of regional partners described under Priority 1.

• Describe the regional need for two-generation approaches and any proposed plan for identifying appropriate provider partners and co-developing two-generation models during this first year of this two-year plan. Provide an overview of the partners’ ability to provide two-generation services.
Implementation Guide: Part H – Technology and Online Learning

This prompt seeks to understand the role technology and online learning will play as part of a systemic approach to deliver quality instruction.

Considerations:

• How is technology used to motivate students to be engaged in adult education curriculum?
• Do students have access to technology?
• Do students have access to online learning? What are some potential barriers and what assistance will be provided to help students overcome these barriers?
• How will technology improve academic performance?
• Why will online learning improve student education gains?
• What are advantages of online learning in your program?
• How does technology increase student engagement and motivation?
• How does technology and/or online learning accelerate learning?
• How is student engagement monitored?
• How is student persistence tracked?
• Are blended learning opportunities provided? How is blended learning operationalized?
Prompt J.1 and J.2 aim to understand how the two-year plan may incorporate family literacy also known as two-generation models into its systemic approach to deliver quality instruction.

Considerations:

• Is there a need to include this approach? What data sources substantiate need?

• Would inclusion of a two-generation model align to a broader set of regional partners described in Priority 1?

• How would the services be designed and delivered? What curriculum/material might be used to provide instruction to this population?
Invited Speaker
Jayme Adelson-Goldstein
Invited Speaker: Jayme Adelson-Goldstein

• Jayme Adelson-Goldstein is a curriculum consultant and teacher educator who works under the moniker of Lighthearted Learning. Jayme works with adult school and community college agencies to help English language teachers’ maximize their learners’ outcomes using rigorous and contextualized instruction aligned to 21st century standards. She has developed face-to-face and online professional development for myriad organizations including ACE of Florida, CALPRO (California), SABES (Massachusetts) TESOL and the American Institutes for Research. She has also provided curriculum support to agencies such as Portland (Maine) Adult Education and the Los Angeles Unified School District’s Division of Adult and Career Education. Jayme delights in the opportunity to provide workshops and keynotes internationally-- as much for the expanded perspective as the confirmation that adult learning and instruction has universal joys and challenges.

• Throughout her 40 years as a teacher educator, Jayme has continued to focus on refining instruction that respects (and differentiates for) the needs of both learners and instructors. Her most recent projects include revising a six-level ESL course outline for the Los Angeles Regional Adult Education Consortium, creating a resource correlating adult in-person and digital practices, developing and providing an online workshop series for Massachusetts adult education instructors on virtual teaching and learning; and serving as a subject matter expert on OCTAE’s Teaching the Skills that Matter project. Jayme has published several English language texts including The Oxford Picture Dictionary 3e; Step Forward 2e: Standards Based Language Learning for Work and Academic Readiness; and a digital LINCS ESL Pro resource: Preparing English Learners for Work and Career Pathways. In addition, she is the host of the podcast: Oxford Adult ESL Conversations.
Making the Connections

Technology, Online Learning, & Quality Instruction

Presented by Jayme Adleson-Goldstein, Lighthearted Learning
TOPICS WOVEN THROUGH TODAY’S WEBINAR

- Integration of Technology into Classroom Instruction
- Promoting Digital Literacy skills
- Providing Distance Learning
- Monitoring engagement and persistence
Technology and Online Learning

What Roles do Technology & Online Learning Play in a Systemic Approach to Delivering Quality Instruction?
A Look Back At What We’ve Learned

1. What’s your experience with synchronous online instruction in adult education? (Multiple Choice)
   - I’ve taught a synchronous online Adult Education class (0/0) 0% (e.g. on Zoom, Google Meet, Microsoft Teams, or other teleconferencing app.)
   - I’ve observed a synchronous online Adult Education class. (0/0) 0%
   - I’ve attended one or more participatory and synchronous professional development classes (v. informational Webinars)
   - I have taught or attended synchronous online classes or workshops but not specifically related to Florida Adult Education.

End Poll
OVERWHELMED by the challenges

EXCITED by the opportunities

From Attendee 02 to Everyone
Challenging!

From Attendee 12 to Everyone
My worst nightmare

From Attendee 27 to Everyone
Fun but hard

From Attendee 18 to Everyone
different

From Attendee 02 to Everyone
overwhelming

From Attendee 35 to Everyone
Exciting

From Attendee 62 to Everyone
Wonderful

From Attendee 14 to Everyone
more intense

From Attendee 29 to Everyone
an opportunity
The Importance of Connection
The Importance of Mindset

engage in flexible thinking that sees multiple paths to learning

believe in our learners’ ability (and our own!) to acquire skills

embrace failing as part of the learning process
The Importance of Transferring High-Leverage Practices Between Learning Environments
High-level practices include:

- Modeling and explaining concepts & strategies
- Asking questions that prompt and assess learners’ thinking
- Adjusting instruction to respond to learners’ needs
- Creating meaningful, collaborative tasks

HLPs incorporate:

- scaffolds
- academic language
- higher-order thinking
- cooperative learning
  and foster
- learners’ agency
The TECH model -
One Route to Integrating & Transferring HLPs

Practices that increase voice & choice, engage TBL and PBL

Tech-enhanced Sustaining Practices

Sustaining Practices

Choice: Instructor sets broad goals for student learning and offers a choice of tasks using a specified range of available tools.

Enhanced: Instructor integrates multiple tech tools to create an enhanced learning experience for students.

Traditional: Instructor designs the task using traditional pedagogy with technology supports.
Engagement & Motivation
Problem Solving in Technology Rich Environments

A RELEVANT

EXPLORE & DISCOVER

VOICE & CHOICE

RESPOND

ANALYZE &
Consider:

Digital literacy development is a critical component of adult basic education instruction. ABE classrooms are filled with adults who may have had interrupted formal education, who might be developing literacy for the first time, or who may be struggling with numeracy or English language proficiency. For these learners, digital literacy can support or accelerate the acquisition of knowledge and the development of proficiency in a range of academic contexts (Harris, 2015).

J. Vanek (2018) TSTM Digital Literacy Issue Brief
Access to Technology: Meeting the Needs
Access to Technology: The Device Conundrum
Access to Technology: Selecting the Tools
Access to Technology: Identifying Readiness

Screening for Success:
- Helping learners identify or consider
  - their access
  - what type of support they need for DL
  - the tools available to them
  - benefits of DL

Northstar Digital Literacy Assessments

Explicit Instruction in Computer Basics
Access to Technology

Explicitly teaching Digital Literacy Skills

1. Employ Information literacy skills
2. Demonstrate ethical use of digital resources
3. Identify the elements of a digital footprint
4. Protect oneself online
5. Handle digital communication effectively
6. Describe and address cyberbullying/trolling
Making Online Learning Accessible: Work Arounds

SUPER HOTSPOTS

LMS curriculum on an Intranet (Corrections)

TEACHER-CREATED VIDEOS

WI FI BUSSES

WhatsApp
Improved Student Performance Through Online Learning

How can Online Learning Contribute to Learner Outcomes?
Observations from the Field:

What’s improved thanks to Online Learning?

Ann Marie Holzknecht’s San Diego CC NRS 1 Adult ESL Class
Observations from the Field: Florida
Observations from the field: Massachusetts

Pesha Black, Director
Holyoke Community College
Ludlow Area & Springfield
Adult Learning Center ESOL Programs
Observations from the field: Minnesota

Susan Wetenkamp Brandt
Senior Manager for Educational Technology and Digital Literacy
Literacy Minnesota

Increased flexibility for adults, especially for parents and workers, resulted in high attendance.

The MN Digital Equity Plan Project engaged a cohort to design plans to address access, devices, tech support, digital skills training, and level-appropriate content.
Observations from the field: California

Dave Coleman
Teacher Advisor, ESL
Division of Adult & Career Education, Los Angeles Unified School District

18,000 learners online.
More teachers trained in one month than in an entire year previously. Teacher upskilling meant more effective instruction which translated into more learner engagement and persistence.
[Mismatches] may also build in systemic inequality. Those who can take advantage of [...] learning opportunities are different than those who can’t, and the differences often fall along racial, ethnic, gender, and linguistic lines, serving to perpetuate an exclusionary system despite the best intentions of all involved.

- 21CLEO Research Team, April 14, 2021
Monitoring Engagement and Persistence

How can we know if “It’s” working?
Collecting Data from...

Analytics available on LMS and Software

Schoolytics Extension for Google Classroom
Monitoring Performance through Learners’ e-portfolios
Monitoring Engagement through

- Formative Assessment
- Rubrics and Checklists
- Reflection

Self-assessing Engagement in the Virtual Class

<table>
<thead>
<tr>
<th>Distracted</th>
<th>Participating</th>
<th>Engaged</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What does distracted look &amp; sound like?</td>
<td>- What does participation look &amp; sound like?</td>
<td>- What does engaged look &amp; sound like?</td>
</tr>
<tr>
<td>- What distracts you?</td>
<td>- What helps you participate?</td>
<td>- What helps you stay engaged?</td>
</tr>
</tbody>
</table>
How have we addressed...

- Integrating Technology into Classroom Instruction?
- Promotion of Digital Literacy skills?
- Ways to support Distance Learning?
- Monitoring engagement and persistence?
Q & A

Google Search

I'm Feeling Lucky
Thank you for Listening & Connecting

Invited Speaker:
Jennifer Bedon
Invited Speaker: Jennifer Bedon

• Jennifer Bedon is the Family Success Initiative Teacher Advisor for the Los Angeles Unified School District’s Division of Adult and Career Education. She has dedicated her career to increasing equity and access for English Learners.

• As a founding member of the Family Success Initiative, she has designed and implemented more than 30 Two-Generation programs throughout Los Angeles.

• Her passion for empowering emergent bilingual families stems from her professional experiences as a Family Literacy Coordinator and her personal experiences as a mother of two bilingual children.

• Ms. Bedon holds a B.A. from UC Berkeley, a M.A.T. TESOL from USC, and an M.A. in Education from UCLA.
Two-Generation Learning

Jennifer Bedon
LAUSD Division of Instruction | Division of Adult and Career Education
Curriculum & Instruction
Florida DOE | May 18, 2021
What are your ESOL parents’ greatest hopes?
Two-Generation Learning

- What is the value?
  - Rationale
- What does it look like?
  - Program Origins, Models, Metrics
  - Q & A
Why?

The Need
○ The higher the parent’s educational attainment, the higher the child’s literacy and numeracy score.

○ Parents of children with lower numeracy and literacy skills had significantly lower levels of educational attainment.

○ In the U.S. a parent’s educational attainment heavily influences the next generation’s literacy skills.

2011-2012 PIACC Survey
The U.S. has one of “the most entrenched multigenerational literacy problem[s] among the countries in the PIAAC survey;”

It is harder for low socio-economic status children in the U.S. to overcome education and income inequality.

2011-2012 PIACC Survey

Education for parents and their children is vital for the success of families and the nation.

Goodling Institute, 2017
Federal Initiatives

- Workforce Innovation and Opportunity Act
- Title II Adult Education and Family Literacy Act
- Integrated English Literacy and Civics Education
Family Literacy

4 Component Model

1. Adult Education
2. Parent Education
3. Child’s Education
4. Parent and Child Together (PACT)
Pre-K: Activities to Build Oral Language and Early Literacy

- Reading Together
- Family History Projects
- Art/Science Projects to Encourage Dialogue
- Music and Song
Family Success Initiative
Family Success Initiative

Empowering families to support student success and strengthen school communities.

Contextualized ESL Classes

- Offered at elementary and middle school campuses
- Full English as a Second Language program designed around lessons that are relevant to parents.
- Includes PACT Time
K-12: Activities to Build Dialogue and Strengthen School Engagement

- Family Service Learning Projects
- Parents as Observers in the Classroom
- Parents as Volunteers in the Classroom
- Parents as Leaders in School Activities
Families Learning At-Home

- 4 Week Cohorts Online
- Targeted Parent Content
- Home Language Instruction
- Digital Literacy
- Weekly Family Projects
Activities for Families Learning at Home

- Journals of Joy
- Neighborhood Treasure Hunts
- Creating an At-Home Learning Space
What model might work best for families that you serve?
What? Data & Outcomes

- Adult Ed Course Competencies
- EL Civics COAAPs
- Educational Functioning Levels (CASAS)
- Student Attendance (Parent & Child)
- Student Grades
- English Learner Progress
  - (ACCESS for ELLs Assessments)
How?
Contact Information:

[jennifer.bedon@lausd.net]
Participants’ Questions
Submission of Questions for RFP

• As a reminder, questions should be submitted in writing and answers will be posted as specified in the RFP.
  • Contact: Mallory Martinez
  • Email: Mallory.Martinez@fldoe.org

• Location for Posting of Answers to Questions:
  • https://www.fldoe.org/WIOAGrants/
Webinar Schedule

• Go to www.fldoe.org/WIOAGrants for the schedule, registration links, and recordings for all webinars.