

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?

Implementation Guide: Family Literacy

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



Experience with Synchronous T... 00:00:16

Attendees are now viewing questions 0 of 0 (0%) voted

1. What's your experience with synchronous online instruction in adult education?(Multiple Choice)

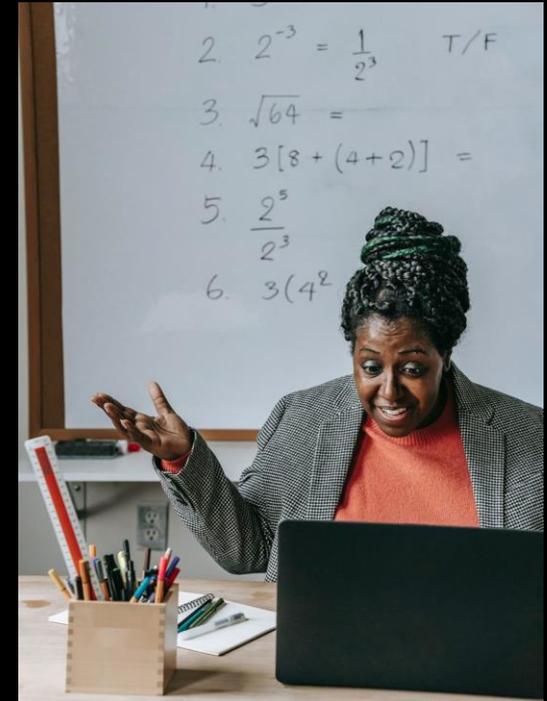
I've taught a synchronous online Adult Education class (e.g. on Zoom, Google Meet, Microsoft Teams, or other teleconferencing app.) (0/0) 0%

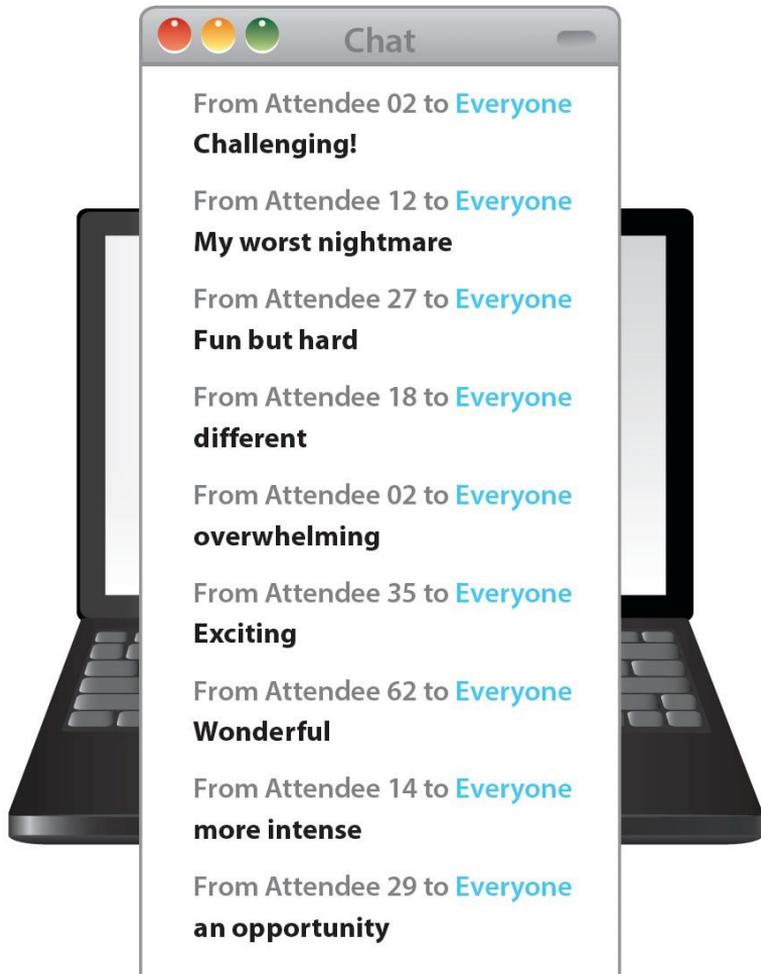
I've observed a synchronous online Adult Education class. (0/0) 0%

I've attended one or more participatory and synchronous professional development classes (v. informational Webinars) (0/0) 0%

I have taught or attended synchronous online classes or workshops but not specifically related to Florida Adult Education. (0/0) 0%

End Poll





OVERWHELMED
by the challenges

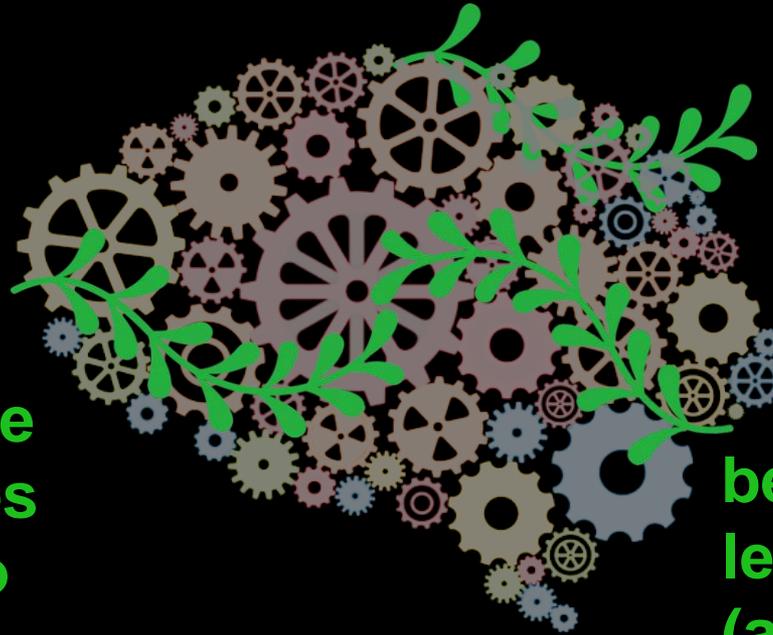


EXCITED by the
opportunities

The Importance of Connection



The Importance of Mindset



engage in flexible thinking that sees multiple paths to learning

embrace failing as part of the learning process

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

The Importance of Transferring High-Leverage Practices Between Learning Environments



High-level strategies include:

- Modeling strategies &
 - Asking questions associated with
 - Adjusting instruction to learner
 - Creating meaningful cooperative tasks
- HLPs incorporate:**
- scaffolds
 - academic language
 - higher-order thinking
 - cooperative learning and foster
 - learners' agency

The TECH model - One Route to Integrating & Transferring HLPs

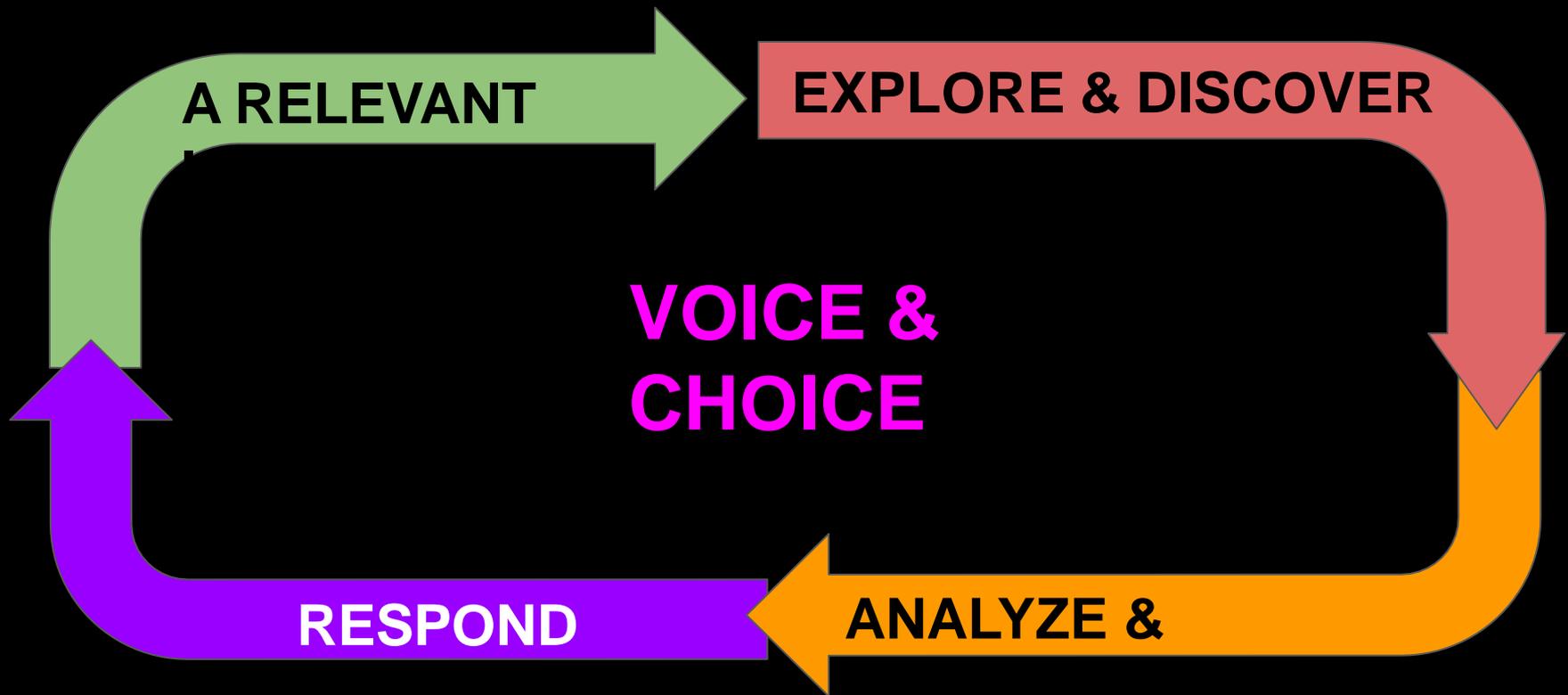
Practices that
increase voice &
choice, engage
TBL and PBL

Tech-enhanced
Sustaining
Practices

Sustaining
Practices

Engagement & Motivation

Problem Solving in Technology Rich Environments



Consider:

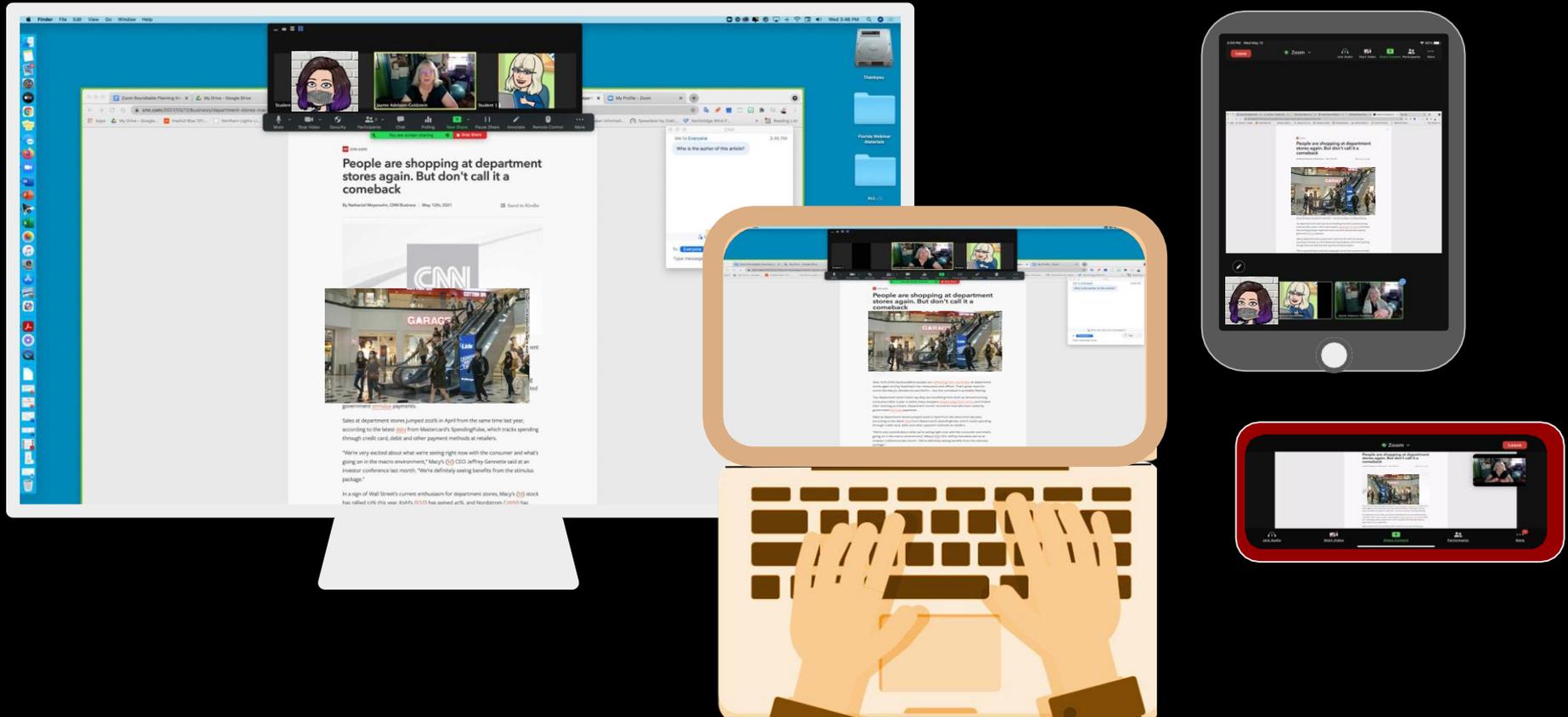
Digital literacy development is a critical component of adult basic education instruction. ABE classrooms are filled with adults who may have had interrupted formal education, who might be developing literacy for the first time, or who may be struggling with numeracy or English language proficiency. 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**



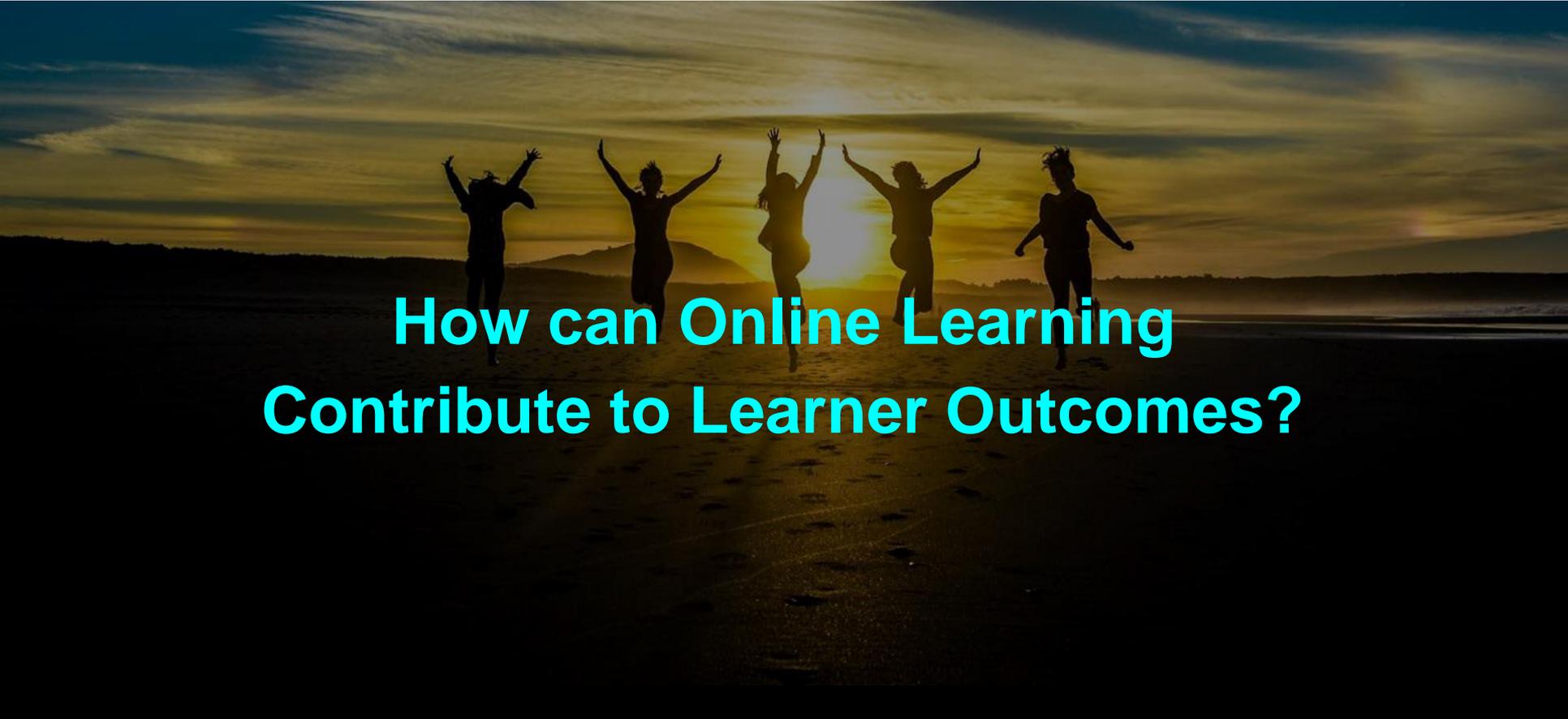
**LMS curriculum
on an Intranet
(Corrections)**

**WI FI
BUSSES**

**TEACHER-CREATED
VIDEOS**



Improved Student Performance Through Online Learning

A photograph of five people silhouetted against a bright sunset sky over a beach. They are all jumping or running with their arms raised in a celebratory gesture. The sun is low on the horizon, creating a warm, golden glow. The beach is visible in the foreground, and the ocean is in the background.

**How can Online Learning
Contribute to Learner Outcomes?**

Observations from the Field:



Ann Marie Holz knecht's
San Diego CC
NRS 1 Adult ESL Class

What's improved thanks to Online Learning?

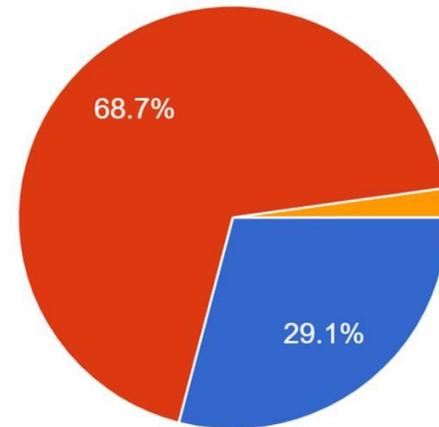
Observations from the field: Massachusetts



Pesha Black, Director
Holyoke Community College
Ludlow Area & Springfield
Adult Learning Center ESOL Programs

Do you prefer class in person or online?

179 responses



- In person (at school)
- Online
- I don't plan to take English classes in this program next year.

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.

The Bottom Line

[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

SHOW CONFIG HIDE FILTERS SUPPORT

Date range: 09/01/2020 Schools: All

Students

Drill Down	Student ↓	School	Courses	Work Completion Rate (%)	On Time Completion Rate (%)	Student Submissions	Video Minutes (Meet)	Grade Average	Work in Progress	Work Not Started	Google Drive Views
🏠 📄 👤	Aaron	MSB Elementary	3	64	41	45	950	89%	2	23	0
🏠 📄 👤	Allison Reynolds	BFC High	1	67	50	16	366	85.1%	0	8	0
🏠 📄 👤	Andrew Clark	BFC High	1	71	54	17	335	74.6%	2	5	0
🏠 📄 👤	Arnold	MSB Elementary	3	0	0	0	903	-	7	63	0
🏠 📄 👤	Brian Johnson	BFC High	1	26	26	6	260	89.8%	17	0	0
🏠 📄 👤	Cady Heron	NS High	1	82	82	14	271	90.4%	3	0	0
🏠 📄 👤	Cassie	MSB Elementary	3	64	46	45	839	87.7%	0	25	0

20 rows | 1-20 of 38

Schoolytics Extension for Google Classroom

Monitoring Performance through Learners' e-portfolios

The screenshot shows a web browser window displaying an e-portfolio for Allie Collins. The browser's address bar shows the URL mac00740.wixsite.com/mysite. The page features a navigation menu with links for Home, About Me, Nursing Philosophy, Curricular Outcomes, Resume, and Contact Me. The main content area has a light orange background and includes a photograph of Allie Collins, a young woman with long dark hair, wearing orange scrubs and a pink stethoscope. To the left of the photo, her name **ALLIE COLLINS** is written in a large, bold, serif font, with her title **Nursing Student Auburn University** below it. At the bottom of the page, a quote reads: *"The Future Belongs to those who believe in the beauty of their dreams." -Eleanor Roosevelt*. A small upward-pointing arrow is centered at the bottom of the page.

Monitoring Engagement through

- Formative Assessment
- Rubrics and Checklists
- Reflection

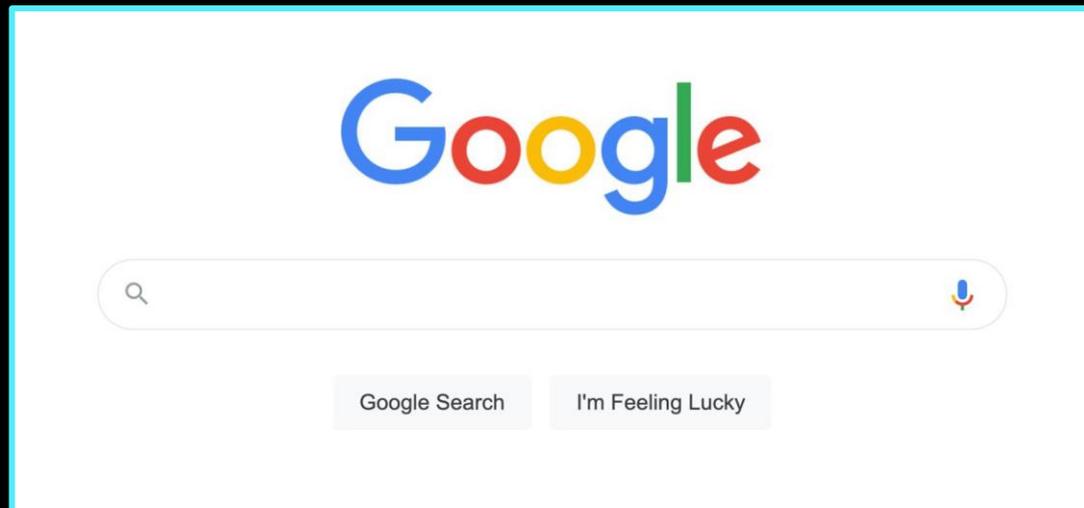
Self-assessing Engagement in the Virtual Class

Distracted	Participating	Engaged
<ul style="list-style-type: none">• What does distracted look & sound like?• What distracts you?	<ul style="list-style-type: none">• What does participation look & sound like?• What helps you participate?	<ul style="list-style-type: none">• What does engaged look & sound like?• What helps you stay engaged?

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



*Thank you for
Listening & Connecting*



Resources:

<http://bit.ly/518Resources>

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

Two-Generation Learning



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



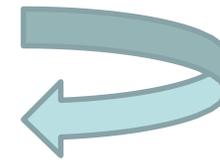
Why?

The Need



Why?

Teach the Parent Reach the Child



LEARNING
TOGETHER

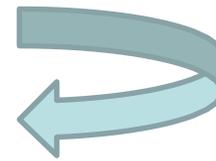
- The higher the parent's educational attainment, the higher the child's literacy and numeracy score.
- Parents of children with lower numeracy and literacy skills had significantly lower levels of educational attainment.
- In the U.S. a parent's educational attainment heavily influences the next generation's literacy skills.

2011-2012 PIACC Survey



Why?

Teach the Parent Reach the Child



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 PIAAC Survey



*Education for parents and their children is vital for the success of families and the nation.
Goodling Institute, 2017*

Why?

Federal Initiatives

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



Who?

Blanca



What?

Family Literacy

4 Component Model

1. Adult Education
2. Parent Education
3. Child's Education
4. Parent and Child Together (PACT)



What? Parent-Child Together Time

Pre-K: Activities to Build Oral Language and Early Literacy



Reading Together



Family History Projects



Art /Science Projects to Encourage Dialogue
Music and Song



What?

Other Models

Family Success Initiative



[Family Success Initiative - LAUSD DACE](#)



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



What? Parent-Child Together 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



What? Parent-Child Together Time

Activities for Families Learning at Home

- Journals of Joy
- Neighborhood Treasure Hunts
- Creating an At-Home Learning Space



What? Learning Modules

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?

Q & A



Thank you!

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.