

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.

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:
 KayLynn Hamilton
 Pennsylvania State University
 Institute for the Study of Adult Literacy (ISAL)
- Questions and Answers

Priority 3 Overview



Intent of RFP

- The intent of this RFP is to promote the development of regional partnerships to:
 - Provide the full spectrum of services for all adult learners, including transitions to postsecondary and employment.
 - Braid state and federal funding, public systems assets and resources for greater impact.
 - Communicate and share regional issues and best practices.
 - Coordinate outreach to regional businesses.
 - Promote regional labor market and skills gap analyses, identify credentials of value needed, and coordinate for employment in target sectors.
 - Conduct inclusive regional strategic planning by engaging more diverse partners.
 - Respond jointly to funding opportunities.
 - Unite if/when regionally disruptive events like business closures or climate-related events occur.

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.

- Part G of the RFP focuses on the applicant's system for program enrollment, instructional schedules and modalities, and other support functions to ensure quality learning and outcomes.
- This priority articulates Florida's vision to put forth a learner-centered system that is responsive to adult learners, especially working adults, and that provides learners with the workforce skills they are seeking through advancement of the following strategies:
 - Set high standards for teaching and learning
 - Advance higher levels of educational achievement for now and future generations with two-generation approaches
 - Ensure high quality online learning and expanded use of digital learning with supports for students and instructors
 - Two-generation approaches that focus equally and intentionally on services and opportunities for the child and the adults in their lives to help break the cycle of poverty

Implementation Guide

Considerations:

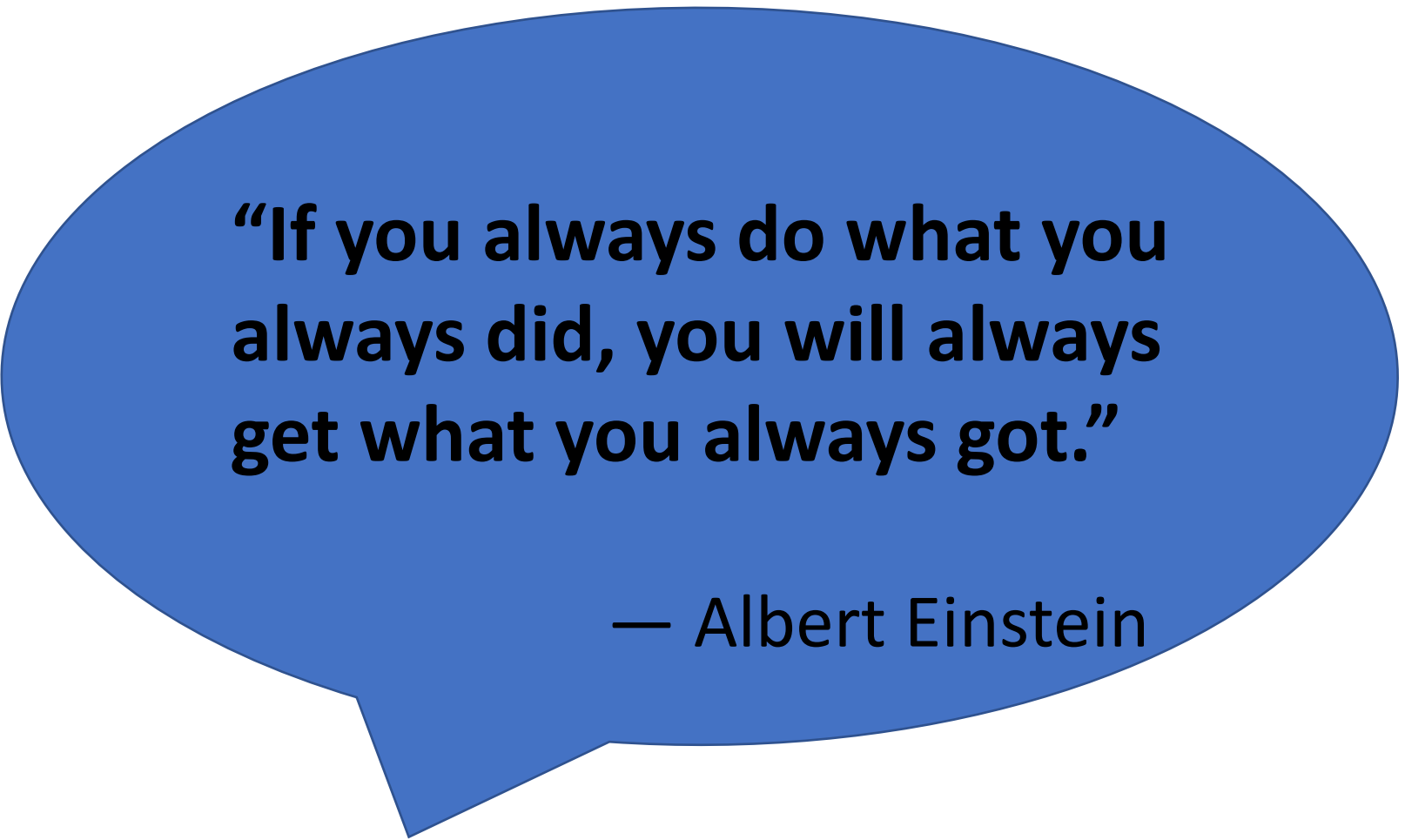
- What are the existing enrollment policies? (open-entry/open-exit enrollment, managed enrollment) What barriers exist and how might those evolve based on the needs of adult learners?
- What kinds of instructional modalities are offered (online, blended learning, laboratory, and traditional classroom setting)? How do the various modalities ensure rigorous instruction?
- What policies exist for students' participation and attendance to demonstrate sufficient intensity and duration informed by rigorous research necessary for making learning gains? Do policies need to be reviewed for revision?
- Does the current course schedule provide flexibility to meet the busy demands of adult learners? If so, how does a flexible schedule allow for adult learners to attend and complete the program?
- Does the program assist with critical wrap-around services (childcare, transportation, wellbeing services, and career planning) to assist its population of adult learners? What does that process look like—does it need to be streamlined and more efficient? How do adult learners access these supports?
- What are the current research sources and evidence-based practices currently used in program design and implementation?

Invited Speaker KayLynn Hamilton



Invited Speaker: KayLynn Hamilton

- KayLynn Hamilton is an Associate Teaching Professor at the Institute for the Study of Adult Literacy at Penn State. She has been working at the Institute since 2001, where she has held a number of project leadership positions.
- Currently, KayLynn provides leadership and support to adult education agencies and partners throughout Pennsylvania in the implementation of career pathways strategies and workforce development partnerships through the Pennsylvania Department of Education's WIOA state leadership initiative.
- KayLynn's most current work includes the development of strategies to address skilled immigrants through workforce development programs, particularly Title II. Additionally, she has directed an Integrated Education and Training Curriculum design project in partnership with the Pennsylvania College of Technology and the Central Workforce Development Board.
- She presents career pathways and planning workshops at local, state and regional forums and is a certified Career Pathways Leader through the National Career Pathways Network.
- KayLynn is a former Marano Fellow with the Aspen Institute's Sector Skills Academy, she now serves as a certified trainer for Aspen's Sector Skills Academy.



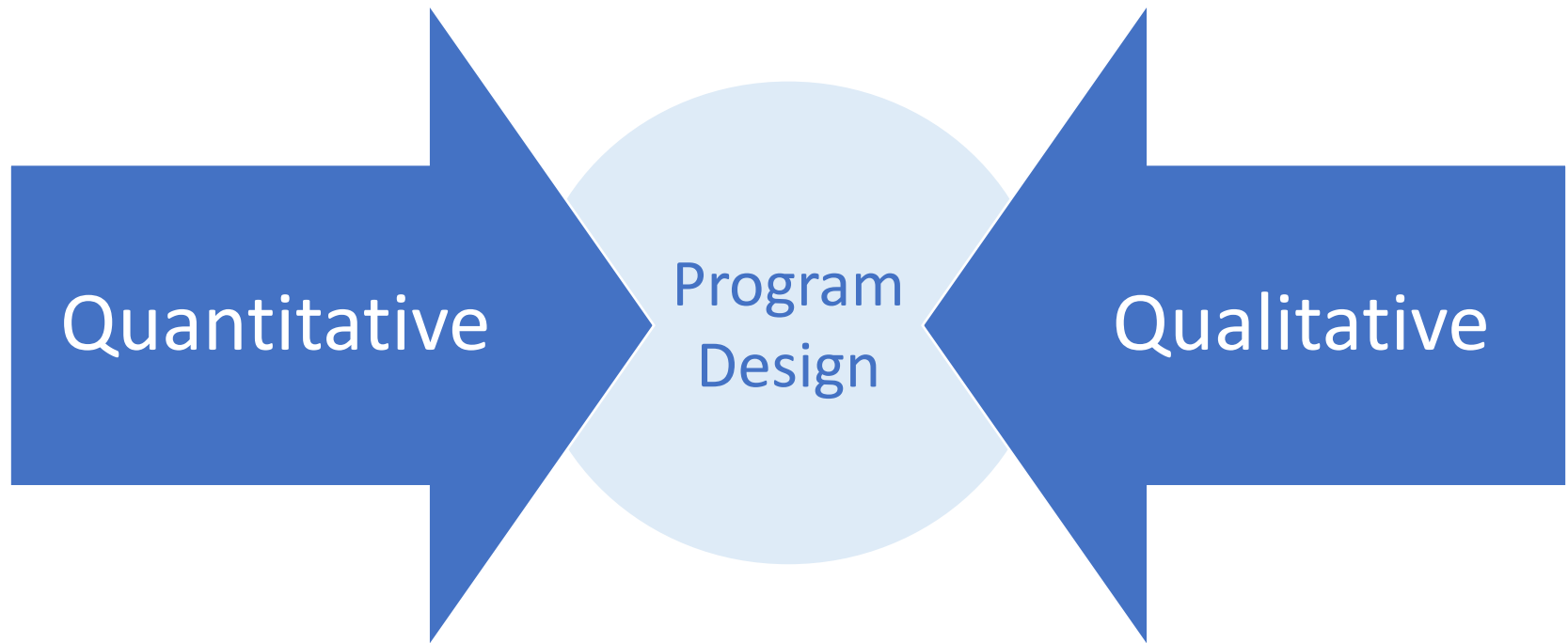
**“If you always do what you
always did, you will always
get what you always got.”**

— Albert Einstein

Examine your Program's Process



How does data inform program design?





Data

Quantitative:

- Number of classes offered
 - Number of learners enrolled, retained, exited
 - Attendance
 - Formal and informal assessment results
 - Measurable Skills Gains (MSGs)
-



Data

Qualitative:

- Class descriptions
- Informal interview responses
- Barrier assessment trends
- Learner exit interview comments
- Success stories



What Outcomes are Expected at Each Step of the Program?

Measure with Numbers

- How many enrollments?
- How many referrals?
- How many co-enrollments?
- How many enter training?
- How many enter employment?

Measure with Words

- What do teachers say?
- What do learners say?
- What do partners say?

Two Types of Outcomes-

How does one affect the other?

Learner Outcomes

Credential
Attainment

Educational
Gain

Transition to
Employment
or Training

Civic
Engagement

Career
Pathway
Progression

Program Outcomes

Enrollment

Retention

WIOA Common
Performance
Measures

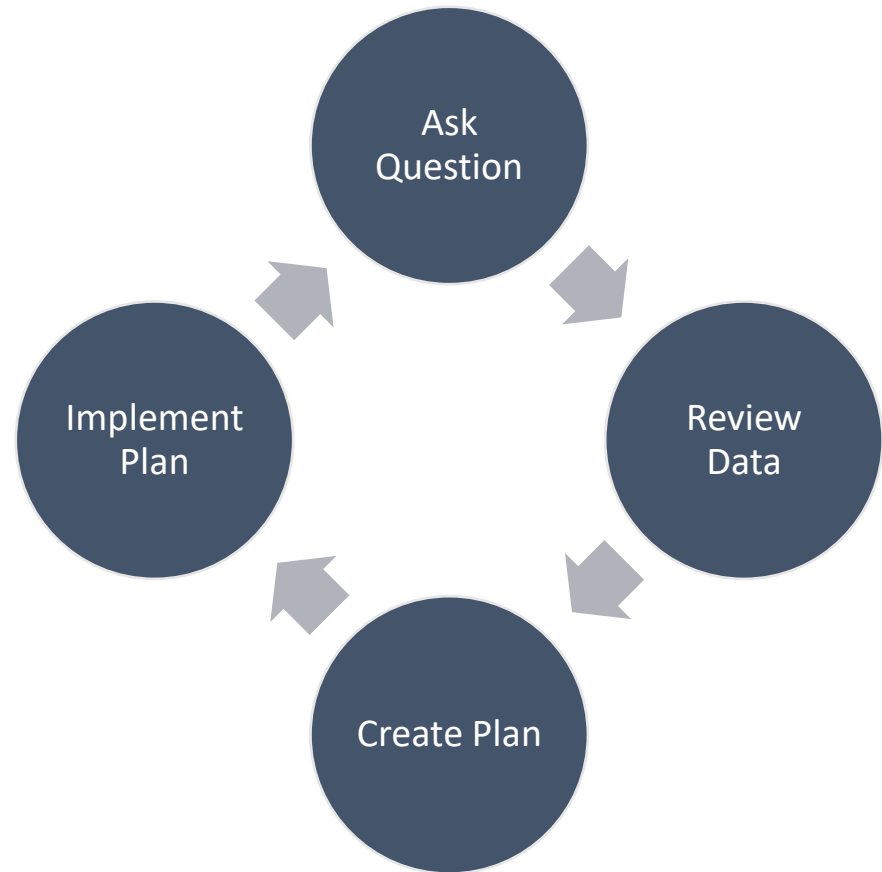
Referrals to
Supportive
Services

Co-enrollment

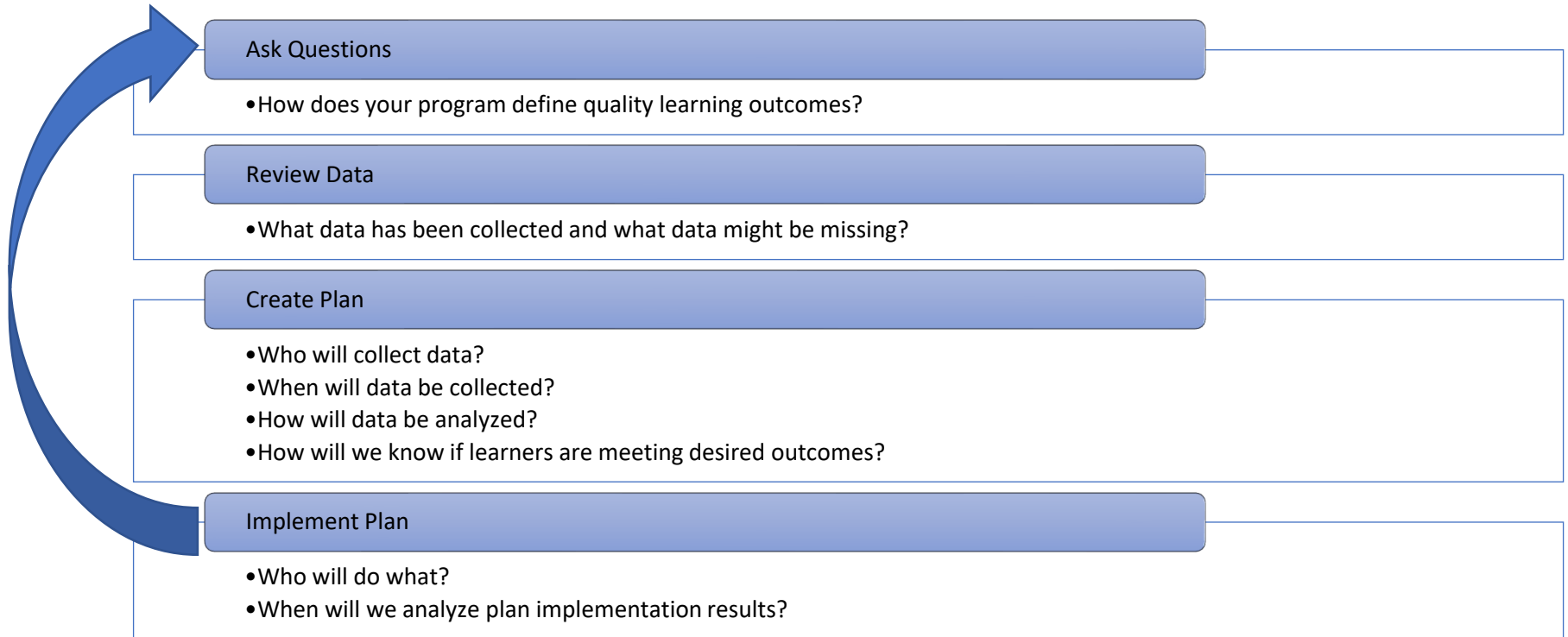


How do you get the outcomes
you desire?

Use Data-informed Decision Making



Process to Improve Outcomes



You Can't
Do it
Alone!

WIOA Core Partners

Health and Human Services

Correctional Partners

Non- profit and Community Organizations

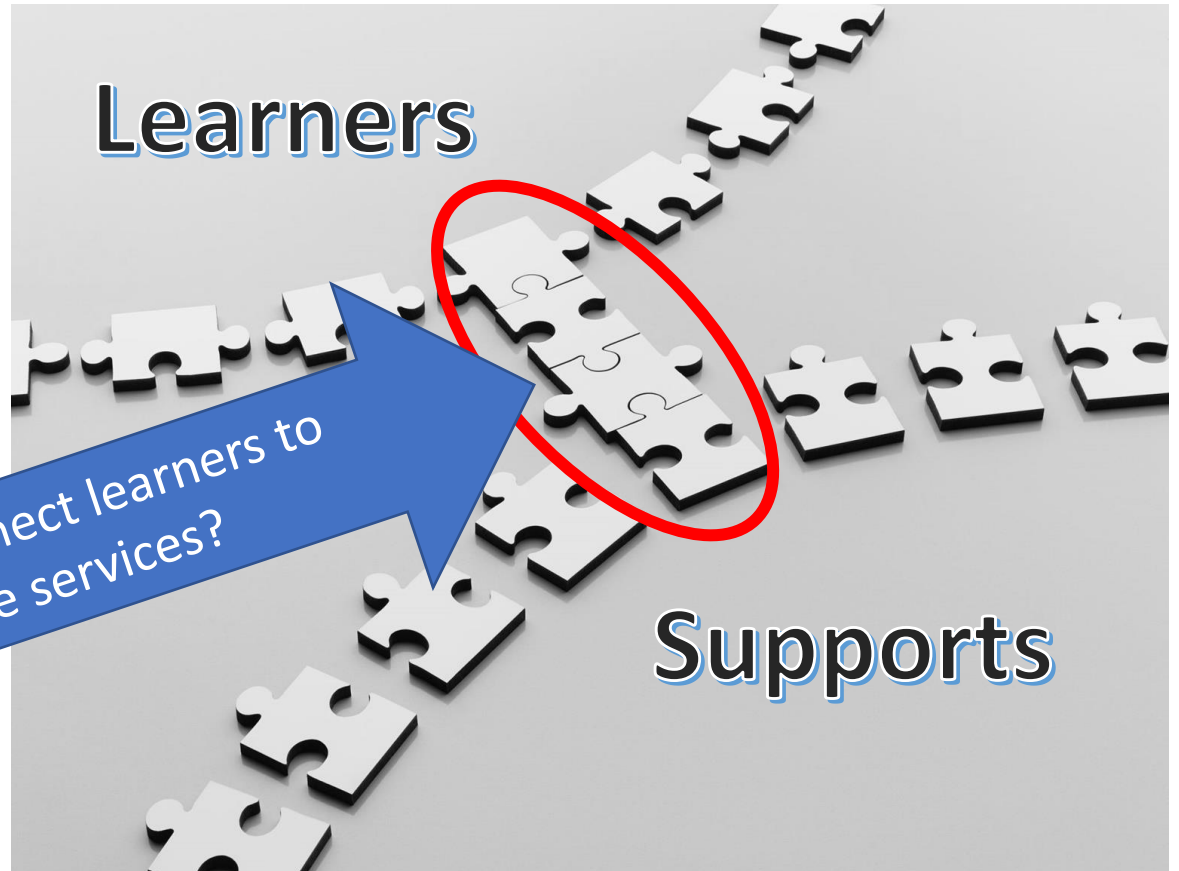
Economic Development Partners

Learner Supports

Learners

How do we connect learners to
supportive services?

Supports



Promote Collaboration Inside and Out

- Consistency from one class to another.
- Dedicated time for teachers to collaborate.
- Work with partners to reduce duplication of services.
- Promote co-enrollment and access to supportive services.
- Provide learner accommodations.





Keys to Quality Instruction

- ✦ Research-based approaches
- ✦ Quantitative and qualitative data
- ✦ Teacher reflection
- ✦ Backward-design

Build Consistency from One Classroom to Another

1

Have similar lesson plan template.

2

Provide consistent supports and accommodations.

3

Always offer opportunities to extend learning outside of the classroom.

4

Use consistent formal assessment techniques.

5

Provide on outline of programming and learner expectations for each class.

Planning
for what's
next

**S
M
A
R
T**

Goals







Learner Experience



Do they know all the steps along the pathway?

OR



Do they feel they are going in circles?

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.