**Florida Narrative Report, 2016-2017**

1. **State Leadership Funds (AEFLA Section 223)**

**A). Describe how the state has used funds made available under section 223 (State**

**Leadership activities) for each of the following requirements:**

1. Alignment of adult education and literacy activities with other one-stop required partners to implement the strategies in the Unified or Combined State Plan as described in section 223(1)(a): All programs submitting a grant application during a competition or continuation grant year must submit the grant application to the local CareerSource Florida local boards to ensure that the activities are in alignment with the CareerSource Florida local plan.

During 2015-2016, leadership funds were used to conduct a competitive grant process to award grants in the amount of $25,000 to AE programs to develop integrated education and training programs at the local level. Eight programs were awarded a grant for the 2015-2016 program year and five more were included in 2016-2017 to address IET in ESOL programs. Each grantee worked closely with their local board to determine job demand when they selected a career pathway program that was currently being offered by their local regional technical center or college or state college.

CareerSource Florida one-stop centers and adult education programs worked collaboratively within their local areas to provide integrated education and training opportunities for students but also whereby assessment and instructional services were often provided onsite at the centers by the AE district staff. Local CareerSource Florida one-stop center staff were provided the opportunity to participate in TABE and Comprehensive Adult Student Assessment System (CASAS) trainings conducted by the Division of Career and Adult Education staff throughout the year, as well as other professional development opportunities provided by our designated state leadership providers mentioned in the next section.

Additionally, the Division of Career and Adult Education hosted a Pathways Symposium in January 2016. The Pathways Symposium brought together secondary and postsecondary CTE directors, Adult Education directors and state agency leaders from CareerSource Florida, the Departments of Economic Opportunity and Corrections, and the state chamber office to address pathway development for K12 and adult education students in Florida. Members from CareerSource Florida and executive directors of the local workforce boards were included as attendees or presenters during the Symposium.

Many CareerSource centers provided representatives directly to the adult education facility who offered counseling, advising, and other services related to awareness of workforce resources. The sharing of cross–referral outcomes will continue to be a priority of FDOE and the Florida Department of Economic Opportunity (formerly known as Labor) in order to support the goals of WIOA and increase student access and achievement. In addition to an adult education designee serving on the regional board, additional district or college adult education directors either serve on or attend the local career source board meetings and/or its subcommittees. Likewise, various state staff from the Division of Career and Adult Education serve on WIOA Core Leadership and ad hoc committees convened by CareerSource Florida.

1. Establishment or operation of a high quality professional development program as described  in  section 223(1)(b): The Division of Career and Adult Education (DCAE) provided support for professional development with leadership grants to the Institute of Professional Development for Adult Educators (IPDAE), the Adult and Community Educators (ACE) of Florida Foundation, and the Florida Literacy Coalition (FLC). IPDAE is the main professional development hub for adult education and provides a web–based site, [www.floridaipdae.org](http://www.floridaipdae.org) , which allows adult educators access to a variety of resources.  In 2016-2017, these resources included, but were not limited to, electronic documents, toolkits, lessons, videos, workshops, webinars, virtual and face-to-face trainings, online training modules, and consistent communication outreach via an email contact database. IPDAE continued to provide the convergence of subject matter experts, interactivity engagements, planning/coordination and a technology platform to disseminate information required for the implementation of adult education programs. IPDAE also provided a means of measuring and assessing involvement and effectiveness of adult education programs through data reports, evaluations and surveys.

Approximately 100 regional workshops and statewide webinars were coordinated and supported by leadership grantees in 2016-2017 on professional development priorities identified by program area advisory committees, needs assessments, input received from training evaluations, and the DCAE staff. The priorities identified for implementation were research–based reading strategies, differentiated and contextual instruction, integrated education and training, TABE and CASAS certifications, and implementation of college and career readiness standards in adult basic education and ESOL. The training events calendar was posted at the IPDAE website and allowed for registration for most of the trainings. Training opportunities provided by ACE of Florida and FLC, were posted on their respective websites, [www.aceofflorida.org](http://www.aceofflorida.org) and [www.floridaliteracy.org](http://www.floridaliteracy.org).

In addition to the provision of trainings, the ACE Foundation successfully partnered with the Commission on Adult Basic Education (COABE) to provide coordination and support for the national COABE conference held in Orlando, Florida in April, 2016.  The partnership allowed the opportunity for many Florida practitioners to participate in a national-level adult education conference, learn of best practices in other states and network with colleagues from around the country.  The foundation also coordinated a state-wide symposium for adult education administrators in June, 2016 with over 100 practitioners in attendance. Experts from various subject areas served as panel presenters to address issues relating to IET programs, data reporting, and WIOA partnerships.   Another key responsibility of the foundation was to provide coordination of the state’s program advisory committees.  Appointed representatives from ESOL, AHS and GED©,  and ABE convened with DCAE staff during the year through face-to-face meetings and conference calls as needed to discuss and provide input on curriculum changes and professional development needs and resources.

Leadership funds were also used to support the Florida Literacy Coalition as described above.  FLC in turns supports local and/or regional networks of literacy resource centers. Professional development is customized for tutors and volunteers and is available online and face–to– face. Support is also provided by FLC to the leadership of literacy centers operating throughout the state. FLC provided training for tutors, volunteers, and leadership from community–based organizations during 2016-2017 and also conducted its annual conference in May of 2017 with approximately 300 in attendance.  A resource center and toll–free number is available for requesting information, referrals to local programs and materials for tutors and other volunteer groups.

1. Provision of technical assistance to funded eligible providers as described in section 223(1)(c): The DCAE provided technical assistance per section 223(a)(1)(C) on programmatic and data collection and reporting issues to providers through webinars, telephone inquiries and site visits. Additional assistance was provided throughout the year. Technical assistance papers on assessment and adult high school policies were also updated with input from practitioners and posted on the Florida Department of Education website as follows:

Adult Education Assessment Technical Assistance Paper <http://fldoe.org/academics/career–adult–edu/adult–edu/technical–assistance–papers.stml>

Adult High School Technical Assistance Guide <http://fldoe.org/academics/career–adult–edu/adult–edu/technical–assistance–papers.stml>

One–stop career center and provider partnerships activities included referrals, locating teacher and classroom at the CareerSource One–Stop center, or providing space for the CareerSource One–Stop center activities in the adult education center. As part of the RFP process, the eligible recipient submits their application for review to the LWDB to ensure alignment with their plans.

Technical assistance is provided to staff and providers on the use of technology and distance learning options. Technology standards have been added to each of the adult education program curriculum frameworks. Conferences, webinars, and meetings will focus on innovative use of technology in adult education classrooms. Over 50 percent of districts’ and colleges’ adult education programs are members of the Florida Adult and Technical Distance Learning Consortium (FATDEC). FATDEC is supported with membership fees. FATDEC offerings include English Discoveries Online (ESOL), Instruction Targeted for TABE Success, AZTEC GED® (GED® Preparation), and twenty–six courses available for high school credit. High school courses are acquired from Florida Virtual School (K–12 system) and customized for adults. In addition to FATDEC offerings, programs make local decisions to implement additional on–line vendor products for ESOL, ABE, and ASE.

1. Monitoring and evaluation of the quality and improvement of adult education and activities (section 223(a)(1)(D): DCAE uses various means of assessment in its annual and ongoing evaluation process, including site monitoring visits, desk monitoring, program improvement processes, and performance and financial audits. Also, more emphasis has been added to verify the quality of data at the local level. Best practices and dissemination of models are included in workshops and state wide conferences to increase understanding and awareness so that local leadership can take measurable steps towards improvement. The results of these evaluation processes determine state-imposed program improvement actions.

**B) As applicable, describe how the State has used funds for additional permissible activities as described in section 223(a)(2)**

The following activities were supported with leadership funds:

1. Support State or regional networks of literacy resource centers: The Florida Literacy Coalition is supported by leadership funds to deliver statewide adult education and literacy professional development, provide face-to-face and web-based training and professional development opportunities to ABE, literacy and family literacy practitioners and volunteers with a special emphasis on serving the needs of community-based literacy organizations. Trainings for tutors, a Literacy Leadership Institute, an online tutor training course, the statewide literacy conference, webinars, a referral and technical assistance hotline, a resource clearinghouse, careers in health training (literacy), regional symposiums are examples of the services the Florida Literacy Coalition provides.

(D) Developing content and models for integrated education and training and career pathways: A pilot project to support programs with planning and implementing Florida’s IET model, FICAPS, in 2015-2016 was extended for 2016-2017. Through a competitive process, programs were awarded $25,000 each to plan, design, or implement the program with full implementation beginning in 2017-2018. The primary focus was developing the IET system for those students enrolled in GED®–Integrated course, a course designated for concurrent enrollment in ASE, and a career and technical program.

(E) Assistance to eligible providers in developing and implementing programs that

achieve the objectives of this title and in measuring the progress of those programs in achieving such objectives, including meeting the State adjusted levels of performance: DCAE conducted five regional workshops for program administrators and data personnel to provide targeted training on data collection, validation and analysis methods.

(F) The development and implementation of a system to assist in the transition from

adult education to postsecondary education:

See key points in sections (D) and (G).

(G) Integration of literacy and English language instruction with occupational skill

training: The FICAPS pilot project described in section (D) was extended to include concurrent enrollment English Literacy for Career and Technical Education (ELCATE) and a CTE program. Five programs were awarded $25,000 each through a competitive process to plan, design, or implement the program with full implementation beginning in 2017-2018.

(H) Activities to promote workplace adult education and literacy activities: In each of the

prior and subsequent activities outlined here, a concentrated effort was placed on promoting the integration of workplace skills in the academic setting. All external and internal conversation focused on integrating, embedding and contextualizing content in all program areas, not just those who were piloting FICAPS. Through bi-monthly webinars, emails, face-to-face and online presentations, state staff ensured ample and clear communication was disseminated about the importance of including this instruction in local curricula.

1. Identifying curriculum frameworks and aligning rigorous content standards: Curriculum frameworks are updated and approved by the State Board of Education annually. The frameworks include standards aligned to the state and federal academic standards. Frameworks also include technology, college and career readiness and workforce preparation standards. Workshops focus on instructional strategies for reading, writing, math, English Language, science and social studies.

(K) The development and implementation of programs and services to meet the needs of adult learners with disabilities or English language learners: Webinars, targeted work with local teachers who ensure students with a 504 plan have the tools and resources to discuss with students the barriers and their goals to identify the appropriate instructional accommodations are being met. Local teachers and personnel are referred to LINCS trainings, webinars hosted by IPDAE, Florida’s Disability and Transition to Postsecondary Conference and the National Career Planning Conference for additional training.

1. **Performance Data Analysis**

**Describe how the adult education program performed in the overall assessment of core programs based on the core indicators of performance. Discuss how the assessment was used to improve quality and effectiveness of the funded eligible providers and any plans to further increase performance in future reporting years:**

An assessment analyzing the three-year trend in enrollment, demographics and program performance is used to evaluate state performance. However, the analysis contains gaps caused by new data collection requirements introduced during the program year and results in forming new baseline data rather than comparable data. This leads to further difficulty determining the state’s targeted focus areas and technical assistance initiatives moving into the next program year.

Florida has consistently been one of four states with the highest number of student enrollments in adult education programs. There has been a slight decrease in total enrollment, but enrollments in the Hispanic/Latino population ages 25-44 continues to steadily increase while enrollments in the English Language Acquisition programs also increase.

As noted earlier, a new data element (participation in IET programs and IELCE) was introduced, and no comparative data is available to determine the state’s progress during a three-year timeframe. When examining enrollments in IET and non-IET programs, it is evident that our state falls behind others with smaller enrollments. There is a combination of factors attributing to Florida’s low IET enrollment numbers despite having awarded programs grant dollars to pilot IET programs. One, the state set IET enrollment standards at grade 9-12 functioning levels and levels 5 and 6 for our ESL programs. Second, our partner CTE programs have basic skills (functioning) requirements, industry certification and licensure requirements. We are considering lowering the functioning level for IET once we have more data to support this shift.

A second area of concern is the number of students who separate before achieving a measurable skill gain. This number has decreased from the previous year yet it remains to be a high percentage of students, especially in ABE Level 3 and ESL Level 3. The state’s overall performance in MSG achievement has remained steady, however, performance targets have not been met. It is also important to note that there is a 45% increase in the number of part-time teachers with less than one year experience in adult education. Although data does not prove a direct correlation, it does carry a strong underpinning that forms the basis of future professional development opportunities structured for this population of students and teachers.

The state plans to support part-time teacher academies to be held during evenings, Saturdays and/or during school district in-service days; new directors training program; increase the amount of literacy instruction, ESOL, English Language Proficiency Standards and Corrections workshops that are delivered as a series of a blended instruction opportunities instead of a one-time, face-to-face event. Also to be included with these opportunities is a Transfer of Knowledge form that participants will complete and have signed by his/her supervisor. This form will demonstrate that participants who attend these professional development opportunities have, in fact, shared what has been learned with their local program personnel. In order to increase capacity and impact, the state must have an understanding of how and to whom this information is being shared.

1. **Integration with One-Stop Partners**
2. **Describe how the State eligible agency, as the entity responsible for meeting one-stop requirements under 34 CFR part 463,subpart J, carries out or delegates its required one-stop roles to eligible providers. Describe the applicable career services that are provided in the one-stop system. Describe how infrastructure costs are supported through State and local options.**

One-stop career center partners and adult education programs work collaboratively within their local areas, and assessment and instructional services are often provided on-site at the centers as described in Section I (a). Local CareerSource Florida network center staff is provided the opportunity to participate in Test of Adult Basic Education (TABE) and Comprehensive Adult Student Assessment System (CASAS) trainings conducted by DCAE throughout the year. Many CareerSource Florida network career centers provide representatives directly to the adult education facility to provide counseling, advising, and other services related to awareness of workforce resources. The sharing of cross-referral outcomes will be a priority of DCAE to support the goals of WIOA and increase student access and achievement. One-stop career centers are following the requirement to offer three types of career services: Basic career services, individualized career services, and follow-up services. Each one-stop meets the services required by law but additional services to meet the needs of their clients may vary based upon available resources.

1. **One-Stop Career Centers - Career Services**

Customers have access to labor market information; have access to the state’s labor exchange job matching system (Employ Florida Marketplace); have access to resource rooms that have computers that are internet enabled; have access to training services; and, have access to assistance in meeting work requirements in the TANF and SNAP programs. Businesses have access to job applicants and assistance in upgrade training for existing employees who need training to either retain their jobs or move up a career ladder. The state has enacted staff credentialing requirements to ensure that new staff have a basic understanding of the workforce system and are taught basic skills such as good case management and good customer service. Local Boards also work with their local educational partners and community organizations to offer services under the WIOA Youth Program. Generally, these youth services are outside the local one-stop delivery system.

Florida’s career center system was initially established to bring workforce and welfare transition programs together to simplify and improve access for employers seeking qualified workers and training for new or existing employees as well as for job seekers.

Over time, many of Florida’s career centers have expanded their services and programs and have invited other partners to co-locate both physically and through website linkages. Some local Areas have created “satellite” career centers that are strategically located within other community partners’ facilities such as at local chambers, libraries and community-based organizations. These partnerships and co-locations have become increasingly important in laying the foundation for implementing WIOA, which emphasizes local and community partnerships and close collaboration with core partners to improve employment outcomes. All of Florida’s career centers are affiliated with each other using the CareerSource Florida affiliate brand.

Several local workforce development boards (LWDBs) deploy mobile career centers to provide services to Florida businesses and workers in support of special events or in areas where access can be challenging. With major emphasis on providing on-site services at employer sites and direct service delivery in rural communities and other locations throughout the local areas, the use of mobile career centers continues to serve as a cost-effective and customer-friendly service solution. The mobile career centers also have played an integral role in the delivery of services and assistance during hurricanes and other disaster events.

WIOA emphasizes the importance of serving the business customer. The CareerSource Florida network is a key resource for businesses seeking qualified workers and grants for customized training for new or existing employees. All 24 LWDBs have established dedicated business services teams that are working to partner closely with Florida’s Vocational Rehabilitation business relations teams. In several cases, designated career centers in business districts to help local employers recruit, train and retain workers.

While all one-stops have a variety of services offered based on resources available, some One-stops have a dedicated full time staff assigned to be onsite at the various Adult Education centers to promote programs and services. The staff conducts onsite employability skills workshops, teaches customers how to register and effectively utilize Employ Florida Marketplace and how to conduct an effective job search.

1. **Infrastructure Costs**

In 2016-17 adult education programs and CareerSource LWDB had not established infrastructure cost even though there were many in-kind and collaborative activities already in place before WIOA was enacted. These include, but are not limited to: cross-training of staff, formalized MOU’s, sharing costs of tuition and books for mutual clients, co-locating adult education classes at career source centers, shared input on targeted occupations lists, the addition of adult education pathways programs to the local approved provider training lists, shared cross-referral data, dedicated adult education liaisons, and joint support services such as transportation and childcare.

1. **Integrated English Literacy and Civics Education (IELCE) Program (AEFLA Section 243)**
2. **Describe how the state is using funds under Section 243 to support the following activities**

**under the IELCE program:**

1. Describe when your State held a competition (the latest competition for IELCE program funds and the number of grants awarded by your State to support IELCE programs:Florida did not conduct a competition for 2016-17 EL/Civics grants but awarded 44 local grants as continuation projects of the 2015-2016 competitive year. In addition, EL/Civics leadership funds were provided to IPDAE, ACE of Florida Foundation, and the Florida Literacy Coalition to provide professional development activities specifically related to EL/Civics. Funding did not include Integrated Education and Training Activities since this was not established at the time and the regulations had not been finalized.
2. Describe your State efforts in meeting the requirements to provide IELCE services in combination with integrated education and training activities:The state continued to pilot and refine the integrated education and training model for Florida’s Integrated Career and Academic Preparation System (FICAPS). The initial pilot year (2015-16) included eight programs with a cohort of students that are simultaneously enrolled in the GED® Preparation program (GED-i course) and a career and technical certification program. The second pilot year included five programs to provide IELCE services and IET activities for students concurrently enrolled in English Literacy for Career and Technical Education (ELCATE) and a career and technical certification program.

Students learned about career ladders and how to earn stackable credentials. This provided options for accelerated learning for those adults that are motivated to move ahead as quickly as possible and academically ready. The goal is to increase the number of students that earn their high school diploma or equivalent and earn entry level industry recognized certification/credential. After students have achieved the educational functioning levels in ABE and ESOL, the next step for those without a high school diploma includes enrolling concurrently in the GED® Integration course or ELCATE and a career and technical certification program.

To prepare for mandatory implementation of IET services in 2017-2018, we took various opportunities to highlight the progress and successes of our grantees’ activities. Grantees served as panel members and were requested to make several presentations during conferences and meetings to share best practices with administrators and practitioners. Statewide data collection and analysis workshops were held to inform and provide guidance on transitioning programmatic structure and practices. Finally, the collaboration and meetings with our statewide ESOL advisory committee were utilized to further inform and discuss their recommendations to the state.

1. Describe how the state is progressing towards program goals of preparing and placing IELCE program participants in unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency as described in section 243(c)(1) and discuss any performance results, challenges, and lessons learned from implementing those program goals:Programs were funded planning and implementation grants and established local partnerships and procedures for IET. Because the state of Florida operates under a local control provision, competitive grants were awarded to those local programs who demonstrated capacity and the ability to develop a model specific to their local areas. The success of these programs is not demonstrated in our student completion numbers, instead, it is demonstrated through the collaborative network, partnerships and procedures that were formed with the local workforce boards, postsecondary institutions and employers.
2. Describe how the State is progressing towards program goals of ensuring the IELCE program activities are integrated with local workforce development system and its functions, as described in section 243(c)(2) and discuss any performance results, challenges, and lessons learned from implementing those program goals:

See previous responses.

1. **Adult Education Standards**

**If your state has adopted new challenging K-12 standards under Title I of the Elementary and Secondary Education Act of 1965, as amended, describe how your Adult Education content standards are aligned with those K-12 standards:** The Florida Standards are the official state–adopted challenging academic content standards that fulfill the statutory requirement, under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(1)). Anchored by empirical evidence of what employers and educators actually demand of prospective employees and students, the Florida Standards share a dual purpose in preparing both K–12 and adult students to be college and career ready.

Florida has historically set clear expectations between K–12 and its content equivalent counterpart in adult education by ensuring that standards–based instruction is aligned to the state adopted content standards in K–12; thus, ensuring that all students (K–12 or adult), regardless of their pathway to graduation, have access to rigorous standards that will prepare them to be college and career ready. As such, Florida has already aligned its adult education content standards for Adult Basic Education (ABE) to the Florida Standards. ABE standards are the grade level equivalent of K–8 of the Florida Standards. The adult education curriculum frameworks containing the aligned standards were approved by the State Board of Education in April 2015 and annual updates are made if necessary.

At the adult secondary level, adult high school credit programs implement the same course descriptions and standards as those used in the K–12 educational system and adult students participate in the same statewide assessment programs that measure student mastery of the Florida Standards. GED® preparation courses are also a component of Florida’s adult secondary level programming and are also aligned to Florida’s evidence–based standards. A high school equivalency diploma is issued in Florida to candidates who successfully demonstrate competency in language arts (reading and writing), mathematics, science, and social studies. The assessment used for the diploma program is the 2014 GED® Test, which was selected based upon a competitive procurement conducted to select a single assessment product for high school equivalency in Florida. The competitive process included a review of the assessment content for alignment with Florida’s Standards for English Language Arts and Mathematics, as well as social studies and science content. The review process by both AE staff and practitioner task forces confirmed the alignment of the assessment with challenging academic standards. The current contract period for the use of the assessment ran through December 2017 and was extended for the 2017-2018 year. Contract extensions can be granted on an annual basis through December 2020. All high school equivalency diploma state curriculum is aligned to the content standards for this assessment. Future competitive procurements will require that the assessment be based upon Florida’s academic content standards for high school graduates.

1. **Programs for Corrections Education and the Education of Other Institutionalized Individuals (AEFLA Section 225)**

**What was the relative rate of recidivism for criminal offenders served? Please describe the methods and factors used in calculating the rate for this reporting period.**

The Florida Department of Corrections (FDC) defines recidivism as a return to prison, as the result of either a new conviction or a violation of post-prison supervision, within three years of their prison release date. The follow-up periods are calculated from prison release date to the date of readmission to prison. FDC’s assessment and ranking system for academic education specifically targets inmates for academic programming that have been designated as “higher risk to recidivate.” FDC houses 97,794 incarcerated individuals in the jurisdiction; 30, 833 individuals are released per year.

Academic programs offered include ASE, ABE, PreGED, and GED subjects across 64 facilities that serve those in general population, restrictive housing, re-entry institutions, and work camps. ABE programs served 8,279 individuals; GED programs served 8,070; ASE served 767 individuals. The rate of recidivism for individuals participating in Section 225 programs was 31.2 percent. This percentage is based on all enrollments, which includes students who were enrolled for one day to those who completed the program. In the charts below, you will find recidivism data for students who made between one a five grade-level gains. This would be a more realistic depiction of the recidivism rate for academic education participants.

The rate of recidivism for all individuals is 25.4 percent. This percentage captures all inmates, including those who have already secured a GED or high school diploma in addition to those who have completed career and technical education programs or higher education. A more realistic comparison would be to secure the rate of recidivism for individuals who did not access academic education services and also did not already have a diploma and postsecondary education services. The most current recidivism rate for the release cohort of 2013 is 25.4 percent and recidivism rates decrease by 3.3 percent for every EFL gain.