Florida Narrative Report, 2019-2020

1. State Leadership Funds (AEFLA Section 223)
(a)(i) 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(a)(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 boards to ensure that the activities are in alignment with the CareerSource Florida local workforce development plan.

Moreover, CareerSource Florida one-stop centers and adult education programs worked collaboratively within their local areas to provide education and training opportunities for students. In addition, assessment and instructional services were provided onsite at the various centers by the adult education district staff. Local CareerSource Florida one-stop center staff were provided the opportunity to participate in professional development trainings conducted by the Division of Career and Adult Education (DCAE) staff throughout the year, as well as other professional development opportunities provided by our designated state leadership providers mentioned in the next section.

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, CareerSource Florida and the Florida Department of Economic Opportunity in order to support the goals of the Workforce Innovation and Opportunity Act (WIOA) and increase student access and achievement. An adult education designee and/or district or college adult education director either serves on or attends the local career source board meetings and/or its subcommittees. Various state staff from DCAE serve on WIOA Core Leadership and ad hoc committees as part of WIOA cross-sector collaboration efforts.

COVID-19 Impact and Associated Challenges
State Leadership grantees were instrumental during COVID-19 to provide research, development and to deliver a blended-learning model of professional development statewide. Florida Literacy Coalition (FLC), in conjunction with local CareerSource facilities, provided community resources to offer adult education students with a wide range of essential services, such as career guidance, education/training and support services. In particular, FLC's focus was to work with area programs to serve adults and families who are often among the lowest income, least educated and most in need. FLC provided resources to connect people and programs and became a first stop for literacy resources during the pandemic. FLC provided access to quality products and services to assist families with online learning for adults and younger family members.

Leadership funds were refocused to provide technical support to facilitate collaboration and interaction. The Institute of Professional Development for Adult Educators (IPDAE) increased the use of webcams, screen sharing and technical support to ensure the field's adaptability and acceptance of remote and digital forums. IPDAE provided a live helpdesk for reacting to increased activity on the virtual platform. Virtual meet-up groups were organized to assist the field in addressing any challenges related to engaging and enrolling students remotely. Moreover, funds provided to FLC supported teachers, tutors and administrators by providing a clearinghouse for community-based organizations. The clearinghouse consisted of dozens of literacy services to adult learners with an enhanced focus on sharing information for ESOL and family literacy students.

FDOE issued Emergency Order 20-01 that waived Rule 6A-6.014(4)(a)1, F.A.C., to allow adult education programs the flexibility to enroll students in adult education without administering an approved NRS pre-test.

FDOE provided guidance for agencies to use local discretion to provisionally assign an educational functioning level (EFL) for the purpose of placing new students in an NRS eligible adult education program. FDOE further advised that as soon as testing becomes available, agencies would pre-test students utilizing an approved NRS pre-test and adjust the initial provisional EFL placement based on the pre-test. The enactment of this waiver in March 2020 was rooted in recognition of the limitations adult education providers and partners faced in being able to administer approved NRS pre-tests required to determine an appropriate initial EFL.

There were two primary reasons for programs inability to assess students within twelve hours of instruction:
1. Onsite (in-person) testing availability was limited as testing centers closed in the early months of the COVID-19 pandemic and slowly began to open in late spring/early summer; and
2. Test publisher guidance allowing for the administration of secure remote testing of approved NRS pre-tests was not fully deployed during the early months of the pandemic.

As the publisher deployed the administration of secure remote testing, the FDOE amended the adult education assessment paper to allow for secure remote testing of approved NRS pre-tests. Further guidance, training, and support was provided on reporting a student's initial EFL when an NRS approved pre-test was not administered allowing for a proxy reporting method in lieu of having an initial EFL based on an approved NRS pre-test. Likewise, the guidance instructed adult education providers how to report a student's initial EFL when an approved NRS pre-test was administered.

As testing centers were closing and the state moved toward remote testing, many innovative solutions for conducting assessment were put into place, with accompanying leadership funds dedicated to dozens of technical assistance and professional development sessions, regional in number and kind.

Partner programs provided social distancing during testing sessions, outdoor options and remote proctoring. Assessment publishers developed remote proctoring guidance to provide technical assistance for local remote testing. This guidance provided remote testing instruction for teachers and students, information on using various remote proctoring platforms and proctoring through third party services. Training on remote testing was provided to assessment administrators and publishers provided additional useful resources on their website.

(a)(ii) Establishment or operation of a high-quality professional development programs as described in section 223(a)(1)(B).
FDOE provided support for professional development with leadership grants to IPDAE through Indian River State College, the Adult and Community Educators of Florida Foundation (ACE of Florida) and the Florida Literacy Coalition (FLC).

Approximately 100 regional workshops and statewide webinars were coordinated and supported by leadership grantees in 2019-2020 based on professional development priorities identified by program area advisory committees, needs assessments, input received from training evaluations and the DCAE staff. Priorities identified for implementation included research-based reading and math strategies, differentiated and contextualized instruction, integrated education and training, TABE and CASAS web-based certification. Implementation of college and career readiness standards in Adult Basic Education (ABE), English for Speakers of Other Languages (ESOL) and GED®, with an emphasis on social studies, science and math, were included in the professional development activities provided to stakeholders.

IPDAE provided a web-based site, www.floridaipdae.org, which allowed adult educators access to a variety of instructional resources. The resources included, but were not limited to, electronic documents, toolkits, lesson plans, workshops, webinars, virtual and face-to-face trainings, online training modules and communication outreach via an email contact database. The IPDAE website provided access to subject matter experts, coordination of training opportunities and a technology platform to disseminate resources 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. In addition, IPDAE partnered with the Regional Educational Laboratory (REL) at Florida State University (FSU) to deliver 5 workshops focusing on evidence-based strategies to support reading interventions for adult students. An events calendar was posted and maintained on the IPDAE website for online registration for most of the trainings. For documentation of in-service trainings, administrators and instructors were able to access training records through the IPDAE website. In addition, FDOE, IPDAE and REL collaborated on a research-based project to address retention and persistence in enrollment and performance outcomes. Due to COVID-19, the study was paused, and began in full force in the fall of 2020.

Through ACE of Florida, a variety of professional development initiatives were provided on the following program areas: English for Speakers of Other Languages (ESOL), Adult Basic Education (ABE) and Adults with Disabilities.

Adult ESOL instructors were trained to create lesson plans and provided instruction using the FDOE Adult ESOL curriculum frameworks. The trainings were implemented through a train-the-trainer initiative to increase the number of Florida-based adult ESOL practitioners who provide effective training opportunities to local education agencies statewide.

Trainings for ABE practitioners included five regional part-time teacher academies throughout the 2019-2020 program year and a fall of 2019 statewide conference for over 400 adult education stakeholders. ACE of Florida also coordinated a state-wide summer symposium virtually in June of 2019, for adult education administrators, with over 100 practitioners in attendance. Experts from various subject areas served as presenters to address issues relating to Integrated Education and Training (IET), data reporting, adults with disabilities, family literacy and WIOA partnerships. Due to Covid-19, the foundation was able to successfully pivot to a virtual format for several of the academies.

Another key responsibility of ACE of Florida was to provide coordination of Adult Education program advisory committees. Appointed representatives from ESOL, Adult High School (AHS)/GED®, IET and ABE/Adults with Disabilities convened

with DCAE staff, during an annual face-to-face meeting and through conference calls, to discuss and provide input on curriculum changes, instructional policies and professional development needs.

During the 2019-2020 program year, ACE of Florida provided practitioners with training on identifying and instructing adult students with disabilities. The trainings were provided face-to-face, both through regional trainings and at the state conference.

FLC supported statewide networks of literacy resource centers. Professional development was customized for literacy program leaders, tutors and volunteers. Training was available online, virtually and face-to-face. Program support was provided to the leaders of literacy centers operating throughout the state. FLC provided professional development for over 1,100 tutors, volunteers and leaders from community-based organizations during 2019-2020. Professional development opportunities provided by FLC were posted on their website at www.floridaliteracy.org. Due to COVID-19, FLC conducted its first virtual literacy conference in June of 2020, with approximately 300 in attendance. FLC served as a clearinghouse to distribute free literacy resources and outreach materials to instructors and administrators. The clearinghouse was operational during the program year. Over 2,300 resources were distributed to 29 organizations. A resource hotline was also available and managed by a trained referral specialist, who provided on-call information about literacy programs throughout the state. Callers were advised and referred to local programs. FLC referred 13,892 individuals to 365 programs and distributed quarterly literacy newsletters to 2,870 subscribers.

COVID-19 Impact and Associated Challenges
Most adult basic skills programming shifted to remote or hybrid learning formats during the pandemic in the spring of 2020. Prior to the pandemic, most adult education programs were not providing distance, remote, or hybrid education. Adult education staff in the state had little or no experience using online instructional tools, modalities, or platforms.

ACE, IPDAE and FLC demonstrated the capacity to quickly adapt to the pandemic with consideration of remote and distance education provisions and methods for continued services to adult education practitioners. The leadership grantees transitioned what would have normally been face-to-face workshops into virtual training sessions conducted via a web-sharing platform and delivered specific COVID-19 pandemic content related to the instructional continuity adult education services.

IPDAE transitioned what would have normally been face-to-face workshops into virtual training sessions now conducted online via a web-sharing platform solution. Due to this shift, the subject matter content was repurposed to ensure all information is consumable in digital formats as well as the presentation of related materials have been adapted to ensure virtual attendees are receptive of the information. IPDAE employed the use of webcams and screen sharing to facilitate the collaboration and interaction. IPDAE has "ramped up" technical support commitment to ensure the field's adaptability and acceptance of remote and digital forums. IPDAE provided assistance through a helpdesk for reacting to any potential increased activity on the IPDAE platform.

ACE amended the awarded state leadership funds to respond to an increased demand of services by creating an online community forum to allow statewide adult education collaboration focusing on issues affecting adult education. ACE also moved face-to-face regional trainings to statewide virtual professional development to accommodate the changing needs of adult educators in the field. ACE utilized multiple virtual platforms including, but not limited to, Zoom, Google Meets, Microsoft Teams and Blackboard Collaborate Ultra to deliver these trainings. The virtual platforms allowed for an increase in statewide participation in professional development.

ACE also realigned the content of the trainings to include basic "how to" information about the individual platforms being used while also including tutorials on how to implement their program information via virtual learning. ACE successfully pivoted the Summer Symposium, a statewide face-to-face professional development event, to a virtual event. ACE maintained the quality of speakers and sessions and provided both national and state updates from experts around the country. ACE provided a venue to promote partnerships both locally and statewide, focus on topics relevant to pandemic related education and learning obstacles and network and collaborate with peers. The organization utilizes their website and social media to promote statewide adult education professional development opportunities, school district/technical college, state college programs and services and program specific tools and resources to minimize the burden posed by the COVID-19 pandemic.

(a)(iii) Provision of technical assistance to funded eligible providers as described in section 223(a)(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, email and site visits. DCAE staff also provided face-to-face and virtual trainings, workshops and provided additional assistance throughout the year. Technical assistance papers on assessment and adult high school policies were updated in 2019-2020, with input from practitioners, and posted on the FDOE website. See the [Adult Education Assessment Technical Assistance Paper, the Adult High School Technical Assistance Paper](#) and a new Assessment Resources tab.

COVID-19 Impact and Associated Challenges

- Florida Literacy Coalition (FLC) offered 6 webinar trainings for adult educators in response to the COVID-19 pandemic.
    - Resource Roundup – Helping Adult Learners Identify Key Health and Financial Resources
    - Virtual Insanity – An Overview of Popular Distance Learning Resources
    - Reboot Your Digital Strategy – Strategies and Resources for Teaching Online
    - Math Strategies for Adults at a Distance – Strategies, Tools and Tips for Teaching Math During the Pandemic
    - Preparing Your Students for the Next Step – Exploring Health Career Opportunities in Florida
    - Vocabulary Game Plans for Adult ESOL Teachers and Tutors – Vocabulary Strategies and Activities specifically for ESOL teachers and tutors to teach online
- FLC hosted Zoom meetings with community-based organization program directors and coordinators at least monthly since the start of the pandemic. During these calls FLC discussed professional development opportunities, COVID-19 instructional resources, distance learning approaches and resources, U.S. paycheck protection program, effects of COVID-19 on Florida nonprofits, issues of race with students, fund development challenges and opportunities, among other topics.
- FLC canceled the Florida Literacy Conference in April and rescheduled it in June as an online conference. Sessions addressed topics such as selecting distance learning platforms and resources, addressing challenges of teaching remotely, finding financial resources, strategies for managing stress and maintaining good mental health.
- FLC developed a web page for COVID-19 financial assistance resources, available at https://floridaliteracy.org/financialassistanceresources.html. The web page included information on government, utility, food and housing assistance programs.
- FLC also developed a web page to promote for COVID-19 related health literacy, available at https://floridaliteracy.org/coronavirus.html. The information included plain language public health information, stress management resources and virtual classroom activities. This information and the financial literacy web pages were developed and distributed as a response to the growing pandemic in March for 2020.
- In partnership with CrowdEd Learning, FLC developed a free GED® math app based on the FLC Resource Center math video web tool. This app allows students (and teachers) to explore, watch and track their viewing of select Khan Academy videos on Apple and Android smart phones, all organized to support preparation for the GED® math exam. The app was released in May and has supported students as a resource for studying at home.
- The state partnered with ACE of Florida, FLC and IPDAE to utilize state leadership funds in delivering promising practices statewide taught by adult education educators via blended learning platforms.

(a)(iv) Monitoring and evaluation of the quality and improvement of adult education and activities as described in section 223(a)(1)(D).

DCAE used various means of assessment in its annual and ongoing evaluation process, including site monitoring visits, desk monitoring, program improvement processes and performance and financial reviews. Also, more emphasis has been added to verify the quality of data at the local level. Best practices and dissemination of models were included in workshops and statewide 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.

In response to COVID-19, DCAE shifted to desk monitoring, phone calls, email and virtual meetings. The monitoring provided timely assistance and scheduled regular virtual meeting with DCAE staff and providers in a manner to ensure the integrity of the monitoring process. Specifically, through Microsoft TEAMS, DCAE was able to schedule entrance meetings, hold interviews and provide exit meetings with provider staff. DCAE moved away from the narrative-based monitoring process, asking questions to gather explanations, to an evidence-based monitoring process. The evidence-based approach required a written method of collecting supporting documentation. All documents were transferred through the Department's Citrix ShareFile system to ensure the provider met all federal, state, and local policies and laws. While virtual desk audits and virtual meetings limited the ability to inspect the equipment identified on the inventory list, the provider staff was able to submit photos of a sample selection of equipment purchased through the grant. The virtual monitoring modality allowed for continuity of program integrity and accountability to ensure a minimum level of provider services and support.

(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: FLC is considered to be the state literacy resource center and is supported by state leadership funds. Through the support of the DCAE staff, FLC provided face-to-face trainings and workshops on a variety of topics throughout the state. Additional assistance was provided throughout the year.
    a. FLC used state leadership funds to deliver statewide adult education and literacy professional development to serve as a literacy resource clearinghouse and provide referral services. FLC provided face-to-face, online and virtual training and professional development opportunities to ABE stakeholders. FLC supported literacy and family literacy

practitioners, volunteers and tutors with a special emphasis on serving the needs of community-based literacy organizations. In 2019-2020, FLC provided the following services: trainings for administrators, tutors and volunteers, a Literacy Leadership Institute, online tutor training courses, virtual literacy conference, webinars, referral and technical assistance hotline, literacy and outreach materials, training for health and financial literacy and regional symposiums.

  b. In addition, FLC supported adult learner self-improvement through the publishing of its 16th annual Adult Learner Essay Book, featuring 215 writings from adult learners, a new GED Math app and integrated health and financial literacy education in ESOL programs. Approximately 24,000 adult learners were served.

2. Developing content and models for integrated education and training (IET) and career pathways: During 2019-2020, IET was available for all Adult Basic Education Educational Functioning Levels (EFL). The GED® Integrated Preparation Program (GED®I) was available for students who pre-tested at or above the 9th grade level in both reading and math content areas. The program was only available to students who would be simultaneously enrolled in GED®I and an approved career and technical certificate (CTE) program. The English Literacy for Career and Technical Education (ELCATE) program was available to provide EFL Level 5 or 6 English language instruction integrated with instruction in a career and technical education certificate program. The students were simultaneously enrolled in the ELCATE Program and an approved CTE program.

3. 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 webinars and presentations and provided targeted training on data collection, validation and analysis methods in regional workshops and at statewide conferences.

4. Activities to promote workplace adult education and literacy activities: Agencies were required to list planned integration activities in their continuation applications for AEFLA funding for the 2019-2020 program year. A concentrated effort was placed on promoting the integration of workplace skills in the academic setting. Through bi-monthly webinars, emails, face-to-face and online presentations, DCAE staff ensured ample and clear communication was disseminated about the importance of including the integration of workplace skills instruction in local curricula.

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

6. The development and implementation of programs and services to meet the needs of adult learners with disabilities or English language learners: Face-to-face trainings and webinars targeted work with local teachers to provide students with disabilities the tools and resources to identify the appropriate instructional accommodations. Local teachers and personnel were referred to LINCS trainings, ACE of Florida trainings and webinars hosted by IPDAE.

COVID-19 Impact and Associated Challenges

FLC provided resources and support on their website at https://floridaliteracy.org/. During COVID-19, introduced new, free webinars such as Moving Beyond Emergency Remote Teaching, Toolkits for Adult Education and Literacy and free registration for the 2020 Virtual Florida Literacy Conference.

2. Performance Data Analysis

Overall, as a state, there was a 20 percent decline in overall NRS participants. ESL enrollment declined by almost 22 percent and ABE enrollment declined by nearly 19 percent. There was an overall decline in students age 19-24 (-22.5 percent) and students age 25-44 (-23 percent). The effects of the COVID-19 pandemic have significantly affected enrollment as well as agencies' ability to administer NRS approved assessments, beyond the declines in enrollment observed over the last five years.

Examination of measurable skill gains comparisons of 2018-19 year compared with 2019-20, showed a decline overall from 25 percent to 22 percent. ABE programs overall decreased by more than eight percent. ESL programs overall decreased performance by more than 15 percent. Neither program type (ABE or ESL) met the state performance targets. For Florida participating agencies, the spring is a key assessment period for learning gains. However, emergency closure of testing centers prevented agencies from being able to determine any learning gains made prior to the close of the reporting year.

A second area of concern was the number of students who separate before achieving a measurable skill gain. As a state, focus is being directed toward gap analysis between tables 4 and 4b, focusing on post-test rates. Initial analysis shows that less than half of ABE students are post-tested and just fifty-five percent of ESL students were post-tested. However, among those students who are post-tested, measurable skill gains performance far exceeds the state targets. For this reason, FDOE has started several initiatives to closely examine student retention and best practices to increase post-test rates. In addition, we have given greater attention to post-test rates in determining at risk agencies for compliance monitoring and targeted technical assistance. It is also important to note that almost 20 percent of instructors were part-time teachers with less than one year of 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.

As part of this ongoing effort to ensure students persist in their progression and post-test, FDOE worked in partnership with Regional Educational Laboratory Southeast's Florida Career Readiness Research Alliance to assist with the development of a self-study guide is to help adult literacy education providers collect, organize and analyze evidence that they can use to improve program performance. The [Self-Study Guide for Evidence-Based Practices in Adult Literacy Education](#) was designed to help educators consider which types of evidence to collect and which components of adult education instruction may be important for evaluating implementation. Sources of evidence for this review included records and data such as lesson plans, rosters and student results confirming that processes are in place to monitor teacher and student success. The components important to evaluation of implementation were determined based on a thorough review of the literature on adult education. The guide was pilot tested with Florida adult educators through the support of the IPDAE.

Also, to be included with these opportunities, was a Transfer of Knowledge form that participants complete and have signed by his/her supervisor. This form demonstrated that participants who attend these professional development opportunities have, in fact, shared what was learned with their local program personnel. To increase capacity and impact, the state must understand how and to whom this information is being shared.

COVID-19 Impact and Associated Challenges
- Assessment programs for all adult education programs were significantly impacted beginning in mid-March of 2020. All school districts and Florida College System providers, which provide the bulk of adult education programs, were encouraged to switch from in-person to remote learning beginning in mid-March. The assessment of students for pre- and post-testing for learning gains was suspended. No approved assessment provider had online proctoring available at the onset of the COVID-19 emergency. As a result, the state issued waivers which allowed students to enroll without pre-testing once services as programs transitioned to online programs.
- For high school equivalency testing, the shutdown essentially halted public testing for several weeks. From March 16 through April 30, the year-to-year comparison shows a 99 percent decline in public testing access. Over this same period in 2019, the state administered 11,648 compared to 167 over the same period in 2020. Correctional education testing was affected with a 27 percent decline in the year-to-year comparison. In May, the state began participating in the remote testing pilot for the GED testing program. Students were able to take the GED test from home while securely monitored by an online proctor. Even with this accommodation, testing volume was low through the end of the year with an overall testing decline of 81 percent from March 16 to June 30 based upon year-to-year comparison of. However, many students struggled with meeting the online testing essential requirements such as specific computer systems with a webcam, reliable internet and a private room with a closed door.
- In April 2020, CASAS initiated research into methods for administering their tests remotely to address assessment guidance due to the closing of institutions and assessment centers. In May, CASAS published a Remote Testing Guideline on the CASAS website and began a pilot program with a few states, Florida was not part of the pilot. One common consensus by the states piloting the remote testing was that due to the limited number of students able to test at a time, institutions found CASAS assessments expensive and burdensome to the programs, proctors and students.
- In the spring of 2020, Data Recognition Corporation (DRC), worked quickly to develop remote testing guidelines. DRC posted resources on their website to assist test administrators and provided follow up assistance as needed. DRC also provided information on using an outside vendor services for remote testing. In addition, professional development was provided via webinar by IPDAE and DRC, to assist TABE administrators in accessing a newly developed remote access platform. Participants were provided technical assistance on suggested virtual platforms to use and best practices on acclimating test administrators and students.
- In July 2020, the state released guidance for online proctoring for TABE and CASAS in its 2020-21 assessment paper, which was approved by OCTAE in July 2020. The guidance conveyed that adult education providers may implement remote test proctoring in accordance with the test publisher's procedure for secure remote testing. The following practices were identified, and adult education providers were directed to adopt local written procedures that establish local policies for remote testing administration that at a minimum address the following:
  o The procedures for the proper handling and use of test materials to ensure that test materials are not compromised and how breeches in security will be handled.
  o The procedures the virtual proctor must follow to check that the technology and environment requirements are met, and the test takers are prepared for the testing process before testing begins.
  o The procedures the virtual proctors must follow to actively monitor, by watching the test taker throughout the entire test administration checking for: actions that may indicate the test taker is cheating (e.g., eyes looking at something off screen, hands doing something out of view, etc.); technical problems that arise (e.g., frozen computer, slow internet, etc.) and

determining how to end the test administration if there are signs of cheating or if any technical issues that arise that cannot be quickly resolved.
  - The procedures testing personnel must follow to ensure that the test administration directions as directed in the publisher's remote testing instructional document and test administration manual are implemented with fidelity.

Furthermore, the guidance explained that for tests administered remotely, that adult education providers must follow the requirements for onsite administration, while implementing the specific requirements identified under each assessment listed below. It is the responsibility of each adult education provider to ensure the technical requirements, training requirements, test security, and student information of each assessment presented is still accurate. Additional information about remote testing policies was detailed in the 2020-21 assessment policy.

3. Integration with One-Stop Partners
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 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 was a priority of DCAE to support the goals of WIOA and increase student access and achievement. One-stop career centers followed 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.

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. 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.

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 local workforce boards (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-stop centers have a variety of services offered based on resources available, some one-stop centers have dedicated full time staff assigned to be onsite at the various Adult Education centers to promote programs and services.

Infrastructure Costs
In accordance with Florida's WIOA State Unified Plan, the DCAE launched a multi-year competition in spring of 2017 to solicit adult education instructional services from eligible AEFLA providers. As part of the application process, applicants were instructed on the sharing and allocation of infrastructure costs among the one-stop partners governed by WIOA section 121 (h). Sub-recipients were required to submit a Memorandum of Agreement with the Local Workforce Development Board which included signed assurances

and certification to 34 CFR 361.720, concerning the sharing and allocation of infrastructure costs for program year. As part of the continuation application requirements, programs annually submit an infrastructure agreement to reflect the current program year. In addition, each sub-recipient submitted a copy of their detailed agreed upon local one-stop infrastructure cost arrangement. Sub-recipients were required to document actual one-stop infrastructure cost expenditures towards the end of the project period in the Florida Department of Education Form 499 (project disbursement report). Those expenditures were reported as part of the NRS submission of the interim financial report.

The detailed agreements received by our sub-recipients confirmed that in some cases there are no costs and in others, there are shared costs. The agreements further documented the extent of collaboration between AEFLA providers and their one-stop providers which included: cross-training of staff, sharing costs of tuition, fees and instructional materials for mutual clients, relocation of adult education classes at one-stop centers and joint support services such as transportation and childcare.

4. Integrated English Literacy and Civics Education (IELCE) Program (AEFLA Section 243)
Florida conducted a competition for 2017-2018 IELCE funds and the funds were awarded to 44 local agencies for a period of three years. In 2019-2020, continuation grants were awarded to the 44 agencies based on application review to ensure an updated budget, infrastructure agreements and modifications to program structure were included.

Local IELCE grant recipients were required to address integrated education and training (IET) activities and plans as part of the 2017-18 competitive review process, and in 2019-2020 with continuation applications.

Professional development opportunities were provided to stakeholders on the IET process and enrollment criteria. The professional development was provided during adult education webinars, conferences and during Florida college special topics meetings. DCAE staff brought in national consultants on IET/IELCE to work with the IET advisory committee and the Florida College administrators to increase knowledge on providing IET/IELCE programs. Several of the successful IET programs provided presentations to the field during conferences and scheduled monthly meetings. DCAE will continue to meet with consultants to improve the quality of the statewide IET/IELCE programs.

For the recommended implementation of IET services in 2019-2020, DCAE staff provided various opportunities to highlight the progress and successes of grantees' activities. Grantees served as panel members and were requested to make several presentations during conferences and meetings, included was the statewide career and technical education conference, to share best practices with administrators and practitioners. Adult education staff attended the National Career Pathways Conference and were able to share best practices to practitioners around the state. In addition, the collaboration and meetings with statewide advisory committees were utilized to further inform and discuss their recommendations to the state.

COVID-19 Impact and Associated Challenges
Florida State College at Jacksonville (FSCJ) developed an ESOL Bridge to ELCATE Course in the spring of 2019. This course was designed to be used as a bridge course to provided integrated English language and career preparation instruction to adult English language learners (ELLs) who had a goal of enrolling in a career and technical education program. With the impact of COVID-19 on adult education programs, FSCJ assisted students to successfully transition from a hybrid class to a synchronous class in the spring of 2020 and the students completed the second part of the bridge program in the summer of 2020. The curriculum was designed in the learning management system in Canvas.

In the fall of 2020, FSCJ enrolled students into an ELCATE and Medical Assisting program. Student who enrolled in ELCATE transitioned into the Medical Assisting course. Currently, there are seven students are enrolled in the course and will complete the course in the summer of 2021. Classes are taught synchronously using a team-teaching model where both the Medical Assisting and ELCATE instructor work together to teach the lessons.

The curriculum built by FSCJ instructors, in Canvas, address the learning competencies to include civics standards. FSCJ also purchased software such as Ventures-Cambridge Learning Management System (CLMS), BrainPop and Burlington English to assist instructors to cover required competencies during the pandemic.

Instructors cover digital skills in the ESOL program as part of the competencies required in the FLDOE curriculum. These skills help them assist their children to learn remotely.

In addition to acquiring digital skills, students have learned how to navigate the Canvas LMS and how the LMS is structured, etc. For example, students learn how to check for feedback on assignments, follow grades and scores in the gradebook, track their own attendance and access different assignments/quizzes/discussions through the Pages or Modules presentation. They also learn the

benefit of attending synchronous sessions, participating in breakout sessions and contacting the instructor for individual attention if needed. Students learn how supplemental software (i.e. Burlington English, IXL, BrainPop) correlates with and supports the objectives of the synchronous sessions and asynchronous practice on the Canvas LMS. Students learn the importance of time management and independent study. The instructional and software strategies learned by adult education students during COVID-19 have help to support younger family members who needed to engage in distance learning.

In 2017-18 competitive grants were awarded to those local programs who demonstrated capacity and the ability to develop a model specific to their local areas. The grants were continued in 2019-2020. Programs demonstrated progress through collaborative networks, partnerships and procedures that were formed with the local workforce boards, postsecondary institutions and employers.

During the 2019-2020 program year, the IELCE program activities and student enrollment had been met with many challenges. DCAE staff have communicated with local grantees to discuss the challenges, lessons learned and to create dialogue for recommendations for improvement.

5. Adult Education Standards
Florida has a longstanding history of standards-based instruction from the original Sunshine State Standards, the Next Generation Sunshine State Standards, and in 2014, the adoption of the Florida Standards (English Language Arts and Mathematics) by the State Board of Education. On January 31, 2019, Governor DeSantis issued Executive Order 19-32, outlining a path for Florida to improve its education system by eliminating Common Core and paving the way for Florida students to receive a world-class education to prepare them for jobs of the future. The outcome is Florida's B.E.S.T. Standards, a product of national literacy experts, Florida educators and vested stakeholders. In 2020, the FDOE began to implement new standards that represent the highest quality knowledge-based standards in the nation. The new Florida Benchmarks for Excellent Student Thinking (B.E.S.T.) Standards provide a world class foundation for teaching and learning for adult learners. The B.E.S.T. Standards are the official state-adopted academic content standards fulfilling statutory requirements under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(1)). The B.E.S.T. Standards share the dual purpose of preparing both K-12 and adult students to be college and career ready. During the spring of 2021, DCAE will be aligning the current adult education standards to reflect the inclusion of the B.E.S.T. Standards.

Florida sets clear expectations between K-12 and its content equivalent counterpart in adult education by ensuring standards-based instruction was aligned to state adopted content standards in K-12. This guarantees all students (K-12 or adult), regardless of their pathway to graduation, have access to a high quality, market-driven education. The State Board of Education approves the adult education curriculum frameworks that contain the aligned standards.

A high school equivalency diploma was issued to candidates who successfully demonstrate competency in the areas of Reasoning through Language Arts, Mathematical Reasoning, Science and Social Studies. The assessment used for the diploma program is the 2014 GED® Test, which was selected through a competitive procurement to designate a single assessment product for high school equivalency. The review process confirmed alignment of the assessment with the existing challenging academic standards. The current contract period for using the assessment is through June 2021. A new procurement process (Invitation to Negotiate) was initiated in the Fall of 2020 in view of alignment to Florida's new B.E.S.T. Standards.

6. Programs for Corrections Education and the Education of Other Institutionalized Individuals (AEFLA Section 225)
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 87,736 incarcerated individuals in the jurisdiction; 29,983 individuals were released during the 2019-2020 fiscal year.

Academic programs offered include Adult Secondary Education (ASE) which are staffed by academic teachers who provide instruction in Adult Basic Education (ABE) and GED® subjects. Other staff at ASE programs may include special education teachers, special education aides, Title I teachers, Title I aides, education supervisors and placement and transition specialists. In the Inmate Teaching Assistant Programs (ITA), one teacher provides instruction in Literacy, ABE and GED® subjects, along with the assistance of trained inmate tutors. Some ITA programs also have education supervisors and placement and transition specialists. There are no special education students assigned to institutions that utilize the ITA program model.

There are 67 facilities which provide academic education programming. ABE programs, levels 1-4, had served 10,604 individuals; and GED® programs served 1,340. The rate of recidivism for individuals participating in Section 225 programs was 27.1 percent. This

percentage is based on all enrollments within three (3) years prior to release and includes students who were enrolled for anywhere from one day to completers. The rate of recidivism for all individuals is 25.4 percent. Please note: 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 (CTE) programs or higher education. Florida Department of Corrections analysis shows that for every grade level increase (1.0-12.9), an inmate's likelihood of recidivism decreases by 3 percent. This result holds for male inmates and controls for a number of other factors, see http://www.dc.state.fl.us/pub/recidivism/2019-2020/FDC_AR2019-20.pdf.

COVID-19 Impact and Associated Challenges
FDC made a concerted effort to maintain and improve learning gains during COVID-19. The FDC continued to provide high school equivalency testing during COVID-19 closures, resulting in 407 students earning a high school diploma between March 2019 and September of 2020. During the same period in 2018-2019, 349 FDC students earned high school diplomas. Due to a focused, statewide awareness campaign including published achievement tracking and direct contact with individual program sites to provide technical assistance and resolve challenges, FDC saw a 14 percent increase in HSE achievements while most outside testing sites were closed.

COVID-19 presented a set of unique challenges to corrections education. With an absence of internet connectivity available to incarcerated students, a shift to online learning was not possible. Prior to the pandemic, FDC had purchased and put into place a comprehensive printable curriculum designed to supplement the standardized curriculum for open population students and be the foundation curriculum for restrictive housing students. The statewide lockdowns, quarantines and dorm isolations provided an opportunity to implement this printable curriculum for all students through a packet system. Education staff worked alongside security, laundry, foodservice, classification, medical, mental health and administration to deliver and retrieve customized, differentiated work packets to each enrolled student as often as possible. When academic education was provided to students, those with disabilities received special education services to every extent possible.

Providing the printable curriculum in packet format, assisted students in maintaining their learning gains and improving their educational outcomes. Although providing work in this manner increased teacher workloads and use of consumable materials (paper, pencils, toner), overall students responded well to the alternative instruction delivery.

The COVID-19 shutdown required creative and innovative strategies from FDC leadership and front-line staff. The delivery of paper-based distance education expanded to include students of all housing designations. Trained Inmate Teaching Assistants were able to provide a limited amount of instruction within their housing areas, which helped maintain student progress and motivation. In some cases, special education teachers were permitted to have very limited contact with students while maintaining social distancing and adhering to mask and personal protective equipment protocols.

All individuals exiting FDC are required to have a minimum of 100 hours of transitional programming by state mandate. FDC utilizes the Compass 100 program to provide training in career exploration, generate work-ready documents, plan for ongoing education and training, learn financial literacy and prepare for reunification with their families and communities. During pandemic adaptations, Career Development Specialists across the state delivered materials and individualized lesson packets to those nearing release. Statewide, FDC releases, including those who were granted emergency release, have a Compass 100 completion rate of 99 percent.

Technology usage faces many challenges within state correctional facilities, even outside those during the pandemic. However, as facilities were able to permit movement to educational areas, TABE and GED® testing, Aztec learning system progression and typing skills practice continued. According to Data Recognition Corporation, the providers of the TABE assessment, FDC had the highest volume of completed TABE assessments nationwide during the height of the pandemic months. The FDC delivers TABE assessments on Chromebooks via a secure internet connection. Aztec instruction and GED® testing are provided via intranet on desktop systems. In addition, many individuals have JPay Tablets that can access Kahn Academy Lite, continuing education courses, transition materials and basic first aid training through a kiosk request and download system. The FDC was successful in maintaining the technology already in use. The most prominent challenges faced by educators during pandemic lockdowns were a lack of an inmate network to provide in-dorm or social distanced electronic educational opportunities and a lack of access to the JPay tablets that could connect to learning environments. Both challenges are currently being addressed.