

FLORIDA'S STATE PLAN

FOR

ADULT EDUCATION

AND

FAMILY LITERACY

2009-2010 EXTENSION

FLORIDA DEPARTMENT OF EDUCATION

DIVISION OF

CAREER AND ADULT EDUCATION

**FLORIDA’S STATE PLAN
FOR
ADULT EDUCATION AND FAMILY LITERACY**

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Department of Education
Division of Career and Adult Education
325 West Gaines Street
754 Turlington Building
Tallahassee, FL 32399
850-245-0450

INTRODUCTION AND DEVELOPMENT OF THE PLAN

Purpose of the Plan

Division of Career and Adult Education

This Plan covers a one-year extension period, covering the fiscal year 2009-2010 for the Division of Career and Adult Education of the required five-year plan, and incorporates the requirements of Title II of Public Law 105-220. Also previously submitted by the State of Florida was a transitional plan for FY 1999-2000, a four-year plan for fiscal years 2000–2004, and one-year extension plans, covering fiscal years 2004–2005, 2005–2006, 2006–2007, and 2008-2009.

This plan is an agreement between the State of Florida and the federal government to assure the administration of adult education and family literacy programs are consistent with the state's goals, policies and objectives, and with federal laws and regulations. The Plan communicates the scope of the state's commitment to and support of adult education and family literacy to the federal government. This plan also serves to clarify the relationship of the Florida Department of Education to the federal government as well as to agencies within the state that are delivering adult education and family literacy programs and services.

The purpose of this plan is to facilitate the improvement and expansion of adult basic and secondary education programs including family literacy and workplace literacy services as incorporated into existing content standards, English language literacy, corrections education, adults with disabilities, and other literacy services to adults in Florida.

The State of Florida supports and encourages programs for adult education and family literacy through 67 school districts, 28 state and or community colleges, 11 universities, two Native American tribes, correctional agencies, volunteer literacy organizations, community-based and faith-based agencies and organizations, and various other agencies. Programs for adults are provided to foster literacy development, lifelong learning and community involvement and development. The elements of the Plan relate to the administration of adult education and family literacy programs for the development of basic and functional literacy skills, high school completion, English literacy, workplace literacy, citizenship, and family literacy services. The curriculum of

adult general education is addressed in provisions of sections 1003.56, 1003.435, 1004.93, 1004.94, 1004.95, 1004.98, Florida Statutes.

The Florida Department of Education establishes procedures, criteria and priorities for use in approving local agency programs of adult education and family literacy in all areas of the state where it has been determined that a need exists for such programs. The professional staff in the Florida Department of Education, Division of Career and Adult Education, provides technical assistance and consultative services to local educational agencies, state and or community colleges, correctional institutions and other institutionalized adults, volunteer literacy groups, community-based organizations, public housing authorities, universities, public libraries, and other eligible providers under the Act. Within the Division, the Compliance Monitoring Team, an independent unit, has the responsibility of monitoring and conducting program compliance and performance evaluations to adequately assess progress toward achieving stated goals and objectives and ensure that curriculum and assessment procedures are designed to best meet the needs of both students and the economy. The Division is committed to meeting the needs of adult educators and administrators, and providing support for new state and federal priorities and initiatives. State leadership funding is used to support professional development activities and resource development through the use of ad hoc and advisory committees, regional training councils, interagency coordination, continued expansion of distance education, and train-the trainer targeted training in areas such as state and federal (NRS) data reporting, assessment, content standards, and others special demonstration projects as needed. A wide variety of workshops, symposiums, conferences, and summits designed to enhance the skills of adult educators in areas such as Adult Basic Education (ABE), Technology, GED, English for Speakers of Other Languages (ESOL), Vocational Preparatory Instruction Family Literacy, Adult Secondary Education, and adults with learning disabilities are held throughout the year in strategic locations around the state.

In FY 2009-2010, the Division of Career and Adult Education will continue its commitment to student success and professional development for its educators through a state-wide professional development system and Regional Training Councils working in coordination with a statewide network of practitioners' task forces, statewide professional associations such as ACE of Florida (Adult and Community Educators of Florida, Inc), FACTE (Florida Association for Career and Technical Educators), Florida Special Needs Association, Florida Literacy Coalition, and the state's Agency for Workforce Innovation.

Funding is performance-based, and Aid to Districts (ATD) is based on payments for completions and placements including progress within levels or by Literacy

Completion Points (LCPs), as assessed by an NRS-approved instrument for ATD grants and through review of products and services provided through state leadership grants.

Federal funds will be distributed to local educational agencies (e.g., district school boards, public community colleges, universities) and Native American tribes, public libraries, public housing authorities, volunteer literacy groups, community and faith-based organizations, nonprofit institutions, and other eligible providers. [See Section 203(5)].

This one-year extension plan includes assurances to the federal government and to the citizens of the state of Florida, policy statements (as referenced in State Board Rule or Statutes), program goals, objectives and strategies, priorities, needs and resource data, application procedures, and evaluation.

SECTION 1.0

CERTIFICATION AND ASSURANCES

Legal Reference

Section 221(1) requires the state to develop, submit, and implement the State Plan, and sections 224(b) (5), (6), and (8) require assurances specific to the State Plan content. This also includes provisions under Education Department General Administrative Regulations (EDGAR 76.104, Certifications and Assurances).

Intent

The Florida Department of Education assures that this plan will be effective until June 30, 2010. This plan will be administered in accordance with the Adult Education and Family Literacy Act (AEFLA) that was enacted August 7, 1998, as Title II of the Workforce Investment Act of 1998 (Public Law 105–220). The Florida Department of Education also assures that this plan, which serves as an agreement between state and federal governments under the AEFLA, will be administered in accordance with applicable federal laws and regulations, including the following certifications and assurances:

1.0 Eligible Agency Certifications and Assurances

1.1 Certifications

- 1.1.1** This plan is submitted by the Florida Department of Education.
- 1.1.2** The Florida Department of Education has authority under state law to perform the functions of the state under the program.
- 1.1.3** The Florida Department of Education may carry out each provision of this plan.
- 1.1.4** All provisions of this plan are consistent with state law.
- 1.1.5** The Commissioner of Education has authority under the state of Florida law to receive, hold, and disburse federal funds made available under the Plan.
- 1.1.6** The Commissioner of Education of the state of Florida has the authority to submit this plan.
- 1.1.7** The Florida Department of Education has adopted or otherwise formally approved the Plan.
- 1.1.8** The Plan is the basis for state operation and administration of this program.

1.2 Assurances

- 1.2.1 The Florida Department of Education will award not less than one grant under Title II of the Workforce Investment Act of 1998 to an eligible provider who offers flexible schedules and necessary support services (such as child care and transportation) to enable individuals, including individuals with disabilities or individuals with other special needs, to participate in adult education and family literacy services which an eligible provider shall attempt to coordinate with support services that are not provided under this subtitle prior to using funds for adult education and family literacy activities provided under Title II of the Workforce Investment Act of 1998 for support services.
- 1.2.2 Funds received under this subtitle will not be expended for any purpose other than for activities under this subtitle.
- 1.2.3 The eligible agency will expend the funds under this subtitle in a manner consistent with fiscal requirements in Section 241.

Section 241: Administrative Provisions

A. **Supplement Not Supplant** - Funds made available for adult education and literacy activities under this subtitle shall supplement and not supplant other state or local public funds expended for adult education and literacy activities.

B. **Maintenance of Effort**

In general –

- a. **Determination** - An eligible agency may receive funds under this subtitle for any fiscal year if the Secretary finds that the fiscal effort per student or the aggregate expenditures of such eligible agency for adult education and literacy activities, in the second preceding fiscal year, was not less than 90 percent of the fiscal effort per student of the aggregate expenditures of such eligible agency for adult education and literacy activities, in the third preceding fiscal year.
- b. **Proportionate Reduction** - Subject to paragraphs (2), (3), and (4), for any fiscal year with respect to which the Secretary determines under subparagraph (A) that the fiscal effort or the aggregate expenditures of an eligible agency for the preceding year were less than such effort or expenditures for the second preceding year, the

Secretary shall:

- i. Determine the percentage decreases in such effort or in such expenditures; and
- ii. Decrease the payment made under this subtitle for such program year to the agency for adult education and literacy activities by the lesser of such percentages.

1.2.4 Computation - In computing the fiscal effort and aggregate expenditures under paragraph (1), the Secretary shall exclude capital expenditures and special one-time project costs.

1.2.5 Decrease in Federal Support - If the amount made available for adult education and literacy activities under this subtitle for a fiscal year is less than the amount made available for the preceding year, then the fiscal effort per student and the aggregate expenditures of an eligible agency, required in order to avoid a reduction under paragraph (1)(B), shall be decreased by the same percentage as the percentage decrease in the amount made available.

1.2.6 Waiver - The Secretary may waive the requirements of this subsection for one fiscal year only, if the Secretary determines that a waiver would be equitable due to exceptional or uncontrollable circumstances, such as a natural disaster or an unforeseen and precipitous decline in the financial resources of the state or outlying area of the eligible agency. If the Secretary grants a waiver under the preceding sentence for a fiscal year, the level of the effort required under paragraph (1) shall not be reduced in the subsequent fiscal year because of the waiver.

SECTION 2.0

NEEDS ASSESSMENT

Legal Reference

Section 224(b) (1) of the Adult Education and Family Literacy Act requires “an objective assessment of the needs of individuals in the state or outlying areas for adult education and literacy activities, including individuals most in need or hardest to serve.”

As per the United States Department of Education’s (U.S.D.O.E.) “Guide for the Development of a State Plan under the Adult Education and Family Literacy Act (Title II of the Workforce Investment Act of 1998),” which expired 01/31/2006, the Florida Department of Education is not updating this section for this one-year extension plan. The Department is, however, utilizing the most current statistical data available for program planning purposes and the delivery of services.

Intent

This section describes the apparent need for Adult Education programs in Florida. Need is summarized in terms of projected population growth, documented educational attainment, economic trends, special populations, government assistance clients, incarcerated adults, the unemployed population, geographical distribution of Florida residents, immigrants, the disabled, and the elderly.

Studies and evaluations were made by the Department of Education in conjunction with local and state agencies, based on technical assistance papers and other statistical, business, and demographic data sources from the University of Florida and Florida State University. In addition, studies, program reviews, evaluations, and regional meetings revealed needs for adult education and family literacy. Further, the *Florida State Adult Literacy Survey (SALS)*, a part of the *National Adult Literacy Survey (NALS)* provided valuable data for this purpose. Considering program and performance data, findings reinforced the need for additional services for:

- Limited English proficient adults
- Adults with disabilities
- Welfare recipients
- At-risk youth/young adults
- Literacy programs for families

- Diversified workforce
- Service via public libraries, community-based organizations, and literacy volunteer groups

2.0 Population Growth

According to the U. S. Bureau of the Census, State Population Rankings Summary, Florida, with a population of 14.2 million people in 1995, ranked fourth most populous among the 50 states and the District of Columbia.

By 2000, Florida is projected to have a population of 15.2 million people while maintaining a ranking of the fourth most populous state. By 2025, it is projected to be the third most populous, with 20.7 million people. Over three decades, Florida's total population is expected to increase by 6.5 million people. Among the 50 states and District of Columbia, the state's net gain ranks as the third largest. Its rate of population change, at 46.2 percent, ranks as the ninth largest. From 1995 to 2000, the state would have a net increase of 1.1 million people, which would rank as the second largest net gain in the nation.

The major source of Florida's population growth is migration from other states and immigration from other countries. Most of Florida's growth in the 1990's, approximately 80 percent, was attributed to migration and immigration. New births accounted for the remainder.

In 1996, Florida's estimated population was 14,400,000. Over 40 percent were between 15 and 45 years of age and more than 18 percent were over 65. The age distribution dramatically complicates the delivery of services.

- 2.1 Individuals Most in Need - Florida has an adult population of 16 years and above of 10,377,252 persons. According to the U.S. Census, approximately 933,953 (nine percent) adults have an educational level less than ninth grade; 1,428,263 (16 percent) adults have an educational level of ninth grade or less than a high school diploma. The Synthetic Estimates of Literacy reported Florida's mean literacy proficiency at 265.

According to the *State Adult Literacy Survey (SALS)*, 25 percent of the entire population 16 years of age and above is functioning at Literacy Level 1, and 51 percent of the population is functioning at Literacy Level 1 and 2.

- 2.1.1 **Educational Attainment** - According to projections for the year 2000, approximately 2.7 million (30 percent) Floridians will have completed eight or fewer years of formal education. In 1996, it was reported that an adult male in

Florida with less than eight years of schooling earned approximately 36 percent less per year than an adult male with a high school diploma—a finding that showed a direct relationship between the number of school years completed and income earned.

More than 1.7 million Florida adults have reading skills below the eighth grade level and 2.3 million (26 percent) have not completed high school. Florida's problem with illiteracy is worse than many other states because it continues to grow, as approximately 5,000 adults lacking adequate reading skills move into the state each month. Among these are migrants, refugees, dropouts, and poverty-stricken families. Illiteracy affects their quality of life, their ability to find and keep jobs, and their relationship with other members of the community.

2.1.2 Economic Development Trends - Economic reports for the 1990's indicate that Florida's growth rate in employment averaged around five percent. This is one of the highest growth rates in the nation. The fastest growing areas of employment continue to be in trade and service, including tourism and retail sales. Services, the second fastest growing area, show an increase in health, business, and amusement and recreation. Projections for the year 2000 indicate that new jobs for sales clerks, waiters and waitresses, technology office support, and health and medical support professionals will show the greatest increase in numbers. These jobs will require more than basic and functional literacy skills, as indicated by employers.

The lack of literacy skills weakens Florida's economy, contributes significantly to the crime rate, and increases the need for higher taxes to sustain social services for the chronically unemployed. Illiteracy costs Florida approximately \$167 million each year in lost business productivity, unrealized tax revenues, social support, and law enforcement. Further, competence in the workplace has a direct relationship to the health of the economy. Forty-one percent of Florida corporations report having trouble finding qualified staff. Education is an essential qualification in today's job market.

2.2 Populations

2.2.1 Low Income Adult Learners Who are Educationally Disadvantaged (Government Assistance - Temporary Cash Assistance) - Data reviewed reported that approximately 298,948 Florida households were on public assistance. In addition, recent surveys by various state agencies revealed that between 65 percent and 80 percent of welfare clients lack a high school education or literacy and vocational skills necessary to obtain and maintain a job. Of these,

approximately 30 percent performed at a literacy competency level between 4th and 10th grades, 14 percent performed below 4th grade. Further studies suggest that persons with less than a high school education are more likely to be unemployed and receive some type of government assistance. Achieving basic functional literacy skills and vocational training increases the likelihood of employment. Various welfare savings studies indicate that every recipient who secures employment results in an average savings (over a non-assisted control group) of \$2,500 to \$3,500 in government assistance for the first year of employment.

2.2.2 Individuals with Disabilities - In the Employment Task Force for Adults with Disabilities:

Report to the Commissioner of Education on Programs for Adults with Disabilities (December 1998), a survey was conducted to compile preliminary information about adults with disabilities in competitive employment, supported employment, sheltered work (referred to in the report as Transitional Work Experience), and adult day training (referred to in the report as adult day programs). Information was collected about the number of students, funding sources, sites, and unmet needs.

The following survey results are preliminary and should be used cautiously in drawing final conclusions.

- Fifty-four (54) of 67 school districts and three of the 28 community colleges completed surveys.
- Although almost half the adults with disabilities who are enrolled in educational programs (48 percent) or 6,212 of 13,024 are in adult day training, only 34 percent of the funding is spent on programs with this type of outcome. Also, of the 54 school districts and three community colleges that returned completed surveys, 40 offered educational programs with adult day training outcomes for adults with disabilities.
- On average, educational programs with supported employment or sheltered workshop outcomes spend the most per student (\$3,076 and \$3,016, respectively). The amount spent on these programs varies greatly from district to district. In educational programs for adults with sheltered workshop outcomes, the average dollar amount spent per student ranges from \$615 to \$6,450.

Educational programs for adults with disabilities:

- Competitive Employment outcomes--23 of the 35 school districts and community colleges which offer such programs use school district facilities.
- Supported Employment outcomes--17 of the 27 school districts and community colleges which offer such programs use work sites in the community and 14 of 27 use community-based organizations.
- Sheltered Work outcomes--23 of 29 school districts and community colleges which offer such programs use community-based organizations.
- Adult Day Training outcomes--25 of the 40 school districts and three community colleges that offer such programs use community-based organizations. Twelve (12) of 40 use school district facilities and ten (10) of 40 use residential facilities.
- Based on survey results, there are a minimum of 1,009 adults with disabilities waiting to enroll in various educational programs with Supported Employment outcomes. According to the latest Census, 342,716 persons in Florida 16 years of age and above were reported as disabled.

2.2.3 Single Parents and Displaced Homemakers

SUMMARY OF STATISTICS

-Entire Florida Population, 16 Years of Age and Above [10,377,252]

-Entire Florida Population by Race, 16 Years of Age and Above:

- White Males (4,228,588)
- White Females (4,619,582)
- Black Males (557,887)
- Black Female (651,826)
- Native American Males (7,180)
- Native American Females (6,354)
- Asian Males (88,117) (Includes Hispanics)
- Asian Females (82,809) (Includes Hispanics)

-Birth Statistics for Florida Parents Between 15 and 24 Years of Age:

- Number of children born to females 15 to 24 years of age and never married (97,837)
- Number of children born to females 15 to 24 years of age, ever married (171,743)
- Births to teenage parents, percent of total population, 1996 (13.4 %, Florida ranks 20th in the U.S.)

-Entire Florida Population, 16 Years of Age and Above Who are Unemployed by Age Categories

- Three percent (3%) of total population unemployed or 311,318 persons
- 40% of total population not in the labor force or 4,150,901 persons

-Entire Florida Population, 16 Years of Age and Above, Below Poverty

- Estimated number of all persons in poverty is 2,220,199
- Estimated number of people under 18 years of age in poverty, 1993--827,435
- Single female heads of households with children--292,238
- 50% of all Florida households with incomes below poverty level cannot read on an 8th grade level
- Estimated median household income, 1993--\$28,230

2.2.4 Individuals with Multiple Barriers to Educational Enhancement, Including Individuals with Limited English Proficiency - Non-Hispanic African-Americans are projected to comprise 14.8 percent of the state population in the year 2025, up from 13.9 percent. In 1995, Non-Hispanic Native Americans, Eskimos, and Aleut comprise 0.2 percent of the state population and projected to increase to 0.3 percent of the state population in year 2025. Non-Hispanic Asians and Pacific Islanders is projected to increase from 1.4 percent of the state population to 2.2 percent of the 2025 state population. Persons of Hispanic origin, who may be of any race, are projected to increase from 13.8 percent of the 1995 state population to 23.9 percent of the 2025 population.

Between 1995 and 2025, the number of Non-Hispanic whites residing in Florida is projected to increase by 2.2 million, compared to a gain of 1.1 million for Non-

Hispanic African Americans, a gain of 15,000 for Non-Hispanic Native Americans, Eskimos, and Aleut, a gain of 249,000 for the Non-Hispanic Asians and Pacific Islanders, and a gain of three million for persons of Hispanic origin. Over the past two decades, Florida has continuously experienced immigration. Most immigrants were limited or non-English proficient individuals, and many of those who moved to rural areas possessed lower levels of native literacy than entrants, and had little experience with formal education. According to Florida data (1995) sources, 1,447,747 persons speak Spanish at home as their first language and English as their second language. Other data reported 26 identified languages spoken at home - English is first, Spanish or Spanish Creole is second - 1,447,747; Portuguese Creole is third - 194,837.

Most significantly, the 1990 Census reported that there were almost 1.5 million Florida residents over 25 years of age who spoke little or no English. Approximately 13 percent of Florida's population was foreign-born. English language training for immigrants is necessary for assimilation, employment, and citizenship. One major national initiative Florida supports with funds under the Act is the series "*On Common Ground*." This project is designed to provide high quality English language instruction which is linked to practical instruction in civics and life skills.

2.2.5 Criminal Offenders in Correctional Institutions and Other Institutionalized Individuals – More than 78,000 people spent some time in the Florida correctional system in 1998. Like welfare clients, adult offenders are likely to have less than a high school education. These inmates typically are chronically undereducated. Almost three quarters (76 percent) tested below the ninth grade level; over 85 percent had not completed high school. Although educational services are targeted to less than 10 percent of these offenders, only a small percentage are enrolled in basic literacy programs. This is of particular concern in light of the fact that studies show that an inability to get employment upon release increases the likelihood of recidivism.

Through the Florida Department of Corrections, more than 2,279 inmates received the State of Florida High School Diploma by successfully passing the General Educational Development (GED) tests in fiscal year 1997–98. In a recent report of the Department of Corrections (1998), it was indicated that the reading, math and language skills of the participating inmates increased during the last fiscal year by an average of four points, which translates to four months gain in grade equivalent scores, with an average of three months of program participation. Inmates were participants in vocational or academic programs.

2.2.6 Homeless - According to data from the Florida Department of Children and Families, Florida's homeless population numbers about 57,000 on any given day. At least 25 percent of Florida's homeless are children. About 41 percent of the homeless suffer from alcohol and drug abuse.

2.2.7 Children - *Florida Kids Count* profiles the well-being of Florida's children and families by tracking their status using select indicators of health, education, social and economic well-being. Data compiled by *Florida Kids Count (1996-97)* are gathered from public sources and supplemented by information from research studies, policy analyses, and organizations engaged in data collection and advocacy work.

Population and Education - In 1996, there were approximately 14 million persons in Florida of which approximately 3.2 million were children less than 18 years of age. The public school enrollment (Pre-K to 12 fall count) totaled 2,239,411; and non-public school student enrollment (Pre-K to 12 February count) totaled 329,961. The graduation rate was 73.2 percent. The number of dropouts totaled 31,926 and non-promotions totaled 112,948.

The percentage of students passing the High School Competency Test in Math was 75 percent. The number passing in Communications was 77 percent (October 1996). The students eligible to participate in the Free or Reduced Lunch program totaled 974,496 (43.52 percent).

In addition, disciplinary actions reported include:

◆ Corporal Punishment	13,817
◆ In-School Suspensions	24,431
◆ Alternative Disciplinary Actions	4,885

Youth and the Law 1996-97	
Delinquency Cases	
Total Cases	Total Youth Cases
173,753	108,324
99,669/White	65,551/White
72,273/African Americans	41,585/African American
Juvenile Detentions	
Total Cases	Total Youth Cases
31,879	21,506
15,563/White	10,873/White
16,041/African American	10,436/African American
Transfers to Adult Court	
Total Cases	Total Youth Cases
6,570	4,952
2,926 /White	2,185 /White
3,577 /African American	2,718 /African American

<i>Florida's Children at a Glance</i> (Selected Data - 1996 - 1997)			
INDICATOR	TOTAL	WHITE	NON-WHITE
Birth Rate (per 1,000 pop.)	13.1	11.8	19.5
Births to Unwed Mothers	68,082	38,509	29,546
	(36.0%)	(27.0%)	(63.1%)
Births to Unwed < 20	20,312	10,915	9,389
	(10.7%)	(7.7%)	(21.1%)
Births to Unwed = 20	47,759	15,554	9,875
	(25.2%)	(10.9%)	(21.1%)
Teen Birth Rate Ages (15-17)	40.9%	30.8%	71.9%
Teen Birth Rate Ages (15-19)	60.3	48.8	97.1
Number of Infant Deaths	1,045	821	58.3
Infant Mortality Deaths	7.4	5.8	12.4

-Child Well-Being 1996-97

- Child Deaths Ages 1-14 775
- Teen Violent Deaths Ages 15-19 486
- Dissolution of Marriage with Children Affected 2,613
- Minimum Number of Children Affected by
Dissolution of Marriage 53,988

Numerous changes in federal and state law, including public assistance/welfare reform, raises in the minimum wage, and the shifting of more responsibility for economic services and medical assistance programs to the state and community levels will have significant impact on the family and child poverty situation. Precisely what the impact will be, whether positive or negative to the well-being of children, must be measured and evaluated over the years. It is certain, however, that the private employment and charitable sectors must increase their involvement in developing and implementing services for parents and children who previously relied on a governmental safety net.

2.2.8 Elderly - Florida ranks third in the nation in the percentage of population age 60 and over. Approximately three million older Floridians have not completed eighth grade. Although this group represents 24 percent of Florida's total population, it is over-represented among those who are poorly educated. Of Floridians who have low educational achievement, 60 percent are over the age of 60.

By 2005, over half (almost 1.7 million) of Florida's elderly (age 65+) population is 75 years of age and above. A study conducted by Dr. Stephen Golant of the University of Florida found that, in terms of percentage of population as compared to other states, Florida's older population is relatively well-educated. While the statistics paint a positive picture at first glance, the real numbers tell a different, even alarming, story. According to the Workforce 2000 report, there will be more work to do in the American economy than there will be workers to do it, an unprecedented shortage of workers. This will open a window of opportunity for groups who traditionally have not been in the mainstream of the labor market. Current literacy programs geared to the special needs of older learners could provide the key to greater financial independence for the aging as they learn new skills. This would both stimulate Florida's economy and reduce the need for government subsistence money by those still desiring to work.

In a report prepared for the Florida Department of Education by the Florida Council on Aging entitled *The Unfinished Business of Learning Report*, it was mentioned that an estimated 3.2 million older Americans are known to be taking care of their children's children.

The need for education for the senior adult learner is certainly a wise investment. The well-being of our citizens will help to make a better Florida and a better future for *all* Floridians.

SECTION 3.0

DESCRIPTION OF ADULT EDUCATION AND FAMILY LITERACY ACTIVITIES

Legal Reference

Section 224(b) (2) requires: A description of the Adult Education and Family Literacy activities that will be carried out with any funds received under this subtitle.

3.0 Description of Adult Education and Family Literacy Activities

3.1 Description of Allowable Activities

3.1.1 State Administration - Not more than five percent of the funds available under the provisions of the Act will be used to carry out administrative activities as defined in Section 221, State Administration.

3.1.2 Local Assistance: Grants and Contracts - Not more than 82.5 percent of grant funds will be awarded to eligible providers to carry out the activities as prescribed under Section 222 (a)(1) of the Act.

3.1.3 Scope, Content, and Organization of Local Activities - The Department will ensure that the following programs and courses will be implemented under the provisions of this Act:

- A. Adult education and literacy services
- B. Family literacy services under Section 231(b)(2)
- C. English literacy programs under Section 231(b)(3)

3.2 Instructional Activities

3.2.1 Priority Code Reporting - Under the provisions of section 1004.93, Florida Statutes, the Adult General Education Priority Code for Workforce Development Program Reporting include the following:

1. Adult students who demonstrate skills at less than a fifth grade educational level as measured by tests approved for this purpose by the State Board of Education, and who are studying to achieve basic literacy.
2. Adult students who demonstrate skills at or above the fifth grade level or higher, but below the ninth grade level as measured by tests approved for this purpose by the State Board of Education, and who are studying to achieve functional literacy.

NOTE: The priority codes of 1 and 2 are only valid for courses funded under the Workforce Development Program for both Adult Basic and Adults with Learning Disabilities Appropriation by the Florida Legislature. Participants are fee exempt.

3. Adult students earning credit required for a high school diploma or preparing for the General Educational Development (GED) Tests.
4. Adult students who have a high school diploma and require specific improvement in academic or learning skills in order to pursue postsecondary education goals, obtain or maintain employment, or to benefit from Career Education programs or develop competence in the English language to qualify for employment.
5. Adult students who have a high school diploma and require specific improvements in academic or learning skills before pursuing postsecondary education goals, or degree-credit collegiate education, or Certificate Career Education programs.

NOTE: The priority codes of 3, 4, and 5 are only valid for courses funded under the Workforce Development Program, Adult Secondary, or Adults with Learning Disabilities Appropriation by the Florida Legislature. Participants are fee exempt.

6. Adult students enrolled in adult basic education or adult secondary education that have a high school diploma and do not demonstrate skills below the ninth grade level as assessed by an assessment approved by the Department.

NOTE: The priority code 6 is valid for courses funded under the Workforce Development Program, Adult General Education or the Adults with Learning Disabilities Appropriation by the Florida Legislature. Participants are not fee exempt.

3.2.2 Adult General Education Programs and Courses - The following programs and courses are included in the Florida Course Code Directory, Section 6, Adult General Education Courses for fiscal year 2009-2010. Descriptions of these courses are as follows:

1. **Adult Basic Education (ABE)** - The courses included in this program are designed for the student to obtain a level of educational instruction intended to improve the employability of the state's workforce through

instruction in mathematics, reading, language, and workforce readiness skills at grade level equivalency of 0-8.9.

2. **Adult Secondary Education** - This program is designed for students to receive high school credit leading to a high school diploma or courses of instruction preparing students to take the General Educational Development (GED) Tests. This includes grade levels 9.0 through 12.9. With certain exceptions, high school credit graduation requirements for adult and high school students are the same. Secondary courses for both adults and regular high school students are also the same and appear in Section 3 of the Florida Course Code Directory.
3. **Adult High School Credit Program** - These courses are designed for the student to obtain credits upon completion of courses and passing state mandated assessments necessary to qualify for a high school diploma. Except as provided elsewhere in law, the graduation standard for adults shall be the same as those for secondary students. Instruction is offered in general education subjects. This offering is designed to accommodate the needs of students requiring instruction in more than one high school subject area. Students will meet the performance standards of each individual subject taken in this course. The student will attain a level of educational accomplishment which meets his or her educational goal of successfully obtaining a state high school diploma.

NOTE: CO-ENROLLED INSTRUCTION IS NOT SUPPORTED BY FUNDS UNDER THIS ACT.

4. **General Educational Development Preparation (GED)** - These courses are designed to prepare adults to successfully complete the five GED subject area tests leading to qualification for a State of Florida High School Diploma.

NOTE: GED TESTING REQUIREMENT

The following requirement shall govern eligibility of candidates who are not 18 years of age at the time of examination: According to the rules of the local school board, persons who are at least 16 years of age may be permitted to take the test under extraordinary circumstances, Rule 6A-6.021(5) (a), Florida Administrative Code, as determined by the local school board.

5. **Pre-General Educational Development Preparation** – These courses were

initiated in 2002–2003 and are intended to provide an alternative to the basic skills curriculum for the adult student with the educational goal of successful completion of the GED Test. The Pre-GED Preparation courses are designed to prepare students who are functioning between the 6.0-8.9 levels. The goal of the course is to facilitate a smooth transition from Adult Basic Skills Instruction to the application of knowledge required for success on the official GED tests. The GED Preparation course is not intended, however, to replace basic skills instruction for those who desire to improve their literacy levels who are not seeking the State of Florida High School Diploma.

6. **General Educational Promotion** - These courses are designed for the student to attain a level of educational accomplishment which meets his or her educational goal, be it high school completion, successful completion of a career education training course, or any other academic subject. The student may co-enroll in this course at the same time as pursuing a high school diploma. Funds under this Act are not used for these courses.
7. **Adult English for Speakers of Other Languages (ESOL)/Adult English as a Second Language (ESL)** - These programs and courses are non-credit English language courses designed to improve the employability of students who desire to enter the state's workforce through acquisition of communication skills and cultural competencies which enhance the ability to read, write, speak, and listen in English. The two terms are interchangeable.
8. **Citizenship** - This program and course is designed to prepare students for success in becoming naturalized citizens of the United States of America. For adults preparing for the citizenship test, the content includes U.S. history, government, culture and symbols, with specific emphasis on rights and responsibilities under the Constitution of the United States of America.
9. **Adult General Education for Adults with Disabilities**- This course is designed to provide specialized adult general education for adults with learning disabilities. Adults who require intensive, on-going support, in their pursuit of educational instruction, literacy, workplace and life skills can participate in home and community activities and thus accomplish desired personal goals. (No federal funds are used to support this program and is not reported for NRS purposes)

10. **Vocational Preparatory Instruction-** This course and program is designed for the student to attain academic and workforce readiness skills at the level of functional literacy (grade levels 6.0-8.9) or higher, so students may pursue career education leading to a certificate or higher-level career education.
11. **Family Literacy** - Florida funds family literacy programs through Federal Section 231 by discretionary competitive funding. Any program or course must be designed to integrate all of the following components:
 - a. Interactive literacy activities between parents and their children
 - b. Training for parents/caregivers regarding how to be the primary teacher for their children and full partners in the education of their children
 - c. Parent literacy training that leads to economic self-sufficiency
 - d. An age-appropriate education to prepare children for success in school and life experiences

3.2.3 Support Services Activities

1. Transportation refers to supportive services concerned with students who need assistance in commuting, and/or their children to and from schools. Those services may include trips between home and school, and trips to school activities, to facilitate participation in eligible instructional activities as defined in Section 231(10), Required Local Activities, of the Act.
2. Child Care refers to supportive services for the care of children, during a time for which a student is engaged in eligible instructional activities as described in Section 231(10), Required Local Activities, of the Act. The student must be the primary caregiver of the child.
3. Counseling and guidance refers to supportive services provided to students engaged in eligible instructional activities that guide educational planning and are beyond the scope of normal instructional activity. Such activities include counseling with students on their personal and social development, assisting students in developing their career and education plans that includes their educational goals and course of study, and evaluating the abilities of students. Further available services include consulting with other staff members on student learning problems,

planning and conducting guidance activities, and referral assistance.

4. Recruitment refers to supportive-services provided to inform target populations about programs and services and encourage them to enroll in eligible instructional activities. As per the 2003 U.S.D.O.E. site visit recommendations, emphasis will be placed on expansion of activities to recruit older adult students, particularly those over the age of 30.
5. Retention refers to supportive services and activities carried out to assist students enrolled in eligible instructional activities to overcome barriers to participation and to achieve completion of goals stated in the educational plan.
6. Assessment and testing refers to activities carried out for the purpose of measuring individual student achievement. The information obtained is generally used to monitor individual and group progress in reaching learning goals and to compare individual and group performance with national norms established by test publisher. (Rule 6A-6.014, Florida Administrative Code reflects changes to Florida's Assessment Policy.)
7. Administration refers to activities concerned with the overall administrative responsibility for a single agency or a group of agencies that provide eligible instructional activities as defined in Section 231(b), Required Local Activities, of the Act.
8. Teacher training and staff development refers to activities designed primarily for assisting instructional and administrative staff in planning, developing, and evaluating the instructional process. Included are instructional and curriculum development services and instructional staff training services as defined in Section 223 (a)(1),(2),(3), Title II of the Act.

3.2.4 Use of Funds for Family Literacy - The Department will ensure that each eligible agency awarded a grant or contract under Section 231 (of AEFLA) shall not use any funds made available under this subtitle for adult education and literacy activities for the purpose of supporting or providing programs, services, or activities for individuals who are not individuals described in sub-graphs (A) and (B) of Section 203(1), except that such agency may use such funds for such purpose if such programs, services, or activities are related to family literacy services. In providing family literacy services under this subtitle, an eligible provider shall attempt to coordinate with programs and services that are not assisted under this subtitle, prior to using funds for adult education and literacy activities.

New use of funds include the following: Strategic plans for professional development and distance education are in development. Once completed, the state proposes 2009-2010 leadership projects for implementation of each. Additionally, it is anticipated that leadership funds will be used to enhance/improve Florida's performance reporting for the NRS.

3.3. Organizational Arrangements

3.3.1 The Department is committed to an organized, systematic, and coordinated effort, at both the state and local levels, to increase the literacy levels of all adult learners. These efforts have mobilized policy-makers, program managers, and staff members in state and local governmental agencies to provide effective and efficient adult and literacy education. School districts, community colleges, volunteer groups, public libraries, private organizations, and other groups have cooperated in this continuing effort.

Also, the state has made a tremendous investment of funds to support Career and Adult Education programs that include adult education and family literacy. Further, it is the intent of the Department to seamlessly deliver literacy services through local providers. These efforts have been supported through legislation that allows both school districts and community colleges to use these state funds to offer adult education programs and receive funding under Florida's Workforce Development Fund Program.

3.3.2 Florida's Workforce Development Legislative Mandates – The Florida Legislature, during the 1997 and 1998 sessions, made many crucial changes to the public education system designed to deliver Adult Education, Career and Technical Education, and other related Career and Adult Education programs. These changes had a major impact on the delivery of educational programs in both the school district and the community college systems. The following changes include:

- Established the Division of Career and Adult Education

- Established the Workforce Development Fund (in addition to the Florida Education Funding Program and the Community Colleges Program Fund)

3.3.3 The Division of Career and Adult Education - The Division of Career and Adult Education is one of several divisions in the Florida Department of Education. Effective January 2003, the Department became an agency of the Governor as a result of a statewide constitutional amendment approved by voters in November 2001. The Commissioner of Education assigned the organizational

responsibilities for this Division to the Chancellor of Career and Adult Education, who reports directly to the Commissioner of Education. The Chancellor oversees the operational functions of Career and Adult Education. Within Career and Adult Education, the structure identifies four program areas in Adult General Education, including English Literacy (EL) and Civics, which are reportable to the NRS:

1. Adult High School
2. GED (General Educational Development)
3. Adult Basic Education
4. ESOL

See Section 9.1

3.3.4. Workforce Boards - The Division of Career and Adult Education coordinates the delivery of the adult education, literacy and family literacy activities with other workforce partners to ensure further integration of programs and continuous improvement of performance. These partners include but are not limited to the state workforce investment board under the auspices of Florida's Workforce Board. In addition, the 24 Regional Workforce Boards provide local input to the Department of Education on projects which apply for funds under the Act in each region. Further, the Division, in coordination with the Agency for Workforce Innovation, continues to facilitate joint planning of services available at local one-stop centers in order to maximize the use of workforce development funds and core services outlined in the Workforce Investment Act.

The Agency for Workforce Innovation continues to work with the Regional Workforce Boards to provide welfare transition services through the Temporary Assistance for Needy Families (TANF) program. TANF is operated at the local level and uses the one-stop delivery system. This program is designed to place priority emphasis on coordination with local school districts and community colleges. A primary goal of these programs is to increase participation of participants receiving welfare transition services in the state's adult education programs. This approach builds the coordination between the Agency for Workforce Innovation and the Florida Department of Education.

One-Stop Career Centers operating at the local level will cooperate with school districts and community colleges in coordinating the delivery of adult education and literacy services. A required memorandum of understanding (MOU) between the local Regional Workforce Boards and local educational agencies

serves as an agreement between the partners and defines each agency's duties and responsibilities.

Florida has been selected as an early implementation state under Title I of the Workforce Investment Act. The provisions of this plan integrated cooperative partnerships and arrangements with Adult Education, Vocational Rehabilitation, Unemployment Compensation, local Workforce Boards, and career and technical education delivery systems.

SECTION 4.0

ANNUAL EVALUATION OF ADULT AND FAMILY LITERACY ACTIVITIES

Legal Reference

Section 224(b)(3) requires a description of how the eligible agency will evaluate annually the effectiveness of the adult education and family literacy activities based on the performance measures described in Section 212.

4.0 Annual Evaluation of Adult and Family Literacy Activities – Pursuant to the Adult Education and Family Literacy Act, the Florida Department of Education shall report annually to the U.S. Secretary of Education, and make public within the state, evaluation data including the number and percentage as related to following grant sub-recipients: local educational agencies, community and faith-based organizations, volunteer groups, Native American tribes, and other organizations and agencies.

As appropriate, the Department will disseminate brochures and reports on program performance data and evaluation results to providers including local educational agencies, community and faith-based organizations, volunteer groups, Native American tribes, state library and other public systems, organizations and agencies as required.

Providers under Sections 223, 225, and 231 of the Act will provide statistical data and a narrative description to the Department pertaining to the program and its accomplishments.

4.1 State Evaluation - Each local program implemented under the provisions of the Act will be evaluated by using formative and summative methods, monitored, and reviewed by various teams under the auspices of the Department. The Quality Assurance and Compliance Team are responsible for monitoring of federal and state-funded grant programs and activities. Monitoring strategies include, but are not limited to, self assessments, system improvement plans and corrective action plans, application reviews, onsite monitoring visits, and targeted technical assistance. The Bureau of Grants Administration conducts on-going desktop expenditure compliance and performance assessments of sub-recipients, and along with the Departmental and State Comptroller's Offices, tracks the expenditures of sub-recipients. Further, sub-recipients are required to submit formative and summative performance data through the Division of

Career and Adult Education's Bureau of Grants Administration and Compliance.

4.1.1 Indicators of Program Quality -

1. **Educational Gains** - Learners demonstrate progress toward attainment of basic skills and competencies that support their educational needs.
2. **Educational Outcomes** - Learners advance in the instructional program or complete program educational requirements that allow them to continue their education or training.
3. **Retention** - Learners remain in the program long enough to meet their immediate educational goals and re-enter and exit as their goals change.
4. **Recruitment** - Program successfully recruits the population in the community as identified by needs assessments or demographic data.
5. **Program Orientation** - Program services, procedures, and policies reflect a commitment to helping adults to develop basic and functional literacy skills required of adult life to enhance their individual performance and contributions to the community.
6. **Program Planning and Evaluation** - Program has a planning process that is ongoing and participatory, guided by evaluation, and based on a written plan that considers community demographics, needs, resources, and economical trends, technological trends, and local market conditions. The Quality Assurance and Compliance Team may identify issues and trends that could effect the planning process
7. **Curriculum and Instruction** - Program has curriculum and instruction geared to individual student needs and learning styles.
8. **Support Services** - Program identifies students' needs for support services and makes services available to students directly or through referral to other educational and/or service agencies.
9. **Staff Development** - Program has ongoing staff development process that considers the specific needs of its staff, offers training in the skills necessary to provide quality instruction, and includes opportunities for practice and systematic follow-up.
10. **Technology** - Program successfully integrates technology as demonstrated by state-of-the-art classroom learning experiences, staff development opportunities, and enhanced administrative functions.

All of the indicators of program quality have been integrated and expanded into program operations.

- 4.1.2 Core Measures of Performance** - During the program year, performance results achieved on each of the three core indicators of performance, as prescribed in Section 212(b)(2)(A) of the Act will be compiled. Those results will be incorporated in the review process and used appropriately with the indicators of quality.
- 4.1.3 Reimbursement with Performance-Based Funding** - The Department has implemented a reimbursement with performance-based project application for eligible local providers to address the 12 required activities specified in Sections 231 and 225. Each project that is awarded a grant must comply with the expenditure requirements and performance objectives as identified in the approved application. The amount of payment for projects will be determined by the Department based on the agency's approval expenditure documentation and their achievement level on project objectives. Payment invoices are reviewed by designated staff and processed in accordance with the Commissioner of Education's approved grant processing and management procedures.
- 4.1.4 Regional Improvement and Professional Development Plans** - Five Regional Training Councils (RTC) were organized to assist in providing efficient and effective staff development. Each Council's membership represents a broad spectrum of adult education and family literacy service providers as well as interested business and industry representatives. The Regional Training Councils in conjunction with the Division of Career and Adult Education assess and determine professional development needs, set regional and statewide priorities, plan, develop, and provide instructional activities. All services are coordinated with other regional councils regarding statewide needs and priorities, in coordination with the Ad-Hoc Committees, ACE of Florida, and the Florida Literacy Coalition. The Regional Training Councils created a professional development training plan based on statewide goals and a needs assessment. Long and short-term goals are established. This coordinated approach creates a more efficient and cost effective statewide professional development delivery system to better meet the needs of the adult education and family literacy programs.
- 4.1.5 Core Indicators** - Florida used the expertise from previous state initiatives focused on performance funding to establish state measures of student success. The measures were mutually developed through the cooperation of the Division of Career and Adult Education, the previous Adult Education Practitioners' Task

Forces, the Workforce Development Information System (WDIS) with assistance from the Community College and Technical Center Management Information System (CCTCMIS) staff, and public forums.

4.1.6 Career and Adult Education and Outcome Information Services (WEOIS) - The WEOIS Office was established to facilitate the use of information about education and training processes and their results for decision makers involved in Florida's workforce development initiatives. The services provided by WEOIS are directed to school districts, community colleges, universities, training programs, placement programs, and other related services.

4.1.7 Community College and Technical Center Management Information Systems (CCTCMIS) - All public school districts are required to submit postsecondary vocational and adult general education enrollment data via the Department of Education Student Information Data Base. Section 1008.385, Florida Statutes, requires the development and implementation of a comprehensive management information system linking all levels of the state education system. The Division of Career and Adult Education coordinates with the Community College and Technical Center Management Information Systems (CCTCMIS) on the development of the Florida Community College Student Data Dictionary and the postsecondary adult and career and technical counterpart, the Workforce Development Information System (WDIS) Data Handbook. Current data are used for evaluation, funding and for other purposes in support of all federally funded adult education family literacy and Career and Adult Education programs.

4.1.8 Family Literacy - Florida's Family Literacy Program will be greatly enhanced as a direct result of these funds under the Act.

Adult Literacy and Parental Involvement - The Florida Legislature provided guidelines for implementing the state's system of school improvement and accountability. The efforts of Florida's Adult Education and Family Literacy Program will be reported as prescribed by governing statutes and rules of the state. In expanding the statewide Family Literacy program under provisions of the Act, the Department will give priority to programs that demonstrate past effectiveness in assisting adults who are parents in obtaining the educational skills necessary to become full partners in the educational development of their children. In addition, pursuant to Section 212 of the Adult Education and Family Literacy Act, each local provider must provide some response to student progress measures obtained from all students who have been enrolled in the adult education and family education programs. Currently, local providers

provide statistical data on adult student performance and program areas identified by the National Reporting System (NRS). During the period of this revision, provisions of the National Reporting System will lend assistance to this effort. Additional expenditure and performance data are reviewed through the Department's reimbursement with performance-based project invoicing process for all approved adult education projects. These invoices are reviewed upon submission from local project directors by the Bureau of Grants Administration, the Florida Department of Education, and State Comptroller Offices.

The Florida Department of Education documents the progress of adult student performance including, but not limited to, the following considerations:

- Attainment of student identified learning goals
- Parental involvement in school activities such as parent-teacher conferences
- Training programs for literacy development, age appropriate educational activities to prepare children for success in school or life experiences
- Improvement in computer literacy
- Literacy skill improvements in reading, writing, and speaking the English language, English Language Acquisition
- Acquisition, problem solving, numeracy, and other literacy skills
- Secondary school diploma or its equivalent
- Career Education and workforce readiness skill development necessary for employment and self-sufficiency

Collaborative Relationships - The Florida Department of Education continues to collaborate with various state agencies and practitioner's advisory committees.

SECTION 5.0

PERFORMANCE MEASURES

Legal Reference

Section 224(b)(4) requires a description of the performance measures described in Section 212 and how such performance measures will ensure the improvement of adult education and literacy activities in the state.

5.0 The Florida Department of Education will establish a comprehensive performance accountability system, as described in Section 212, Performance Accountability System of Title II-Adult Education and Family Literacy Act of 1998. To ensure optimization of investment of both Federal and state funds in adult education and literacy activities, the accountability system will assess the effectiveness of local school districts, community colleges, community and faith-based organizations and other eligible providers' performance in continuous improvement of their adult education and literacy program funded under this subtitle. All of the performance measures apply to funded priorities.

The Florida Department of Education implemented the Workforce Development Information System (WDIS) performance accountability system in 1998. Data from this system, including student learning gains, receipt of a secondary school diploma or its equivalent, placement in postsecondary education and/or Career Education training, and employment or career advancement, are used to assess the effectiveness of local school districts and community colleges in achieving positive student outcomes. In addition, these performance criteria have been modified to accommodate data reporting systems of non-local educational agencies such as community and faith based organizations that provide programs funded under this Act.

5.1 Eligible Agency Performance Measures (Section 212) - In accordance with Section 212(b) (2) (A), The Florida Department of Education, on a statewide basis, established levels of performance for each of these core indicators.

1. Demonstrated improvement in literacy skills in reading and problem solving, numeracy, writing, English-language acquisition, speaking the English language, and other literacy skills
2. Placement in, retention in, or completion of postsecondary education, career training, employment or career advancement
3. Receipt of a secondary school diploma or its equivalent

As prescribed by the U. S. Department of Education, Division of Adult Education and Literacy, Office of Vocational and Adult Education, the following performance levels have been recommended for approval for Florida's Continuation Program Plan for 2009-2010. The goal for each level was developed on the basis of (1) the state's performance by levels during fiscal years 2007-2008 and (2) on (a) a continuous improvement of the data collection system, (b) curriculum frameworks and student performance standards, and (c) the changing demographics in local service areas of the state. The continuation of the State's Performance Measures through 2009-2010, approved by the U.S.D.O.E., are as follows:

Proposed Performance Measures for 2009-2010

STATE <u>FL</u>		2009-10 TEMPLATE			
MEASURE	National AV	2007-08 PERFORMANCE	2008-09 TARGET	Proposed 2009-10 TARGET	Change from Performance
ABE Beginning Literacy	42%	24%	32%	32%	33%
ABE Beginning	41%	29%	34%	35%	21%
ABE Low Intermediate	40%	33%	35%	37%	12%
ABE High Intermediate	36%	36%	33%	38%	6%
ASE Low	38%	49%	50%	50%	2%
ESL Beginning Literacy	39%	35%	36%	38%	9%
ESL Low Beginning	50%	33%	37%	36%	9%
ESL High Beginning	48%	27%	35%	32%	19%
ESL Low Intermediate	44%	26%	36%	36%	38%
ESL High Intermediate	40%	25%	34%	34%	36%
ESL Low Advanced	30%	21%	32%	30%	43%
Entered Employment	68%	49%	56%	55%	12%
Retained Employment	54%	58%	64%	64%	10%
Obtained Diploma/GED	57%	70%	65%	72%	3%
Entered Postsecondary Ed/Training	62%	50%	90%	55%	10%
Average	46%	38%	45%	43%	18%

5.1.1 Florida’s System of Literacy Completion Points for Reporting Program Performance - To further ensure continuous improvement of adult education and literacy programs, the Florida Department of Education will focus on the state’s performance funding system for achieving student outcomes. Any approved incentive funding to be considered under this Act and by the state, if applicable, will be largely determined by data obtained through the Workforce Development Information System (WDIS). These data will help decision-makers determine local educational agencies’ (LEAs) program performance and to develop incentive goals for achieving student improvement in literacy levels within a program or advancement to higher program levels. Additional performance measures will include awarding of secondary school diplomas or its equivalent, placement in career education training, postsecondary education, employment, or career advancement.

The Adult General Education program or course numbers and associated literacy completion points (LCPs) are used to document improvements in literacy performance standards through the use of approved assessments, as defined by the Florida Department of Education Curriculum Frameworks and Student Performance Standards. LCPs represent a student’s attainment of an NRS Educational Functioning Level gain in federal reportable programs and which qualify the student for further basic and/or career and technical education or employment. These tracking measures must be used by all local educational agencies (LEAs) for all enrolled students for each of the program priorities addressed. Community-based organizations should also use the correlating LCP’s in frameworks or the NRS EFL Table to document an educational gain to ensure compliance in reporting.

5.1.2 General Requirements for the Adult General Education Program. [Rule 6A-6.014(4)(a), Florida Administrative Code] - Academic Skills for Adults: (*Updated as of September 19, 2007*)

In the operation of adult general education programs, the following general requirements shall apply:

- (1) Facilities. Instructional facilities should be consistent with the number and nature of adults served, as well as instructional methods and objectives. They should provide program accessibility for persons with disabilities as required by Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.
- (2) Enrollment. Enrollment shall be limited to individuals who have legally left the elementary or the secondary school as specified in section

1003.21(1)(c), Florida Statutes; provided, however, that the school may temporarily assign individual students of compulsory school age to one (1) or more classes offered in the adult general education program where such students exhibit an educational need which can more effectively be served by the adult general education program when such courses are required for high school graduation.

- (3) Teacher qualifications. Adult general education classes for which state funds are earned shall be taught by qualified teachers as defined in Rule 6A-1.0503, F.A.C., or as approved by a community college board of trustees as defined in Rule 6A-14.024, F.A.C.
- (4) Academic skills tests for adults.
 - (a) The following tests, English language versions only, are approved to be used for placement of a student enrolled in the adult general education program and shall be used according to standards established for test administration and interpretation set forth in Standards for Educational and Psychological Testing (APA, AERA, NCME, 1992) and with appropriate accommodations for students with disabilities as specified in section 1004.02(7), Florida Statutes.
 1. Tests of Adult Basic Education (TABE), Complete Battery or Survey Form, Forms 9 & 10 (all active assessments as of the date of adoption of this rule);
 2. Comprehensive Adult Student Assessment System (CASAS) (all active assessments as of the date of adoption of this rule).
 - (b) When testing students enrolling in Adult ESOL or English Literacy for Career and Technical Education (ELCATE) whose first language is not English, one of the following tests must be used:
 1. Comprehensive Adult Student Assessment System (CASAS), Reading and Listening (all active assessments as of the date of adoption of this rule);
 2. Basic English Skills Test (BEST) Plus (all active assessments as of the date of adoption of this rule); or
 3. Basic English Skills Test (BEST) (all active assessments as of the date of adoption of this rule);
 4. Comprehensive Adult Student Assessment System (CASAS) Employability Competency System Reading Skills for English Literacy for Career and Technical Education (ELCATE) students.
 - (c) If an adult student has a documented disability and the instruments in paragraph (4)(a) of this rule, with accommodations

are not an accurate measure of the student's ability, one of the following tests shall be used for placement in an adult general education program:

1. Brigance Employability Skills (all active assessments as of the date of adoption of this rule);
 2. Brigance Life Skills (all active assessments as of the date of adoption of this rule);
 3. Comprehensive Test of Adaptive Behaviors (CTAB) (all active assessments as of the date of adoption of this rule);
 4. Comprehensive Adult Student Assessment System (CASAS) (all active assessments as of the date of adoption of this rule);
 5. Kaufman Functional Adult Student Assessment System (K-FAST) (all active assessments as of the date of adoption of this rule);
- (d) If an adult student has a documented disability and the instruments listed in this rule are not an accurate measure of the student's ability, documentation must be kept showing an attempt was made to assess the student. The results of this attempt should be kept in the student's record for audit purposes.

Specific Authority s. 1001.02(1) F.S. Law Implemented ss.1008.405, 1011.80 F.S. History—Amended 2-20-64, 4-11-70, 11-17-73, 2-18-74, 6-17-74, Repromulgated 12-5-74, Amended 12-6-84, Formerly 6A-6.14, Amended 12-28-86, 10-17-89, 12-29-98, 4-26-06, 9-19-07

5.2 Student progress will be measured by progression through LCPs using one or more of the following:

- Grade level or scale score improvements measured by an approved test
- Successful completion of curriculum frameworks and/or course performance standards (for applicable programs reporting outcomes for state reporting and funding purposes only); or
- Attainment of a State of Florida High School Diploma (GED) or a secondary school diploma through the Adult High School program

5.2.1 Core Indicator #1: Demonstrated improvements in literacy skills, reading, writing, and speaking the English language, numeracy, problem-solving, English-language acquisition, and other literacy skills.

NOTE: The Florida Community College and Technical Center Management Information System (CCTCMIS), the Division of Community Colleges and the Division of Career and Adult Education worked cooperatively to amend our data system to accommodate the changes to the core measures, as required in the NRS for Adult Education for projects funded under the Workforce Investment Act.

1. Performance Measures for Adult Basic Education (ABE)

(Grade levels 0 - 8.9)

- a. Courses include mathematics, reading, and language
- b. Grade levels include:
 - Beginning ABE Literacy (Level 0 - 1.9)
 - Beginning Basic Education (Level 2.0 - 3.9)
 - Low Intermediate Basic Education (Level 4.0 - 5.9)
 - High Intermediate Basic Education (Level 6.0 - 8.9)
- c. Literacy Completion Points
 - A - Level (0.0 - 1.9)
 - B - Level (2.0 – 3.9)
 - C - Level (4.0 - 5.9)
 - D - Level (6.0 - 8.9)
- d. Measure of student progress validation methods will be in accordance with Rule 6A-6.014(5), FAC.

2. Performance Measures - English for Limited English Proficient Adults

- a. Adult ESL course levels include:
 - Literacy (EFL 0-1) for persons with low literacy skills in their first language (or in any language)
 - Beginning ESL Literacy (EFL 1)
 - Beginning ESL (EFL 2)
 - Low Intermediate ESL (EFL 3)

- High Intermediate ESL (EFL 4)
- Low Advanced ESL (EFL 5)
- High Advanced ESL (EFL 6)
- Academic ESL (EFL 7)

b. Literacy Completion Points

- A - EFL 0-1
- B - EFL 0-2
- C - EFL 4
- D - EFL 5
- E - EFL 6
- F - EFL 7

c. Measure of student progress validation methods will be in accordance with Rule 6A-6.014 (5), FAC.

3. Performance Measures - English for Limited English Proficient Adults/Career & Technical Education

a. Adult ELCATE course

b. Levels include:

- Beginning (EFL 2-3)
- Intermediate (EFL 4-5)
- Advanced (EFL 6-7)

c. Literacy Completion Points

- A - EFL 2-3
- B - EFL 4-5
- C - EFL 6-7

d. Measure of student progress validation methods will be in accordance with Rule 6A-6.014(5), FAC.

4. Performance Measures - Workforce Readiness Skills

- a. Level - Limited English Proficient Adults/(LEP)
- b. Literacy Completion Points – A
- c. Measure of student progress validation methods will be in accordance with Rule 6A-6.014(5), FAC

5. Performance Measures - Adult General Education for Adults with Disabilities

Literacy Completion Points – A

- a. Measure of student progress validation methods will be in accordance with Rule 6A-6.014(5), FAC.

6. Performance Measures - Pre-General Educational Development (GED)

- a. Pre-GED Prep (6.0-8.9 grade levels recommended)
 - Pre-GED Prep Writing—LCP A
 - Pre-GED Prep Social Studies—LCP B
 - Pre-GED Prep Science—LCP C
 - Pre-GED Prep Literature—LCP D
 - Pre-GED Prep Math—LCP E
 - Pre-GED Prep Comprehensive
 - Pre-GED Writing
 - Pre-GED Social Studies
 - Pre-GED Science
 - Pre-GED Literature
 - Pre-GED Math
- b. Measure of student progress validation methods will be in accordance with Rule 6A-6.014 (5), FAC.

5.2.2 Core Indicator #2: Placement in retention, or completion of postsecondary education, training, or unsubsidized employment

The Florida Department of Education has established under the provisions of section 1008.39, Florida Statutes, provisions for information management named the “Florida Education and Training Placement Information Program” (FETPIP). The purpose of FETPIP is to compile, maintain, and disseminate information concerning the educational histories, placement and employment, enlistment in the United States armed services, and other measures of success of former participants in state educational and workforce development programs. Placement and employment information shall contain data appropriate to calculate job retention and job retention rates. In addition, section 1008.43, F. S., addresses reporting requirements. This system must measure program enrollment, completion rates, placement rates, and amount of earnings at the time of job placement. Placement and employment information, where applicable, shall contain data relevant to job retention, including retention rates. The State Board of Education shall adopt by rule the specific measures and any definitions needed to establish the system of performance measures. The Division of Community Colleges and the Division of Career and Adult Education worked cooperatively with the staff of FETPIP, the Community College and Technical Center Management Information Systems (CCTCMIS), and the Agency for Workforce Innovation, to establish procedures to establish procedures to appropriately and accurately respond to Core Indicator #2.

Local program reporting –

All eligible providers reporting data for the Fiscal Year 2009-2010 Adult Education Performance Report will use the NRS, as required for all projects funded under the Workforce Investment Act. Local school districts and community colleges use the Florida Workforce Development Information System (WDIS) data reporting system for the elements of Core Indicator #2. The Department has developed alternative electronic methods of data collection from non-local educational agencies and community-based organizations to support the NRS requirements. The Florida WDIS system complements and/or supplements the NRS data collection requirements.

5.2.3 Core Indicator #3: Attainment of secondary diplomas or their recognized equivalent.

1. Performance Measures - General Educational Development (GED) Testing Program –

- a. GED Preparation
 - GED Prep Writing

- GED Prep Social Studies
 - GED Prep Literature
 - GED Prep Math
 - GED Prep Comprehensive
 - Writing Subtest
 - Social Studies Subtest
 - Science Subtest
 - Literature Subtest
 - Math Subtest
- b. Literacy Completion Points
- GED subtests (five) are available for test-takers; only one LCP will be awarded per official subtest passed by each examinee; LCPs are coded A–F; and
 - GED Preparatory Comprehensive Test or complete battery successfully passed by examinee(s) will have a total of six LCPs (A–F) for data reporting.
- c. Measure of student progress validation methods - will be in accordance with the GED Testing Service of the American Council on Education. Beginning with the GED 2002 Test, candidates need a standard score of 410 in order to pass each of the individual GED tests and an overall average score of 450 for the five-test battery.

2. Performance Measure - Adult High School

- a. **Academic Area - Credit**
- English - 4.0 credits
 - Mathematics - 3.0 credits
 - Science - 3.0 credits
 - American History - 1.0 credit
 - World History - 1.0 credit

- Economics - 0.5 credit
- American Government - 0.5 credit
- Practical Arts Career Education, or Exploratory Career Education, or Performing Fine Arts - 1.0 credit
- Life Management Skills - 0.5 credit
- Electives - 9.5 credits

b. **Literacy Completion Points**

- One LCP will be awarded for each half-credit (0.5) earned per course; a total of 48 LCPs may be earned toward graduation requirements per enrollee.

c. **Measure of student progress validation methods** will be in accordance with applicable criteria for grade point and attainment of credit.

5.3 Additional Indicators of Performance

The Florida Department of Education has not included additional indicators of performance in this plan. However, as appropriate, the Department may develop additional indicators during the plan period.

5.4 Levels of Performance

The Florida Department of Education will continue to increase core indicators of performance. Working with CCTCMIS, the Division of Community Colleges and the Division of Career and Adult Education will use levels of performance from prior years based on student progress and outcome data from the Career and Adult Education databases. Local eligible providers are collecting progress, level, and completion and placement data on students based on criteria provided by the Florida Department of Education to fulfill the requirements of the NRS for Adult Education.

The Florida Department of Education will continue to seek ways to improve its data collection and data reporting methodology and system. During the extended plan period, the Department will implement training and technical assistance strategies to help local eligible providers implement the NRS requirements. The Florida Career and Adult Education Information System is under continuous improvement in areas to meet the funding requirements that

are mandated by the Legislature. The Florida Education Training and Placement Information Program (FETPIP) collects job placement data on students that will give additional strength to the process. The accuracy of reported data will be ascertained by solid linkages between the Division of Community Colleges, the Division of Career and Adult Education, the Community Colleges and Technical Center Management Information Systems (CCTCMIS), and program and finance personnel at state and local levels.

5.5 Factors

Florida has an extremely diverse adult student population with a broad range of skill levels and learning goals. The delivery of educational services to this population includes managed enrollment, open-entry, open-exit instructional programs that are competency-based and funded on performance-based criteria. The following service delivery methods of instructional programs affect student performance: convenience, accessibility, intensity, duration, and the ability to address specific student learning goals.

The Department will require eligible providers to use trend data from NRS Data for fiscal years 2006–2007 and 2007-2008 to project expected enrollment and performance levels necessary to achieve the core indicators of performance applicable to their program. Further, the state’s foremost priority for service delivery requires eligible providers to address the adults who are least educated and most in need. Over this period, the Florida Department of Education will continue to promote continuous improvement in enrollment and performance levels on appropriate measures and ensure optimal return on the investment of federal funds.

5.6 Annual Report of Progress for Achieving Performance Measures

The Florida Department of Education will prepare and submit to the U.S.D.O.E. Secretary a report on the progress of Florida’s Adult Education and Family Literacy Program, as applicable, to meet the requirements of the Act.

The Department will submit to the Secretary a report on the progress of the state in achieving the stated program/course measures as outlined in this section of the Plan. The report will also include student outcome data on levels of performance achieved on the core indicators of performance related to postsecondary education, training, unsubsidized employment or career advancement, and receipt of a high school diploma (course completion through an Adult High School Program or the passing of the GED tests (which results in the award of a

State of Florida High School Diploma). Any other pertinent information to give support to the state's effort to promote literacy and the requirements of this Act will be included.

SECTION 6.0

PROCEDURES AND PROCESS OF FUNDING ELIGIBLE PROVIDERS

Legal Reference

Section 224(b) (7) requires a description of how the eligible agency will fund local activities in accordance with the considerations described in Section 231(e).

- 6.0 Applications** - In accordance with Section 231 of the Act, a program application for eligible providers will be awarded on a single year basis and may be performance-based projects. There will be new grant award competitions for FY 2009-2010. This also includes projects funded under Section 225 - Corrections and Other Institutionalized Individuals.
- 6.1 Applications** - In accordance with Section 231 of the Act, a program application for eligible providers will be awarded as competitive local grants.

Competitive New State Leadership Projects Funding Process (Section 223)

Multi-Year Funding Process - The Florida Department of Education has defined multi-year for the purpose of funding as being 24 months. No funds may be committed prior to the effective date of the project or after the closing date of the project. For the succeeding budget period of an approved program application, the applicant's program will be reviewed to assure that the performance measures have been met or exceeded. FY 2009-2010 projects will be one-year, with the possibility of extension, depending on WIA status and performance.

The State of Florida will have both new competition and continuation for the funding for one-year. The Aid to Districts grants will be competitive in 2009-2010; some leadership projects will be a continuation of their 2008-2009 grants, while some new projects will be competitive.

The eligible applicants are as follows: public or private nonprofit entities; local educational agencies; community-based organizations; volunteer literacy organizations; institutions of higher education; libraries; public housing authorities; faith-based organizations or consortia of these organizations. Charter schools may apply, but must submit their applications through their sponsoring agency. Public announcements and informational workshops will be held statewide. Request for Proposals will be posted on the DOE Web site, and proposals submitted by eligible applicants will be reviewed by an external panel comprised of secondary and postsecondary Adult Education practitioners from

around the state and internal staff. Each panelist will be required to sign a conflict of interest statement prior to the application review process. A concerted effort will be made to ensure that statewide representation is assigned to each of the review teams.

If an applicant fails to provide effective and cost-efficient adult education and literacy services as outlined in the application, the Department may reduce the amount of the project, terminate the project, or take other measures that may be appropriate.

NOTE: Projects funded under Section 231 and Section 225 are performance-based and are required to submit a Performance-Based Project Deliverables Form. Performance measures approved in the project and the associated deliverables will be reviewed to ensure that the performance and deliverables were met or exceeded. School districts, private nonprofit colleges, community colleges, and universities will be awarded funds on a cash advance basis unless the award letter states otherwise (typically in the case of State Leadership projects or other special projects). Community-based organizations will be paid based on a reimbursement process contingent on evidence of successful completion of projected outcomes and submission of all reports and invoice schedules as required.

New Projects - Whenever new funding allocations are made available under any section of the Workforce Investment Act--Title II, Adult Education and Family Literacy, eligible providers will be notified via the Department's Web site, conference calls, and virtual communication such as the Paperless Communications System.

Competitive Process - Section 231(a) also indicates that all projects awarded by the Florida Department of Education must be reviewed and awarded on a competitive basis. All eligible providers as indicated in the Act shall receive the same opportunities and assistance in preparing, submitting, and evaluating project applications.

Single Source - These funds are available to eligible recipients identified by the Department for the purpose of implementing selected State Leadership activities and programs under the provisions of Section 223 of the Act. These projects are performance-based and may be funded on a multi-year, as deemed appropriate.

6.1.1 Description of How Funds Will Be Awarded and Spent Under This Subtitle - Section 212 of the Act, the Department requires all eligible providers to submit project applications that are clearly based on achieving continuous improvement

of adult education and literacy activities.

The performance shall:

- Be expressed in an objective, quantifiable, and measurable form
- Show the progress of the eligible provider toward continuous improvement in enrollment and completion performance levels

Recipient of Services Section 211(d) of the Act defines qualifying adult as an adult who:

- Is 16 years of age or older
- Is beyond the age of compulsory school attendance under the law of the state
- Does not have a secondary school diploma or its recognized equivalent
- Is not enrolled in a secondary school

NOTE: Section 231(d) of the Act includes an exception to the above-mentioned qualifying adult. It allows local providers to use funds for individuals participating in family literacy services even if such individuals do not satisfy the statutory definition. In providing family literacy services under this subtitle, a local eligible provider shall document their attempt to coordinate with programs and services that are not assisted under this subtitle prior to using funds for adult education and literacy activities under this subtitle for activities other than adult education activities.

6.1.2 Funding Amounts - Basic Program Allocations

Eighty-two and one-half percent (82.5 percent) of the federal funds available will be utilized to provide supplemental funding to eligible providers under Section 231 of the Adult Education and Family Literacy Act. Funds available under Section 231 will be divided into two types: (1) formula and (2) categorical.

Formulated 231 Allocations - Allocation of these funds will be based on the following considerations:

- **Basic Grant Amount** - Each geographic area (67 counties) will be allocated funds based on the identified need by those persons identified by the 2000 U.S. Census Bureau on the following educational attainments: Adult population 25 years of age and over - less than ninth grade (50 percent); Adult population 25 years of age and over - ninth to twelfth grade, no

diploma (25 percent); and Adult population 25 years of age and over (25 percent), as determined by the Division of Career and Adult Education and approved by the Commissioner of Education, as amended if necessary.

Grantees will be funded based on performance - student acquisition of Educational Functioning Levels (completions) of enrolled students as reported in the NRS Table 4.

Incentive Funding -

If funds are available, a provider that performs at an aggregated completion rate of 40% or above and whose actual cost per completer is less than or equal to \$233 will be eligible to apply for incentive funds through the amendment process in the continuation year 2010-2011. Incentive funds will be calculated based on DOE 499 and NRS Table 4 EFL completions. To qualify, providers must have reported all required data for the NRS, including sub-grantees that provide instructional services.

Categorical 231 Allocations - Amounts to be determined by the Division of Career and Adult Education and approved by the Commissioner, as amended if necessary. These funds will be set aside for categorical funding of projects for programs: (1) to serve special target populations, (2) to provide regional strategic goal initiatives and other statewide support services, (3) to initiate and maintain individualized adult literacy programs, and (4) provide comprehensive Family Literacy services.

6.1.3 Distribution of Federal Adult Education Funds Pursuant To Act

Percent	Activity
5%	State and/or local administrative <i>(Section 222 - amount not more than)</i>
12.5%	State Leadership <i>(Section 223 - amount not more than)</i>
82.5%	Local Activities for Eligible Providers <i>(Section 231- amount not less than)</i>

Formulated Section 231

- Allocations (Geographical Basis)
 - Categorical Section 231
1. Corrections education and other institutionalized individuals – (no more than ten percent of the 82.5% aid to local providers may be used).
 2. Family Literacy Services
 3. Special allocations are made for programs and activities which serve the following but are not limited to:
 - a. Special allocations (e.g., Native Americans, Corrections and other projects deemed appropriate by the Department);
 - b. Individualized adult literacy programs as prescribed by the Florida Adult Literacy Act (e.g., public libraries and voluntary literacy groups);
 - c. Provide statewide support services; and
 - d. Provide regional support to programs and services. These may include but are not limited to the following Division of Career and Adult Education Strategic Goals:
 - Welfare-to-Work
 - High-Wage/High-Skill
 - One-Stop Career Centers
 - Literacy
 - Family Issues

NOTES: Request for Proposals (RFP)/Request for Applications (RFA) - A separate RFP/RFA for each category of funds is made available to eligible recipients.

- Formulated Allocations - No agency, organization or institution will be guaranteed an award in any amount. If no acceptable application is received for an award of funds within a geographical area, the area's allocation may be canceled and the allocation redistributed.

6.1.4 Application Forms - Each application for funds must include, if applicable, the

following:

- DOE 100 A, Project Application DOE 101, Budget Narrative Form
- Letter of Authorization/Transmittal (if applicable)
- ESE Certification Regarding Lobby/Debarment (not required by school districts, state community colleges, and state universities)
- Regional Workforce Board Coordination Assurance Form/Memorandum of Understanding
- Performance-Based Project Deliverables Form
- Invoice Schedule (if applicable)
- Proposal narrative requirements as outlined in the individual Request for Proposal/Request for Application
- Nonprofit organizations must submit post award information as required by the Laws of Florida Statute 92–142 as follows:
 - Current Board of Directors and Articles of Incorporation
 - Copy of current operating budget
 - Copy of current audit report – if available
 - Copy of Chart of Accounts
 - General Terms, Assurances and Conditions for Participation in Federal and State Programs
 - Proof of eligibility to operate a business in Florida (signed document from Florida Secretary of State)

6.1.5 Cooperative Arrangements - In accordance with Section 224(b) of the Act, each eligible provider desiring a grant or contract (project) under this subtitle shall submit an application to the Department containing such information and assurances as the eligible agency may require, including:

- A description of how funds awarded under this subtitle will be spent
- A description of any cooperative arrangements the eligible provider has with other agencies, institutions, or organizations for the delivery of adult education and literacy activities

These programs, services, or activities may include the following:

- Carl D. Perkins Vocational and Applied Technology Education Act
- Indian Education Act of 1965
- Domestic Volunteer Service Act
- Sections 1411, 1412, and 1414 of the Individuals with Disabilities Education Act, 204 S.C. Chapter 33, as amended by the Individuals with Disabilities Education Act Amendments of 1997, Public Law 105-17
- Section 504, Rehabilitation Act of 1973, as amended
- Title VI Civil Rights Act of 1964, and Title IX, Education Amendments of 1972

6.1.6 Agency for Workforce Innovation and Regional Workforce Board Coordination/Collaboration

An assurance form and a narrative response are required of all eligible providers who submit a project application. This form must be signed by the Superintendent or Agency Head who certifies that the project application has been submitted to one or more Regional Workforce Board(s) and that the activities outlined in the application are consistent with current Regional Workforce Board plans. The Regional Workforce Boards are invited to submit comments regarding the application to the Division of Career and Adult Education two weeks prior to the application due date.

NOTE: Section 121, Title I, Workforce Investment Act (WIA) sets expectations for recipients of Perkins postsecondary funds or funds under Title II, WIA, Adult Education and Family Literacy to enter into a Memorandum of Understanding with the Regional Workforce Board for participation in the One-Stop System. This statement is also included in the information for signature.

6.2 Eligible Providers - The following public or private nonprofit entities are eligible providers under the Act and will be provided direct and equitable access to apply for all federal funds:

- Local educational agencies
- Community-based and/or faith-based organizations of demonstrated effectiveness

- Volunteer literacy organizations of demonstrated effectiveness
- Institutions of higher education
- Public or private nonprofit agencies
- Libraries
- Public housing authorities
- Other nonprofits that have the ability to provide literacy services to adults and families
- Consortiums, agencies, organizations, institutions, libraries, or authorities listed above

6.3 Notice of Availability

Request for Proposals and Request for Applications are posted on the Department's Web site. A variety of sources are used to announce availability of Request for Proposals and Applications such as: e-mail notifications sent via the Department's Paperless Communications, listserves, teleconferences, funding/bidders' workshops, announcements at conferences, and notices in major newspapers throughout the state.

6.3.1 Legal Notice - Notification may be extended via public advertising in the legal notices section of major newspapers located throughout the state. These notices may also be available for publication in Spanish and Haitian newspapers in selected populated areas. Such notices will contain a general statement of funds available, the purpose for which the funds may be used, identification of eligible providers, the Stevens Act reference, application due dates, and identification of the Department of Education contact person for the projects.

6.3.2 Expanded Use of Technology and Electronic Media - All individual Request for Proposals and Request for Applications will be available on the Department's Web site and notifications will be sent via e-mail through the Paperless Communications System, other virtual systems, and listserves.

6.3.3 Funding/Bidders' Workshops - During the planning period, multiple statewide Funding/Bidders' workshops will be marketed and conducted by the Grants Administration staff.

6.4 Process of Funding Eligible Providers

New competition for aid-to-local-districts and state leadership projects will occur

in the spring of 2009 for awards to be effective for the 2009-2010 program year. For the succeeding budget period of an approved program application, the applicant's program will be reviewed to assure that the performance measures have been met or exceeded. FY 2009-2010 projects will be one-year with the possibility of extension, depending on WIA status and performance.

6.4.1 Planning Schedule

September through January

The Division of Career and Adult Education will plan, develop, prepare, and submit for the Department of Education approval for all relevant RFPs and RFAs.

March and April

Post all relevant Request for Proposals and Request for Applications on the DOE Web site and conduct multiple funding workshops.

May through June

Eligible providers will prepare project applications and Department staff will provide technical assistance, and conduct training.

6.5 Evaluation of Application

6.5.1 The Department has established procedures to ensure all eligible providers have direct and equitable access to apply for funds under this Act.

6.5.2 The State Criteria for Review and Approval of Applications - In evaluating the quality of applications, the Department shall develop a review process that considers the best possible combination of agencies, organizations, and institutions to address Florida's adult education needs. All applications from eligible recipients will be reviewed independently by a committee to ensure that all requirements stated in the funding guidelines are met. Specific review criteria are found in section 6.5.8.

Competitive Project Review

6.5.3 Phase One: Substantially Approvable -In order to be substantially approvable, each application must contain a DOE 100A with authorized signature and DOE 101. Projects may be accepted for review if the scheduled date is after the due date, but such projects would not be funded until the applicable board approves.

