

Florida Department of Education



2013-2014 Florida's State Plan Adult Education and Family Literacy Act of 1998

Division of Career and Adult Education
325 West Gaines Street
Tallahassee, Florida 32399

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 for the Division of Career and Adult Education of the required five-year plan, 2012-2013 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, 2007-2008, 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-2013 and 2013-2014.

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, interagency coordination, continued expansion of distance education, coordinated statewide professional development, including train-the trainer targeted training in areas such as state and federal (NRS) data reporting, assessment, content standards, transition to GED 2014, career pathways, and other-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), Applied Academics for Adult Education, Family Literacy and volunteer support, Adult Secondary Education, and adults with learning disabilities are held throughout the year in strategic locations around the state.

In FY 2012-2013, 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 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 Department of Economic Opportunity (formerly the 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 Females (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> <i>(Selected Data - 1996 - 1997)</i> | | | |
|---|--------------|--------------|------------------|
| 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.

3. Adult students earning credit required for a high school diploma or preparing for the 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.

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.

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 2012-2013. 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 High School Credit Program** - This program is designed for students to receive high school credit in one or more courses leading to a high school diploma. Student obtains 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. 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. The student may co-enroll in this course at the same time as pursuing a high school diploma. Co-Enrolled instruction is not supported by funds under this act.
3. **GED® Test Preparation Program** - 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.
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.
4. **Pre-GED® Preparation Program** - 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® 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 Program 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.
5. **Adult English for Speakers of Other Languages (ESOL)** - 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.

6. **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.
7. **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)
8. **Applied Academics for Adult Education** - 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.
9. **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.
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.

3.3 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 state/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 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 Department of Economic Opportunity, 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 Department of Economic Opportunity 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 Department of Economic Opportunity 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 affect 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 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.
- 4.1.5 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.
- 4.1.6 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.

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 (USDOE), Division of Adult Education and Literacy, Office of Vocational and Adult Education (OVAE), the following performance levels have been recommended for approval for Florida's Continuation Program Plan for 2013-2014. The goal for each level was developed on the basis of (1) the state's performance by levels during fiscal years 2011-2012 and (2)(a) on 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 2013-2014 are as follows:

Florida Performance Measures 2013-2014

| MEASURE | National AV | 2011-2012 Targets | 2011-12 PERFORMANCE | 2012-13 TARGET | 2013-14 TARGET |
|-----------------------------------|-------------|-------------------|---------------------|----------------|----------------|
| ABE Beginning Literacy | 41% | 29% | 32% | 41% | 34% |
| ABE Beginning | 44% | 37% | 41% | 44% | 44% |
| ABE Low Intermediate | 45% | 43% | 46% | 43% | 47% |
| ABE High Intermediate | 38% | 46% | 49% | 45% | 50% |
| ASE Low | 42% | 53% | 54% | 53% | 55% |
| ESL Beginning Literacy | 47% | 39% | 43% | 47% | 46% |
| ESL Low Beginning | 49% | 35% | 38% | 46% | 41% |
| ESL High Beginning | 52% | 33% | 36% | 45% | 39% |
| ESL Low Intermediate | 48% | 33% | 34% | 41% | 36% |
| ESL High Intermediate | 42% | 31% | 32% | 40% | 35% |
| ESL Advanced | 24% | 29% | 29% | 26% | 31% |
| Entered Employment | 48% | 41% | 43% | 35% | 35% |
| Retained Employment | 61% | 56% | 52% | 46% | 46% |
| Obtained Diploma/GED | 60% | 25% | 23% | 66% | 66% |
| Entered Postsecondary Ed/Training | 56% | 51% | 29% | 26% | 26% |

- 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 February, 2011*)**

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), F.S.; 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 and documentation of learning gains of a student enrolled in the adult general education program. The tests shall be used according to standards established for test administration and interpretation set forth in Standards for Educational and Psychological Testing (APA, AERA, NCME, 1999) and with appropriate accommodations for students with disabilities as specified in Section 1004.02(7), F.S.

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).
3. General Assessment of Instructional Needs (GAIN) – test of English skills, Forms A & B.
4. General Assessment of Instructional Needs (GAIN) – test of Math skills, Forms A & B.

(b) The following tests, English language versions only, are approved to be used for placement of a student enrolled in the adult English for Speakers of Other Languages 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, 1999) and with appropriate accommodations for students with disabilities, as specified in Section 1004.02(7), F.S.

1. Comprehensive Adult Student Assessment System (CASAS) (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) Literacy (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; and
 5. Tests for Adult Basic Education Complete Language Assessment System – English (TABE CLAS-E) (all active assessments as of the date of this rule).
- (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 (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, and the results of this attempt should be kept in the student's record for audit purposes.
- (5) Student progress will be measured by progression through Literacy Completion Points (LCPs) using one or more of the following:
- (a) Grade level/scale score improvements measured by an approved test;
 - (b) Successful completion of curriculum frameworks and/or course performance standards (for applicable programs reporting outcomes for state reporting and funding purposes only); or
 - (c) Attainment of GED or Adult High School Diploma.

Rulemaking Authority 1001.02(1), 1004.93(8), 1011.80(11) FS. Law Implemented 1004.93, 1011.80 FS. 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, 8-18-09, 2-1-11.

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

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

6. Performance Measures - Pre- GED® Preparation Program

- 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
- 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 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 – 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
 - Electives - 10-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 under Title II Adult Education and Literacy Act of the Workforce Investment Act of 1998 (WIA) (Public Law 105-226), a program application for eligible providers will be awarded on a single year basis and 2013-2014 will be a continuation year for grantees awarded in 2012-2013. This also includes projects funded under Section 225 - Corrections and Other Institutionalized Individuals.
- 6.1 Applications – Awarding Process**

In accordance with Section 231 of the Act, a program application for eligible providers will be awarded as competitive local grants.

State Leadership Projects Funding Process (Section 223) - The Florida Department of Education will award four continuation State Leadership projects for professional development and Web-based facilitation and dissemination. During the 2013-2014 year, professional development project efforts will continue to focus on preparation of GED® instructional program teachers and administrators for the 2014 GED® assessment, career pathways, tutor training, and use of technology.

Grants and Contracts for Eligible Providers (Section 231) - The Florida Department of Education will award funds as continuation contracts and grants to eligible providers within the State of Florida during FY 2013-2014. This will conclude Florida's third year of the multi-year process of 36 months. A new competitive process will be implemented in 2014-2015.

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. The Aid to Districts grants for 2012-2013

will be a continuation of the competitive grant process that was conducted in 2011-2012.

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 Census Bureau data 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.

No agency, organization or institution will be guaranteed and 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 re-advertised and/or the allocation redistributed.

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.

Performance Incentive Funding-

The Division of Career and Adult Education provides leadership and technical assistance in an ongoing effort to meet or exceed the state's adjusted levels of performance. Florida is initiating a local advisory group of practitioners to participate in the research, discussion and development of a Florida Adult

Education Performance Incentive Funding Model. Performance alignment with existing state and federal accountability requirements will be an integral part of the process to establish valid and reliable indicators to incorporate the model. Grantees will be funded based on performance - student acquisition of Educational Functioning Levels (completions) of enrolled students as reported in the NRS Table 4.

6.1.3 Distribution of Federal Adult Education Funds Pursuant to the Federal 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 grant application requesting funds must include if applicable, the following: DOE 100A, Project Application DOE 101-S, Budget Narrative Form.

Each application for funds must include, if applicable, the following:

- 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 Department of Economic Opportunity 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, listservs, 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** - The Aid to Districts and leadership grants for 2012-2013 will be a continuation of the competitive grant process that was conducted in 2011-2012.

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. A checklist is provided in each Request for Proposal and Request for Application document for applicant guidance in completion of proposals/applications.

- 6.5.4 Phase Two: Review of Application** - Applicants who have met the requirements of Phase One: Substantially Approvable, if competitive, will be reviewed by a minimum of three reviewers who will compare the strengths and weaknesses of each application. These reviewers will score each applicant independently using the Scoring Criteria Form.
- 6.5.5 Phase Three: Attainment of Minimum Score** - Applications that do not attain the cut-off score, determined by the Florida Department of Education to be 70 percent, will be eliminated from further consideration for funding.
- 6.5.6 Phase Four: Funding** - Applications for Section 231 and Section 225 funding who attain the minimum score detailed in Phase Three will be ranked in order of committee average. Funds will be distributed to those applications receiving the highest scores first and will continue down the ranking until all funds are exhausted. Attaining a minimum score does not guarantee funding.
- 6.5.7 Phase Five: Notification** - All applicants are notified in writing regarding funding approval or non-approval. It is important to emphasize that merely meeting the minimum requirements of this plan and federal regulations will not guarantee funding of the application.
- 6.5.8 Criteria for Reviewing Applications** - The Department shall consider the following general criteria in awarding grants or contracts under Section 231 including Section 225. For competitive proposals, criteria are assigned to each component, as appropriate.
- 1. Project Abstract or Summary**
 - Provide a one-page summary of the project
 - 2. Project Need**
 - Describe the need for the proposed project and provide supporting data as evidence.
 - 3. Project Design and Implementation**
 - **Measurable Goals** - Describe the measurable goals, objectives, and timelines for the project.
 - **Past Effectiveness** - Provide information and supportive data that clearly demonstrates the program's past effectiveness in improving literacy skills of adults.

- **Serving Those Most in Need** - Describe the plan for serving individuals in the community most in need of literacy services, including individuals with low income or who have minimal literacy skills. Indicate whether the proposed program includes Family Literacy services. If so, describe how these services will be designed and delivered.
- **Intensity of Services** - Describe the project's instructional practices, including practices with a proven track record.
- **Effective Practices** - Provide a plan for incorporating activities that are built on a strong foundation of research and effective educational practice.
- **Use of Technology** - Describe the plan for activities that effectively employ advances in technology, including the use of computers.
- **Real-Life Context** - Explain how the project will incorporate learning activities in a real-life context.
- **Staffing** - Explain staffing for the project including duties, responsibilities, qualifications, and time spent on the project.
- **Coordination** - Describe the project's coordination and collaboration plan.
- **Flexible Schedules** - Explain how the project activities will offer flexible schedules and support services.

Management Information - Describe how the project will maintain a high quality information management system that has the capacity to report participant outcomes and to monitor performance.

4. Evaluation

Describe the instruments and method(s) for evaluating the proposed project. Also, explain the role of the agency's Dean or Director in understanding, collecting, and reporting data to the NRS and State Reporting Systems (school districts and community colleges **only**).

5. Support for the Next Generation Strategic Plan

Incorporate one or more of the Florida State Board of Education (SBOE) Strategic Areas of Focus (http://www.fl DOE.org/Strategic_Plan/).

- Describe how the proposed project will address the reading and math / science initiatives of the Department of Education.

Just Read Florida - <http://www.justreadflorida.com/>

6. Dissemination Plan

- Describe the methods/strategies to disseminate and share information about the proposed project to appropriate populations.

7. General Education Provisions Act (GEPA)

- In accordance with the requirements of Section 427 of the GEPA Public Law 103-382, a current fiscal year General Education Provisions Act (GEPA) plan is required. The applicant **must submit**, with this application, a one-page summary description of the plan proposed by the District or other entity to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs.

6.5.9 Budget Narrative - The Budget Narrative addresses how funds for this program will be spent and must comply with the rules and regulations of the federal program and state policies.

6.6.0 Performance-Based Project Deliverables Form - The application must have a complete and correct Performance-Based Project Deliverables Form. It should clearly delineate the core indicator of performance(s) that is being addressed, the measurable objectives(s) that will be attained with the payment and the service(s) and/or product(s) that will be delivered. If applicable, the application will also include an Invoice Schedule that includes a reasonable due date and amount of funds requested for each expected/required deliverable(s).

6.7 Local Administrative Cost Limits and Special Rule

6.7.1 Limited Use of Funds for Eligible Local Providers - Under the provisions of Section 233 of the Act, the Florida Department of Education will approve for eligible providers who qualify for funding, the amount of 5 percent for administrative costs. These funds shall be used for planning, personnel development, interagency coordination, and administration. Further, indirect costs are considered administrative costs. Therefore, positions such as project coordinator, accountant, clerical staff, or positions not directly serving students are considered administrative. Travel, equipment, and supplies for

administrators are also considered administrative cost unless used to provide staff development and direct assistance to the adult education and family literacy students.

As provided under Section 233(b) Special Rule, the Department will negotiate with the eligible local provider in order to determine an adequate level of funds to be used for non-instructional purposes as follows. Administrative costs related to implementation of a management information system and data collection to support the requirements of the National Reporting System for Adult Education may be negotiated above the five percent cap set for local administrative cost limits.

Lastly, whenever the state implements any rule or policy relating to the administration of or operation of a program authorized under this subtitle that has imposed a requirement that is not imposed by Federal law, the state shall identify, to eligible providers, the rule or policy as being state-imposed. If the state agency has created any rule that impacts the activities, it should be provided as required pursuant to this Act.

SECTION 7.0

PUBLIC PARTICIPATION

Legal Reference

Section 224(b) (9) requires a description of the process that will be used for public participation and comment with respect to the State Plan.

7.0 Public Participation

7.1 Description of Activities

- 7.1.1 Statewide Conferences and Meetings** - The Department of Education, Division of Career and Adult Education in conjunction with Adult and Community Educators (ACE) of Florida, a professional organization of adult and community education practitioners and volunteers, solicits input from practitioners for the 2012-2013 plan through posting on the Division of Career and Adult Education Web site as well as regional meetings and workshops that are offered for statewide participation.
- 7.1.2 ACE of Florida Newsletter** – In collaboration with the Adult Education Section, ACE of Florida publishes the ACE Report, which provides updates on adult education issues and recaps of the workshops that address the State Plan revision requirements described in the legislation. This publication is distributed statewide to members of ACE, local adult education and literacy providers, legislative staff, public libraries and literacy volunteer groups, other key stakeholders and decision makers. ACE of Florida also has a Web site that provides similar information and updates on legislative issues.
- 7.1.3 Statewide Meetings** - The State Director and the Adult Education Team facilitated regional meetings during which the State Plan was discussed and input was encouraged as mentioned in 7.1.3.
- 7.1.4 Adult Education Standing Committees** – Committees have been established for the following areas and will meet on an ad-hoc basis as needed:
1. Adult High School, GED®, and Applied Academics for Adult Education
 2. Adult Basic Education (ABE)

3. Adult English for Speakers of Other Languages (ESOL)

4. Accountability

5. Professional Development

An Adult Education Cabinet was also established and consists of committee chairs and representatives from ACE of Florida, Florida Literacy Coalition, TechNet, state colleges, and school districts.

7.1.5 Professional Adult Education Organizations - Professional Adult Education Organizations, in cooperation with the Division of Career and Adult Education, provide input for the purpose of planning and identifying adult education issues and developing plans and recommendations for each issue. There are three professional organizations: 1) Florida Literacy Coalition; and 2) Adult and Community Educators (ACE) of Florida, Inc.

7.1.6 State Plan posted on DOE Web site - The 2000–2013 Program Plan for Adult Education and Family Literacy will be available on the DOE Web site at http://www.fl doe.org/workforce/plan_adult.asp.

7.2 Governor's comments as provided under Section 224(d) (1)

As required by the Workforce Investment Act of 1998, Public Law 105–220, the 2013-2014 Extension Plan will be submitted to the Office of the Governor's staff for review and will be subsequently determined to be in compliance with the educational objectives as defined for the state of Florida. In the event there are changes, an amendment will be submitted to U.S.D.O.E.

Section 8.0

DESCRIPTION OF PROGRAM STRATEGIES FOR SPECIAL POPULATIONS

Legal Reference

Section 224(b)(10) of the Adult Education and Family Literacy Act requires a description of how the eligible agency will develop program strategies for populations that include, at a minimum, low-income students, individuals with disabilities, single parents and displaced homemakers, and individuals with multiple barriers to educational enhancement, including individuals with limited English proficiency.

8.0 Descriptions of Program Strategies for Populations

The purpose of Florida's Adult Education Program is to increase the literacy education and workforce readiness among adults in Florida. Basic educational skills are considered requisite to effective citizenship and productive employment. To this end, the state will use its federal assistance to enhance, improve and expand the delivery system for education services to undereducated adults ages 16 and over. In support of the Act, the state will encourage the establishment of adult education programs per Section 1004.93, Florida Statute as follows:

- Provide educational services to adults who are functioning at the fifth grade level and below.
- Provide English-language courses for adults whose native language is other than English.
- Provide secondary level courses including Pre-GED preparatory courses and programs offering adult students alternative methods of earning a high school diploma.
- Provide educational services to enable adults with a high school diploma to compute and solve problems at levels of proficiency necessary to maintain employment, to achieve one's career goals or higher academic attainment, and develop one's knowledge and potential to function as a citizen and compete in a global society.
- Improve family literacy through adult/child learning.
- Dissemination of exemplary programs in adult education and family literacy.

8.1. The above priorities will be used for delivery of services to address the following special populations:

8.1.1 Disadvantaged Adults - The Department will promote participation in adult education and family literacy programs through statewide campaigns which include but are not limited to continuing initiatives including faith-based programs, research-based programs and literacy combined with topics including health, poverty, the State Hotline Campaign (offered by the Florida Literacy Coalition, Inc.) includes a statewide marketing campaign utilizing media, public and private sector partnerships to inform the public about adult education, literacy, and family literacy services. The Families as Educators Program promotes intergenerational literacy while promoting distance learning in the family literacy arena. Just Read, Florida! is a statewide initiative promoting early literacy intervention among parents and their school-age children is a critical priority. For example, coordinated efforts will continue with the Departments of State (public libraries), Children and Families, the Department for Economic Opportunity, Community Affairs, and the Divisions of Blind Services, and Vocational Rehabilitation. Additional collaborative partners include the Workforce Florida, Inc., Regional Workforce Boards, the Florida Literacy Coalition referral service, and other media. The One-Stop Centers will be used as a vehicle to identify available educational and employment services, fiscal and human resources, and other client services to help this targeted population become literate and economically self-sufficient.

Several initiatives offered by the State Adult Literacy Resource Center include Train-the-Tutor trainer course, Literacy Ambassador Program, and the Literacy Leadership Institute.

New instructional, research-based materials are being disseminated such as:

The Adults with Learning Disabilities Technical Assistance Papers on:

- “Screening for Learning Disabilities in Adult Education Programs,”
- “Accommodations for Adult Students with Learning Disabilities,”, and
- “Rights and Responsibilities of Adults with Learning Disabilities

8.1.2 Adults with Limited English Proficiency - A statewide group of ESOL practitioners implemented best practices in the areas of adult ESOL standards, instruction, assessment, and professional development. Florida implemented changes to the Adult ESOL Program.

Florida continues to update, as needed, its comprehensive Adult Education Technical Assistance Paper on Assessment for all adult general education and a separate Technical Assistance Paper related to ESOL. These papers address the required items as set forth by U.S.D.O.E guidance on state assessment policies.

An ongoing update and revision process of the above documents helps maintain the effectiveness and integrity of Florida's adult's educational gains and improving the statewide accountability of student performance in these programs and courses of study.

8.1.3 Incarcerated Adults - The Florida Department of Corrections and the Department of Juvenile Justice both have populations which are increasing rather than decreasing each year. One of the Departments' major objectives is to provide educational and career and technical training to these incarcerated youth and adults. Priority shall be given to serving individuals who are likely to leave the correctional institution within five years of participation in the program. Hopefully, when they return to society, each will have earned a high school credential and/or gained knowledge and skills that will enable them to become productive and responsible members of society. The Department will continue to work collaboratively with the Department of Corrections (DOC) and the Department of Juvenile Justice (DJJ) in aligning their curriculum and student performance standards, data accountability system, and teacher training with the state-administered Adult Education and Family Literacy Program. The Department will continue to encourage and support the delivery of academic programs for basic and functional literacy, and for limited English proficient adults, workforce readiness skills, high school completion, special education, and family literacy programs to this targeted population.

8.1.4 Adults with Disabilities

- Authorization: In 1998, the Florida legislative body mandated that a task force be assembled to review the current delivery system for adults with disabilities and to make recommendations on ways to improve it. In 1999, the Legislature outlined in proviso a process on how funding should be allocated to the providers. The primary purpose of the funds is to provide to adults with disabilities the opportunity for enhancement of skills that is consistent with their abilities and needs.
- Adults with disabilities may include individuals who were born with disabilities as well as individuals who became disabled during childhood or later in life. This group may include those individuals who have

- physical or mental impairments that substantially limit one or more major life activities. Funding: For 2008-2009, the Florida Legislature appropriated to the Department of Education, Division of Vocational Rehabilitation, \$16,203,126 in specific allocations for adults with disabilities which are distributed through the Division of Vocational Rehabilitation; allocation distributions to go to ten (10) named community colleges and forty (40) named school districts. Prior to appropriations to the Division of Vocational Rehabilitation, funds were appropriated to the Division of Career and Adult Education for distribution. Applicants awarded projects may subcontract all or a portion of the grant with local Community-Based Organizations.
- Performance Funding: Applications that are funded shall receive 90 percent of the requested amount as their base budget. The remaining ten percent must be earned based on expected outcomes identified in the application.
 - Program Design: The program provides services or instruction in one or more of the following areas: Quality of Life, Workforce Preparation, and/or Lifelong Learning.
 - Required Program Components - While the program design provides flexibility for districts and community colleges, the following components must be addressed:

-Local Needs: A major objective of this program is to serve identified local needs within the two different primary populations described in legislation.

-Accountability: The program focus is driven more by participant gains and positive outcomes rather than process for delivering the program. Success shall be determined by individual gains of the participants.

-Collaborative Partnerships: No individual agency can effectively address all needs of program participants. Establishing a network of varying service providers is the essence of collaboration. The primary service provider should serve as a focal point and/or referral source for participants' access to other members in the partnership.

8.1.5 Single Parents and Displaced Homemakers - The Department has developed a workforce readiness program to give support to adults who lack basic skills to

improve their employability competencies. Further, local providers of Adult Education programs are encouraged to expand workplace readiness and workplace literacy programs thorough collaborative linkages with business and industry partners as well as with literacy volunteer organizations. In serving this population, counseling services are very crucial to the success of participants. Therefore, through these funds, local providers will be encouraged to incorporate into their projects support services including counseling.

8.1.6 Homeless – The homeless population is changing. A composite of the Florida homeless population would include children, intact families, disintegrated families, the mentally ill, the elderly, new homeless, chronic homeless, victims of domestic violence, displaced homemakers, runaway youth, refugees, migrants, immigrants, and youth aging out of foster care who may be at risk. Program strategies to assist adult homeless basic and functional literacy training and family literacy include, but are not limited to:

- Diagnostic assessment screening
- Enrollment/placement
- Literacy training and basic skills redemption/instruction
- Tracking of student progress; credential becomes more effective in the role of parent, wage-earner and citizen
- Referrals to cooperating agencies for non-educational related support services
- Program orientation
- Child care services/information
- Transportation services and information
- Academic and or career counseling
- Retention activities for participants

SECTION 9.0

INTEGRATION WITH OTHER ADULT EDUCATION AND TRAINING ACTIVITIES

Legal Reference

Section 224(b)(11) of the Adult Education and Family Literacy Act states: "Describe how the adult education and literacy activities will be carried out with any funds received under this subtitle, and how they will integrate with other adult education, career development, and employment and training activities in the state or outlying area served by the eligible agency."

9.0 INTEGRATING WITH OTHER ADULT EDUCATION AND TRAINING

9.1 Description of Planned Integrated Activities

- 9.1.1** Vision and Mission Statement of the Florida Department of Education (Section 1008.31, Florida Statutes, establishes the mission and vision of Florida's K-20 education system.)

Vision:

The Florida Department of Education is committed to changing the culture of our schools from Pre-K to postsecondary by raising the ceiling and raising the floor to better enable our students for success in the 21st century.

Mission:

Increase the proficiency of all students within one seamless, efficient system, by providing them with the opportunity to expand their knowledge and skills through learning opportunities and research valued by students, parents, and communities, and to maintain an accountability system that measures student progress toward the following goals:

- Highest student achievement
- Seamless articulation and maximum access
- Skilled workforce and economic development
- Quality efficient services

- 9.1.2** Strategic Imperatives - The Department's Strategic Imperatives include the following:

1. Strengthen foundation skills
2. Improve college and career readiness
3. Expand opportunities for postsecondary degrees and certificates
4. Improve quality of teaching in the education system

5. Improve K-12 educational choice options
6. Align resources to strategic goals

- 9.1.3 One-Stop Career Centers** - All Floridians will have access to an integrated database that will contain complete information about education and occupational opportunities statewide and all support services necessary for any Florida citizen to attain and maintain self-sufficiency.
- 9.1.4 Literacy** - All Florida citizens will have literacy education and training services available through school, work, social services, and/or career centers which will enable them to become self-sufficient, critical readers and productive workers.
- 9.1.5 Family Issues** - All Floridians will have the opportunity to acquire knowledge and skills to strengthen families and empower individuals to take action for the well-being of themselves and their children.
- 9.1.6 Educational Services in the Department of Education** - The Division of Career and Adult Education coordinates with the following budget entities in the Department on such matters which include, but are not limited to, the Workforce Investment Act of 1998: Office of the Commissioner; Office of the Deputy Commissioner for Planning, Budgeting, and Management; and Office of the Deputy Commissioner for Educational Programs. Much work is done with the Division of Public Schools in the delivery of programs and services impacting Adult Education, Family Literacy, and the GED Testing Program throughout Florida.
- 9.1.7 Educational Services in the State/Community College System** - The Division of Career and Adult Education coordinates with the Division of Community Colleges on such matters pertaining to the delivery of programs under the provisions of the Workforce Investment Act of 1998. Further, each of the 28 public community colleges may offer career and technical programs, adult education and family literacy programs, workforce literacy programs, community services, recreational and leisure services, postsecondary academic and career and technical education programs, and other programs and services identified by the needs of the college's service region. As prescribed in Section 1004.65, Florida Statutes, postsecondary academic and career and technical programs and adult general education programs have first priority in community college funding.
- 9.1.8 Educational Services Consortia in Florida** - The Division of Career and Adult Education provides the opportunity for participation in planning, development,

and implementation of programs and services, as well as other support services and activities by such educational entities as: Florida School for the Deaf and the Blind, university developmental research schools, area career and technical centers, educational programs in correctional facilities, juvenile detention centers, and other special programs.

9.1.9 Advisory Groups of Practitioners

1. Workforce Boards - Regional Workforce Boards will provide qualified practitioners from career, adult education, and other workforce development systems in Florida the opportunity to assist in the decision-making process for program planning, development, and implementation of both federal and state mandates.
2. Adult Education Standing Committees - These committees will provide qualified practitioners in Florida the opportunity to consistently review critical program issues and recommend appropriate action plans relative to restructuring and accountability components for adult education and literacy programs, community education programs, and family literacy programs.
3. Professional Associations and Other Groups - The Division of Career and Adult Education involves the leadership and membership of professional associations and groups that support the delivery of programs funded under the Workforce Investment Act of 1998, Title II—Adult Education and Family Literacy. Those groups include but are not limited to ACE of Florida; Florida Literacy Coalition; Florida Association for Career and Technical Educators; State/Community College Occupational Deans and Local Directors; Directors of Area Career and Technical Centers; and the Florida State/Community Colleges Continuing Education committees.

9.2 Collaboration - The Florida Department of Education will continue to collaborate and coordinate programs and initiatives that support increasing literacy, workforce readiness, family support, and other programs that will enable all Floridians to improve their quality of life. Those agencies include, but are not limited to the Office of the Governor, Department of Children and Families, the Department of Economic Affairs (formerly the Department of Labor and Employment Security and Agency for Workforce Innovation), Department of Corrections, Department of State, and Department of Juvenile Justice. Other programs, boards, and support services include the Florida Governor's Council on Indian Affairs, the State Workforce Board, Regional Workforce Boards,

ProLiteracy Worldwide and other voluntary programs, community-based literacy providers, vocational training providers, guidance and counseling service providers, One-Stop centers, and other local planning councils that will ensure the comprehensive integration of adult education and literacy services with other adult education, career development and employment and training activities, and enhancing services for adults with learning disabilities.

9.3 Florida's Workforce Legislative Mandates - During 1997 and 1998, the Florida legislative sessions made many crucial changes to the public education system designed to deliver adult education, career education, and other related workforce development 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;
- Repealed the requirement for the Vocational and Adult Inter-institutional Agreements;
- The findings of the Employment Task Force for Adults with Disabilities and recommendations were submitted to the Commissioner of Education on December 1, 1998. The Adults with Disabilities and Senior Adult Learner Program was established in FY 1999, to provide adults with disabilities and senior citizens the opportunity for enhancement of skills consistent with their abilities and needs. Major legislative mandates enacted in 1997 and 1998 have been implemented. The 2003 Legislature re-integrated the Community Colleges Workforce Funds into the Community Colleges Program Fund. The 2004 Legislature passed HB 769 and set forth new requirements for funding Career and Adult Education, including Adult Education, in Florida requiring the Department of Education to:
 - Develop a plan for comparable reporting of data between the community colleges and districts.
 - Develop a funding process for school district and community colleges Career and Adult Education programs.

9.4 Description of Adult Education and Literacy Activities - Refer to Section 3.0 of the plan for the outline of these activities.

9.4.1 State Plan - The provisions of the Workforce Investment Act of 1998, Public Law 105-220, enacted Title II--Adult Education and Family Literacy Act of 1998

(referred to as the Act) require that each eligible agency receiving an adult education grant shall submit the State Plan for Adult Education and Family Literacy to the Secretary of the U.S.D.O.E. This Plan covers a one-year extension period, covering fiscal year 2012-2013 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. A one-year transitional plan for FY 1999-2000, a four-year plan for fiscal years 2000-2004, and one-year extension plans for FY 2004-2005, 2005-2006, 2006-2007, 2007-2008 2008-2009, 2009-2010, 2010-11, and 2011-2012 were previously submitted by the state of Florida.

SECTION 10

DESCRIPTION OF THE STEPS TO ENSURE DIRECT AND EQUITABLE ACCESS

Legal Reference

Section 231(c) requires: Each eligible agency receiving funds under Title II shall ensure that (1) all eligible providers have direct and equitable access to apply for grants or contracts under this section; (2) the same grant or contract announcement process and application process is used for all eligible providers in the State or outlying areas.

10 Description of the Steps to Ensure Direct and Equitable Access

10.1 Description of the Steps - The Florida Department of Education implemented several steps to ensure direct and equitable access, as required under the Provisions of Section 231(c). Includes public or private nonprofit entities, local educational agencies, universities, community-based organizations, community colleges, public schools, faith-based agencies, volunteer literacy councils, public libraries, public housing authorities, Native American Tribes/Nations, Department of Corrections, Juvenile Justice Facilities or consortia of any of these organizations. Charter schools are eligible but must submit their applications through their sponsoring agency. The above providers are eligible as well as any other eligible via Section 203(5). The Workforce Investment Act of 1998 mandates that states ensure that all qualified providers have direct and equitable access to funding. Florida is committed to ensuring that funds are distributed so that everyone is treated equitably and federal requirements are met. For the grant period of July 1, 2012 through June 30, 2013, awards to eligible providers will be made through Florida Department of Education, Request for Proposals (RFP)/Request for Applications (RFA) process. All RFPs/RFAs will be posted on the Division of Career and Adult Education's Web site.

10.1.1 Local Newspapers and Minority-Owned Vendors - To further ensure direct and equitable access to the RFPs and other grant program information, legal notices will be published in not more than ten newspapers strategically located throughout the state (i.e., local Workforce Board regions). Dissemination of public notices will include minority-owned news/publishing agencies, (e.g., African-American, Hispanic, and Haitian). Creole, Italian and Spanish-language print format may be used for notices, as applicable.

10.1.2 Department Communication System - The State Plan and the RFPs/RFAs are available on the Department's ADA compliant Web site (as per Federal 508c regulations). They are also available by calling the Division of Career and Adult Education's Grants Administration Unit at (850) 245-9053. In addition, the Department's Paperless Communications System will be used for e-mail notices that contain links to official messages and PDF files which may be viewed on-line or can be downloaded on a computer or printed at one's discretion.

10.1.3 Florida Administrative Weekly -The Florida Administrative Weekly is published on the Internet free of charge by the Florida Department of State as one of its programs designed to increase public access within Florida's state government. The Department will publish information on the availability of funding under Section 231 - Local Activities. Literacy for Education for Households (formerly Family Literacy), English Literacy, State Leadership and Civics Education programs are also included in this funding process.

10.1.4 The Division of Career and Adult Education, in concert with Department-wide resources, provides technical assistance and supportive services to local educational agencies, faith-based programs, workforce programs and other community-based programs. These professional consultants have a general working knowledge of their program service areas (e.g., AEFLA programs). In these instances, the staff members may use various communication modes to contact and encourage the provider to participate in the program.

10.2 Notice of Availability - the Department will ensure that the same grant announcement process and application process will be used for all eligible providers in the state as prescribed in Section 231(c).

In accordance with the Act [Sections 203(4), (5)], any of the following organizations of demonstrated effectiveness are eligible to apply to the Division of Career and Adult Education for funding:

- Local educational agencies including public schools
- Community-based organizations of demonstrated effectiveness
- Correctional institutions
- Faith-based agencies of demonstrated effectiveness
- Native American tribes, including tribal schools
- Volunteer literacy organizations of demonstrated effectiveness
- Institutions of higher education
- Public or private nonprofit agencies

- Public housing authorities
- A nonprofit institution that is not described in any of these subparagraphs and has the ability to provide literacy services to adults and families
- Consortia of the agencies, organizations, institutions, libraries, and other organizations as described in any of the items listed above

All proposals will be evaluated based on the same criteria as described in Section 231(e) of the Workforce Investment Act of 1998, Title II—Adult Education and Family Literacy as amended to include any special rule provision the state has identified in its federally approved State Plan.

10.2.1 Regional Workforce Boards - Applicants must inform the Regional Workforce Board that an application has been submitted. All applications must include the Regional Workforce Board Coordination Assurance Form, which addresses the Memorandum of Understanding (MOU) requirements included in the RFP/RFA. Exception: If the proposed project is statewide in scope or provides services in two or more counties, this requirement is not applicable.

10.2.2 State Criteria for Review and Approval of Applications - The Department will use both internal and external professional personnel to assist in the review of applications. The rating of these projects will be based on criteria as outlined in the Request for Proposals/Request for Applications. The review process will ensure that all providers are treated equitably. All recipients will be reviewed independently by a committee to ensure that all requirements of this plan are met. Proposals will be approved for funding on a two-year basis; however, the second-year funding will be contingent on the availability of funds and the achievement of the performance goals and/or measures, as approved in the project. The Department of Education (DOE) will conduct state leadership activities generally on a one-year performance basis; however, they may be multi-year, single source, and/or performance-based. Eligible applicants include 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 the above. Charter schools may apply but must submit their application through their sponsoring agency. Eligible applicants will be awarded based on identified priorities by the DOE. The review of proposals submitted by eligible applicants will be reviewed by an external panel comprised of secondary and postsecondary Adult Education practitioners from around the state as well as internal staff review. Each panelist will 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. There will be representatives from the following areas: state/community colleges, school districts, corrections, community- and faith-based organizations.

During the funding approval process, all projects recommended for funding will be reviewed by the appropriate program director, budget and agency administrative personnel in the Division of Career and Adult Education before final submission to the Commissioner of Education or designee.

All projects recommended for funding will be reviewed by the appropriate administrative and budget persons in the Division and Department. Written notification will be mailed to all eligible providers. Those agencies approved for funding will be notified following procedures approved by the Commissioner of Education.

All eligible providers not recommended for funding may contact the Department in writing for any pertinent response to this notification. The Department has outlined in the Green Book (Office of the Comptroller) the appeal process for state and federal programs. The complete text may be found on the Division of Career and Adult Education Web site.

SECTION 11.0

PROGRAMS FOR CORRECTIONS EDUCATION AND OTHER INSTITUTIONALIZED INDIVIDUALS

Legal Reference

Section 225 requires for each fiscal year, each eligible agency to carry out corrections education or education for other institutionalized individuals using funding authorized by Section 222 (a)(1). Section 222 (a)(1) allows not more than ten percent of 82.5 percent of the funding for the cost of educational programs for criminal offenders in corrections education or education for other institutionalized individuals, including academic programs.

11.0 Programs for Corrections Education and Other Institutionalized Individuals

- 11.1 Types of Programs** - The Florida Department of Education will not expend more than ten percent of its federal grant received under the Adult Education and Family Literacy Act for programs designed to serve corrections education and education for other institutionalized individuals as described in Section 225 of the Act.

The Department will fund eligible providers under this Act (e.g., community-based agencies and organizations, Native American tribes, the Department of Corrections, and other eligible providers). These projects will be awarded on a competitive basis and are performance-based.

- 11.1.2 Basic Programs** - Amounts to be determined by the Commissioner of Education or the Division of Career and Adult Education will be set aside for categorical funding of projects. These funds will provide educational programs for criminal offenders in correctional institutions and for other institutionalized individuals for:

- Basic education.
- Special education programs as determined by the eligible agency.
- English literacy programs.
- Secondary school credit programs.

- 11.1.3 Expanding Programs to Meet Diverse Needs that are Beyond Basic Education** - In addition, these funds will be specifically used to supplement and expand existing programs that address the following areas as well (these are not in priority order):

- Family Literacy
- Increasing the use of computer technology to enhance instruction
- Interactive literacy activities between parents and their children
- Primary care-giver literacy training that leads to economic self-sufficiency
- Promoting teacher professionalism and growth through exposure to model programs
- Preparing adult learners to make a successful transition to the community
- Preparing adult learners to gain employment and maintain employment
- Developing and implementing innovative approaches to provide core curriculum instruction while students are increasing their basic skills
- Preparing adult learners to make a successful transition to the community

- 11.2 Priority** - The Department will give priority to programs serving individuals who are likely to leave the correctional institution within five years of participation in the program.
- 11.3 Types of Institutional Settings** - The Department will award funds to approved projects which provide programs serving individuals who are in the following types of correctional institutions:

1. Prisons
2. Jails
3. Reformatory
4. Work farm
5. Detention Center
6. Halfway house, community-based rehabilitation center, or other similar institutions designed for the confinement or rehabilitation of criminal offenders

SECTION 12.0

STATE LEADERSHIP ACTIVITIES

Legal Reference

Section 223; State Leadership Activities: (a) In General—each eligible agency shall use funds available under Section 222(a)(2) for one or more of the adult education and literacy activities identified.

12.0 State Leadership Activities - The Florida Department of Education will conduct state leadership activities in the areas of the greatest needs. Priorities will be determined by the Division of Career and Adult Education's Adult Education staff and reviewed by management by analyzing input from, but not limited to, the following groups: the Adult Education Practitioners' work groups, the Division of Career and Adult Education, Continuing and Adult Education Standing Committees, targeted initiatives identified by the U.S.D.O.E, and professional associations and coalitions. Other sources include results from reports on program monitoring and evaluation findings, core indicators of performance, indicators of quality, and fiscal reviews.

12.1 Description of Activities - The Department shall use funds under Section 222(a)(2) to support one or more of the following State Leadership activities:

12.1.1 Professional Development - Professional development programs to improve the quality of instruction provided pursuant to local activities required under 231(b) including instruction incorporating phonemic awareness, systematic phonics, fluency, and reading comprehension, and instruction provided by volunteers or by other personnel in the state. This is the major priority area for the state.

State Leadership Projects - Priorities will be determined by the Division of Career and Adult Education's Adult Education Section and Executive Leadership Team (ELT). A Request for Proposals will be developed, posted on the DOE Web site, and advertised throughout the state. Eligible applicants include 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 the above. Charter schools may apply through their sponsoring agency. The review of proposals submitted will be reviewed by the Adult Education section and an external panel comprised of secondary adult education

practitioners from around the state. 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.

12.1.2 Technical Assistance - The provision of technical assistance to eligible providers of adult education and literacy activities.

12.1.3 Technology Assistance - The provision of technology assistance and education to providers of adult education and family literacy to further enhance staff capabilities to provide online distance learning for students, and also provide online access to the most up-to-date resources for professional development.

Distance Education (DE) and Technology Intra-state Partnership

- Florida TechNet at www.floridatechnet.org provides a gateway to a wide range of Web sites, maintains a living library of resources, hosts and maintains approximately 30 on-line professional development training opportunities for instructors and administrators, and assists the division in providing on-line conferencing activities to reduce travel costs for both the state and practitioners. The training activities include regional workshops and conferences to introduce participants to distance learning and other technology tools.
- Florida Adult and Technical Distance Education Consortium provides an opportunity for adult education students to courses through a blended learning approach, and a number of districts and colleges in the state are currently participating.

12.1.4 Priorities through Fiscal Year 2012-2013

State Leadership Projects

- Priorities for 2012-2013 include a continuation grant for a professional development project for on-site workshops and Webinars for the GED 2014 assessment. In addition, materials will be updated to reflect the new performance targets released by GEDTS.
- Adult education course standards including ABE, ESOL, GED, and Applied Academics for Adult Education will be updated with input from reviews by practitioners to align with Florida's Next Generation Standards.
- The online modules developed in 2011-2012 through the professional development project will be hosted and maintained at Florida TechNet at

<http://www.floridatechnet.org>. Usage and user input will be monitored in 2012-2013.

- Florida received an allocations adjustment for FYs 2003-2008 Adult Education State Grant Awards. These funds (in addition to a portion of leadership funds) which were used for competitive funds, January 2011, focused on building an Adult Education Career Pathways System for transitioning Adults to Postsecondary Education. All grantees submitted a five year strategic plan that focuses on the goal of increasing the number and percentage of adult education students who enter postsecondary education and earn a certificate, degree, and/or industry credential. All adult education students will develop a career and education plan using the state's career information delivery system, *Florida CHOICES*, as part of this goal. The professional development project will include technical assistance and workshops for districts and colleges implementing their five-year strategic plans for building their career pathways.
- A continuation grant will assess and support the needs of community-based organizations, tutors, and volunteers and will serve as the primary statewide information and professional development clearinghouse of community-based organizations that provide volunteer literacy services to adult learners.
- State Adult Literacy Resource Center - The Florida Literacy Coalition, Inc., as designated.
- Monitoring and Evaluation - Monitoring and evaluation of the quality and improvement in adult education and literacy activities will be conducted.
- The Division of Career and Adult Education will continue to work with the U.S.D.O.E. and other agencies and organizations to conduct surveys and studies relative to Florida's adult literacy needs.
- All technical assistance papers will be revised and prepared for publication.

12.1.5 Coordination and Support Services - The provision for coordination with existing support services, such as transportation, child care, and other assistance designed to increase rates of enrollment in, and successful completion of, adult education and literacy activities, to adults enrolled in such activities.

12.1.6 Linkages with Employers - Integration of literacy instruction and occupational skill training, and promoting linkages with employers.

12.1.7 Linkages - Linkage with postsecondary educational institutions through both state and local agreements already in place and recommendations brought forth through the Postsecondary Transitions Ad-Hoc Committee.

12.2 Collaboration - In carrying out this section, the Department of Education shall collaborate where possible, and avoid duplicating efforts, in order to maximize the impact of the activities described in subsection (a). Section 6.0 of the Plan provides a comprehensive description for additional information.

An Interagency Services Committee for Youth and Adults with Disabilities was created and included the Department of Education, the Department of Vocational Rehabilitation, and other agencies for the Policy Development Group for Adults with Learning Disabilities whose goal is to enhance statewide services for those youth and adults who need special services for both physical and learning disabilities. This Committee provided recommendations to both the legislature and Governor Charlie Crist. This committee was dissolved in June of 2008. Its recommendations are being implemented statewide.

The Division is also an active participant in the Federal "Strengthening Youth Partnerships" Initiative, and worked on a collaborative strategic plan with numerous other state agencies to ensure the needs of all of our state's at-risk youth educational and supportive service needs are met, including those who have left the K-12 system.

12.3 General Education Provisions Act (GEPA) Requirements Under Section 427 - In an effort to ensure equitable access and participation in a project or activity conducted with federal assistance via the Department of Education under the auspices of the Division of Career and Adult Education, RFPs and RFAs are available via the Department's Web site, as well as notices, teleconferences, information about drive-in workshops and other memoranda and information.

These means of communication contain Federal and state policy information, instructions for preparing applications and the necessary forms for funding programs from various sources including:

- Adult Education and Family Literacy Act
- Carl D. Perkins Vocational and Technical Education

In addition, the Division's Bureau of Grants Administration Unit staff offers the following activities to support the state's efforts to ensure direct and equitable

access to these federal funds: posts RFPs and RFAs on the Department's Web site; advertises them via: e-mail notifications sent through the Department's Paperless Communications and list serves. The Bureau also conducts teleconferences and funding/bidders' workshops, and advertises the availability of federal funds at conferences, through notices and in major newspapers throughout the state. See *Section 6.0 – Procedures and Process of Funding Eligible Providers* and *Section 7.0 - Public Participation and Comment*.

One-Stop System and Memorandums of Understanding

At the local level, the Workforce Boards have developed **Memorandums of Understanding (MOU)** with LEAs to ensure direct and equitable access to funds in support of programs under the Workforce Investment Act. These MOUs are amended, as appropriate. Further, projects submitted to the Department must complete the Assurance Form. This form documents the signature of the Superintendent or Agency Head, assurance that the application submitted is consistent with the current State Plan, and is in compliance with the *applicable* requirements of the Workforce Investment Act (WIA) that includes participation in the One-Stop system, as well as notification of the application being made and that it is available to the Board for review and comment.

Lastly, the Department of Education provides additional opportunities for input from a cross-section of eligible providers, advisory groups and other resources to assist in the development of state priorities for the use of these funds. The process for advertisement, statewide on the application process, technical assistance efforts will be implemented as needed.

Eligible local providers are encouraged to submit applications as a single agency, consortium partnerships or in a cooperative arrangement that will help improve and strengthen the delivery system for adult education and family literacy activities.

SECTION 13.0

ENGLISH LITERACY AND CIVICS EDUCATION

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. These activities are authorized by Title II, Section 243 of the Workforce Investment Act of 1998 (20 U. S. C. 9253).

13.0 English Literacy and Civics Education

- 13.1 Purpose of this Program** - The purpose of the English Literacy and Civics Education program is to support projects that demonstrate effective practices in providing, and increasing access to, English Literacy programs linked to Civics Education. As stated in the U. S. Department of Education Program Memorandum FY 2000-19, "...this initiative is not simply to expand English literacy services, but to provide an integrated program of services that incorporates English literacy and civics education. To effectively participate in the education, work, and civic opportunities of this country, limited English proficient learners must not only master English but be able to understand and navigate governmental, educational, and workplace systems and key institutions, such as banking and health care."
- 13.2 Relevant Definitions** - The following definitions are included in Section 203, Definitions, Title II, WIA of 1998 and in the November 17, 1999 Federal Register:
1. **English Literacy Program** - The term "English Literacy Program" means a program of instruction designed to help individuals of limited English proficiency achieve competence in the English language.
 2. **Individual of Limited English Proficiency** - The term "individual of limited English proficiency" means an adult or out-of-school youth who has limited ability in speaking, reading, writing, or understanding the English language, and-- (A) whose native language is a language other than English; or (B) who lives in a family or community environment where a language other than English is the dominant language.
 3. **Civics Education** - means an educational program that emphasizes contextualized instruction on the rights and responsibilities of citizenship, naturalization procedures, civic participation, and U. S. history and government to help students acquire the skills and knowledge to become

- active and informed parents, workers, and community members.
4. **Literacy** - The term "literacy" means an individual's ability to read, write, and speak in English, compute, and solve problems, at levels of proficiency necessary to function on the job, in the family of the individual, and in society.
 5. **Citizenship** - The term "citizenship" means the status of becoming a citizen. One who is entitled to the rights and privileges of a free enterprise, individual freedom and responsibilities of being a citizen.
 6. **English Literacy for Career and Technical Education (ELCATE)** formerly Vocational English for Speakers of Other Languages (VESOL) means occupation-specific language instruction. It also includes prevocational language development for speakers of other languages.

13.3 Description of Allowable Expenditure of Funds - Pursuant to the provisions of the Act, the Department may use up to 12.5 percent of funds allocated to the state for building capacity purposes and up to five percent for administrative purposes (17.5 percent of its total allocation), the majority of the allocation must be awarded to local programs through a competitive grant process.

13.4 Description of Allowable Activities - The El/Civics Education program is authorized under Title II – Adult Education and Family Literacy Act. Under provisions of the Act, financial assistance has been made available to the Department to establish or expand projects that demonstrate effective practices in providing English Literacy programs that incorporate Civics Education and related support services into an integrated and coordinated program for individuals of limited English proficiency.

13.4.1 General Project Activities - Projects may be funded by the state to support a variety of activities and costs related to El/Civics Education instruction, including the costs of staff and instructors, materials, staff training, and support services such as child care and transportation costs for program participants.

13.4.2 National Priorities for Project Activities - The Department may consider the following national priority areas, as approved by the U. S. Secretary of Education:

- a. Projects that demonstrate successful partnerships with local agencies, organizations, or institutions, such as institutions of higher education, CBOs, and LEAs, in providing El/Civics Education and related support services. Collaborations must include the submission of a collaborative

- agreement that is signed by all partners.
- b. Projects that demonstrate effective innovative approaches in providing EL/Civics Education instruction, such as integrating technology into curriculum, establishing work- or community-based instruction sites, and providing EL/Civics Education and related support services.
 - c. Projects that demonstrate effective strategies for professional development opportunities to help teachers develop networks to share ideas and best practices, promote effective use of technology, and develop contextualized and content-based curricula linked to appropriate assessments.
 - d. Projects that demonstrate development of effective materials, such as curricula and assessment instruments, that address emerging areas in EL/Civics Education, such as preparation for citizenship interviews, the naturalization process, life skills curricula, employability skills from a cross-cultural perspective, and learning disabilities.
 - e. Assist adults in becoming literate and obtaining the knowledge and skills necessary for employment and self-sufficiency.
 - f. Assist adults who are parents in obtaining the educational skills necessary to become full partners in the educational development of their children.
 - g. Assist adults in completing high school or the equivalent.

13.4.3 State Priorities for Project Activities - The Department may consider the following state priority areas, as approved by the Commissioner of Education:

- a. To support English Literacy and Civics Education and distance learning projects by eligible providers under the Workforce Investment Act. These activities will include technical assistance and professional development training, material acquisition, and instructional support services.
- b. To support project-based learning, workplace and workforce educational development programs provided in partnership with local educational agencies, community and/or faith-based organizations, business and industry, telecommunication media delivery systems, (e.g., Public Broadcasting Service) and other employers.
- c. To support the expanded use of technology to build program capacity to deliver EL/Civics Education courses and project activities, especially in rural areas, and programs lacking computers and technology software.
- d. To support training of volunteers and community partners to implement or expand individualized literacy and workforce readiness development for adults with limited English proficiency and lacking citizenship competencies.
- e. To support improvement strategies for credentialing and professional

- development of full/part-time teachers and administrators of EL/Civics Education using a multi-media approach to assist adult education and family literacy program procedures.
- f. To support the development of a distance learning infrastructure that will help local programs build capacity to reach increased numbers of rural, under-served limited English proficient learners with high quality EL/Civics Education programs and activities.
 - g. To support educational services for adults who are functioning at the eighth grade level and below.
 - h. To support English language courses for limited English proficient adults whose native language is other than English.
 - i. To support the state's requirements for the reading initiative "Just Read, Florida!" and the dissemination of exemplary adult education programs by marketing and sharing them with adult education providers.

Proposals for EL/Civics Education are provided in a fully accessible format as per Florida specific 508 law.

13.5 Description of How Funds Will be Awarded and Spent Under this subtitle.

13.5.1 Description of the Steps to Ensure Direct and Equitable Access - The Department will ensure that (1) all eligible providers have direct and equitable access to apply for projects under this section; and (2) the same project announcement process and application process is used for all eligible providers in the state. These procedures are outlined in the State Plan, Section 10.0 - Description of the Steps to Ensure Direct and Equitable Access.

13.5.2 Procedures and Process of Funding Eligible Providers - The Department will utilize the procedures outlined in the State Plan, Section 6.0 - Procedures and Process of Funding Eligible Providers to accommodate these supplemental funds allocated to support the objectives of the EL/Civics Education program.

13.5.3 Application- In accordance with Section 231 of the Act, a program application for eligible providers will be awarded on a single year basis. EL Civics for 2012-2013 will be a continuation year for grantees awarded in 2011-2012 and will be competitive in 2013-2014.

13.5.4 Distribution of Funds - The Department will allocate funds to local geographical areas that demonstrate effective practices in providing and increasing access to

English literacy programs linked to civics education. The Aid to District Grants for 2012-2013 will be a continuation year and will be competitive in 2013-2014.

Grantees will be funded, based on performance (student acquisition of EFLs) of enrolled students as reported in the NRS Table 4.

The Division of Career and Adult Education provides leadership and technical assistance in an ongoing effort to meet or exceed the state's adjusted levels of performance. Florida is initiating a local advisory group of practitioners to participate in the research, discussion and development of a Florida Adult Education Performance Incentive Funding Model. Performance alignment with existing state and federal accountability requirements will be an integral part of the process to establish valid and reliable indicators to incorporate the model.

13.6 Evaluation of Applicants

13.6.1 Competitive Funding - The Department will fund eligible providers under this subtitle on performance-based and a competitive basis. These funds will be used to support local activities and State Leadership activities designed to support integrated EL/Civics Education activities and services.

The Department has established procedures to ensure all eligible providers have direct and equitable access to apply for funds under the Act. These funds will be made available to the eligible providers as expeditiously as the approval of the State Plan and the grant award are received by the Department from the U. S. Department of Education.

Multi-Year Funding - The Department of Education will award multi-year performance-based projects on a competitive basis as prescribed under the Act to eligible providers. The Department has defined multi-year 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. Based on the availability of funds, approved multi-year projects will be funded annually based on satisfactorily achieving approved project performance criteria.

Even though projects may cover more than one year, the Commissioner of Education or budget entity designated within the approved funding plan guidelines for this purpose, may reduce the amount of a project award, terminate a project, or take other compliance measures relevant to the approved project. The appropriate action may occur if the agency fails to meet approved

performance measures as determined by the criteria addressed in the Consolidated Funding Guide for funds under the Adult Education and Family Literacy Act.

- 13.6.2 The State Criteria for Review and Approval of Applications Evaluation** - In evaluating the quality of applications, the Florida Department of Education shall develop a review process that considers the best possible combination of agencies, organizations, and institutions to address Florida's adult education and family literacy 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 this document.

The evaluation of applications will consider the outlined criteria included in Section 231 (c) and Section 6.0, of the State Plan. Most significantly, the major purpose of these funds will be focused on integrated El/Civics Education services to limited English proficient learners.

- 13.7 Reporting** - The Department will submit to the U.S.D.O.E an annual narrative report that provides a description of EL/Civics Education activities, population and numbers served, and how these funds have expanded access or program enhancements. Further, it will submit the Financial Status Report that will include funds that may be expended for administrative expenses (not more than five percent) and state leadership activities (not more than 12.5 percent) used to support integrated El/Civics Education activities and services.

The Department will provide each approved eligible provider with the necessary reporting forms or electronic transmission process, as appropriate, to complete pursuant to these requirements for data.