



INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

ALL HANDS ON DECK!

www.floridaipdae.org

This training event is supported with federal funds as appropriated to the Florida Department of Education, Division of Career and Adult Education for the provision of state leadership professional development activities.

Welcome!



June Rall



Tara McLarnon, PhD

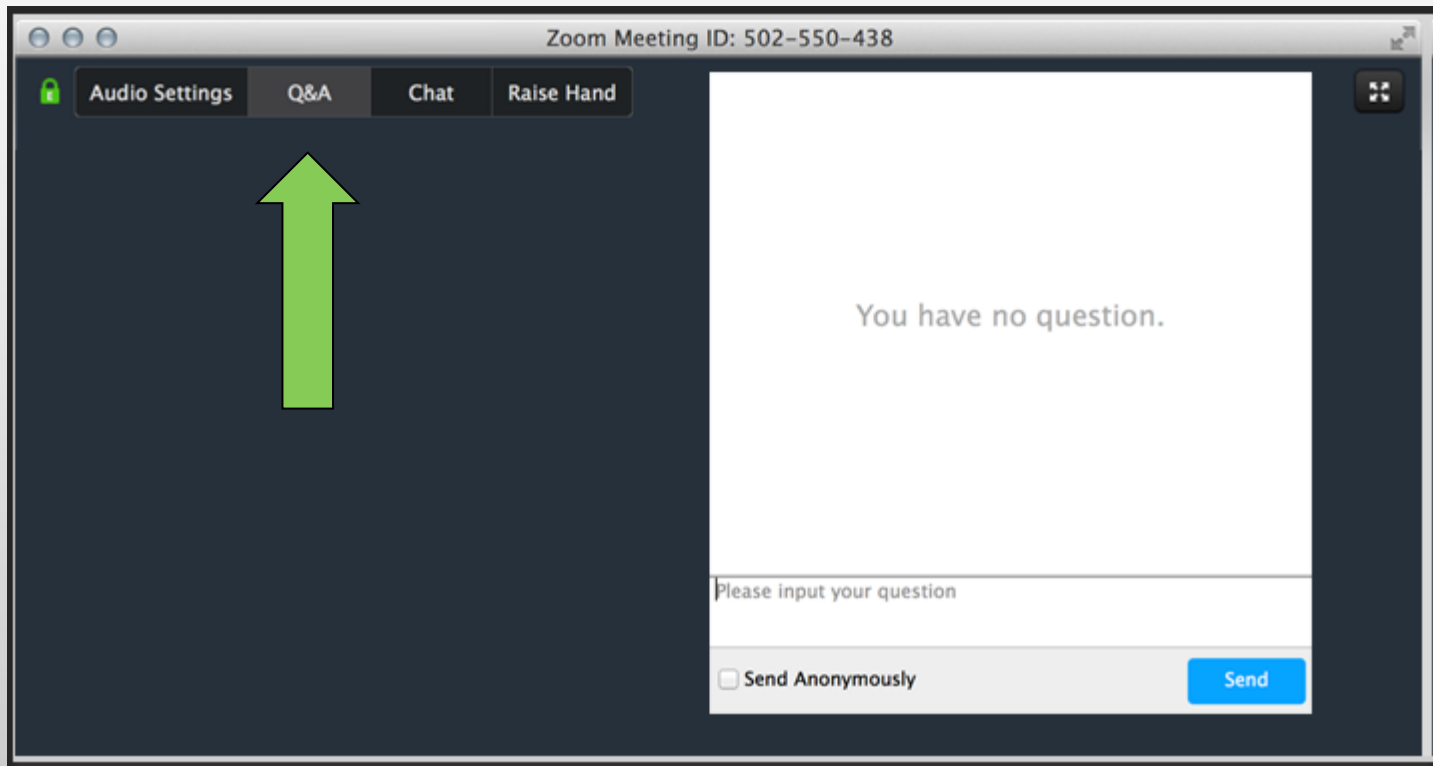
Florida Department of Education
Division of Career and Adult Education



Jenna Moniz, NBCT, M.S.

Department Chair, Pre-College Academic Studies
Atlantic Technical College
Broward County Public Schools

- If you have a question, please type it into the **Q&A** option.



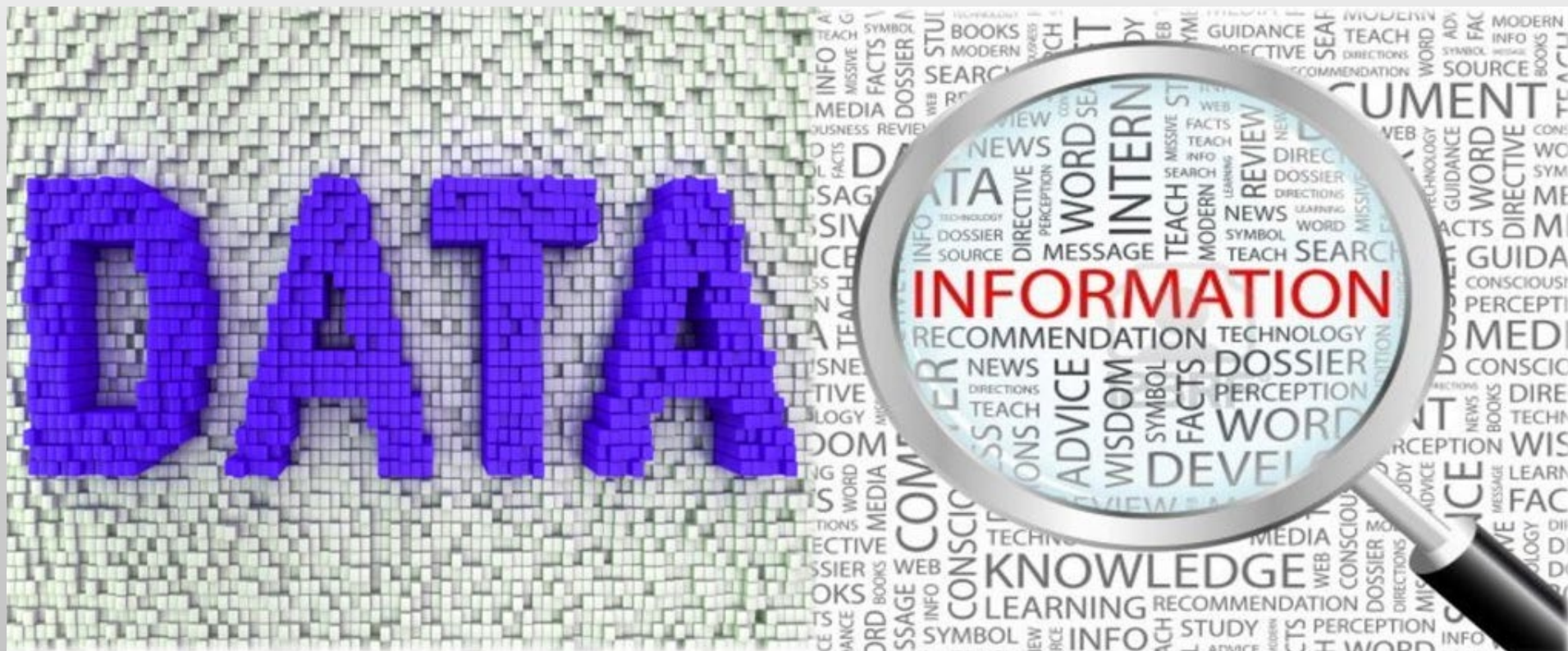
- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.

In this session, we will explore:

- Recent AGE Data and what it tells us about student retention
- FDOE Targeted Assistance
- AGE students and persistence
- Instruction for persistence, completion, and successful transition to post-secondary
- AGE students and wrap around supports



What does the Data Say?



What the Data Says- NRS Four Year Enrollment and Performance- ABE Levels 1-4

	2014-15	2015-16	2016-17	2017-18	Change 1415 to 1718	2014-15	2015-16	2016-17	2017-18	Change 1415 to 1718
Level 1	28.41	28.00	22.24	26.93	-5%	6,117	4,666	3,575	2,927	-52%
Level 2	33.25	32.00	27.34	28.88	-13%	18,228	16,640	13,832	12,722	-30%
Level 3	36.56	33.00	31.26	33.83	-7%	25,977	24,717	22,093	19,651	-24%
Level 4	38.95	33.00	33.93	40.14	3%	19,660	18,929	16,558	14,860	-24%

What the Data Says- NRS Four Year Enrollment and Performance- ESL Levels 1-6

	2014-15	2015-16	2016-17	2017-18	Change 1415 to 1718	2014-15	2015-16	2016-17	2017-18	Change 1415 to 1718
Level 1	38.08	40.00	41.48	46.87	23%	7,600	6,817	9,378	7,516	-1%
Level 2	40.55	40.00	35.45	33.61	-17%	7,596	8,963	14,810	14,666	93%
Level 3	34.67	34.00	28.86	27.51	-21%	16,681	19,999	26,688	26,356	58%
Level 4	28.48	30.00	28.64	25.03	-12%	21,910	24,325	21,320	19,908	-9%
Level 5	27.62	28.00	28.89	24.16	-13%	16,228	18,042	17,023	14,398	-11%
Level 6	22.73	23.00	22.32	12.69	-44%	16,088	16,926	12,371	9,380	-42%

Post-Test Rate

- Percents Post-tested
 - ABE-41%
 - ESL-52%

	MSG- All	MSG-PT
ABE	21%	49%
ESL	28%	50%

Changes in NRS Participants

- Overall 10% decline in participants
- Age
 - Increase (5%) in number of students 60+
 - Largest decline was students age 19-24 (-14%)
- Race/Ethnicity
 - Hispanic participants -14% decline
 - Black participants- 7% decline
 - White participants- 2% decline
 - 42% of the loss was with Hispanic Males



Root Cause Analysis

Why do students enroll and then leave before post-testing?

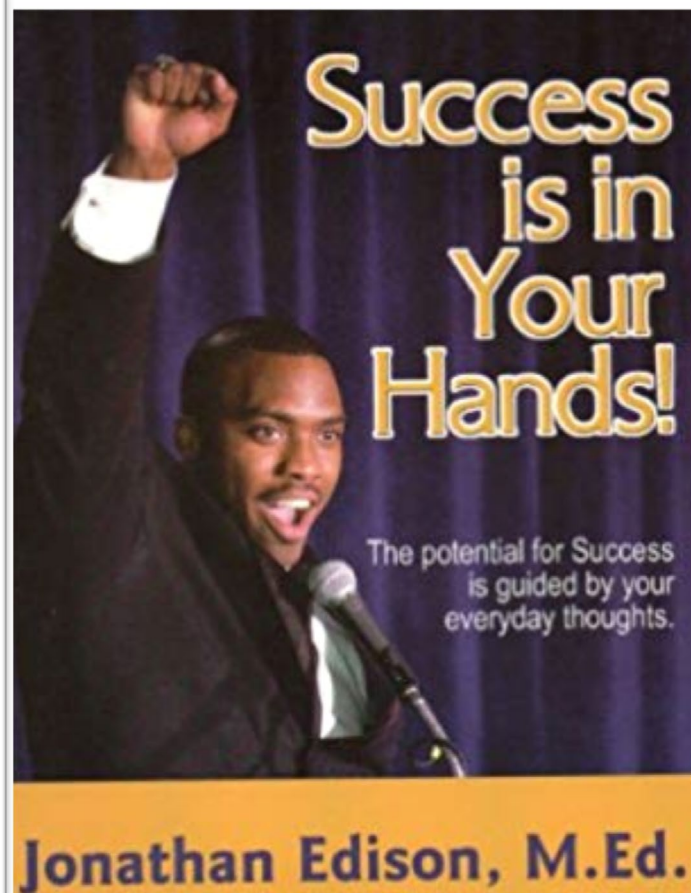
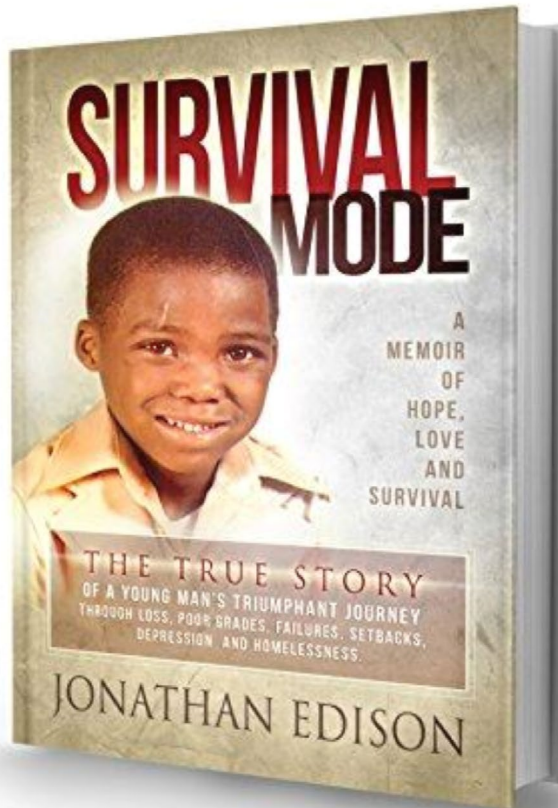


The People Behind the Numbers



Jonathan Edison, M. Ed.

ACE of Florida Conference Keynote Speaker 2018



Ready Mode or Survival Mode?



**Learning
Brain**

VS



**Survival
Brain**

STRESS & TRAUMA

“Thinking about Thinking”

**Higher Reasoning
Executive Function**

Prefrontal Cortex

**9 Functions of the
Prefrontal Cortex**

1. Empathy
2. Insight
3. Response Flexibility
4. Emotion Regulation
5. Body Regulation
6. Morality
7. Intuition
8. Attuned Communication
9. Fear Modulation



Limbic Brain

1. Fight, flight, freeze stress response
2. Thinks, "Am I safe? Do people want me?"
3. Emotions live here

Game Changer



"What I recognize is that a lot of NGOs, a lot of people working in philanthropic world, who are trying to help disadvantaged, challenged people from backgrounds that have been disenfranchised, are working on the wrong thing," –Oprah Winfrey

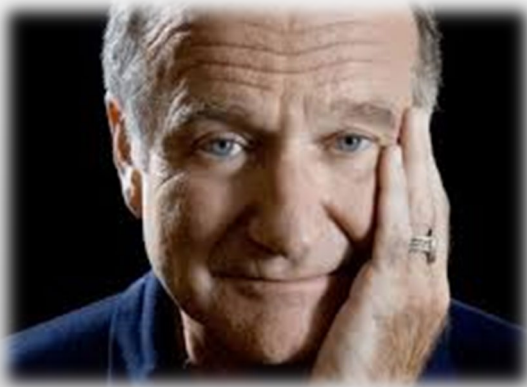
Sound Familiar?



OVERWHELM

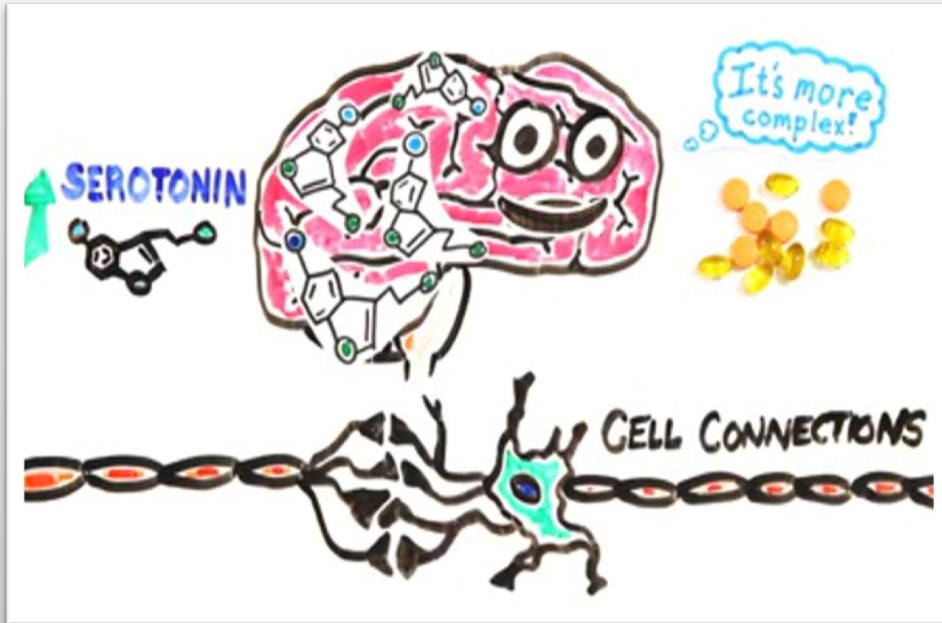
Our Idols

Depression does not Discriminate



Making Learning Real

PBL: Where the Standards Intersect



Empathy




What is Depression ?

Depression is a mood state that can significantly impact an individual's entire life. Major depression or Clinical Depression is a condition that goes far beyond feeling sad or upset.

Depression affects a person's mood, thoughts, feelings, behaviors, and physical health. Severe depression can result in losing the ability to feel pleasure in formerly-enjoyable activities and/or social relationships.

People struggling with depression struggle with a loss of energy and motivation which can negatively influence the ability to be productive at work or school. Depression notably untreated is a major risk for suicide due to the deep despair and hopelessness depression causes. Suicide may feel like the only way to escape the pain, depression can be genetic or environmental. If you or someone you love is considering suicide, don't hesitate to call 911 immediately – this is a medical emergency.



Causes of Depression

It is not known exactly what causes depression. As with many mental disorders, a variety of factors may be involved, such as:


- Physical Changes in the brain.
- An imbalance of brain chemicals.
- Changes in the body's hormones.
- Inherited genes.

Treatment

Depression, even the most severe cases, is a highly treatable disorder. The most common treatments are medications and psychotherapy. Your primary care doctor or psychiatrist can prescribe a treatment plan to help relieve depression symptoms.

The newest and most popular medications are called:

- Selective Serotonin Reuptake Inhibitors (SSRIs): Citalopram, Celexa, Zoloft.
- Serotonin-Norepinephrine Reuptake Inhibitors (SNRIs): Effexor, Cymbalta.




YOU ARE NOT ALONE

If you or someone you know is suffering from Depression, the organizations listed below can help.

Henderson Behavioral Health
Services: Crisis Intervention, Mental Health treatment, Psychosocial Rehabilitation, Housing, Counseling, Employment, Primary Care, Veteran Services.
954-731-1000
954-485-4005 **CRISIS LINE**
www.hendersonbh.org
Open 24 hours a day 7 days a week.

2-1-1 Broward (First Call For Help)
Services: 24 hours helpline for Crisis/Suicide prevention, Empathetic listening, information and referrals for callers seeking assistance with Depression, Financial problems, Shelter, Hunger, Relationship issues.
954-537-0211
www.211-broward.org

Sunserve
Services: Outpatient Mental Health Treatment. Education and support that are targeted to the Gay, Lesbian, Bisexual, Transgender community.
954-764-5150
www.sunserve.org
Open 9am – 5pm Monday – Friday



24 HOUR HELP HOTLINES

National Suicide Prevention Lifeline
1-800-273-8255

National Hopeline Network
1-800-SUICIDE (784-2433)

The Florida Abuse Hotline
1-800-656-2873

National Youth Crisis Hotline
1-800-448-4663

Depression Hotline
Crisis Text Line
TEXT CONNECT TO 741741

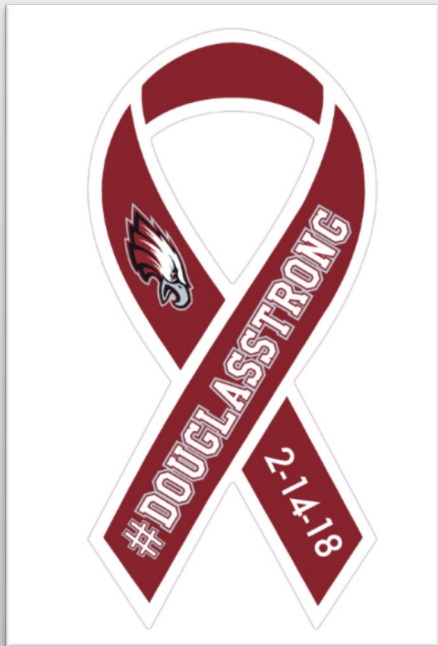
Rape Abuse Incest National Network (RAINN)
1-800-656-4673
Rainn.org

Substance Abuse and Mental Health Services Administration (SAMHSA)
National Helpline
1-800-662-HELP (4357)

Connection



Message from Broward



Sandyhook Promise



Persistence



Eyes on the Prize



Student Pledge



ATC

NAME: _____

COMMIT • COMMUNICATE • PERSIST • FIND SUPPORT

CONTACT INFO

Email: _____
Telephone: _____
IG: _____
Facebook: _____
Snapchat: _____
Twitter: _____

Adult education is challenging, rewarding and life-changing.

Staying in school is a major step to having the tools to live a good and prosperous life.

Date: _____

My goal is to graduate with my Florida state awarded high school diploma by (month) _____, 2019 and enroll in (post-secondary program) _____ at (institution) _____ by (month/year) _____.

I understand that my studies are a major commitment and may mean that I have to make some sacrifices including:

I may face some challenges including:

I will call upon (resources) _____ to help me overcome these challenges.

If at any point, I begin to feel discouraged about school, I will talk to:

- 1) _____
- 2) _____
- 3) _____

I know that my education is going to better my life in the following (specific) ways:

Sincerely,

Name: _____

Attendance Interventions

PRE-COLLEGE ATTENDANCE INTERVENTION PLAN



1

PROACTIVE PROGRESS MONITORING

Teachers meet with students regularly for progress check to monitor attendance, testing status, subject mastery, individual concerns, and postsecondary next steps.



2

FOCUS REPORT AFTER 3 ABSENCES

Designated teacher or staff person calls students to encourage returning to class. Attendance policy is reviewed.



3

SUPPORTS ADDED AS NECESSARY

Teachers may refer students to internal or external supports on a case-by-case basis. Supports include: school counselor, financial aid officers, community support services, district, etc.



4

FOCUS REPORT AFTER 5 ABSENCES

FOCUS report is generated for students who have missed 5 days of class. The student is informed that she is in jeopardy of being dropped from class.



5

STUDENT GETS BACK ON TRACK

Student re-engages in school. Teacher and support personnel closely monitor student's progress. If student was absent over 30 days, he or she is re-entered in an equivalent section.



6

STUDENT TRANSITIONS TO COLLEGE

Student attends program orientation, applies to program of choice, completes financial application if applicable, and enrolls in post-secondary program.

Celebrate Success

ATLANTIC TECHNICAL COLLEGE CELEBRATES STUDENT SUCCESS!



RECOGNITION BADGES FOR ABE & GED® COMPLETION



STUDENT SHOUT OUTS!



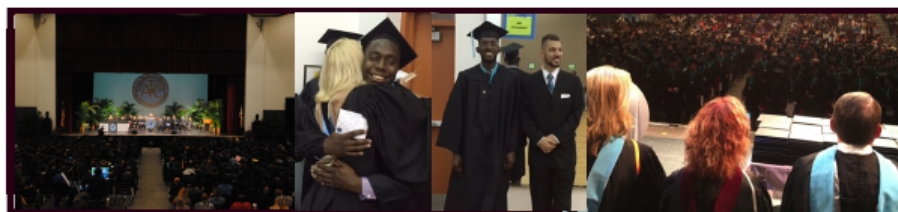
GRADUATE PHOTO BOOTH



PINS FOR GED® COMPLETION



FORMAL GRADUATION CEREMONY



COACHES



STUDENT-LED PROGRESS MONITORING



Pre-College Academic Preparation Checklist to Success



Last Name: _____ First Name: _____

Student ID: _____ Cell Phone #: _____

Email Address: _____ ged.com Password: _____

STEP #1 Pass the TABE tests

9.0 (D) or above	Pass the TABE tests	Score
<input type="checkbox"/>	Reading	_____
<input type="checkbox"/>	Math	_____
<input type="checkbox"/>	Language	_____

STEP #2 Pass the GED® Practice Tests

145 or above	Score Likely to Pass
<input checked="" type="checkbox"/>	
<input type="checkbox"/>	GED® Reasoning through Language Arts _____
<input type="checkbox"/>	GED® Social Studies _____
<input type="checkbox"/>	GED® Science _____
<input type="checkbox"/>	GED® Mathematical Reasoning _____

STEP #3 Pass the Official GED® tests and graduate by: _____

145 or above		Date	Score	Informed Instructor
<input checked="" type="checkbox"/>				<input checked="" type="checkbox"/>
<input type="checkbox"/>	GED Reasoning Through Language Arts	_____	_____	<input type="checkbox"/>
<input type="checkbox"/>	GED Social Studies	_____	_____	<input type="checkbox"/>
<input type="checkbox"/>	GED Science	_____	_____	<input type="checkbox"/>
<input type="checkbox"/>	GED Mathematical Reasoning	_____	_____	<input type="checkbox"/>

STEP #4 Plan Your Next Step AFTER Graduation

Complete <input checked="" type="checkbox"/>	Post-Secondary Program of Interest _____
<input type="checkbox"/>	Attend a Program Orientation _____
<input type="checkbox"/>	Complete the Financial Aid Application _____
<input type="checkbox"/>	Meet with your program Counselor/Advisor _____
<input type="checkbox"/>	Complete the program application _____
<input type="checkbox"/>	Complete program entry requirements (if applicable) _____
<input type="checkbox"/>	Obtain program materials (textbooks, uniform, etc.) _____



Progress Monitoring (cont.)



Pre-College Academic Preparation

Stay on Track!



I reviewed with (Name of staff): _____

Concerns

Date: _____

Topics Reviewed

Yes/No

- ☐ Attendance (*Am I attending as often as I can?*) _____
- ☐ Schedule (*Is my schedule correct?*) _____
- ☐ Skills/Knowledge (*Is there something I didn't get?*) _____
- ☐ Testing (*Am I up to date on testing?*) _____

I Need Assistance With

- ☐ Accommodations/Academic Intervention
- ☐ Financial Aid
- ☐ CTE Counselor's Name: _____
- ☐ Social Worker (Ms. Cina)

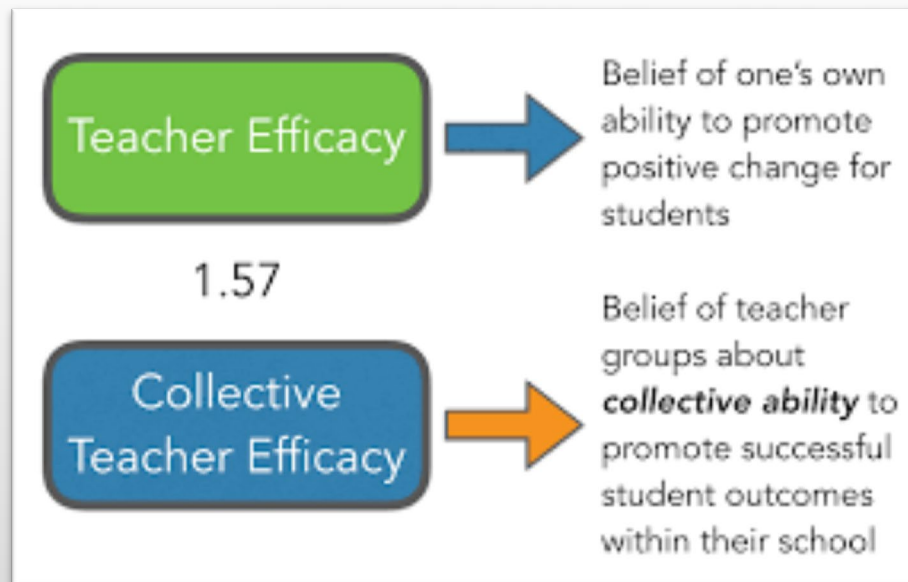
- ☐ Attendance
- ☐ Childcare
- ☐ Family/Personal Issues
- ☐ Finances
- ☐ Health/Medical Issues
- ☐ Housing Issues
- ☐ Loss of Interest/Motivation
- ☐ Other _____

My Action Steps:

Say what, now?



Efficacy



What Matters Most in Raising Student Achievement?



Growth Mindset

<https://www.youtube.com/watch?v=75GFzikmRY0>

FIXED MINDSET

**THEY BELIEVE THAT YOU
ARE NOT IN CONTROL
OF YOUR ABILITIES.**

SKILLS ARE BORN.

**YOU CAN'T LEARN AND
GROW.**

GROWTH MINDSET

**THEY BELIEVE THAT YOU
ARE IN CONTROL OF YOUR
ABILITIES.**

SKILLS ARE BUILT.

**YOU CAN LEARN AND
GROW.**

Growth Mindset

GROWTH MINDSET

KEY INGREDIENTS TO GROWTH

SKILLS ARE BUILT
YOU CAN LEARN
AND GROW

THE PROCESS
GETTING BETTER

USEFUL - LEADS
TO GROWTH

EMBRACE &
PERSEVERE - FRAME
AS AN OPPORTUNITY

USE THEM TO
LEARN

APPRECIATE &
USE IT

BELIEFS

FOCUS



SKILLS ARE BORN
YOU CAN'T LEARN
AND GROW

PERFORMANCE
OUTCOMES
NOT LOOKING BAD

NOT NECESSARY
NOT USEFUL

BACK DOWN &
AVOID - FRAME AS
A THREAT

HATE THEM
GET DISCOURAGED
AVOID THEM

NOT HELPFUL
GET DEFENSIVE
TAKE IT PERSONAL

Let's Listen

The top reasons students drop out of high school



Curriculum

ADULT EDUCATION

2018-2019 Adult Education Curriculum Frameworks

2017-2018 Adult Education Curriculum Frameworks

2016-2017 Adult Education Curriculum Frameworks

Adult Education Career Pathways

Adults with Disabilities

Program & Accountability Performance Resources

Technical Assistance Papers

2018-2019 Adult Education Curriculum Frameworks

[Adult General Education Change Document 2018-2019 \(RTF\)](#)

Adult Basic Education (ABE)

- [Adult Basic Education Language Arts \(RTF\)](#)
- [Adult Basic Education Mathematics \(RTF\)](#)
- [Adult Basic Education Reading \(RTF\)](#)

Adult General Education for Adults with Disabilities

- [Adult General Education for Adults with Disabilities \(RTF\)](#)

Adult High School

- [Adult High School \(RTF\)](#)
- [Adult High School \(Co-Enrolled\) \(RTF\)](#)
- [2018-2019 Co-Enrolled Courses Eligibility List \(RTF\)](#)

Applied Academics for Adult Education (AAAE)

- [Applied Academics for Adult Education \(RTF\)](#)

English for Speakers of Other Languages (ESOL)

- [Adult English for Speakers of Other Languages \(RTF\)](#)
- [Adult ESOL College and Career Readiness \(RTF\)](#)
- [Adult ESOL Literacy Skills \(RTF\)](#)
- [Citizenship \(RTF\)](#)
- [English Literacy for Career and Technical Education \(ELCATE\) \(RTF\)](#)

GED® Preparation Program

- [GED® Reasoning through Language Arts \(RTF\)](#)
- [GED® Science \(RTF\)](#)
- [GED® Social Studies \(RTF\)](#)
- [GED® Mathematical Reasoning \(RTF\)](#)
- [GED® Preparation Comprehensive \(RTF\)](#)
- [GED® Integrated Preparation Comprehensive \(RTF\)](#)

Instruction

ENGLISH LANGUAGE PROFICIENCY STANDARDS FOR ADULT EDUCATION

With Correspondences to College and Career Readiness
Standards for English Language Arts and Literacy, and
Mathematical and Science Practices

October 2016

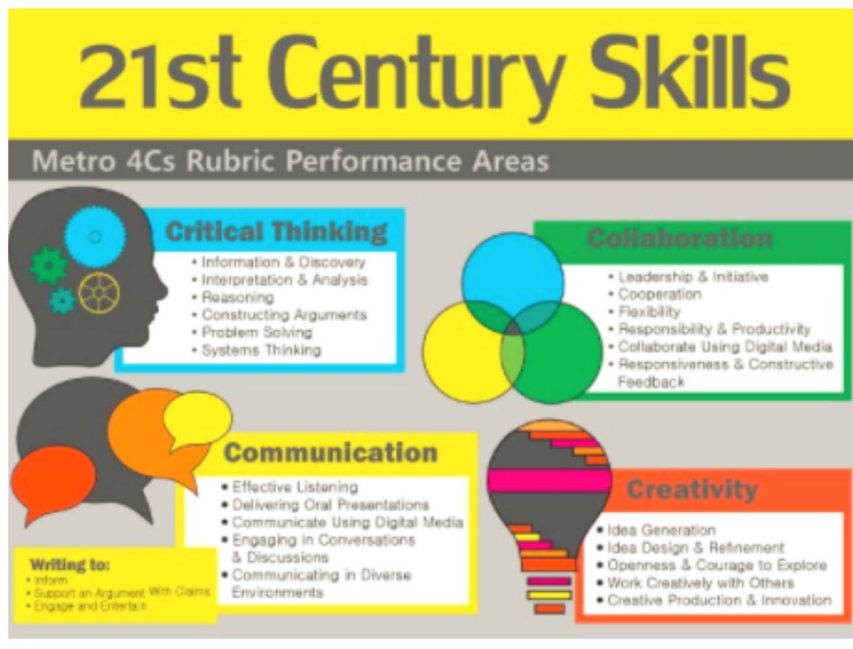


 AIR



TABE 11/12

Pre-IET





Solving 21st-Century Problems Requires Skills That Few Are Trained In, Scientists Find

TAGS: ASSESSMENT | EDUCATION | PROBLEM SOLVING | PSYCHOLOGICAL SCIENCE IN THE PUBLIC INTEREST | PUBLIC POLICY | TEAM | TEAMWORK | WORK

From companies trying to resolve data security risks to coastal communities preparing for rising sea levels, solving modern problems requires teamwork that draws on a broad range of expertise and life experiences. Yet individuals receive little formal training to develop the skills that are vital to these collaborations.

One reason for the lack of CPS training is a deficit in evidence-based standards and curricula. Secondary school curricula typically focus on educating task- and discipline-specific knowledge, placing little emphasis on educating students' ability to communicate and collaborate effectively.

"Students rarely receive meaningful instruction, modeling, and feedback on collaboration," the researchers note.

When students do receive training relevant to CPS, it is often because they participate in extracurricular activities such as band, sports, student newspapers, and volunteer activities. Even then, the collaborative competencies are not directly relevant to problem solving. The authors argue that it is time to make CPS activities a core part of the curriculum.

Although considerable psychological, educational, and management research has examined factors that contribute to effective learning, teamwork, and decision making, research that directly examines how to improve collaborative problem solving is scarce.

According to the authors, "we are nearly at ground zero in identifying pedagogical approaches to improving CPS skills."



ABILITY TO BENEFIT (ATB) WEBINAR

CONNECTING STUDENTS TO CAREER PATHWAYS

IET

Integrated Education Training

GEDI/ELCATE



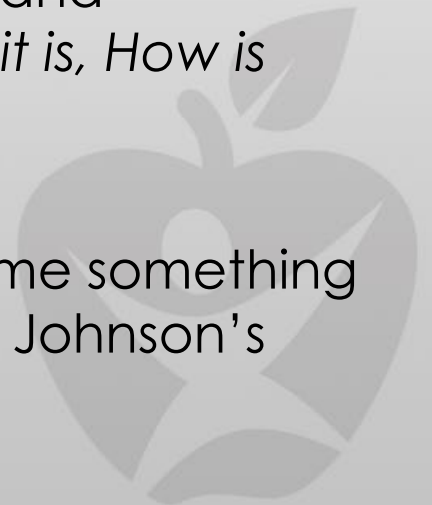
FDOE's Target Technical Assistance Initiative

- The Issue: Low post-test rates for ABE and ESL programs
- The Challenge: Develop ideas for meaningful resources, professional development and targeted technical assistance that assist local agencies in improving post-test rates



FDOE's Target Technical Assistance Initiative

- September 17 and 18- Meeting of DOE Team Members with District and State College Adult Education Practitioners from the 3 State Advisory Committees (ABE, ESOL, and AHS/GED®-Preparation)
- Guiding our work was an understanding that a growth mindset is the foundation for learning (skills are built and students can learn and grow with effort, challenges, mistakes and feedback) (*Growth Mindset Introduction : What it is, How it Works, and Why it Matters*)
- “Allow hunches to come together so they become something greater than the sum of their parts” from Steven Johnson's *Where Good Things Come From*

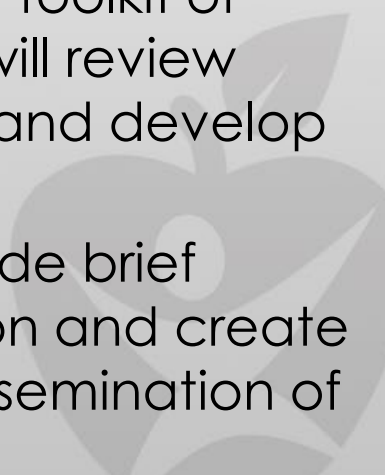


FDOE's Target Technical Assistance Initiative



FDOE's Target Technical Assistance Initiative

Resources and Policies:

- FDOE will conduct research on instructional best practices that correlate with increased retention that leads to increased PT rates. FDOE will also conduct research on enrollment and attendance policies and the impact on PT rates. Based on the research, FDOE will develop TA on best practices to increase PT rates.
 - FDOE will create an advisory group to develop a toolkit of orientation activities/processes. Advisory group will review submitted samples establish criteria for inclusion and develop additional items as needed.
 - FDOE will develop a series of user guides to provide brief overviews of select PT and assessment information and create a specific communication plan for consistent dissemination of information.
- 

Q & A



**Tell us what
you think!**

Tara McLarnan

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Jenna Moniz

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