



BRIDGES TO PRACTICE:
FLORIDA'S FOCUS ON ADULTS WITH LEARNING DISABILITIES

**SUMMATIVE EVALUATION
AND
FINAL REPORT**

June 24, 2001

**FLORIDA HUMAN RESOURCES DEVELOPMENT, INC.
A NON-PROFIT CORPORATION**

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PROVIDED THROUGH A STATE ADULT EDUCATION LEADERSHIP GRANT FROM
THE FLORIDA DEPARTMENT OF EDUCATION,
DIVISION OF WORKFORCE DEVELOPMENT

OVERVIEW

Purpose of the Project

The Bridges to Practice: Florida's Focus on Adults with Learning Disabilities project was developed in conjunction with the research-based guide for practitioners through the National Institute for Literacy (NIFL) as a product of the National Adult Literacy and Learning Disabilities (NAALD) Center. In year one, the focus was on the awareness and identification of learning disabilities phase, concentrating on the following:

- Guidebook 1 – Preparing to Serve Adults with Learning Disabilities, and
- Guidebook 2 – The Assessment Phase

This project delivered local, regional and statewide training designed to accompany the national Bridges to Practice project. Two certified, experienced trainers, Rochelle Kenyon and Veronica Sehrt presented all training sessions. The project addressed adult education training priorities in Florida, especially Goals 3 and 7 by enhancing, improving and expanding existing adult education programs for undereducated and/or educationally disadvantaged adults ages 16 and over.

The major focus was to increase awareness and level of proficiency among practitioners on educating adults with learning disabilities and to provide the framework to improve instruction.

Measurable Objectives

- ✓ Developing a needs assessment on learning disabilities to survey unmet requests/desires in the field
- ✓ Developing an informational flyer to market the project
- ✓ Designing a website for the project to be used as a marketing tool, to present training schedules and information, and to download important information and the Practitioners' Points newsletters
- ✓ Developing a newsletter, Practitioners' Points, to be disseminated by mail and through the website
- ✓ Conducting Bridges to Practice: Florida's Focus on Adults with Learning Disabilities staff development training sessions for practitioners at least once in each of the five Department of Education regions
- ✓ Preparing a formative evaluation for ongoing training, a summative evaluation and a final report as evidence of completion of the project's objectives and recommendations for year two

Needs Assessment

A statewide needs assessment was conducted in September 2000. An analysis of the results follows:



**Florida's Focus on
Adults with Learning Disabilities**

**ANALYSIS OF
NEEDS ASSESSMENT SURVEY**



FLORIDA DEPARTMENT OF EDUCATION
CHARLIE CRIST, COMMISSIONER
www.flm.edu/doc

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A Project Developed Through

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ACKNOWLEDGEMENTS

Appreciation must be expressed to the Florida Department of Education for their support of programs and services for students with disabilities. Special thanks must go to Leatrice A. Williams, Senior Educational Program Director for Adult Education. Her interest and commitment in Bridges to Practice and her support in the training of practitioners throughout the state have created a vision of statewide impact.

Gratitude is extended to Jean McCormick for developing the survey instrument and the long hours of reading, collating and analyzing the responses to develop the final document.

Appreciation is also extended to Diane Moquin for developing a statewide mailing list and preparing all the surveys for mailing.

Appreciation goes to Ronald D. Froman and *Florida Human Resources Development, Inc.* for their commitment to quality projects that concentrate on the needs of special populations.

Lastly, the deepest appreciation is expressed to the countless adult education administrators, practitioners, literacy providers, Workforce Development Board members and One Stop Centers that responded to the survey at a very high rate and expressed their needs. Their valuable concerns and input will improve the training component and services provided through *Bridges to Practice: Florida's Focus on Adults with Learning Disabilities*.

Dr. Rochelle Kenyon, Project Director
Bridges to Practice: Florida's Focus on Adults with Learning Disabilities

BRIDGES TO PRACTICE:

Florida's Focus on Adults with Learning Disabilities

In late September 2000, a needs assessment was distributed statewide, and responses were collected through October 20th. The purpose of the needs assessment was to allow Bridges planners to anticipate specific training needs throughout Florida, so that training sessions might be customized prior to being offered in various regions. A total of **249 needs assessment forms** were distributed, and **127 responses** were received, indicating a **return rate of 51%**. The responses were then tabulated, percentages calculated and other information was collated. Results are indicated as follows:

1. Current job title:

Administrators (55%)

Teachers (33%)

Volunteers (1%)

Aides (1%)

Others (11%):

Department Heads

Teachers on Special Assignment

Program Specialists

ESE Specialists

Coordinators

2. Adult program of employment (some employed in more than one area):

GED (47%)

ABE (46%)

Laubach (7%)

LVA (2%)

Other programs (20%):

ESOL

Adult High School

Vocational Education

Parenting

Adults with Disabilities

Welfare to Work

Family Literacy

Technical Education

GED Testing

3. Current affiliation:

School Districts (58%)

State Department of Corrections (15%)

One-Stop Centers (9%)

Community Colleges (8%)

Libraries (2%)

Others (6%):

Workforce Development Boards

Mental Health Units of State Prisons

Florida Department of Education

Adult Centers

Vocational Technical Centers

Central Office Administrative Complexes

School Districts represented by respondents included the following: **Alachua, Baker, Bradford, Brevard, Broward, Charlotte, Collier, Columbia, Dixie, Escambia, Hendry, Hillsborough, Indian River, Jackson, Jefferson, Lake, Lee, Leon, Liberty, Madison, Manatee, Marion, Martin, Miami-Dade, Orange, Okaloosa, Palm Beach, Pasco, Pinellas, Putnam, St. John's, Sarasota, Taylor and Washington.**

Workforce Development Boards represented by respondents were the following: **Alachua, Bay, Broward, Franklin, Gulf, Region 6 and Region 24.**

Community Colleges represented by respondents were the following: **Florida Community College at Jacksonville, Gulf Coast Community College, Miami-Dade Community College, North Florida Community College, Osceola-Walton Community College, St. Petersburg Junior College, Santa Fe Community College, and Seminole Community College.**

4. Availability at workplace of a person responsible for identifying and providing assistance for students with learning disabilities:

Yes (44%)
No (48%)
Don't know (2%)

Contact information for those responsible persons identified above:
A list of names is available upon request.

5. Suspicion or knowledge of having a student with a learning disability:

Yes (92%)
No (3%)

6. Familiar with characteristics of a student who has a learning disability:

Yes (59%)
No (4%)
Somewhat (37%)

7. Can define specific learning disabilities well enough to differentiate that disability from others:

Yes (3%)
No (44%)
Somewhat (51%)

8. Familiar with the legal considerations regarding accessibility for students with disabilities:

Yes (58%)
No (9%)
Somewhat (31%)

9. Familiar or somewhat familiar with local resource agencies and sources of information regarding learning disabilities:

Yes (44%)
No (8%)
Somewhat (45%)

10. Know the difference between screening versus diagnosing a learning disability:

Yes (50%)

No (19%)
Somewhat (31%)

11. Have time to screen their students for learning disabilities and refer them for diagnostic testing:

Yes (19%)
No (45%)
Somewhat (24%)

12. Know how to determine accommodations for students with learning disabilities:

Yes (32%)
No (18%)
Somewhat (41%)

13. Would like help in understanding and providing students with a variety of learning strategies:

Yes (79%)
No (13%)

14. Would like their teachers provided with help in appropriate strategies to minimize students' learning deficits:

Yes (83%)
No (8%)

15. Know where to find appropriate learning materials for adult students with learning disabilities:

Yes (20%)
No (19%)
Somewhat (55%)

16. Asked for help in developing teaching strategies and instructional adaptations appropriate for adults with learning disabilities:

Yes (73%)
No (10%)
Somewhat (8%)

17. Aware of the impact of the learning environment on the social skills and self-advocacy skills of adults with learning disabilities:

Yes (54%)
No (8%)
Somewhat (35%)

18. Additional needs or comments listed by respondents:

- **Simple screening test done in classroom; one-room schoolhouse**
- **Really nice artwork on your Bridges Flyer; logo is great.**
- **Need funding for certified counselor for adult ed. programs.**
- **Could identify someone in college to train to become a trainer**
- **Testing accommodations; I am very excited about this program!**
- **As the one-stop operator, all of our workforce development partners may benefit from training in LD.**
- **How long and how involved is the training? I am the ESE teacher on MTJ Campus**

and would appreciate help with strategies to help our instructors understand and teach students with SLD.

- We serve low-functioning adults and teens and refer them to workforce council of SW Florida for testing and training opportunities.
- I am the Department Chair for Adult Education in Lake County and would be interested in sending one or two of our instructors to training so that they might return and share their teaching strategies with the other instructors.
- I am in full support of your efforts; we have even discussed a regional conference (workshop) in this critical area.
- Funding is the biggest issue. There are no funds for diagnostic testing nor adaptive materials, nor accommodations nor to send teachers to training, nor for specialized equipment.
- Need all information pertaining to teacher/volunteer workshops/training for adults with LD.
- Need help assessing and identifying learning disabilities in ESL adult learners; need training for our instructors. Need a simple learning styles assessment tool.

19. Preferences for attending regional training sessions:

Single Day Session (78%)

Two-day Training (21%)

Training over Three or More Days (13%)

20. Interested in learning to be a trainer in the Florida Bridges project:

Yes (23%)

No (28%)

Need more information first (43%)

21. Additional contacts who would benefit from training on adults with learning disabilities (some respondents also included their own information here):

A list of names is available upon request.

Coordination/Cooperation

Training was coordinated to include adult educators from school districts, community colleges, vocational-technical centers, community schools, community-based organizations, One Stop Centers, Workforce Development Boards, literacy organizations/providers, universities and the Department of Corrections. The target population was full and part-time teachers, administrators, guidance counselors, program managers/coordinators, supervisors, department heads, tutors and volunteers.

Statewide Significance – State Priority

The Bridges project exhibited statewide significance in addressing the state priority of assisting adults in becoming literate and obtaining the knowledge and skills necessary for employment and self-sufficiency. The comprehensive implementation of the Bridges project in Florida enhanced the capability of practitioners to understand and serve students with learning disabilities, thereby allowing these students who are the most in need to obtain knowledge and skills necessary for employment and self-sufficiency.

Training Agenda

Bridges training was a comprehensive, fast-paced 7-hour workshop. The agenda was as follows:



AGENDA

- ❖ Welcome & Introductions
- ❖ Review Agenda
- ❖ Training Mission and Objectives
- ❖ Project Background & Bridges Overview
- ❖ Visualization
 - *Visualize a student/client/consumer who has been diagnosed as LD or who you suspect as having LD and is having trouble making progress. Use this visual throughout the training.*
- ❖ Warm-up Activity
 - *Fold construction paper in half lengthwise to make a tent. Turn it so the open side faces away from you. Using your left hand (or your right if you're lefthanded, write your name upside down and backwards.*
- ❖ Statistics
- ❖ Definition of Learning Disability
 - *Small group activity*
- ❖ Break
- ❖ Video (FAT City)
 - *Group discussion*
- ❖ Learning Styles
 - *Group activity*

- ❖ Characteristics of Adults with Learning Disabilities
 - *Small group activity - Study the characteristics and then brainstorm a list of:*
 - *How that specific learning disability might affect a learning disabled adult's ability to get or keep a job.*
 - *What the implications are to most appropriately provide services for an adult with a specific learning disability in that area.*
 - *What would they have to change regarding their standard procedures?*
 - *Record 3 principal observations and present to the whole group.*
- ❖ Lunch
- ❖ Group Activity
 - *How does having LD affect task performance and ability to reach goals?*
- ❖ Negative Consequences
- ❖ Positive Consequences
- ❖ What Makes Adults with LD Successful?
- ❖ Video - Employee with a Learning Disability
- ❖ Break
- ❖ Program Standards Activity
 - *Small group activity with others from your own district/agency/program*
 - *Determine specific steps and tasks you can follow to ensure that these standards are met within a year.*
 - *Present to whole group*
- ❖ Legal Issues
 - *Rehabilitation Act of 1973, Section 504 (P. L. 93-112)*
 - *American with Disabilities Act (ADA) of 1990 (P. L. 101-336)*
 - *Federal Law Protection Guidelines*
 - *Legal Rights of Adults with LD*
 - *Program Responsibilities*
 - *Confidentiality*
 - *Program Standards Regarding Disabilities Legal Issues*
- ❖ Screening and Diagnosis
 - *Paired activity - Complete the screening instrument*
- ❖ Miscellaneous/Wrap-up
- ❖ Evaluation

Evaluation of the Project

The formative evaluation used to measure responses immediately following each workshop follows:

BRIDGES TO PRACTICE FLORIDA'S FOCUS ON ADULTS WITH LEARNING DISABILITIES EVALUATION

Please answer the following questions regarding today's session.

1. How would you rate the organization of this session?
 Excellent Good Fair Poor
2. How would you rate the usability of information from this session in your workplace?
 Excellent Good Fair Poor
3. How would you rate the trainers' delivery and style?
 Excellent Good Fair Poor
4. How would you rate the trainers' knowledge of the subject?
 Excellent Good Fair Poor
5. How would you rate the Training Handbook?
 Excellent Good Fair Poor
6. How would you rate the location, quality and comfort of the training site?
 Excellent Good Fair Poor
7. Are you likely to recommend this training to a colleague?
 Yes No
8. What areas of information would you like to see added to this training?

9. What other training opportunities would be useful to you?

10. If you are interested in having training and materials provided in your workplace, please complete the following:
Name _____ Title _____
Organization _____
Street Address/City/Zip Code _____
Telephone _____ Fax _____
E-mail _____

Analysis of Evaluations

1. How would you rate the organization of this session?
93.71% Excellent 6.29% Good 0% Fair 0% Poor
2. How would you rate the usability of information from this session in your workplace?
85.31% Excellent 13.99% Good 0.70% Fair 0% Poor
3. How would you rate the trainers' delivery and style?
94.41% Excellent 5.59% Good 0% Fair 0% Poor
4. How would you rate the trainers' knowledge of the subject?
99.30% Excellent 0.70% Good 0% Fair 0% Poor
5. How would you rate the Training Handbook?
83.92% Excellent 16.08% Good 0% Fair 0% Poor
6. How would you rate the location, quality and comfort of the training site?
65.04% Excellent 27.27% Good 7.69% Fair 0% Poor
7. Are you likely to recommend this training to a colleague?
98.60% Yes 0.70% No 0.70% NA

**A record of the participants' comments from questions #8 and #9 as well as the responses to question #10 requesting additional training are summarized on the Evaluation Summary sheets included with the original evaluation forms.

Project Summary

A summary of the following information is included in the attached report:

- ❖ Training Delivered (date, location, number of participants, total trained)
- ❖ Deliverables Completed
- ❖ Services Provided
- ❖ Plans for Continuation Funds – 2001 – 2002

PROJECT SUMMARY

BRIDGES TO PRACTICE:

FLORIDA'S FOCUS ON ADULTS WITH LEARNING DISABILITIES

A Project of Florida Human Resources Development, Inc.

Training Delivered:

September 27, 2000	0	ACE of Florida - Miami	25 participants
November 16, 2000	0	Southeastern Literacy Conference - Pensacola Beach	25 participants
December 6, 2000	0	Region 3 - Brevard Community College, Cocoa	18 participants
December 7, 2000	0	Region 3 - Brevard Community College, Cocoa	17 participants
December 15, 2000	0	Federal Correctional Institution - Tallahassee	12 participants
February 1, 2001	0	Department of Corrections - Orlando	24 participants
February 2, 2001	0	Department of Corrections - Orlando	23 participants
February 8, 2001	0	Region 2 - Spring Conference - St. Augustine (Limited time)	40 participants
February 22, 2001	0	Region 3 - Spring Conference - Daytona Beach (Limited time)	40 participants
March 3, 2001	0	Region 4 - Pinellas County, Clearwater	28 participants
March 6, 2001	0	Technology & Distance Learning Symposium-Tampa (Assistive Technology Workshop for LD Adults)	17 participants
March 30, 2001	0	Region 5 - Broward County, Atlantic Technical Center	6 participants
April 24, 2001	0	Florida Literacy Conference - Tampa	25 participants
April 27, 2001	0	Florida Literacy Conference - Tampa	12 participants
May 3, 2001	0	Region 1 - Ft. Walton Beach	17 participants
May 4, 2001	0	Region 1 - Ft. Walton Beach	21 participants
May 5, 2001	0	Gulf Coast Community College - Panama City	8 participants
May 11, 2001	0	Region 5 - Miami-Dade County Public Library	19 participants
May 24, 2001	0	Region 2 - Lake City	18 participants
May 25, 2001	0	Region 2 - Lake City	24 participants
June 19, 2001	0	GED Symposium - Cape Canaveral	7 participants

TOTAL NUMBER TRAINED IN BRIDGES WORKSHOPS= 426

TOTAL NUMBER OF TRAININGS SCHEDULES = 21

Deliverables Completed:

- Needs assessment on issues related to learning disabilities mailed to 300
- Informational Flyer (1,300 distributed/mailed to date)
- Analysis of needs assessment & results of survey (51% return rate – 127+ completed responses)
- Bridges Training Handbook
- Bridges Trainers' Guide (training script, transparencies and resources)
- Bridges website designed and developed (<http://www.floridatechnet.org/bridges>)
 - Training Schedule web page
 - Informational Flyer web page
 - Request Training link
 - Needs Assessment web page
 - Bulletin Board
 - Links to Resources web page
- Issues 1, 2, 3 and 4 of Practitioners' Points newsletters designed, printed and mailed/distributed to approximately 2,000 persons

Services Provided:

- Representation on all six state practitioners' task force committees as advocate for issues relating to learning disabilities and special needs
- Representation on TechNet Advisory Committee as advocate for special needs populations
- Development of Resources page for Bridges website
- Technical assistance on issues pertaining to learning disabilities
- Training provided to Department of Corrections, Department of Juvenile Justice, Workforce Development Boards, One-Stop Centers, Literacy Providers, Community-Based Organizations, School Districts and Community Colleges
- Promotion/training on Learning Needs Screening instrument to assess learning styles
- Promotion/training on screening of adult students for the existence of learning disabilities
- Attendance at NI FL's Bridges Master Trainers' Symposium in Alexandria, Virginia

Plans for Continuation Funds – 2001/02:

- Develop Bridges Training Handbook–Part 2 (Instructional Strategies/Modifications & Accommodations)
- Make Bridges Training Handbooks available on CD ROM
- Develop Bridges Trainers' Guide
- Market Bridges Training to Dept. of Juvenile Justice and other in-need populations and agencies
- Offer Bridges Training on an extended basis in addition to state and regional conferences
- Publish 4 more issues of Practitioners' Points newsletter
- Develop web-based inservice component for Bridges Training – Part 1 (to be located on the Bridges website, <http://www.floridatechnet.org/bridges>)
- Develop web page – “Instructional Materials for Teachers of Learning Disabled Adults”
- Develop web page – “Q & A” for frequently asked questions and correct replies
- Develop “Learning Disabilities Resources” web page
- Offer enhanced Bridges Training –
 - Part 1 (for first time trainees)
 - Part 2 (for trainees who completed Part 1)
 - Parts 1 and 2 in combination (for first time trainees wanting two-day training)