Yolanda Sneed
Project Director
Florida Ready to Work
and
WIN Learning
Florida Ready to Work

Connecting employers, education and jobseekers to build a skilled workforce for Florida.
"An 'ability to smell fear' is a quality I've never seen listed on a resume before."
What is Florida Ready to Work?

- State-funded employee credentialing program
  - Skill building, computer-based courseware
  - Assessments
  - State-issued credential
Cornerstone at Bridges of America

- **Skill building, computer-based courseware**
  - Assessments
  - State-issued credential
WIN teaches employability skills in a career context to help your students successfully transition into the workplace.
WIN Career Readiness Courseware Success at Bridges

- Placement Tests determined entry skills knowledge and abilities
- Incorporated all nine skill areas
- Created an innovative blended solution for GED preparation program
## Curriculum Alignment for GED

<table>
<thead>
<tr>
<th>McRel Curriculum Standards K-12 (Mid-Continental Research for Education and Learning)</th>
<th>WIN Courseware</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>APPLIED MATHEMATICS</strong></td>
<td></td>
</tr>
<tr>
<td>Mathematics Std 1. Uses a variety of strategies in the problem-solving process</td>
<td></td>
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<tr>
<td>Std 2. Understands and applies basic and advanced properties of the concepts of</td>
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<tr>
<td>numbers basic and advanced procedures while performing the processes of</td>
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<tr>
<td>computation</td>
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<tr>
<td>Mathematics Std 2. Understands and applies basic and advanced properties of the</td>
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<td>concepts of numbers basic and advanced procedures while performing the</td>
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<td>processes of computation</td>
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<tr>
<td>Mathematics Std 4. Understands and applies basic and advanced properties of</td>
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<tr>
<td>the concepts of numbers basic and advanced procedures while performing the</td>
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<td>processes of computation</td>
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<tr>
<td>Mathematics Std 6. Understands and applies basic and advanced properties of the</td>
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<td>concepts of numbers basic and advanced procedures while performing the</td>
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<td>processes of computation</td>
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<td>Mathematics Std 2. Understands and applies basic and advanced properties of the</td>
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<tr>
<td>processes of computation</td>
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<tr>
<td>Mathematics Std 3. Uses basic and advanced procedures while performing the</td>
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<tr>
<td>processes of computation</td>
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<tr>
<td>processes of computation</td>
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<tr>
<td>APP MATH - LEVEL 1</td>
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<tr>
<td>Skill Title, Skill Level, Lesson, Topic:</td>
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<tr>
<td>AM.1.1. Reviewing Skills</td>
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<tr>
<td>AM.1.2. Recognizing Basic Math Symbols</td>
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<tr>
<td>AM.1.3. Comparing Real Numbers and Whole Numbers</td>
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<tr>
<td>AM.1.4. Estimating Practical Problems</td>
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<tr>
<td>AM.1.5. Estimating Practical Problems</td>
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<tr>
<td>AM.1.6. Converting Basic Time Units</td>
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<td>AM.1.7. Converting Dollars and Cents</td>
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<td>AM.1.8. Rounding Numbers</td>
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<tr>
<td>AM.1.9. Estimating Practical Problems</td>
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</table>
# Alignment of TABE 9 & 10 Topics with the WIN Courseware

## TABE Test Objectives

### READING COMPREHENSION

<table>
<thead>
<tr>
<th>INTERPRET GRAPHIC INF.</th>
<th>AM</th>
<th>AT</th>
<th>L</th>
<th>LI</th>
<th>OB</th>
<th>RFI</th>
<th>T</th>
<th>W</th>
<th>BW</th>
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<tbody>
<tr>
<td>Maps</td>
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<td>Reference Sources</td>
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<td>Graphs</td>
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</table>

### WORDS IN CONTEXT

<table>
<thead>
<tr>
<th>Same Meaning</th>
<th>AM</th>
<th>AT</th>
<th>L</th>
<th>LI</th>
<th>OB</th>
<th>RFI</th>
<th>T</th>
<th>W</th>
<th>BW</th>
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<tbody>
<tr>
<td>Opposite Meaning</td>
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<tr>
<td>Appropriate Word</td>
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### RECALL INFORMATION

<table>
<thead>
<tr>
<th>Sequence</th>
<th>AM</th>
<th>AT</th>
<th>L</th>
<th>LI</th>
<th>OB</th>
<th>RFI</th>
<th>T</th>
<th>W</th>
<th>BW</th>
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<tbody>
<tr>
<td>Stated Concepts</td>
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</table>

### CONSTRUCT MEANING

<table>
<thead>
<tr>
<th>Character Aspects</th>
<th>AM</th>
<th>AT</th>
<th>L</th>
<th>LI</th>
<th>OB</th>
<th>RFI</th>
<th>T</th>
<th>W</th>
<th>BW</th>
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</thead>
<tbody>
<tr>
<td>Main Idea</td>
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</tbody>
</table>
WIN Career Readiness Courseware Solution

- Five to Seven Levels of Instruction in each skill area
- Core Employability Skills and Beyond
- Placement Test for Each Skill Area Determines the Appropriate Starting Point for Each Learner
- Six to Sixteen Lessons in Each Level
CORE EMPLOYABILITY SKILL AREAS

• Reading for Information
• Applied Mathematics
• Locating Information
• Applied Technology
• Teamwork
• Observation
• Listening
• Writing
• Business Writing

85% of ALL occupations utilize these skills
FRW Core Skill Areas

- Applied Math
  - No memorizing formulas
  - Critical thinking, mathematical reasoning, and problem solving
- Locating Information
  - Charts, graphs, tables, forms, diagrams, maps, instrument gauges, following directions, and logic patterns
- Reading for Information
  - memos, letters, signs, notices, bulletins, policies, and regulations
8. Conversions

When converting percents to decimals, **always** move the decimal two places to the left.

*Examples:*  
\[ 45\% = .45 \]
\[ 35.2\% = .352 \]

Now, how are you going to remember when to move which way?

**MOVING THE DECIMAL**

- **Decimal to Percent:**
  - D → P
  - *moves right*

- **Percent to Decimal:**
  - P → D
  - *moves left*
3. Using Jargon or Technical Terms Appropriately

Another method to help you use context clues is "concept circles." This diagram method provides a visual of the unknown word by dividing a circle into quadrants and placing the unknown word in one quadrant. You then put information from your reading material that you think relates to the word in two of the quadrants. The one blank quadrant in your circle is for the definition as you decode the word.

For example, if the known word is "revenue," your concept circle might look like the following diagram.

**CONCEPT CIRCLE FOR THE WORD "REVENUE"**

- **unknown word**
  - revenue
  - income
- **definition of unknown word**
  - money collected
  - receipts
- **words that you think are related to unknown word**
2. Representational vs Nonrepresentational Graphics

Notice the 55% amount that represents ice cream is located at the top of the chart.

If you rearranged this so that the ice cream section was at the bottom of the chart, you can see that the chart would still represent the same amount. The meaning of the graphic would remain the same.
How I see math word problems: If you have 4 pencils and I have 7 apples, how many pancakes will fit on the roof? Purple, because aliens don't wear hats.

yourdecards
someecards.com
Lois Astern
Broward County Schools
Adult Education Teacher at
The Broward County Bridge
GOLD CREDENTIAL

The State of Florida recognizes

First Name MI Last Name

for having demonstrated career readiness in
Applied Mathematics, Locating Information and Reading for Information.

January 4, 2011

Florida Department of Education

Rick Scott, Governor
State of Florida
86% Pass Rate
General Equivalency Diploma

This certifies that the bearer

has satisfactorily completed a Course of Study prescribed by the Board of Education and is entitled to this

Diploma
Research Findings on the Impact of Florida Ready to Work on GLE Scores

Martha Brown, M.Ed.
Candidate for the Degree of Doctor of Philosophy
College of Education
Florida Atlantic University

September 10, 2012
ICCA Conference, Orlando FL
**Background: Florida Inmates and Education**

<table>
<thead>
<tr>
<th>Literacy Skill Level</th>
<th>White Males</th>
<th>Black Males</th>
<th>Other Males</th>
<th>Percent of all tested inmates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Literacy: 1 - 5.9</td>
<td>5,340</td>
<td>9,198</td>
<td>550</td>
<td>45.4</td>
</tr>
<tr>
<td>Functional Literacy 6.0 – 8.9</td>
<td>4,156</td>
<td>3,769</td>
<td>193</td>
<td>25.5</td>
</tr>
<tr>
<td>GED Prep 9.0 – 12.9</td>
<td>6,146</td>
<td>2,619</td>
<td>185</td>
<td></td>
</tr>
</tbody>
</table>

Almost 71% had less than GED Prep skills (less than 9.0 grade level). A little over twenty-five percent of the admissions were classified as having functional literacy skills (6.0 to 8.9 grade levels).
Background: Correctional Education and Technology
What the Literature says...

- Correctional Education positively impacts on recidivism rates
- Computer-Aided Instruction produces significant gains in short periods of time.
- No scholarly research on FLRTW in a correctional environment.
Research Questions

1. To what extent did participation in FLRTW affect grade level equivalency (GLE) scores in reading, language and math as measured by the Test of Adult Basic Education (TABE)?

2. What affect did race, age and total sentence length have on learning gains as measured by the TABE?
The Research Design

- Paired T-test – comparison of means
  - Pre-Post Test
  - No control group
- Independent t-tests on variables
  - Race
  - Age
  - Total Sentence Length
Population of Interest

- Incarcerated adult males
- Ages 20-70
- Location: Bridges of America
  - Private, non-profit Work Release Center
  - Pompano Beach, FL
  - Therapeutic Community (substance abuse treatment)
Sample

- 40 men who met the following criteria:
  - Entered the education program after September 1, 2010, and
  - TABE tested (pretest) below 9.0 in any of the three subject areas: math, reading or language, and
  - Completed the FLRTW program, and
  - TABE tested (posttest) upon completion of FLRTW before March 1, 2012, and
  - Had voluntarily signed the Adult Consent Form.
# Descriptive Statistics

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>N=</th>
<th>White</th>
<th>Black</th>
<th>Hispanic</th>
<th>Mean Age</th>
<th>Mean Sentence Length in Mos</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>40</td>
<td>16</td>
<td>26</td>
<td>2</td>
<td>36.65</td>
<td>91</td>
</tr>
<tr>
<td>Math</td>
<td>33</td>
<td>14</td>
<td>15</td>
<td>4</td>
<td>36.15</td>
<td>101</td>
</tr>
<tr>
<td>Reading</td>
<td>19</td>
<td>9</td>
<td>9</td>
<td>1</td>
<td>35.7</td>
<td>99</td>
</tr>
</tbody>
</table>
**Results:** To what extent did participation in FLRTW affect GLE scores in reading, language and math?

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Pretest Mean GLE</th>
<th>Posttest Mean GLE</th>
<th>GLE Gain</th>
<th>Effect Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>5.17</td>
<td>8.66</td>
<td>3.49</td>
<td>1.33</td>
</tr>
<tr>
<td>Math</td>
<td>5.86</td>
<td>9.02</td>
<td>3.16</td>
<td>1.54</td>
</tr>
<tr>
<td>Reading</td>
<td>5.77</td>
<td>9.14</td>
<td>3.37</td>
<td>1.49</td>
</tr>
</tbody>
</table>
Results: What affect did race, age and total sentence length have on learning gains?
Results in Literature
- .98 average GLE increase per 89.6 hours
- 1 GLE per 100 hours

Our results:
- 3.2 - 3.5 GLE increase per appx. 60 - 70 hours
Threats to Internal Validity

- Ambiguous temporal precedence
- History
- Instrumentation
- Regression to the mean
1. To what extent did participation in FLRTW affect GLE scores in reading, language and math? *CANNOT SAY FOR CERTAIN*

2. What affect did race, age and total sentence length have on learning gains? *CANNOT SAY FOR CERTAIN*
Implications

- *Something positive is happening*
  - Environment?
  - FLRTW?
  - Staff/teacher effectiveness?
  - Technology/computer lab?
  - Highly motivated inmates?
    - All of the above?
Future Research....

- Control group – experimental design
- Comparison groups
  - Like facilities & populations
  - Different facilities & populations
- Larger sample size
- Mixed Methods & Qualitative Research
- Control for Threats to Internal Validity
“What Works?”

  - Meta-analysis of correctional education studies
  - “These studies rule in the plausibility that these programs have a causal impact but fail to rule out plausible alternative explanations.” (p.362)

- Studies regarding the effectiveness of computer-aided instruction have shortcomings:
  - varying treatment lengths
  - lack of control groups and experimental conditions
  - insufficient treatment length
  - non-randomization of subjects
  - and questionable analysis of statistical procedures.
How can we say “What Works?”

- Restrictions studying vulnerable populations
  - Consent
  - Sample Size & accessible sample
Nature of Prison Itself?

- **Bridges of American Mission Statement**

  To provide persons with chemical dependency and/or criminal behavior problems an opportunity to experience freedom from this life threatening disease. Our program is designed to eliminate the root cause of problems and provide healing for the whole person: mind, body, and spirit.

- **FLDOC Mission Statement**

  To protect the public safety, to ensure the safety of Department personnel, and to provide proper care and supervision of all offenders under our jurisdiction while assisting, as appropriate, their re-entry into society.
Time for Reform?

- Change the purpose of prison?
  - Punishment or Rehabilitation
- Change the prison environment?
  - Dehumanizing or Therapeutic
- Change the outcomes of prison?
  - 30% recidivism or 11%
If I were making the decision...