2021-2022 Adult Education and Family Literacy Education Act

Developing Regional Consortium Relationships
Webinar Logistics

• All participants will be muted for the duration of the webinar.
• All webcams are disabled for the duration of the webinar.
• How to submit questions during the webinar?
  • You may submit questions during the presentation through the webinar “Q&A” feature.
  • The Q&A will be utilized for questions and participation throughout the presentation.
Note about Questions

• Invited presenters will not address any questions related to the Request for Proposals (RFPs) requirements.

• Florida Department of Education (FDOE) staff may address specific RFP questions after the general presentations.

• Questions requiring research will be submitted to the grant contact for posting as part of the Frequently Asked Questions process.

• Contact for questions on the submission of RFP, Mallory.Martinez@fldoe.org.
2021-2022 Funding Opportunity

Adult Education and Family Literacy Education (AEFLA)

Consolidated – Grant Application
• Adult General Education (AGE) – Sec. 231
• Integrated English Literacy and Civics Education (IELCE) – Sec. 243

Individual – Grant Application
• Corrections Education (CE) – Sec. 225

Due June 30, 2021

www.fldoe.org/WIOAGrants
Agenda

• Welcome and Introduction
• FDOE Overview
• Anson Green, Senior Manager
  Economic Opportunity
  Corporate Social Responsibility
  Tyson Foods
• Questions
• Date for the next Priority 1 Webinar
  • May 6, 2021, 9:00 to 11:00 – FDOE and Warren Davis, CareerSource Florida
• Dates for Priority 2 Webinars
  • May 11, 2021, 1:00 to 3:00 – FDOE and Judy Mortrude (IET)
  • May 12, 2021, 1:00 to 3:00 – FDOE and Judy Mortrude (IELCE)
  • May 13, 2021, 1:00 to 3:00 – FDOE and Dr. Brent Stubbs (Savannah Technical College)
Priority 1 Overview
Priority 1
Promote regional partnerships to ensure comprehensive approaches that result in improved learner outcomes

• Specifically, Priority 1 focuses on:
  • Promoting a shift to a regional focus and regional partnerships to address student and local labor market needs
  • Creating regional partnerships
  • Connecting student motivation to services
  • Achieving student success through partnerships
  • Implementing a quality model for service delivery through regional partnerships
  • Building, implementing and sustaining partnerships within a quality model
  • Ensuring access to programs and services for students with disabilities, justice-involved, English Language Learners (ELL) and incentivizing collaborative regional partnerships
Implementation Guide

• How do current partnerships/collaborations ensure high-quality adult education services to all eligible participants?
• Are current partnerships/collaborations regionally focused? County focused? Provider focused?
• Do partnerships promote concurrent enrollment in other WIOA Title I programs and services?
• Do partnerships include other educational institutions, WIOA core partners, community non-profit service organizations, and employers that support career pathway programming?
• How do current partnerships/collaborations address the state priorities, the outcomes expected, and the longer-term impacts the program intends to influence?
• For IELCE applicants (section 243) do current partnerships/collaborations ensure high-quality services to all eligible IELCE participants in the area, including those with barriers to employment?
• For corrections education applicants (section 225) do existing partnerships/collaborations feature transition to post-release services with the goal of reducing recidivism? What future enhancements could be made to contribute to the reduction of recidivism?
• How can comprehensive wrap-around services (services that minimize barriers for adult education students to attend and persist in their adult education program) such as childcare, transportation, mental health services, employee assistance and placement be enhanced through a regional partnership?
Invited Speaker
Anson Green
Invited Speaker: Anson Green

Anson Green is a workforce, education, and training trailblazer leading economic opportunity efforts at Tyson Foods. His passion is deploying innovative service models for New Americans and other low and middle skilled workers to support their life ambitions. Anson loves challenging legacy education perspectives and pioneering new solutions. He brings a deep and varied portfolio of accomplishments to his work, and his diverse background in adult, developmental, and immigrant education as well as workforce development drives his bold vision for workforce solutions.

Background: Adult Education

• Anson led the transformation of the over $80M Texas federal Adult Education program at the Texas Workforce Commission into a solution for Texans seeking responsive education and training services to meet their college and career aspirations.
• Prior to his arrival at Tyson Foods, While he was at the Alamo Colleges District, Anson directed a specialized training center in San Antonio’s historic Westside empowerment zone delivering bilingual and integrated education and training solutions to the local community.
STUDENT SUCCESS THROUGH REGIONAL PARTNERSHIPS

Proven practices to ensure improved learner outcomes

Anson Green
Housekeeping

Session is focused achieving greater student success. (Partnerships are key.)

We will have two stretch breaks.

Several polls will help us stay connected with content.

Use the chat to keep me focused on your needs.

Like Texas, Florida is a large state with diverse local needs, I’m keeping that in mind.
ABOUT ME

• GED / ESL teacher in Welfare-to-Work Program Northside Independent School District

• Lead developmental education instructor at Northwest Vista College

• Directed Campus for immigrants and refugees at Alamo Colleges District

• AEFLA State Director, Texas Workforce Commission

• Senior Manager, Economic Opportunity Tyson Foods World Headquarters

• 2020 COABE Outstanding Administrator of the Year
**CLOSING GAPS THROUGH PARTNERSHIPS**

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>Promote regional partnerships to ensure <strong>comprehensive approaches</strong> that result in improved <strong>learner outcomes</strong>.</th>
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<td>Priority 2</td>
<td>Expand the state’s talent pipeline through <strong>attainment of credentials</strong> of value and acquisition of <strong>postsecondary certifications</strong>, <strong>industry-recognized credentials</strong>, and <strong>degrees</strong>.</td>
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<td>Incent, measure, and support enhanced <strong>program effectiveness</strong>.</td>
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WIOA OBJECTIVES

- Adult Education and Literacy
- Workforce Development (Titles 1 & 3)
- Vocational Rehabilitation (Title 4)
- Other Services

- College and supportive services
- Employment services
- Business services
- Disability related services
- Veteran’s services
- Public assistance
- Immigrant services
AGENDA: BUILDING BETTER PARTNERSHIPS

1) Why Regional Partnerships?

2) Student Goals
   Keeping a Focus on Through Partnerships

3) Beginning with the End in Mind
   Understanding Student Motivation and Aligning
   Partnerships to Deliver Increased Value

4) So You Want to Partner?
   What to Expect

5) Regional Partnerships
   Quality Model for Student Success

6) Building, Implementing and Sustaining
   Partnerships Within a Quality Model
PART 1

WHY REGIONAL PARTNERSHIPS?
What goals do you learners have when they enter your center?
POLL 2

How do you learn about these goals?
POLL 3

How well are you prepared to address their incoming goals?
POLL 4

For those students who leave before completing 12 hours, what do you think the reasons are?
PART 2

KEEPING A FOCUS ON STUDENT GOALS THROUGH PARTNERSHIPS
What are the goals your students want to get done in their lives?
What are the goals your students want to get done in their lives?

This information can help you more effectively target curriculum, services, and partnerships.
Listen to student motivation and what they want to get accomplished.

This will lead you to partnerships.
I WANT TO GET MY GED
What I thought...
...to get the GED
“Find a better job”

“Pay the light bill”

“Go to college”

“Learn English”

“Find a job”

“Help my kids with their homework”

“Keep my job”

“Prove I’m not a drop out”

“Get my GED to…”
What has been our response?
“Find a better job”

“Find a job”

“Help my kids with their homework”

“Keep my job”

“Prove I’m not a drop out”

“Get my GED to...”

“Pay the light bill”

“Go to college”

“Learn English for work”
“Find a better job”
GED Class

“Pay the light bill”
GED Class

“Go to college”
GED Class

“Learn English for work”
ESL class

“Find a job”
GED Class

“Help my kids with their homework”
ESL class

“Keep my job”
ESL class

“Prove I'm not a drop out”
GED Class

“Get my GED to…”
GED Class
What are the outcomes of that approach?
41% of students leave before achieving an outcome
How can partnerships help you address these diving objectives?
WHAT ARE WE COMPETING AGAINST?
Work

Adult Ed
Paying Rent

Adult Ed
Childcare  Adult Ed
For-profit Schools

Adult Ed
Poor Public Image

Adult Ed
JUDSON EDUCATION COMMUNITY CENTER

GED TESTING CENTER
**Priority 1**  
Promote regional partnerships to ensure **comprehensive approaches** that result in improved **learner outcomes**.

**Priority 2**  
Expand the state’s talent pipeline through **attainment of credentials** of value and acquisition of **postsecondary certifications**, **industry-recognized credentials**, and **degrees**.

**Priority 3**  
Ensure all learners receive high quality instruction that prioritizes **measurable labor market outcomes** and seeks to eliminate **equity gaps**.

**Priority 4**  
Incent, measure, and support enhanced **program effectiveness**.
“A VISION WAS NEVER ACCOMPLISHED SIMPLY THROUGH REQUIREMENTS.”

JOHAN UVIN
DEPARTMENT OF EDUCATION
PART 3

QUALITY MODEL

BEGINNING WITH THE END IN MIND

Understanding student motivation and aligning partnerships to deliver increased value
How do we learn what is motivating students to come back to education?

How can we begin a discussion on goals?

How do partners lend support?
ENROLLMENT FORM

**Highest School Grade Completed** (Select One):

- ☐ No school grades completed
- ☐ Completed at least part of 1st through 11th grade
  - Highest grade completed: __________
- ☐ Completed the twelfth grade, but did not attain a diploma or equivalency
- ☐ Earned a high school diploma
- ☐ Earned a high school equivalency
- ☐ Have a disability and attained a special diploma or high school certificate of attendance/completion from completing an Individual Education Plan (IEP)

**Where this level was achieved:** ☐ U.S. based school  ☐ Not U.S. based school

**Military Status** (Select One – For State Reporting Purposes):

- ☐ Active Duty Personnel
- ☐ Eligible Dependent (spouse/child)
- ☐ Veteran (Prior Service, Service Dates Unknown)
- ☐ Active Member of the National Guard

**Citizenship** (For State Reporting Purposes):

- ☐ Non-Resident Alien
- ☐ U.S. Citizen
- ☐ Permanent Resident Alien
- ☐ Completed some college, but did not earn a certificate or degree
- ☐ Earned a Career Certificate
- ☐ Earned an Associate of Applied Sciences degree
- ☐ Earned an Associate of Science degree
- ☐ Earned an Associate of Arts degree
- ☐ Earned a Bachelor’s degree
- ☐ Attained beyond a Bachelor’s degree
**ENROLLMENT FORM**

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- No Military History

Citizenship (For State Reporting Purposes):
- Non-Resident Alien □ U.S. Citizen □ Permanent Resident Alien
Employment Status: (Select On – To be completed upon entry for each term/semester)

☐ Employed    ☐ Not Employed (looking and eligible for employment)
☐ Employed but with Notice of Termination or in transition out of military service
☐ Not in Labor Force (incarcerated, not eligible for employment, or not seeking employment)

Background (Select all that apply – To be completed upon entry for each term/semester):

The school system and the Florida College System provides services for persons with disabilities. If you need assistance in the course of your studies, please notify a school or college administrator.

☐ Youth in Foster Care (including aged-out)
☐ Single Parent    ☐ Single Pregnant Woman    ☐ Perceived employment barriers
☐ Previously or currently subject to any stage of the criminal justice process
☐ Low-income individual (or their dependent) employed primarily in farming currently unemployed or finding difficulty obtaining work for 12 months out of the last two years
☐ Migrant or seasonal farmworker (or their dependent)    ☐ Homeless without a fixed, regular nighttime residence
☐ Homeless but staying in non-traditional housing (ex: park, abandoned building, or bus station)
☐ Child of migrants who have changed school districts in the last 3 years due to parents’ seasonal employment
☐ Previously unemployed or underemployed while caring for home and family (unpaid)
☐ Previously supported by public assistance or family, and now unemployed or underemployed
☐ Parent of a child within two years of no longer receiving TANF (formerly AFDC)
☐ Unemployed dependent spouse of a member of the Armed Forces on active duty or is deceased or disabled as a result of military service

Income Status (Select all that apply – To be completed upon entry for each term/semester):

☐ Student currently eligible to receive Temporary Assistance for Needy Families (TANF) under Part A Title IV of the Social Security Act, however the student’s eligibility will be exhausted within two years of current reporting year
ENROLLMENT FORM

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- ☐ Employed
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- ☐ Previously or currently subject to any stage of the criminal justice process
- ☐ Low-income individual (or their dependent) employed primarily in farm work currently unemployed or finding difficulty obtaining work for 12 months out of the last two years
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Quality Model

1. Student Goals and Needs
2. Adult Education and Literacy
3. Career Guidance and Labor Market Information
4. Training and College Transition and Guidance
5. Immediate and Future Employment
6. Personal and Family Stability
Personal and Family Stability

Immediate and Future Employment

Training and College Transition and Guidance

Career Guidance and Labor Market Information

Adult Education and Literacy

Student Goals and Needs

Student goals drive curriculum and program design.
Most goals are related to these.

How is this incorporated?
This connects to FLA/WIOA objectives and student goals.

How does the curriculum and program design connect?

Are teachers prepared and trained to make the connections?

Who can assist you?
Skilled Training Leads to Wage Lift

Not a GED or more English

ESL  Drop Out  GED  Developmental Education  Skilled Training

Educational Attainment

$ Wage Lift

Do students have access to this information?
Are there connections to workforce center or college advisors?
Are there online supports to help students research?
Who can assist you?
Most students are un/under-employed and have related goals.

Thus, employment should be a central focus of adult education.

Consider immediate and long-term employment.

Employment concerns often drive persistence and completion, and thus program performance.

How prepared is your program to address this?

Who can assist you?
There are Certain Things in Life
You are Going to Wish You had $$$ For...

If You HAVEN'T GRADUATED from High School
Apply For FREE Career Training

TO LEARN MORE CLICK BELOW
CAREER OPPORTUNITIES
MEDICAL . PHARMACY TECHNICIAN . MAINTENANCE . COMMUNITY HEALTH WORKER
Adult Reading Center

CAREER
DREAMS
BEGIN
HERE

281 485-1000
Accelerate Texas
Trinity Valley Community College
Sponsored by the Adult Education Program

JOB FAIR for WELDING STUDENTS

April 21, 2016
10 a.m. to 12:00 p.m.

TVCC Student Union Building (Ballroom)
Athens, Texas

For further information please contact the Adult Education Department at 903-675-6398 or email AdultEd@tvcc.edu
Personal and Family Stability

1. Student Goals and Needs
2. Adult Education and Literacy
3. Career Guidance and Labor Market Information
4. Training and College Transition and Guidance
5. Immediate and Future Employment
6. Personal and Family Stability
Low-income often means added personal and family turbulence.

These concerns drive persistence and completion, and thus program performance.

Who can assist you with supportive services?
LEVERAGE LOCAL SOLUTIONS

- Local partnerships with like minded organizations
- These are organizations your students most likely already access.
PART 3

REGIONAL PARTNERSHIP MODELS

1. Local examples with proven results
2. 12-22% co-enrollment
3. Rural Urban
4. Models
   • LEA led
   • Workforce board led
   • Community college led
   • CBO led
5. All do AGE and IELCE
CBO PARTNERSHIP

- East Texas
- One Workforce Board Area
- 13 Counties
- Largely rural area
- Enrollment: ~2,600

Diagram:
- Community College 1
- Community College 2
- Community College 3
- Community College 4
- Local Workforce Board
- Independent School District
- Literacy Council of Tyler
LEA PARTNERSHIP

- Southeast Gulf Coast
- One Workforce Board Area
- 3 Counties
- Light urban some rural
- Enrollment: ~1,200
WORKFORCE BOARD PARTNERSHIP

- Dallas
- One Workforce Board Area
- 1 County
- Dense urban area
- Enrollment: ~8,800
- Workforce board is grantee but does not provide direct service
COMMUNITY COLLEGE PARTNERSHIP

- Oklahoma Border
- Two Workforce Board Areas
- 13 Counties
- Largely rural. One dense urban county area
- Enrollment: ~1,200
QUESTIONS
PART 4

SO YOU WANT TO PARTNER?

— WHAT TO EXPECT
DO IT OR WE WALK!

WE'RE REALLY HOPING YOU CAN HELP US OUT.
Look Bob, I've painted my fence 😊
Maybe the 'negotiations' tent-card is a little much.
Building Effective Partnerships

- Strong, but even-handed leadership
- Someone's job is to “facilitate the partnership”
- Roles, responsibilities, performance expectations are laid out/ documented
- Each organization has a role to play in student success
- Outcomes, not funding, drives relationships
- Go in understanding each organizations performance measures and capacity
PART 5

REGIONAL PARTNERSHIPS

A Quality Model for Student Success
(RE) EXAMINING STUDENT EXPERIENCES
Historical Student Experience

Connection  Entry  Progress  Completion
Historical Student Experience

Connection ➔ Entry ➔ Progress ➔ Completion

- Students Find a Program
- Registration Intake Testing
- Students Attend Class
- Students Complete
Historical Student Experience

Connection ➔ Entry ➔ Progress ➔ Completion

“Finds” AE
(often word of mouth, maybe referral or flyers)
Historical Student Experience

Connection ➔ Entry ➔ Progress ➔ Completion

“Finds” AE
(often word of mouth, maybe referral or flyers)

Placed
Signs up and is tested and “placed” in a class by level (not their objectives)

Wait listed
Is told enrollment is close for term, put on a waitlist
Historical Student Experience

Connection

“Finds” AE
(often word of mouth, maybe referral or flyers)

Entry

Placed
Signs up and is tested and “placed” in a class by level (not their objectives)

Wait listed
Is told enrollment is close for term, put on a waitlist

Progress

Completion

May return when called for next enrollment
Historical Student Experience

Connection ➔ Entry ➔ Progress ➔ Completion

Placed
Signs up and is tested and “placed” in a class by level (not their objectives)

Orientation
Additional information on student is gathered, goal setting

“Finds” AE
(often word of mouth, maybe referral or flyers)

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Historical Student Experience

Connection ➔ Entry ➔ Progress ➔ Completion

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additional information on student is gathered, goal setting

**Takes class**
Takes general skill-based curriculum and focuses on what the instructor enjoys teaching; goals from orientation usually not revisited or updated

**Wait listed**
Is told enrollment is close for term, put on a waitlist

**Leaves** (goes somewhere else that can address objectives)

**May return** when called for next enrollment

“Finds” AE
(often word of mouth, maybe referral or flyers)
Historical Student Experience

Connection > Entry > Progress > Completion

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Stops or drops out

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**Takes class**
Takes general skill-based curriculum and focuses on what the instructor enjoys teaching; goals from orientation usually not revisited or updated

Completion

**Leaves** when classes end, skills are learned, with or without objectives met, completion, or secure transition

**Stops or drops out**

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Partnerships Strengthen Student Success

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**Entry**
- Waitlisted: Is told enrollment is close for term, put on a waitlist.
- Leaves: goes somewhere else that can address objectives.

**Progress**
- Stops or drops out

**Completion**
- Exiting "completers" need smooth employment and postsecondary / training transitions.

What partners can do this?

"Finds" AE (often word of mouth, maybe referral or flyers)

May return when called for next enrollment
Partnerships Strengthen Student Success

**Connection**

- "Finds" AE (often word of mouth, maybe referral or flyers)

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- Leaves: when classes end, skills are learned, with or without objectives met, completion, or secure transition.
- Stops or drops out
- Leaves (goes somewhere else that can address objectives)

Stop and drop outs probably left because they needed employment or supportive services.

What partners can help retain them?
Partnerships Strengthen Student Success

**Connection**

- **Placed**
  - Signs up and is tested and "placed" in a class by level not their objectives

- **Orientation**
  - Additional information on student is gathered, goal setting.

**Entry**

- "Finds" AEL (often word of mouth, maybe referral or flyers)

- **Placed**
  - Signs up and is tested and "placed" in a class by level not their objectives

- **Orientation**
  - Additional information on student is gathered, goal setting.

- **Wait listed**
  - Is told enrollment is close for term, put on a waitlist

- **May return** when called for next enrollment

**Progress**

- **Takes class**
  - Takes general skill-based curriculum and focuses on what the instructor enjoys teaching; goals from orientation usually not revisited or updated

- **Stops or drops out**

**Completion**

- **Leaves** when classes end, skills are learned, with or without objectives met, completion, or secure transition

- **Leaves** (goes somewhere else that can address objectives)

Curriculum may not be not targeted at student objectives.

Established partners can help you contextualized curriculum around student objectives.
"Algebra class will be important to you later in life because there's going to be a test six weeks from now."
MOTIVATION AND RETENTION

Learning

Doing

- Grades, Credentials, Degrees
- Progress to the Next Level

- Obtaining Work
- Career Advancement
- Personal Accomplishment
- Wage Lift & Promotion
SUMMARY

HISTORICAL MODEL

• Weak or no referral model to partners
• Limited use of intake information
• Limited use of student goals
• High drop-outs/stop-outs

PARTNERSHIP QUALITY MODEL

• System partnerships supports student success
• Student goals *really* drive service connectivity and directs students to the service most in need first (for example, VR / homeless)
• Increased intake data supports connection to goals, including employment and postsecondary education and training
• Connectivity helps students if they leave
PART 6

BUILDING, IMPLEMENTING AND SUSTAINING, PARTNERSHIPS
PARTNERSHIP QUALITY MODEL

- Not a one size fits all model
- Applies to AGE and IELCE
- Research based (Thomas Bailey 2015)
- Proven model—2014 - Present
- Took programs average of 3 years to be fully optimized
- Co-enrollment between 10 - 22% (WIOA/Other Partners)
Connection: ...interest to enrollment
Entry: ...from enrollment to entry
Progress: ...from entry to completion
Completion: ...to career lift or further education
Partnerships deliver student referrals and provide support.

Student becomes "informed consumer" of services. Sets goals.

Student participates in services.

Student transitions to goals or continues remediation to career lift or further education.
Partnerships deliver student referrals and provide support
Partnerships deliver student referrals and provide support. From enrollment to entry, the student becomes an informed consumer of services, sets goals.

**Intake**
- Information on services and pathways
- Screening and assessment for “fit,” and needs
- Test prep (&testing)
- Eligibility determination for other services

**On-ramp / Orientation**
- Goal setting
- Establishment of a career plan
- Digital literacy
- Workforce preparation activities

**Career Source**
- Employers
- Non-Profit
- Libraries
- Vocational Rehabilitation
- Traditional Outreach
Partnerships deliver student referrals and provide support.

Connection

Entry

Student becomes “informed consumer” of services. Sets goals.

Progress

Completion

WIOA Profile Information

Intake

- Information on services and pathways
- Screening and assessment for “fit,” and needs
- Test prep (&testing)
- Eligibility determination for other services

On-ramp / Orientation

- Goal setting
- Establishment of a career plan
- Digital literacy
- Workforce preparation activities

...interest to enrollment

...from enrollment to entry
Connection

...interest to enrollment

Partnerships deliver student referrals and provide support

Entry

...from enrollment to entry

Student becomes “informed consumer” of services. Sets goals.

Progress

Intake

- Information on services and pathways
- Screening and assessment for “fit,” and needs
- Test prep (testing)
- Eligibility determination for other services

On-ramp / Orientation

- Goal setting
- Establishment of a career plan
- Digital literacy
- Workforce preparation activities

Completion

Student becomes “informed consumer” of services. Sets goals.

Partnerships deliver student referrals and provide support
Partnerships deliver student referrals and provide support

**Connection**
- ...interest to enrollment

**Entry**
- ...from enrollment to entry

**Progress**
- ...from entry to completion

**Completion**

**Intake**
- Information on services and pathways
- Screening and assessment for “fit,” and needs
- Test prep (&testing)
- Eligibility determination for other services

**On-ramp / Orientation**
- Goal setting
- Establishment of a career plan
- Digital literacy
- Workforce preparation activities

Student becomes “informed consumer” of services. Sets goals.

Student participates in services

Supportive Services
- AE Services

Supportive Services
- Immigration Supports
- College Transition Supports

Career Source
- Employers
- Non-Profit
- Libraries
- Vocational Rehabilitation
- Traditional Outreach

Partnerships deliver student referrals and provide support.

Student becomes “informed consumer” of services. Sets goals.

Student participates in services.

Partnerships deliver student referrals and provide support.
Connection
...interest to enrollment
Partnerships deliver student referrals and provide support

Entry
...from enrollment to entry
Student becomes "informed consumer" of services. Sets goals.

Progress
...from entry to completion
Student participates in services

Completion
...to career lift or further education
Student transitions to goals or continues remediation

Intake
- Information on services and pathways
- Screening and assessment for "fit," and needs
- Test prep (&testing)
- Eligibility determination for other services

On-ramp / Orientation
- Goal setting
- Establishment of a career plan
- Digital literacy
- Workforce preparation activities

Common Data Across System

Career Source
Employers
Non-Profit
Libraries
Vocational Rehabilitation
Traditional Outreach

Next Steps
Employment
College / Training
Continued AE

AE Services
- Workforce Supports
- Supportive Services
- Immigration Supports
- College Transition Supports
PARTNERSHIP CULTURE AND CAPACITY BUILDING
SAMPLE TEAM

- Director, 100%
- Consortium Manager, 20%
- Lead for Quality Assurance, 10%
- Lead for Performance Accountability, 20%
- Professional Development Coordinator, 20%
- Lead for Distance Learning, 20%
- Career Navigator, 20%
- Instructional Lead, 20%
DOES EVERYONE ON THE TEAM KNOW THEIR ROLE?
Connection: interest to enrollment

Entry: from enrollment to entry

Progress: from entry to completion

Completion: to career lift or further education
STUDENT

Who are you?

What is AE?
STUDENT
“These are my goals, what do you have?”
You Might Think or Say

- How did the student find us?

- Do I know her/his goals?

- What services / partners will connect to these goals?

- Who will do this?
You Might Think or Say

- How do we reimagine our image in the community?
- Do we have the right partners?
"These are my goals, what do you have?"

Connection
...interest to enrollment

Entry
...from enrollment to entry

Progress
...from entry to completion

Completion
...to career lift or further education

Curriculum
Partnerships
Image and Promotion
STUDENT
How do I start?
Where am I going?
STUDENT

How do I start?

Where am I going?

You Might Think or Say

• Why are you here?

• Let’s find out more about you, your goals.

• Here’s how our services connect.
STUDENT
How do I start?
Where am I going?

You Might Think or Say
• Why are you here?
• Let’s find out more about you, your goals.
• Here’s how our services connect.

This Is
← Comprehensive assessment
← Start of student success plan
STUDENT “This is me and what will support my success”

You Might Think or Say

• This is what we do.

• Here is what you can expect.

• This is the process and what we expect from you.
Directors Might Think

• How are we documents goals?
• Who sees these goals?
• Who can help with referrals and support/career info at intake?
Connection: ...interest to enrollment

Entry: ...from enrollment to entry

Progress: ...from entry to completion

Completion: ...to career lift or further education

STUDENT
“This is me and what will support my success”

Comprehensive Assessment

Success Plan

Effective Diverse Services and Curriculum

STUDENT
“This is me and what will support my success”

Comprehensive Assessment

Success Plan

Effective Diverse Services and Curriculum
Directors Might Think

- What staff will do this work?
- Do I have the right partners?
STUDENT
“How does what I am learning relate directly to my goals?”
STUDENT: “How does what I am learning relate directly to my goals?”

**You Might Think or Say**

- This is the syllabus and your success plan and how it ties to your objectives.
Syllabus
Program of Study
Partners Services
Success Plan
MSGs

STUDENT
“How does what I am learning relate directly to my goals?”

Syllabus
Program of Study
Partners Services
Success Plan
MSGs
STUDENT
“...I’m struggling & missing class. Not sure where I am going...”
You Might Think or Say

- Why are you missing class, how can we help?
- Can a partners help?
- Let's revisit your success plan.

STUDENT
“I’m struggling & missing class. Not sure where I am going.”

Syllabus
Program of Study
Partners Services
Success Plan
MSGs

...from entry to completion
...to career lift or further education
...from enrollment to entry
...interest to enrollment
You Might Think or Say
- Why are you missing class, how can we help?
- Can a partners help?
- Let's revisit your success plan.

Directors Might Think
- Do we have the right partners?
- Are we connecting students effectively?
- Is the curriculum aligned to goals?
- Are instructors revisiting success plans?
- Who can assist with referrals and support?
STUDENT

“I’m finished. What’s next?”

Connection
...interest to enrollment

Entry
...from enrollment to entry

Progress
...from entry to completion

Completion
...to career lift or further education
Connection
...interest to enrollment

Entry
...from enrollment to entry

Progress
...from entry to completion

Completion
...to career lift or further education

STUDENT
"I’m finished. What’s next?"

MSG & Credentials (documentation)
Employment/Promotion?
College?
Training?
Enter IET?
You Might Think or Say

- Is the student prepared to test/complete an MSG and credential?
- Ready for college entrance?
- How do I manage a strong partners handoff?
- What are the next steps?
Curriculum Partnerships Image and Promotion

“What do you offer to help me reach my job to be done?”

Syllabus Program of Study Partners Services Success Plan MSGs

“What I am learning relates directly to my goals!”

MSG & Credentials Employment/Promotion? College? Training? Enter IET?

“This is me and what will support my success”

Comprehensive Assessment Success Plan Effective Diverse Services and Curriculum

“What do you offer to help me reach my job to be done?”

Success Plan

“I’m finished. What’s next?”

Connection Entry Progress Completion

...interest to enrollment...from enrollment to entry...from entry to completion...to career lift or further education

…from entry to completion

…interest to enrollment

…from enrollment to entry

…to career lift or further education

“Dream Team: Strong Placement, Goal Alignment, Progress Checks, Follow-through, Compliance

"This is me and what will support my success”

"What I am learning relates directly to my goals!”

"I’m finished. What’s next?"
QUESTIONS

- Think
- Do it Right
- The First Time!
- Plan Ahead
Submission of Questions for RFP

• As a reminder, questions should be submitted and answers will be posted as specific in the RFP.
  • Contact: Mallory Martinez
  • Email: Mallory.Martinez@fldoe.org

• Location for Posting of Answers to Questions:
  • https://www.fldoe.org/WIOAGrants/
Webinar Schedule

• Go to [www.fldoe.org/WIOAGrants](http://www.fldoe.org/WIOAGrants) for the webinar schedule, registration links, and recordings for all webinars.