

GET THERE

Florida's Workforce Education Initiative



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.

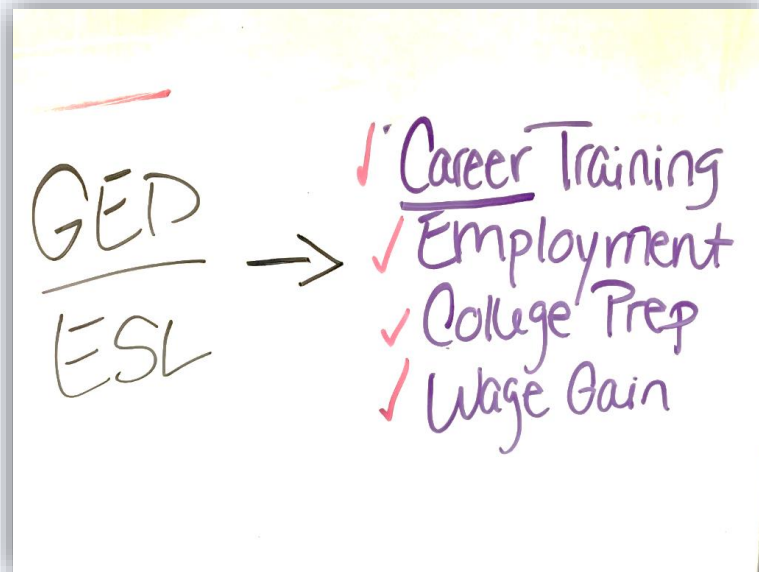
Background: Adult Education

- 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.)

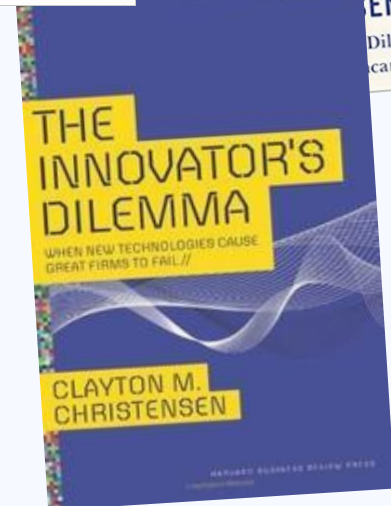
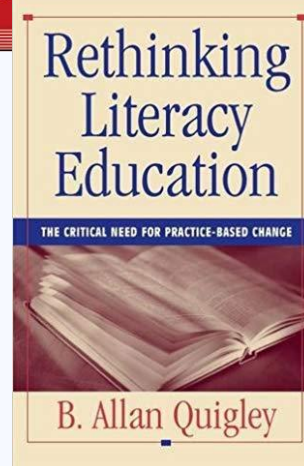
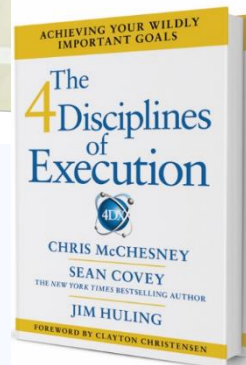
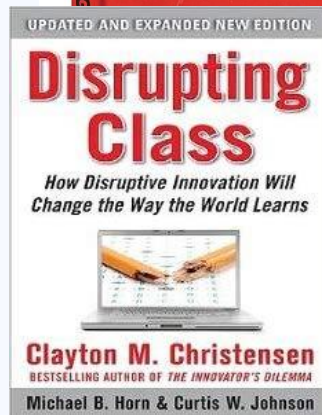
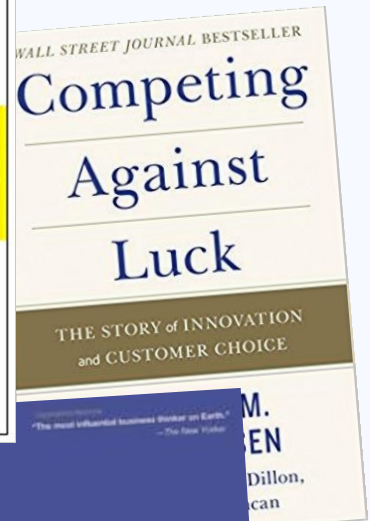
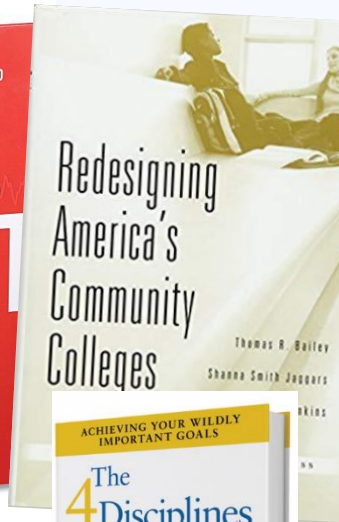
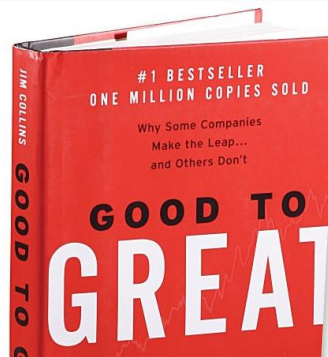
We will have two stretch breaks.

Several polls will help us stay connected with content.

Use the chat to keep me focused on your needs.

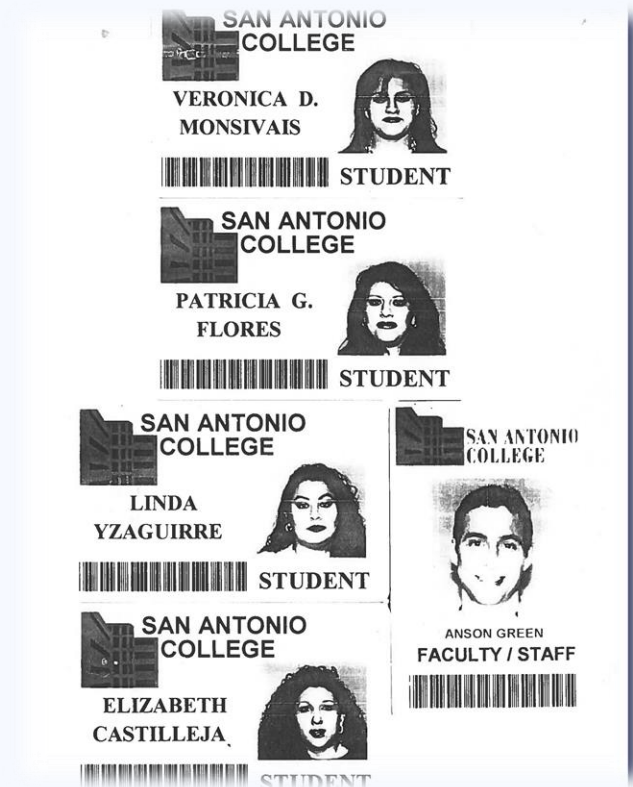
Like Texas, Florida is a large state with diverse local needs, I'm keeping that in mind.

SOURCES



ABOUT ME

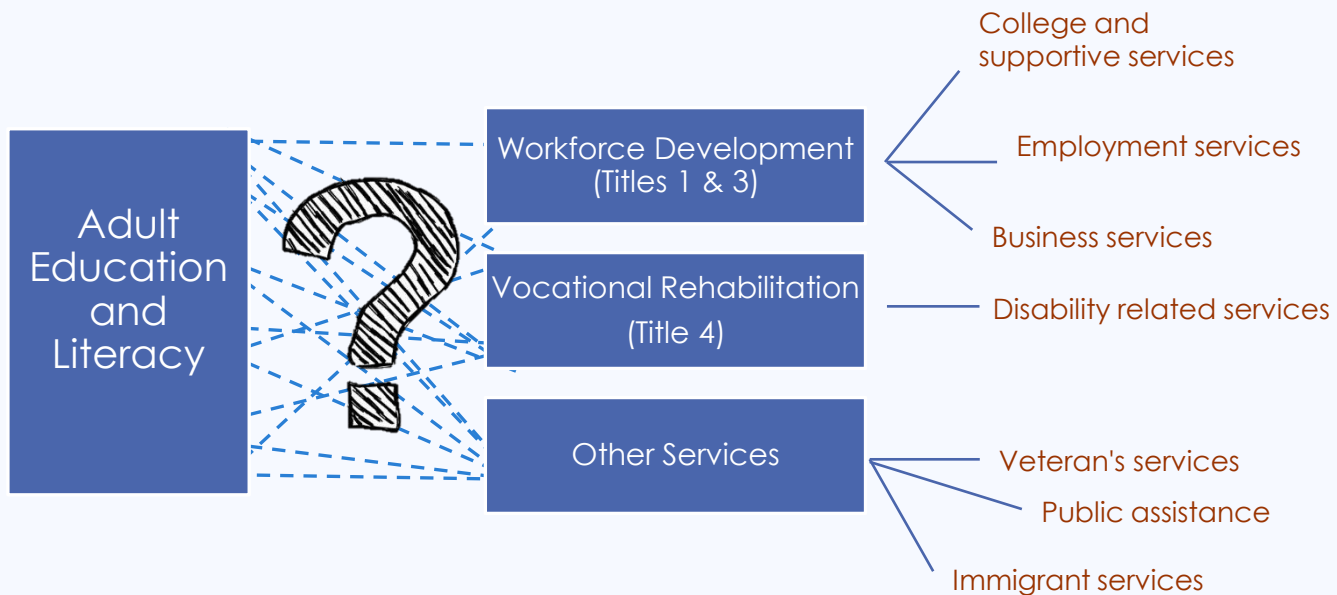
- GED / ESL teacher in Welfare-to-Work Program Northside Independent School District
- Lead developmental education instructor at Northwest Vista College
- Directed Campus for immigrants and refugees at Alamo Colleges District
- AEFLA State Director, Texas Workforce Commission
- Senior Manager, Economic Opportunity Tyson Foods World Headquarters
- 2020 COABE Outstanding Administrator of the Year



CLOSING GAPS THROUGH PARTNERSHIPS

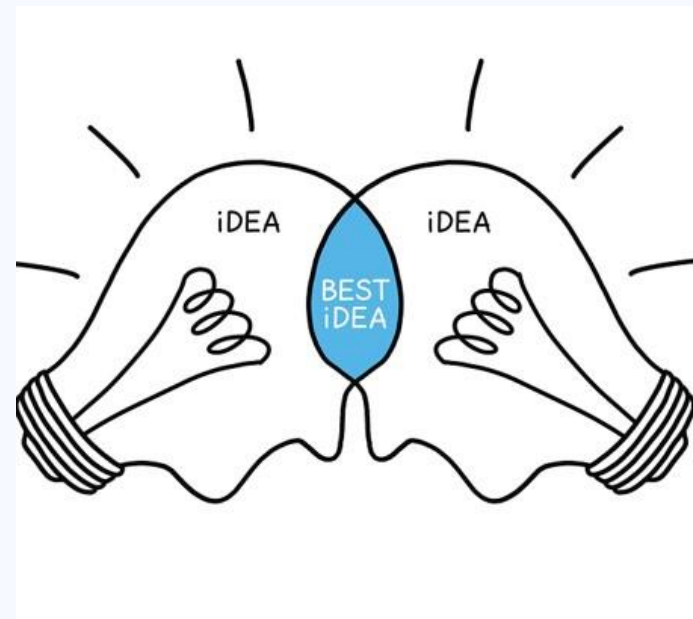
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|-------------------|---|
| Priority 1 | Promote regional partnerships to ensure comprehensive approaches that result in improved learner outcomes . |
| Priority 2 | Expand the state's talent pipeline through attainment of credentials of value and 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 . |

WIOA OBJECTIVES



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?



POLL 1

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

 SAN ANTONIO
COLLEGE

VERONICA D.
MONSIVAIS



 STUDENT

 SAN ANTONIO
COLLEGE

PATRICIA G.
FLORES



 STUDENT

 SAN ANTONIO
COLLEGE

LINDA
YZAGUIRRE



 STUDENT

 SAN ANTONIO
COLLEGE

ELIZABETH
CASTILLEJA



 STUDENT

 SAN ANTONIO
COLLEGE



ANSON GREEN
FACULTY / STAFF



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...

 **SAN ANTONIO
COLLEGE**

**VERONICA D.
MONSIVAIS**



 **STUDENT**

 **SAN ANTONIO
COLLEGE**

**PATRICIA G.
FLORES**



 **STUDENT**

 **SAN ANTONIO
COLLEGE**

**LINDA
YZAGUIRRE**



 **STUDENT**

 **SAN ANTONIO
COLLEGE**

**ELIZABETH
CASTILLEJA**



 **STUDENT**

 **SAN ANTONIO
COLLEGE**



**ANSON GREEN
FACULTY / STAFF**



...to get the GED















"Find a better job"

"Find a job"

*"Help my kids with their
homework"*

"Pay the light bill"

"Go to college"

"Keep my job"

"Prove I'm not a drop out"

"Learn English"

"Get my GED to..."

What has been our response?

"Find a better job"

GED Class

"Find a job"

GED Class

"Help my kids with their
homework"

"Pay the light bill"

GED Class

"Keep my job"

"Go to college"

GED Class

"Prove I'm not a drop out"

GED Class

"Learn English for work"

"Get my GED to..."

GED Class

"Find a better job"

GED Class

"Find a job"

GED Class

"Pay the light bill"

GED Class

"Help my kids with their
homework"

ESL Class

"Keep my job"

ESL class

"Go to college"

GED Class

"Prove I'm not a drop out"

GED Class

"Learn English for work"

ESL class

"Get my GED to..."

GED Class

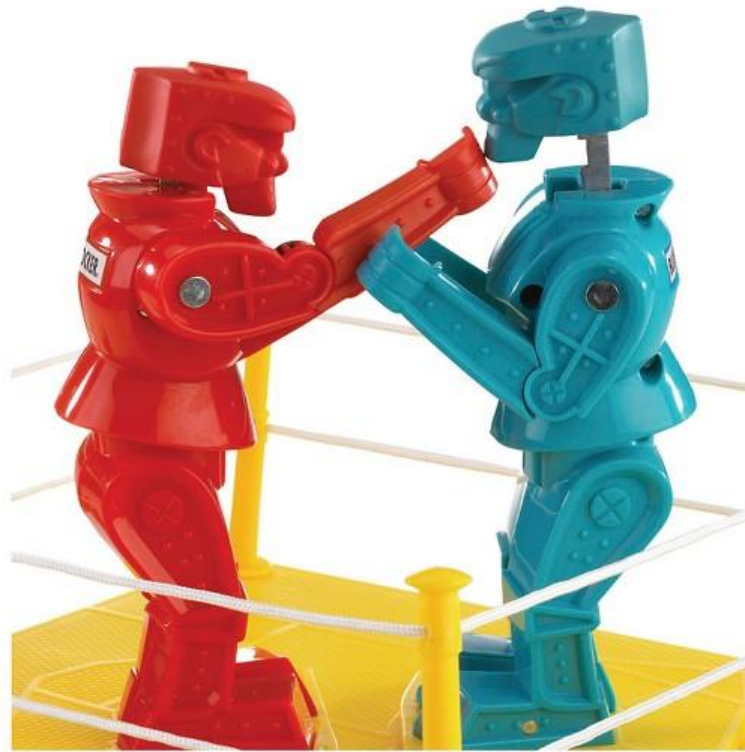
What are the outcomes
of that approach?

41% of students leave before
achieving an outcome

How can partnerships help
you address these diving
objectives?

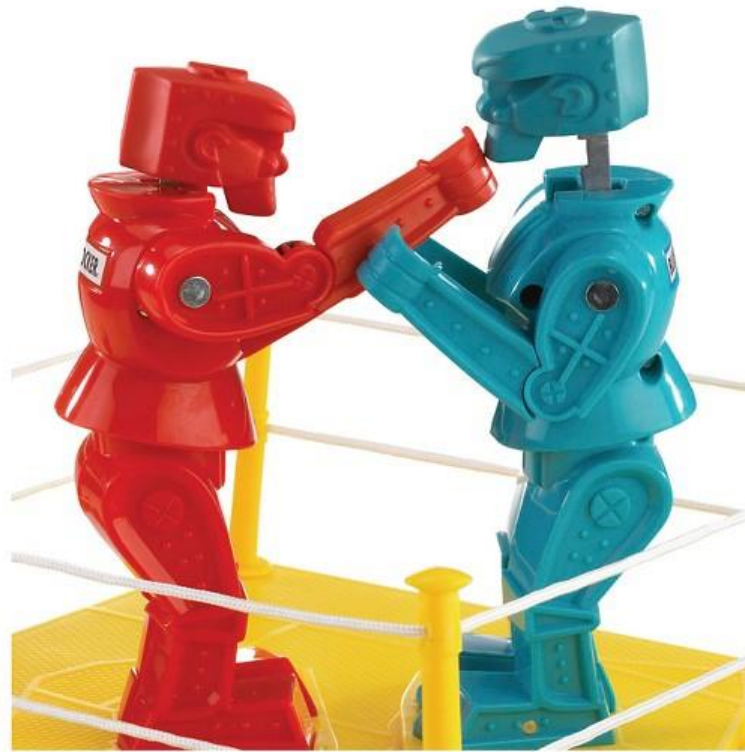
WHAT ARE WE
COMPETING AGAINST?

Work



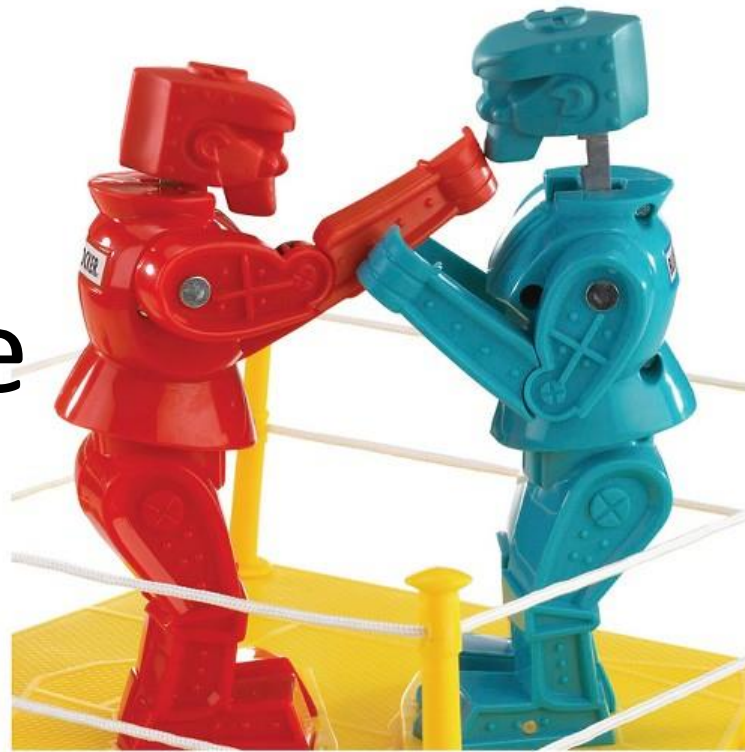
Adult Ed

Paying
Rent



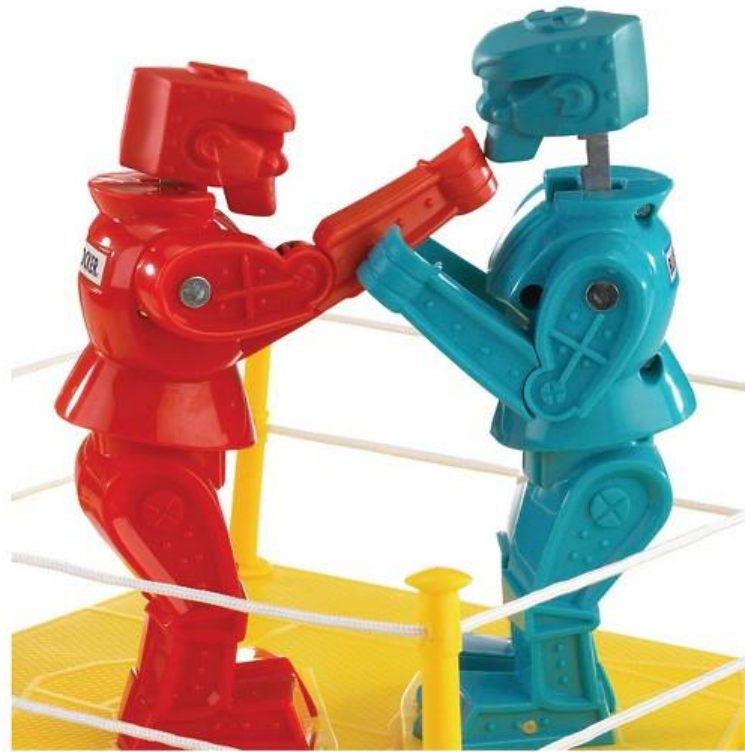
Adult Ed

Childcare



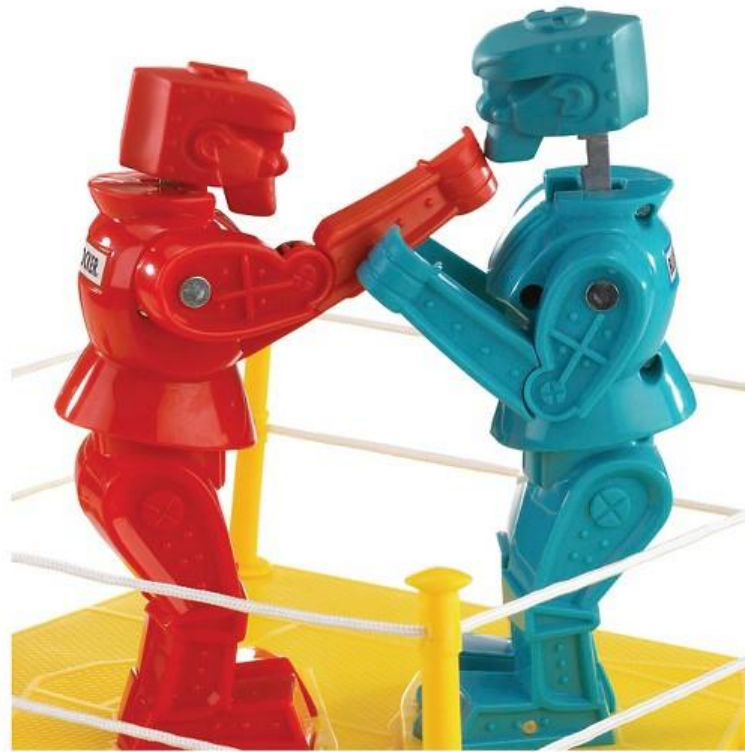
Adult Ed

For-
profit
Schools



Adult Ed

Poor
Public
Image



Adult Ed

JUDSON EDUCATION COMMUNITY CENTER

**GED
TESTING CENTER**

STUDENT GOALS AND MOTIVATIONS ARE HERE

- | | |
|------------|---|
| 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 . |
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| 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)

- ☐ 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

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
- ☐ Active Member of the Reserves
- ☐ Veteran (Prior Service, Service Prior to 9/11/2001)
- ☐ Veteran (Prior Service, Service on or after 9/11/2001)
- ☐ No Military History

Citizenship (For State Reporting Purposes):

- ☐ Non-Resident Alien
- ☐ U.S. Citizen
- ☐ Permanent Resident Alien

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|--|---|
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|---|---|
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| <input type="checkbox"/> Veteran (Prior Service, Service Dates Unknown) | <input type="checkbox"/> Veteran (Prior Service, Service on or after 9/11/2001) |
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ENROLLMENT FORM

Employment Status: (Select One – 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

Employment Status: (Select One – To be completed upon entry for each term/semester)

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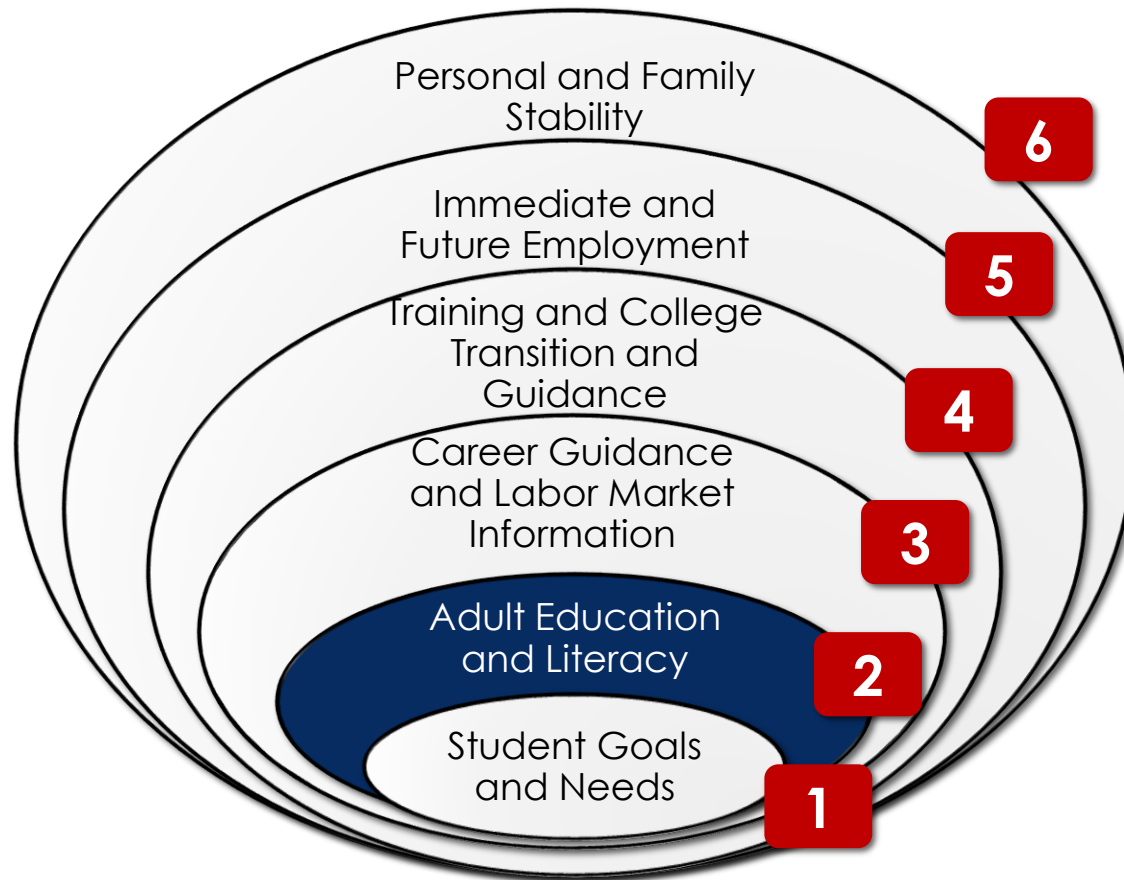
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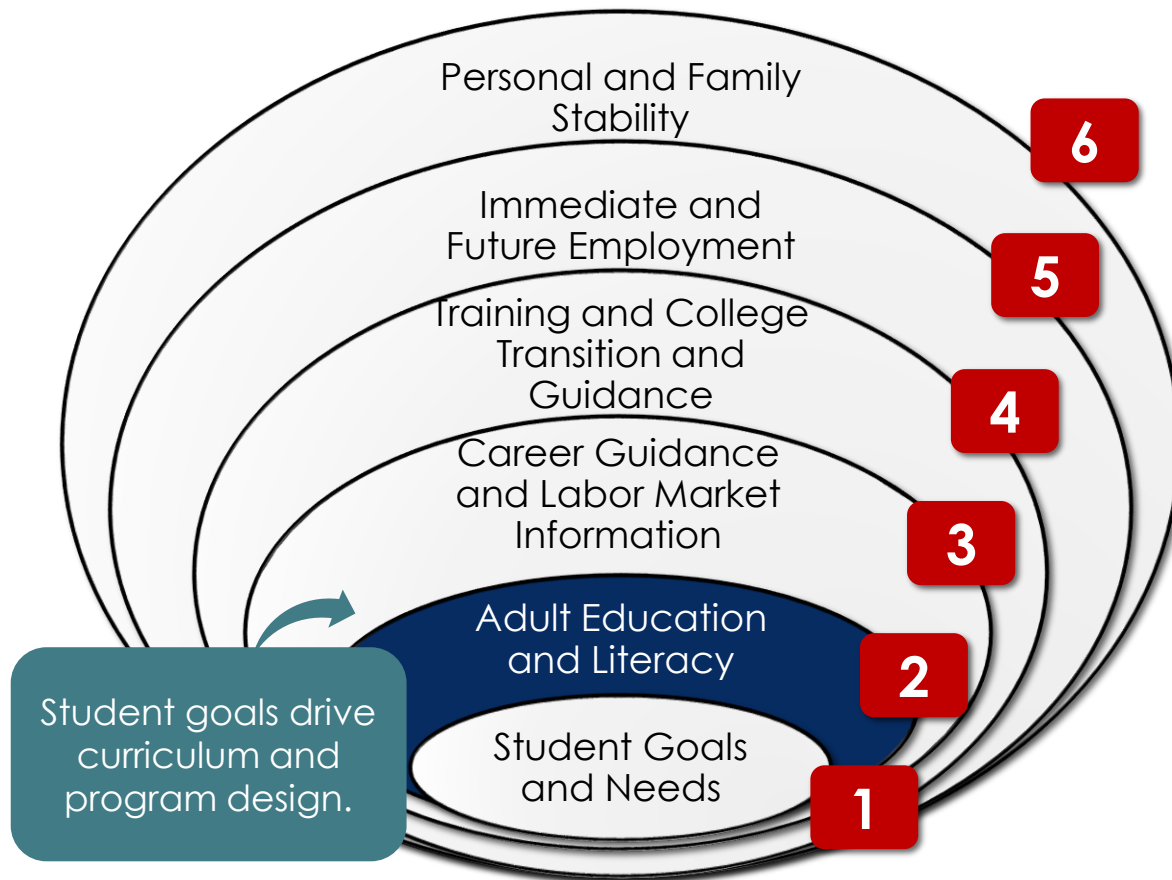
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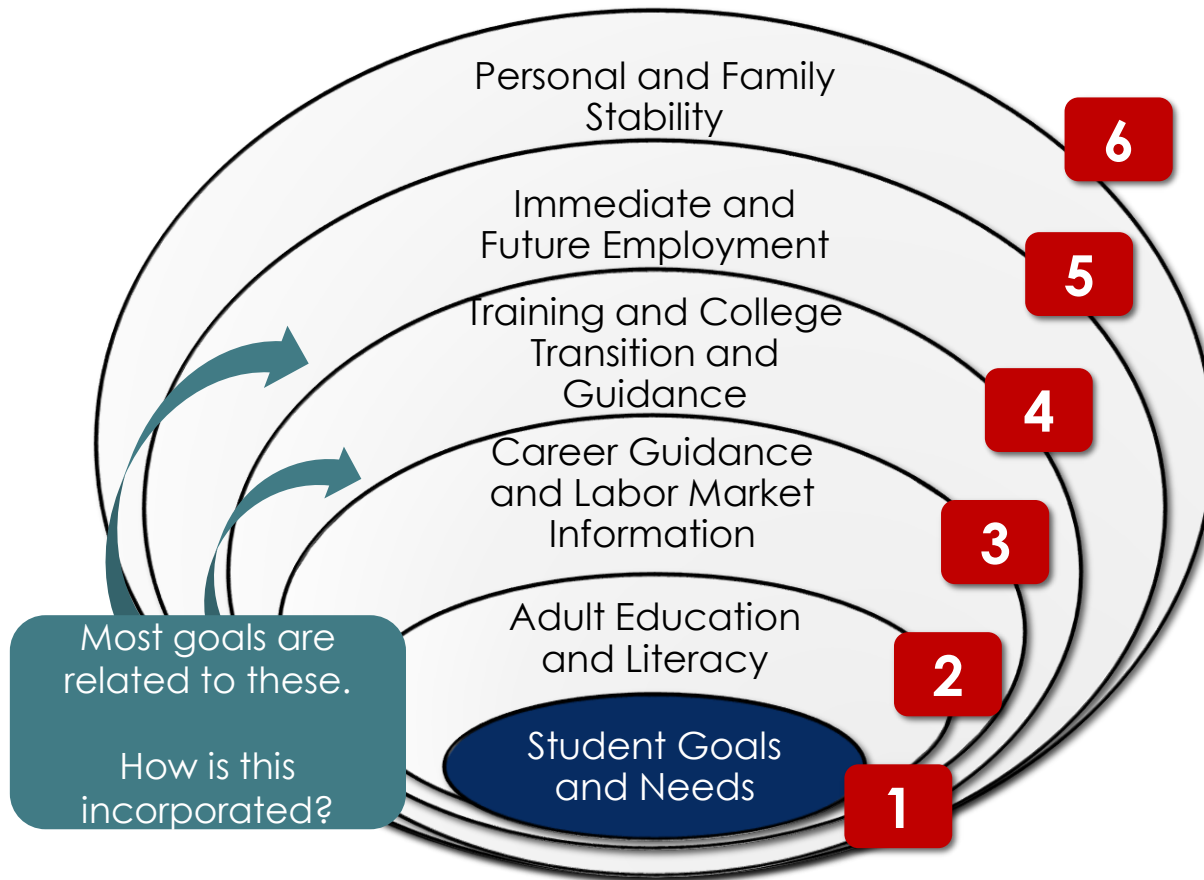
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Quality Model







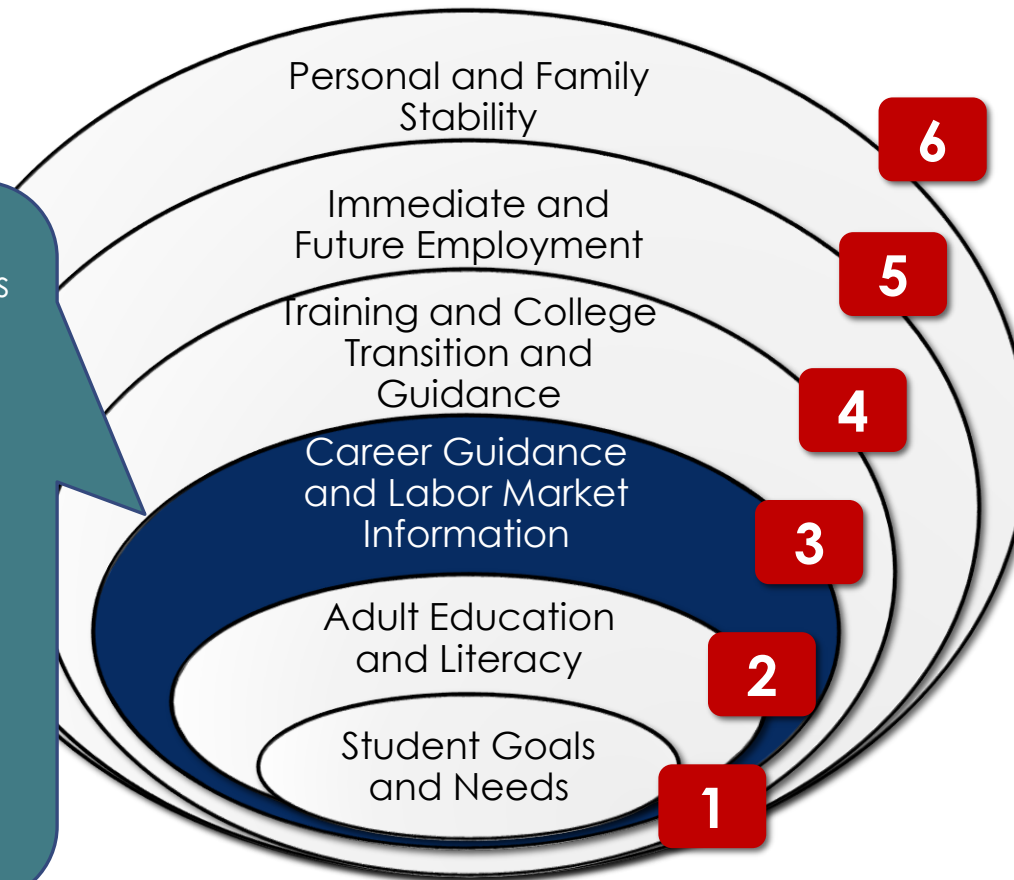


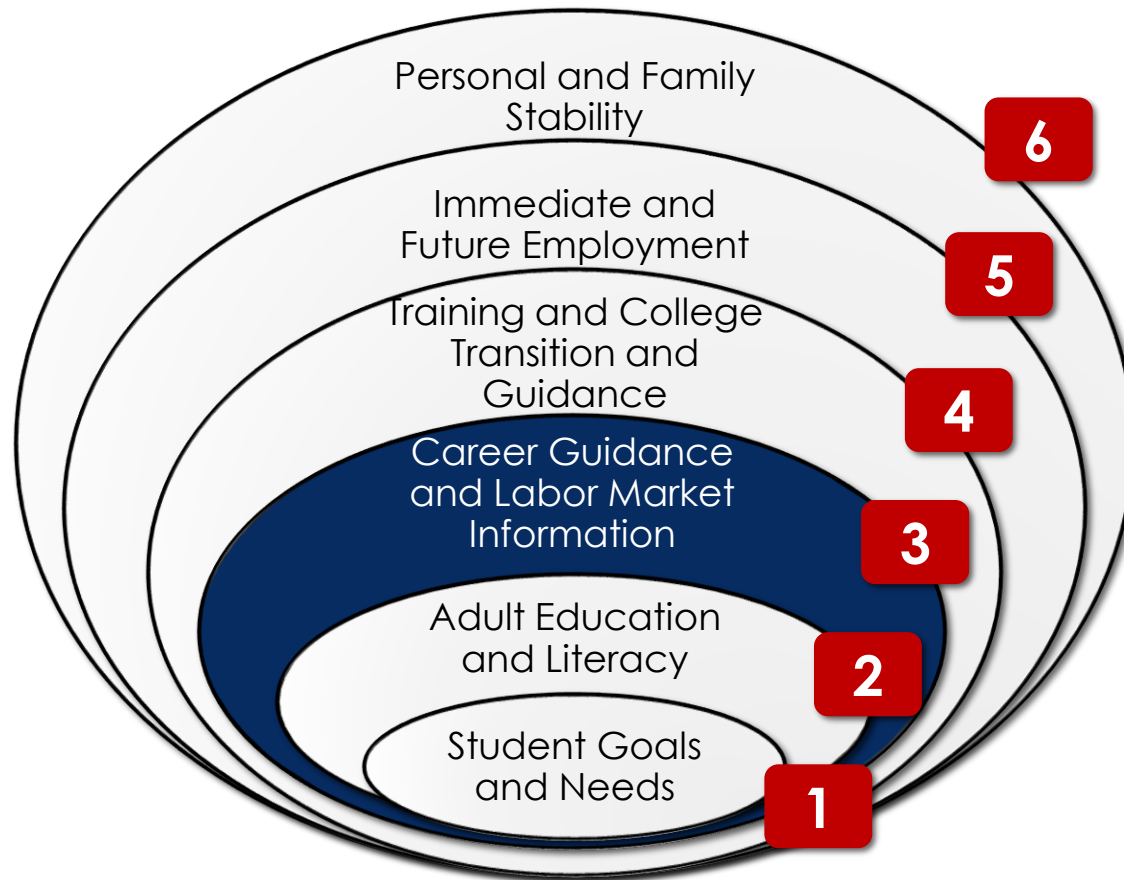
This connects to
FLA/WIOA objectives
and student goals.

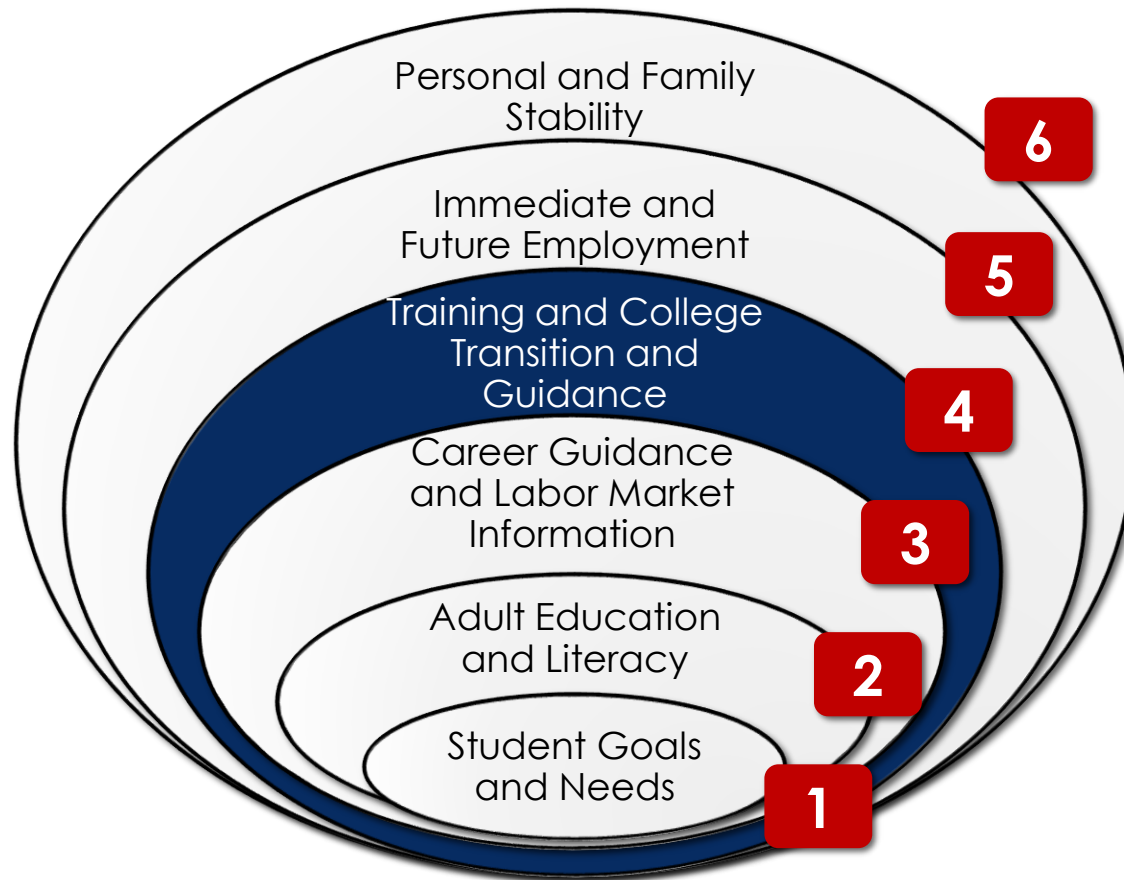
How does the
curriculum and
program design
connect?

Are teachers
prepared and
trained to make the
connections?

Who can assist you?

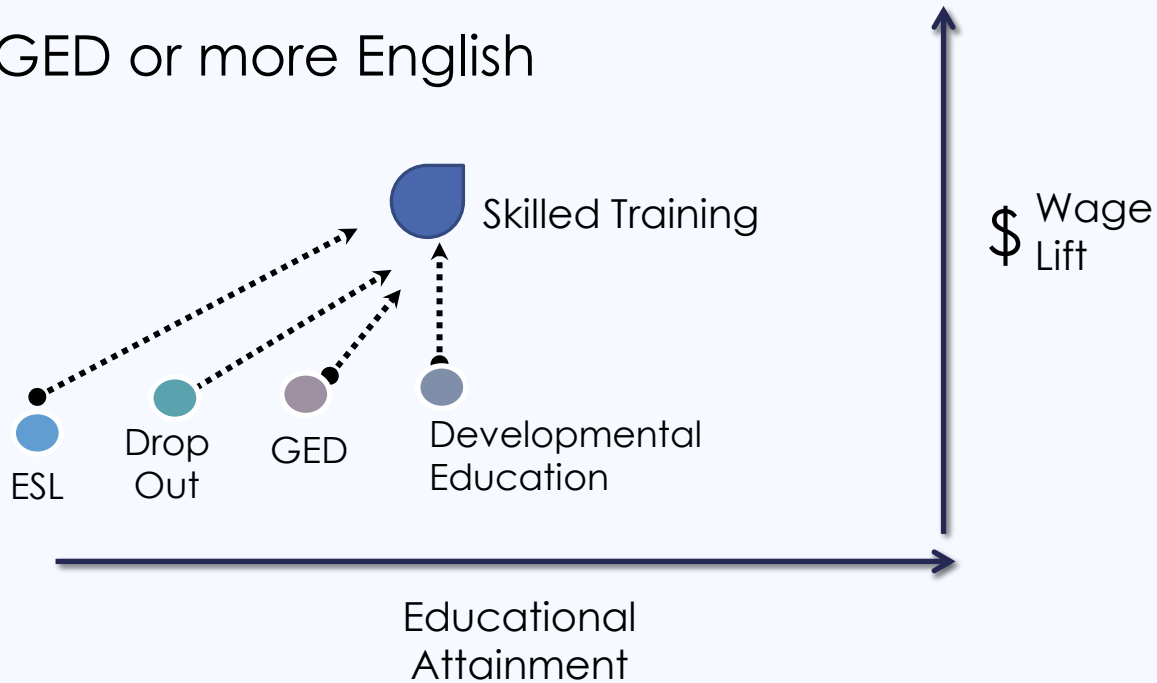




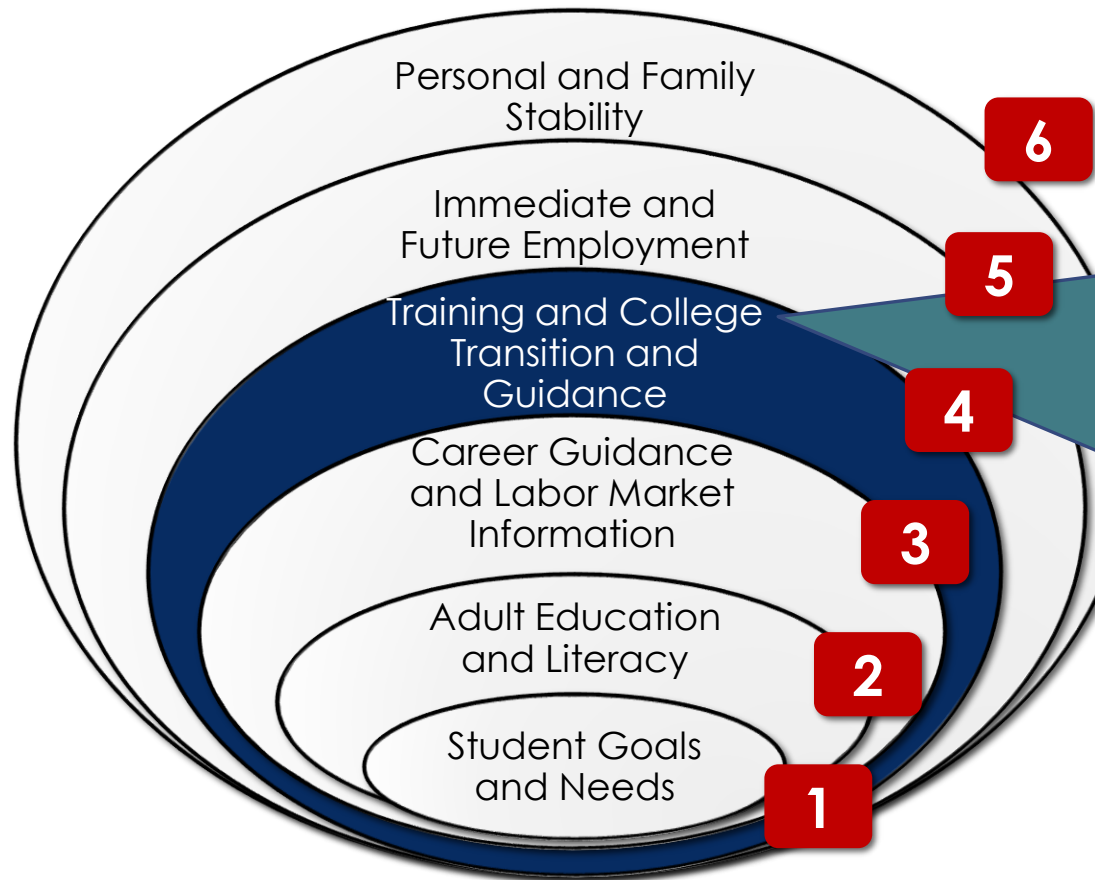


Skilled Training Leads to Wage Lift

Not a GED or more English



Prince, D. & Jenkins, D. (2005). *Building pathways to success for low-income adult students*. New York, NY: Community College Research Center, Teachers College, Columbia University.

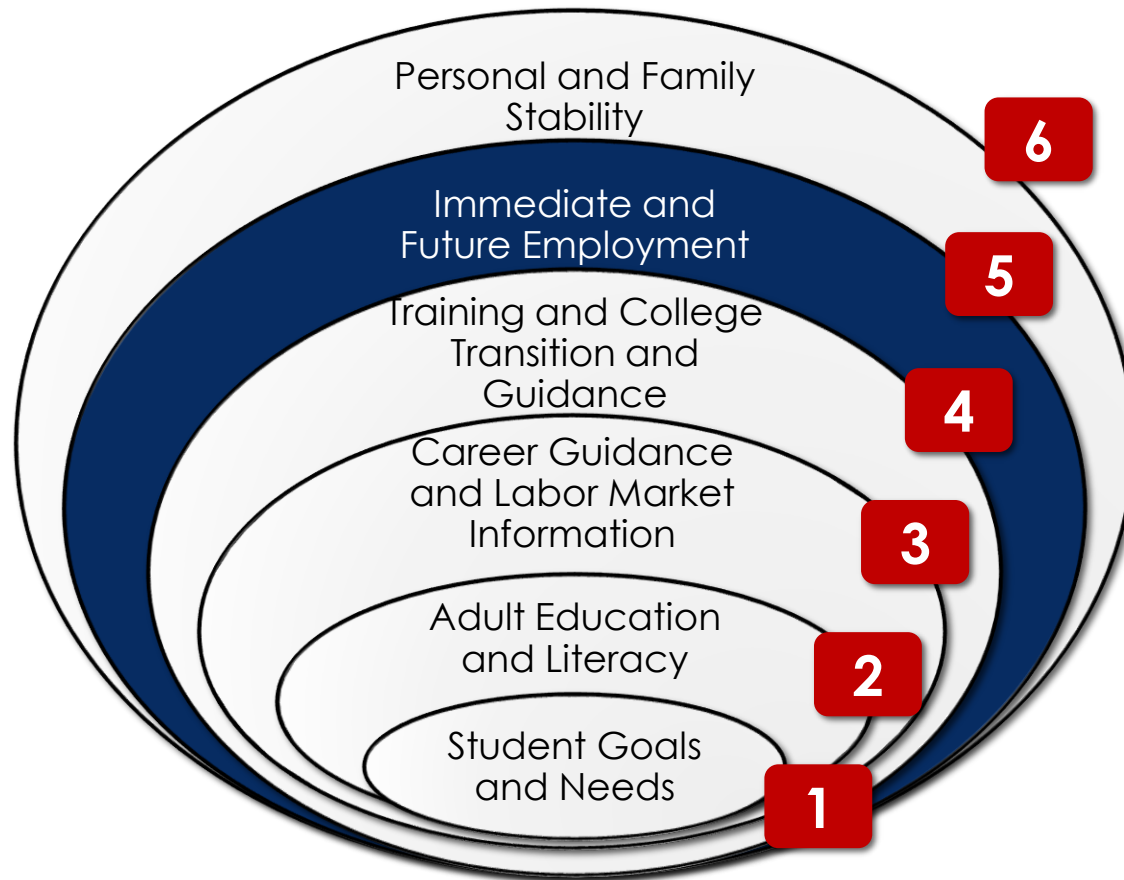


Do students have access to this information?

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.

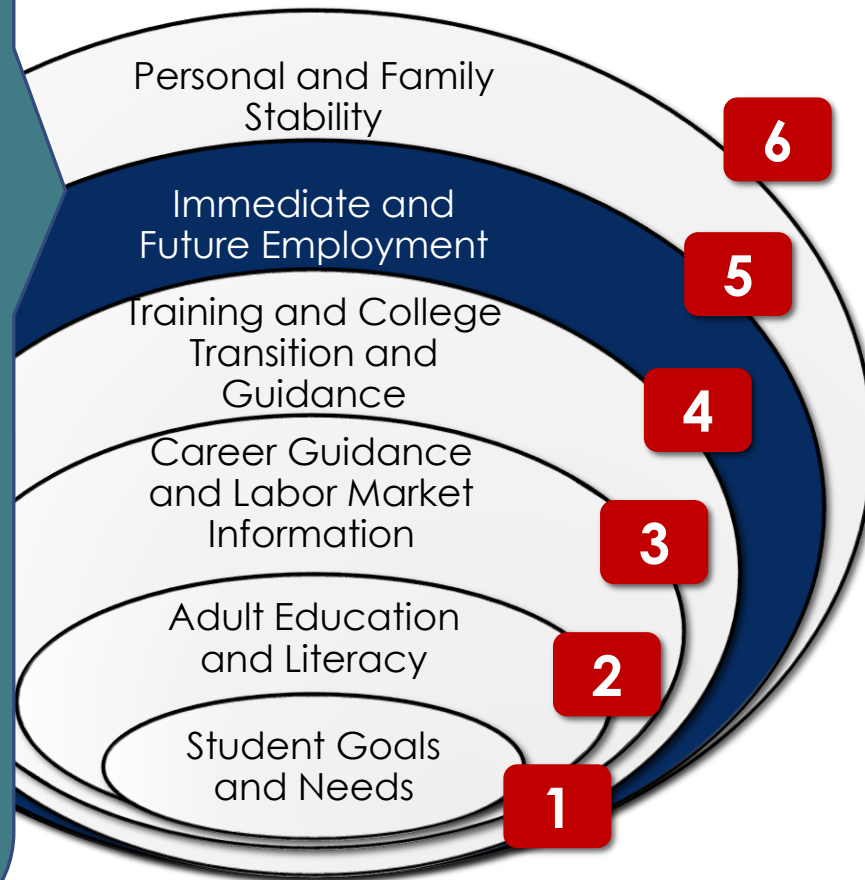
Thus, employment should be a central focus of adult education.

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?



JUDSON EDUCATION COMMUNITY CENTER

**GED
TESTING CENTER**



ALAMO
COLLEGES

I-BEST

*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

CAREER OPPORTUNITIES

MEDICAL . PHARMACY TECHNICIAN . MAINTENANCE . COMMUNITY HEALTH WORKER

TO LEARN MORE CLICK BELOW





Adult Reading Center

**CAREER
DREAMS
BEGIN
HERE**

281/485-1000

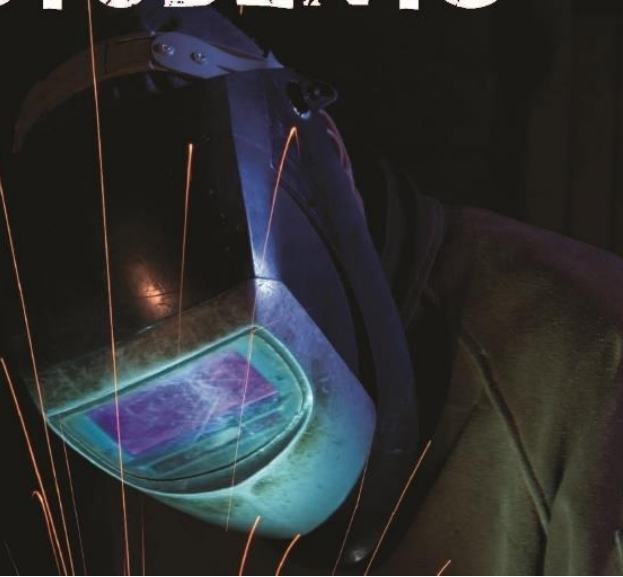
Accelerate Texas
Trinity Valley Community College
Sponsored by The Adult Education Program

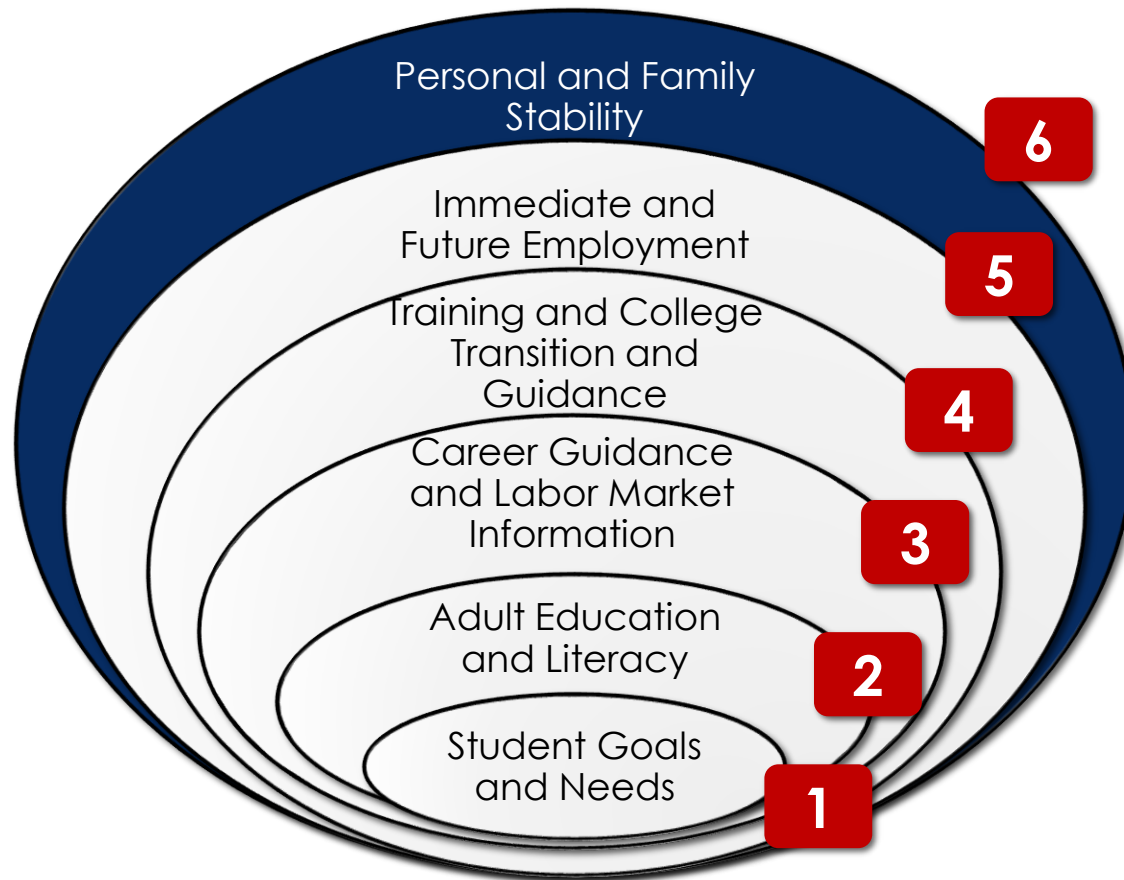
JOB FAIR for WELDING STUDENTS

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

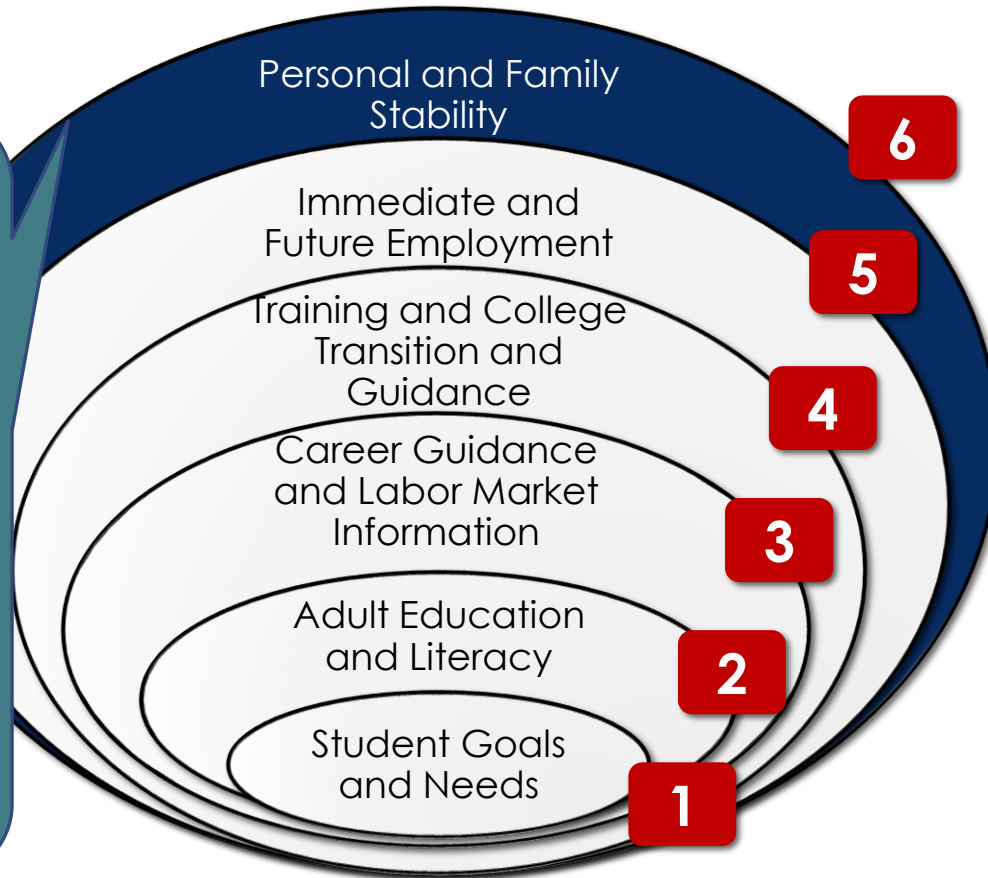




Low-income often means added personal and family turbulence.

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

Who can assist you with supportive services?



LEVERAGE LOCAL SOLUTIONS

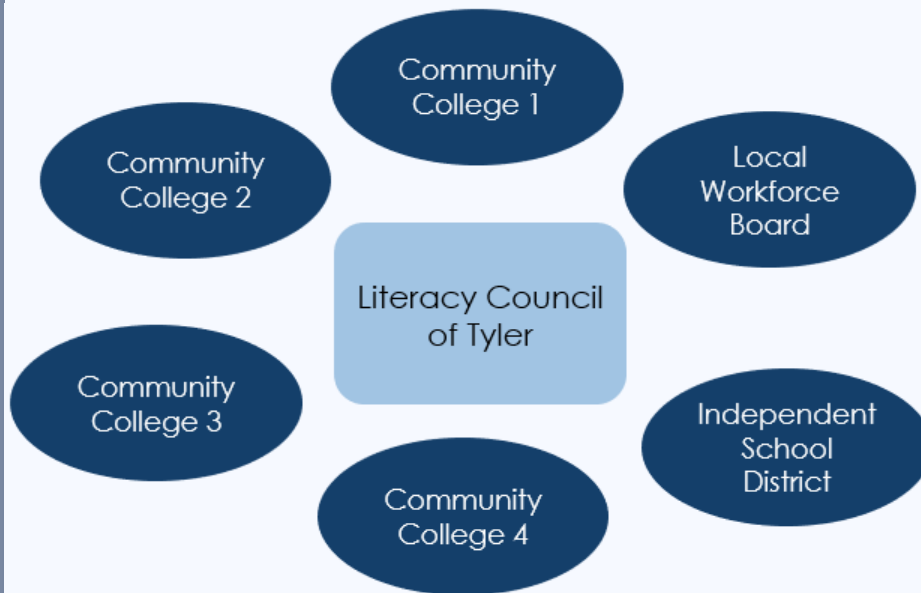
- Local partnerships with like minded organizations
- These are organizations your students most likely already access.

PART 3

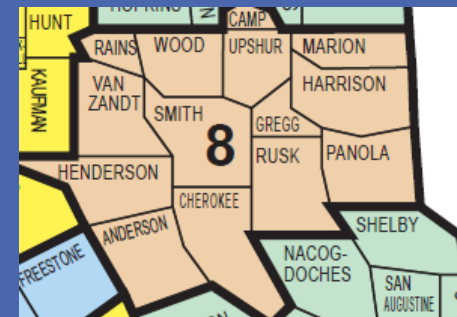
REGIONAL PARTNERSHIP MODELS

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



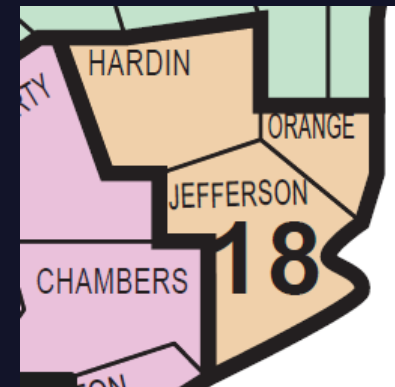
- East Texas
- One Workforce Board Area
- 13 Counties
- Largely rural area
- Enrollment: ~2,600



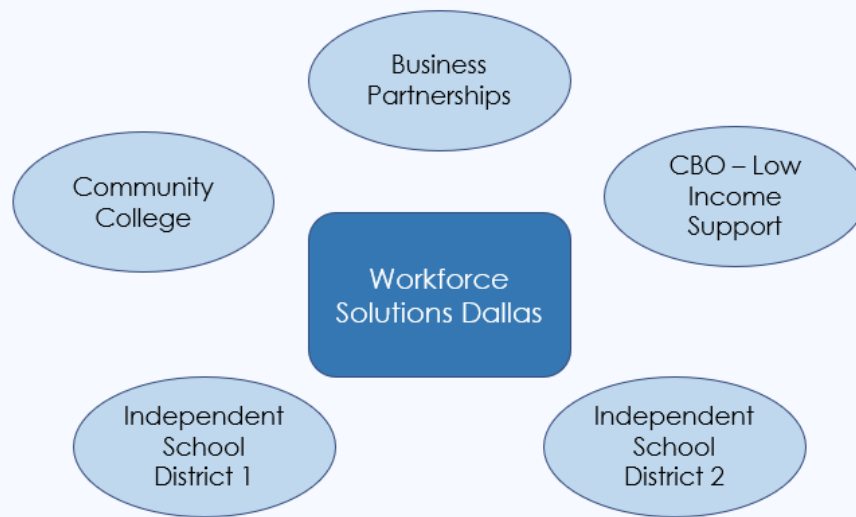
LEA PARTNERSHIP



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

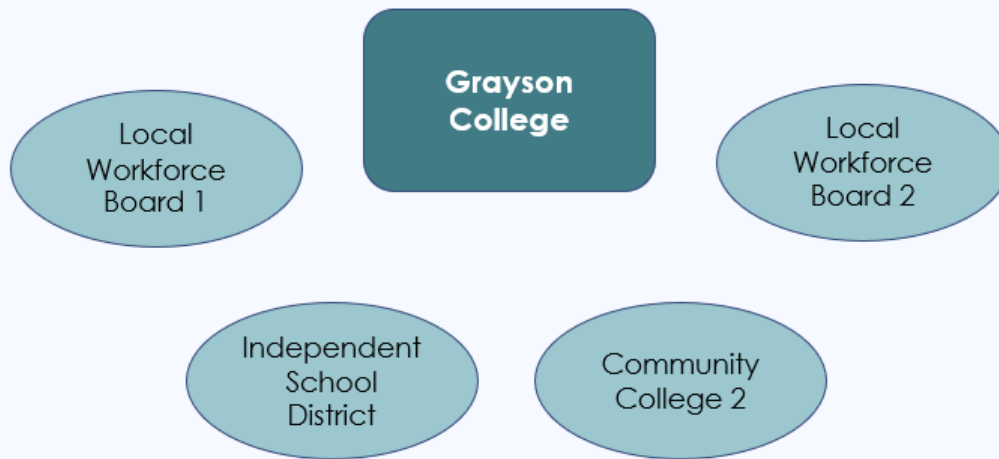


WORKFORCE BOARD PARTNERSHIP

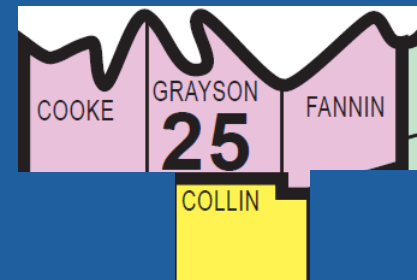


- Dallas
- One Workforce Board Area
- 1 County
- Dense urban area
- Enrollment: ~8,800
- Workforce board is grantee but does not provide direct service

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















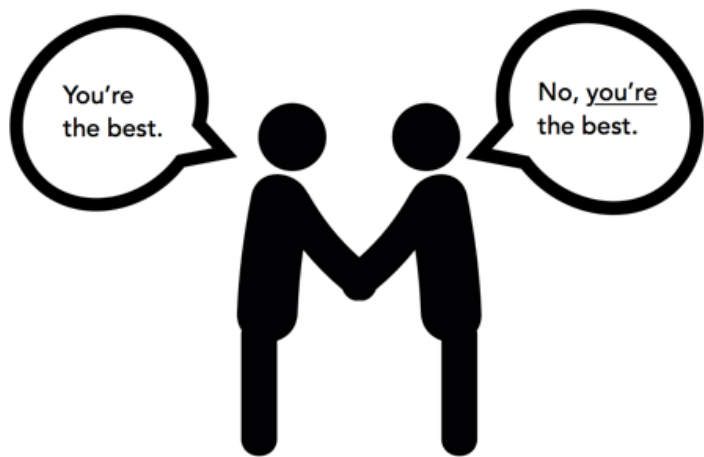








Building Effective Partnerships



- 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



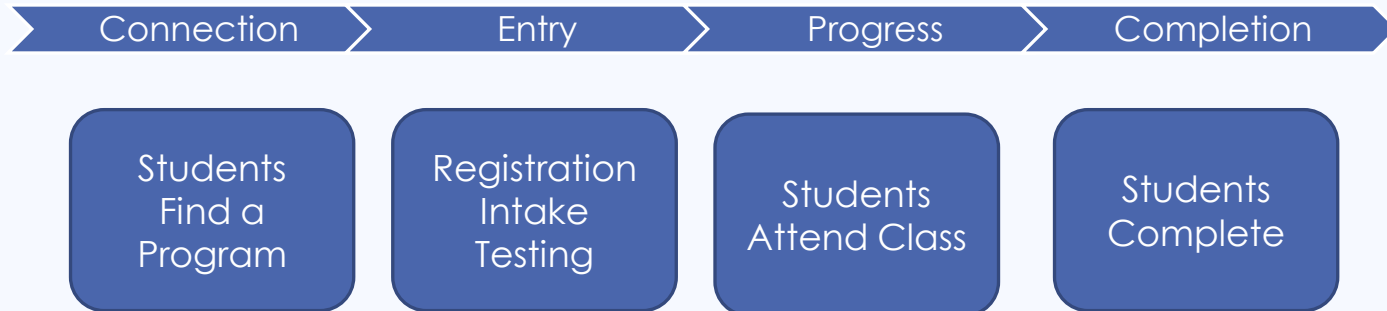
(RE) EXAMINING STUDENT EXPERIENCES



Historical Student Experience



Historical Student Experience



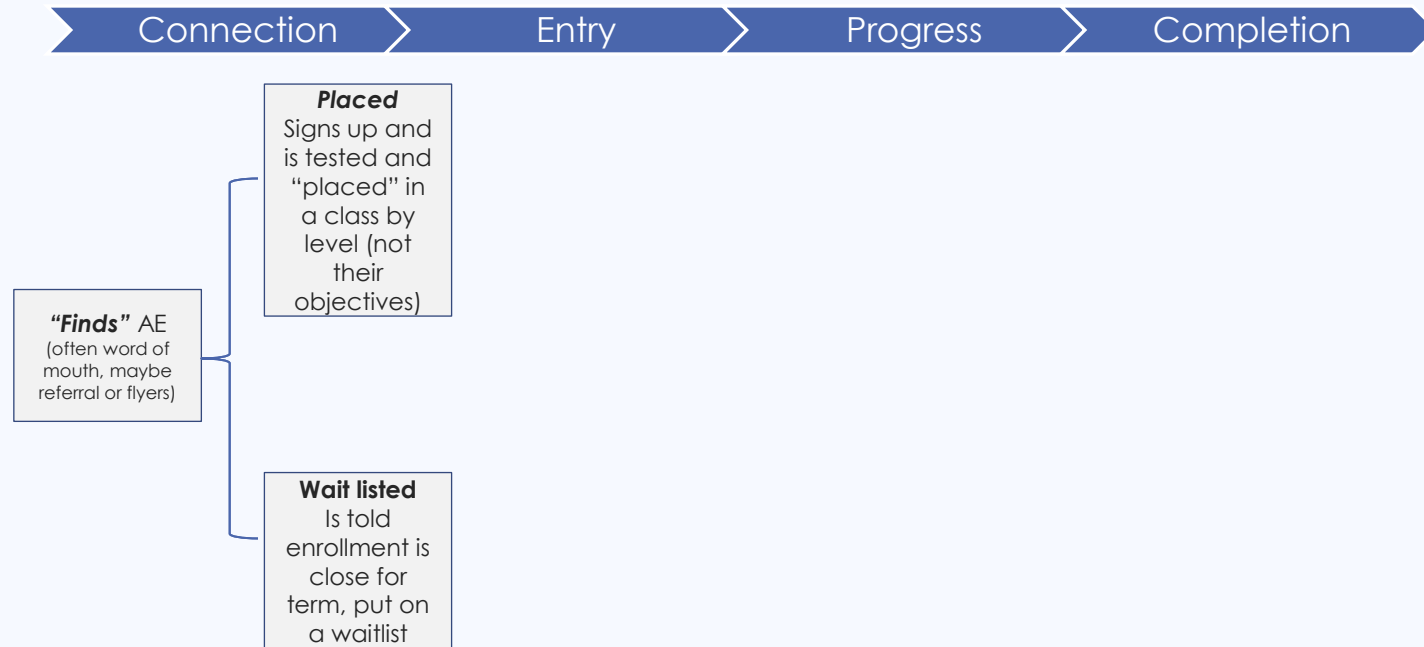
Historical Student Experience



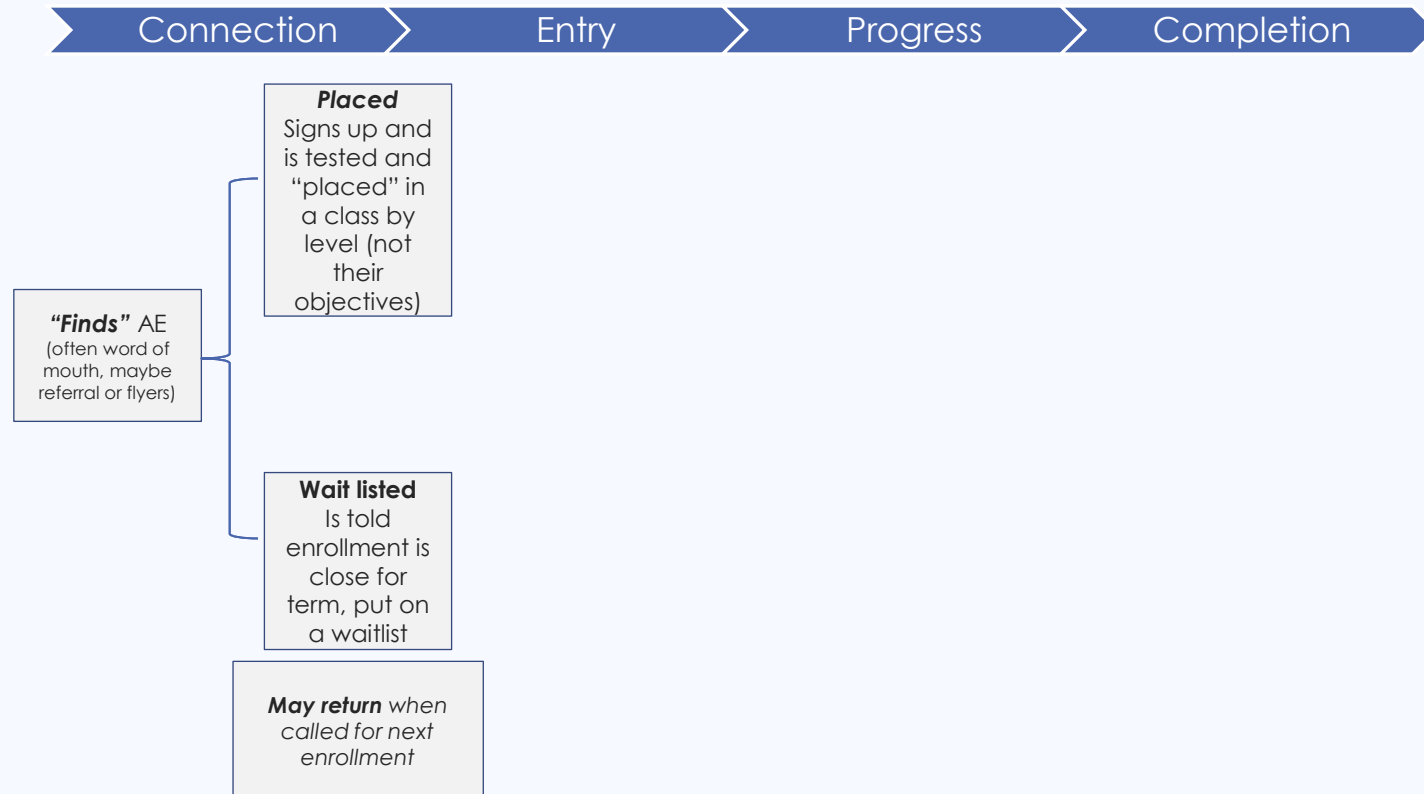
"Finds" AE
(often word of
mouth, maybe
referral or flyers)



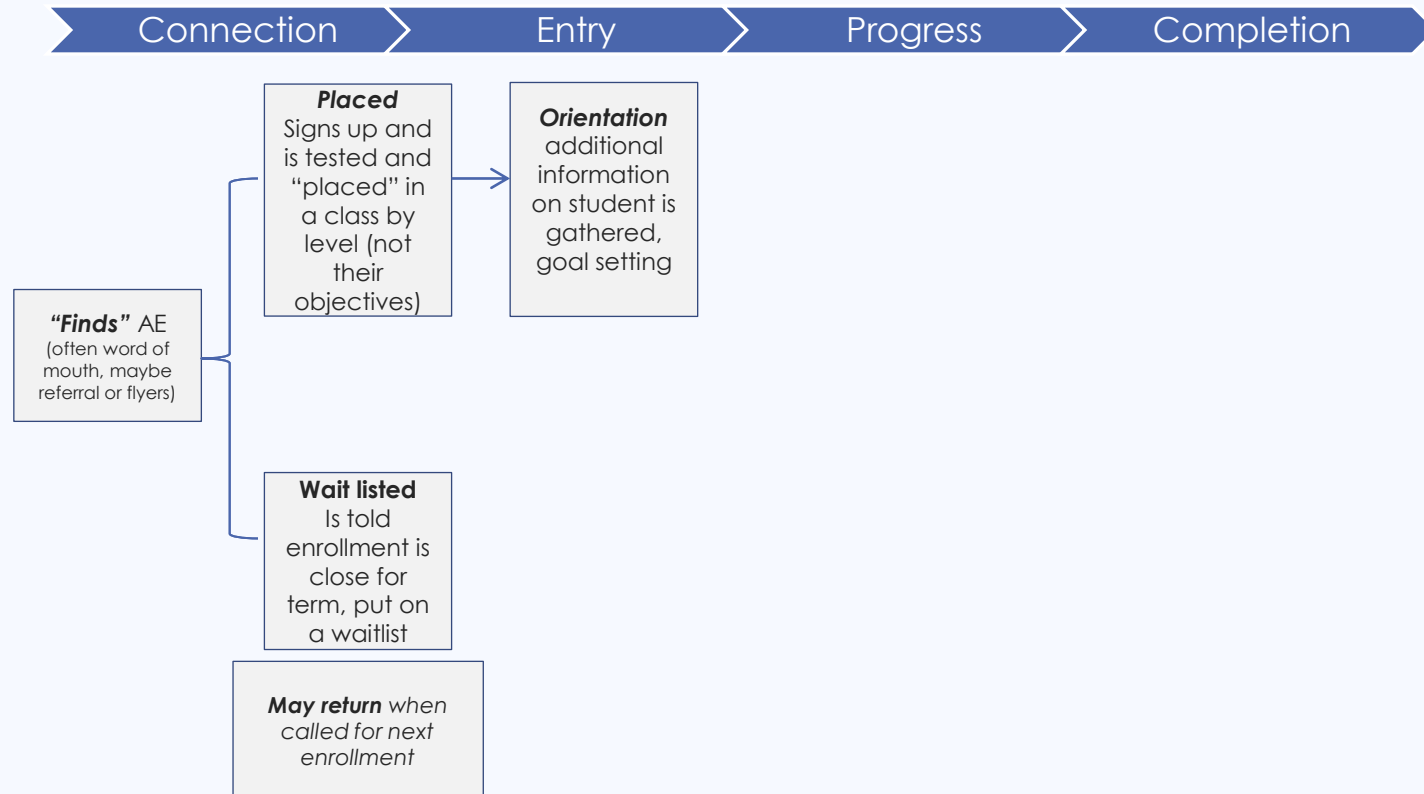
Historical Student Experience



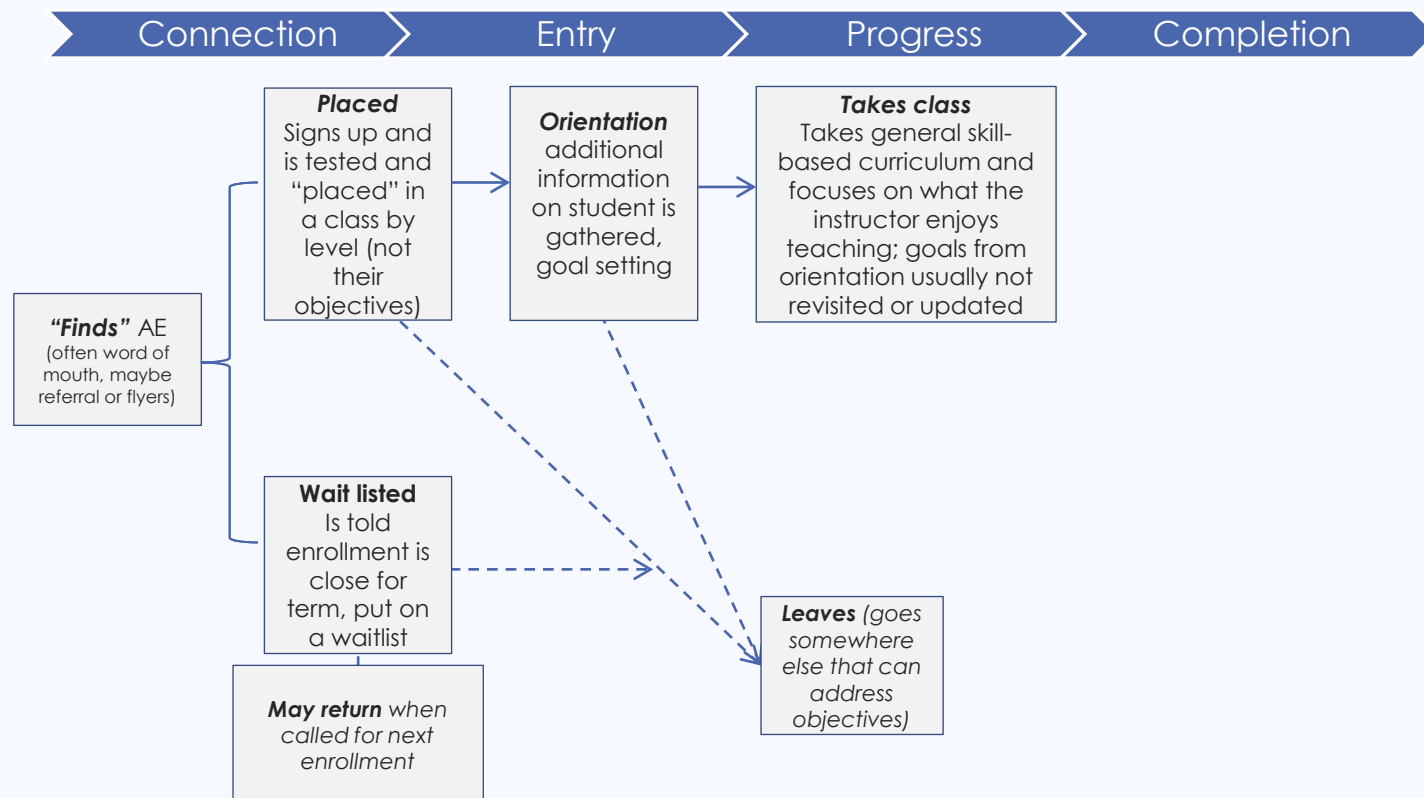
Historical Student Experience



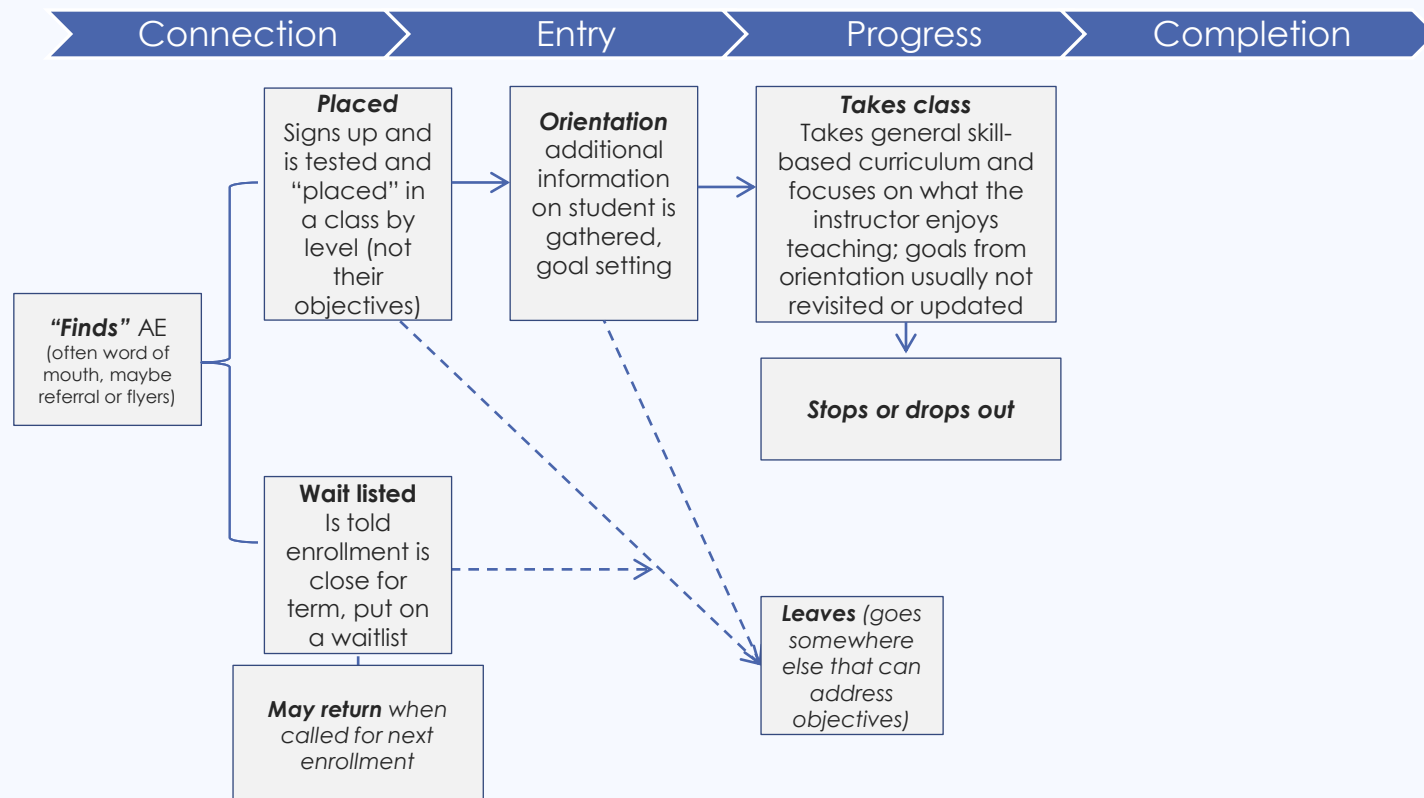
Historical Student Experience



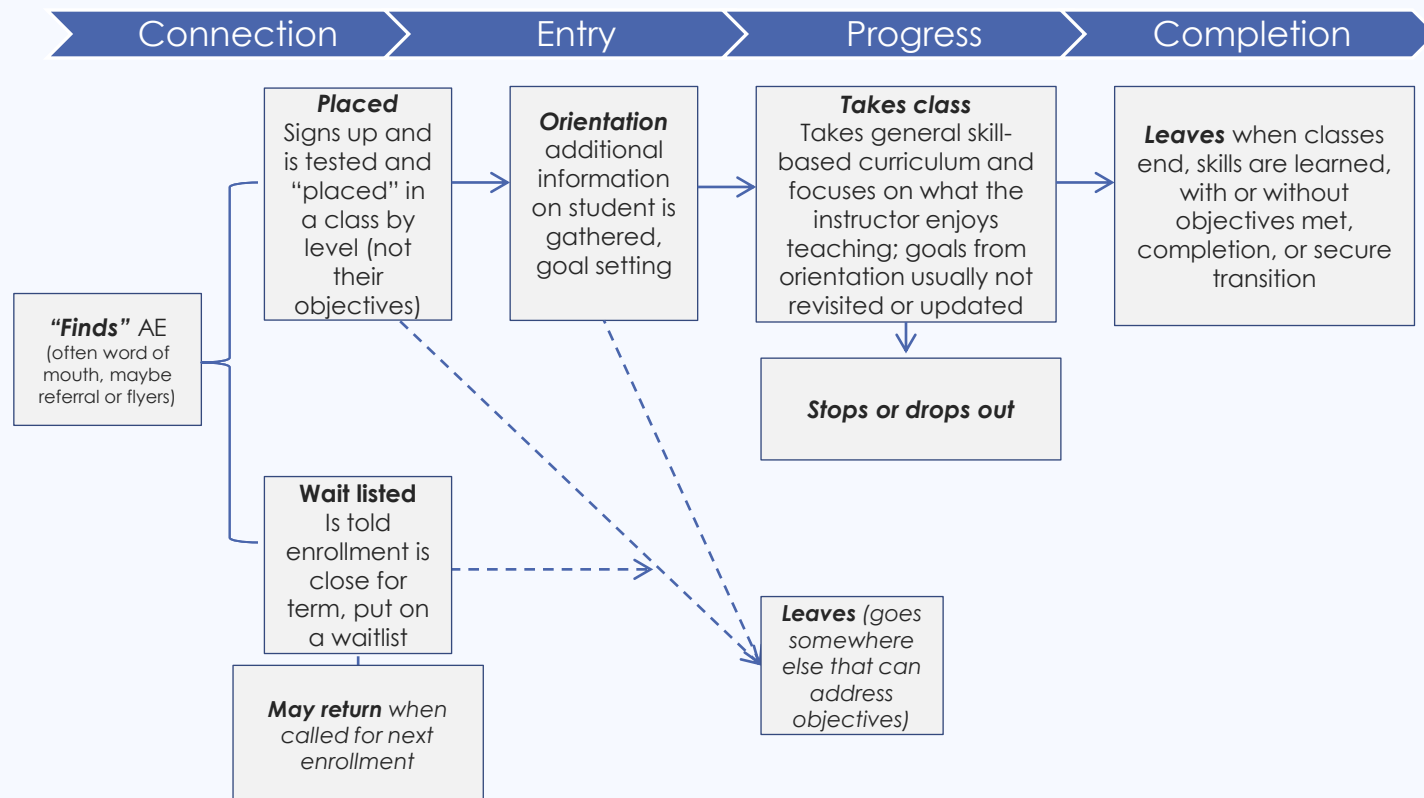
Historical Student Experience



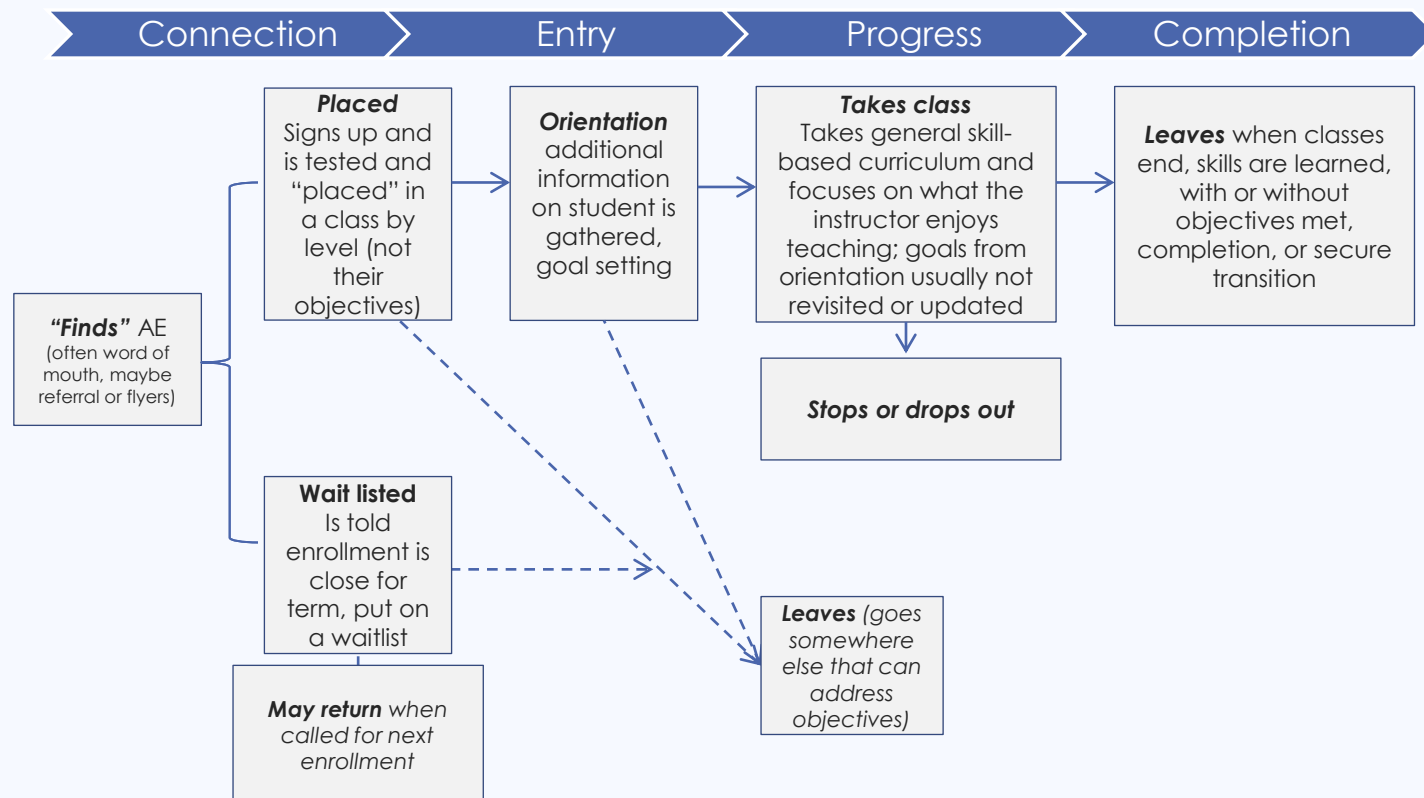
Historical Student Experience



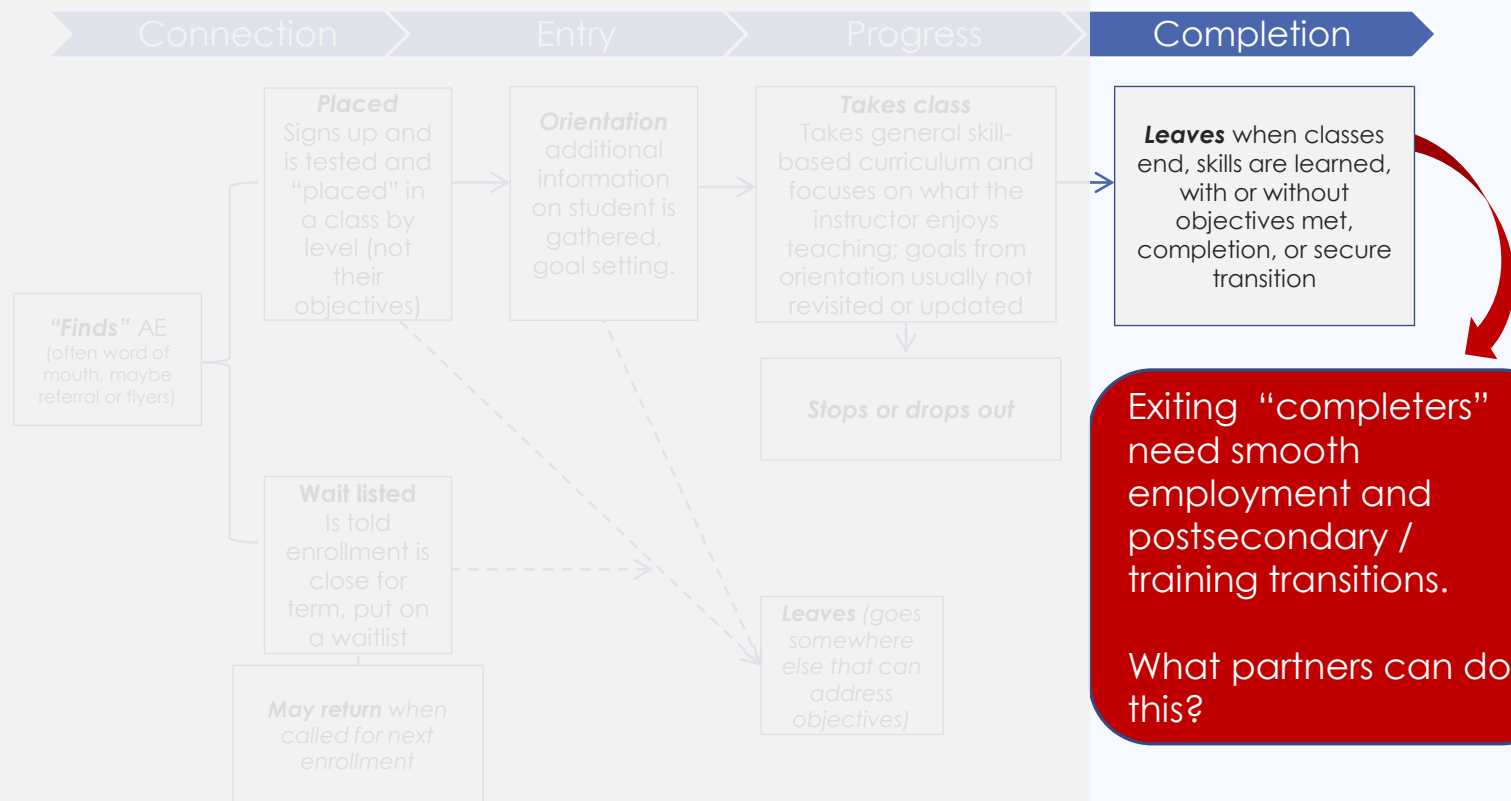
Historical Student Experience



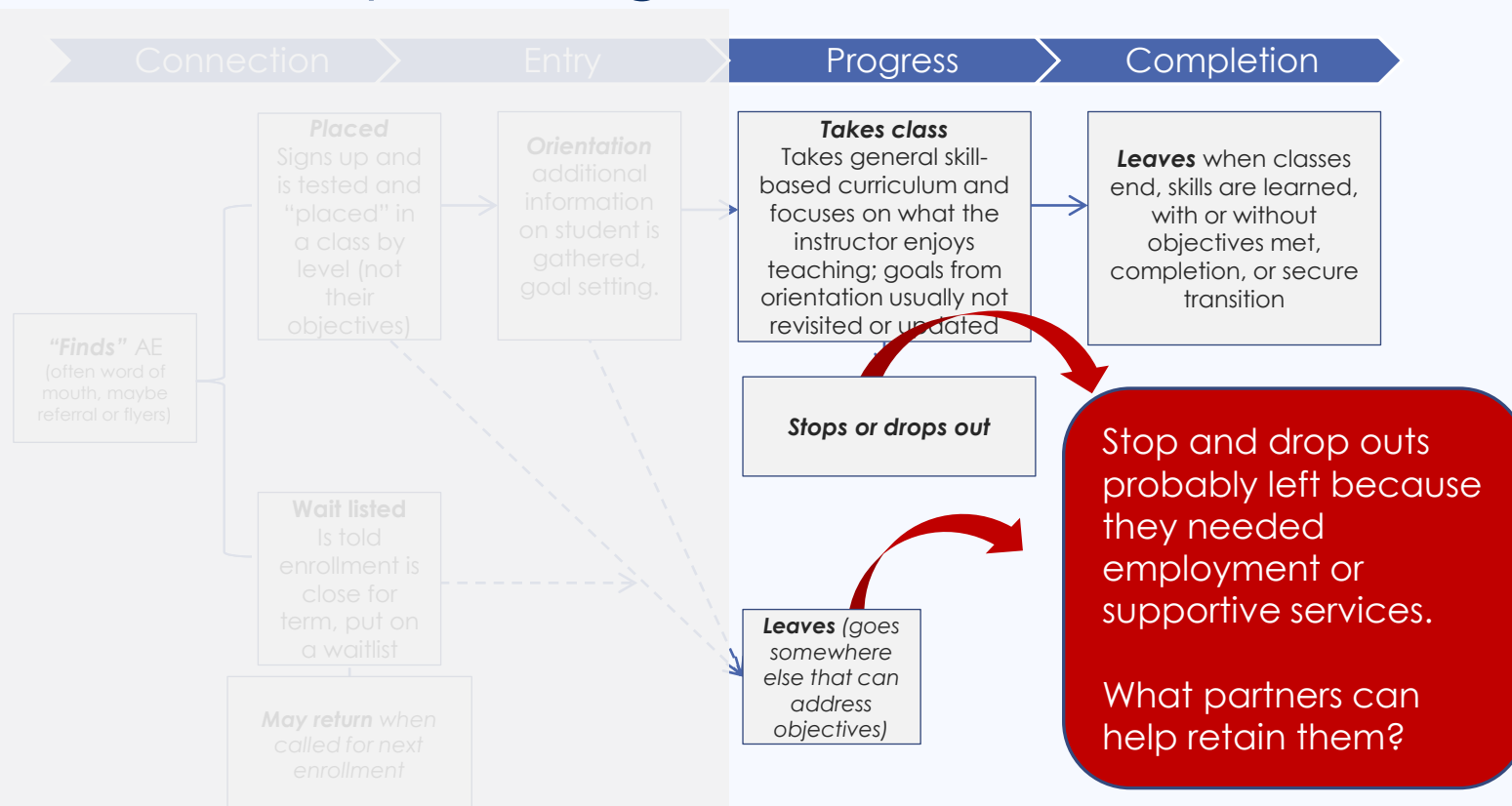
Historical Student Experience



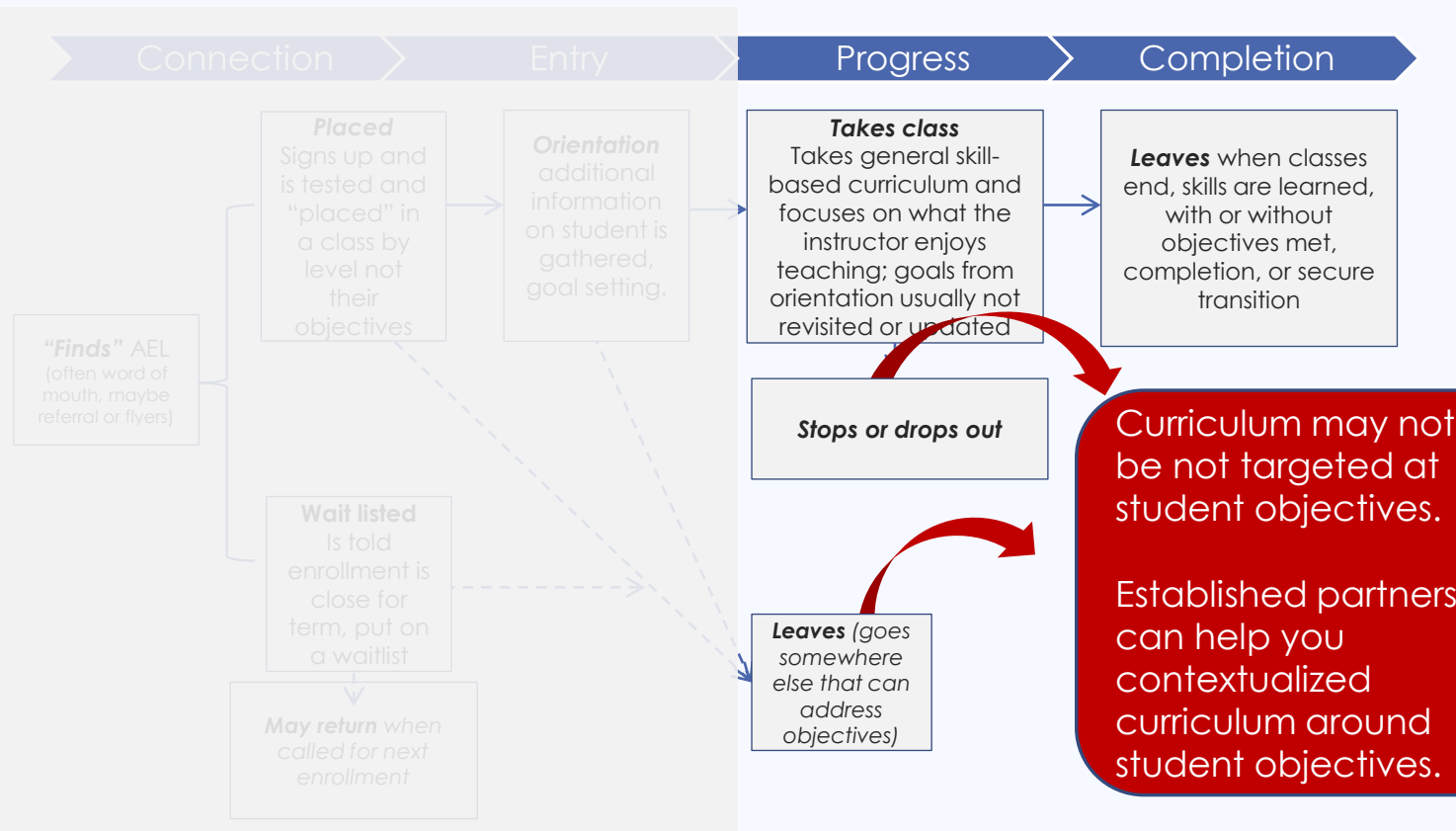
Partnerships Strengthen Student Success

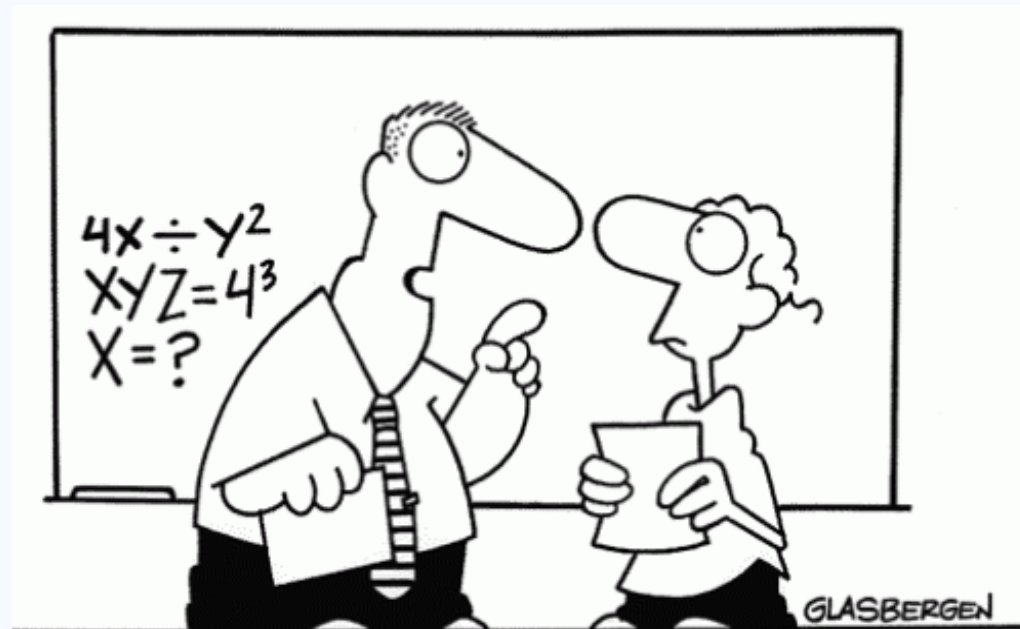


Partnerships Strengthen Student Success



Partnerships Strengthen Student Success





“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



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

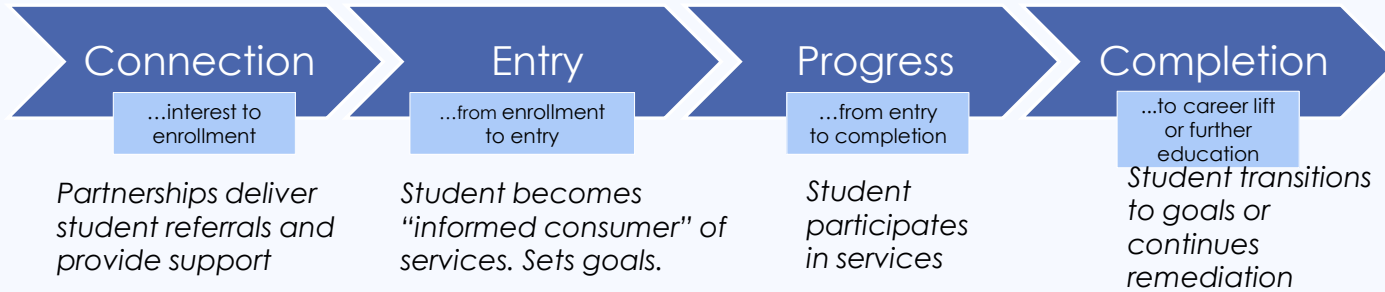
BUILDING, IMPLEMENTING AND SUSTAINING, PARTNERSHIPS



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)







*Partnerships deliver
student referrals and
provide support*

Career Source

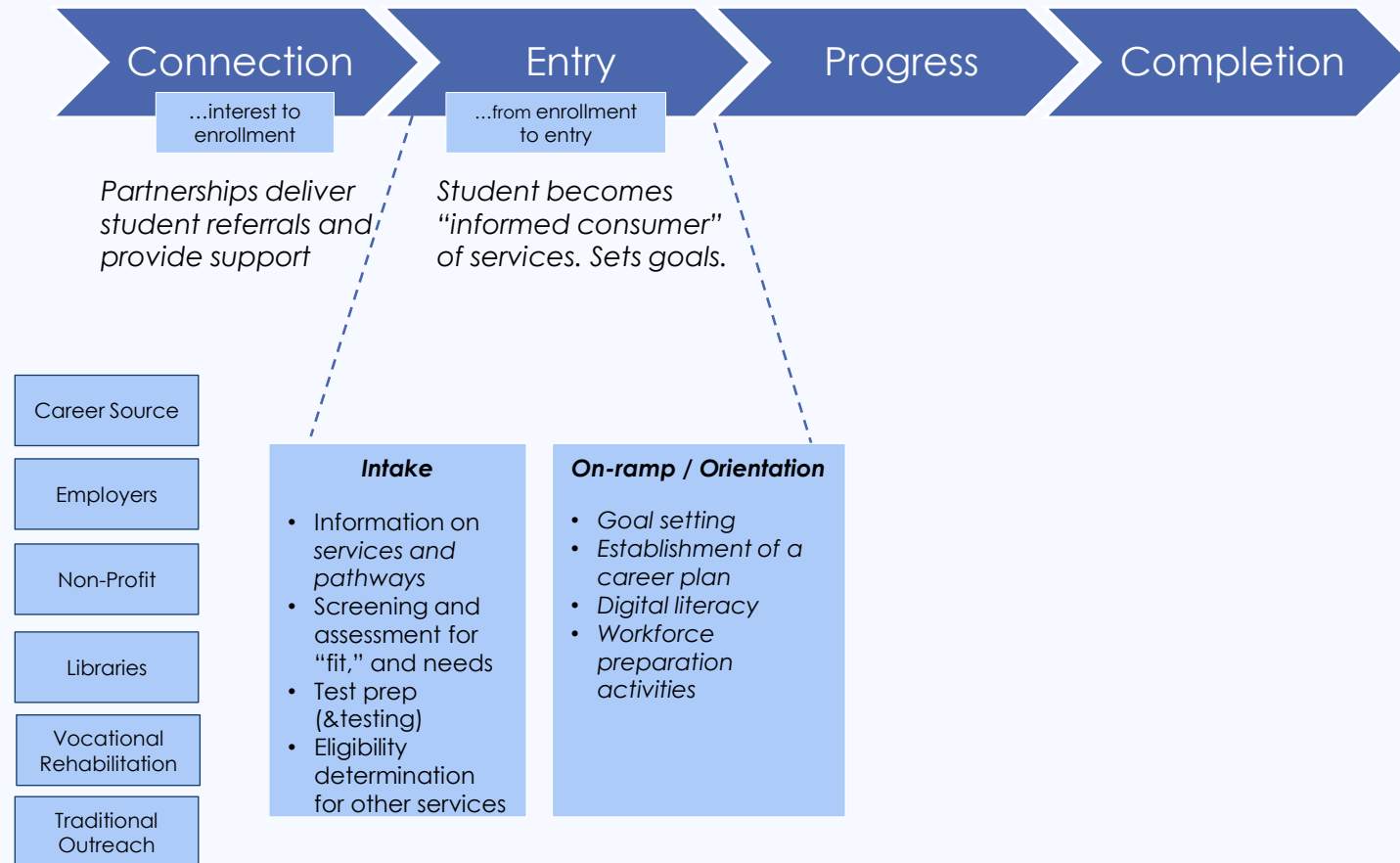
Employers

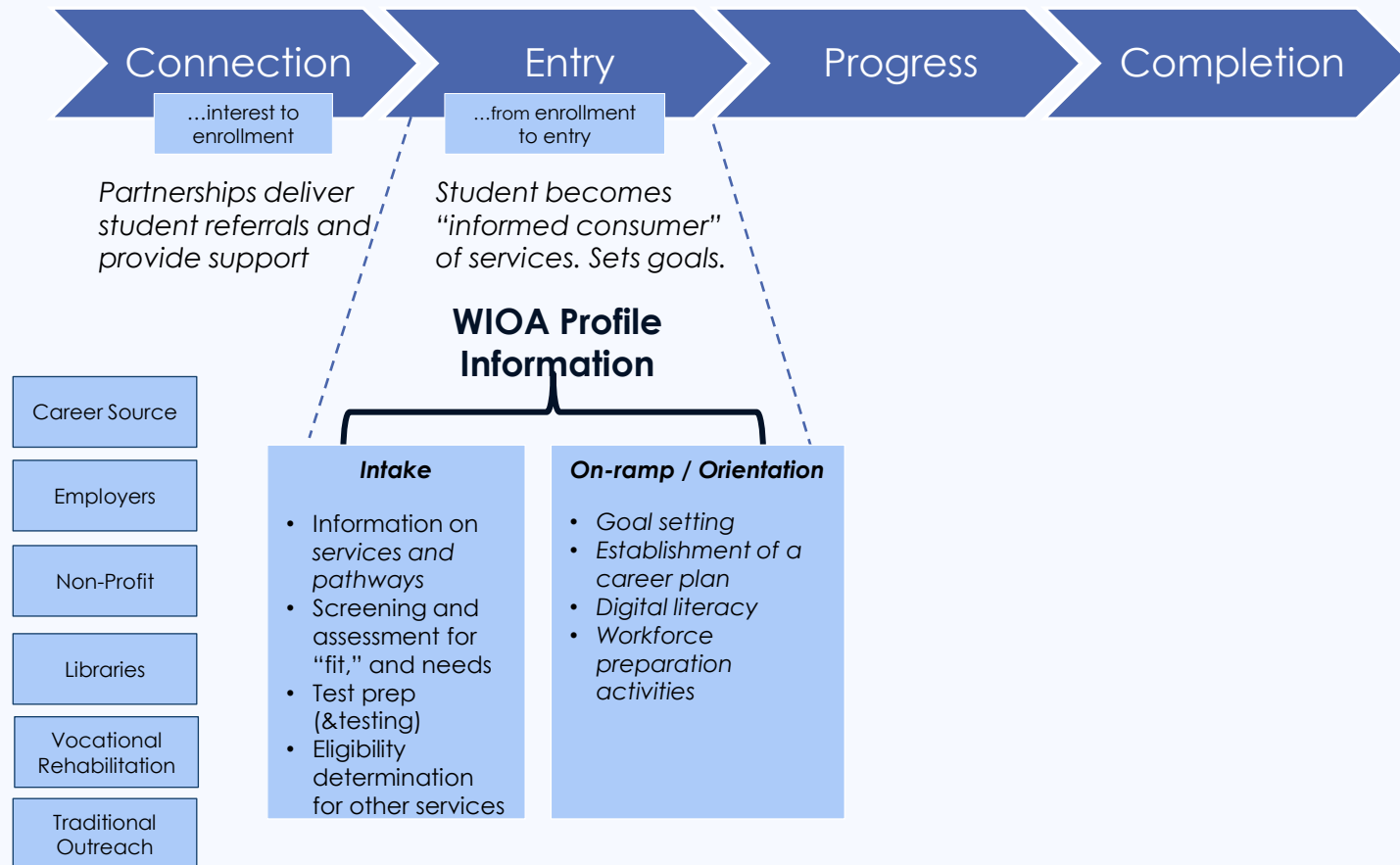
Non-Profit

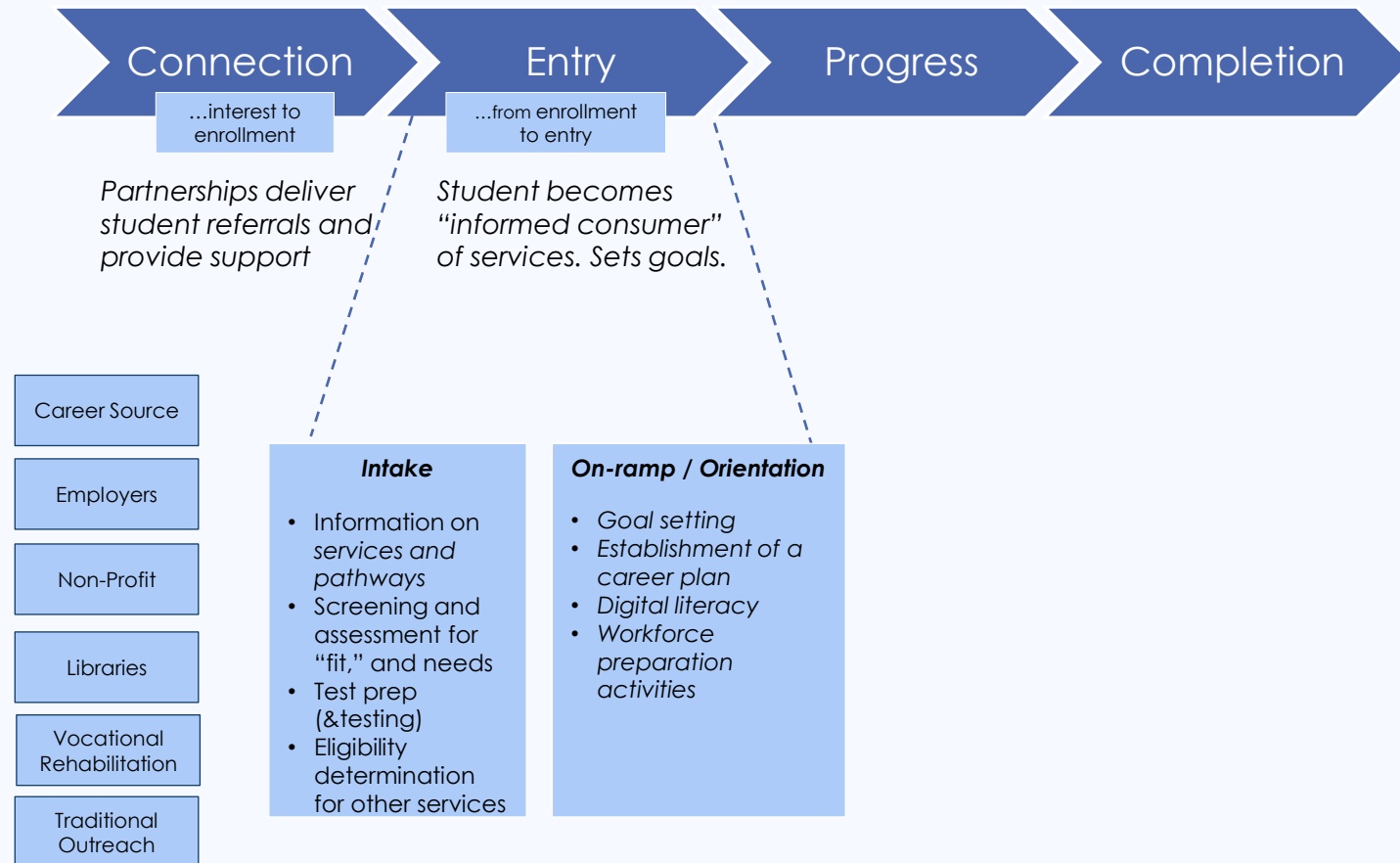
Libraries

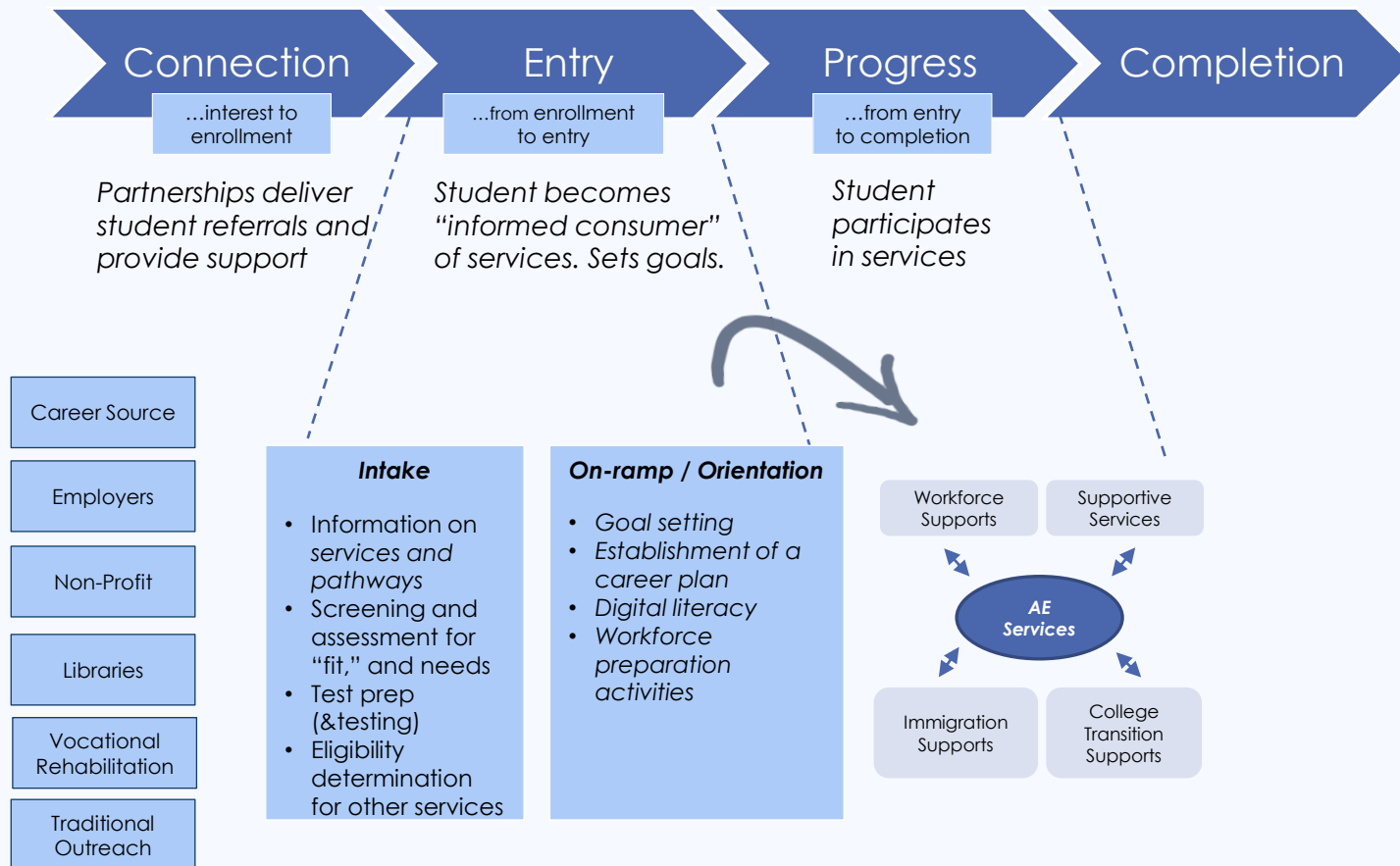
Vocational
Rehabilitation

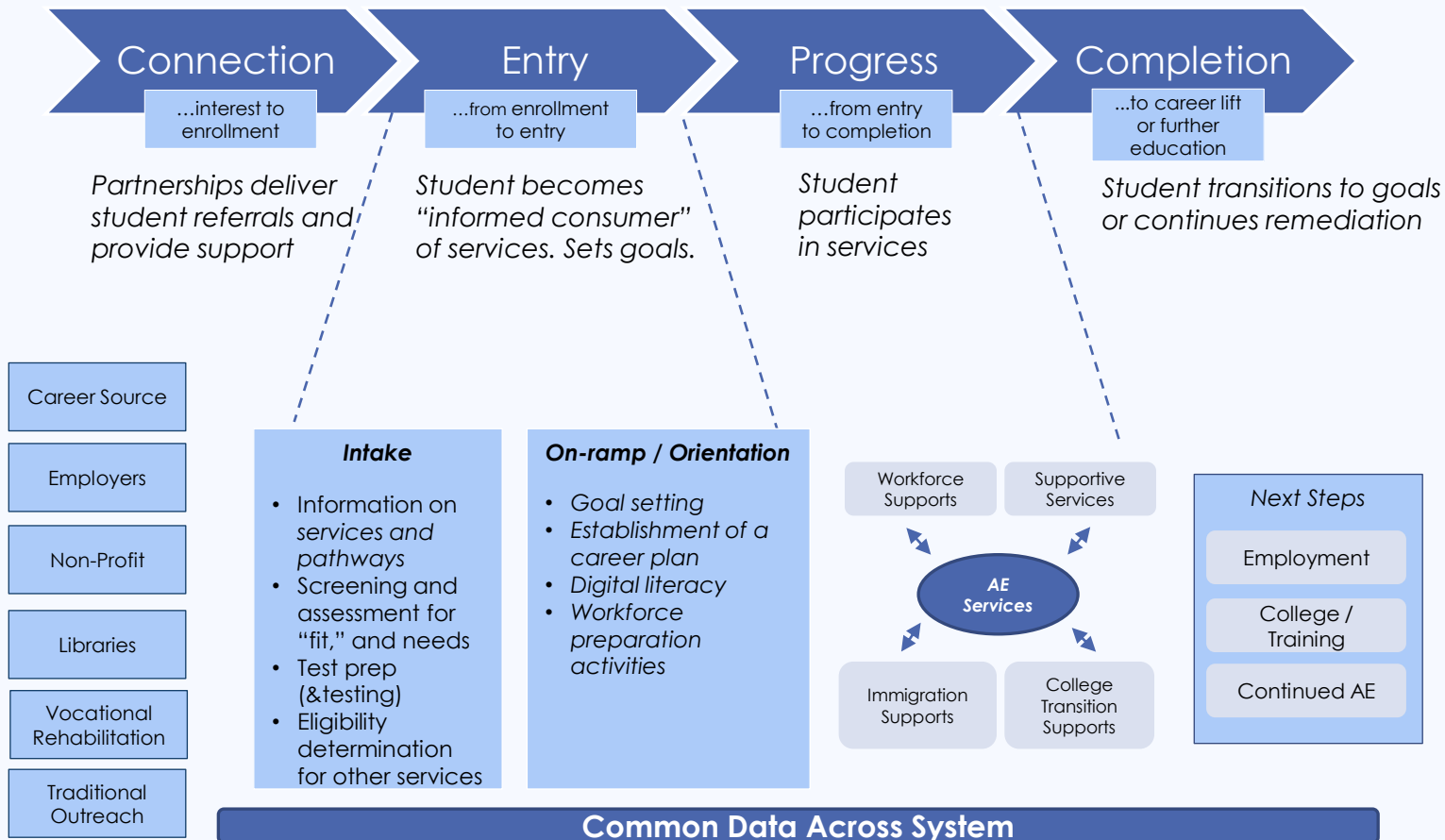
Traditional
Outreach











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

STUDENT

Who are
you?

What is
AE?

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

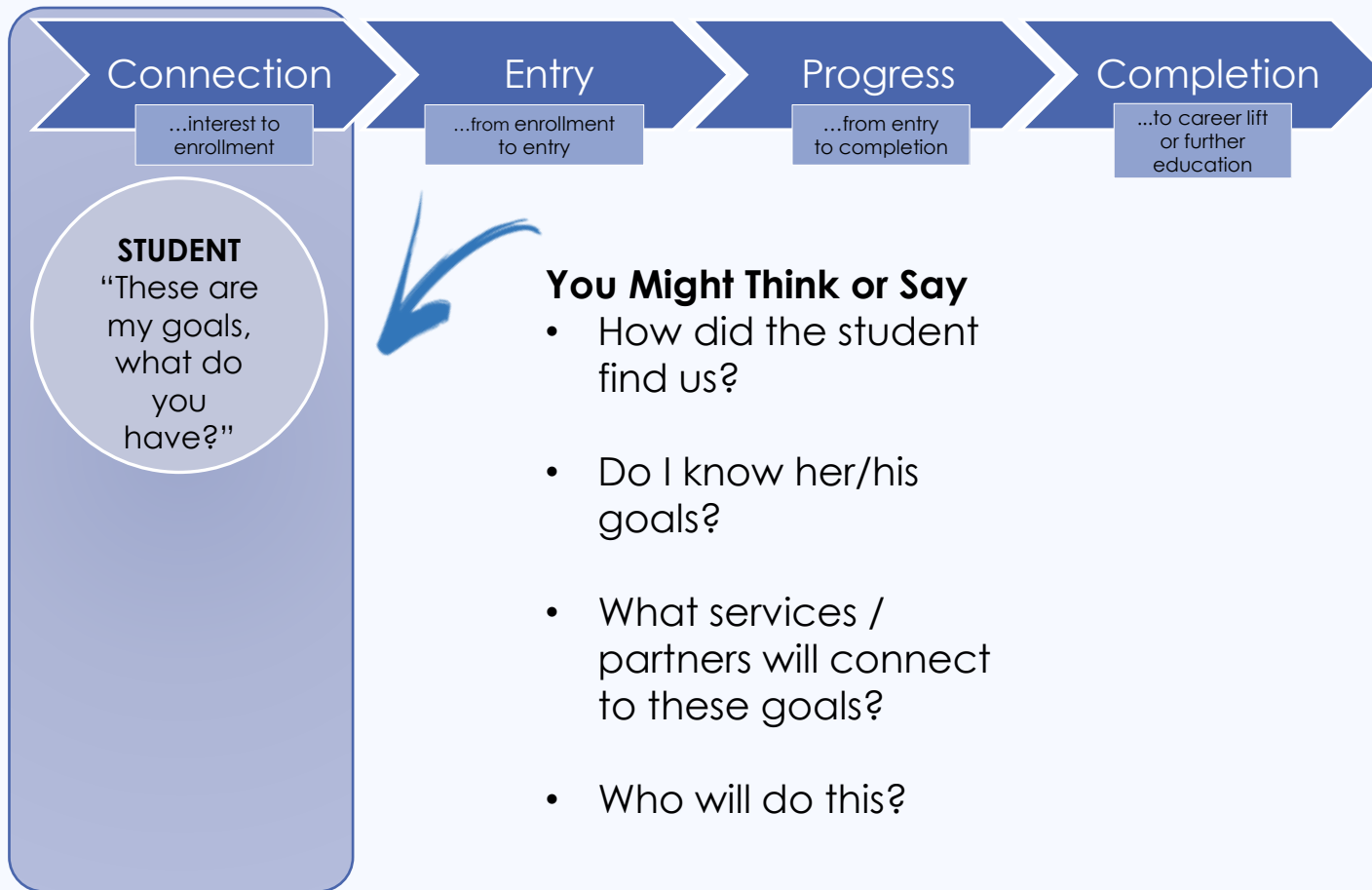
...from entry
to completion

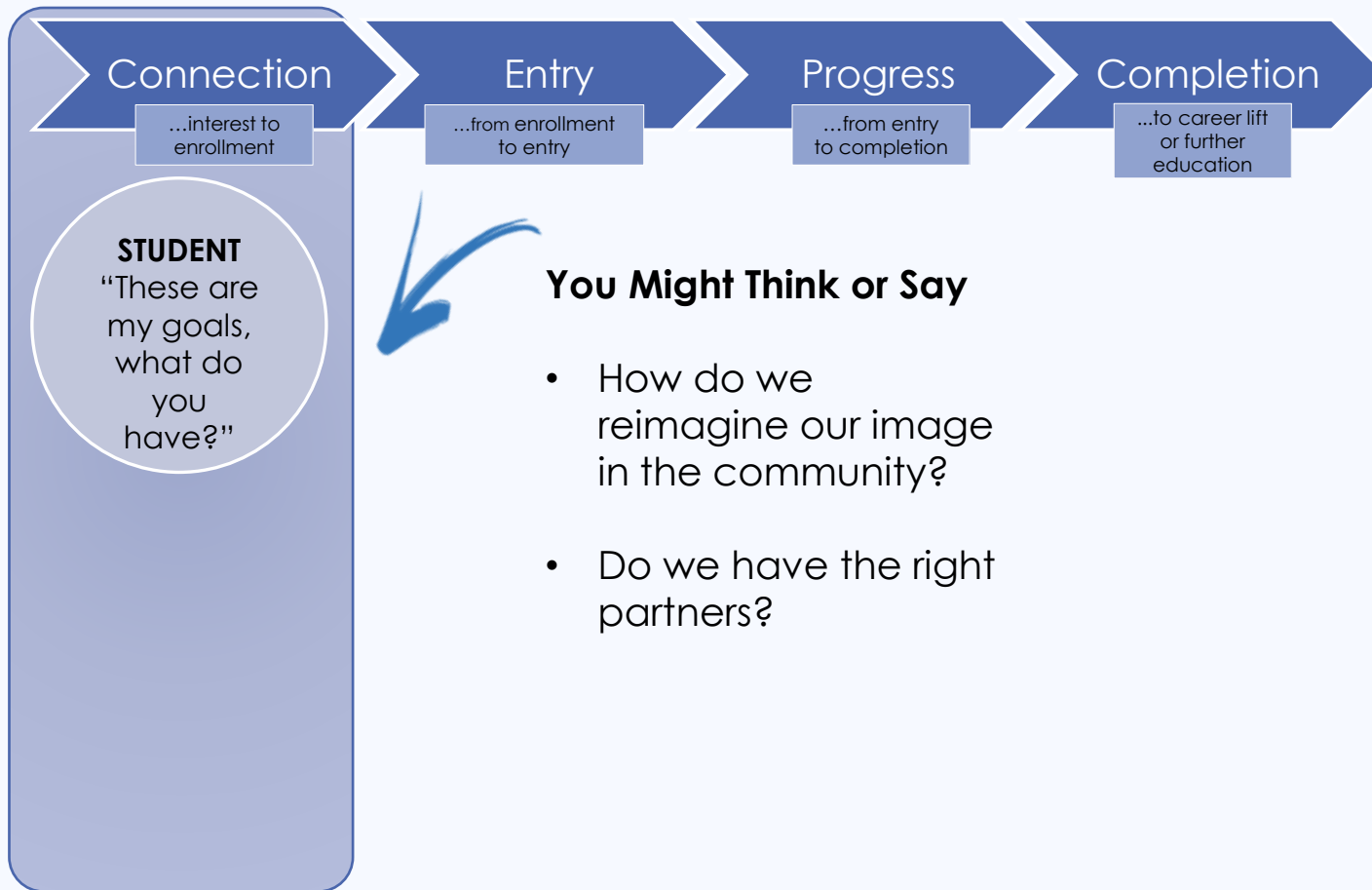
Completion

...to career lift
or further
education

STUDENT

"These are
my goals,
what do
you
have?"





You Might Think or Say

- How do we reimagine our image in the community?
- Do we have the right partners?

Connection

...interest to
enrollment

"These are
my goals,
what do
you
have?"

Curriculum

Partnerships

Image and
Promotion

Entry

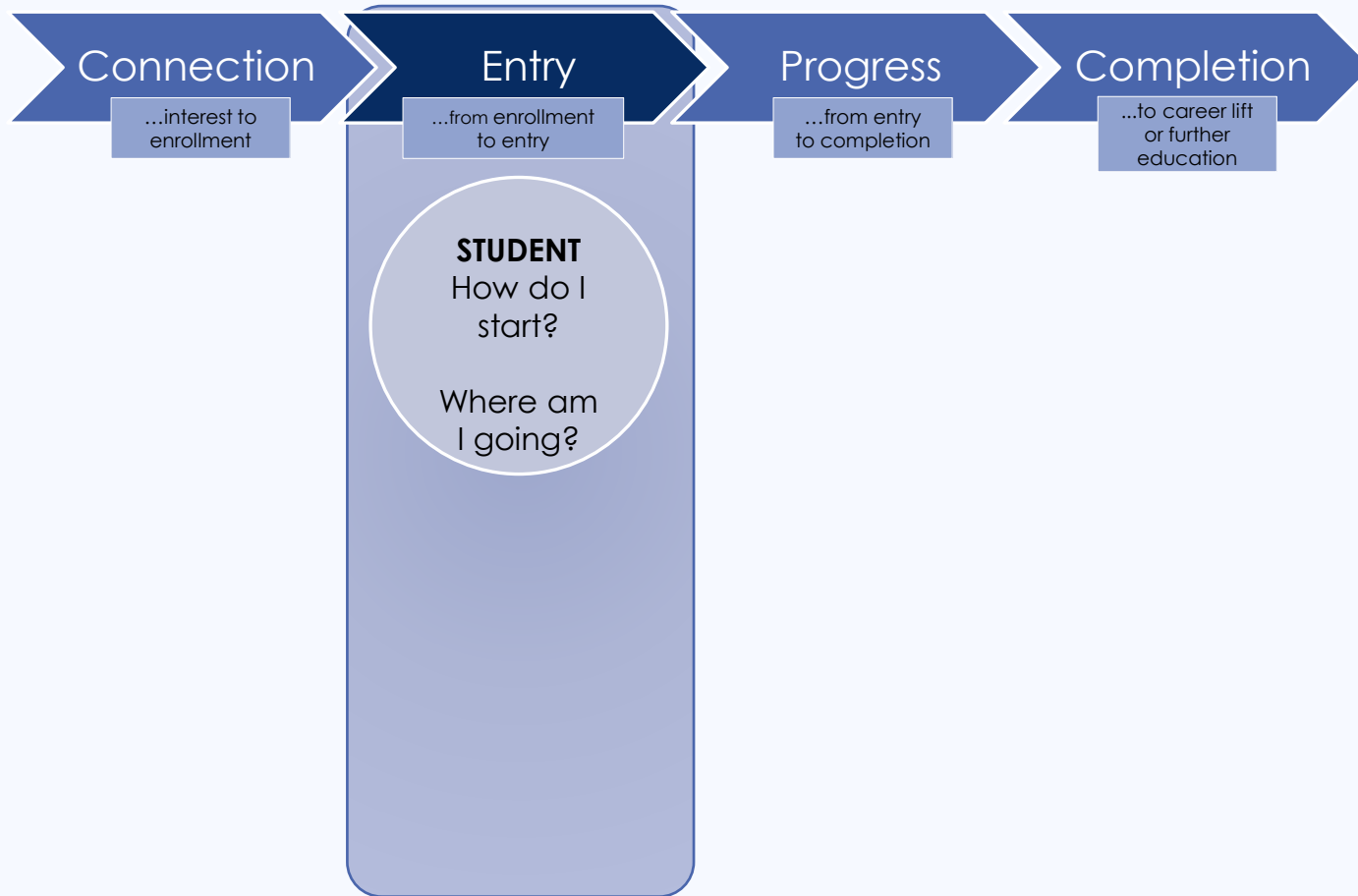
...from enrollment
to entry

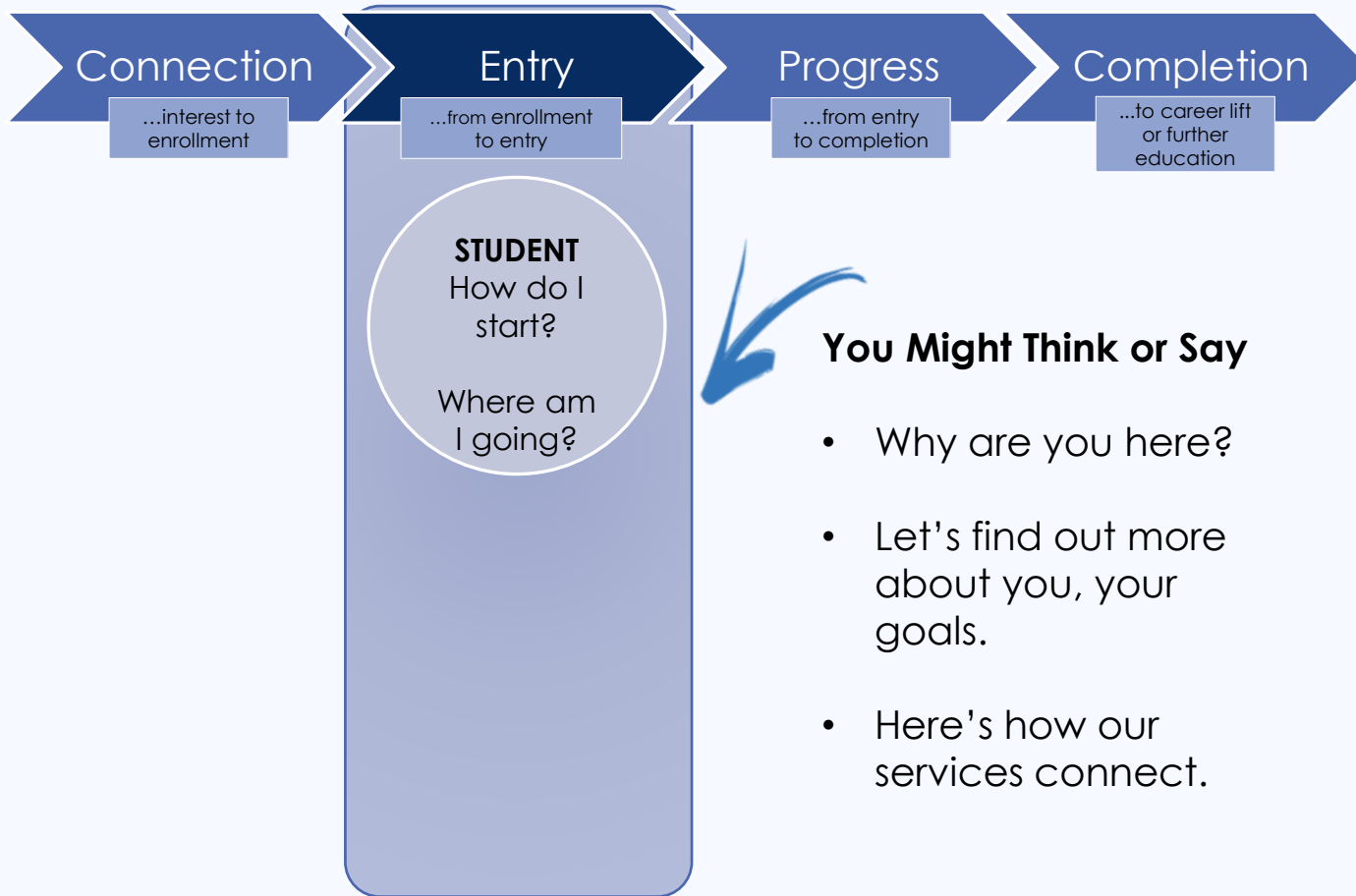
Progress

...from entry
to completion

Completion

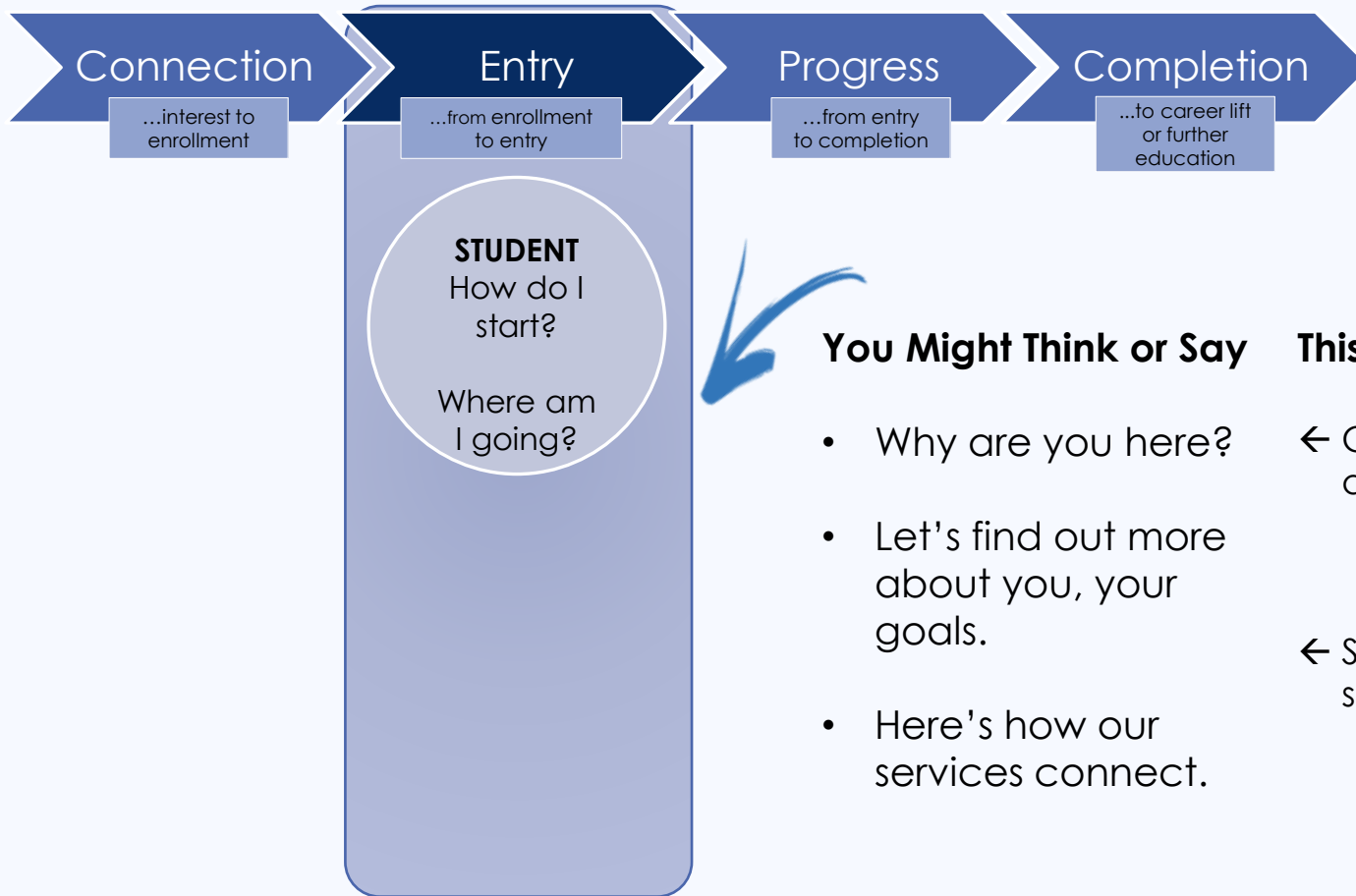
...to career lift
or further
education





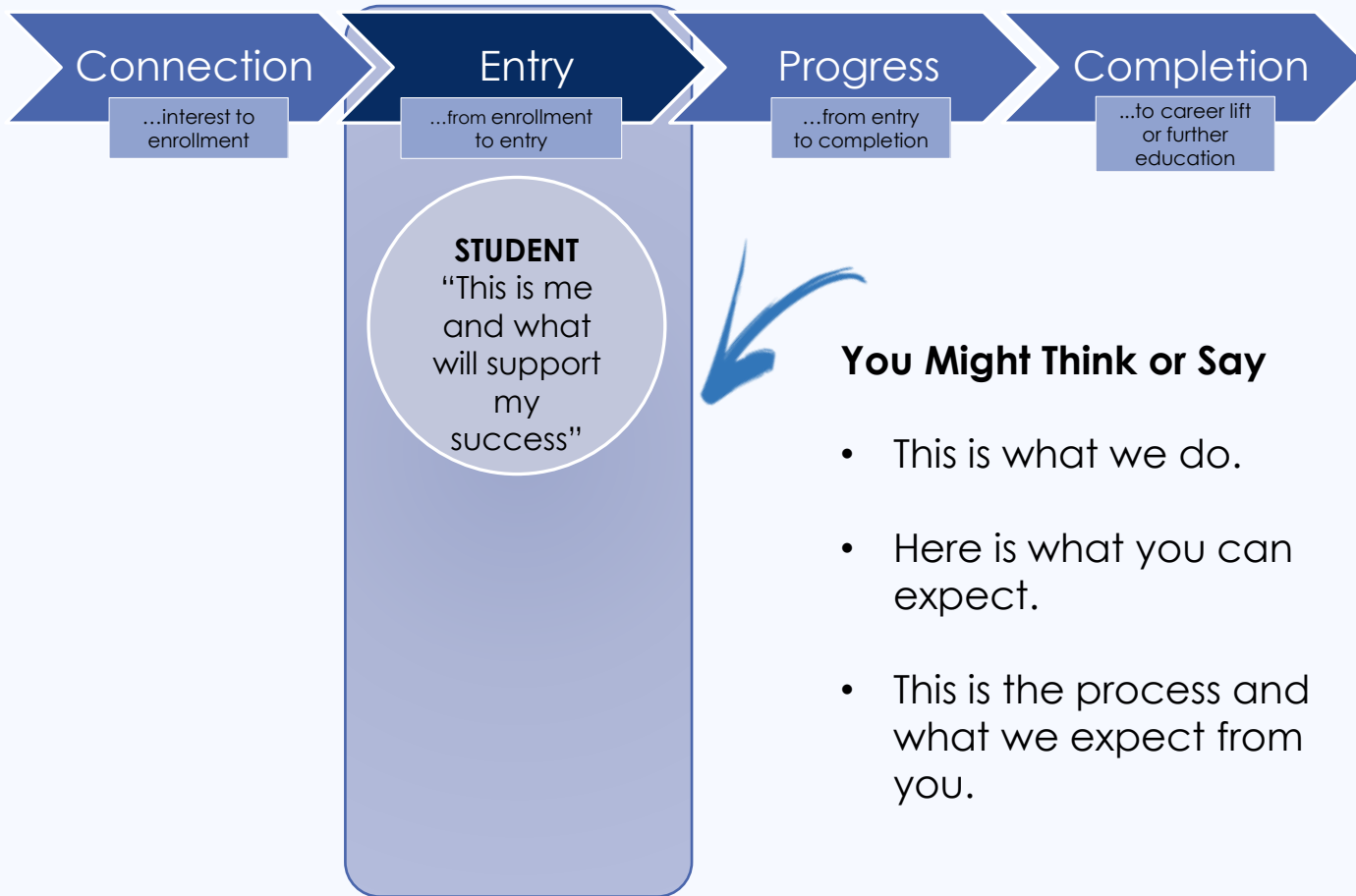
You Might Think or Say

- Why are you here?
- Let's find out more about you, your goals.
- Here's how our services connect.



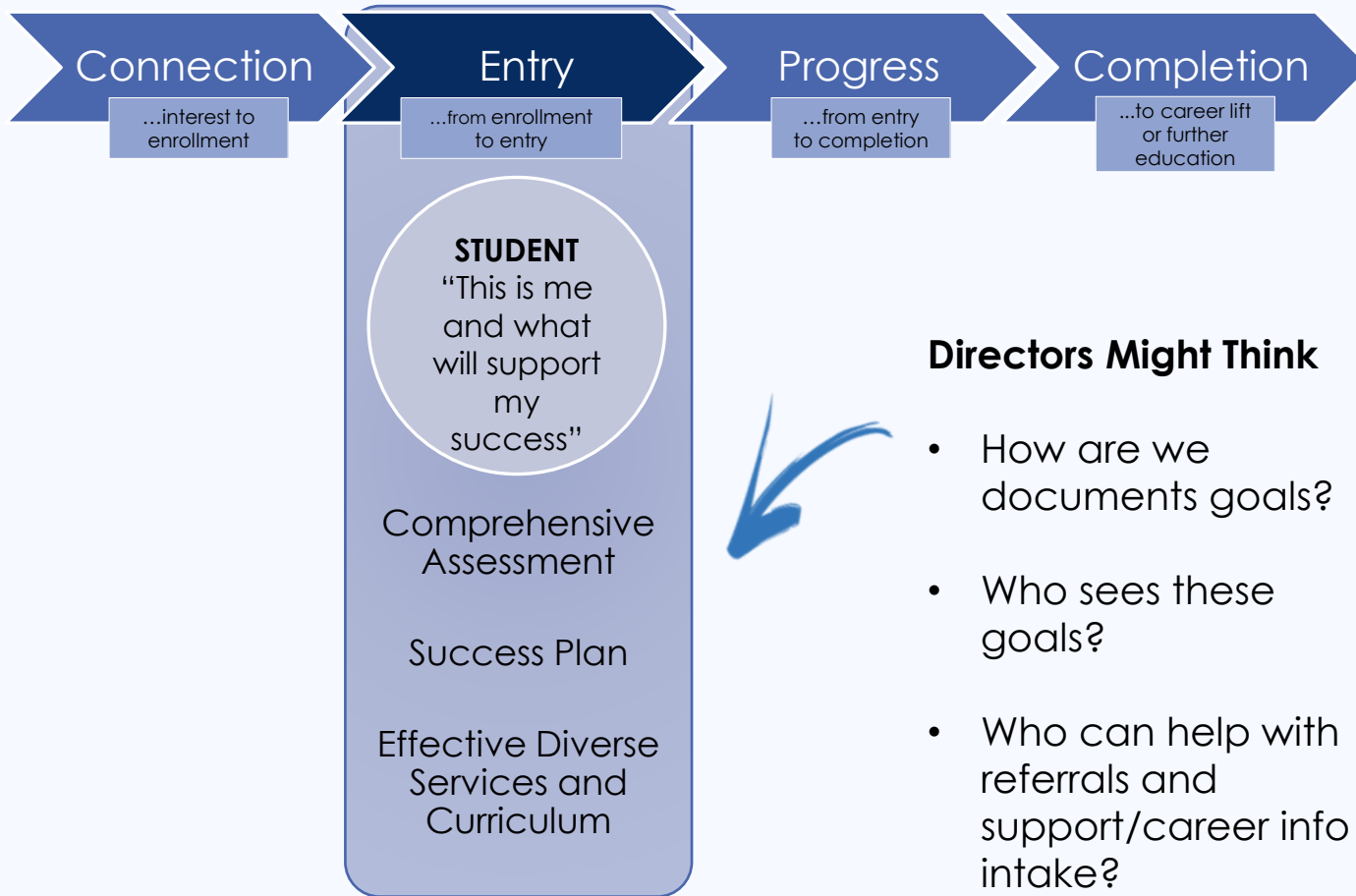
You Might Think or Say This Is

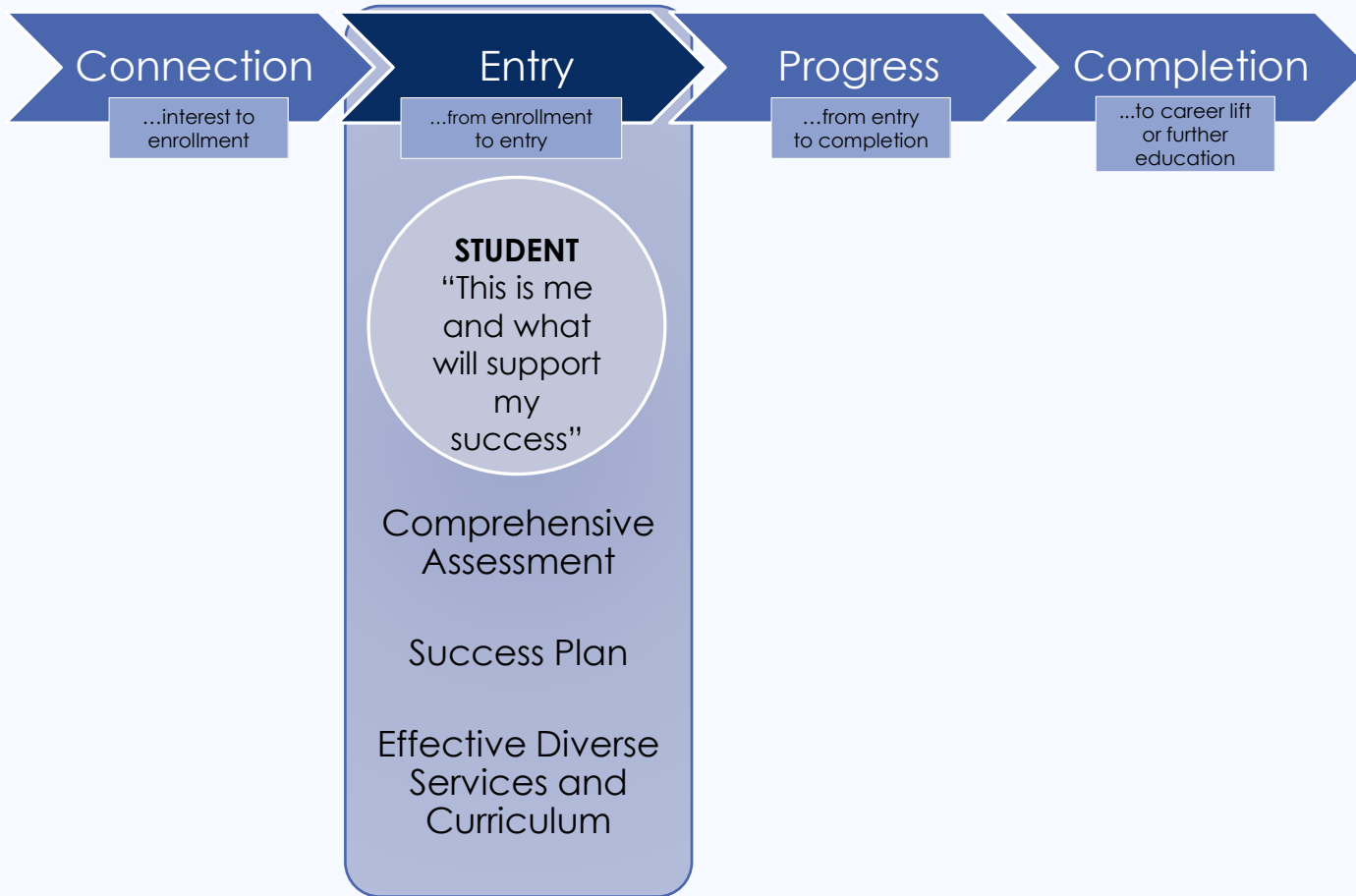
- Why are you here? ← Comprehensive assessment
- Let's find out more about you, your goals. ← Start of student success plan
- Here's how our services connect.

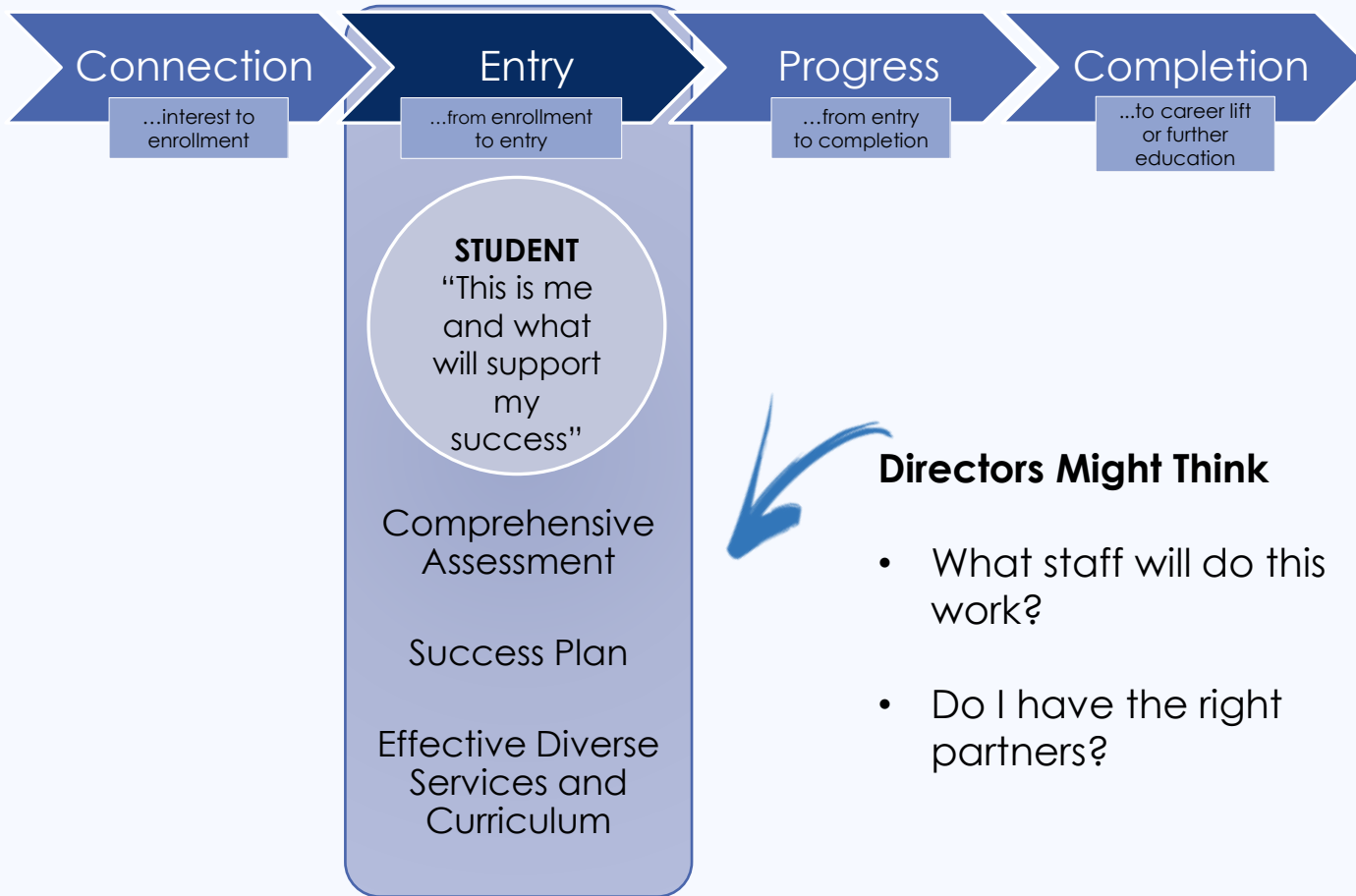


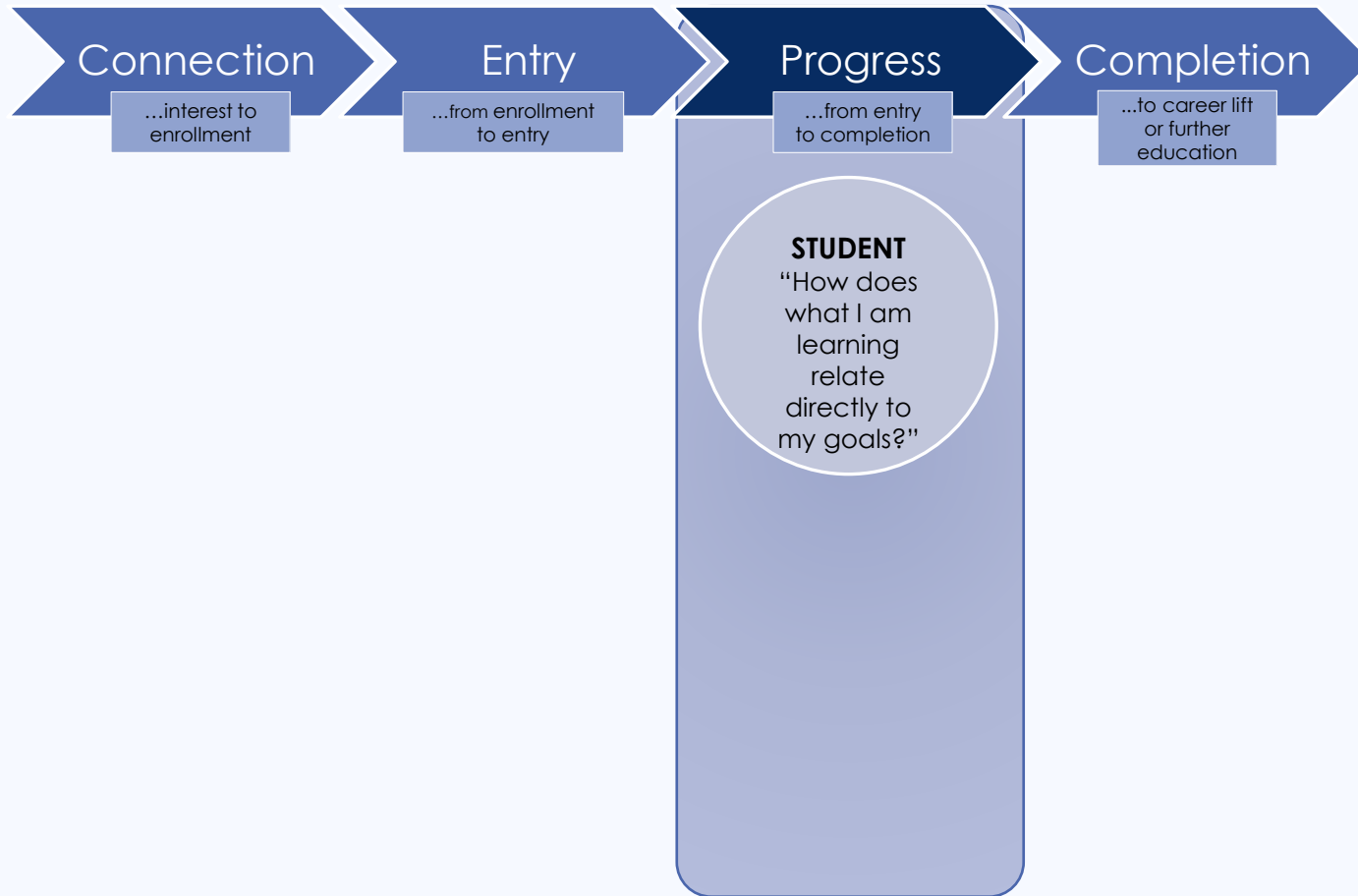
You Might Think or Say

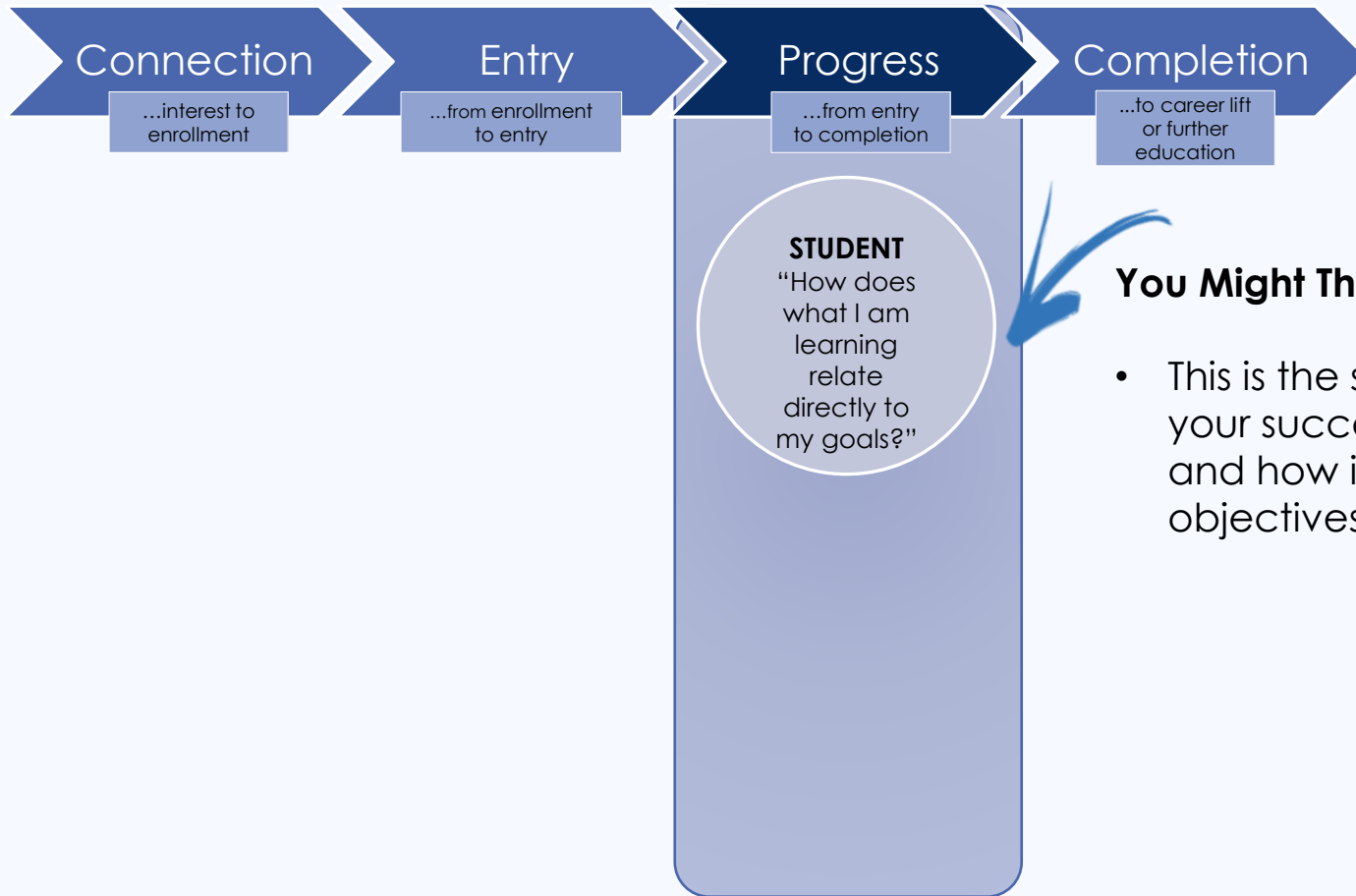
- This is what we do.
- Here is what you can expect.
- This is the process and what we expect from you.





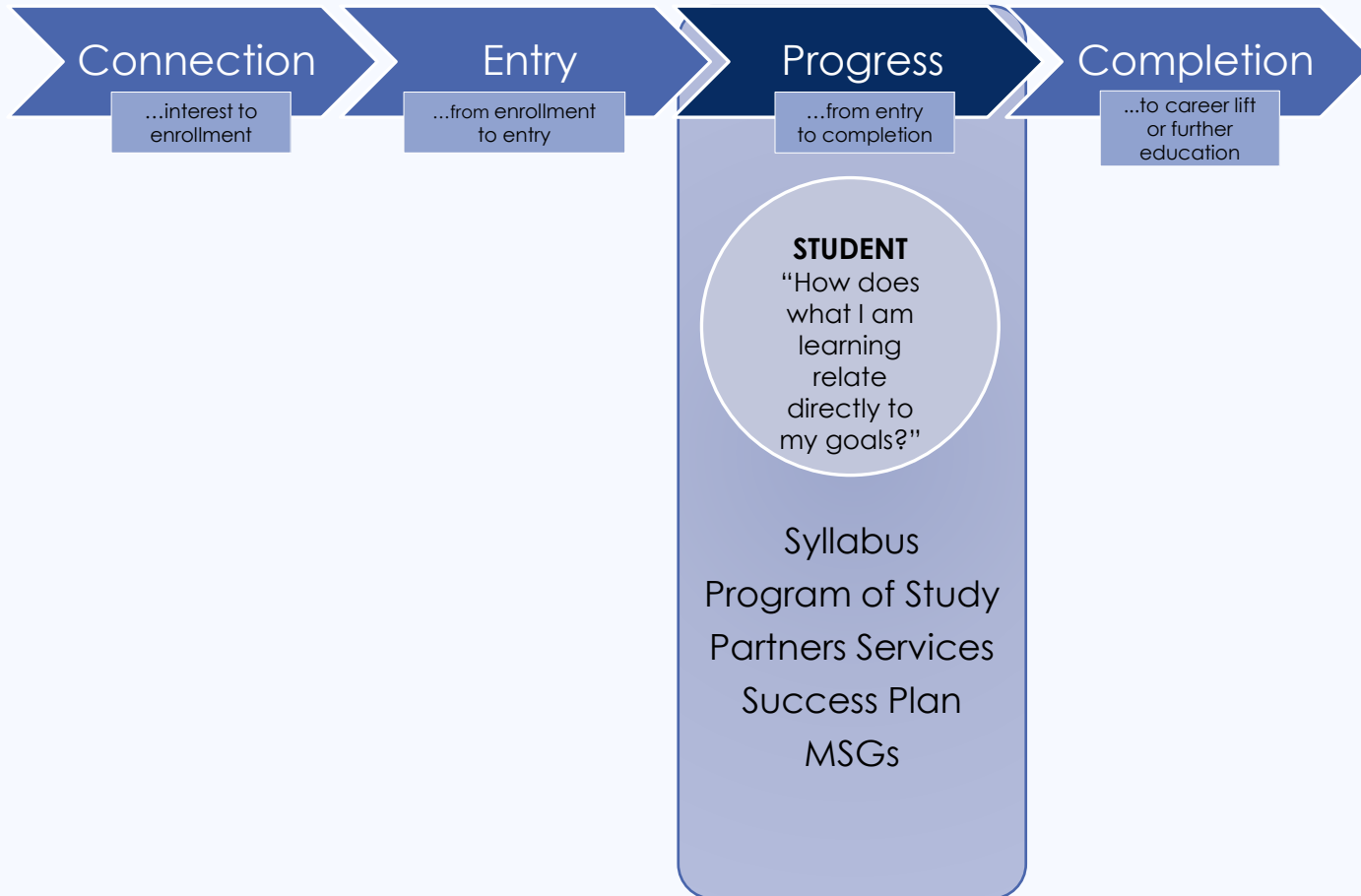


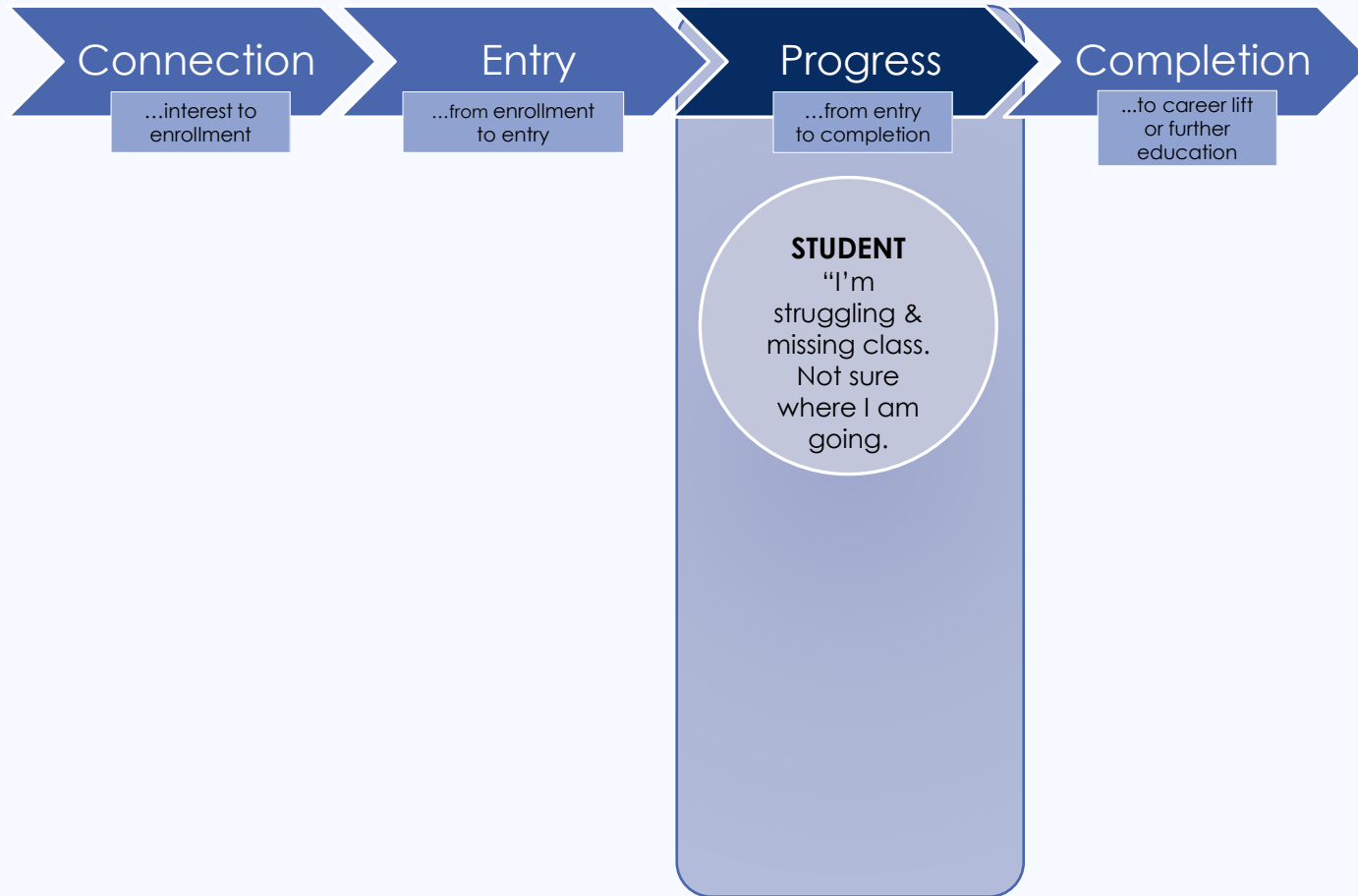


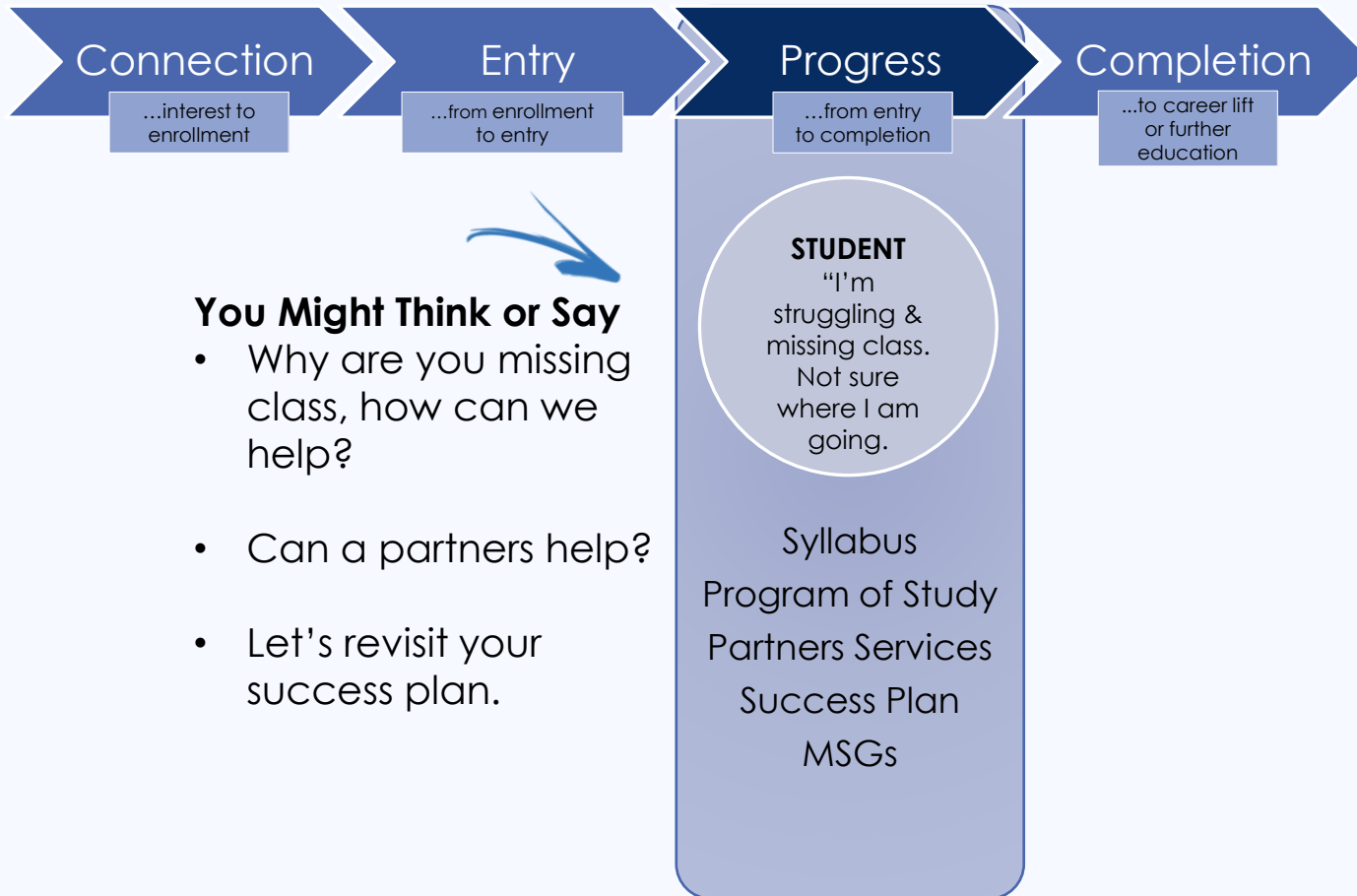


You Might Think or Say

- This is the syllabus and your success plan and how it ties to your objectives.

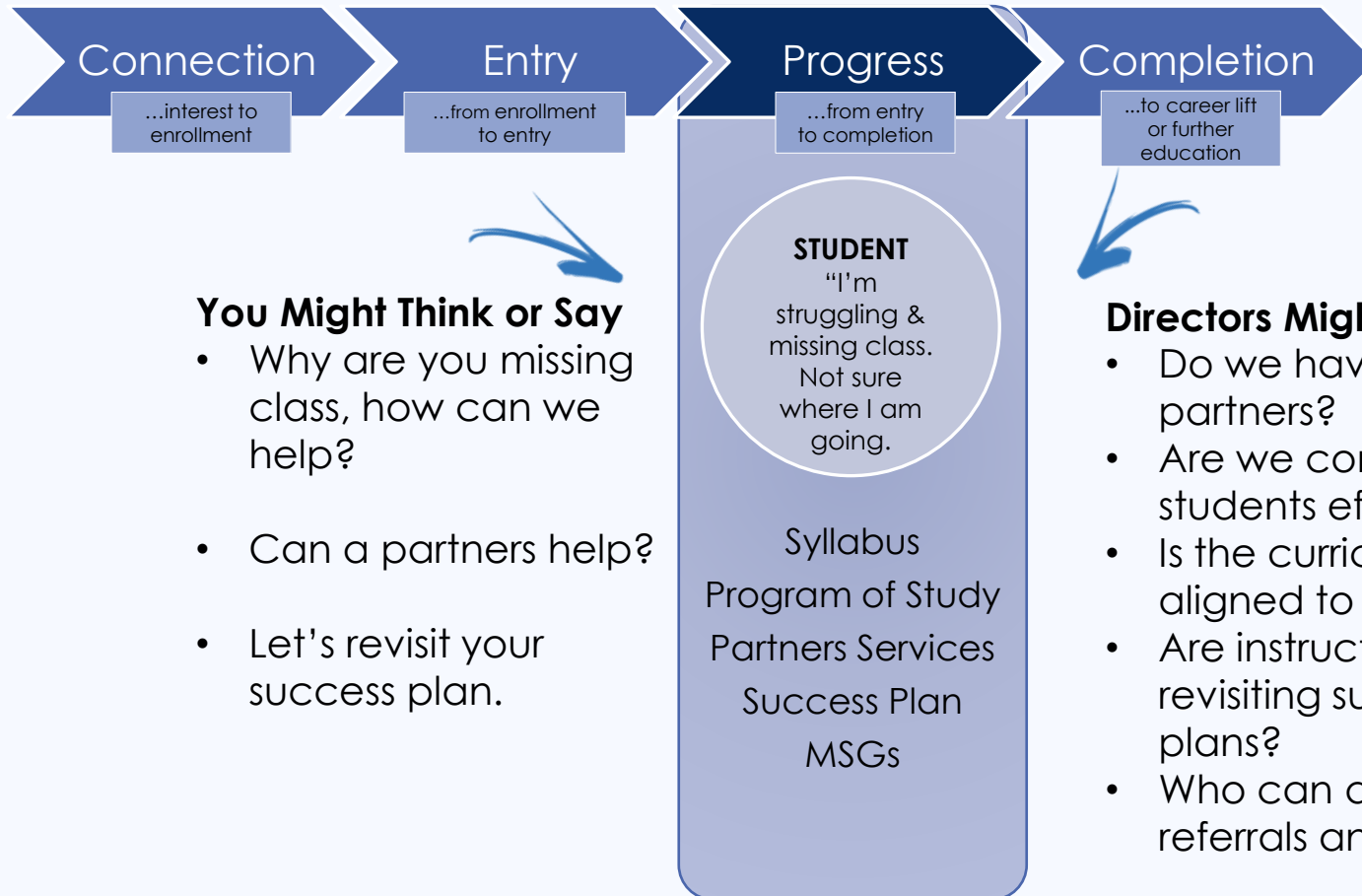


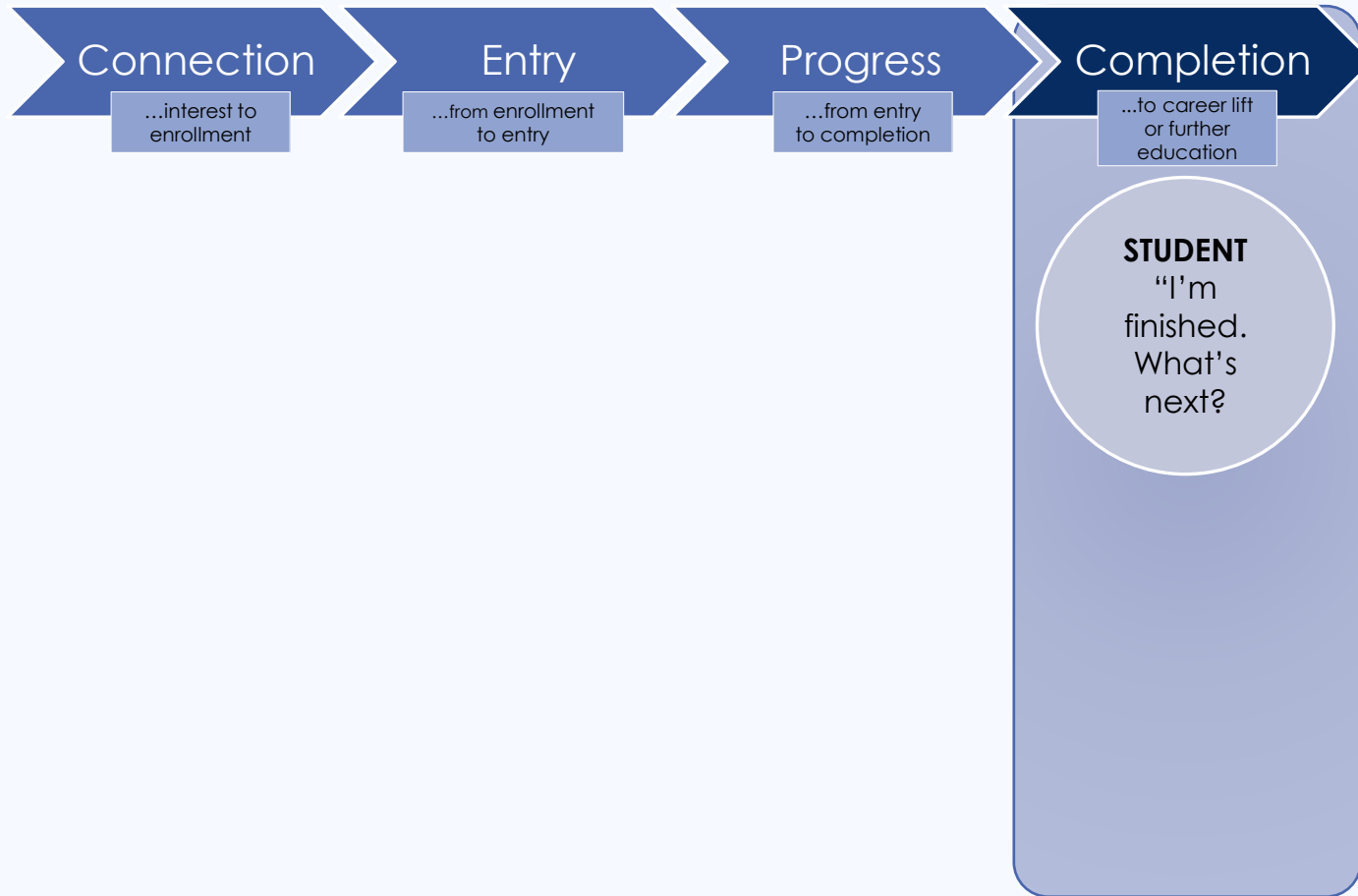


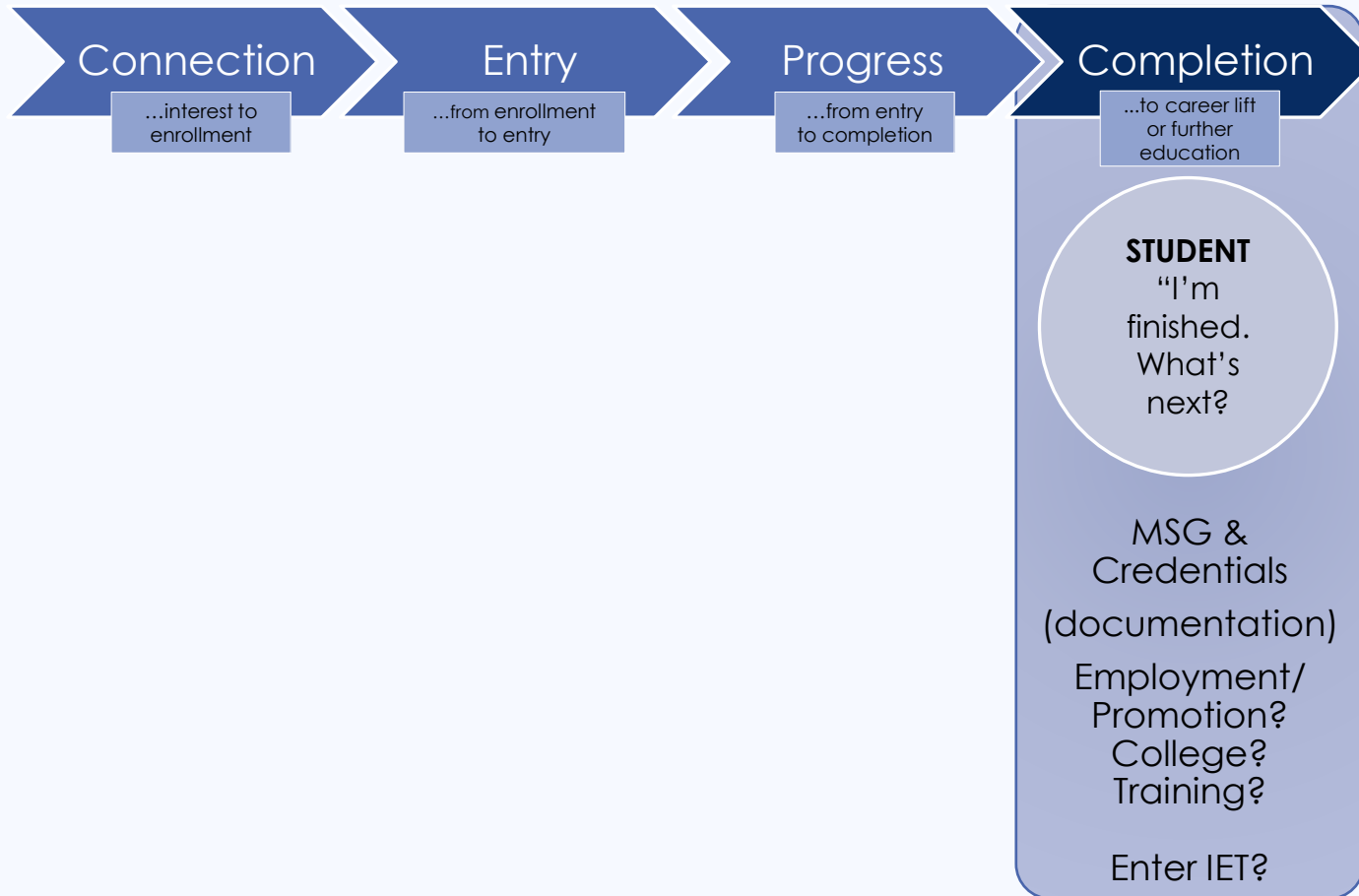


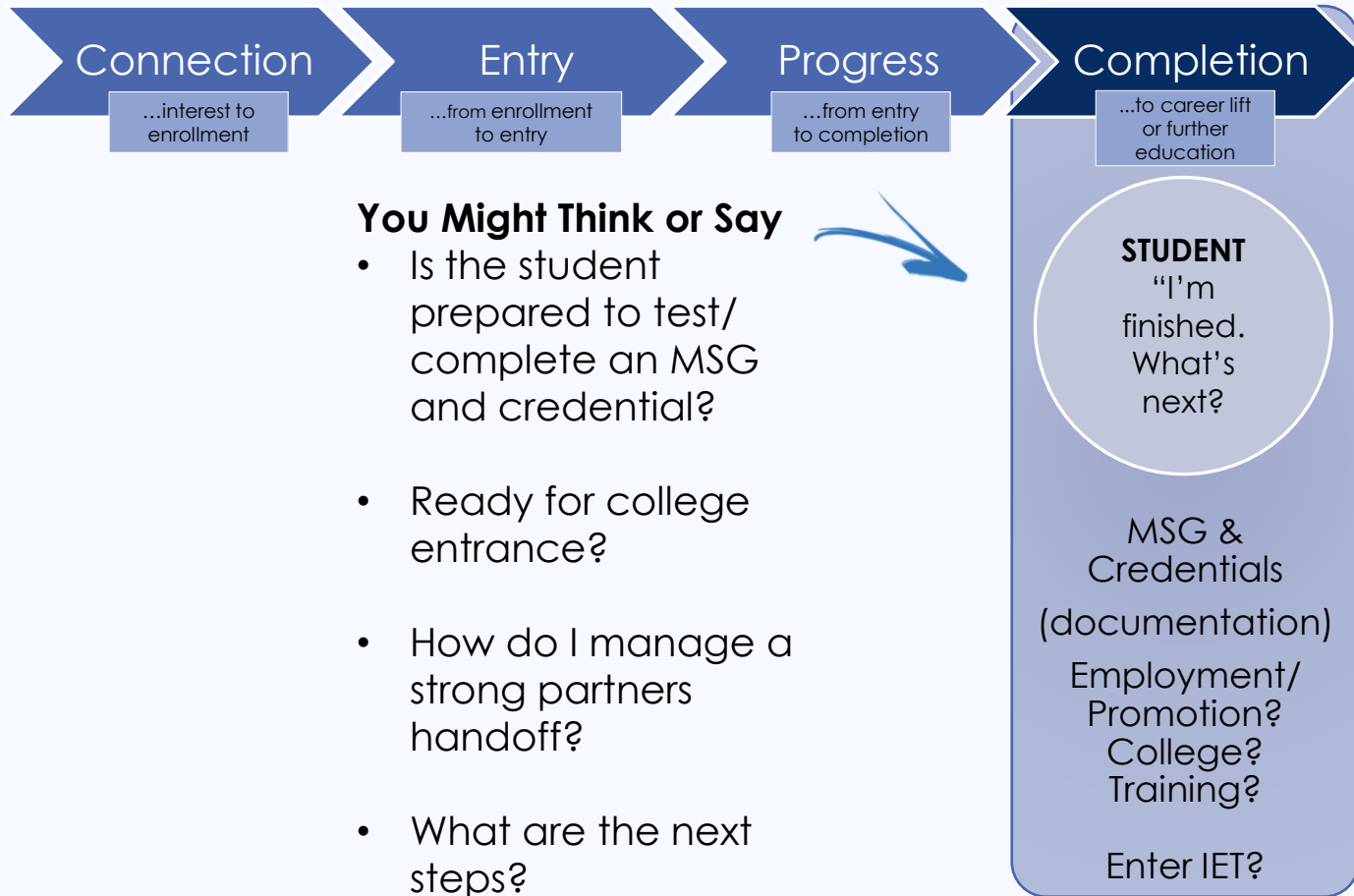
You Might Think or Say

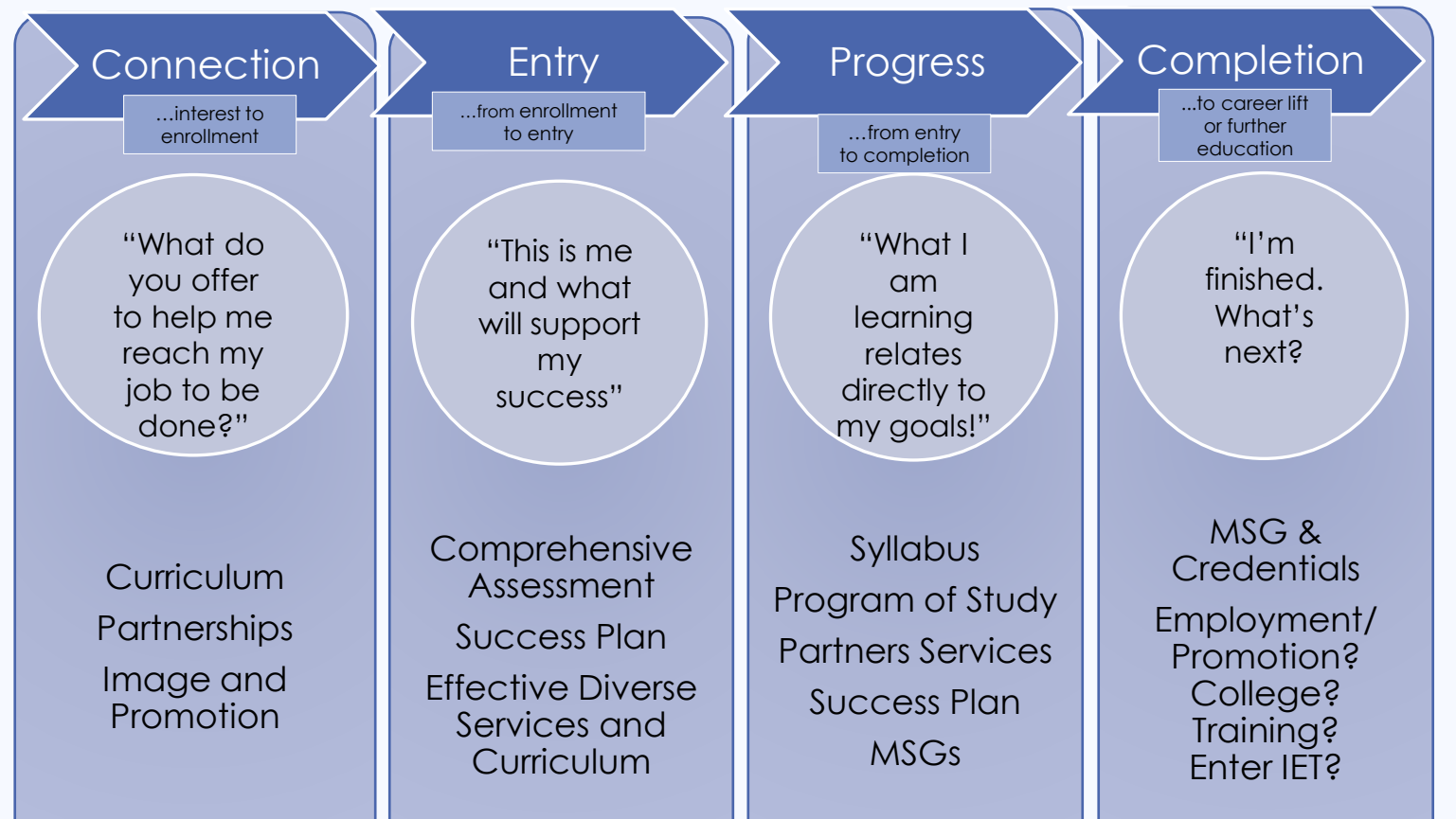
- Why are you missing class, how can we help?
- Can a partners help?
- Let's revisit your success plan.











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

QUESTIONS



Participants' Questions



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 for the webinar schedule, registration links, and recordings for all webinars