GET THERE

Florida's Workforce Education Initiative

2021-2022 Adult Education and Family Literacy Education Act

Integrated Education and Training

GET THERE
Florida's Workforce Education Initiative

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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 question and answer (Q&A) feature.
  - The Q&A will be utilized for questions 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 Act (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

Go to: www.fldoe.org/WIOAGrants

Due June 30, 2021

Agenda

- Welcome and Introduction
- FDOE Overview
- Invited Speaker

  Judy Mortrude

  Senior Technical Advisor

  World Education, Inc.
- Questions and Answers

Priority 2 Overview

Goals for Priority 2: Expand the state's talent pipeline through attainment of credentials of value and acquisition of postsecondary certifications, industry-recognized credentials, and degrees.

- This priority promotes the attainment of credentials of value and the alignment of adult education and training programs to high-quality, high-wage credentials of value.
- To do so local programs must:
  - Drive career pathways and credentials offered through Integrated Education and Training (IET) and family literacy (also referred to as two generation) approaches between partners and provide incentives for completion.
  - Design postsecondary transition programs with state and technical colleges that lead to larger numbers of adult learners accessing and completing postsecondary education and training programs. Adult education redesign efforts must link to current statewide postsecondary education attainment goals to make Florida number one in workforce education by 2030.

Intent of RFP

- Applicants for AGE/IELCE and Corrections Education funds must:
- Offer at least one Integrated Education and Training (IET) program aligned to in-demand sectors in the first year of this Adult Education Grant Application two-year plan. In year two, one additional IET must be developed informed by the results of the regional needs assessment.
- IET Requirements:
  - Each IET Program of Study offered by an eligible provider must be submitted with this grant application, and
  - AEFLA funds can only be used to support IET programs that are prior approved by FDOE.
- If applying for both AGE and IELCE funds, eligible provider must offer two IET programs, one for each fund source. One IET required for Corrections Education.

Priority 2: Implementation Guide

- Who are the identified adult learners (adult education (section 231), IELCE (section 243), and/or corrections education (section 225) that need to be engaged in IET?
- Are the recruitment and orientation efforts reasonable and likely to lead to a cohort of participants who can successfully complete the activities?
- Will IET be available to adult learners at all functioning levels or be limited to certain functioning levels?
- How will the IET program be promoted to recruit and engage participants?
- Is there a unique set of partners that need to be involved for adult education (section 231), IELCE (section 243) and/or Corrections Education (section 225)? Are IET partners the same or different from those identified under Priority 1?
- Have single sets of learning objectives for the planned IET service approach been developed to ensure all components of the IET function cooperatively? What percentage of time is devoted to core the IET components (adult education, workforce preparation, workforce training)?
- What structures are being put in place to ensure that the IET starts and ends at the same time (occur simultaneously)?
- What is needed to effectively plan and implement an IET service delivery approach from the perspective of the applicant?

Priority 2: Part E – Integrated Education and Training Programs of Study

Focus topics in Part E:

- How do you plan to recruit, screen and orient participants so that they will be successful in participating in the IET service approach?
- How will you develop partnerships and implement career pathway strategies, (which may include IET programs) that are aligned to the LWDB plan to expand access to employment, education and other services for individuals with barriers to employment?
- What relevant work-based learning opportunities may be available through the IET service approach?
- What will be the process for employers to validate workplace preparation activities?

Invited Speaker
Judy Mortrude

Invited Speaker: Judy Mortrude

- Judy Mortrude is the Senior Technical Advisor at World Education, Inc. She has 35 plus years of experience in adult education. Judy is highly skilled and knowledgeable about AEFLA, professional learning for adult educators, educational technology and distance learning, digital literacy, implementation and scaling of evidence-based educational reforms, and preparation of adult learners for the workforce.
- Judy has served as a consultant for FDOE for the last year to support IET development in the state of Florida. Her expertise has proven priceless!
- Judy also has extensive experience in working with Corrections.
  - She directed the Minnesota FastTRAC Adult Career Pathway initiative that included direct partnership with the Minnesota Department of Corrections to establish adult bridge and integrated programming within state prisons.
  - At the national level, her technical assistance included the 2019 Maximizing the Power of Career Pathways national dialogue produced a brief focused on Advancing Racial Equity through Career Pathways Community-Centered Solutions, including serving justice involved communities.
  - Judy provided technical assistance on funding IET career pathways to the OCTAE Young Adult Diversion project and has been a subject matter expert for the U.S. Department of Health and Human Services, Administration of Children and Families, Office of Family Assistance Strengthening Self-Sufficiency Pathways national meetings.

INTEGRATED EDUCATION & TRAINING (IET)

Planning or Enhancing your IET Program

KEY IDEAS

IET Program Design

Ensuring Labor Market Value

Building Partnerships

NCTN NATIONAL COLLEGE TRANSITION NETWORK
A Part of World Education, Inc.

Integrated Education & Training (IET)

"…a service approach that provides **adult education and literacy** activities **concurrently** and **contextually** with **workforce preparation** activities and **workforce training** for a **specific occupation** or occupational cluster for the **purpose** of **educational** and **career advancement.**"
WIOA Sec 203(11)

Adult Education & Literacy

"…programs, activities, and services that include: (a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities, (f) integrated English literacy and civics education, (g) workforce preparation activities, or (h) integrated education and training." WIOA Sec 203(2)

Workforce Preparation Activities

"Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in: (a) utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills…" WIOA Sec 203(17)

Workforce Training

"may include

WIOA Section 134(c)(3)(D)

(i) occupational skill training…;
(ii) on-the-job training;
(iii) incumbent worker training…;
(iv) programs that combine workplace training with related instruction…:
(v) training programs operated by the private sector;
(vi) skill upgrading and retraining;
(vii) entrepreneurial training;
(viii) transitional jobs…;
(ix) job readiness training provided in combination with services…(i) through (viii);
(x) adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii); and
(xi) customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training."

Defining IET

INTEGRATED EDUCATION & TRAINING

"…a service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement."

(34 CFR §463.35).

Adult Education & Literacy

"…programs, activities, and services that include: (a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities, (f) integrated English literacy and civics education, (g) workforce preparation activities, or (h) integrated education and training" (34 CFR §463.30).

Workforce Preparation

"Activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in: (a) utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills…" (34 CFR §463.34).

Workforce Training

"may include
(i) occupational skill training…;
(ii) on-the-job training;
(iii) incumbent worker training…;
(iv) programs that combine workplace training with related instruction…;
(v) training programs operated by the private sector;
(vi) skill upgrading and retraining; (vii) entrepreneurial training;
(viii) transitional jobs…;
(ix) job readiness training provided in combination with services…(i) through (viii);
(x) adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii); and
(xi) customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training."

(WIOA Section 134(c) (3) (D), P.L. 113-128)

Examples of IET

Connecting foundational skill building with occupational credentialing

Commercial Driver's License (CDL) Transportation & Logistics

Participants achieve a state-issued commercial driver's license permit with multiple endorsements, readying the individual for immediate employment with bus companies or local delivery services and/or for further training for over-the-road heavy load trucking.

Adult Education & Literacy

- English language learning and/or high school equivalency preparation using state CDL preparation handbook
- math/reading/writing focused on use in the transportation and logistics field

Workforce Preparation

- Digital literacy
- employability skills
- communication skills
- interviewing and resume writing

Workforce Training

- Commercial Driver's License Class A permit with endorsements
- use of state licensing materials for study
- support through completion of license and endorsement
- transition to employment and/or behind the wheel training

Women Employed, Download Lesson Plans, http://womenemployed.org/download-lesson-plans.

Examples of IET

Pre-Apprenticeship Programs

Earn and learn programs build technical and foundational skills

Language & Math Skills for Roofers & Waterproofers

In a partnership between East Los Angeles Community College and a Cal Apprenticeship program, apprentices build English language and math skills. Benefits to the employer include apprentice recruitment and retention. Participants report increased job satisfaction.

Adult Education & Literacy

- English reading, writing, and speaking – "applicants must be able to read and speak English with the first 12 months of training in order to comprehend instructions given on the job and in related training classes to insure personal and co-worker safety on the job."
- Math for trades, focused on construction field

Workforce Preparation

- Communication skills at work
- Working in teams for safety and efficiency
- Digital literacy for employee processes including payroll, benefits, instructions

Workforce Training

- Apprenticeship standards to apply a variety of materials including hot and cold build-up roofing and/or waterproofing, asphalt, shingles, tile and single ply roofing materials including EPDM, PVC, Hypalon and modified bitumen
- Occupational skills using field resources, processes, and procedures
- Jointly sponsored by employers and the roofers union

Cal Apprenticeships, Roofers & Waterproofers Apprenticeship, http://www.calapprenticeship.org/programs/roofers_apprenticeship.php.

Examples of IET

Community College Programs

Just in time skill building with career & technical education courses

COMPUTER SUPPORT TECHNICIAN

Kentucky's Work Ready KY scholarship initiative has more than 80 programs in high-demand industries. Participants can earn up to 32 credits hours tuition free, including this 16-credit program with 2 in-person and 3 online courses.

Adult Education & Literacy

- College and career readiness standards for adult education
- GED completion in partnership with Accelerating Opportunities Kentucky (AOKY)

Workforce Preparation

- Digital literacy
- Employability skills

Workforce Training

- Productivity Software
- Computer Hardware and Software
- Help Desk Operations
- Advanced Productivity Software
- Advanced Data Organization Software

Gateway S.M.A.R.T. Plan, https://gateway.kctcs.edu/media/about/academic-advising-sheets/computerinformationtechnologies-certs.pdf.

workforcecouncil.org/adult-career-pathway-partnership/

Ascendium

The South Central WorkForce Council provides administration and oversight of workforce development in South Central Minnesota.

Adult Career Pathway Partnership

Adult Career Pathway Partnership includes:

- Area Adult Learning Cooperative
- Faribault County Adult Basic Education
- Mankato Area Adult Basic Education
- MN Department of Employment and Economic Development
- Minnesota Valley Action Council
- MRCI WorkSource
- South Central College
- South Central WorkForce Council

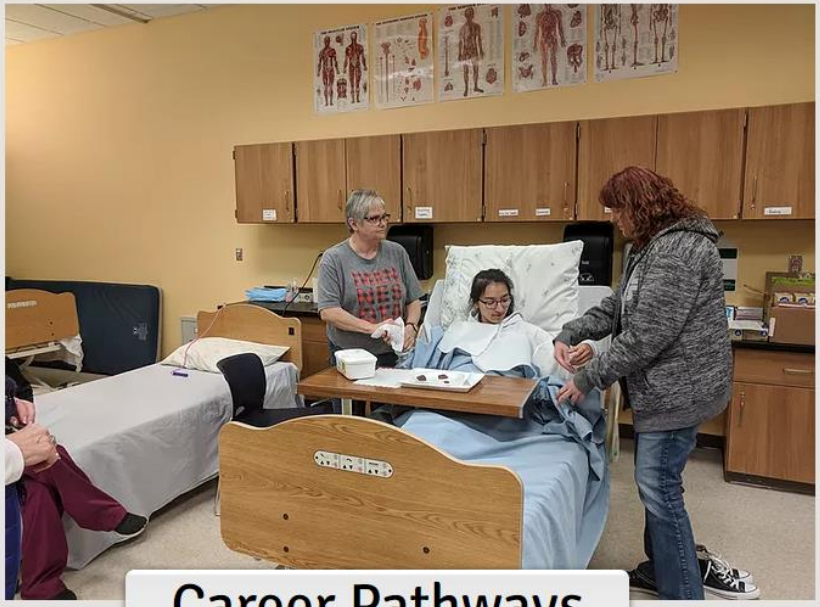
southwestabe.org/career-pathways

Ascendium

Southwest Adult Basic Education

Search Site

Home | Student Resources | Innovative Learning | Distance Learning | Service Areas | Staff Resources | Quick Links



Career Pathways

- CNA/TMA
- WELDING
- CDL
- MACHINE TOOL
- INDUSTRIAL MAINTENANCE
- CARPENTRY

Plugged In Virginia Region 6 SHINE & Blue Ridge CC

IET Program Name: Certified Logistics Associate (CLA) / Certified Logistics Technician (CLT)

IET Program Site: Meherrin River Regional Jail (MRRJ)

Target Population(s):

- High Priority Subpopulations (Disconnected Youths and Single Parents)
- Release Date prior to six months from end of program
- Offense Classification (cannot be maximum security)
- Keep Separates for inmates with issues with other inmates
- Previous program performance and follow-through
- CASAS GOALS ABE Level 4 Reading and Math scores

Outcome Measures

- Measurable Skill Gain Types MSG type 5, documented exam-based skill attainment through passage of CLA and CLT exams reported through WIOA title I/II
- Plugged in VA credential attainment goal documented through BRCC
- Targeted occupation/sector for employment - Shipping/Receiving Clerk VA/ $16.25hr; Machine feeder/offbearer VA $14.87hr [NAICS 541614/493110]
- Employment 2nd /4th quarter after exit – Through enrollment in WIOA title I, we will have access to wage records after exit for this data

Funding

WIOA Title I/II for all components of IET program and follow up activities.

Milwaukee Area Technical College / Milwaukee House of Corrections
IET Program Name: **MATC Office Technology 122: Business English Essentials** (within MATC Administrative Professional Career Pathway IET + GED/HSD) **IET Program Site:** Milwaukee House of Corrections (HOC) & Milwaukee Area Technical College (MATC) Walker Square Education Center
Target Population(s): Female inmates and reentry populations; GED or HS 5.09 Diplomas seeking; NRS levels 2+; interest in computer technology and office support professions

MATC Career Pathway Program
Administrative Professional Career Pathway
Walker's Square Education Center
SP 2020 from 1/28/2020 to 5/22/2020
Evening

College Partners
1. School of Bussiness
2. School of Pre-College Education

Times	Monday	Tuesday	Wednesday	Thursday	Friday
5:00 - 6:00	COMMB4-741 Support OFTECH-122 5- 5:55 pm W457	COMMB4-741 Support OFTECH-122 5- 5:55 pm W457	COMMB4-741 Support OFTECH-122 5- 5:55 pm W457	GED Lab 5:00-7:55 pm	
6:00 - 7:00	OFTECH-101-600 Wind & MSWord K 6:00- 8:55 pm Room W457	COMPUB-701 Support class for OFTECH-101 6:00- 8:55 pm Room W457	OFTECH-122-600 Business English Essentials 6:00- 8:55 pm Room W457		
7:00 - 8:00					
8:00 - 9:00					

Integrated English Literacy and Civics Education

"(a) education services provided to English language learners who are adults, including professionals with degrees or credentials in their native countries that enable such adults to achieve competence in the English language and acquire the basic and more advanced skills needed to function effectively as parents, workers, and citizens in the United States. (b) Integrated English literacy and civics education services must include instruction in literacy and English language acquisition and instruction on the rights and responsibilities of citizenship and civic participation and may include workforce training." 34 CFR 463.33

Examples of IET

Integrated English Literacy & Civics Programs

Combine ELL, civic, and occupational skills

Hospitality Careers Pathway

"When newly-arrived clients walk into the Institute, men are more likely to arrive with an education and work history than women. The women arriving are no less capable, but they arrive having experienced diminished access to educational and employment opportunities. The Hospitality Careers Pathway helps these previously under-served New American women build a career in which they can advance to earn a sustainable living."

Adult Education & Literacy

- New arrivals learn English language skills within hospitality industry – focus on listening & speaking and using forms for recording information
- Rights and responsibilities for life in the US, prepare for citizenship exam
- Program includes 100-hour entry level course, 3-week supervisory course for incumbent workers, and a bridge/support course for postsecondary hospitality management certification

Workforce Preparation

- Worker rights and responsibilities in the US
- Understanding systems
- Digital literacy
- Using information
- Working with others
- Transition skills

Workforce Training

- Customized training conducted with commitment by a group of employers to hire qualified program completers
- Combined workplace training and related instruction
- Incumbent worker supervisory training
- Skill upgrading

International Institute of Minnesota, Hospitality Careers Pathway, https://iimn.org/programs/workforce-development/hospitality-careers/.

IET STANDARDS

To ensure quality, each component is based on established standards.

To design a single set of learning outcomes, practitioners will identify needed skills within each component and create an integrated syllabus.

See **Writing Quality Integrated Learning Outcomes** from Washington State's I-BEST Program.

Adult Education & Literacy Sample Standards

- College and Career Readiness Standards for Adult Education (CCRS) or your state's adult education standards

Workforce Preparation Sample Standards

- Employability Skills Framework
- Northstar Digital Literacy
- Academic, Career, & Employability Skills
- New World of Work

Workforce Training Sample Standards

- Career and technical education course objectives
- Industry credentials
- Registered apprenticeship standards
- Occupational credentialing or licensing standards
- Employer defined standards

Fully Integrated Instruction/Co-Teaching Model

- Student is enrolled in an adult education course that delivers the adult education basic skills through contextualized instruction and learning activities aligned with a specific occupation(s) or postsecondary career technical education program. The fully integrated instruction pairs an occupational instructor with an adult education basic skills instructor within the classroom to provide a cohesive presentation of both the basic skills and occupational content. In addition to classroom instruction, students must be provided with a range of educational supports that enhance the likelihood of success such as counseling, advising, financial aid, case management and other types of classroom supports. Instruction must be based on a single set of learning objectives and occur simultaneously.

- Key components:
  - Adult basic education instructor to provide supplemental basic skills instruction within the workforce skills content
  - Technical course materials with integrated adult education basic skills
  - Provide workforce preparation activities
  - Instructors align content through joint planning and/or co-teaching
  - One teacher must be certified in the specific occupational program area

Partially Integrated Instruction Model

- Student is enrolled in an adult education course and occupational skills training (I.e., career certificate program). In this model, an adult education teacher and other qualified individual providing specific skills training occurs at different times. This model allows for greater flexibility in scheduling between occupational skills training and adult education instructors. Students are given the opportunity to learn basic skills that are applicable, contextualized and aligned to the specific occupational program area. Instruction must be based on a single set of learning objectives and occur simultaneously starts and ends at the same time).

- Key components:
  - Adult basic education content aligned to the workforce training content
  - Instructors work together to identify basic skills needed for adult education students to master workforce skills covered
  - Provide workforce preparation activities

One Instructor Model

- The adult education basic skills instruction, workforce preparation activities and workforce training are provided by one instructor who has expertise in basic skills instruction as well as the occupational area. Instruction must be based on a single set of learning objectives.

- Key components:
  - One instructor to provide basic skills instruction and workforce training
  - Technical course materials with integrated adult education basic skills
  - Provide workforce preparation activities
  - Teacher must be certified in the specific occupational program area

Employer/Community Partner Model

Participants are with a community partner in local or regional workforce development area. Instruction must be based on a single set of learning objectives.

Key components:

- Student is on a training site provided by an outside agency to receive workforce training
- Student receives workforce training on a specific occupation, along with on-site basic skills instruction
- Adult education basic skills component (aligned with state adult education content standards) is integrated within the training program
- Provide workforce preparation activities
- Workforce training and basic skills development are occurring simultaneously

IET is part of a career pathway

Three federal laws define the seven components in a career pathway program:

CAREER PATHWAY. – The term "career pathway" means a combination of rigorous and high-quality education, training, and other services that –

(A) Aligns with the skills needs of industries in the economy of the State or regional economy involved;

(B) Prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeship...;

(C) Includes counseling to support an individual in achieving the individual's education and career goals;

(D) Includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;

(E) Organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;

(F) Enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and

(G) Helps an individual enter or advance within a specific occupation or occupational cluster.

34 CFR 463.34 [WIOA) & 20 USC 1091(d)(2) [HEA]

& Perkins V

Florida CareerSource

Local Workforce Development Board plans identify employment trends, in-demand occupations, and credentials with value in your local labor market.

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Or Look at Your WIOA State Plan!

U.S. Department of Education site lists all of the state Workforce Innovation and Opportunity Plans for 2020-2023.

WIOAPLANS.ED.GOV

Federal Department of Labor Information

O*NET

Occupationally specific content, including necessary digital literacy skills for many occupations; maps to CareerSource local plan content

CAREER ONESTOP

Backbone of DOL Employment and Training resources – User focused content as well in GetMyFuture

MY NEXT MOVE

User focused site with lots of great videos, information on credentials and training from a user perspective.

Your Florida College Partners

Integrated Education & Training is required to be part of a career pathway. ONE WAY to do this is to have your IET connect directly to a postsecondary program at a local Florida College.

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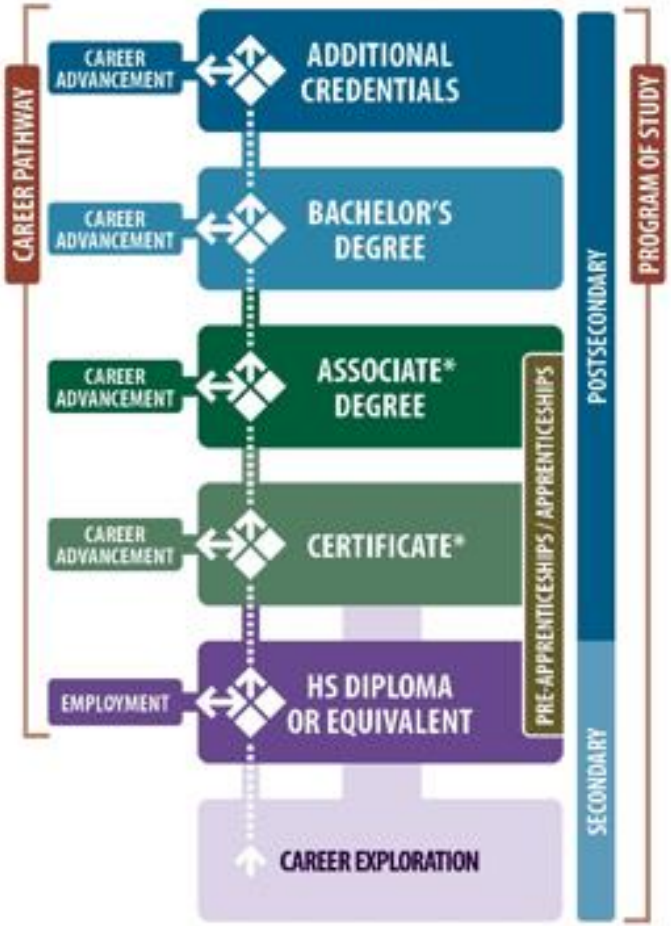

Pathways to Career Readiness and Advancement

Programs of Study and *Career Pathways* share many of the same attributes. The two terms are used interchangeably in many state and local applications. Both are defined in Federal Law.

STACKABLE CREDENTIALS

At these milestones the learner may advance to the next-higher-skill job in the sector for which they have trained, and/or continue in or reenter the learning pathway to pursue additional credentials.

*These stackable credentials may:

- Include preparation for **industry certifications**.
- **Articulate** to bachelor's degree programs.
- Be obtainable by HS students through **dual credit**.

CAREER EXPLORATION

Begins no later than 8th grade and is an integral part of instruction for:

- Career and Technical Education (CTE)
- Integrated Education and Training (IET)
- Adult Basic Education (ABE)
- Adult Secondary Education (ASE)
- English as a Second Language (ESL)

https://cte.ed.gov/initiatives/stackable-credentials-tool-kit

What Happens When Students Participate in *I-BEST*?

The WWC found that implementing *I-BEST*:	Effectiveness rating	Study findings	Evidence meeting WWC standards (version 4.0)	
		Improvement index (percentile points)	Number of studies	Number of students
Is likely to increase industry-recognized credential, certificate, or license completion	Positive effects	+18	3	44,367
May increase short-term employment	Potentially positive effects	+10	1	2,064
May increase short-term earnings	Potentially positive effects	0	2	2,519
May result in little or no change in credit accumulation	No discernible effects	-1	1	42,894

Note: The improvement index can be interpreted as the expected change in percentile rank for an average comparison group student if that student had received the intervention. A positive improvement index does not necessarily mean the estimated effect is statistically significant.

FINDINGS ARE BASED ON:

3 studies with 45,413 postsecondary students in 9 states

STUDENT CHARACTERISTICS:

Gender:	Race:	Ethnicity:
57% female	40% minority	11% Hispanic

https://ies.ed.gov/ncee/wwc/InterventionReport/706

Thanks!

Does anyone have any questions?

Judy Mortrude
Judy_mortrude@worlded.org

Participants' Questions

Submission of Questions for RFP

- As a reminder, questions should be submitted in writing and answers will be posted as specified 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

- Dates for the Priority 2 Webinars
  - May 12, 2021, 1:00 to 3:00 – FDOE and Judy Mortrude
  - May 13, 2021, 1:00 to 3:00 – FDOE and Dr. Brent Stubbs

- Go to www.fldoe.org/WIOAGrants for the schedule, registration links, and recordings for all webinars

www.FLDOE.org

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