

GET THERE

Florida's Workforce Education Initiative



2021-2022 Adult Education and Family Literacy Education Act

Building Integrated Education and Training Programs



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:
 Dr. Brent Stubbs
 Vice President for Economic Development
 Savannah Technical College
- 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.
 - 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

- The prompts in Part E and Part F function as a planning tool to help applicants begin to recruit, screen and orient adult learners to be successful in an IET service approach.
- This section will serve as the applicant's plan for the anticipated development of partnerships, career pathway strategies, and relevant work-based learning opportunities available through IET and the credentials of value which may be available through the IET service approach.
- The responses to E.1 through F.3 will assist FDOE in its efforts to provide technical assistance to awarded eligible providers to facilitate the development and implementation of IET.
- FDOE intends to facilitate IET workshops during the two-year transition period.

IET Requirements

- For applicants for AGE/IELCE and Corrections Education funds:
- 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.
- Important Note: If applying for both AGE and IELCE funds, eligible provider must offer two IET programs, one for each fund source.

Priority 2: Implementation Guide

- What is the labor market requiring and what credentials are needed and forecast to be in need?
- 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?

Invited Speaker Dr. Brent Stubbs



Invited Speaker:

Dr. Brent Stubbs

- Dr. Brent Stubbs has helped to shape the Adult Education career pathways systems in Florida and Georgia – connecting people, employers and training through innovative approaches to education.
- At Savannah Technical College, he has served as Dean for Adult Education, Dean for General Studies, Vice President for Adult Education and now Vice President for Economic Development.
- His work has generated 8 figures in additional grant funding through his tenure. Dr. Stubbs has earned a bachelor of arts from Oral Roberts University, master's in business administration from Brenau University, and Ed.D. from Georgia Southern University.
- Brent is the son of a GED graduate and the first person to complete college in his family. He lives with his wife and seven children in Savannah, GA.





3...2...1...ACTION! BUILDING INTEGRATED EDUCATION AND TRAINING PROGRAMS

Dr. Brent A. Stubbs

Vice President for Economic Development

Savannah Technical College



TODAY'S AGENDA

- Where to start: 3 Workforce Partners for getting started
- Pick a Model: 2 Considerations
- The Mentality: 1 tip for moving forward
- Action! Stories from building multiple IETs

TODAY'S PRESENTER

- Former Department Chair of Adult Education at Lake Technical College in Eustis, Florida
- Fortunate to work with teams that have:
 - Built an IET model before WIOA
 - Created one of the largest I-BEST dual enrollment programs for GED in the nation
 - Developed model IET recognized by OCTAE
- Currently leading a team that is building the micro-credential system for Georgia that integrates continuing, adult, and technical education

A wooden boardwalk made of weathered planks leads straight from the foreground into a vast field of tall, green grass. The grass is dense and reaches up to the boardwalk. In the distance, a line of trees and shrubs marks the horizon under a bright blue sky filled with soft, white clouds. The overall scene is peaceful and inviting.

LET'S GO!

3 WORKFORCE PARTNERS YOU NEED



WORKFORCE BOARD



CHAMBERS OF COMMERCE



DEVELOPMENT
AUTHORITIES

2 CONSIDERATIONS FOR PICKING YOUR MODEL



Who is your target audience?



What is the outcome you want to create?

1 WAY TO THINK
WILL HELP

PERFECTIONISM IN
PLANNING



ITERATION: STARTING IS JUST
A PART OF THE PROCESS



GO DO IT!

BUILDING IET BEFORE IET

- Worked in partnership with two community partners
- Focused on the Logistics Industry
- Noticed an opportunity for Adult Education (TABE, enrollment, basic skills)
- Connecting persistence and academic outcomes



LESSONS LEARNED



Build the partnership deep and wide



Turnover hurts - PUT IT IN WRITING



Student outcomes for students who learn in context are as good or better than for those who put just their time into the specific ABE instruction

IET IN THE IET WORLD

- Story from the desk
- Hospitality IET for ESL



LESSONS LEARNED

Adult Education instructors can be the pedagogy leaders

We have to connect our students to the best opportunities

Funding can be a challenge. BRAID IT!

SSLOs are just SYLLABII

THE NEXT LEVEL

- Economic Development / Continuing Education is in the driver's seat
 - Built by the division that directly interfaces with industry
 - Adult Education "plugs in" or "adds on" depending on the training
 - Pedagogy/Andragogy partners
- New IETs: Welding, Logistics and Manufacturing
 - Integrated virtual reality simulations
 - 4-week training programs



SO IN REVIEW

LEVERAGE

LEVERAGE the Economic Development activity already occurring in your region - don't duplicate it.



FOCUS

FOCUS on your "who" and "what" (that isn't everyone)



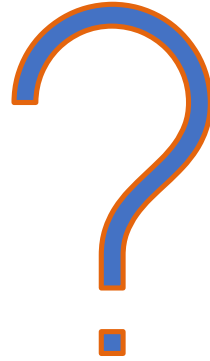
START

START YOUR TRAINING AS AN INTERIM STEP IN YOUR DEVELOPMENT PROCESS



INTEGRATE

FIND WAYS to make this an integrated process with other key partners



THANK YOU!
QUESTIONS?



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

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



www.FLDOE.org

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