

Continuation Narrative Questions Required for all AGE, Corrections, and IELCE Applicants

Priority 1: Promote regional partnerships to ensure comprehensive approaches that result in improved learner outcomes.

A. Needs Assessment

1. Describe the labor market needs that have been identified in the [Local Workforce Plan\(s\)](#) and Regional Needs Assessments (include data sources).

Residents of our rural county face significant barriers that impact existing and emerging in-demand industry sectors and occupations. Hurricane Michael has expanded these barriers.

Rural areas face noteworthy challenges regarding workforce and the ability of both employers and employees to find opportunities that meet the need of both sides of the employment equation. A major issue is the lack of public transportation available in rural areas which only increases the barriers to employment. Limited employment options coupled with limited transportation compounds the impact on individuals who already have other barriers to employment (e.g., lack of a diploma). The Workforce Plan's "Analysis of Needs" highlights the following employment demands for this region: Construction, Health Care & Assistance, Manufacturing, Transportation & Warehousing, and Public Administration. The average starting salary in some of these industries is \$27,672 and construction is \$28,785. Construction is an occupation that is on the rise and continues to seek out employees to fill the positions, but many do not have basic construction training. Healthcare is a rising occupation due to the aging population. However, the lack of training in our area is a factor due to the lack of high school diplomas, and the skills needed to enroll in medical CTE programs. Most of the careers that were discovered in this study involve technical training of one year or less with a few being two years. It was also discovered in this study that the workforce needs training to adjust to changes in technology. Even logistic careers have an increased need for individuals who can operate equipment that now have high tech additions such as drone and computer operation. CareerSource Chipola has adjusted their focus to manufacturing based on these studies. The "Vision and Strategic Goals" of the Workforce

Development plan's main goal is to "connect job seekers and employers in a manner that allows both to improve their current economic status while also improving their long-term economic position". The plan further states that "This will be accomplished by working with our local and regional economic development partners as well as education partners through the region". Working with CareerSource Chipola and other partners, we can better establish workforce education plans and our 2- year goals for the JCSD Career, Technical, and Adult Education Programs.

2. Describe the community demographics of the geographic area, including the number of individuals who are English language learners and/or are lacking a high school diploma or equivalent. Define the various data sources used to substantiate the size and scope of the population that can benefit from adult education instructional services.

According to the last Census done there were approximately 46,414 residents in Jackson

County, 4.9% are Hispanic or Latino and roughly 6% are considered English Language

Learners. At least 19.5% of our residents age 25 and higher are lacking a high school

diploma or its equivalent, which is higher than the state average. The Economic

Development Plan for Jackson and surrounding counties shows a need for more skilled

workers in several areas. The workforce deficit demonstrates workers should attain

training beyond high school diploma or equivalency. Some of the Economic

Development Plans goals include: "Increase work-based learning partnerships with

existing industry and workforce/education", "develop an education and workforce

taskforce to develop a seamless approach to developing and maintaining a talent pipeline"

and "Educate for a flexible and innovative workforce". These goals show the regions

need for adult education instructional services and should drive the decision making and

goal planning for our district's adult education programs. Career Source has also listed

several workforce needs which will be discussed later in this narrative.

3. See the **Adult Education Past Performance Table**, (Consolidated Excel Workbook, TAB D).
4. See the **Adult Education Enrollment Targets Table**, (Consolidated Excel Workbook TAB E).
5. Describe how the eligible provider will adequately achieve the need for services identified in the past performance and enrollment targets tabs.

Based on past performance and enrollment targets, our district is on a good course and will continue to monitor enrollment trends while striving to attain better performance from our students. Even though our data in Focus shows more than the NRS reports for performance, we still are confident in our performance. We are especially proud of our Workforce Education Data Systems Survey W data from the prior year. We are in hopes that NRS does a better job of capturing our data to show this improvement.

6. Describe how the program will recruit and serve individuals in the community most in need of literacy services, including individuals who have multiple barriers to employment.
- Our program will use several partnerships and methods to recruit and serve individuals most in need of literacy services. We will use our high schools and their guidance counselors. We will recruit parents and guardians through our early childhood program and district school open houses. The common application with our local LWDB has increase recruitment significantly. We will also use our relationships with Early Childhood programs as well as the public library systems. We will work with businesses and industry directly and through our local chamber of commerce

B. Regional Partnerships and Collaborative Networks

The WIOA requires collaboration at all levels – federal, state and local – and between core programs. The formation of regional partnerships aligns multiple resources to provide comprehensive services to learners.

1. Describe how the applicant will develop partnerships with an expanded set of regional providers such as schools, community-based organizations, vocational rehabilitation providers, unions, industry associations, local or regional economic development agencies, chambers of commerce, community development corporations, libraries, postsecondary institutions and social service agencies to:

- a. coordinate regional referral and recruiting efforts among partners to serve students most in need of literacy services;

The JCSD currently has a partnership with CareerSource that has been helpful in meeting the needs of the region. This partnership has been defined by an MOU.

The district also works with Chipola College, the Baptist College of Florida and Florida Panhandle Technical College to facilitate a seamless transition for students who earn a diploma or back to us who need a diploma. Other new partnerships include a working with outside agencies to offer related services. The district(s) will work with Vocational Rehabilitation, the local Early Learning Coalition, and the local education foundation to offer learners opportunities for services and assistance to help them acquire and education. All of these agencies work with our program to recruit students in need of a GED or literacy skills. The Student Data sheet has also been updated to be a common application process for adult education as well as CareerSource services. This student data sheet will be a common application for all adult education centers in the Chipola region to help students navigate more easily between the districts as well CareerSource Chipola. The Student Data Sheet will also be useful in referring learners for Vocational Rehabilitation as well as the local Early Learning Coalition and Early Childhood Centers. Florida Panhandle Technical Center and Chipola College will use their application and recruitment process to refer learners who may need literacy skills improvement or high school diploma.

- b. coordinate 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;

Embedded in the partnership agreements are services that minimize barriers for adult learners. Childcare access is offered through both the Early Learning Coalition and Early Childhood Center relationships. Transportation is a possible service offered through Vocational Rehabilitation, the school district's transportation department and county commission's transit authority. Mental health services are met through the school district's MOU agreements for wrap-around services establishment of our Mobile Response Teams and Community Action Teams for high need students. The agreements with CareerSource Chipola and Vocational Rehabilitation aid in employee assistance and placement.

- c. specifically support the development and implementation of the required IET programs and other work-based learning opportunities based on local and regional labor market needs;

The partnerships with Florida Panhandle Technical Center and Chipola College have been useful in development of the IET. The Building Construction IET will direct have a connection to the programs offered at both postsecondary institutions. Industry certifications offered to adult education students will prepare them for internship experiences offered through the postsecondary coursework. The adult education centers have an agreement with the business education programs at Chipola College. The adult education centers will offer training for several Microsoft industry certifications which will satisfy course requirements for two courses at Chipola College that are either prerequisite or required courses for several AS and AA programs. The certifications also meet needs identified by the LWDB for employer needs.

- d. encourage the braiding of local, regional, state and federal funding resources (direct or indirect) for greater impact to align resources to support services and regional employment needs;

The plan utilizes various sources for support services and meeting regional employment needs. The partners within this region collaborate to develop a network of services from various funding sources. Local school district dollars are used to provide space, utilities, equipment, facilities management/maintenance, financial management services, and some staff. The school district works in partnership with the Department of Economic Opportunity in providing staff to help in meeting IET program needs. The LWDB provides many workforce services from state and federal funds and works with the Chamber of Commerce and Economic Development Council who receive state and local funds as well. Wrap around services such as transportation, mental health services, and childcare come from federal, state and local funding sources and from multiple agencies. All funding resources are combined (braided) to prevent unnecessary repetition and competition of services.

- e. and provide increased opportunities for transitions to college and career and attainment of postsecondary credentials.

The planned partnerships offer several opportunities for transitions to postsecondary institutions through preparing students for secondary diplomas and through IEP program offerings. IET programs offer industry credentials that transfer to both Florida Panhandle Technical Center and Chipola College. The Building Construction credentials, and training meets several prerequisite courses and certifications needed for both institution's programs of study. For the second year of the plan, an additional IEP will be added that will allow students to earn certifications with credentials that will could serve as course requirements for several business AS, AA, and clock hour programs.

- 2. JCSD does not currently have workplace education program.

3. See the **Partnership Chart** (Tab F) in the Consolidated Grant Workbook.

C. Alignment with One-Stop Partners and Coordination

1. Describe the following LWDB considerations to illustrate the partnership between the eligible provider/collective and the LWDB:

- a. How the program aligns its services with and contribute to the local One-Stop Center to meet the goals identified in the [Local Workforce Area WIOA Plan\(s\)](#).

The school district and the LWDB has an established MOU that defines their respective roles and responsibilities. This agreement coordinates resources to prevent duplication and ensure effective and efficient delivery of workforce services in the member districts. The goals and services of this two-year plan correlate very well with the goals identified in the LWDB plans. As stated in the in CareerSource Chipola's plan, "The main goal of LWDB 3 is to connect job seekers and employers in a manner that allows both to improve their current economic status while also improving their long-term economic position". More specifically, 3 of the 6 the LWDB WIOA performance goals directly correlate with the goals and services of the school district's performance for this grant. Goal 3 of the LWDB's performance goals relates to median earnings of participants, goal 4 relates to the percentage of participants who obtain postsecondary credentials or secondary diplomas, and goal 5 relates to achievement skill gains.

This plan supports the LWDB's strategic plan of aligning workforce processes and streamlining referral processes between agencies such as Adult Education, Vocational Rehabilitation, postsecondary institutions, and business partners. The plan supports the LWDB's strategic goal of engagement of shared partnerships. It is the shared goal of enhancing the regional scorecard for employment and training. The alignment of a common referral process will be the most significant in working to meet the common goals as well as attainment of common data sets to aid in reporting for both agencies.

The district's offering of IET programs will also contribute to the LWDB's strategic goals. This is done by conferring with LWDB staff and reports by the LWDB on labor

market demands and local employer needs and then offering the appropriate IET programs to meet the labor needs.

- b. Any formal or informal agreements between the provider/collective and the LWDB that coordinate/align services benefiting adult learners in the WIOA, Title II (AEFLA) programs.

The formal MOU with the LWDB has been updated to include federal WIOA requirements and it also serves as interagency agreements between the five school districts within the LWDB region. The plans of both the school districts and the LWDB both share goals and services to benefit adult learners with disabilities.

See executed Memorandum of Understanding (MOU) agreement including the local One-Stop Infrastructure Cost Agreement.

- c. Any existing MOUs, MOAs or contracts with other core providers of WIOA services Include organizations that provide resources for individuals with disabilities, vocational rehabilitation referrals or barriers to employment.

The district has a written partnership with the Early Childhood Center to streamline referral services between agencies for children and adults, either of which may have disabilities, to identify and service. The district has a school board approved vendor application to serve as a vendor for the local Vocational Rehabilitation Office. This agreement improves referrals between agencies. Vocational Rehabilitation provides referrals and services to adults they serve toward Adult Education services who may need literacy and job skill training. The district's Adult Education Center will provide referrals to Vocational Rehabilitation for adults who may have a disability and need VR services. The district would also serve as a vendor for career training programs for VR. The district has an informal agreement with Early Learning Coalition for childcare services to help adult learners with their children while they are in school. The district has articulation agreement an informal agreement with both Chipola College and Florida Panhandle Technical Center. Part of the informal agreement is that the postsecondary institutions will refer students without a secondary diploma to the district for services. It is also agreed

between the district and both postsecondary institutions that certain industry recognized credentials earned in IETs can satisfy course and prerequisite requirements for some AA, AS, and clock hour programs.

d. Coordination with other regional partners and the available education and training resources for the development of career pathways. Identify specific referral processes ensuring students successfully navigate between partners.

The most important regional partners are with the high school in our cooperating districts and the other Adult Education Centers in our region. The area high school guidance counselors help us to find students that would benefit from our program and work with us to recruit and identify barriers they may face. The other Adult Education Centers in our region are true partners in that we work with each other in planning and pooling resources and personnel to better meet the needs of students in our region. We also work together when one student would benefit from services, IET, or geographical proximity to their center. Of course, another valuable partnership is with the employers of our region. We work with the Economic Development Council, the Chamber of Commerce, and the businesses themselves to improve the work pipeline for our region.

2. See the **Alignment with LWDB Plan Executive Summary** (Appendix B).

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

D. Integrated Education and Training Programs and Credentials of Value

1. Describe the three-year plan's efforts to recruit, screen and orient participants so they will be successful participating in the IET program.

The most important means of recruitment of IET participants will be through our partnership relationships with the LWDB, the Chamber of Commerce, Vocational Rehabilitation, of course local businesses. Partnerships will be most vital for the IET's recruitment and success. Various media outlets will be used to deliver messages for recruitment of participants and encourage more cooperating businesses. Initial screening of individuals will begin with their CASAS scores. Only students who reach at least an intermediate level high (6-8), or ABE Level 4, will be initially considered. If a learner starts at a lower level but, shows an increase in an MSG early on, that learner would be considered for entrance into an IET. Career, Technical, and Adult Education staff will be responsible for orientation however, LWDB staff as well as postsecondary institution staff will be brought to the center on a regular basis to update and orient learners to their programs.

2. Describe how the three-year plan is developing partnerships and implementing career pathway strategies, (which may include IET programs) aligned to the LWDB plan to expand access to employment, education and other services for individuals with barriers to employment.

The plan uses regional labor market data to drive decisions on the appropriate IET programs selected. Furthermore, IET programs that have an alignment to postsecondary programs seemed to show the greatest benefit for our region. Conversations and meetings with stakeholders in regional employment has been and should continue to be vital in plans to expand access to both individuals with barriers and employers with a needed workforce. Working with other partners such as the LWDB, Early Childhood Center, the Early Learning Coalition and Vocational Rehabilitation further strengthens the opportunities to help learners with barriers to education and employment.

3. Explain how credentials obtained through IET programs are in-demand by regional employers and lead to sustainable wages.

The industry certifications provided through our IET are those that are in demand for our region listed by our LWDB and regional occupation demand lists. They are also in demand by our area employers.

4. Describe the relevant work-based learning opportunities available through the IET program and the process used to have employers validate workplace skills.

The IET's offered through this plan will give many opportunities for work-based learning. Several construction companies have already indicated that as soon as learners can master safety and basic understanding of tools and equipment, learners can be hired. The construction IEP program also satisfies the pre-apprenticeship needed to transfer directly into the apprenticeship and on-the-job training program at Chipola College. Many employers have indicated the need for workers to have more microcomputer skills that will be offered in the business IET and have indicated the possibility of work-based learning opportunities as well.

5. Complete the following:

- See the **IET Offering Summary (Tab H)** in the Consolidated Grant Workbook.

E. Data Driven Credentials of Value through IET

Local and regional labor market data must drive the design, development and implementation of training programs with credentials of value.

1. Describe how labor market data will be used to drive the development and implementation of the IET service approach.

IET development will be based on current or the latest labor market information from our LWDB, Chamber of Commerce, Opportunity Florida, Enterprise Florida, and the local Economic Development Council. District adult education leaders met with LWDB leadership and looked over Regional Demand Occupational Lists for High Skill/High Wage occupations. Other labor market data was used from Opportunity Florida leadership and the Jackson County Economic Development Council. As plans for the second and beyond IET's

are selected, regular meetings of the LWDB area adult education leaders will continue to conduct local needs assessments to make decisions based on the most current data.

2. Describe how the IET service approach will be aligned to credentials of value such as industry certificates and certifications.

Part of the selection of an IET program will be based on the opportunities for students to earn credentials of value, or transfer to an appropriate postsecondary institution. The building construction IET program allows for both. Students have the potential to earn industry certifications that can be used immediately in local workplaces. They can also transition into the postsecondary building construction programs as apprentices at either Florida Panhandle Technical Center or Chipola College.

3. Identify the types of credentials available to students who participate in the IET service approach.

One of the credentials that students can earn is the Farm Bureau Agricultural Mechanics industry certification test, which demonstrates their building and construction abilities in an agricultural setting. Students can also earn certifications through the Home Builder's Institute in several areas of the trade such as, building construction technology, safety, carpentry, and core construction. Students will also be on their way to completing requirements for the postsecondary building construction programs.

Priority 3: Ensure all learners receive high quality instruction that prioritizes measurable labor market needs and outcomes while working to increase outcomes for all participants.

F. Quality Program Offerings

1. Describe the program enrollment system in place that ensures quality learning and outcomes including:
 - a. managed enrollment, open-entry/open-exit enrollment. FDOE expects programs to offer managed enrollment at a majority of class sites.

The JCCTAE operates on a managed enrollment model.

- b. the course modality offered (online, blended learning, laboratory, traditional classroom setting).

The JCCTAE implements a blended learning model of instruction utilizing technology and face to face instruction. Instruction is tailored to the student and is individualized, cooperative, small group and computerized. Instruction will use an online model, blended model for adult learners, laboratory/shop classroom experience for IET programs, and a traditional classroom setting. Our six-week progress monitoring system is designed to ensure the student is making reasonable academic progress. This progress monitoring period allows the student and the instructor to see the level of progress that the student is making. Program offerings at the district's adult education program include Adult Basic Education (ABE), General Equivalency Diploma (GED) as appropriate.

- c. the expectations for students' participation and attendance (for example, number of hours, weeks) to demonstrate sufficient intensity and duration informed by rigorous research necessary for making learning gains.

Students who are under eighteen (18) must enroll as full-time students. Full-time day students are enrolled five (5) days per week for five (5) hours per day or twenty-five (25) hours/week. Evening classes meet three (3) evenings per week for three (3) hours per night. Our calendar is aligned with the Jackson County School District calendar.

- d. how system offers a flexible schedule (day and evening classes year-round), local support services and provide a quality learning system (such as childcare, transportation, mental health services and career planning) for all students, including those with special learning needs, low levels of literacy skills, members of the ALICE (Asset Limited, Income Constrained, Employed) population, learning disabilities and other special needs, to attend and complete program.

A flexible schedule is available to our students who are eighteen (18) and older.

Our instructional offerings include afternoon/evening instruction opportunities as well as online access. Grace is given when unforeseen barriers prevent adult learners from attendance. The online component of our program will utilize Essential Education academies and Aztec Software that tracks and monitors students time on task and their progress toward their individualized goal.

Individualized goals are set by assessments that determine the student's greatest literacy needs.

2. The state has set the expectation for each program to post-test 70% of enrolled participants using an NRS-approved standardized assessment after achieving sufficient hours of instruction. Describe what measures are in place to ensure that the program will meet or exceed that expectation.

Our calendar is aligned with the Jackson County School District calendar. The JCCTAE strives to adhere to the CASAS 70 to 100 hours instruction policy. Historically, the amount of time prior to post-test readiness varies from student to student. Staff collaborate and utilize professional judgement regarding post-test assessment. Post-test assessment depends greatly upon the progress of the student and their performance on informal assessments. However, a post-test assessment will be offered to all students near the end of each school calendar semester regardless of their informal assessment progress.

3. See the **Program Offerings Summary Form (Tab G)** in the Consolidated Grant Workbook.

4. Describe the policies in this three-year plan adopted by the eligible provider to accommodate students and staff with disabilities, including learning disabilities, as described in the American Disabilities Act of 1990 (42 U.S.C. 12102).

The school district ensures that services, activities, facilities and academic programs are accessible to and usable by all qualified students, as described in the American Disabilities Act of 1990 (42 U.S.C. 12102) and WIOA Section 3(25). Policies concerning students with disabilities are implemented by the Student SERVICES Department which implements and coordinates reasonable accommodations and disability-related services. Academic adjustments are available to students who identify themselves as having physical, intellectual or learning disability and as being otherwise qualified for admission to the program.

5. Describe how the eligible provider will use rigorous research and evidence-based instructional approaches for ABE and ELA (e.g., essential components of reading instruction, differentiated instruction, direct explicit instruction and use of formative assessment, use of standards-based instruction) to assist adult students with achieving substantial learning gains.

The JCCTAE program incorporates a variety of on-line learning programs including New Reader's Press Online Learning, Xello, CASAS Academy, Learning Upgrade, Duolingo, and Khan Academy. Printed materials include Contemporary CASAS skills workbooks, New Readers Press GED Kaplan books, English for Everyone Series, New Reader's Press Citizenship, and New Readers Press Score Boost workbooks. The program will use Essential Education Academies and Aztec Software (both available in Spanish) to teach, assess, and progress monitor. Additionally, we use Math Made Easy DVD's. Instruction is tailored to the student and is individualized, cooperative, small group and computerized. Teachers will use course standards set against assessments to determine student needs. CASAS and GED will be the formative assessments used for NRS reporting. The curriculums used by the adult education program are based on rigorous research-based curriculum to help adult students achieve substantial learning gains. Research-based activities are designed to meet performance deliverables within the project period and the instructor will utilize research-

proven practices and resources from Florida Department of Education, and the Institutes of Professional Development of Adult Education (IPDAE). Strategies include but are not limited to: 1) Students will participate in an orientation process that includes CASAS testing, the state's Career Education Planning System, and one-on-one advising to develop an Individual Career and Academic Plan. 2) Appropriate formative assessment will occur to drive targeted instruction. 3) The use of technology with online coursework, instructional software, and hybrid opportunities will enhance learning.

6. Describe the student support and transition services that support the three-year plan for quality instructional programming. The response must include the following:
 - a. how the program assesses students' educational needs, support services and accommodations and how providers or partners are delivering those services; and

The adult education program will closely monitor each student's progress or lack thereof and continually re-evaluate a student's progression to keep them on track towards graduating the program and going on to post-secondary options. Our local Career Source makes regularly scheduled trips to our campus to evaluate and discuss with students their progression and help keep them focused or if needed, re-assess the direction they should possibly consider.

- b. how the program provides student advisement services to facilitate transition to postsecondary education/training and employment.

The adult education program will utilize our partnerships with our local Chipola CareerSource and with Chipola College who between the two have the staff and means to advise our students in the application process and the career options that would be a good fit for each student based on their academic records and desires/personalities.

G. Technology and Online Learning

1. Describe how the program integrates the use of technology into class instruction including the following:

- a. how the instructor uses technology as a classroom tool;

The program uses technology daily in the classroom. The teacher uses her computer to develop hands on materials and study guides for the students. The teacher also uses a interactive TV/Presentation Computer to show videos that pertain to CASAS/GED lessons and to teach different skills they will need to guide them in the learning process. All students will utilize the Essential Education Academies program for two reasons; first, so that they will be prepared if the need arises to go fully online as was the case in the Spring of 2020, and secondly as an additional tool for instruction and progress monitoring.

- b. how students uses technology, including those with low levels of literacy and learning disabilities, to develop digital literacy skills in the classroom or as an integral part of their own class work;

The students use computers and scientific calculators to increase their CASAS levels, various websites for GED study materials and GED practice tests. The students have access to a computer/online instructional tool that the district has plans to purchase call Essential Education to help them in improving digital learning skills as well as imbedded reading, math, and career preparation skills.

- c. how digital literacy skills are integrated into workforce preparation and IET programs;

The IET program uses an online study source to prepare for certain industry certifications and credentials through Home Builder's Institute and the National Center for Construction Education and Research. Instructional materials will be imbedded into the student's GED preparation curriculum.

2. Describe how distance education is made available for all students, particularly those with low levels of literacy and learning disabilities; include the following:

- a. The synchronous, asynchronous and blended options offered. If you utilize additional software as supplemental instruction, describe the purpose and use of the software.

We offer asynchronous and blended options for our distance learning students. All online students currently use Essential Education as their main coursework, but we plan to purchase Aztec GED Prep Coursework in digital format, as a supplement. Aztec will benefit our lower-level students as the "Fundamental" coursework begins as low as level 0.5 to 2.9. In addition, students are offered online teacher tutorials via Teams or Zoom. Students are also encouraged to come in for face-to-face instruction and remediation as needed. At minimum, all students must correspond with their teacher at least once per week.

- b. How these options lead to improved student performance.

Flexibility in instruction and testing leads to improved student performance. Since coursework is tailored to each individual student's learning needs, our teachers can place each student on the level and lesson that best supports them. Most of our online students work part- or full-time jobs, which means our teacher may need to accommodate those work hours, i.e., late afternoon testing appointments, lunch time tutorials, etc.

- c. How post-testing procedures are adapted to ensure distance learners meet the state's expectation for each program to post-test 70% of enrolled participants.

For online students that cannot commute to our school site, we plan to bring a mobile CASAS testing lab to them. We will hire a paraprofessional, paid for by this grant, to run this lab and ensure a secure testing environment. Both Calhoun and Holmes County Superintendents have pledged their support in providing a testing location within their counties that would be convenient for students of that area. This lab will serve to pre and posttest CASAS and to offer GED Ready tests for students.

- d. The kind of information and data being analyzed by programs to monitor student engagement/persistence enrolled in a distance learning program versus a traditional classroom-based enrollment.

Of course, special attention will be placed on their pre and posttest information. Other data analyzed will be individual grades, practice tests, and progress on our distance learning software. The software we use can tell us individual student's progress as well as time spent on assignments. Attendance will be taken by the number of hours the students log each week. A minimum amount is set for being counted as present.

H. Instructional Personnel and Professional Development

1. Describe the agency's plan for implementing continuous professional development to ensure staff are knowledgeable about adult education instruction, assessment, policies, procedures, career pathways strategies and other regional priorities.

A comprehensive program of professional learning is coordinated and implemented in accordance with Florida's Professional Development Protocol Standards for member and participating districts throughout the Panhandle Area Educational Consortium (PAEC) Professional Development Center (PDC). The PDC management system allows the implementation of focused, data-driven professional learning activities based upon the improvement needs of the staff and teachers of JCCTAE as indicated by instructional data. The administration, faculty and staff at JCCTAE will attend the Florida Literacy Conference, ACE Conference, IPDAE training and workshops and appropriate webinars to ensure they are knowledgeable in adult education instruction, assessment, policies, procedures, career pathways strategies and other items of importance to the JCCTAE students. The staff will also attend GED Tuesday for Teacher Webinar series, DRC(TABE) webinars, CASAS trainings, COABE trainings, and ACE Webinars. Additionally, JCCTAE will attend workshops conducted by JCSD reading and math resource teachers in an effort to implement the most effective instructional learning strategies for our students.

2. Describe how the agency's professional development plan supports instructors in incorporating current research and evidence-based instructional strategies that lead to effective program outcomes.

Teachers review both student data, program goals and complete a personal needs survey.

Each educator identifies personal learning goals and develops an Individual Professional Learning Plan which is discussed with their administrator and adjusted based upon performance appraisal data. Specific learning goals for student achievement and professional practices are clearly defined with an evaluation plan to determine the effectiveness of professional learning activities. Learning opportunities are provided to meet the needs of all staff. For instructional personnel, learning opportunities focus on analysis of student data, identification and use of enhanced and differentiated instructional strategies that emphasize rigor, relevance, reading and integrated use of classroom technology that enhances teaching and learning. Processes for follow-up and support for implementation of the professional learning may include classroom-based feedback, observation, reflection and collegial dialogue, coaching, mentoring and other supports. The participant provides evidence of implementation through one of the following: student data, monthly data meetings, and/or changes in classroom practice.

3. Describe the agency's minimum qualifications for the instructors, counselors and administrators delivering the program activities during the three-year plan.

Per JCSD Board Policy, applicants for an instructional position shall be of good moral character and hold or be eligible for a Florida Department of Education teaching certificate. To be considered for a position, an applicant shall be duly qualified for the position in accordance with state law. If an applicant is deemed eligible for an advertised position, an appointment can be made subject to the conditions set forth in the annual contract for employment as approved by the Jackson County School Board. Applicants must have been issued or provide proof of eligibility of a valid certificate at the time of employment. No person shall be employed without a pre-employment drug test and no applicant who has received a conditional job offer

shall begin work until drug test has cleared and fingerprints are processed. Currently, the JCCTAE staff includes a director/principal, two full-time teachers, one part-time teacher, one paraprofessional, one data entry operator and one secretary/bookkeeper. Counseling is conducted by Adult Education staff as well as district Guidance Counseling staff.

4. See the **Personnel Chart (Tab I)** in the Adult Education Excel grant application workbook.

Priority 4: Incent, Measure and Support Enhanced Program Effectiveness

I. Performance Outcomes

1. Describe the applicant's capacity to manage a federal grant and any unique aspects of the program which would facilitate delivery of effective adult education and literacy services. Our district has a long-standing tradition of managing both federal grants and adult education programs. We have several competent, experienced staff members who have demonstrated success in delivering adult education and literacy services.
2. Describe how the three-year grant plan accounts for the evaluation and reporting of educational performance and student exit outcomes, including completing an educational gain and transitioning students into postsecondary education or training and the workforce.

The agency evaluates educational performance in several ways. One goal for measurement is the student exit outcomes with a yearly graduation with a GED, or High School Diploma if applicable. Another educational performance tool is used with the CASAS scale score. The CASAS scale score is used to determine a student's level of readiness to take GED tests. Those levels of readiness help in determining the students Educational Functioning Level (EFL), which is one method for reporting Student Gains. Students can post test or retake CASAS to determine growth Educational Functioning Level (EFL). Once students attain an appropriate Educational Functioning Level (EFL), they will begin training for passing the GED sections. To help students in postsecondary education they are given training through a specific IET program they are participating in. The training in these IET programs can lead to industry certifications that can transfer for course work and prerequisite requirements for postsecondary institutions. The instructors also make available programs and brochures for local college and career opportunities. Thanks to data sharing with CareerSource Chipola, workforce transition data will be more readily available to the adult education program.

3. Describe how the eligible provider will adequately provide services for students functioning at lower levels such as ABE levels 1, 2 and 3 and ESL levels 1, 2 and 3.

The instructors will use CASAS scores to appropriately remediate through small group instruction, individualized instruction, and specific skills instruction through electronic means

such as Essential Education CASAS Academy. Much like for struggling readers in the K12 setting, intensive instruction strategies are used for lower ABE leveled students. The classroom paraprofessionals will also be available to help the students in smaller groups and working one on one.

4. See the **Past Performance Table** in the Consolidated Grant Workbook (**Tab D**).
5. Describe the program's past effectiveness, supported by the data provided in the Past Performance table, in improving the literacy of eligible individuals to meet the state's estimated 2025-2026 performance levels, especially with respect to eligible individuals who have low levels of literacy.

In the 2021-22 the number recorded for achieving at least one MSG was 34%. For 2022-23 it was 63.8% and for 2023-24 it was 47.6%. Employment for second quarter after exit were reported for 2021-22 as 56% and for 2022-23 as 42.7% and for 2023-24 as 44.7. Employment after exit in the fourth quarter reported 47% in 2021-22, 52.5% in 2022-23 and 44% in 2023-24. Median earnings for the second quarter over the last five years after exit were \$2,051, \$3,243, \$2,550 and \$3,400 respectively with 2023-24 rising to \$3,674. The percentage of students who attained a secondary school diploma (or recognized equivalent) and who were employed within one year of exit were at 59.3% in 2019-20, 50% for 2020-21, 50% for 2021-22, and 41.2% for 2022-23. Students who attained a secondary school diploma and employed or enrolled in postsecondary education or training within one year of exit was at 57.5% in 2023-24. Although we are quite proud of the growth, we have seen over the past several years, we are still concerned about the data transmission from FOCUS to NRS. We see in our records both electronically and manually that many students are not being captured. We have brought this to the appropriate staff's attention at our district, PAEC, and DOE.

2025-26 State Performance Targets Minimum Performance Levels for Florida Adult Education Programs	
Measurable Skill Gain (MSG)	
<ul style="list-style-type: none"> Educational Functioning Level (EFL) completion measured on pre and post test 	Overall 35.7% ABE 31.4% ESL 37.4%
<ul style="list-style-type: none"> Enrollment in postsecondary education after program exit 	
<ul style="list-style-type: none"> Receipt of recognized secondary credential or its recognized equivalent 	
<ul style="list-style-type: none"> Progress toward milestones 	
<ul style="list-style-type: none"> Passing a technical/occupational knowledge-based exam 	
Employment – 2nd Quarter After Exit	31%
Employment – 4th Quarter After Exit	28.2%
Median Earnings	\$5,840
Credential Attainment	21.8%

J. Comprehensive Performance Monitoring

1. Describe the agency's data management information system and practices for the following:

a. Tracking student attendance records

Student attendance is entered daily into FOCUS data system for every period that a student is enrolled. The DEO prints a weekly attendance report and submits to principal. JCCTAE staff works together to communicate with students who have hours missed from instruction. A meeting is scheduled to inform students/parents of absences and help them find solutions to barriers to attendance.

b. Tracking student pre and post-tests

All student assessments are turned into school DEO as soon as they are taken and entered into the district FOCUS data system within 24 hours. The DEO prints a weekly assessment report and submits to JCCTAE site administrator or designee for review. Follow-up is conducted for both students who are struggling and students who are being successful. A rewards system has been set into place to reward students when they make gains. This past year we were close to 100% of students being pre and post tested.

c. Tracking student outcomes

JCCTAE staff meets regularly to review student performance and progress. Academic performance and attendance data are evaluated to ensure appropriate supports and revisions are implemented for student in effort to provide the very best path to success. Meetings also ensure proper data is being reported to data management system.

- d. Providing frequent student and program data to teachers and staff to better target educational services and to ensure program effectiveness

Teachers and staff will use student assessment results to determine specific areas of instructional need to prepare them for individualized goals. Frequent progress monitoring is conducted through informal assessments, computer/program generated assessments, and CASAS pre and post assessments and GED tests.

- e. Data collection, privacy and quality

JCCTAE holds regular data meetings in which all staff come together to review program performance. All teachers are responsible for their student's data, post-testing date, and increased Educational Function Levels. This consistent review of data requires teamwork and creates accountability for student gains and program outcomes. All student information is considered confidential and treated as such. Paper files are secure and computer-based data is password protected.

- f. Using data for program and system improvements

NRS data and LWDB data are used to determine our program strengths and weaknesses. These data should be the driving force for our continuous improvement model. However, NRS data does not capture all our FOCUS programs data causing discrepancies between them. Fortunately, FOCUS data is archived both electronically and in print form. We use data from both NRS and FOCUS to make decisions on program improvement.

- g. Monitoring program performance

JCCTAE uses the FOCUS computerized system to manage program data. The data entry operator also maintains hard copy documentation, specifically for tracking student growth and monitoring student progress and program in general. All student data is considered confidential and handled accordingly. Attendance is taken daily in FOCUS by teachers for all periods in which student is scheduled. All student post-tests are entered and tracked

in FOCUS. Quality is maintained by three layers of data review prior to official reporting submission.

h. Sharing data with core partners for strategic improvements

The common student data information sheet between the adult education programs and the LWDB has rapidly improved the sharing of data between these partners. The adult education program will now be a vendor with Vocational Rehabilitation, which will improve the ability to share data and refer learners to each other's agencies. These agreements will assure that students are referred to the appropriate agency more rapidly and efficiently.

2. Describe how the agency's personnel will engage in the collection, entry, attestation, correction of errors and resolution of issues in the data management system.

Teachers input daily attendance data into FOCUS on a period by period basis. Student assessments are given to school DEO who is responsible for timely input of data into FOCUS data system. The DEO and principal are responsible for reviewing and filing paperwork in student file. Local level file audits are completed on a regular basis and errors are resolved at that time. Teachers also look at each other's files to help find errors. Using this protocol, there were no findings during the most recent FLDOE audit.

Explain any current limitations and how data will be used to:

a. Measure participant outcomes

Adult Education teachers and staff will use CASAS pre-test and post-test data to measure participant outcomes. Participants will be retested after 60 to 70 hours of instruction or at the end of each semester to measure growth. When students have made adequate progress, they will be offered the GED.

b. Evaluate learning gains and student goal achievement

Adult Education teachers and staff will use CASAS test data to determine individual student goals. Posttest and retests will be used to determine goal achievements as well as informal assessments and GED tests.

c. Design IET programs and two-generation approaches

Data from the LWDB, Economic development Council, Chamber of Commerce, as well as other agency partners will be used to determine the appropriate IET to offer to align with high demand/high wage occupations. Data used from the Early Childhood Center will be used to determine possible two-generation opportunities for improvements in economic status.

d. Identify areas for improvement and recruit partners to better support high-need priorities for use beyond NRS and compliance reporting

Data will be used to ask questions regarding areas of a need for improvement in the process of connecting literacy deficient adults with education and career opportunities. Questions such as “What is needed for these learners to be connected to the workforce?” or “What will these learners need to help them in their educational goals?” will be asked while looking at data. One example of using data to identify areas for improvement and recruit partners was looking at attendance data for the identification of the need for childcare for some of our adult learners and then the recruitment of the Early Learning Coalition to support this need. Data can be used to identify and solve local problems for workforce and training. An example would be a local business’s need for specific training or skill set that may not be attained through NRS or compliance reports. We have found however, that LWDB data are much more useful to us the NRS data. We also see major gaps in our information we record in FOCUS and what is reported to NRS. We have many questions that cannot be answered by DOE staff about why some student data transmits and others do not. Another problem we have is our proximity to the Alabama

and Georgia lines. Employment data on students working out of state are not captured, making our numbers look incorrect.

3. Describe how the project will comply with the reporting requirements of the National Reporting System (NRS) and WIOA Performance Measures (Section 116).

The JCCTAE registration form captures WIOA information as reported by students. All program data is entered at the local school level and then DEO works closely with JCSD MIT personnel to ensure all WDIS and WIOA reports are free of errors. These steps, along with local file audit, ensure correct data is submitted for NRS prior to required due dates. We have asked many times why some student data transmits and others do not (when comparison shows no reason) and we cannot find answers. Training with our data entry operators from NRS would be helpful to know why some of the discrepancies are occurring.

K. Budget Narrative

1. Describe how the funds requested will be spent to meet the objectives consistent with the requirements of WIOA, as outlined in the eligible providers' written narrative responses.

The budget directly reflects the project's objectives and the requirements of WIOA and is allowable, realistic and accurate. Much of the budget is allocated to the instructor's salaries and a paraprofessional's salaries, who work in a concentrated and intensive manner with students to ensure the learning goals are achieved. The program attains its completion rate and students transition into postsecondary education. Student recruitment will ensure that the objective of serving the targeted number of students is met, and professional development activities such as travel for personnel to attend conferences and trainings align with the project design of providing students with a qualified and well-trained instructor/staff. This budget allows for the JCCTAE to be responsive to the regional needs and to provide literacy instruction for students at all learning levels or who may have a learning disability. The JCCTAE takes pride in its record of past effectiveness and will continue to provide research-based instruction with enough intensity and quality. Instructional content and methods will thoroughly cover reading, writing, speaking and mathematics through the effective use of technology and delivery systems. Educational activities will provide learning in context or through integrated education and training to ensure the acquisition of skills needed to be successful in post-secondary education or employment and ultimately empower our students to be economically self-sufficient. Providing flexible schedules for our students and coordination with appropriate partners will ensure our students benefit from available education, training and other social services offered by our district and community.

2. Describe how funds will be used to supplement (not supplant) adult education services. This proposal includes four day-time instructional positions, additional part time instructors for our night-time program and paraprofessionals for our both day and night. The additional hours of instruction that these additions provide are directly proportional to skill acquisition and

mastery for our students, especially our IELCE students. The absence of these instructional hours would delay our student's eligibility for post-secondary education and/or entry or re-entry into the workforce.

3. Provide a detailed budget (**Budget Narrative, Form DOE 101S**) for each funding stream **AGE WIOA Section 231 (Tab L), Corrections Education WIOA Section 225 (Tab M) and/or IELCE WIOA Section 243 (Tab N)**. The written narrative must clearly provide direct linkage to the adult education program.

A summary of expenses identified on the budget summary for the AGE portion show that 83 percent of this proposal is for salaries and benefits, 5 percent for travel to districts served, travel and registration to attend professional development activities related to curriculum and implementation, 5.5 percent for instructional materials/supplies/technology/testing materials and 2.66 percent for indirect costs. A summary of expenses identified on the budget summary for the IELCE portion show that 52 percent of this proposal is for salaries and benefits, 24 percent for instructional materials/supplies and 2.66 percent for indirect costs. Consistent with the goals of WIOA, funds made available from this grant will enable the JCCTAE to mitigate barriers and serve clients that would otherwise be unserved. The staffing plan is structured to ensure more students receive educational services, acquire additional skills, their diploma and ultimately assimilate into post-secondary education or the workplace in an expeditious manner.

Additional Required Narrative Responses

The following narrative responses (L and M) are required.

L. General Education Provisions Act (GEPA) – For Federal Programs

Equitable access to and participation in the Jackson County Adult Education program funded through this grant proposal are ensured to serve those undereducated and/or educationally disadvantaged adults, adults 16 or older. The classes are managed enrollment and students may enroll full-time or part-time. For the general population, daytime classes meet five days per week and evening classes meet three days per week during the 180-day school year calendar as established by the Jackson County School District. To increase access, the JCSD also supports the Adult Education program by providing bus transportation for students. A variety of instructional methods and materials are utilized to meet student needs. Every effort is made to accommodate students and their special needs. The institution's facilities are ADA compliant and accommodations and services are available for enrolled students. The Jackson County School District adheres to the provisions of the Florida Education Equity Act. Equal access for educational opportunities is provided to all students at all academic levels, regardless of gender, race, national origin, color, disability or age.

Support for Strategic Imperatives

This project will enable the JCCTAE to more thoroughly prepare our students for desired student achievement. While learning gains are critical for academic growth, the primary goal for adult learners is to attain completion by earning their high school diploma or GED. However, it is the conviction of the JCCTAE staff that the mere acquisition of a high school diploma still leaves adult learners to face employment barriers. To that end, we will strive to incorporate industry certifications and credentials into our instruction so that our students can become a part of a skilled workforce upon graduation.

M. Family Literacy and Two Generation Approaches

NOT OFFERED IN JCSD

Narrative Questions

1. Describe strategies to identify and recruit English language learners for participation in the proposed IELCE program(s), including those learners with advanced degrees from other countries.

One source of recruitment for this program will be through our local education consortium's Migrant Education Program. PAEC Recruitment activities are handled through periodic visits to migrant living areas, referrals from schools, health departments, food stamp offices and other agencies. We will also work with local schools to identify families that could benefit from the program. Our chamber of Commerce will help us in identifying employers who work with high numbers of migrant employees.

2. Describe how English language learners participating in IELCE can engage in the three required components: a) instruction in English language acquisition and civics education; b) workforce preparation activities; and c) workforce training. Describe how these components occur simultaneously (rather than sequentially) and are based on a single set of learning objectives.

When a student enters, we will determine their individual needs. If language acquisition is a priority, we will begin them on a curriculum to teach them the English language. If citizenship is a goal, we will begin teaching them the curriculum used by the U.S. Citizenship and Immigration Services. All students will have an element of workforce preparation activities imbedded in their coursework. For students that are interested, we will have workforce training available through our IET program instructor and/or paraprofessionals.

3. Describe how the IELCE program(s) will prepare participants to transition into unsubsidized employment in occupations leading to family-sustaining careers.

Our goal will be that all participants are better prepared for the workforce after having been through our program. Not only will participants increase their job potential, but they will increase their earning potential by acquiring skills and knowledge that will better help them make a living wage.

4. Describe how braided funding and/or cost sharing agreements with partners will support the workforce training component of the proposed IELCE program(s).

By working with the Panhandle Area Education Consortium, we will be able to share resources to help participants. Resources available through our local health department will also be utilized. CareerSource Chipola and our program will work together, like we do in our AGE grant to meet the goals of the participants and their employers.

5. See the DOE101S **Budget Narrative Form** (Tab N).

Alignment with LWDB Plan Executive Summary

Eligible Provider Name: Jackson County School District

County(ies) Served: Jackson, Calhoun, and Holmes

Contact Name: J. Chris Franklin

AEFLA fund type your agency will be applying for during the 2024-2025 Adult Education competitive cycle - check all appropriate boxes:

- ✓☐ Adult General Education (AEFLA, Section 231)
- ✓☐ English Literacy and Civics Education (AEFLA, Section 243)

Name of each LWDB served through this Grant Application	LWDB Number
1. CareerSource Chipola	3
2.	
3.	
4.	

Narrative Questions

1. Describe the procedures that are in place to promote alignment among adult education service providers in the local area.

The five adult education service providers in the LWDB #3 region have worked together for a regional alignment of services and plans. The providers have developed a common student data summary (application) that aligns with the Chipola CareerSource LWDB's application for services to streamline referrals to all agencies. All adult education providers in the LWDB's region have developed a common MOU to better align the goals and services between agencies. The adult education providers have used the LWDB plan and held meetings with LWDB management to determine regional workforce and education needs and develop this two-year plan.

2. Describe how the adult education program will address the regional needs as identified in the LWDB plan by serving individuals in the community who were identified as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or who are English language learners.

The adult education programs will use the CareerSource Chipola LWDB strategic plan to identify regional needs and services. Adult education providers will utilize LWDB data and regional workforce demand information to plan for IET programs and activities for high demand

occupations. The adult education programs will work with the LWDB's, postsecondary institutions, Vocational Rehabilitation, and other regional partners to identify individuals in most need of adult education services. Partners will continue to meet and work together to identify those in the region most in need of services, and to accomplish the strategic goals as established in the LWDB plans. The providers have agreed to work directly with LWDB frontline teams and management to help the LWDB better understand the needs of those with low level literacy skills or who are English language learners as well as helping the LWDB frontline staff to be able to better identify those with lower literacy levels regardless of cause.

We understand that many individuals with lower literacy level may not seek out education providers due to their past history with educational institutions; however, those individuals will seek out the services of the local career centers to find jobs that allow them to support themselves and those that rely on them for financial support. As a result of this increased ability of frontline staff to better recognize those that might need additional educational services due to literacy levels there should be an increase in the number of referrals. LWDB staff will help provider staff better understand career fields in the region that offer easier entrance for those adults with lower literacy issues. This will allow provider staff to create better IET's for the individual. This will assist the individual in obtaining the financial support they need while also increasing their literacy skills, and this in turn will improve the individual's ability to move further up the ladder of self-sufficiency.

3. Describe how the eligible provider will provide adult education activities and services in alignment with the strategy and goals of the LWDB plan, including how the agency will promote co-enrollment in programs and activities provided by WIOA, Title I core programs (Adult Program, Dislocated Worker Program, Youth Program, Adult Education and Family Literacy Act, Wagner-Peyser Act, Vocational Rehabilitation Program, including Blind Services Program).

The most strategic tool in promoting co-enrollment of programs will be the application with common language between agencies. The application (Student Data Sheet) will help all partners to identify each student's eligibility for WIOA and Vocational Rehabilitation programs. The provider

will continue to meet with LWDB staff to assure alignment of services and the agency's progress in meeting the LWDB strategic goals. The LWDB, CareerSource Chipola, and the adult education programs in the region have a long history of working together for the betterment of the region. Instead of waiting on the state to develop a common intake the adult education provider and the LWDB have worked together to develop an application with common language between the agencies. Using the common language application will allow all agencies to maximize coordination and better understand the needs of each individual seeking assistance.

4. Provide specific details about shared-cost activities and the resources utilized to support those costs (Example: AEFLA funds cover the cost of the full-time adult education teacher and the local board covers the cost of the classroom facility).

The five counties served by the LWDB are all rural in nature and have a long history of sharing resources both formally and informally. The LWDB has agreed to make Success Coaches (case managers) available to the adult education providers for the purpose of working with individual students to further their career goals at no cost to the adult education providers. The LWDB will utilize available WIOA funds to pay all costs associated with the Success Coaches and in turn the education providers will provide locations at the adult education centers for these meetings. The LWDB will also screen all adult education participants to determine if any of the many training programs they are responsible for would be an appropriate match to the individual participant. In many cases the LWDB will assist with fees related to obtaining a GED to remove this financial barrier. The LWDB has also agreed to make staff available as necessary and appropriate to work with the providers to help them understand current changes in the local economy as well as horizon forecasts that can be used by the providers as they develop Individual Education and Training plans or programs. This coordination will allow each provider to develop forward looking IET's guided by the current regional situation as well as taking into consideration the future needs of the region. In Washington County the LWDB pays for space that houses a satellite office on the campus of Florida Panhandle Technical College and provides a range of services that

include, but are not limited to, WIOA and welfare transition programs. With both the career center and the adult education program located on the same campus coordination of services is much easier in this county.

5. Provide a copy of the Memorandum of Understanding (MOU) agreement and Local One-stop Infrastructure Cost agreement with the LWDB. (If a MOU is not available at the time the application is submitted, an executed MOU must be submitted to FLDOE prior to the issuance of the grant award notification.)

ATTACHED

**MEMORANDUM OF UNDERSTANDING
BETWEEN
CAREERSOURCE CHIPOLA
AND
CALHOUN, HOLMES, JACKSON, LIBERTY, AND WASHINGTON COUNTY
SCHOOL DISTRICTS/
FLORIDA PANHANDLE TECHNICAL COLLEGE
ADULT EDUCATION PROGRAMS**

I. Parties to this Memorandum of Understanding: This Memorandum of Understanding (MOU) is hereby entered into by and between CareerSource Chipola, as the duly appointed and certified Workforce Development Board for the Workforce Investment and Opportunity Act (WIOA) and Calhoun, Holmes, Jackson, Liberty and Washington County School Districts/Florida Panhandle Technical College Adult Education as the designated agencies to offer programs in Adult Basic Education, Adult High School Credit Completion, and GED (General Educational Development) Preparation in Chipola Regional Workforce Development Area 03.

II. Description/Access to Services: The purpose of this MOU is to establish an Agreement between the above mentioned entities concerning their respective roles and responsibilities for implementation of the provisions of Section 121(c)(2) of Title I of the Workforce Investment and Opportunity Act for Counties of the Chipola Regional Workforce Development Area 03.

This Agreement is to coordinate resources to prevent duplication and ensure the effective and efficient delivery of workforce services in each district. In addition, this Agreement will establish joint processes and procedures that will enable partners to integrate the current service delivery system resulting in a seamless and comprehensive array of services, i.e., General Educational Development (GED) Preparation, support services, and other workforce development services to qualifying individuals in each district.

Parties to this document shall coordinate and perform the activities and services described herein within the scope of legislative requirements governing the parties' respective programs, services, and agencies.

All parties (the Workforce Development Board and School Districts) are physically present at the same location daily in each district and communication is electronic.

III. Infrastructure Funding Agreement: in consideration of mutual covenants and conditions hereinafter stated, the Partner Agency (School Districts) and CareerSource Chipola (CSC) agree as follows:

1. The recitals are true and correct and are incorporated herein by reference.
2. The five counties served by the LWDB (Local Workforce Development Board) are all rural in nature and have a long history of sharing resources both formally and informally.
3. The LWDB (Local Workforce Development Board) has agreed to make Success Coaches (case managers) available to the adult education providers for the purpose of working with individual students to further their career goals at no cost to the adult education providers. The LWDB (Local Workforce Development Board) will utilize available WIOA (Workforce Investment and Opportunity Act) funds to pay all costs associated with the Success Coaches and in turn the education providers will provide locations at the adult education centers for these meetings.
4. The LWDB (Local Workforce Development Board) will also screen all adult education participants to determine if any of the many training programs they are responsible for would be an appropriate match to the individual participant. In many cases the LWDB (Local Workforce Development Board) will assist with fees related to obtaining a GED (General Educational Development) to remove this financial barrier.
5. The LWDB (Local Workforce Development Board) has also agreed to make staff available as necessary and appropriate to work with the providers to help them understand current changes in the local economy as well as horizon forecasts that can be used by the providers as they develop Individual Education and Training plans or programs. This coordination will allow each provider to develop forward looking IET's (Integrated Education and Training) guided by the current regional situation as well as taking into consideration the future needs of the region.
6. In Washington County the LWDB (Local Workforce Development Board) pays for space that houses a satellite office on the campus of Florida Panhandle Technical College and provides a range of services that include, but are not limited to, WIOA (Workforce Investment and Opportunity Act) and welfare transition programs. With both the career center and the adult education program located on the same campus coordination of services is much easier in this county.
7. CSC (CareerSource Chipola) has determined the funding amount required to fully cover all infrastructure costs for the Partner Agencies is insignificant. As such, it has been determined that in order to cover associated costs the requirements of the MOU between the Partner Agencies and CSC (CareerSource Chipola) are sufficient to cover all related WIOA (Workforce Investment and Opportunity Act) costs otherwise associated with the Partner Agencies with the exception of costs for the Jackson District contained in Attachment A of this document.
8. The Jackson District agrees to provide office space on as needed basis for CSC (CareerSource Chipola) Case Managers to meet with program participants.

9. Due to CareerSource Chipola not having a full-service center in Calhoun, Holmes, Liberty, and Washington County, there is no Infrastructure Cost Agreement necessary between those school districts.

IV. Referrals:

CareerSource Chipola and its career colleges agree to:

- Recognize the school districts/Florida Panhandle Technical College as the designated provider for Adult Basic Education services;
- Promote, encourage and help to facilitate using the services offered by each partners' Adult Education;
- Utilize the Referral Form/Information Sharing Form to provide referral services to customers desiring additional information about services provided by the school districts.
- Contact the school districts with any additional, unique needs for individuals or groups requiring similar needs to determine whether the school district can provide the needed services;
- Invite a representative of the school district's Adult Education to participate in routine orientation sessions conducted at the career colleges; and
- Display and distribute information and promotional materials in the career college regarding services provided by the school district's Adult Education.

The school district/ grant Adult Education grant provider agrees to offer the following services in each district to qualifying individuals interested in GED (General Educational Development) Preparation services:

- Test of Adult Basic Education, or other appropriate testing as agreed upon for ABE (Adult Basic Education) and Career and Technical Training entrance.
- Referral of out-of-school youth ages 16-24 to CareerSource Chipola for screening and assistance utilizing the designated Referral Form/Information Sharing Form based on CareerSource referral guidelines.
- Qualified instructional and non-instructional personnel;
- Promotion of CareerSource Chipola workforce programs and services through inviting CareerSource Chipola representative to inform parties about career seeking skills, such as, resume writing and financial literacy.
- Appropriate educational materials and supplies, as needed.

V. Assurances:

a. Client files and related information will be processed and maintained in accordance with the applicable federal, state and local confidentiality policies. The discussion of specifics regarding client information will be on a need to know basis. No information will be shared not covered by the information sharing form signed by the client unless the client is notified, and the client authorizes the information to be shared. Detailed records of any such discussion will be maintained.

b. Each party is responsible for reviewing the agreement yearly to ensure appropriate funding and delivery of services. If any responsible party determines changes are necessary to ensure the appropriate funding and /or delivery of services they shall provide notice to all parties to the agreement of any requested changes, additions, or deletions. Changes to the agreement shall be made in writing and agreed upon by all parties to become effective.

c. Purpose of this MOU is to establish an Agreement between CareerSource Chipola and each school district Adult Education concerning their respective roles and responsibilities for implementation of the provisions of the Section 121(c) (2) of Title 1 of the WIOA (Workforce Investment and Opportunity Act). The agreement is to coordinate resources to prevent duplication and ensure the effective and efficient delivery of workforce services in each district.

d. The parties to this agreement acknowledge any one-stop partner may appeal to the State regarding infrastructure costs as outlined in 34CFR 463.750.

e. Additionally, CareerSource Chipola and the Calhoun, Holmes, Jackson, Liberty, and Washington Districts, the duly authorized agent of the recipient agrees to satisfy the requirements of 34CFR 361.505 and CFR 361.720.

VI. Confidentiality Policy: All client files and related information will be processed and maintained in accordance with applicable federal, state, and local confidentiality policies. Information sharing of such specifics is allowed on a strict, professional, need-to-know basis. Information exchanges are permitted only after the organization/staff possessing the information cites the client's authorization for release of information, identifies the person/organization requesting the information, determines that the person/organization is authorized to receive the information, confirms the person/organization requires the information for official business purposes, and verifies the other person/organization will handle/maintain the information as confidential in nature. A detailed record of all information exchanges shall be maintained.

VII. Amendments/Cancellation

Amendments to this Memorandum of Understanding must be presented in writing to CareerSource Chipola and must be signed by both parties. Either party must provide thirty (30) days written notice to the other for convenience or failure of either party to fulfill the terms of the Memorandum of Understanding and may unilaterally cancel an Amendment.


VIII. Term:

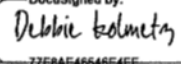
This agreement shall automatically renew on July 1 of each year of the grant cycle (2023-24 through 2025-26), or until cancelled by either party as set forth in Article VII. The term of this agreement may be modified at any time with the written agreement of the parties, which may be in the form of a letter signed by the signatories of the agreement or designee with authority to sign.

IX. Authorization for Signature

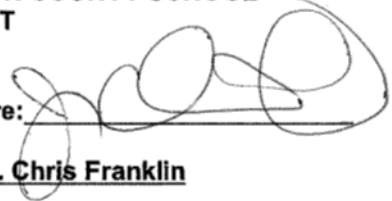
IN WITNESS WHEREOF, the parties hereto cause this Memorandum of Understanding to be executed by their undersigned officials as duly authorized.

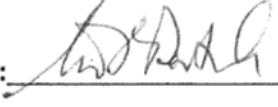
CAREERSOURCE CHIPOLA


DocuSigned by:

Signature: _____
Name: Richard Williams
Title: Executive Director
Date: 6/23/2023

DocuSigned by:

Signature: _____
Name: Debbie Kolmetz
Title: Chair, Chipola RWDB
Date: 6/23/2023

JACKSON COUNTY SCHOOL DISTRICT


Signature: _____
Name: J. Chris Franklin
Title: Principal, CTAE-JCSD
Date: 6/20/23


Signature: _____
Name: Steve R. Benton, Sr.
Title: Superintendent
Date: 6/20/23


Signature: _____
Name: Chris Johnson
Title: Chairman, JCSD
Date: 6/20/23

ATTACHMENT A
Infrastructure Funding Agreement
(IFA) Marianna career center budget

Cost Allocation Methodology: Costs will be allocated by the current approved cost allocation plan for partners/programs that are physically located in the center. Partners/Programs with only a virtual presence/"direct linkage" will only share in the IT Services. Resource sharing with NCBA: We provide space and technology and NCBA provides a part-time worker to greet our customers and assist in the resource room. D Resource sharing with Adult Education-Jackson: The district provides office space on campus for our case managers to meet with program participants. Resource sharing with Chipola College: The college provides a career center on campus with full utilities and internet connectivity. Tri-County provides referral services and assistance to joint clients.

Cost Allocation % Staffed	100.0%	89.2221%	5.6232%	5.1546%	0.0000%	0.0000%	0.0000%	0.0000%	0.0000%
Infrastructure Costs	Annual Budget	Core Programs	VR	NCBA	Division of Blind Services	Adult Education Jackson	Chipola College	CSBG Tri-County	Open for Future Partner
Rent	\$102,500.00	\$91,452.67	\$5,763.82	\$5,283.51	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Janitorial	\$49,389.99	\$44,066.80	\$2,777.32	\$2,545.88	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Pest Control	\$600.00	\$535.33	\$33.74	\$30.93	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Utilities	\$17,500.00	\$15,613.87	\$984.07	\$902.06	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Insurance	\$12,250.00	\$10,929.71	\$688.85	\$631.44	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Security	\$1,850.00	\$1,650.61	\$104.03	\$95.36	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
IT Related	\$38,408.24	\$31,390.47	\$2,492.50	\$2,330.51	\$548.69	\$548.69	\$548.69	\$548.69	\$0.00
Total	\$222,498.23	\$195,639.46	\$12,844.33	\$11,819.69	\$548.69	\$548.69	\$548.69	\$548.69	\$0.00

Note: Calhoun, Holmes, Liberty, and Washington Counties do not have a full service career center located in their counties so there are no infrastructure cost for which they must contribute. All entities, regardless of staffing or equipment space utilized share in cost of providing internet and phone services.

THE SCHOOL BOARD OF JACKSON COUNTY



Hunter Nolen
Superintendent of Schools

2903 Jefferson Street
P.O. Box 5958
Marianna, Florida 32447
Telephone 850-482-1200
Fax 850-482-1299

To: Florida Department of Education
Office of Grants Management
From: Hunter Nolen, Superintendent
Date: May 23, 2025
Subject: Adult Education Fees

The Jackson County School District is requesting the approval to use the addition method to distribute fees generated by Adult Education for the 2025-2026 School Year.

Thank you,

Hunter Nolen
Superintendent of Schools

J. Chris Franklin- Principal, Career, Technical, and Adult Education
And District Lead for Professional Learning
Jackson County School District
Phone: 850-482-9617

4294 Liddon Street Marianna, FL 32446

Our Mission: Equipping the citizens of Jackson County for a competitive workforce, continuing education and life application skills through Career, Technical, and Adult Education



ALWAYS LEARNING
Jackson County JCAE

Cephus D. Granberry
District 1

Tony W. Pumphrey
District 2

Rex Torbett
District 3

Chris M. Johnson
District 4

Michael E. Jackson
District 5

An Equal Opportunity Employer

Appendix F: Application Checklist

All Eligible Providers **must** download the Grant Application RFA “Word” file and Consolidated Grant Workbook. Submit all documents electronically through the Office of Grants Management ShareFile system, no later than the close of business 11:59 pm (EST) on the **due date of 05/30/2025**.

Grant Application package must be submitted as follows:

File # and Type	Item	Provide page #s for items listed
File One: submit combined PDF File	DOE 100A, Project Application — with original signature or electronic signature	1 and 1
	Narrative Section	Page Number(s)
File One: submit combined PDF File	Priority 1: Part A – Part C	1-9
	Priority 2: Part D – Part E	10-12
	Priority 3: Part F – Part H	13-21
	Priority 4: Part I – Part J	22-28
	Budget Narrative: Part K	29-30
	General Education Provision Act (GEPA) (Federal Requirement): Part L	31
	Support for Strategic Plan (FDOE Requirement): Part L	31
	Family Literacy Two Generation Approaches: Part M	31
	Corrections Education Narrative, <i>if applicable</i>	NA
	IELCE Narrative, <i>if applicable</i>	32-33
	Application Checklist – must be last page of the Word Document File	46-47

	Attachments	
File One: submit combined PDF File	Local Workforce Board (LWDB) Plan Executive Summary	34-37
	Memorandum of Understanding (MOU) with LWDB, with Local One-Stop	38-44
	Infrastructure Cost Agreement and all other Contractual Service Agreements	
	Adult Education Program Income Letter, <i>if applicable</i>	46

	Consolidated Grant Workbook	
File Two: submit EXCEL file	Tab A Title	
	Tab B General Information	
	Demonstrated Effectiveness – Not applicable in continuation	
	Tab C year.	
	Tab D ast Performance	
	Tab E Enrollment Targets	
	Tab F Partnerships	
	Tab G Program Offering Summary	
	Tab H IET Offering Summary	
	Tab I Personnel Chart	
	Tab J DOE 101S, Budget Narrative Form - Instructions	
	Tab K Example DOE 101S Form	
	Tab L DOE 101S, Budget Narrative Form – AGE, <i>if applicable</i>	
	Tab M DOE 101S, Budget Narrative Form – Corrections, <i>if applicable</i>	
	Tab N DOE 101S, Budget Narrative Form – IELCE, <i>if applicable</i>	
	Tab O Project Equipment Form – AGE, <i>if applicable</i>	
	Tab P Project Equipment Form – Corrections Education, <i>if applicable</i>	
	Tab Q Project Equipment Form – IELCE, <i>if applicable</i>	