Adult Education Career Pathways Institute

January 28 & 29, 2015

Gaylord Palms, Orlando

ICAPS/Accelerating Opportunity
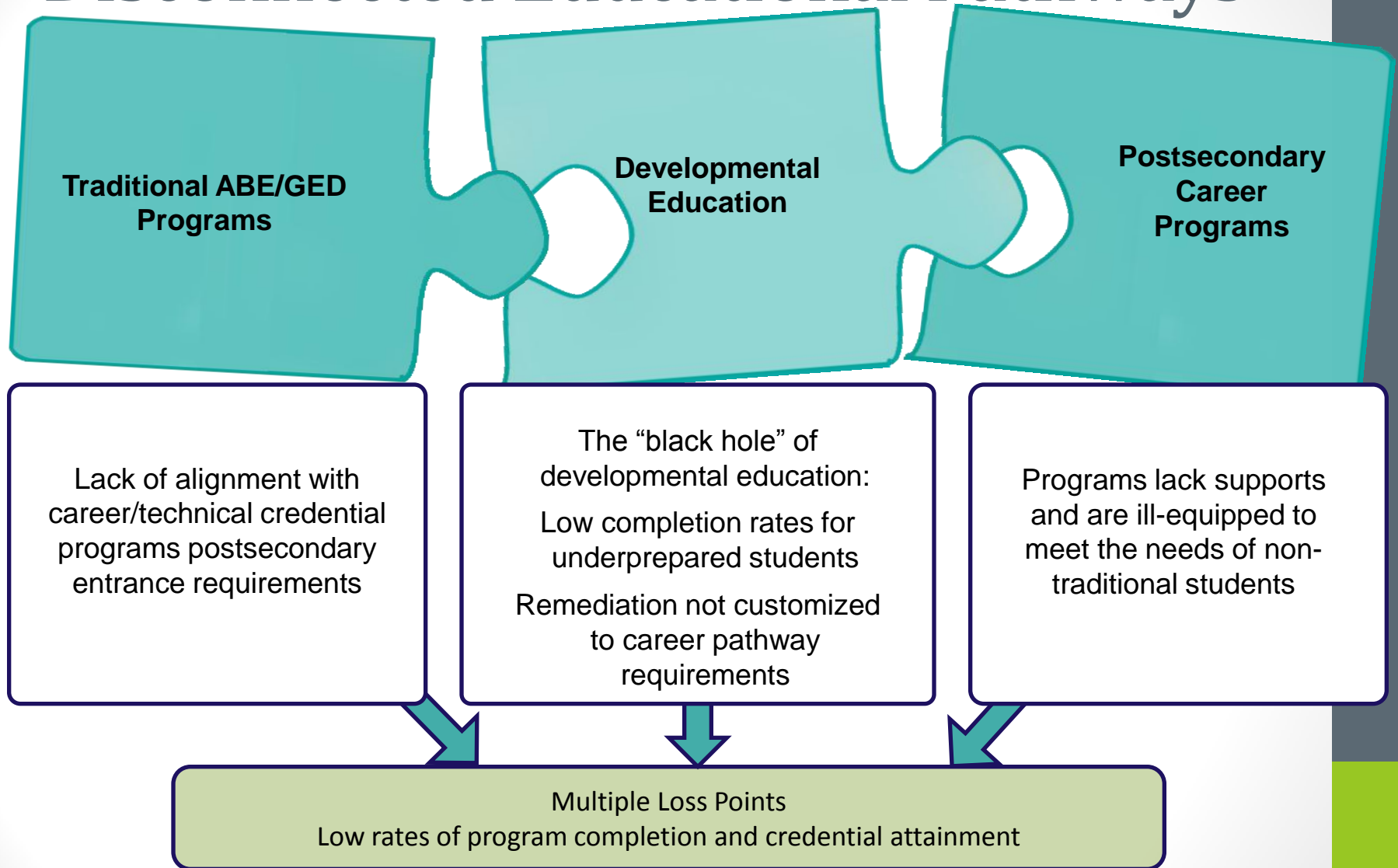
- https://www.youtube.com/watch?v=aMHvUQ-jUlU

Adult Education Strategic Plan

- Formed a 32 member taskforce (Spring 2009)

- Recommendations were developed and shared through a variety of systems

- Statewide Adult Education Advisory Council approved the Plan in October 2009
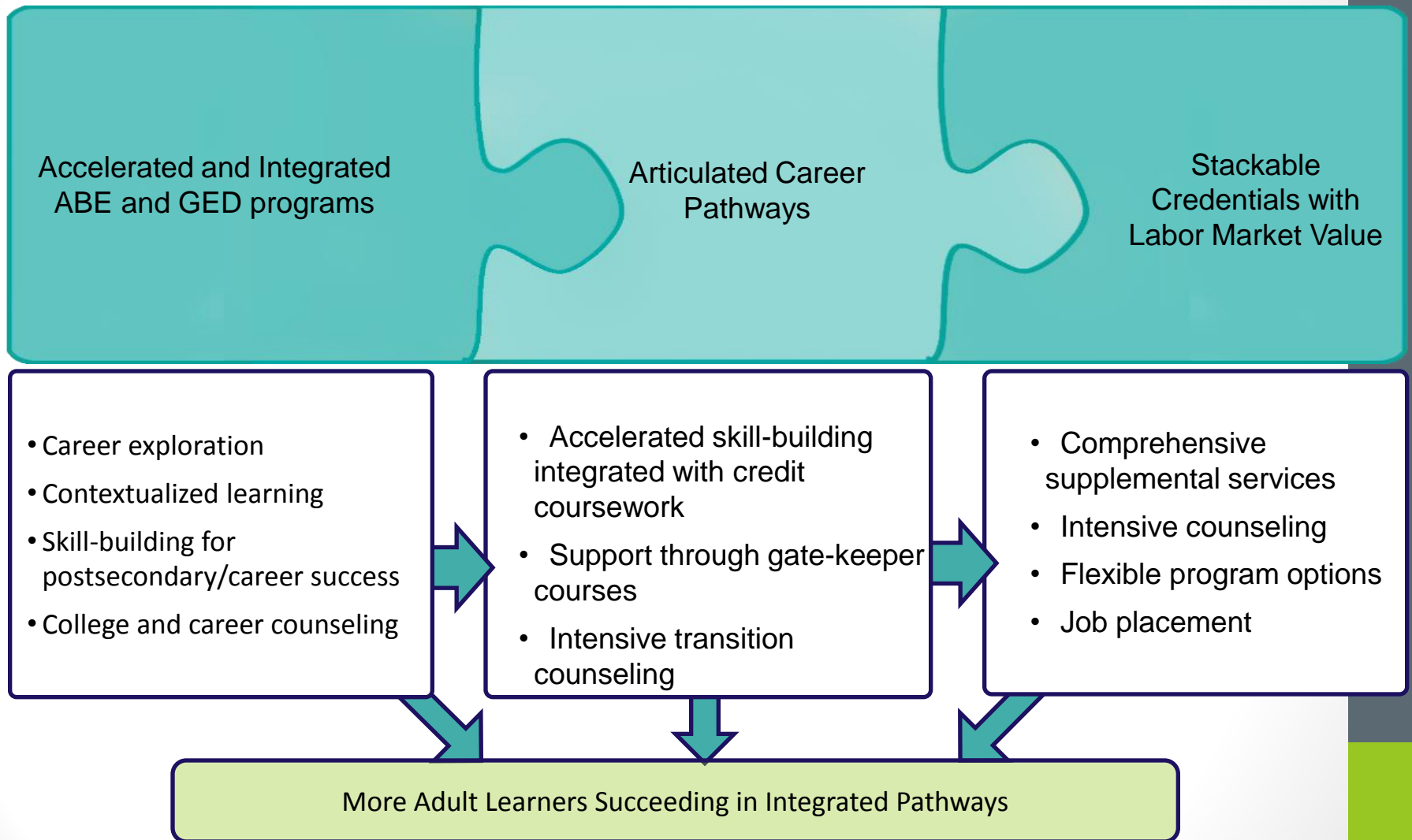
Strategic Plan Guiding Principles

- **Eight Guiding Principles:**

  - Responsiveness

  - Collaboration

  - Innovation

  - Alignment

  - Contextualization

  - Accountability

  - Evidence-based Teaching and Learning

  - Professional Development

Disconnected Educational Pathways

Traditional ABE/GED Programs

Developmental Education

Postsecondary Career Programs

Lack of alignment with career/technical credential programs postsecondary entrance requirements

The "black hole" of developmental education:

Low completion rates for underprepared students

Remediation not customized to career pathway requirements

Programs lack supports and are ill-equipped to meet the needs of non-traditional students

Multiple Loss Points
Low rates of program completion and credential attainment

Streamlined Adult Education Pathways

Accelerated and Integrated ABE and GED programs

Articulated Career Pathways

Stackable Credentials with Labor Market Value

- Career exploration
- Contextualized learning
- Skill-building for postsecondary/career success
- College and career counseling

- Accelerated skill-building integrated with credit coursework
- Support through gate-keeper courses
- Intensive transition counseling

- Comprehensive supplemental services
- Intensive counseling
- Flexible program options
- Job placement

More Adult Learners Succeeding in Integrated Pathways

Illinois Shifting Gears

- Examine existing structure and policies to determine how to institute bridge programs that will lead to postsecondary occupational programs and pathway employment.

Illinois Shifting Gears

- Policies
  - Statewide Bridge Definition
  - Adult Education Funding Clarifications
  - Bridge Program Approval Process
  - Support Services
  - WIA 40% Training Policy
  - Data Measurement and Evaluation

Three Core Elements of Bridge

Statewide definition developed under the Shifting Gears Initiative:

- Contextualization

- Career Awareness and Development

- Transition Services

Accelerating Opportunity

- Build on the Strengths of the "Shifting Gears" – Joyce Foundation Initiative
- Build on the Strengths of the Illinois Adult Education Strategic Plan
  - "Creating Pathways for Adult Learners"
  - Brings much needed attention to the Adult Education Population
- Realign Adult Education to ensure more students have access to postsecondary education/CTE programs
- Federal Changes

Workforce Innovation and Opportunities Act

- Broad vision for workforce programs
  - WIOA Core Program
    - Title I- DCEO –Youth, Adult & Training Programs (DCEO)
    - **Title II -Adult Education and Family Literacy (ICCB)**
    - Title III -Wagner Peyser (IDES)
    - Title IV -Vocational Rehabilitation (IDHS)
- Alignment of state, federal, local and regional levels
- Career pathways, sector strategies, regional economic approaches, work based training

Job Driven Training

- Aligns with President's Vision for a

  "Job Driven Training Workforce Development"

  - Preparing workers for 21st Century Skills

- The Vice Presidents report, " Ready to Work"

  - http://www.whitehouse.gov/sites/default/files/docs/skills_report.pdf

  - Seven Principles

    - Engaging Employers

    - Earn & Learn

    - Smart Choices

    - Measurement Matters

    - Stepping Stones

    - Opening Doors

    - Regional Partnerships

Alignment of Workforce and Education

- Single Unified Strategic Plan
  - Plans include State's strategy to prepare an educated and skilled workforce and meet the needs of employers.
  - States required to prepare a *single, coordinated 4-year Unified Plan* or Combined State Plan
  - Plans must include the *strategic vision and goals* of the State and the *operational elements* to support the strategy
  - Alignment with the state education agency standards
  - Emphasizes increased accountability and results among the core programs
- WIOA is authorized until 2020

Accountability and Transparency

- **Core Programs and Common Performance Indicators**
    - % of participants that are **in employment 2nd quarter** after exit
    - % of participants that are **in employment 4th quarter after** exit
    - **Median earnings** of participants in employment
    - % of participants who obtain a **recognized postsecondary credential** or
    - % of participants who **obtain a secondary diploma or its recognized equivalent** one year after exit
    - **Measurable skill gains** of these workers (postsecondary credential or employment); or measurable skill gain towards a credential
    - **Effectiveness of services to employers**

Three New Title II Activities

- **Integrated education and training**
  - Aims to provide adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training
  - Targets training in occupations or clusters that assist adults in their educational and career advancement

- **Workforce preparation activities**
  - Activities, programs or services to help individuals gain basic academic, critical thinking, digital literacy, and self-management skills
  - Includes competencies in utilizing resources and using information, and acquiring other skills necessary for successful transition into postsecondary education, training, or employment

- **Integrated English Literacy and Civics Education (IEL/CE)**
  - Codifies the IEL/CE program, previously funded through annual appropriations
  - Provides instruction in literacy and English language acquisition, the rights and responsibilities of citizenship and civic participation, and workforce training
  - **Focuses program design and goals on integrated education and training** activities and coordination with local workforce system

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Accelerating Opportunity

- Gates Foundation Initiative – "A first for the ICCB"
- Uses the Washington State's "IBEST" - Integrated Basic Education Skills Training initiative as a model of implementation in each state.
  - Illinois is One of Eleven States selected to participate in the Design Grant
  - One of four original states selected to receive a implementation grant
    - KS, IL, KY, NC
    - GA, MS, LA
- What is Illinois Career and Academic Prep System (ICAPS)?
  - A blend of CTE and Adult Basic Skills combined in a team teaching delivery format.

Policy Levers

- **Policy Lever One:**

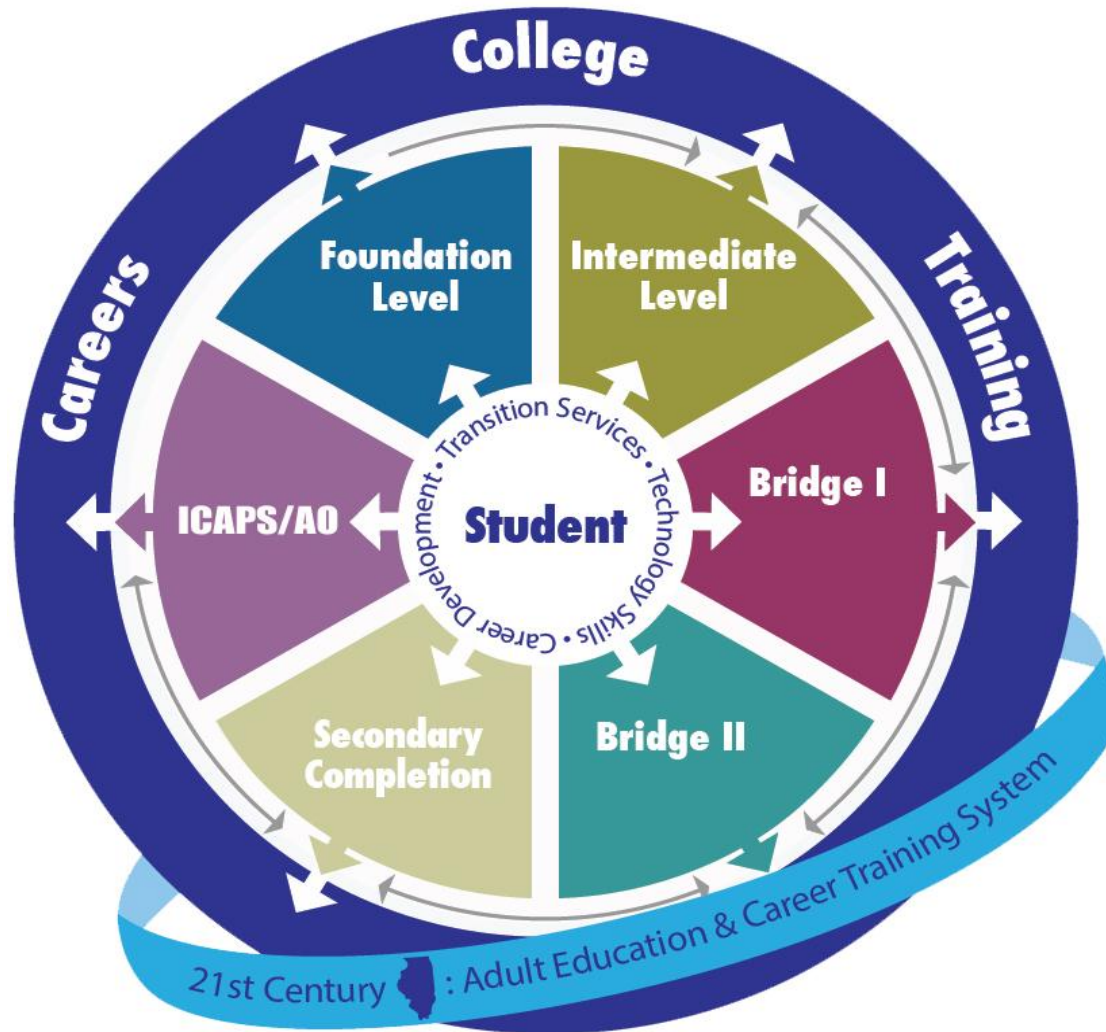 -Include ABE student measures/momentum points in states performance based funding

- **Policy Lever Two:**

  -Financial Aid and Support Services for Adult Ed Students enrolled in the ICAPS model.

- **Policy Lever Three:**

  -Employer Engagement and Partnership Support

Illinois Career Pathway Graphic

Selecting an Integrated Focus

- Florida Department of Economic Opportunity – Regional Demand
  - What occupations are in demand in your region? What roles can your students fill?
  - What career training is available at your institution or at a nearby institution?
  - With whom can you partner to accelerate your students learning?

Logic Models

- A tool used often by managers an evaluation of programs to evaluate the effectiveness of a program

- Graphical depiction of the logical relationships between the resources, activities, outputs and outcomes of a program

Program Logic Model Defined

- *Description* of how your project is to work

  - the theory and assumptions underlying the program

- *Links* outcomes (both short- and long-term) with:

  - program activities/ processes

  - the theoretical assumptions/ principles
    of the program

Logic Model Purpose:

To assess the "if-then" relationships between elements of the program, i.e., IF the resources are available for a program, THEN the activities can be implemented. IF the activities are implemented successfully, THEN certain outputs and outcomes can be expected.

Components of a Logic Model

Resources/ Inputs	Activities/ Goals	Outputs /Core Components	Outcomes	Impact
Certain resources are needed to operate your program	**If** you have access to them, **then** you can use them to accomplish your planned activities	**If** you accomplish your planned activities, **then** you will hopefully deliver the amount of product and/or service that you intended	**If** you accomplish your planned activities to the extent you intended, **then** your participants will benefit in certain ways	**If** these benefits to participants are achieved, **then** certain changes in organizations, communities, or systems might be expected to occur

Your Planned Work   *Your Intended Results*

Advantages of Logic Model:

- Easier way to define work and measure it

- Performance measures drawn from any step

- Emphasis on measuring final outcomes or results thus not spinning wheels on work activities or outputs without achieving desired outcomes

Use of the Logic Model

- Program Planning

    -helps to "plan with the end in mind"

    -with focus on ultimate outcomes, can think

    backwards to identify how best to achieve desired

    results

- Performance Evaluation

    -important to carefully specify desired results and how

    to monitor them over time

How Logic Models Can Position Programs Toward Success

Program Elements	Criteria for Program Success	Benefits of Program Logic Models
Planning & Design Program	Program goals and objectives, and important side effects are well defined ahead of time.	Finds "gaps" in the theory or logic of a program and work to resolve them.
	Program goals and objectives are both plausible and possible.	Builds a shared understanding of what the program is all about and how the parts work together.
Implementation & Management	Relevant, credible, and useful performance data can be obtained.	Focuses attention of management on the most important connections between action and results.
Evaluation, Communication, & Marketing	The intended users of the evaluation results have agreed on how they will use the information.	Provides a way to involve and engage stakeholders in the design, processes, and use of evaluation.

Reading Logic Models

- When "read" from left to right:
  - Logic Models describe program basics over time from planning through results
  - Following the chain of reasoning or "If…then…" statements which connect the program's parts

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Your Planned Work			*Your Intended Results*	

Example:

Input: Money, staff, equipment

Activities: Development of materials, training programs

Output: Number of booklets produced, workshops held, people trained

Outcomes/Impacts: Increased skills/knowledge/confidence leading in longer-term to promotion, new job, entry into post-secondary, etc

ICAPS Planning Notes

A Few Examples From the Field

ICAPS/Accelerating Opportunity Logic Models

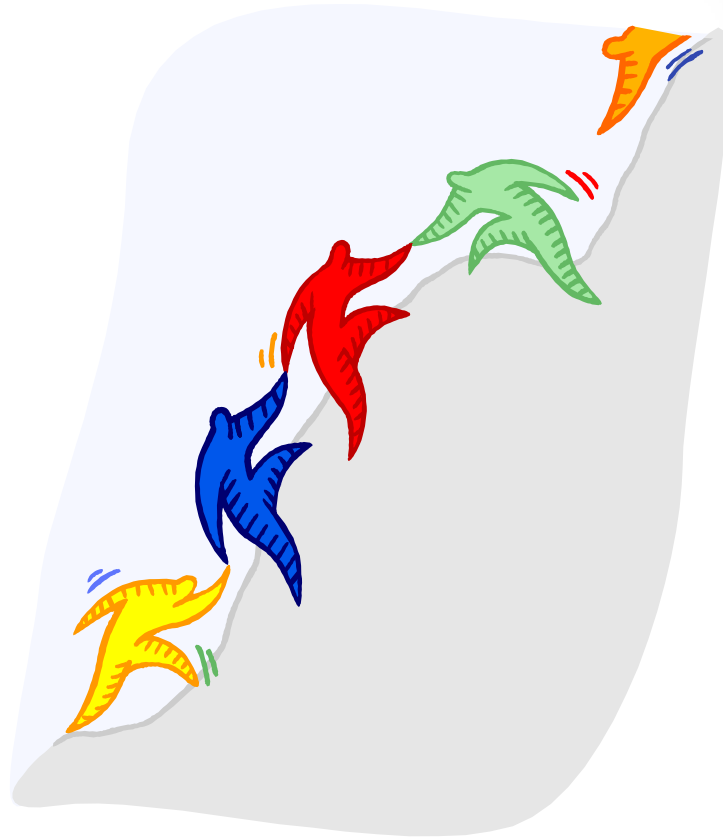- Kishwaukee College

- Rend Lake College

- Southwestern Illinois College

Your Turn!

A partner is…

"One who performs a specific service function and is responsible for delivery and outcomes."

Bridges to Careers for Low-Skilled Adults

A partnership is...

- mutually beneficial

- well-defined

A partnership is characterized by…

- common goals

- shared accountability

- shared resources and recognition

Components of an Effective Partnership

- Stakeholders with a vested interest in the partnership
- Trusting relationship among and between the partners
- A shared vision and common goals
- Expertise
- Teamwork strategies

Components of an Effective Partnership

- Open and ongoing communication

- Motivated partners

- Means to implement and sustain the partnership

- An action plan

- Formalized agreements

Build partnerships person to person

Partners

- Education providers
- Employers and employment-related entities
- Support service providers
- Community agencies

Obtain internal buy-in first.

- Your department

- Your larger institution

- Teachers & staff

- Administrators

- Support service providers

Brainstorm

- What would you and your partners expect from each other?

- Why should they want to partner with you?

Common Barriers to Successful Partnerships...

- Tradition
- Turf
- Time
- Trouble/Disagreements

Employers and Educators: Worlds Apart

- What does a meeting look like in the education world?
- What does a meeting look like in the business world?
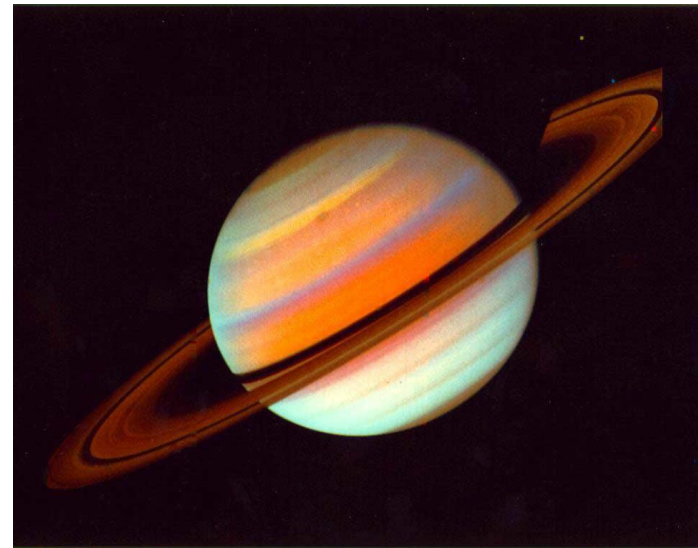
Working within a Partnership

- Determine what is needed and by whom
- Establish who is responsible for key roles
- Agree on reporting requirements
- Develop action plans
- Formalize agreements
- Continue ongoing communication

Categories of Potential Tasks of Partners

- Research the need
- Establish collaborations
- Design the program
- Identify the target population
- Develop/support instruction
- Support services

Planning for Building Partnerships

Integrated Program Planning Notes

What is Braided Funding?

- Braided funding refers to the weaving together of **state, federal and private funding streams**, and the development of **funding strategies**, to support integrated pathways and the students enrolled in them.

Braided Funding: Roles

- Strengthen cross-agency or private/public partnerships

- Review funding sources and strategies

- Seek new funding sources

- Reduce inefficiencies

- Develop a braided funding plan

Funding, Financial Assistance & Partnerships

- **Use CTE and Adult Education of Funding**
- **College Funding:**
  - Waiving Tuition
  - Using Youth Build Funding
  - Local Workforce Funds
  - Foundation Support
- **Partnerships**
  - Engaging IL Student Assistance Committee (ISAC)
  - Meetings with the Lt. Governor and Governor's Offices
  - P-20 Council
  - College Presidents
  - IL Business Roundtable
  - State Workforce Council

Outcomes, Deliverables and Non-Negotiables

- Produce a total of 2,526 credentials
- Transcripted college level professional-technical credit in the semester in which it is earned (12 credits)
- Achievement of marketable, stackable, credit bearing certificates and degrees.
- Demonstrate college readiness by-passing developmental education.
  - Alignment with common core and college readiness standards
- Comprehensive Academic Social and Student Supports
- Acceleration strategies, including contextualized, online, dual enrollment including paired courses (50% overlap in instruction)
- Team Teaching: ABE and CTE instructors
- Planning Time: Instructors, College Team
- Partnerships: Internal and External

Expanded Expectations

- Each College is required to produce between 316 and 450 (over a three year period) credential minimum in the pathways set below.
- Each College is responsible for submitting quarterly and end of the year reports that outline their progress towards meeting the goals of the grant.
- Each college must also attend all required meetings and professional development activities at the state and national level.
- Each college is required to present and share information about their projects.
- Each college must notify the ICCB of any changes related to their AO projects.
- Establish a continuous planning process that must appropriate college personnel to ensure the success of the project.
- Explicit articulation of two or more educational pathways, linked to career pathways, which begin with adult basic education or ESL and continue to a one year college-level certificate and beyond;
- Evidence of strong local demand for the selected pathways, including the presence on the Workforce Investment Board demand list for the local area or other local data demonstrating robust demand.

Expanded Expectations

- Acceleration strategies, including contextualized learning and the use of hybrid (online and classroom-based) course designs;
- Evidence-based dual enrollment strategies, including paired courses and I-BEST-like approaches;
- Comprehensive academic and social student supports (e.g., tutoring, child care, transportation, access to public benefits, subsidized jobs);
- Achievement of marketable, stackable, credit-bearing certificates and degrees award of some college-level professional-technical credits, which must be transcripted the semester in which they are earned; and
- Partnerships with Workforce Investment Boards and/or employers and college readiness, with an explicit goal of bypassing developmental education;
- Provide a support class to students enrolled in the AO project;
- Enter data into the data collection system;
- Track student progress into postsecondary education; and
- Identify co-instructors (team-teaching) from basic skills and college-level professional-technical programs, with at least a 50 percent overlap of the instructional time to support both literacy and workforce skills gains, and integrated program learning outcomes.

As they provide career *preparation,* Integrated programs incorporate deeper career *awareness* and career *exploration* into the curriculum.

How and when can career development be addressed?

- Career awareness

- Career exploration

- Career preparation

Experiential Learning Activities for Career Awareness

- Everyone needs career awareness
  - Begin integrating discussion of careers, expectations at ALL levels of instruction
- Incorporate job information at all levels
- Use career awareness surveys even at literacy levels to show "what could be" and increase motivation

What is Career Awareness?

- Provides active role in planning of career

- Career Planning Model:
  - Self-exploration
  - Occupational exploration
  - Career and educational planning

Why is Career Awareness needed?

- Good for our students
  - Retention
  - Motivation
  - Direction
  - Locus of control

Sounds good… but I don't have time!

- Shift your thinking
  - Relate everything to possible career pathways
  - Ensure students are thinking ALL the time where they are headed
  - Use as filler – need a break from academics
  - Is this going to be on the test?
    - Absolutely!
    - Authentic work documents
    - Making connections and applications improves understanding and retention

Lessons from the Field

- Begin with the section of the career awareness that is most engaging to your students and then work backward or forward to the lessons that will fill gaps in the planning process

- Teachers and counselors should work together as a team to implement curriculum across a program

- Use in classroom setting as well as program-wide in career planning workshops

Helping Students Understand Critical Link

- Goal Setting

- Career Exploration

- Career Planning

Career Exploration

- Skills Auction

Let's Try it Out

- Things I Have Done

- Skills Identification

- List of 246 Skills as Verbs

- Workers Rights Vocabulary

Experiential Learning Activities for Career Development

- Field trips
  - Tours of college sites
  - Tours of partner facilities
- Guest speakers
- Job shadowing

What is the added value for experiential learning?

Integrating Career Development into Curricula

- Expectations of the work world
  - Attendance
  - Work ethic
  - Attitudes and behaviors

Workplace Skills Needed:

- Learning and training/work styles
- Work skills – academic skill needs at work
- Basic life skills
- Higher-order thinking skills – metacognitive skills
- Planning skills – anticipation of needs
- Soft skills
- Access to resources/services – work-related information

Career development includes the soft skills for work (and life)

- Dependability
- Ethical Behavior
- Work Ethic
- Punctuality
- Interpersonal Skills
- Job Commitment
- Customer Service
- Teamwork
- Accountability
- Understand Expectations

- Confidentiality
- Positive Attitude
- Works Independently
- Initiative
- Appropriate Appearance/Hygiene
- Communication Skills
- Flexibility
- Managing Personal Issues
- Problem Solving
- Workplace Etiquette

Addressing Students Needs:

- <u>Assessment</u> that identifies strengths, needs, interests, and preferences.

- <u>Development</u> of options and skills

- <u>Matching</u> student with appropriate setting

- <u>Training and/or Preparation</u>
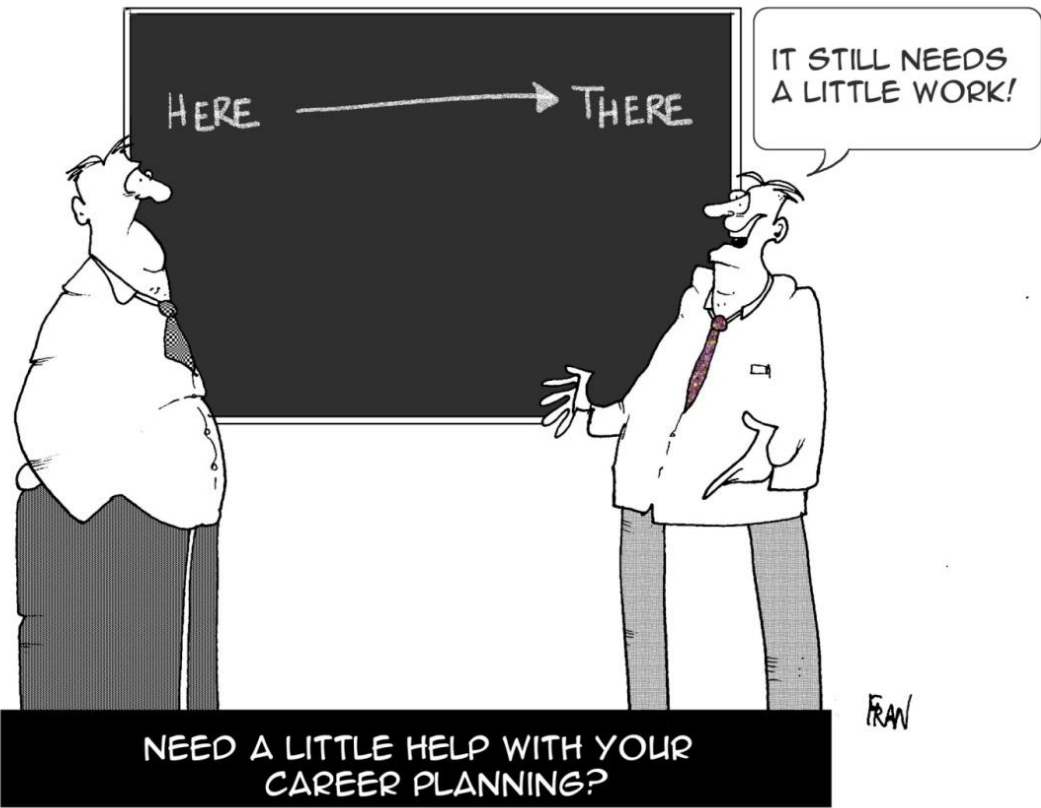
- <u>Placement and Follow-up</u>

Job search skills

- Finding job openings
- Filling out applications
- Writing a resume
- Interviewing

Career Plans

- Importance of a plan

- Knowing self

- Goals

- Requirements for the career sought

- Potential obstacles – who can help?

- Education/training needed

- Timeline

- Room for adjustment

Planning for Career Development

Integrated Program Planning Notes

Barriers to Bridge success

- Money
- Technology

- Personal
- Career

Transition services support instruction and retention

Transition services provide students with the information and assistance they need to successfully move from adult education to postsecondary or occupational programs and/or the workforce.

Transition services include…

- Guidance and counseling

  - Career

  - Personal

  - Academic

- Resources and referrals to reduce barriers

Transition Services Self-Assessment Toolkit

- Team Survey

- Service Usage Evaluation (SUE)

- Service Improvement Plan (SIP)

Reducing the scaffolding

Adult education students move from dependency on others to being independent individuals who see themselves as capable of thriving in society.

"The centerpiece of the program is the Transition Services Coordinator."

Nicky Chan, Pui Tak Center, Chicago

Planning for Transition Services

Integrated Program Planning Notes

Are you teaching contextually?

- Let's take a test...

Are new concepts presented in real-life (outside the classroom) situations and experiences that are familiar to the student?

Are concepts in examples and student exercises presented in the context of their use?

Do examples and student exercises cultivate an attitude that says, "I need to learn this"?

Do lessons and activities encourage the student to apply concepts and information in useful contexts, projecting the student into imagined futures (e.g., possible careers) and unfamiliar locations (e.g., workplaces)?

Contextualized Curriculum

- Integrates
  - basic academic skills
  - industry/occupation knowledge
  - relevant attitudes and behaviors
- Connects to relevant contexts
- Uses real-life materials and situations

Contextualized Curriculum

- Learning occurs:
  - When learners process new information through own frame of reference
- Incorporates experiences
  - Social
  - Cultural
  - Physical
  - Psychological
- Find meaningful relationships

Texas Collaborative

Instructional Components Associated with Contextualization

- Interdisciplinary learning
- Use of informal, out-of-school knowledge
- Active, student-centered learning
- Student collaboration
- Use of explicit literacy strategies
- Authentic assessment
- Teacher collaboration to identify real world examples

Dolores Perin, Community College Research Center

Two Forms of Contextualization

- Contextualized Instruction

- Integrated Instruction

- Both create direct connection between basic skills and subject area

- Differences
  - Primary focus of instruction
  - Who does the teaching
  - Nature of contextualization
  - Type of challenge

Dolores Perin, Community College Research Center

Contextualized Basic Skills Instruction

- Focus of instruction – basic reading, writing, or math
- Who does the teaching – ABE/GED or college developmental education instructor
- Nature of contextualization – authentic content is the context for basic reading, writing or math instruction
  - Conventional set of basic skills; what is different is the *context and application*
- Challenge – variety of student educational/ career goals in one classroom; instructor may feel cautious about using content material because it is unfamiliar

Dolores Perin, Community College Research Center

Applying Contextualized Learning to Adult Education

- Adult Education may teach decimals

- A healthcare Bridge program may teach decimals by teaching how to read a digital thermometer, i.e., 101.2 degrees

- Actually taking temperature readings <u>and</u> understanding the meaning of the decimals provide active application for students

Example: Getting a driver's license

- Rules of the road

- Behind the wheel

Benefits of Contextualized Instruction

Increases transfer of knowledge and skills

Focus is on building critical thinking skills

Students learn individual concepts AND how they fit into the "big picture"

Integrated Basic Skills Instruction

- Primary focus of instruction – content area e.g. allied health, auto mechanics, welding, sociology, biology, history

- Who does the teaching – content-area instructor

- Nature of contextualization - Explicit instruction in strategies for reading, writing, and math as part of content-area instruction

- Challenge – instructors may not feel they have competence to teach basic skills; may not see basic skills instruction as their responsibility.

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Integrated Instruction is...

- Engaged Learning

- A Marriage of ABE and Content Instruction

- Contextualized Learning

- Focused on Learner Needs and Identity

- "Soft Skills" Training

- Transferring New Knowledge into Real Life

Washington State Board for
Community & Technical Colleges

Benefits of Integrated Instruction

Important Components of Integrated Instruction

- Instructor Collaboration
- Lesson Plan Integration

Washington State Board for
Community & Technical Colleges

Instructor Collaboration

- Value of Each Instructor

  - Both the content area and the basic skills instruction are vital to the success of the students.

  - Without content instruction, students cannot reach their goals.

  - Without basic skills instruction, the content remains out of reach.

Washington State Board for
Community & Technical Colleges

What Makes a Great Team Teacher?

- https://www.youtube.com/watch?v=DHQshvawCCA&feature=youtu.be

Why Team Teaching and Integrated Outcomes?

"Transitions programming is about retention and completion which are measures that we are all responsible for."

Diana Glosser
Director of Perkins Programs, retired
Lake Land College

Lesson Plan Integration

- The main point is to do two things at once. We have to merge ABE and Content.

ABE/ASE Competencies + Content Outcomes
= Integrated Instruction

Washington State Board for
Community & Technical Colleges

5 Questions for Instructional Design

1. What do you want the student to be able to do? (Outcome)

2. What does the student need to know in order to do this well? (Curriculum)

3. What activity will facilitate the learning? (Pedagogy)

4. How will the student demonstrate the learning? (Assessment)

5. How will I know the student has done this well? (Criteria)

Adapted from : ACRL's IIL Immersion Summer 2005

What could this look like?

Heating Ventilation and Air Conditioning Support Class
Elgin Community College

LEARNING OUTCOMES OF COURSE:

By the end of the course students will:

- Develop the vocabulary for the HVAC Profession
- Describe HVAC processes to demonstrate knowledge of the field.
- Explain safety regulations.
- Demonstrate safe and appropriate use of equipment.
- Interpret charts and graphs based on information presented and math skills acquired.
- Identify main ideas and important details in work related texts.
- Recognize patterns in writing, for example, cause and effect; steps and stages; and compare and contrast.
- Prepare an on-line job application.
- Compose and send an e-mail with an attachment.
- Perform a satisfactory mock job interview.
- Analyze options in the occupational field that are available based on academic preparation and skill level.
- Organize notes and information.
- Recognize individual learning style.
- Ask clarifying questions.

Students in Integrated Programs

- https://www.youtube.com/watch?v=j_Wzdh-Ptwc&feature=youtu.be

Curriculum Resources

- Healthcare
- Manufacturing
- Transportation, Distribution, Logistics (TDL)

Overview of Illinois Bridge Curriculum

- Career Awareness
- Technology Awareness and Skills
- Academic Success
- Intro to Post-Secondary
- Career Development

Overview of Illinois Bridge Curriculum

- Contextualized Reading
- Contextualized Writing
- Contextualized Math
- Contextualized Science
- Contextualized Social Studies

Overview of Illinois Bridge Curriculum

- Introduction
- Module (Curriculum Outline)
- Resources/Activities
- References
- Standards

Bridge Curriculum Uses

- Utilize entire curriculum

- Teach an academic module as a stand-alone class

- Teach career awareness or technology to everyone

- Supplement instruction

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Team Teaching Menu of Resources

- Online training - NCTN 6 Models for Team Teaching

- Archived Webinar – Illinois Team Teachers Answer Your Questions

- Archived Videos

- Collection of Best Practices from Experienced Illinois Programs
  - Course Syllabi
  - Course Outlines
  - Classroom Resources (includes lesson ideas and progress checklist or reports)
  - Intake materials
  - Student Commitments/Agreements
  - Marketing
  - Student Support Documents (mileage reimbursement, child care, contact notes)
  - ICAPS Proposal – Task Lists – Initial planning of program
  - Team Teaching suggestions
  - Integrated Learning Outcomes
  - Resource Lists by Industry

- Online training - Integrated Outcomes with examples and templates

- Tips on How to Assess Team Teachers

Planning for Contextualized/Integrated Instruction

Integrated Program Planning Notes

Transitions Academy/Scaling Up

- Logic models

- Online Transitioning Continuum

- Google group for Elite 8

- Transitions Academy

- 20 Minutes of Fame presentations

- Mentors

- Transitions Newsletter

- Webinars

- Transitions Blog

- In-person trainings

Online Transitioning Continuum

- Transitioning through Life, Advanced Education, and the World of Work

- Free online professional development to help adult educators in transitioning knowledge from basic to complex

Google Group for Elite 8

- ICAPS/AO Google Group
- Elite 8 invited to join
- Opportunity to ask questions and share information with other ICAPS/AO programs
- Developed from the request of the programs to have a forum for sharing

Transitions Academy Goals

- Participate in a six-eight month project
- Participation in the Transitions Academy Launch (July-Aug)
- Develop a program specific logic model
- Attend additional professional development requirements
  - NCTN, Forum for Excellence, NCPN, and AE conferences
- Present project at an open forum
- Implementation of ICAPS/AO and Bridge Program by the end of the process
- Participation in the Spring Transitions Academy Professional Development – 20 Minutes of Fame

20 Minutes of Fame

- Describe ICAPS/AO process
  - Enrollment
  - Pathways
  - Credentials/certificates
  - Number of staff involved
  - Recruitment process update
- Partnerships formed
- Policy changes locally
- Early lessons learned

Mentoring

- Assignment made with consideration of proximity, pathway choice, and size of institution

- Guidelines for mentoring given to mentors and mentees

- Encouraged to share templates, models, data collection suggestions, and invite mentees to tour mentor's program

Transitions Newsletter

- Distributed electronically 3 times per year
- Highlights transitional programs in Illinois, upcoming professional development opportunities, JFF meetings and trainings
- Found on SIPDC website
  - www.siue.edu/SIPDC/

Webinars

- Experienced Bridge Programs Answer Your Questions

- Experienced Team Teachers Answer Your Questions

Transitions Blog

- http://www.illinoistransitions.blogspot.com/
- Share information
- Promote programs
- Easy link to resources
- Stimulates community/culture of transitioning

What's my next step?

"It's better to do something rather than nothing while waiting to do everything."

Winston Churchill

Adult Education Career Pathways Institute

January 28 & 29, 2015

Gaylord Palms, Orlando