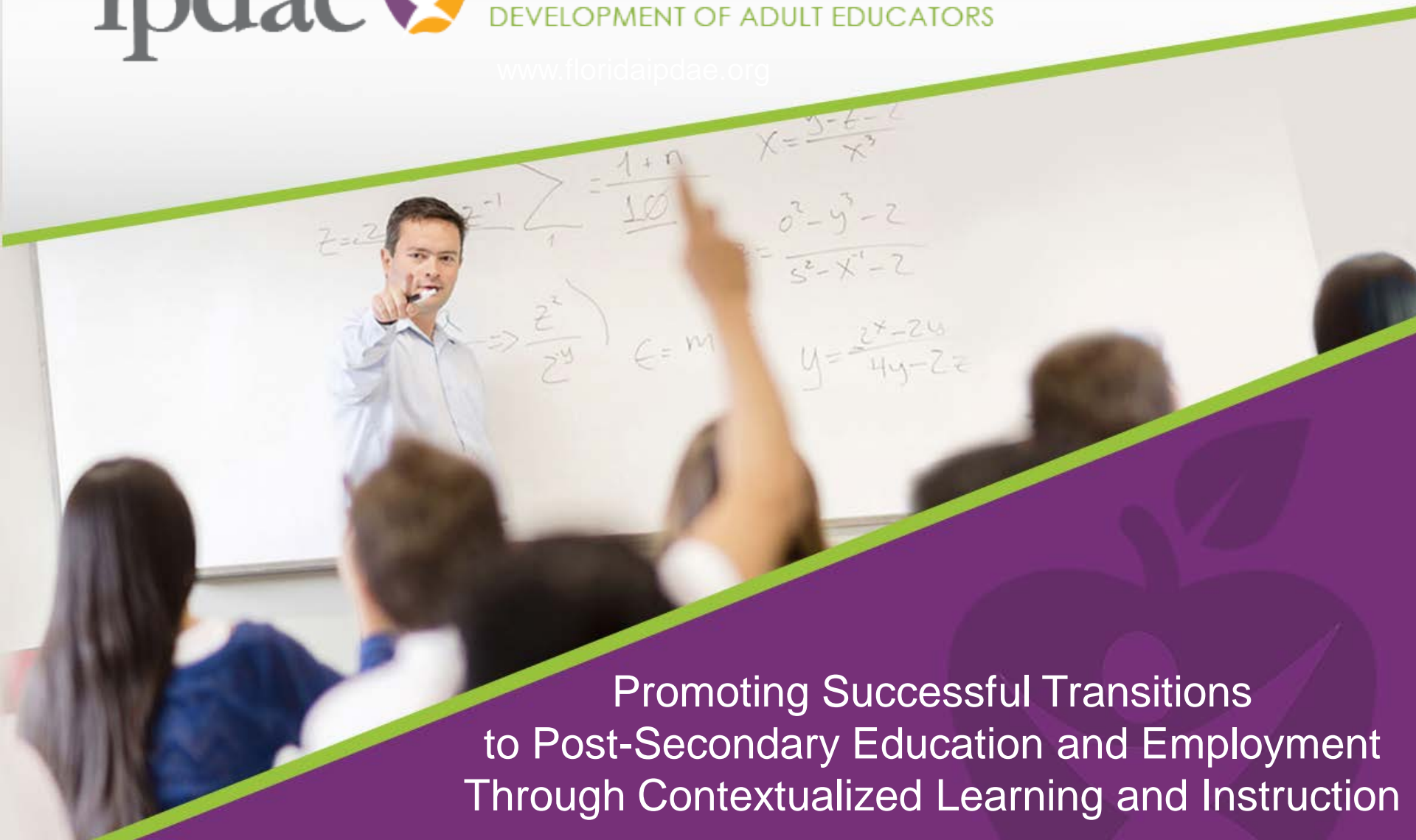




INSTITUTE FOR THE PROFESSIONAL
DEVELOPMENT OF ADULT EDUCATORS

www.floridaipdae.org



Promoting Successful Transitions to Post-Secondary Education and Employment Through Contextualized Learning and Instruction

In this session, we will:



Identify our role in preparing students for successful transitions through contextualized instruction



Identify strategies and activities to support student learning

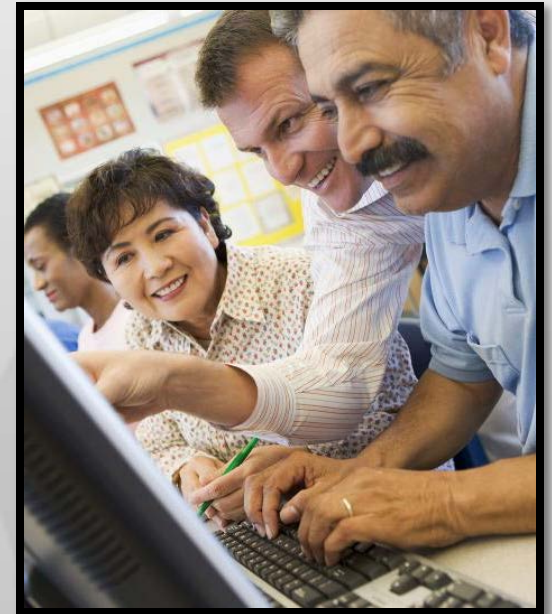


Share online resources



- For postsecondary education and training by connecting academic skills required for entry into a chosen career pathway to those taught in our College and Career Readiness curriculum
- For the workplace by connecting career readiness and employability skills required for entry-level positions in the 21st century workplace to those taught in our College and Career Readiness curriculum
- For real-world situations by actively engaging students in contextualized reading, mathematics, communication and problem-solving activities.

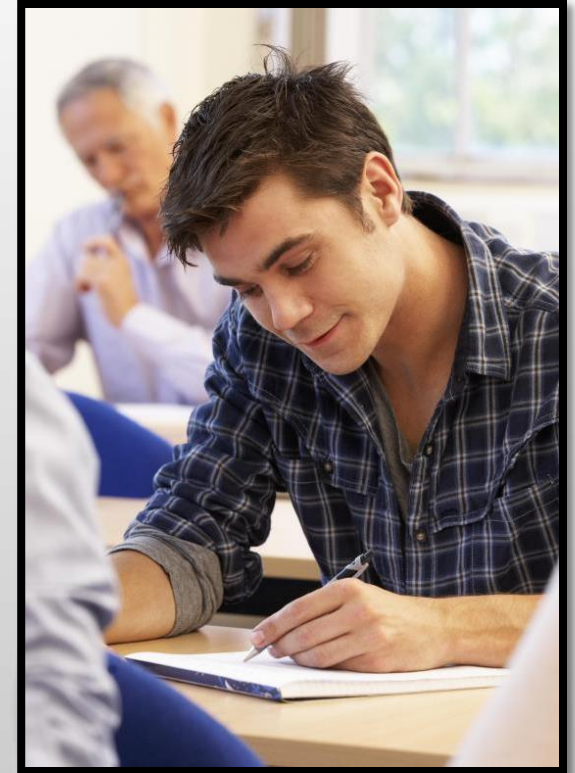
- Understand and embrace the importance of Career Pathways
- Increase knowledge and implementation of contextualized and integrated instruction options
- Enhance student intake/advisement activities to strengthen connection between chosen career pathway and successful completion of adult education college and career readiness curriculum



‘Strengthens alignment between adult education, postsecondary education, and employers’:

Specifically recognized within the Act

- Adult education’s core purpose to prepare individuals with the skills and knowledge needed to succeed in postsecondary education and the workforce is now expanded to emphasize activities that increase individuals’ abilities to successfully transition to postsecondary education and the workforce.

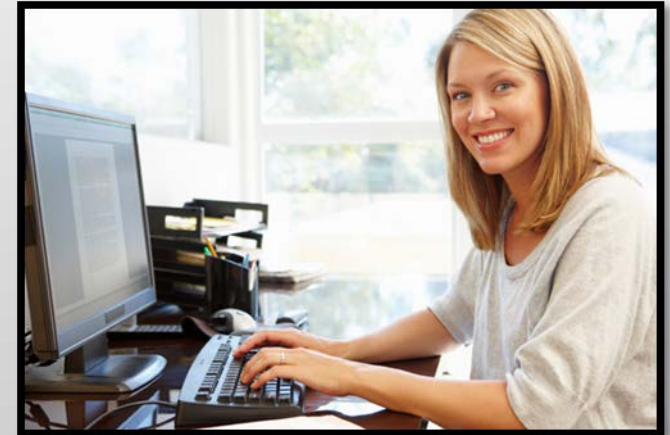


U.S. DEPARTMENT OF EDUCATION’S WORKFORCE INNOVATION AND OPPORTUNITY ACT (WIOA), TITLE II: ADULT EDUCATION AND LITERACY, signed into law in July, 2014, revised and reauthorized the ***Workforce Investment Act of 1998*** (WIA)

‘Strengthens alignment between adult education, postsecondary education, and employers’:

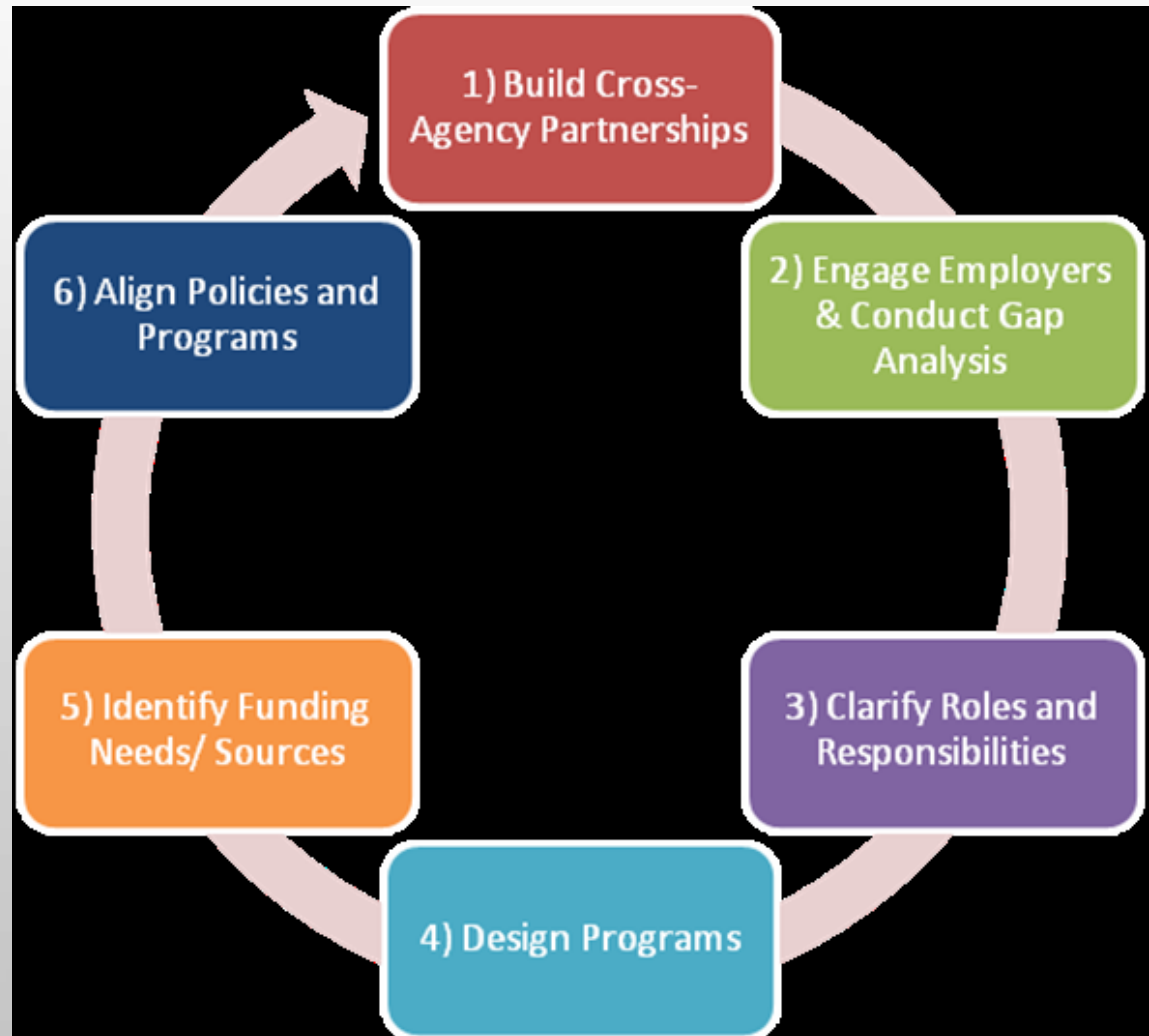
How Can This Be Accomplished . . .

- Integrate adult education with occupational education and training
- Develop career pathways systems
- Fund integrated education and training, and workforce preparation activities
- Include workforce training in integrated English literacy and civics education programs
- Collaborate with employers to develop and provide activities




A Comprehensive Career Pathways Program

6 Key Elements



Career Clusters/Pathways in Florida's Strategic Plan

Agriculture, Food and Natural Resources	Human Services
Architecture and Construction	Information Technology
Arts, A/V Technology and Communications	Law, Public Safety, Corrections and Security
Business Management	Manufacturing
Education and Training	Marketing
Finance	Science, Technology, Engineering and Mathematics
Government and Public Administration	
Health Sciences	Transportation, Distribution and Logistics
Hospitality and Tourism	Energy

Career Cluster: Transportation Distribution & Logistics				CTE Program: Automotive Services Technology			
Career Cluster Pathway: Teaching/Training				Industry Certification: Automotive Service Excellent (ASE) /Spec. Florida Automobile Dealers Assoc./ Certified Technician			
	16 CORE CURRICULUM CREDITS					8 ADDITIONAL CREDITS	
	ENGLISH 4 credits	MATH 4 credits	SCIENCE 3 credits, 2 with lab	SOCIAL STUDIES 3 credits	OTHER REQUIRED COURSES FINE ARTS (1 credit) PHYSICAL EDUCATION (1 credit)	CAREER AND TECHNICAL EDUCATION COURSES	RECOMMENDED ELECTIVES (ALIGNED WITH COMMUNITY COLLEGE & STATE UNIVERSITY SYSTEM PROGRAMS)
HIGH SCHOOL	Students are encouraged to use fchoices.org to explore careers and postsecondary options.						
	Students are also encouraged to participate in dual enrollment courses which may be used to satisfy high school graduation or Bright Futures Gold Seal Vocational Scholars course requirements.						
	9 th	Please see Graduation Checklist	Please see Graduation Checklist	Please see Graduation Checklist	Please see Graduation Checklist	Physical Education (1 credit)	Automotive Service Technology 1 Foreign Language for SUS admission or other elective appropriate for student's career and education plan.
	10 th	Please see Graduation Checklist	Please see Graduation Checklist	Please see Graduation Checklist	Please see Graduation Checklist	Automotive Service Technology 5-9	Automotive Service Technology 2 Foreign Language for SUS admission or other elective appropriate for student's career and education plan.
	11 th	Please see Graduation Checklist	Please see Graduation Checklist	Please see Graduation Checklist	Please see Graduation Checklist	Practical Arts or Fine Arts course (1 credit)	Automotive Service Technology 3 Automotive Service Technology 5-9.
12 th	Please see Graduation Checklist	Please see Graduation Checklist	Please see Graduation Checklist	Please see Graduation Checklist	Automotive Service Technology 5-9	Automotive Service Technology 4 Automotive Service Technology 5-9	
POSTSECONDARY	Based on the Career Cluster of interest and identified career and technical education program, the following postsecondary options are available.						
	TECHNICAL CENTER PROGRAM(S)		COMMUNITY COLLEGE PROGRAM(S)			UNIVERSITY PROGRAM(S)	
	Automotive Service Technology Advanced Automotive Technology Ford ASSET Program Apprenticeship with Automotive Youth Educational Systems (AYES) Toyota T-10 Program		Automotive Service Management Technology Dealer-Specific Automotive Technology Marine Technology			Engineering Business Management Supervision and Management	
CAREER	Sample Career Specialties (The Targeted Occupations List may be used to identify appropriate careers.)						
CREDIT	Automotive Service Technician Heavy Duty Equipment Technician Transportation Supervisor Diesel Engine Specialist		Assistant Service Manager Service Writer Service Manager Automotive Service Technicians and Mechanics Bus and Truck Mechanics and Diesel Engine Specialist			Mechanical Engineer Business Management Bus and Truck Mechanic Off-Road Equipment Technician	
	Secondary to Technical Center (PSAV) Automotive Service Technology Medium & Heavy Duty Truck & Bus Technician Transit Technician 1,2,3 Gasoline Engine Service Technology Advanced Automotive Service Technology 1 & 2 Advanced Automotive Technology Heavy Equipment Mechanics		Secondary to College Credit Certificate or Degree Automotive Service Management Technology – AAS Automotive Service Technician – CCC Dealer-Specific Automotive Technology - AAS Possible dual enrollment partial credit for secondary completions			PSAV/PSV to AAS or AS/BS/BAS (Statewide and other local agreements may be included here) PSAV Automotive Service Technology 1,2, & ASE Certification (19 credits)	
Career and Technical Student Organization SkillsUSA							
Internship/Work Experience Recommendations							
Laboratory activities are an integral part of this program. On-the-Job-Training is appropriate but not required.							

Districts and colleges develop ‘Career Pathway Roadmaps’ to help students and other stakeholders see the path to successful completion of their career goals.



Career In A Year
We can help you get started today!

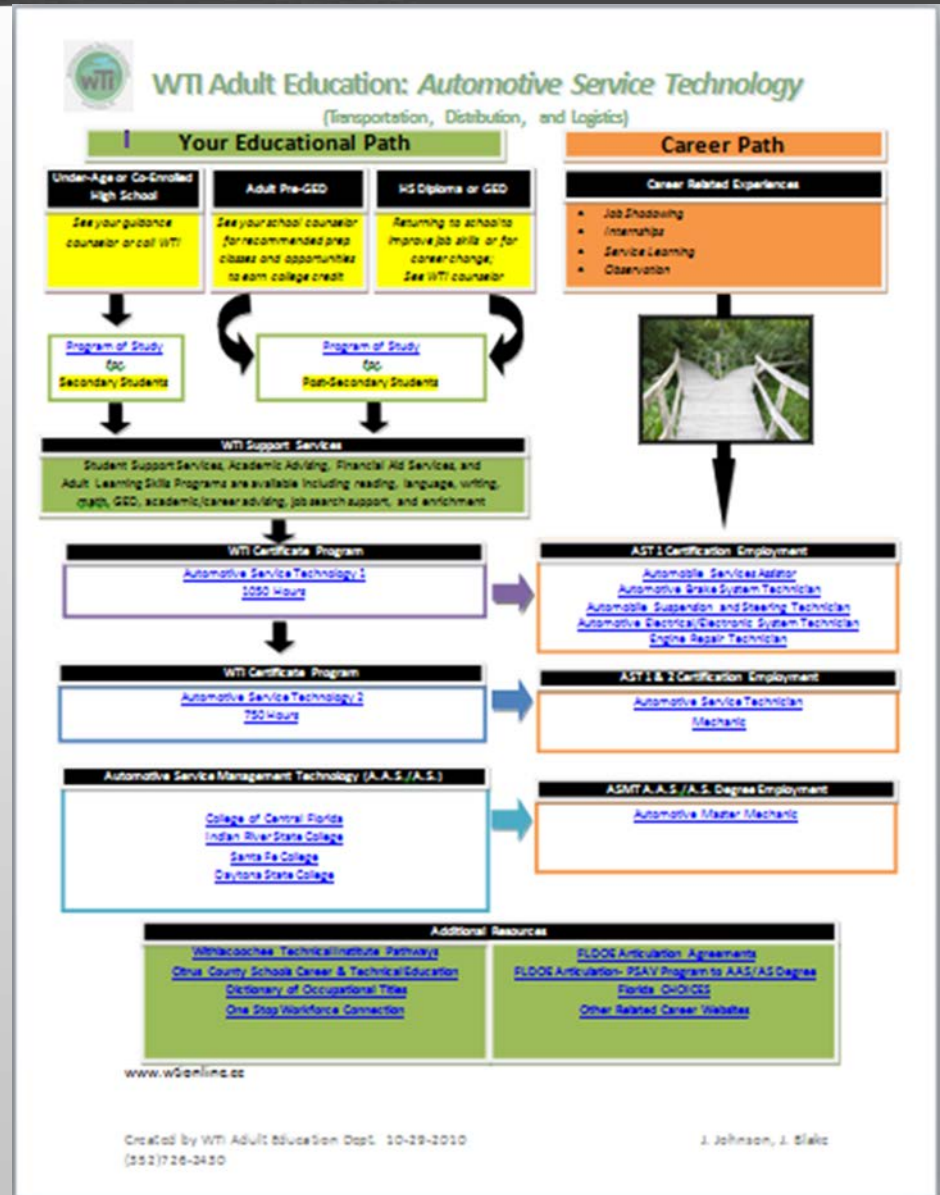
Graduation!
Happiness!
Enroll at **LAKE TECH**
Patience + Discipline
Training
Earn technical **CERTIFICATE**
Get a Job!
SUCCESS Graduate

more education
JOY
\$
house
job building
man standing

Got dreams? Need help building your plan?

At Lake Tech, we connect our students with 21st century skills to set them on their career path of success. Our training is hands-on, affordable and relevant to the work you want to do.

LAKETECH
charting new directions





MIAMI-DADE COUNTY PUBLIC SCHOOLS

CAREER TECHNICAL EDUCATION

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- [DISTRICT BRIEFINGS](#)
- [FREE COLLEGE CREDIT](#)
- [INDUSTRY CERTIFICATION](#)
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- [PERKINS IV RESOURCES](#)
- [PROFESSIONAL DEVELOPMENT](#)
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Transportation, Distribution & Logistics

- [Aerospace Technology](#)
- [Automotive, Collision, Repair, and Refinishing](#)
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- [Aviation Maintenance Technology](#)
- [Avionics](#)
- [Heavy Duty Truck and Bus Repair Technology](#)
- [Power & Energy Technology](#)
- [Technology Studies](#)

Student Support Services - the Foundation of a Quality Career Pathways Program

Primary Student Services

- Career counseling
- Academic guidance
- Course/program advising
- Academic support
- Personal guidance
- Supplemental resources



Communication and collaboration make it happen!

Increased Emphasis on the Intake and Placement Process

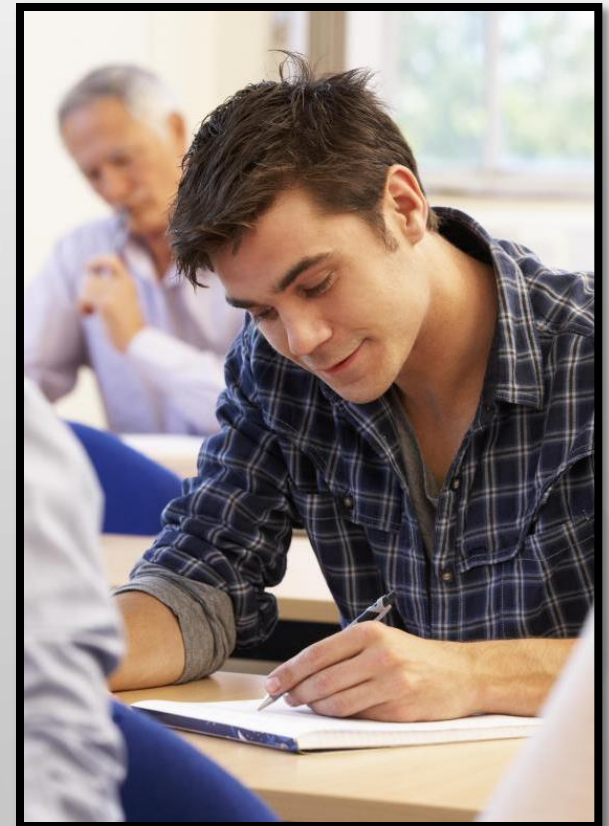
A big step for most adults – Make it a positive one!

Initial assessments

- Immediate vs. within initial entry period

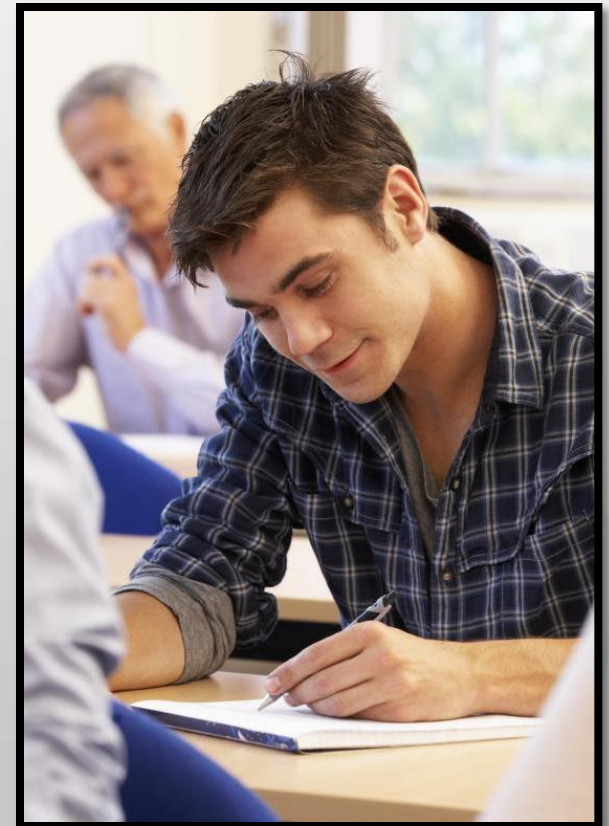
In-person interviews/conferences

- Build immediate staff relationship
- Gather additional information not captured by assessments
- Empower the student with ‘can-do’ attitude



Adding the Career Planning Component to the Intake Process and Classroom

- Career Information Delivery System
- Motivates students to set goals and plan for the future
- Provides opportunity for career exploration
- Learn about career clusters and pathways
- Develop a career pathway transition plan



Florida CHOICES Planner

ADULT SECONDARY & GED® STUDENTS

Learn about yourself, explore career clusters & pathways, plan your postsecondary education, & prepare for employment.


GET READY FOR WORK AND/OR POSTSECONDARY

- Take assessments
- Explore Career Clusters
- Explore Career Pathways

Prepare for Postsecondary

- Learn about financial aid
- Find scholarships
- Explore colleges
- Research program areas

Prepare for Work

- Create your resume
- Prepare for an interview
- Practice a job application 



Florida's Next Step in Career Planning Tools



kuder®

who we help • products & services • our unique approach • about us • contact us

“Career planning for all ages? We didn’t know it was possible.”

“Now we’re seeing results – in our schools, workforce, and economy.”

KUDER PROVIDES:

- Evidence-based lifelong career guidance.
- Scientifically proven career assessments.
- Custom career development solutions worldwide.

[learn more](#) ▶

Sam

Anna

Jamal

Maya

The first – and by far the most critical – step in effective career exploration and planning.

- Kuder® Career Interests Assessment (KCIA) determines interest in each of the six Holland areas of interests and then matching O*NET occupations, pathways, and occupational clusters identified
- Kuder® Skills Confidence Assessment-A (KSCA-A): determines self-efficacy in each of the six areas of the Holland profile and then matching O*NET occupations, pathways, and occupational clusters identified
- Kuder® Work Values Assessment (KWVA): reflects five work values: Workplace, Innovation, Accomplishment, Income, and Prestige



Why focus on developing a career plan at the beginning of the student's Adult Education program?

People learn more effectively when they are learning about something they are interested in, that they already know something about, and that gives them the opportunity to use what they already know to figure out new things.



“Adult education program staff who wish to remain current with the future need to know how to frame their programs as work-focused educational opportunities. By doing so they will be better able to serve their students, providing them with 21st century skills and resources they need to move into postsecondary reeducation and training or work.”

~Excerpt: A Study Guide for Purposeful Exploration of Adult Education for Work: Teaching and Learning in a Work Context - LINCS

What outcomes will we see?

- Increased retention and persistence
- Increased number of Adult Education students who enter and complete at least one year postsecondary education
- Reduced number of Adult Education students who need remedial college prep classes
- Increased number of prepared workers in the workplace



How can we make it happen?

- Contextualized teaching and learning
- Creative Lesson Planning
- Collaboration between AGE and CTE instructors
- Matching instruction to student learning styles
- Application and relevance DO matter!
- Use student data to drive instruction

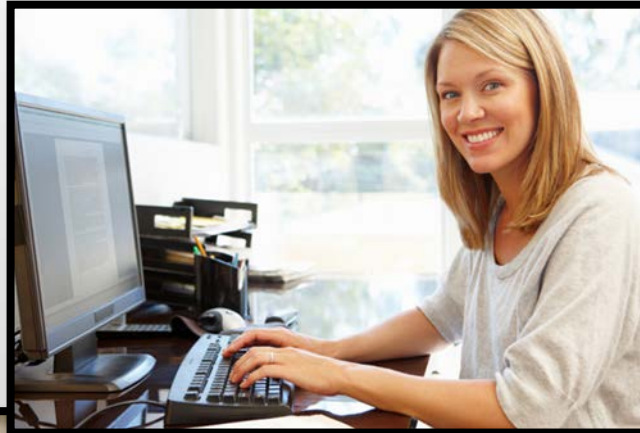


Contextualized instruction connects students to learning by:

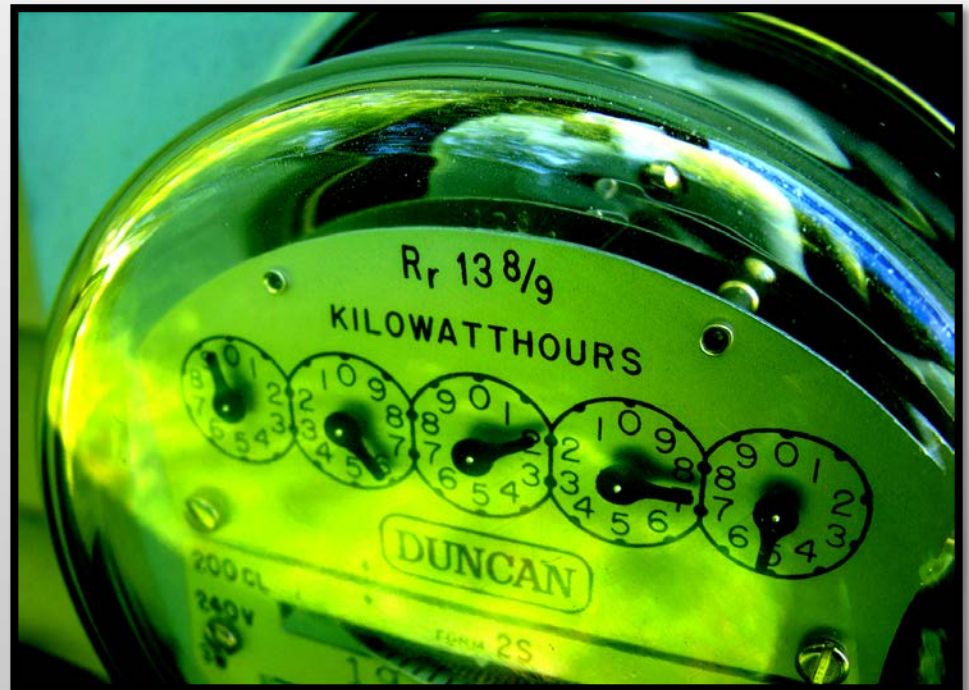
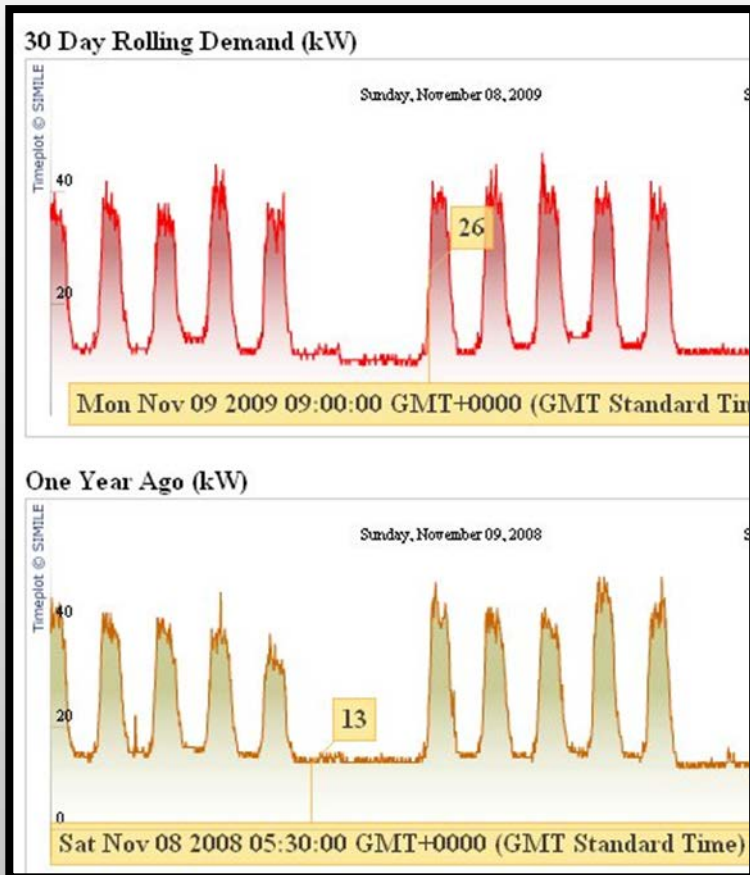
- Building on what they know through their frame of reference
- Developing new skills in the context of their career field of interest
- Integrating reading, writing and math skills within the context of CTE content
- Building critical thinking skills while applying what they have learned
- Testing their skills in workplace situations



Contextualized instruction connects current career skills and the needs of employers to Adult Education and CTE curriculum.



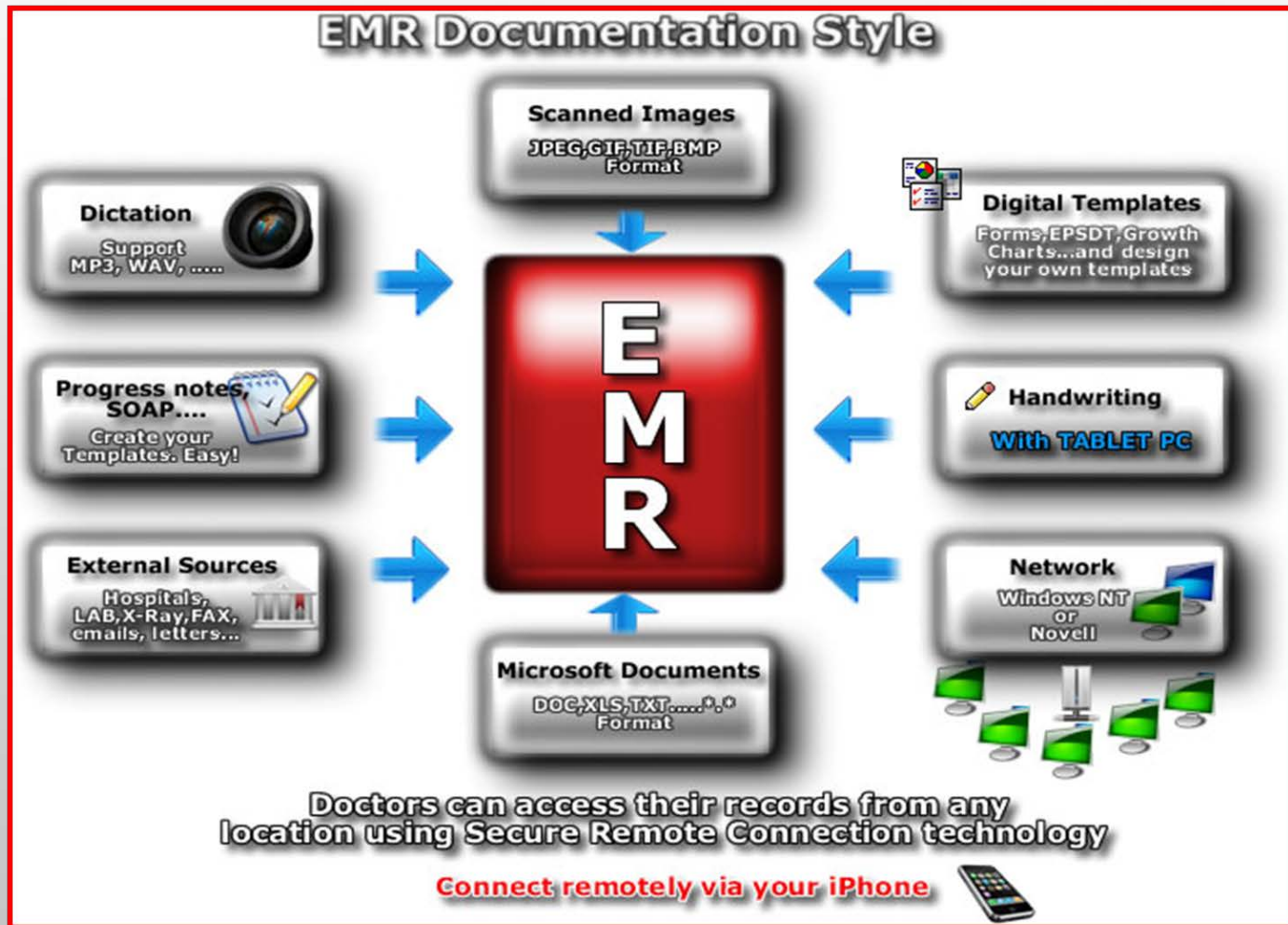
Electrical and Instrumentation: Mathematics, Science, Technology



Nursing: Reading, Mathematics, Technology



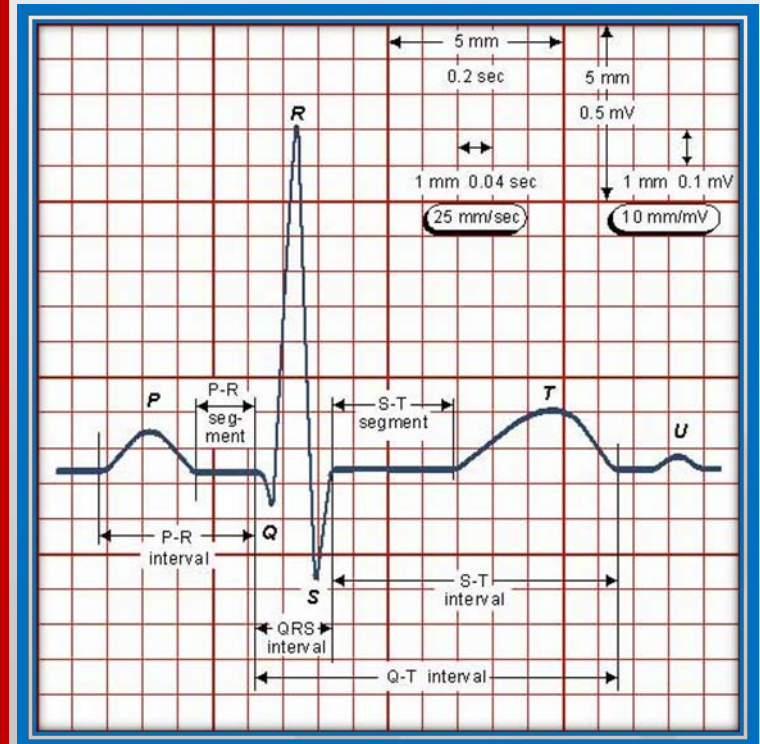
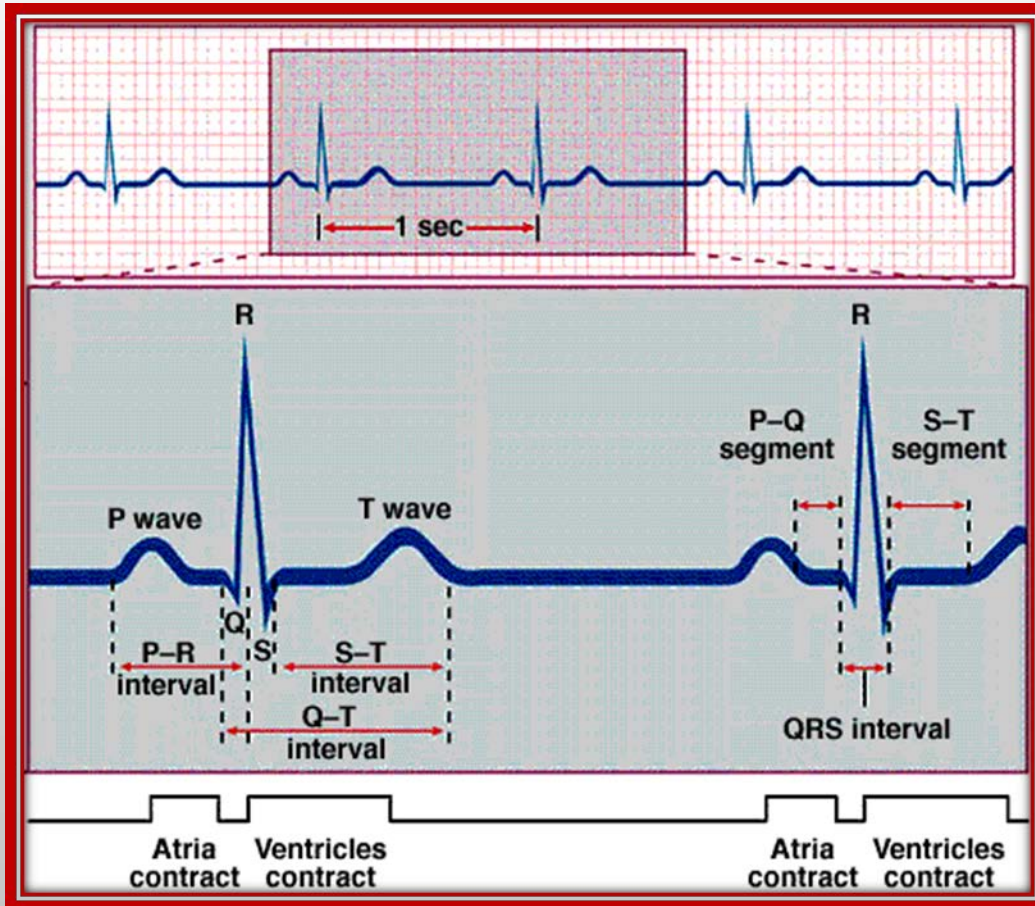
Nursing: Reading, Mathematics, Technology



Nursing: Reading, Mathematics, Technology

THYROID HORMONE REPLACEMENT CONVERSION CHART				
DRUG	Desiccated Thyroid (Armour Thyroid)	Liotrix (Thyrolar)	Liethronine (Cytomel)	Levothyroxine (Synthroid, Levoxyl, Levothroid, etc.)
Approximate Dose Equivalent	1/4 grain (15 mg)	0.25		25 mcg (.025 mg)
	1/2 grain (30 mg)	0.5	12.5 mcg	50 mcg (.05 mg)
	1 grain (60 mg)	1	25 mcg	100 mcg (.1 mg)
	1 1/2 grains (90 mg)	1.5	37.5 mcg	150 mcg (.15 mg)
	2 grains (120 mg)	2	50 mcg	200 mcg (.2 mg)
	3 grains (180 mg)	3	75 mcg	300 mcg (.3 mg)

Nursing: Reading, Mathematics, Technology



Culinary Arts: Mathematics



+ measuring spoons



measuring cups



measuring cup



measuring beaker



+ oven thermometer



+ meat thermometer



+ instant-read thermometer



+ candy thermometer

Planning for contextualized instruction:

- Focus on application (not just possession) of basic skills and knowledge in the context of the students chosen career path
- Learning tasks are chosen by the student and teacher, followed by the identification of the knowledge and skills needed to accomplish that task
- Requires a shift in the curriculum development process and instruction for many adult education instructors
- Planning is key and requires time, thought, flexibility and creativity



Develop resources to target students and jobs in your local area:

- Ask CTE instructors and local employers for lists of skills, vocabulary and tools, students will need to know and use to be successful in postsecondary training and employment
- Obtain sample textbooks and reference materials used in CTE programs
- Develop kits to house these items for use in adult education classrooms
- Use the kits to teach applied reading, writing and math skills in the context of the students' career pathway choices

Realia Kits and Teacher Created Materials

Plastic tubs for each CTE program help organize materials for easy use in Adult education classrooms.

Contextual Learning Terminology

Program: Practical Nursing

<p>Math Dimensional Analysis Dosage Fractions Metric System Polynomial Algebra Celsius Fahrenheit</p>	<p>Physical Assessment Critical Thinking Respirations Vital Signs Nursing Diagnosis Cell Formation Blood Pressure <u>Perineal</u></p>	<p>Anatomy & Physiology pH iliac crest cardiac <u>antecubital</u> cell disease muscles organs lymphocytes bones structure</p>
<p>Medical Terms Tachycardia Myocardial Infarction Cerebrovascular accident Hemophilia Adverse Reaction Diagnostics Sepsis Medical terminology Dysfunction Hypertension</p>	<p>Medication Related Route Intramuscular Generic/Trade Name Pharmacology Therapeutic levels Shock Sublingual Transdermal</p>	

Resources for contextualized instruction:

- Vendor materials
- Teacher Developed Materials and lesson plans (Share and Collaborate)
 - IPDAE Website
 - Site-based, district or college-based organizations
- CTE Instructional Materials and Realia Kits in Adult Education Classrooms
- Web-Based Resources
 - Reports, Toolkits, Publications from national adult education organizations (OCTAE, COABE, LINCS, NCALL, NCTN, NCWE, and many others!)
 - Reports, Toolkits, Publications from state and local adult education programs (FLDOE, IPDAE, ACE of Florida; ICAPS/Shifting Gears (Illinois); Community College Research Center (Columbia University); EDC (Massachusetts); I-Best/Washington State Board of Community and Technical Colleges (Washington); Dept. of Energy, Labor, and Economic Growth (Michigan); Kentucky, Kansas, North Carolina, Georgia, Mississippi, Louisiana, etc.

Researched Based Resources

Workforce Innovation and Opportunity Act (WIOA)

<http://www.doleta.gov/WIOA/>

Literacy Information and Communication System

<http://lincs.ed.gov/>

ERIC – Education Resources Information Center

<http://www.eric.ed.gov>

Office of Career, Technical, and Adult Education

<http://www2.ed.gov/about/offices/list/ovae/index.html>

Commission on Adult Basic Education

<http://coabe.org/html/professionaldevelopment.html>

National College Transition Network

www.collegetransition.org

National Center for the Study of Adult Learning and Literacy

www.ncsall.net

Researched Based Resources

National Council for Workforce Education

www.ncwe.org

CORD Communications

<http://cordcommunications.com/contextual-teaching.php>

SABES – System for Adult Basic Education Support

www.sabes.org

CPALMS

<http://www.cpalms.org/Public/>

Florida Department of Education

www.fldoe.org/academics/career-adult-edu

Florida IPDAE

Florida Adult Education Careers Pathways Toolkit

2015 Florida Adult Education Career Pathways Institute Materials

www.floridaipdae.org

The Department of Labor Occupational Outlook Handbook

<http://www.bls.gov/ooh/>

Researched Based Resources

The Department of Labor CareerOneStop
www.careerinfonet.org

The Department of Labor O*NET OnLine
www.onetonline.org/

Florida Choices
www.flchoices.org

Kuder – Career Assessments
www.kuder.com

The Research and Planning Group for California Community Colleges
www.rpggroup.org

Massachusetts Community Colleges & Workforce Development
<http://mccwdta.edc.org/>

Transformation Agenda

Researched Based Resources

Integrated Basic Education and Skills Training (I-BEST)

http://www.sbctc.ctc.edu/college/e_integratedbasiceducationandskillstraining.aspx

Building Bridges for Career Pathways in Michigan,
Michigan Department of Energy, Labor and Economic Growth

http://www.maepd.org/sites/default/files/resources/final_toolkit_12.6.11.pdf

Community College Research Center
Teachers College, Columbia University

<http://ccrc.tc.columbia.edu>

Equipped for the Future – Research to Practice

<http://eff.cls.utk.edu/PDF/03research-practice.pdf>

Education Development Center, Inc.

<http://www.edc.org/>

I Want to Teach Forever

www.teachforever.com/



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www.floridaipdae.org

“The best professional development is ongoing, experiential, collaborative, and connected to and derived from working with students.”

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*Stay
Connected*

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