

# Transition Academies: Preparing Adult Education Students for Career and Technical Education Programs

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Handbook



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Institute for the Professional Development of Adult Educators

# Transition Academies: Preparing Adult Education Students for Career and Technical Education Programs

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Alexandre Ramirez, MBA



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Institute for the Professional Development of Adult Educators  
3209 Virginia Avenue - Fort Pierce, FL 34981  
Phone 772-462-7409 • E-mail [info@floridaipdae.org](mailto:info@floridaipdae.org)

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# Introduction

## *Defining Transition Academies*

Transition Academies provide teachers with an opportunity to engage students by utilizing interdisciplinary strategies to teach Adult General Education (AGE) skills aligned with standards from selected Career and Technical Education (CTE) programs. Transition academies incorporate Integrated Education and Training (IET) to create instructional goals which utilize CTE program content, AGE skills, and entrepreneurial skills. Interdisciplinary application provides students with a real-world application setting in which to utilize program content and knowledge, basic skills, and critical soft skills. To successfully implement a transition academy, teachers and curriculum specialists must develop a set of learning objectives derived from CTE and AGE frameworks standards.

## CTE: A Growing Need

*The need for career and technical program graduates has never been greater.*

As the economy adjusts to the development of new technology, the skills required to succeed are shifting dramatically. The current surplus of college and university degrees in certain fields has left a large population of recent college graduates unemployed or underemployed in what are known as grey collar jobs. In these positions, graduates are either (A) not using the set of skills they trained for in their formal education or (B) are being paid significantly less than typical salaries for their acquired education level. Trends in vocational or career and technical education

indicate that there is a growing need for graduates from these programs. The need for technical skills in transportation, healthcare, energy, information technology, and business are growing rapidly. Consequently, many job opportunities which require CTE certificates or licensure are commanding much higher wages than typical four-year programs at competing universities and colleges. This increase in demand is expected to continue as the need for technical skills increasing with the implementation of new technology.

A survey taken by Applied Educational Systems in 2014 revealed<sup>1</sup>:

- Florida awarded over 270,000 CTE Credentials
- 95% of CTE students graduate high school (10% higher than the national average for the year)
- Technical and Applied Science graduates earn \$2,000 to \$11,000 more per year when compared to bachelor's degree graduates.

## Career Clusters: FLDOE Career Clusters and Programs

*After selecting the desired transition academy program focus, it will be critical to identify which career cluster it pertains to, to properly select common skills and content.*

The Florida Department of Education categorizes CTE programs into 17 Career Clusters. CTE Programs are organized into career clusters with similar programs. In some cases, the common skills and core knowledge required for the completion of these programs may overlap

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<sup>1</sup> Statistics gathered from Applied Education Systems Survey 2014: <https://www.aeseducation.com/career-technical-education-facts-that-prove-its-awesome>

with other programs within same CTE Cluster. Within each CTE Career Cluster, Programs are organized into several categories which include: Middle School Courses, Secondary Courses/Programs, Career Certificate Programs, Degree & Certificate Programs, and Supplemental Courses. Prior to the selection of Career Programs for a Transition Academy, Teachers and Curriculum Specialist should survey the accessibility of desired programs by evaluating available CTE Programs at local Technical Colleges. Additionally, assessing job placement rates and salaries will be critical in choosing programs which will successfully employ students upon graduation.

Identifying CTE program standards requires teachers to evaluate the FLDOE CTE Frameworks for the desired program. State frameworks provide educators with a breakdown of required standards within the various Occupational Completion Points for each CTE program. The breakdown of standards should be utilized to determine appropriate content for AGE programs. After successful alignment of AGE skills and CTE program standards, educators can focus on creating interdisciplinary activities which address the shared learning goal. FLDOE CTE Curriculum Frameworks can be easily accessed online.<sup>2</sup>

**2020 – 2021 CTE Career Clusters:**

- Agriculture, Food, & Natural Resources
- Architecture & Construction
- Arts, A/V Technology & Communication
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services

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<sup>2</sup> FLDOE CTE Curriculum Frameworks: <http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2020-21-frameworks/>

- Business, Management, & Administration
- Education & Training
- Energy
- Engineering & Technology Education
- Finance
- Information Technology
- Law, Public Safety, & Security
- Manufacturing
- Marketing, Sales, & Service
- Transportation, Distribution, & Logistics

## Interdisciplinary Teaching Strategies

*Interdisciplinary teaching yields better results in student achievement.*

Interdisciplinary strategies which combine AGE skills and CTE program content and skills include the use of CTE program content to drive AGE skills attainment. Choosing classroom content which is focused around CTE program content not only offers students an opportunity to familiarize themselves with career vocabulary and terminology but also to learn essential basic knowledge related to CTE programs and related career clusters. When creating interdisciplinary activities, it is critical that educators select the standards and skills which need to be addressed from each the subjects or areas in question. The first step is to select the set of CTE program standards which will drive the content selection for the activities. After the CTE program standards have been selected, educators will focus on selecting AGE and Entrepreneurial skills with are to be incorporated into the lesson(s) or activity(ies). Once the set of standards and common skills have been selected, use the set of skills and standards to guide the creation of

common learning objectives which address the desired learning outcomes. After the creation of a core set of learning objectives, educators will focus on creating activities which address these learning objectives through a variety of skill levels. This will be the bedrock of the instructional strategies utilized in a transition academy. To organize standards and skills into learning objectives, consider building a template in which you can combine the set of objectives into a collection of transition skills and activities.

Collaboration with local CTE Teachers and industry professionals is a critical component of creating a successful transition academy. Educators preparing a transition academy should involve local industry partners in the review process of activities and content to ensure alignment with industry expectations. CTE Teachers can provide invaluable experience related to the implementation of CTE program content in the classrooms. They can also provide AGE teachers with additional resources used in their respective industries and programs.

## Transition Skills Alignment Template

*Utilizing a template to align the CTE Frameworks Standards is critical in creating an effective transition program instructional strategy.*

The Transition Skills Alignment Template provides educators with table within which they can expand on standards and skills across interdisciplinary areas. The template also provides teachers with an organization technique for utilizing common learning goals to create activities which address the goals and standards selected for the transition academy. The Transition Skills Alignment Template is designed to create learning objectives to support sets of standards which align to support the development of activities. There are two main purposes(goals) for the



implementation of this template: (1) To organize CTE standards with AGE and Entrepreneurial skills to create common learning objectives and (2) To organize activities which support interdisciplinary learning objectives.

### Transition Skills Alignment Template:

<b>Career Cluster:</b>	Health Science	
<b>CTE Program:</b>	Medical Assisting	
<b>AGE Level:</b>	ABE (E, M, D, & A)	
<b>Subject Area(s):</b>	Language Arts & Reading	
<b><u>Selected Standards and Skills:</u></b>		
<b>CTE Standards</b> 15.0 – Demonstrate basic clerical/medical office duties: <ul style="list-style-type: none"> <li>• 15.01 – Perform effective communication skills essential to the medical office.</li> <li>• 15.02 – Maintain filing systems.</li> <li>• 15.03 – Operate office equipment and perform clerical office procedures.</li> <li>• 15.06 – Screen and Process mail.</li> <li>• 15.09 – Maintain office inventory.</li> <li>• 15.10 – Inform patients of office policies both verbally and written.</li> </ul>	<b>AGE Standards</b> ABE – Language Arts <ul style="list-style-type: none"> <li>• CCR.WR.ABE.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</li> <li>• CCR.WR.ABE.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task purpose, and audience.</li> </ul> ABE – Reading <ul style="list-style-type: none"> <li>• CCR.RE.ABE.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</li> </ul>	<b>Entrepreneurial Skills</b> <ul style="list-style-type: none"> <li>• Oral Communication Skills</li> <li>• Written Communication Skills</li> <li>• Critical Thinking</li> <li>• Problem Solving</li> </ul>
<b>Learning Objectives</b>	<b>Activity Level &amp; Activity Description(s)</b>	
1. The student will demonstrate mastery	Level 1(Easy – Level E & M): <ul style="list-style-type: none"> <li>• Activity 1: (Objective 3) – The student will correctly</li> </ul>	

<p>of informative text by writing effective policies and office documentation for a medical office.</p> <p>2. The student will demonstrate mastery of oral communication skills through a presentation to peers.</p> <p>3. The student will demonstrate mastery of medical office terminology and operational norms.</p>	<p>identify medical terminology present on a list of exhibits collected from local medical business and organizations.</p>
	<p>Level 2(Medium – Level D) Activities:</p> <ul style="list-style-type: none"> <li>• Activity 1: (Objective 2) – Students will create and present a “New Employee” orientation for new medical assistants joining an office workforce.</li> </ul>
	<p>Level 3(Difficult – Level A) Activities:</p> <ul style="list-style-type: none"> <li>• Activity 1: (Objective 1) – Students will collaborate in teams of three to write a policies and procedures manual for the successful governance of a medical office.</li> <li>• Activity 2: (Objective 2) – Students will create and film a commercial for a new medical clinic which explains the services and procedures offered.</li> </ul>

After teachers have selected their Single Set of Learning Objectives, they may utilize the IET Single Set of Learning Objectives to structure the application of the objectives to each course. This will assist with the organization of activities and assessments for each learning objective. This template may be used in conjunction with the Transition Skills Template to formulate and organize a single set of learning of objectives for the academy. Activities from various levels can be organized in the Workforce Prep Activity section. Basic skills from AGE and CTE standards which address each activity are also organized in the IET Single Set of Learning Objectives Template.

## Template 2: Determining the IET Single Set of Learning Objectives and Competencies

### Instructions:

**Step 1:** Using the information from Template 1A – Finding Contextualized Content. Complete, Template 2 – Single Set of Learning Objectives and Competencies, which will serve as the syllabus for your IET.

**Step 2:** Add the basic skills resources and assessments.

**Step 3:** Formulate your single set of learning objectives and competencies.

### Example:

Week #	OST Content & Objectives	Basic Skills Content and Objectives	Workforce Prep Activity	Basic Skills Resources and Activities	Basic Skills Assessments
1	<ul style="list-style-type: none"> <li>Ability to identify tools needed for measuring pipe length</li> <li>Ability to correctly measure pipe length with 100% accuracy</li> </ul>	<ul style="list-style-type: none"> <li>List pipe measurement tools, their definitions and state their uses</li> <li>Understand &amp; use units of measurement</li> </ul>	Exercise to compare which pipe cuttings had the most waste (FSF connection: Demonstrate quality consciousness)	<ul style="list-style-type: none"> <li>OST textbook pages for key vocabulary words—students write complete sentences describing new tools</li> <li>Pipe measuring activity worksheet</li> </ul>	<ul style="list-style-type: none"> <li>Post-lesson assessment—quiz on vocabulary words</li> <li>Assessment on ability to measure pipe length with 100% accuracy</li> </ul>

IET Single Set of Learning Objectives:	Competencies
Demonstrate ability to select correct tool(s) to complete the required activity	<ul style="list-style-type: none"> <li>Read and correctly identify and name the tools needed for measuring pipe length</li> <li>Properly select tool needed to complete a specific task</li> <li>Read instructions and demonstrate proper and safe use of tools.</li> </ul>
Demonstrate ability to accurately measure pipe length to reduce waste	<ul style="list-style-type: none"> <li>Read different measurement units on a blueprint</li> <li>Use common fractions to correctly measure materials to reduce waste</li> <li>Articulate the importance of reducing waste</li> </ul>

**Template: IET Single Set of Learning Objectives and Competencies**

## Identifying CTE Program Standards

*Successful alignment of AGE skills to CTE Program Standards requires research into both career cluster common skills, and industry specific skills and content.*

CTE Program Standards are detailed in the FLDOE State Frameworks for each program.

In addition to standards, frameworks provide information on the required time(hours) for OCP

completion, minimum basic skills level, CTE Student organizations, and a breakdown of each standard. When selecting standards from a CTE curriculum frameworks, educators will analyze the detailed breakdown of standards to choose specific instructional goals to support AGE standards. The standards chosen will reflect the desired learning objectives for the transition academy and will work synchronously with selected AGE standards.

<b>Course Number: MEA0501</b>	
<b>Occupational Completion Point: B</b>	
<b>Medical Office Procedures – 75 Hours – SOC Code 43-4171</b>	
15.0	Demonstrate basic clerical/medical office duties. – The student will be able to:
15.01	Perform effective communication skills essential to the medical office.
15.02	Maintain filing systems.
15.03	Operate office equipment and perform clerical office procedures.
15.04	Discuss principles of using electronic health record (EHR).
15.05	Prepare and maintain medical records both manually and within the electronic health record (EHR).
15.06	Screen and process mail.
15.07	Schedule routine appointments and patient admissions and/or procedures both manually and within the electronic health record (EHR).
15.08	Adhere to current government regulations, risk management and compliance within the scope of practice of a medical assistant practicing in the State of Florida.
15.09	Maintain office inventory.

Specific standards offer criteria which educators can leverage to create activities which incorporate CTE program content and skills with AGE skills. During the standards selection process, educators should be aware of the desired learning goals for the transition academies. CTE and AGE standards selected will support the academy’s desired learning objectives and provide clear direction for the creation of activities and rubrics.

# Aligning AGE Skills with CTE Program Content

*Utilizing state frameworks will facilitate the alignment of critical curriculum components; this will facilitate the creation of effective instructional strategies.*

AGE Curriculum Frameworks provide adult educators with a set of standards which outline learning goals in ABE, AHS, ESOL, and GED. Selecting standards to support the creation of instructional strategies and activities is critical in the establishment of a successful transition academy. To align AGE skills with CTE program content, educators will access the 2019-2020 Adult Education Curriculum Frameworks.<sup>3</sup> Adult Education Curriculum Frameworks are categorized into:

- Adult Basic Education
- Adult High School
- Applied Academics for Adult Education
- English for Speakers of Other Languages
- GED Preparation Program

Each curriculum frameworks provides educators with the standards and levels for that subject area. The organization of standards by GE level provides educators with a rubric for organizing learning objectives by activity level. When creating activities to support instructional goals, educators should consult previously selected CTE and AGE standards for reference. Establishing a rubric which aligns with these standards is essential in providing students with clear

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<sup>3</sup> FLDOE 2019-2020 Adult Education Curriculum Frameworks: <http://www.fldoe.org/academics/career-adult-edu/adult-edu/2019-2020-adult-edu-curriculum-framewo.stm>

expectations and goals. Additionally, it facilitates the organization of multiple activity sets which cover various difficulty levels.

CCR.WR.ABE 6: Use technology, including the Internet, to produce and publish writing, and to interact and collaborate with others.			
NRS LEVEL 1	NRS LEVEL 2	NRS LEVEL 3	NRS LEVEL 4
GE: 0.0-1.9	GE: 2.0-3.9	GE: 4.0-5.9	GE: 6.0-8.9
<p><b>6.1</b> With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>a) Discuss digital citizenship.</p>	<p><b>6.2</b> With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>a) Discuss how technology is used for communication, critical thinking, research, and innovation.</p> <p>b) Complete an electronic job application.</p> <p>c) Create simple data tables.</p>	<p><b>6.3</b> With some guidance and support, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.</p> <p>a) Produce a one page resume.</p> <p>b) Insert a table or graph using drag and drop.</p> <p>c) Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.</p>	<p><b>6.4</b> Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>a) Develop a career plan.</p> <p>b) Create original works using a variety of programs such as Word and Excel.</p> <p>c) Locate, organize, analyze, evaluate, synthesize, and ethically use electronic information from a variety of sources and media.</p>

## Entrepreneurial Skills Integration

*To create opportunities for students to learn real-world skills, integrate entrepreneurial skills into the transition academy instructional objectives.*

Integrating Entrepreneurial Skills into the instructional strategy for a new Transition Academy is a critical component of workforce preparation. Entrepreneurial skills are playing an increasingly important role in the workplace, with many employers reporting a critical need for these soft skills. Incorporating communication, critical thinking, problem solving, and creativity into learning objectives is essential to ensure that learning goals are aligned with both industry needs and real-world expectations. Entrepreneurial skills should be selected to support learning

objectives crafted from elements of both CTE and AGE Standards. The selection of which entrepreneurial skills to incorporate into the learning objectives will vary largely on the type of activities created to support each level. Some activity levels may incorporate more higher order thinking and may leverage different entrepreneurial skills. Critical thinking and problem solving are skills commonly used to support higher level activities and may be present in many of the level 2 and level 3 activities created for the transition academy.



## Resources

Applied Education Systems. (2019). *78 Career and Technical Education Facts for 2019*. Retrieved from <https://www.aeseducation.com/career-technical-education-facts-that-prove-its-awesome>.

Doolittle, P. E., & Camp, W. G. (1999). CONSTRUCTIVISM: THE CAREER AND TECHNICAL EDUCATION PERSPECTIVE. *Journal of Vocational and Technical Education*, 16(1).

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