



INSTITUTE FOR THE PROFESSIONAL  
DEVELOPMENT OF ADULT EDUCATORS

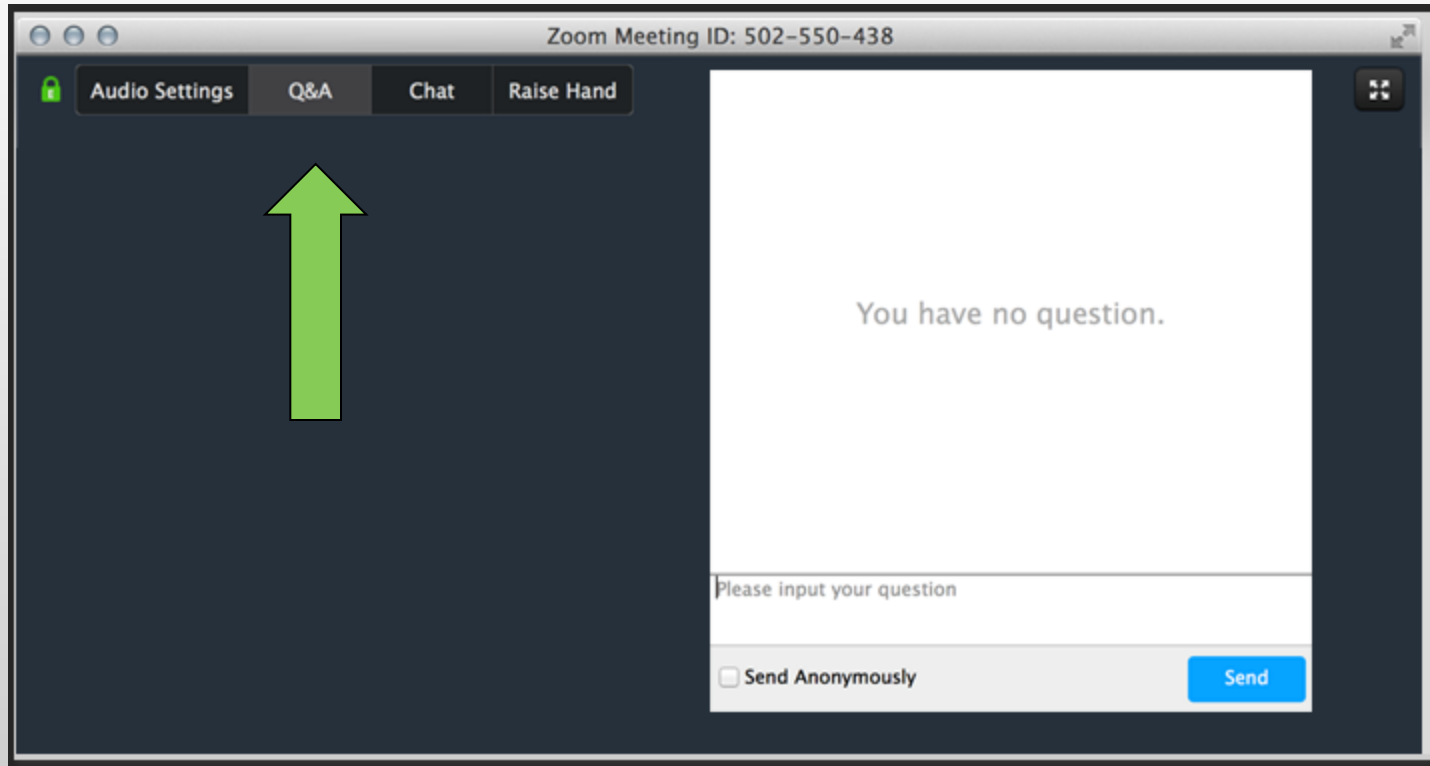
# Transition Academies: Preparing Adult Education Students for Career and Technical Education Programs

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[www.floridaipdae.org](http://www.floridaipdae.org)



- If you have a question, please type it into the **Q&A** option.

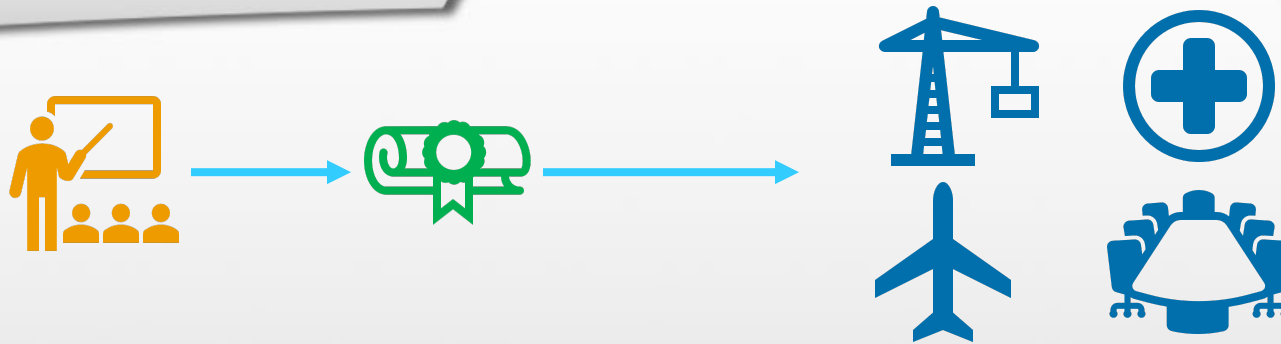


- Attendee microphones will be muted. You will be in **listen only** mode.
- Today's presentation is being **recorded**. It will be archived and available on the IPDAE website within 48 hours.



- What are Transition Academies?
- How can they help me prepare my students for post-secondary education?
- How can I successfully implement a Transition Academy?





- 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.
- To successfully implement a transition academy, teachers and curriculum specialists must develop a set of learning objectives derived from CTE and AGE frameworks standards.

The need for technical skills in transportation, healthcare, energy, information technology, and business are growing rapidly.



- 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 grey collar 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.
- Many job opportunities which require CTE certificates or licensure are commanding much higher wages than typical four-year programs at competing universities and colleges.

## TRADE SCHOOL BENEFITS OVER COLLEGE



**27%**  
of trade school  
grads earn  
more money



**21%**  
more likely to work  
in their field  
of study



**4%**  
higher  
employment rate



**\$65,000**  
average salary for  
skilled trades

In many cases, CTE graduate earn more, on average, than their bachelor's degree graduate counterparts.

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Agriculture, Food, &amp; Natural Resources</li><li>• Architecture &amp; Construction</li><li>• Arts, AV Technology &amp; Communication</li><li>• Business, Management, &amp; Administration</li><li>• Education &amp; Training</li><li>• Energy</li><li>• Engineering &amp; Technology Education</li><li>• Finance</li></ul> | <ul style="list-style-type: none"><li>• Government &amp; Public Administration</li><li>• Health Science</li><li>• Hospitality &amp; Tourism</li><li>• Human Services</li><li>• Information Technology</li><li>• Law, Public Safety, &amp; Security</li><li>• Manufacturing</li><li>• Marketing, Sales, &amp; Service</li><li>• Transportation, Distribution, &amp; Logistics</li></ul> |
|--|--|

The Florida Department of Education categorizes CTE programs into 17 Career Clusters. CTE Programs are organized into career clusters with similar programs.

## 2020-21 CTE CURRICULUM FRAMEWORKS

2020-21 CTE Curriculum Frameworks

2019-20 CTE Curriculum Frameworks

Apprenticeship Programs

CAPE – Postsecondary

CAPE – Secondary

Career & Adult Education Technical Assistance

Career & Technical Education Graduation Pathway Archive

College & Career Planning

CTE Homepage

CTE Pathway Option for a Standard High School Diploma

CTE Program Resources

CTE Staff

## Transportation, Distribution & Logistics

For more information about these curriculum frameworks, contact [Robert "Bob" Blevins](#), State Supervisor for Transportation, Distribution & Logistics Education at 850-245-9015.

[Transportation, Distribution & Logistics Home](#)

### Middle School Courses

- [Fundamentals of Transportation \(9590400\)](#) (RTF)
- [Introduction to Transportation, Distribution and Logistics \(9590350\)](#) (RTF)
- [Introduction to Transportation, Distribution and Logistics and Career Planning \(9590360\)](#) (RTF)
- [Orientation to Career Clusters \(8000400\)](#) (RTF)

### Secondary Courses/Programs

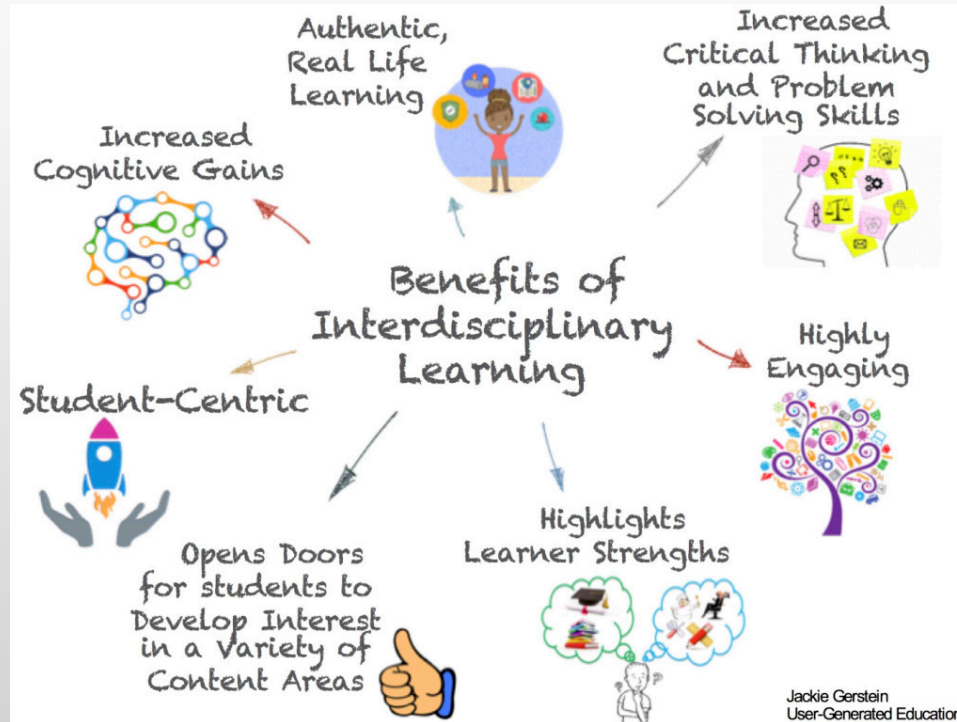
- [Automotive Collision Technology \(9514000\)](#) (RTF)
- [Automotive Maintenance and Light Repair \(9504100\)](#) (RTF)
- [Aviation Assembly and Fabrication \(9540700\)](#) (RTF)
- [Aviation Maintenance General \(9540600\)](#) (RTF)
- [Avionics Systems \(9504300\)](#) (RTF)
- [Commercial Fishing \(8751200\)](#) (RTF)
- [Diesel Maintenance Technology \(9504400\)](#) (RTF)
- [Global Logistics and Supply Chain Technology \(9503100\)](#) (RTF)
- [Mobile Electronics Technology \(9540400\)](#) (RTF)
- [Motorcycle Service Technologies \(9540500\)](#) (RTF)
- [Outboard Marine Service Technology \(9504200\)](#) (RTF)
- [Power Equipment Technology \(9504500\)](#) (RTF)
- [Unmanned Aircraft Systems \(UAS\) Operations \(9505100\)](#) (RTF)

### Career Certificate Programs

- [Advanced Automotive Service Technology \(I470604\)](#) (RTF)
- [Advanced Automotive Service Technology 1 \(T600100\)](#) (RTF)
- [Advanced Automotive Service Technology 2 \(T600200\)](#) (RTF)
- [Alternative Fuels Technology \(T401200\)](#) (RTF)

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.

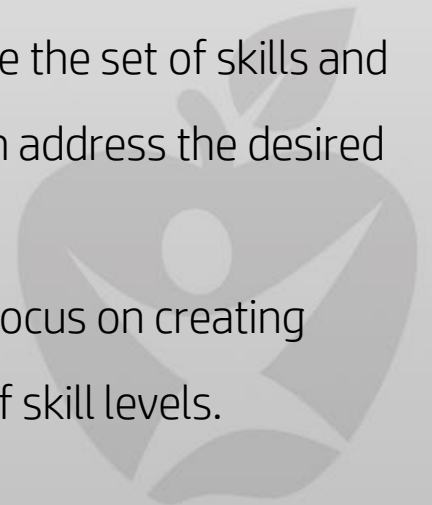


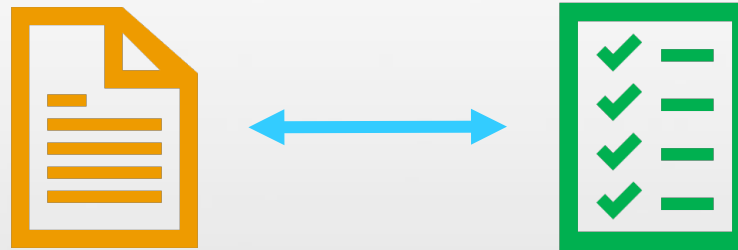


- Interdisciplinary strategies which combine AGE skills and CTE program content and skills include the use of CTE program content to drive AGE skills attainment.
- When creating interdisciplinary activities, it is critical that educators select the standards and skills which need to be addressed from each the subjects or areas in question.

## Interdisciplinary Implementation:

1. The first step is to select the set of CTE program standards which will drive the content selection for the activities.
2. After the CTE program standards have been selected, educators will focus on selecting AGE and Entrepreneurial skills which are to be incorporated into the lesson(s) or activity(ies).
3. 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.
4. 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.





- 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.

<b>Career Cluster:</b>	Health Science	
<b>CTE Program:</b>	Medical Assisting	
<b>AGE Level:</b>	ABE (E, M, D, &A)	
<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:</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>

The first goal of the Transition Skills Alignment Template is to organize CTE standards with AGE and Entrepreneurial skills to create common learning objectives.

Learning Objectives	Activity Level & Activity Description(s)
1. The student will demonstrate mastery of informative text by writing effective policies and office documentation for a medical office.	Level 1(Easy - Level E & M): <ul style="list-style-type: none"> <li>• Activity 1: (Objective 3) - The student will correctly identify medical terminology present on a list of exhibits collected from local medical business and organizations.</li> </ul>
2. The student will demonstrate mastery of oral communication skills through a presentation to peers.	Level 2(Medium - Level D) Activities: <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>
3. The student will demonstrate mastery of medical office terminology and operational norms.	Level 3(Difficult - Level A) Activities: <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>

The second goal of the Transition Skills Alignment Template is to organize activities which support interdisciplinary learning objectives.

## 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.

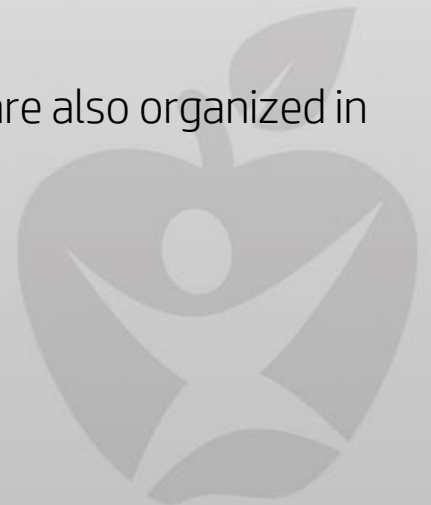
### Example:

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>

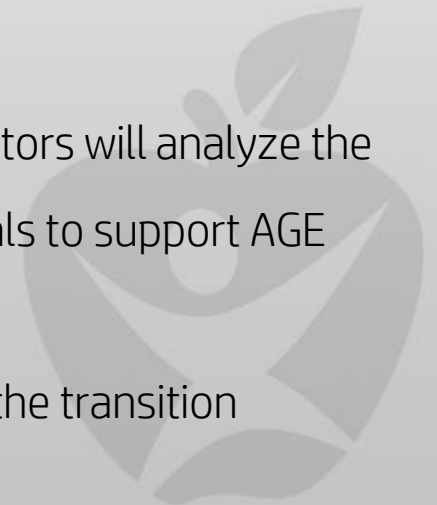
After teachers have selected their Single Set of Learning Objectives, they may utilize the IET Single Set of Learning Objectives to structure the application of the objectives to course activities.

- 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.



<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).

- CTE Program Standards are detailed in the FLDOE State Frameworks.
- 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>CCR.WR.ABE 6: Use technology, including the Internet, to produce and publish writing, and to interact and collaborate with others.</b>			
<b>NRS LEVEL 1</b>	<b>NRS LEVEL 2</b>	<b>NRS LEVEL 3</b>	<b>NRS LEVEL 4</b>
<b>GE: 0.0-1.9</b>	<b>GE: 2.0-3.9</b>	<b>GE: 4.0-5.9</b>	<b>GE: 6.0-8.9</b>
<p><b>6.1 With guidance and support, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</b></p> <p>a) Discuss digital citizenship.</p>	<p><b>6.2 With guidance and support, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</b></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><b>6.3 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.</b></p> <p>a) Produce a one page resume.</p> <p>b) Insert a table or graph</p>	<p><b>6.4 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.</b></p> <p>a) Develop a career plan.</p> <p>b) Create original works using a variety of programs such as Word and Excel.</p>

- 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.





**CTE Curriculum Frameworks:**

<http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/2020-21-frameworks/>

**AGE Curriculum Frameworks:**

<http://www.fldoe.org/academics/career-adult-edu/adult-edu/2020-2021-adult-edu-curriculum-frameworko.html>

**Success in the New Economy Video (YouTube):**

<https://www.youtube.com/watch?v=bauDp4NdPK8>





Questions?



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