

Student Progression Timeline: Engaging students from ABE to job placement

Handbook



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Institute for the Professional Development of Adult Educators

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Introduction to the Student Progression Timeline

From Basic Skills Acquisition to Job Placement

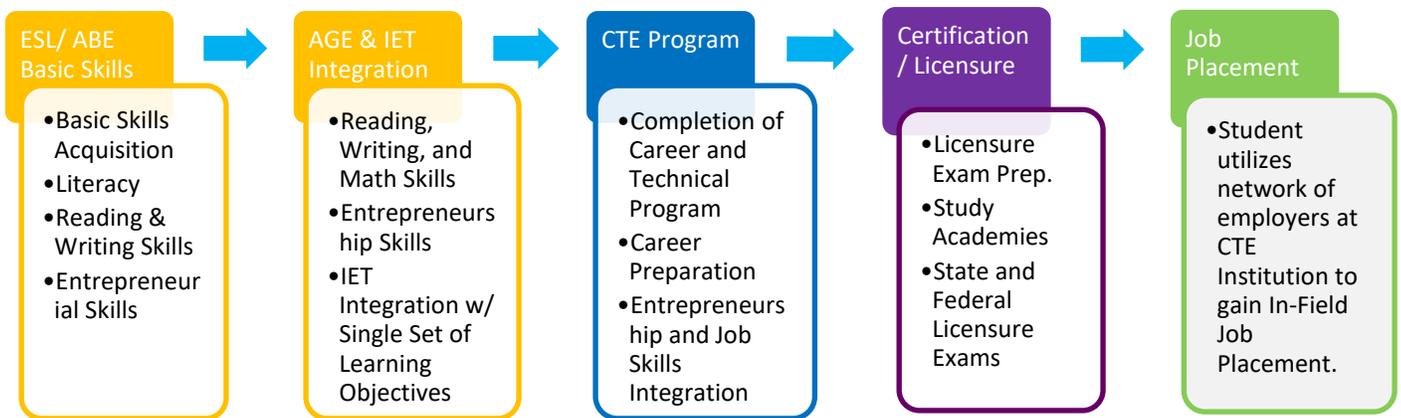
To effectively prepare students to succeed in the modern economy, adult educators will support the integration of Career and Technical Education (CTE) skills and competencies into adult education (ABE & ESL) programs by using the Integrated Education and Training (IET) Model. This model expands on the set of instructional objectives by adding CTE job preparation basic skills and content, providing students with a seamless transition into workforce training. This not only prepares students to succeed in CTE programs but also lays the foundation for critical entrepreneurial skills required in all industries. This level of preparation will provide students with the best opportunity for in-field job placement, while simultaneously preparing them to succeed in their careers.

To successfully prepare students for their career placement, educators will follow students through the Student Progression Timeline from its origins in adult education to its final goal of in-field job placement. This timeline depicts student growth through the various stages of adult education and into the transition stages to career and technical education. This invaluable investment in the local economy ensures that educators are preparing students to succeed, ensuring the successful growth of local industries and businesses and providing ample microeconomic growth and job opportunities to new program completers. Providing students

with this timeline will not only help them organize their educational goals, but also provide them with encouragement as they advance through its various stages.

Student Progression Timeline

There are Five (5) Stages to the Student Progression Timeline



Adult Educators play a critical role in the first two stages of the timeline, as they prepare students to succeed in CTE programs and in their careers, upon job placement.

ESL/ABE Basic Skills – Entrepreneurial Skills Integration

Integrating Entrepreneurial Skills Begins in ESL and ABE

This is the critical entry stage for many students entering adult education. Without primary or past language experience, many face challenges completing workforce preparation programs and training due to language barriers. During the ESL/ABE stage of the student progression timeline, teachers focus on laying the educational foundation comprised of reading, writing, and speaking skills. This stage requires adult educators to facilitate language acquisition, the development of writing skills, and the progression to personal and professional dialogue. These fundamental skills are required at minimum levels to successfully accomplish many employment preparation activities; therefore, it is important that students succeed in this stage as it will have a direct impact on student achievement throughout the rest of the student's progression.

During this stage, adult educators may leverage the use of entrepreneurial exercises to develop critical soft skills which will benefit students regardless of educational pursuits or career cluster. Critical thinking, effective communication, problem solving, and teamwork are among the highest reported in-demand soft-skills. Through the integration of unique multi-disciplinary activities into the AGE curriculum, teachers can effectively promote the growth of these skills, while simultaneously engaging them on critical ABE, AHS, and/or ESOL competencies. The role of entrepreneurial skills in AGE education is pivotal. As essential skills required in almost all industries and professions, entrepreneurial skills define the bedrock of the

21st century employee skillset. In this stage, teachers will implement enjoyable activities which stimulate critical thinking, problem solving, communication, and more in their AGE classrooms. These projects can be integrated into language, reading, and math lessons and in many cases have competencies and skills which align. For many years, entrepreneurial skills have been the bedrock for career readiness in vocational education. Integrating these essential skills into Adult General Education is critical to adequately prepare students to enter both Career and Technical Education (CTE) and Higher Education programs.

ESL & ABE IET Integration and CTE Preparation

Leveraging IET can Better Prepare Students to Succeed in CTE Programs

During the Integrated Education and Training (IET) stage of the student timeline, students are radically improving on basic skills while incorporating workforce preparation and competencies from career and technical education programs. This stage marks the initial transition from basic skills acquisition to career preparation. During IET, students will benefit from a single set of learning objectives which outline their learning goals for both adult education and career education goals. This single set of goals will encompass basic skills required to succeed a CTE program related to the student's interests, preparing him to take entry level coursework. During this stage, adult educators may implement transition academies to assist with the delineation of learning goals and the creation of a single set of learning objectives. This collaborative effort between adult educators and career and technical

education teachers will benefit student achievement by providing a multi-disciplinary approach centered around the acquisition of job skills, career preparation, and adult basic skills.

The integration of Transition Academies is a good practice during this stage. Students will benefit from a single set of learning objectives while preparing for CTE coursework. Transition Academies provide teachers with an opportunity to engage students by utilizing interdisciplinary strategies to teach AGE skills aligned with standards from selected CTE programs. These strategies incorporate 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. IET integration benefits from the perspective of multiple teachers. By leveraging industry insight, adult educators can engage career and technical teachers to ensure that learning objectives adequately prepare students for success in career and technical coursework, while laying the foundations in basic skills required to attain in field job placement.

Career and Technical Education Program

CTE Programs are Growing in Demand

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 not using the set of skills they trained for in their formal education or 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.

CTE Programs are driven by their connection with the industries the support. In Career and Technical Education, the relationship between Industry and school forms the bedrock for preparing students to work in their fields. This relationship is developed through the implementation of Industry advisory committees which provide schools with an opportunity collaborate with industry partners, ensuring that program's goals align with the needs of employers. They are a critical component of Career and Technical Education, or CTE, and play an important role in the development of CTE programs. Advisory Committees are made up of

members which represent the student body, the school staff, and most importantly, industry partners. They provide stakeholders with an opportunity to provide meaningful insight, enabling educators and school administrators to make effective strategic decisions on the direction of their program. In many CTE settings, Industry Advisory Committees are mandated by accrediting agencies, such as the Council on Occupational Education. This connection to industry provides CTE programs with the support they need to grow and are essential to the development of job placement efforts. By involving local industry partners, schools create a network of employers who are directly involved in the strategic growth of the school. This not only provides students with several avenues for employment, but also ensures in-field job placement.

Certification and Licensure

Many Careers require Licensure Upon Program Completion to Gain In-field Job Placement

Preparing students for certification or licensure is a critical component of job preparedness. In many CTE programs such as aircraft maintenance, nursing, automotive repair, and culinary arts, licensure is required to attain job placement. Moreover, it is often licensure which will provide students with the highest wage opportunities. To ensure that educational programs are supporting student needs beyond program completion, educators and school administrators may leverage the use of study academies and licensure practice refresher courses to provide students with additional avenues for licensure examination preparation. This

will not only increase the job placement effectiveness of the program, but also increase the average earnings for program completers. Licensure and certification examination preparation does not only begin post-program completion. Throughout the CTE program, students will engage in multiple examination preparation activities and learning strategies to help better prepare them for licensure. This component of the curriculum will focus on the competencies required to pass licensure examinations, while highlighting the importance of licensure in the field.

Supporting students in licensure attainment means developing instructional strategies which are supported by summative assessments, supporting scaffolding in the classroom. This continuous building on past knowledge will support the acquisition of critical skills and enhance the students learning of curriculum while preparing them for comprehensive licensure examinations. Often, emphasizing the importance of the basic skills associated with the CTE program throughout the student's attendance in the program will be of critical value in ensuring that students not only understand the value of those skills, but the context within the whole curriculum.

Job Placement

The End Goal is for Every Student to Gain In-field Job Placement

Job placement is not only the final stage of the student progression timeline, but the end goal as well. Ensuring that all students find in-field job placement is the goal of the progression process. To do this, schools will ensure to build strong relationships with industry partners to

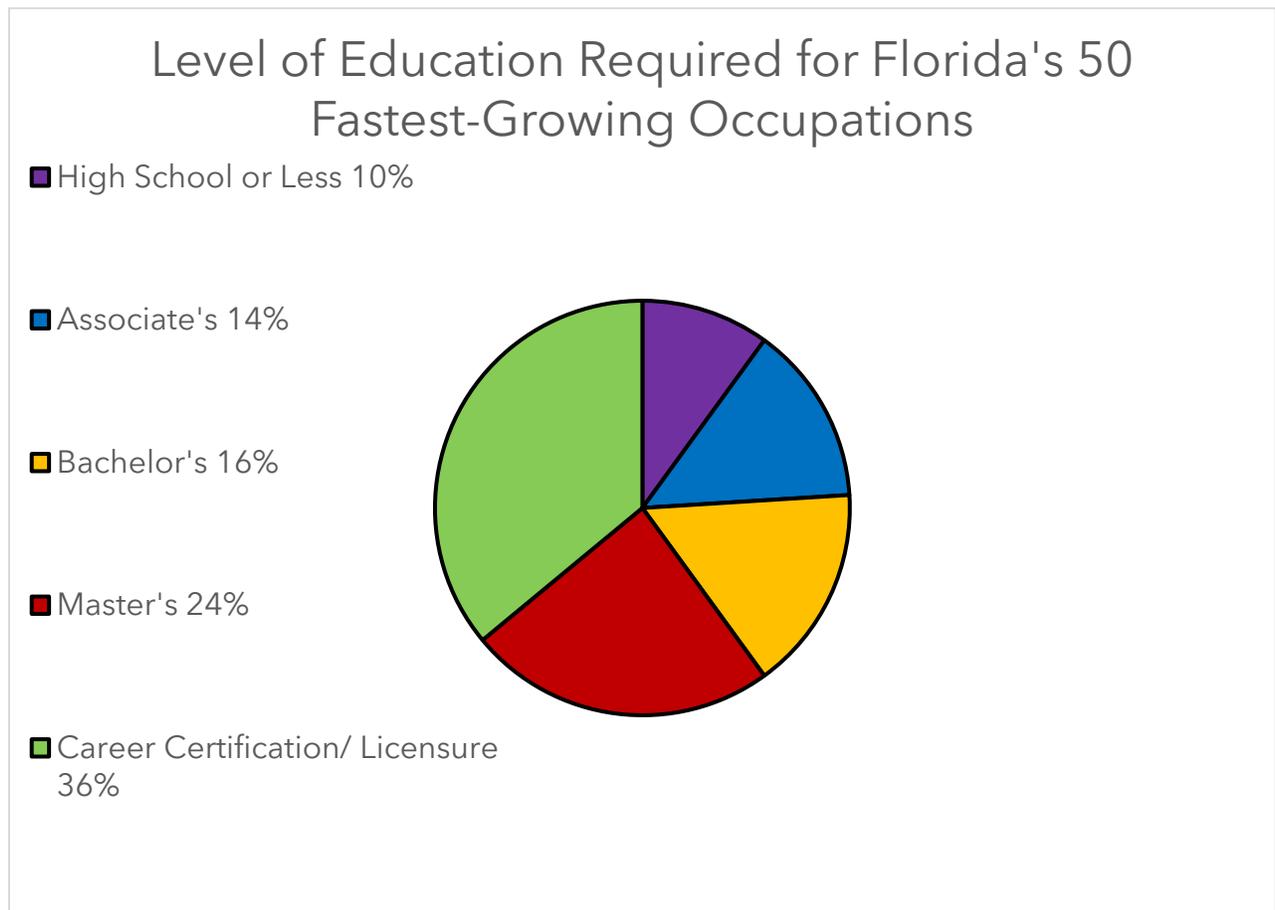
development employment networks for program completers. Additionally, educators will teach students critical entrepreneurial skills required to succeed in the workforce. This component of the curriculum will be taught throughout all the stages of the student progression timeline.

The first component is the continued collaboration between CTE program schools and industry partners. Through industry advisory committees, these schools will develop a network of employers ready to recruit newly graduated talent from the pool of students at the school. The symbiotic relationship benefits students, the school, and the industry mutually. Each CTE providing school will have personnel which fill the role of job placement specialist, a set of responsibility which entail the recruitment of new applicants for available jobs, development of interviewing and job skills, and the organization of job fairs and expositions for students on and off campus. Personnel filling the role of job placement specialist will have extensive experience in the industry and will work closely with school administrators and industry advisory committee members to prepare and expand on employment avenues available to students upon program completion. The second component of an effective job placement strategy is the provision of an entrepreneurial skills workshop which provides students with access to learning critical soft skills which are in demand in most professions and industries. The provision of these workshops entails job preparation as well as resume building and interview practice.

Economic Impact

Something goes here

The economic impact of investing into Career and Technical Education programs is profound throughout the state and country. According to the Florida Department of Economic Opportunity, 36% of Florida's 50 fastest-growing occupations require a career certification or licensure, while only 16%, or less than half of that amount, require a bachelor's degree. As the market adjusts to a saturation of certain college majors, demand has shifted towards career and vocational occupations. Licensure attainment a viable pathway to earning stable income in the state, with many vocational graduates earning higher wages than college graduates.



In addition to increasing wages and a much higher percentage rate of available jobs, career and technical education students benefit from graduating with little to no student debt. Many career and technical programs receive Title IV funding support to ensure that students have access to Pell Grants. These grants pay for most, and in some cases, all tuition related costs associated with a career and technical program. Students graduating with good earning potential and no student debt provide a boost to the local economy when they purchase goods and homes.

Resources

CTE Curriculum Frameworks:

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

Adult Education Curriculum Frameworks:

<https://www.fldoe.org/academics/career-adult-edu/adult-edu/2020-2021-adult-edu-curriculum-framewo.stml>