

# IPDAE 2021 CAREER PATHWAYS ACTION GUIDE

## (Adult Educator Perspective)

### Topic: **AE Funding and Collaborative Networking**

#### Overview:

Examples of leaders working together to introduce adult education students to a sustainable career with the help of partners. Partners like ALCO and oTECH who have partnered with the Kissimmee Chamber of Commerce, the Urban League, and Industry to provide their first ever short-term trainings in health care, information technology, and the construction trades. A showcase of great things happening in Osceola county!

#### Key Elements:

- Focus efforts around industries that turn into high growth in demand jobs
- Maximize strategies to up skill your community
- Credential programs that are sustainable over time
- Education is a driver for economic prosperity
- Improve the effectiveness of your NRS data and instructional hours
- Develop specific industry relationships
- Learn how relationships are built and how members engage and collaborate with one another

#### Plan Actions:

- Develop a needs assessment plan
- Establish target specific relationships
- Implement a Career Counseling piece
- Identify braiding funding approaches/options
- Build, leverage and sustain employment-focused partnerships
- Identify potential employment-focused partners

Topic Video: <https://www.youtube.com/embed/sCb6wtm93K0?rel=0>



## Topic: **Shifting to IET Models**

### **Overview:**

An introduction to the intensive technical assistance in developing IET Programs of Study provided by Florida IPDAE to seven (7) select districts/colleges. The focal points are centered on expectations, depth of assistance, intended outcomes and opportunities for building capacity. This topic also features the elements of an IET program that can complement career pathway programs.

### **Key Elements:**

- Establish expectations
- Create virtual workspace
- Provide resources, implementation guide and samples
- Schedule regular check-in meetings
- Timely feedback

### **Components:**

- Adult Education/Basic/Literacy Skills Competencies
- Occupational Skills Competencies
- Workforce Prep Activity
- Resources and Activities
- Assessments
- Single Set of Learning Outcomes

### **Plan Actions:**

- Publish seven (7) completed IET Programs of Study
- Discuss and present seven (7) completed IET Programs of Study in a webinar

**Topic Video:** <https://www.youtube.com/embed/mFA1rlk49z4?rel=0>

## Topic: Empowering AE Through Data

### Overview:

Maximize your performance data by looking at some key checkpoints in retention and performance along with actions that you can take to positively impact your school performance data. Existing processes and procedures, or lack thereof, which could be sabotaging your efforts at moving your school data needle in a positive direction are identified. Utilization of procedural actions you can take to manage and use your data to positively drive measurable results.

### Key Elements:

- Your school performance data is significantly impacted by the following:
  - Student contact hours
  - Failure to pre-/post-test students
  - Periods of Participation (PoPs)
  - Number of calendar days between withdrawal and re-entry program dates
  - Students failing to demonstrate Measurable Skills Gains (MSGs)

### Plan Actions:

- Establish a Plan of Action that addresses each of these bulleted points:
  - Pre-test students within the first 12 contact hours.
  - Establish a system for monitoring minimum-required instructional hour attainment (for post-testing).
  - Establish an ongoing post-testing program that provides students with multiple post-testing opportunities as needed.
  - Closely monitor Periods of Participation (PoPs) and implement strategies to address the following situations: students approaching the 6<sup>th</sup> consecutive absence, students resuming attendance within 30 days of program withdrawal, students re-enrolling prior to the 90<sup>th</sup> day after withdrawal.
  - Carefully monitoring Measurable Skills Gains (MSGs) for each participant and each participant's PoP.
- Address each category listed below for each of the above bullets:
  - Action Step (What will be done?)
  - Responsibilities (Who will do it?)
  - Timeline (By when? Day/month/year?)
  - Resources (Financial, human, technical resources available vs. needed)
  - Potential Barriers (What individuals or entities might resist, and how do we address this resistance?)
  - Communication Plan (Who is involved? What methods? How often?)
  - Evaluation Method (How will you determine that your goal has been reached? What are your measures?)
  - Budget (Any additional personnel, technology, etc. required?)

### Related Resources:

- [2020-21 Florida Adult Education Assessment Technical Assistance Paper](#)

Topic Video: <https://www.youtube.com/embed/40hPeVpfapU?rel=0>

## Topic: **The Adult Educator Perspective in Practice**

### **Overview:**

The impact of adult educators and industry partners working together to increase opportunities for students to see live work in the field. Instructors and administrators share how the IET pathway is being built at Lake Technical College, Atlantic Technical College, and Seminole State College. Examples are showcased of how vocational trades and GED curriculum are integrating.

### **Key Elements:**

- Establishing partnerships with community and non-for-profit organizations, academic services, and local districts.
- Establish relationships with industry partners.
- Using cohort models to create support and accountability within students.
- Restructuring programs drive continuous workforce integration
  - Integration of academic and career programs in one classroom
  - Merging of adult education and career technical education into one combined program, workforce education.

### **Components:**

- Targeting occupational needs
- Structuring a workforce taskforce
- Pathway beyond GED®
- Career Exploration, goal planning, training and professional skills

### **Plan Actions:**

- Work with your local industry partners and career source to:
  - Identify career clusters to focus on and to develop curriculum
  - Establish workforce shadowing
  - Create hiring opportunities for students
- Align your IET and CTE objectives to create a single set of learning objectives
- Develop professional development to support administrators, instructors and staff with the integration of AE and CTE into every aspect your program

Topic Video: <https://www.youtube.com/embed/IOgffsGhMCs?rel=0>