

# ADULT EDUCATION CAREER PATHWAYS SYSTEM FIVE-YEAR STRATEGIC PLAN

Choose Year:

**1** ☒

**2** ☐

**3** ☐

**4** ☐

**5** ☐

Action Steps/Area of Focus	Person(s) Responsible/ Partners	Timeline	Resources Needed	Notes
<b>PROGRAM DESIGN</b>				
Review best practices and evaluate existing transition programs to design the Career Pathways (CP) program	Program director, career pathways teacher, lead teachers, data entry specialist, student services staff.	1-4 months	local data, student outcomes, GTI-MIS report, GCPS	<p>Transpose existing certificate programs into working CP models.</p> <p>Improve student Retention rate: Research shows that if students regularly attend class, this translates into improved academic success and overall completion rate of students getting their GED</p> <p>Identify student barriers to successful transition</p>
<b>CURRICULUM AND INSTRUCTION</b>				
Evaluate extent to which (CP) model is already in place.	Program director, career pathways teacher, lead teachers, student services rep.	1-12 months	Established certificate program outlines, program improvement plan, curriculum frameworks, past lesson plans	Review other educational programs: review other Adult General Education (AGE) programs that currently use contextualized instruction.
Interpret and incorporate data regarding workforce needs and demands into development of CP curriculum	Program director, career pathways teacher, lead teachers, data entry specialist, student services rep.	1-12 months	Local labor market analysis data, workforce projection data. DOE curriculum frameworks, program development plan	<p>Determine how to merge CP contextualized instruction into ABE/GED curriculum.</p> <p>Local data will be reviewed and findings will be incorporated into design of CP curriculum.</p>
Review best practices for development of CP curriculum	Program director, career pathways teacher, lead teachers, student services specialist, job coach, job development specialist	3-6 months	Staff Training and Collaborations, site visitations	<p>Currently GTI conducts yearly "Best Practice" site visits to observe the program.</p> <p>In-Service summer trainings for teachers, student services specialist, job coach, and job development specialist, are also held.</p> <p>Other Career Pathways programs will be referenced periodically regarding their integration of contextual instruction.</p>

CURRICULUM AND INSTRUCTION <i>continued</i>				
Integrate CHOICES into orientation and instruction.	student services staff, job coach, job development specialist	1-4 months	Lesson Plans, CHOICES, Presentations and Orientation Update	<p>Integrate Choices into orientation through PowerPoint presentations and modeling. Choices data will be included on design of lesson plans.</p> <p>Currently, GTI utilizes the CHOICES Interest Inventory, and completes the Profile within the first 3 weeks of instruction</p>
PROFESSIONAL DEVELOPMENT				
Plan and provide professional development (PD) for adult educators on Career pathways and CHIOCES	Student services staff, job coach, job development specialist	1-12 months	Current CP model diagrams, CHOICES training modules, contextual instruction modules	<p>Instructors will attend workshops and conferences to become familiar with the current Career certificate models at GTI, and how they apply to the AGE program.</p> <p>In-depth CHOICES training will allow instructors to move toward fully incorporating CHOICES into lesson plans and instruction.</p> <p>Instructors will attend workshops that will give them the knowledge and skills necessary to create lesson plans and curricula that involve contextualized learning. This will aide in the implementation of the CP system.</p>
Review best practices for CP professional development	Student services staff, job coach, job development specialist	3-9 months	Training program data from other AGE programs, i.e. TRAVIS Center, Program development plan	<p>In looking at established CP training programs at other AGE programs, GTI will be able to develop a professional development program that is tailored to our specific needs and obligations, and one that also aligns with the requirements of DOE.</p> <p>Teachers will complete their own Professional Development plan.</p>
STUDENT SUPPORT SERVICES				
Evaluate Student Services programs related to CP.	Career Pathways teacher, student services specialist, job coach, job development specialist	On-going	TABE analysis, CHOICES interest inventory, Career survey, Program Checklist	Data including diagnostic Tests, TABE analysis and Teacher Evaluations.
Plan additional non-academic support services for individuals.	Career Pathways teacher, student services specialist, job coach, job development specialist	On-going	Community Partnerships, student FCAT scores, sunshine state standards	<p>Bring in representatives from various community partners to provide opportunities for job-shadowing, internships and mentoring.</p> <p>Career/Tech Ed Days are sponsored quarterly to inform students of community services and programs.</p>

<b>STUDENT SUPPORT SERVICES continued</b>				
Review existing transitions programs.	Career Pathways teacher , student services specialist, job coach, job development specialist	1-6 Months	Data and Student testimonials, surveys, TABE analysis , minutes from advisory meetings	Currently existing certificate transition programs are reviewed during School Advisory Council meetings.
<b>ASSESSMENT</b>				
Evaluate orientation program and classroom activities to access what is currently in place, and determine what can be improved to align with CP and student needs.	Career Pathways teacher , student services specialist, job coach, job development specialist	1-9 Months	Lesson Plans, Goals/Orientation Surveys, Teacher assessments, Performance checklists	Review and Evaluate current program practices to determine their efficiency.  Continue to conduct classroom observations
Analyze successful implementation of CP in institutions around the nation.	Career Pathways teacher , student services specialist, job coach, job development specialist	1-9 Months	Relevant program data	Review data from programs with existing successful Career Pathways programs.
<b>PARTNERSHIPS</b>				
Continue to work with steering committee on implementation of strategic plan.	Program director, Career Pathways teacher, steering committee	1-12 months	DOE/NRS, Quarterly progress reports, Recorded Steering Committee meeting minutes	Program director will meet on a regular basis with Steering Committee to ensure that all data is received and processed.
Identify community partners to assist in meeting non-academic student needs.	Program director, Career Pathways teacher, steering committee	1-12 months	List of current community partners, SACS committee chairperson	This is a continuous effort. GTI currently has established partners and is looking toward building more.
Work with partners to determine workforce needs and demands in order to enhance and advance CP.	Program director, Career Pathways teacher, steering committee	1-12 months	Workforce plus, Labor statistics	On-going  Workforce needs are a primary focus for GTI.

MARKETING				
Increase awareness of CP to steering committee members.	Program director, Career Pathways teacher, teachers, Job development counselor, steering committee members	1-12 months	Steering Meeting minutes, Flyers, brochures, informational pamphlets	On-going
Utilize internal marketing strategies to advance understanding of the value of CP.	Program director, Career Pathways teacher, teachers, Job development counselor, steering committee members	1-12 months	Student Assembly Programs, , Flyers, brochures, informational pamphlets, models, power points, Marketing Budget	On-going
Promote CP in orientation to students as a long term goal and benefit.	Program director, Career Pathways teacher, teachers, Job development counselor, steering committee members	1-12 months	New-Student orientation, Student Assembly Programs, Marketing Budget	On-going
Plan additional non-academic support services for individuals.	Program director , CP teacher, student services staff	1-10 months	GTI Student services, University representatives Partnerships Staff flyers	Bring in representatives from near-by universities and community partners to provide opportunities for job-shadowing, internships and mentoring.
Initiate development of marketing plan.	Program director , CP teacher, instructors, student services staff	1-3 months	Marketing budget	

ACCOUNTABILITY				
Analyze relevant data (informal assessments and standardized measures to determine student postsecondary readiness.	Program director, Career Pathways teacher, teachers, Job development counselor	On-Going	Assessment data, TABE, Teacher pre-post program assessment, OPT test	Student data will be collected and interpreted by instructors. Data will then be placed into student portfolio.
Evaluate and redefine program measures on a continuous basis to improve student and program outcomes.	Program director, Career Pathways teacher, teachers, Job development counselor	On-Going	.Data entry specialist, student's midterm and final assessments	Department meetings are held to discuss student improvement needs
Establish clearly defined program goals and measures.	Program director, Career Pathways teacher, teachers, Job development counselor	On-going	Department vision and mission statements, Grant, Strategic Plan, Action Steps	On-going

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Action Steps/Area of Focus	Person(s) Responsible/ Partners	Timeline	Resources Needed	Notes
<b>PROGRAM DESIGN</b>				
Implement Career Pathways based on year one data review.	Program director, career pathways teacher, lead teachers, data entry specialist, student services staff	1-3 months	Local data/student outcomes DOE Transition data/reports TABE, NRS data	<b>Continue to Improve academic success:</b> Increase completion rate of students getting their GED by 20%.  Develop incentive program for students who attend classes regularly in efforts to increase attendance
Align career planning and postsecondary transitions to local workforce needs.	Program director, career pathways teacher, lead teachers, data entry specialist, student services staff	1-3 months	Local data/student outcomes Workforce market data	Align the development of new career pathways with local community needs
<b>CURRICULUM AND INSTRUCTION</b>				
Implement CP into curriculum at all levels; implement post-secondary readiness skills curriculum.	Program director, career pathways teacher, lead teachers, data entry specialist, student services staff	1-10 months	Certificate program outlines, program improvement plan, curriculum frameworks, past lesson plans, departmental syllabi	Teachers will continually assess student progress.
<b>PROFESSIONAL DEVELOPMENT</b>				
Adult educators will be given a needs assessment regarding PD on Career Pathways.	Program director, career pathways teacher, lead teachers, student services staff	1-3 months	Current CP model diagrams, CHOICES training modules, contextual instruction modules	Perform training needs assessment and evaluate and revise year one's professional development program  Teachers will complete Individual Professional development plans
Based on input, implement and improve professional development for CP	Program director, career pathways teacher, lead teachers, student services staff	1-10 months	Training program data from other AGE programs, i.e. TRAVIS Center, Program development plan	GTI will continue to develop a professional development programs tailored to our specific needs and obligations, and ones that also align with the requirements of DOE.

STUDENT SUPPORT SERVICES				
Assist teachers in providing students with CP orientation and transitioning.	Career Pathways teacher, student services staff	On Going	Presentations (PowerPoint), Workshops, Orientation materials, CHOICES, career survey, student handbooks	Assistance from PAEC and DOE
Implement additional non-academic support services for students.	Career Pathways teacher, student services staff	On Going	Departmental partnerships	Workforce Plus, Vocational Rehabilitation, Rural and Sparsley
Establish or enhance bridge programs with community service agencies and postsecondary institutions.	Career Pathways teacher, student services staff	On Going	Partnerships	Maintain collaborative relationships with partners
ASSESSMENT				
Assess students' needs, goals, skills, interests, and placement levels via a variety of assessment tools and CHOICES.	Program director , Career Pathways teacher, teachers	On Going	CHOICES, TABE results, Needs assessment	Analyze data for instructional use  Continue to provide one-on-one individual instruction as needed
Identify students who are appropriate for post-secondary readiness courses.	Program director , Career Pathways teacher, teachers	On Going	OPT results, TABE results, teacher pre-post assessments	Teachers will assess data to develop an individual plan for each student
Re-evaluate and modify programs.	Program director , Career Pathways teacher, teachers	On Going	Program improvement plan, curriculum frameworks	Programs will be assessed and modified accordingly on a continuous basis

PARTNERSHIPS				
Establish partnerships with community organizations, postsecondary institutions, businesses, Workforce Plus and Economic Development Council for guidance and assistance in identifying and securing resources.	Program director, Career Pathways teacher, steering committee	1-10 months	List of Primary Contacts at these Support Service Centers	Continue to establish rapport with new and prospective local partners
Work with partners to identify targeted sectors and to develop appropriate career plans for each sector.	Program director, Career Pathways teacher, steering committee	1-10 months	Statistical information from The Agency for Workforce Innovation and the Economic Development Council of Tallahassee/Leon County, Inc.	GTI has established partnerships with local community business  Partners: John Deere Inc. Ardoman and Assoc., Chrysler, Don's Hair Pair, Workforce Plus, Vocational Rehabilitation, City of Quincy, AutoZone
MARKETING				
Promote the CP initiative to postsecondary institutions, EDC, community organizations and employers.	Program director, CP teacher, student services staff	1-3 months	Student Assemblies, CTE Week, Brochures, GTI Website, Marketing Budget	Seek marketing funding
Include CP in student recruitment and informational materials.	Program director, CP teacher, student services staff	1-3 months	Student Assemblies, CTE Week, Brochures, GTI Website, Marketing Budget	Seek marketing funding
Finalize marketing plan and begin implementation	Program director, CP teacher, student services staff	1-3 months	Marketing Budget	Seek marketing funding
ACCOUNTABILITY				
Review year one assessment data pertaining to student success and transition.	Program director, Career Pathways teacher, teachers, Job development counselor	3-6 months	Data: TABE Scores, OPT Results, Student Portfolios, NRS data	Analyze data and, identifying areas in the program in need of improvement regarding student success



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<b>PROGRAM DESIGN</b>				
Modify and refine CP initiative based on workforce trends, student/staff feedback and input from postsecondary partners	Program director, career pathways teacher, lead teachers, data entry specialist, student services staff	1-4 months	Local data/student outcomes DOE Transition data/reports TABE, NRS data	Analyze student success rate from year 1 and 2, determine best practice to improve student transition
<b>CURRICULUM AND INSTRUCTION</b>				
Implement modifications and improvements to CP curriculum.	Program director, career pathways teacher, lead teachers.	1-3 months	Certificate program outlines, program improvement plan, curriculum frameworks, past lesson plans, departmental syllabi	Continue to analyze students' assessments, use teacher assessments as learning tools, Share data with all staff members, and allow collaboration time to analyze results, identify students in need of assistance, and identify mastery students.
Review current data on workforce needs and demands in order to modify workforce readiness and CP curricula	Program director, career pathways teacher, lead teachers.	On-Going	Workforce Plus data, CHOICES, TABE results, Student questionnaires, OPT results, teacher pre-post assessments	Teachers will continue to use data to develop lesson plans and activities

PROFESSIONAL DEVELOPMENT				
Offer on-going PD opportunities to support and strengthen the Career Pathways program and curriculum.	Program director, career pathways teacher, lead teachers, student services staff	1-10 months	Current CP model diagrams, CHOICES training modules	<p>Perform training needs assessment and evaluate and revise year two's professional development program</p> <p><b>Career Pathways Training:</b> Instructors will continue to attend workshops and conferences to become familiar with the current CP models. Staff will submit proposals to state and national conferences, goal is to provide professional development on TCC's successful CP model</p> <p><b>CHOICES training:</b> New instructors will be trained; all Instructors will incorporate CHOICES into lesson plans and instruction.</p>
STUDENT SUPPORT SERVICES				
Evaluate a random sampling of student career plans from the two preceding years to determine areas in need of adjustment	Career Pathways teacher, student services staff	On- going	Student Portfolio, test scores, Teacher assessments	Evaluate data and make necessary changes.
Continue to refine the program and provide transition counseling as well as other non-academic services essential for student post-secondary success.	Career Pathways teacher, student services staff	On- going	Community partnerships, CHOICES	Continue to provide non-academic services to all GTI students, making sure to refine and add new services.
ASSESSMENT				
Review available postsecondary transition data to evaluate program effectiveness.	Program director, Career Pathways teacher, teachers	On- going	Post-secondary Transition Data	<p>Evaluate data and make necessary changes.</p> <p>Continue to share results with all faculty and staff during pre-planning</p>
PARTNERSHIPS				
Request feedback from postsecondary partners as to students' readiness for success.	Program director, Career Pathways teacher, steering committee	1-3 months	Departmental Survey	<p>Present postsecondary partners with program evaluation surveys</p> <p>Share results of Partner Evaluations with steering committee, faculty, and staff</p>
Review and refine the effectiveness of partnerships.	Program director, Career Pathways teacher, steering committee	1-3 months	Departmental Survey	<p>Share results of Partner Evaluation with steering committee, faculty, and staff</p> <p>Discuss and implement suggested improvement measures</p>

MARKETING				
Expand marketing to the community and potential partners.	Program director, CP teacher, student services staff	1-3 months	Meeting minutes GTI website Project WORK Newspaper articles Flyers/ brochures	Continuous effort in working with community partners
Evaluate strengths and weaknesses of marketing plan.	Program director, CP teacher, student services staff	1-3 months	Departmental Survey, Partner evaluations	Discuss and implement suggested improvement measures
Continue to revise the plan to meet the needs of the initiative.	Program director, CP teacher, student services staff	1-3 months	Departmental Survey, Partner evaluations	Discuss and implement suggested improvement measures
ACCOUNTABILITY				
Review years one and two program assessment data.	Program director, Career Pathways teacher, teachers, Job development counselor	1-2 months	Assessment Data, departmental evaluations	Continue to review Data
Disaggregate data and interpret findings to facilitate program modifications as needed.	Program director, Career Pathways teacher, lead teachers, Job development counselor	1-2 months	Assessment Data, departmental evaluations	Make program modifications as needed

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<b>PROGRAM DESIGN</b>				
Evaluate overall program effectiveness for years 1-3.	Program director, career pathways teacher, lead teachers, data entry specialist, student services staff	1-3 months	Local data/student outcomes DOE Transition data/reports TABE, NRS data	Analyze student success rate from year 1 through 3, determine best practice to improve student transition
<b>CURRICULUM AND INSTRUCTION</b>				
For years 1-3, evaluate overall curriculum design and effectiveness.	Program director, career pathways teacher, lead teachers	On-going	Curriculum design, data, program improvement plans	Evaluate data to determine strengths and weaknesses of program curriculum design.
Based on the evaluation, modify and improve model as necessary.	Program director, career pathways teacher, lead teachers	On-going	Curriculum evaluation	Make program improvement modifications based of evaluation findings.
<b>PROFESSIONAL DEVELOPMENT</b>				
Evaluate available data to determine effectiveness of CP professional development.	Program director , Career Pathways teacher, lead teachers	On-going	Teacher's Individual Professional Development plans	Continual process
<b>STUDENT SUPPORT SERVICES</b>				
Evaluate the success of Student Services programs in years 1-3.	Program director , Career Pathways teacher, lead teachers, student services rep.	On-going	Student portfolios, interviews	Evaluate student portfolios and conduct student interviews to determine the effectiveness of student services
<b>ASSESSMENT</b>				
Evaluate extent to which program design contributes to student success.	Program director , Career Pathways teacher, lead teachers	On-going	Student support surveys, evaluations, teacher's pre/post surveys	Disintegrate pre and post program student success outcomes.

PARTNERSHIPS				
Develop new partnerships.	Program director, Career Pathways teacher, lead teachers, steering committee	1-10 months	Quarterly progress reports, Recorded Steering Committee meeting minutes	This is a continuous effort and GTI is looking toward building more partnerships that will join our established list of partners which include: John Deere Inc. Ardoman and Assoc., Chrysler, Don's Hair Pair, Workforce Plus, Vocational Rehabilitation, City of Quincy, AutoZone
Strengthen established community partnerships.	Program director, Career Pathways teacher, lead teachers, steering committee	1-10 months	Partnership evaluations	Continuous effort
Expand partnerships which have proven successful.	Program director, Career Pathways teacher, lead teachers, steering committee	1-10 months	Statistical information from Workforce Plus	Continuous effort
MARKETING				
Continue to promote CP through partnerships with postsecondary institutions, EDC, employers and community organizations.	Program director, CP teacher, student services staff, steering committee	1-10 months	Meeting minutes GTI website Project WORK Newspaper articles Flyers/ brochures Marketing budget	Continuous effort
Continue evaluation and implementation of marketing plan	Program director, CP teacher, student services staff, steering committee	1-10 months	Meeting minutes GTI website Project WORK Newspaper articles Flyers/ brochures Departmental Survey, Partner evaluations	Continue student and partner evaluations
ACCOUNTABILITY				
Review available data on number and percentage of students entering postsecondary institutions and completing successfully.	Program director, Career Pathways teacher, lead teachers	On-going	Student tracking data, exit interviews, institutional data, Relevant Assessment Data, TABE, Student Evaluations, Attendance	Maintain student exit data through institutional information and student portfolios, and exit surveys.  Review GTI, DOE, and NRS data reports

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<b>PROGRAM DESIGN</b>				
Based on year 4 evaluation, implement enhancements to the CP program.	Program director, career pathways teacher, lead teachers	1-3 months	Local data/student outcomes DOE Transition data/reports	Analyze student success rate from year 1 through 4, determine best practice to improve student transition
<b>CURRICULUM AND INSTRUCTION</b>				
Modify and improve curriculum according to new CP trends.	Program director, career pathways teacher, lead teachers	1-3 months	CP trend data, labor market projections	Make appropriate changes to curriculum based on job market projections, partnerships, and GTI programs
<b>PROFESSIONAL DEVELOPMENT</b>				
Use data driven trends and issues to modify and expand CP professional development to meet the individual needs of adult educators.	Program director, Career Pathways teacher, lead teachers	1-4 months	Teacher's Individual Professional Development plans, Needs assessment survey	Use information gathered from IPDs and Needs surveys to determine necessary professional development needs
<b>STUDENT SUPPORT SERVICES</b>				
Conduct follow-up interviews with graduates regarding the value of the CP planning process.	Program director, Career Pathways teacher, lead teachers , student services staff	3-6 months	Student portfolios, Exit interviews	Maintain contact with former GTI graduates
Establish a student mentor program or other indicated services	Program director, Career Pathways teacher, lead teachers , student services staff	3-6 months	Student mentors, community partnerships	Provide student mentoring through community partnerships for each GTI career pathway program
<b>ASSESSMENT</b>				
Expand program and curriculum assessment procedures.	Program director, Career Pathways teacher, lead teachers	On- Going	Workforce Plus data, relevant assessment data	Reference local job market trends to determine program needs and necessary expansion.

PARTNERSHIPS				
Continue to foster community partnerships to increase student transition to postsecondary opportunities.	Program director, Career Pathways teacher	1-10 months	Quarterly progress reports, Recorded Steering Committee meeting minutes	This is a continuous effort and GTI is looking toward building more partnerships that will join our established list of partners which include: John Deere Inc. Ardoman and Assoc., Chrysler, Don's Hair Pair, Workforce Plus, Vocational Rehabilitation, City of Quincy, AutoZone
MARKETING				
Evaluate and expand marketing plan as needed.	Program director, Career pathways teacher, student services staff	On going	GTI website Newspaper articles Flyers/Brochures	Continuous effort
ACCOUNTABILITY				
Review data from all years for program strengths and weaknesses.	Program director, Career Pathways teacher, lead teachers, Steering committee	3-6 months	Student portfolios, steering committee meeting minutes, quarterly program evaluations, Relevant Assessment Data, TABE	Review GTI, DOE, and NRS data reports  Identify and document general strengths and weaknesses of the program.
Convene committee to review data and discuss future plans.	Program director, Career Pathways teacher, lead teachers, Steering committee	1-3 months	Student portfolios, steering committee meeting minutes, quarterly program evaluations, Relevant Assessment Data	Plan open house with all persons involved to review program effectiveness, strengths, and weaknesses  Develop improvement/ expansion plans for the future.