

## APPENDICES B COLLEGE & CAREER READINESS – CAREER PATHWAYS

For each student who enrolls into an adult learning center, the orientation/registration process is used to identify, guide and customize their intended plans and goals – acquiring a GED, improving academic/personal skills for employment, preparing for post-secondary, etc. The WIOA has changed the process so that those who enter unemployed have an automatic goal of employment and/or post-secondary; those who enter with no high school diploma have an automatic goal of GED attainment. To aid this process and related performance measures, our subsequent service includes college and career awareness and sharing information and resources. Your design of the integration of the new requirements into instruction and services should consider the following: (**NOTE:** as of the release of the 16-17 program application, the WIOA regulations have not yet been finalized and released and are subject to change. The State Office provides the most current information available and understands that each program application will incorporate any updates or changed requirements as they are provided).

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### **What does the WIOA law say...?**

The concept of career pathway(s) is mentioned five times in the text of the new Act.

**PURPOSE** – One of the four purposes mandated for Title II includes the attainment of a secondary school diploma and the transition to postsecondary “through career pathways”. The other purposes cited include gaining knowledge and skills leading to employment and self-sufficiency, attaining family literacy skills and attainment of English skills for non-native English speakers. By highlighting career pathways in the Purpose of the Act, it is clear that the development and integration of career pathway activities within broader adult literacy instruction is an important, albeit required, concept. The use of the phrase “through career pathways” implies a number of programming and instructional techniques including contextualized (job skills) content, bridge programming, integrated adult education and skill training modules, and other important career pathway structural elements. [WIOA SEC. 202]

**STATE LEADERSHIP** – Career pathways is a required activity for state adult education agencies to address as they provide training and services including the development of career pathways. [WIOA SEC. 223]

**CORRECTIONS EDUCATION** – Similar to previous law, adult education funds shall be used to provide educational programs for incarcerated individuals. Funds must be used for the development and implementation of career pathways as well as integrated training [WIOA SEC. 225]

**GRANTS TO ADULT EDUCATION PROVIDERS** – The ability for a grantee (local provider) to provide career pathway programming is one of the ‘considerations’ that the state adult education agency must make when reviewing and approving grantees. [WIOA SEC. 231]

**NATIONAL LEADERSHIP ACTIVITIES** – The USDOE Office of Career, Technical, and Adult Education (OCTAE) receives funding under the WIOA law to provide leadership focused activities to adult education state agencies and other adult education entities.

**So, what exactly is career pathways?**

There are many definitions of career pathways; but the true concept of the term is really a strategy to support the transition from education into and through the workforce and to blend what has longstandingly been two silos of services.

**Then, what is college & career readiness?**

From an academic perspective, college and career readiness means that a high school graduate has the knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing postsecondary coursework without the need for remediation or developmental education classes.

**How does career pathways differ from college and career readiness?**

They don't really differ, they are two terms for one concept – rather than only provide academic instruction, the K12 system and adult education are now to integrate, blend, blur the lines – the academia and world of work. Students should be exposed to career exploration and assessments, career readiness skills, including soft skills and social, emotional skills, have a better than vague idea of what their skill sets and preferences are for the world of work, have an understanding of the 16 occupational clusters.

**How do we infuse this requirement into instruction?**

There are many ways to infuse, integrate, and offer students career pathways information, resources and instruction depending upon the student's goals, age, work history, and other relevant factors usually obtained during ALC orientation and enrollment processes. More information will be offered to all ALC staff during the 16-17 program year following release of the WIOA final regulations.

**Must 'career pathways' be offered to every student - what if a student is already employed or have a career goal? What if they are not interested and only want a GED?**

Individual situations will exist and result in a varying degree of services given the factors described above. As we do with tailored instruction, we can offer the same in the area of career pathways.

**What about ELL students?**

This new mandated work-related content is a significant change from current practice for many states and has direct implications for the development and implementation of career pathway programming for English language learners. WIOA Sec 243 specifies work and employment related goals for ELL students; essentially the focus for ELL students is unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency; and integrate with labor partners to do so.

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Core Labor partner, Job Service North Dakota, created a list of high demand, high need occupations based on data pursuant to the state's labor pool and growth markets. This is a resource for students of the job areas which offer long term employment sustainment and growth across ND. Updated annually, the list can be found at:

[https://www.jobsnd.com/sites/default/files/ND-In-Demand\\_Occupations.pdf](https://www.jobsnd.com/sites/default/files/ND-In-Demand_Occupations.pdf). Additional

information specific to each career and occupation can be found on the JSND website using the ONet system (<http://www.onetonline.org/>) and Career OneStop (<http://www.careeronestop.org/>).

Secondly, Job Service North Dakota has created an Eligible Training Provider List (ETPL) which can be found at: <https://www.jobsnd.com/individuals/training/providers>. This program has funds for short term training programs which many ALC students are eligible for.

Additional employment related tools include:

- Referral to any JSND office for self-service registration and assistance with employment;
- Apprenticeship information (<https://www.jobsnd.com/individuals/apprenticeships>);
- Career & Tech Education's RUPReady program (<https://secure.rureadynd.com/>)

Each adult learning center should use their service area resources and advisory committee partners to become familiar with employment trends, new and expanding jobs and employers, which will allow staff to increase their skill sets and be more aware of college and career information to share with students via informal discussion, group project learning, specific classwork relative to careers, and soft skills training.

Pending final regulation release, the State Office is working on a checklist and additional information and PD regarding career pathways and integration into academic instruction.
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