

APPENDICES C

Career Readiness & Planning

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. Towards this goal, the following information may be helpful as you design the integration of the new requirements into instruction and services.

Core 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. The list will be updated annually and can be found at:

https://www.jobsnd.com/sites/default/files/ND_In_Demand_Occupations.pdf Additional information specific to each career and occupation can be found at:

<http://www.jobsnd.com/individuals/training#InDemand> and <http://www.onetonline.org/> which can help guide a student's career exploration and career readiness.

Secondly, Job Service North Dakota has an Eligible Training Provider List (ETPL) found at:

<https://www.jobsnd.com/individuals/training/providers> which identifies North Dakota's statewide list of qualified training providers who offers a wide range of educational programs, including classroom, correspondence, Internet, broadcast, and apprenticeship programs. The employers on this list are eligible to receive WIA training funds for Adult Education eligible students.

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.

Relative to college readiness, the NDUS is reviewing the existing data proposed by GEDTS for College +Credit. This will allow GED students who score beyond 165 to enter college without a requirement for developmental education coursework. This may impact their timeframe and plans for post-secondary enrollment.

The above should become part of each adult learning center's repository of college and career readiness for students; best practice would include integration into content classwork where there is greater applicability and exchange between students as to goals, employment demands, wages, soft skills, etc.