

# WIOA Career Pathways Plan Form FY 16

Name of Program: \_\_\_\_\_ Person Completing Plan: \_\_\_\_\_  
Date Submitted: \_\_\_\_\_

## **WIOA Aligned Pathways for Education, Career and Life Plan**

**Changes in the Career Pathways (CP) form to reflect to align with WIOA requirements and other local needs, (<https://www.congress.gov/113/bills/hr803/BILLS-113hr803enr.pdf>) for FY16 are ~~noted in italics~~ underlined.**

Title II of WIOA defines adult education to mean academic instruction and education services below the postsecondary level that increase an individual's ability to-

- A. read, write, and speak in English and perform mathematics or other activities necessary for the attainment of a secondary school diploma or its recognized equivalent;
- B. transition to postsecondary education and training; and
- C. obtain employment.

To ensure that Maine Adult Education programs meet the federal definitions of adult education and career pathways and continue to meet the rigor established through our career pathways legislation (LD 1780 November 26, 2012 and LD 485, Language Clarification Spring 2013), all programs will annually submit an updated CP plan. These Plans should be viewed and used as strategic planning documents which help you to assess needs, develop goals, determine resources, and evaluate progress. Updated plans must identify ~~any~~ changes in from previously approved ~~plans that incorporate and demonstrate how the program is implementing WIOA requirements. practices, outline planned new activities, especially those associated with implementation of College and Career Readiness Standards for Adults, the action steps necessary to accomplish the new activities, anticipated timeline and any professional development planned associated with the successful completion of the activities.~~

**The Current Activities section under each Component can be completed by cutting and pasting from your currently approved CP Plan.**

## **Pathways for Education, Career and Life**

In alignment with WIOA, tThe Office of Adult and Vocational Education defines Career Pathways (Section 1, Sec. 3 (7)(A-G) to mean a combination of rigorous and high-quality education, training and other services that: as a series of connected education and training strategies

~~and support services that enable individuals to secure employment within a specific occupational sector and to advance over time to successively higher levels of education and employment in that sector:~~

- ~~A. align with the skill needs of industries in the economy of the State or regional economy involved;~~
- ~~B. prepare an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships;~~
- ~~C. include counseling to support an individual in achieving the individual's education and career goals;~~
- ~~D. includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;~~
- ~~E. organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent possible;~~
- ~~F. enables an individual to attain a secondary school diploma or its recognized equivalent and at least 1 recognized postsecondary credential; and~~
- ~~G. helps an individual enter or advance within a specific occupation or occupational cluster.~~

~~Maine Statute Title 20-A, Chapter 315: Adult Education §8601-A, sub-§(2013), defines adult education as “an education program primarily operated for individuals beyond the compulsory school age that is administered by school administrative units through a career pathways and service system and that, except as provided in section 8602-B, includes intake, assessment, advising, instruction and individual learning plans; is guided by data management and analysis, annual monitoring and annual professional development plans; uses appropriately certified staff; is designed to meet identified local needs; makes use of partnerships and alignment with workforce development, postsecondary institutions and support services; and offers at least 3 of the following:~~

- ~~1. Basic literacy instruction or instruction in English as a Second Language;~~
- ~~2. High school completion courses;~~
- ~~3. College transition courses;~~
- ~~4. Enrichment courses~~
- ~~5. Adult workforce training and retraining; and~~
- ~~6. Adult career and technical education.~~

Each eligible adult education ~~program~~ provider (Title II, Subtitle C., Sec. 231) receiving state subsidy, Maine College Transition grants or grants funded under the Adult Education and Family Literacy Act as part of the ~~Work Force Investment Act~~ Workforce Innovation Opportunity Act (WIOA) will prepare and maintain a **Career Pathways Plan** that will be reviewed and approved annually in June by the state office. This will be done to ensure that programs continue to meet the requirements of WIOA and Maine Statute Title 20-A, Chapter 315: Adult Education §8601-A, sub-§(2013), LD-1780 and maintain their eligibility for subsidy payments or grant funds issued by the Department.

**Goals:**

- 1) Making use of the Career Pathways Plan as a strategic planning tool; documenting comprehensive career pathway approaches that align and bridge training, education, employment and supportive services at the local and state levels; partner with employers; and enable individuals to move beyond adult basic education and succeed in postsecondary education, earn industry-recognized credentials, and advance along a career path;
- 2) Integrating adult basic education and occupational skills training to enable individuals to increase their educational learning gains and earn industry-recognized credentials while completing basic skills training;
- 3) Connecting the multiple systems and structures that serve individuals with lower skills through mechanisms such as coordinating ~~Workforce Investment Act~~ Workforce Innovation and Opportunity Act funding for Titles I and II to support effective contextualized programs that result in increased mastery of basic skills and the attainment of credentials that are relevant to employers; and
- 4) Partnering with and leveraging resources from other federally and state funded programs as well as those identified in Component 1.

Maine's Career Pathways planning process should enhance the ability of adult education programs to achieve the seven elements of the evidence based Job-Driven Checklist contained in *Ready to Work: Job Driven Training and Opportunity* report of July 2014 ([http://www.whitehouse.gov/sites/default/files/docs/skills\\_report.pdf](http://www.whitehouse.gov/sites/default/files/docs/skills_report.pdf). ~~six essential objectives:~~

1. ~~Build cross-agency partnerships and clarify roles~~ Engage Employers - to determine needs and design responsive programs
2. ~~Identify sector or industry and engage employers~~ Earn and Learn - by integrating classroom learning with hands-on experience
3. ~~Design education and training programs~~ Smart Choices - using data labor market data to determine what skills to teach
4. ~~Identify funding needs and sources~~ Measurement Matters – measure and evaluate employment and postsecondary outcomes
5. ~~Align policies and programs~~ Stepping Stones – Establish a seamless transition to other educational opportunities and across work-based training and education
6. ~~Measure system change and performance~~ Opening Doors – Break down barriers to employment by including access to services and relevant guidance and supports
7. Regional Partnerships – Create regional collaborations with job centers, educational institutions, labor, non-profits, and other relevant service providers

~~To create a career pathways system that works effectively for program participants and employers—organizations, agencies, and businesses must work together to align their systems and services in pursuit of a shared mission.~~

## Creating Pathways for Education, Career and Life Success

### Required Component #1: Partnerships and Alignment

- Programs will ~~have~~ create with partners adequate, current, formal partnership agreements documented through memoranda of understanding with postsecondary institutions, workforce development, ~~employers~~ employers, and local, community and state agencies.
- Programs will identify those services that align with the educational, training and employment priorities identified in the LWIB local plan (Title I, Chapter 2, Sec. 108).
- ~~Program services will align to postsecondary and~~ the skill needs of industries in the state or region ~~advanced job training systems as well as entry-level employment without the need for remediation.~~ (Title II, Subtitle B, Sec. 223, (a)(2)(F) and Title II, Subtitle C, Sec. 231(e)(8).
- Programs will describe partnerships formed with other adult education agencies to ensure provision of key services and create efficiencies (Title II, Subtitle C, Sec. 231(e)(10).

**Examples of what to include:** List ~~any new~~ key partners; describe the detail of existing partnerships, how existing partnerships will be strengthened and/or any new partnerships that will be established; explain roles and *new* responsibilities; describe what each partner (including your program) provides to the partnership and how it is formalized and revisited (provide copy of an MOU or articulation agreement, if you have one, as an attachment). —Describe the strategy you will employ to ensure your program services align to next steps of the education, training and career pipeline.

#### Current Activities

-that may have been changed or enhanced

**Planned New Activities to meet WIOA and other local requirements in the bullets above.**

**Action Steps** (to implement planned new activities – including professional development planned or needed)

**Timeline**

## Creating Pathways for Education, Career and Life Success

### Required Component #2: Intake

- Educational services provided through a managed enrollment approach. Describe a strategy to accommodate students who miss original class start dates.
- Orientation – explanation of program opportunities (up to 4 hours permitted in MaineSTARS)
- Interview and Registration
- Explain process for handling referrals from other agencies, and/or referrals made to other agencies based on Intake information
- Initial assessment (CASAS, Accuplacer, etc.), interest inventories, career awareness and exploration activities, initial creation of individual learning plan, initial advising session – these should aim students toward education, career and life goals
- Assessment process that adheres to the State Assessment Policy or the requirements of a particular funding stream.

NOTE: The intake process should ensure that the student is engaged in educational activities guided by the individual learning plan as expeditiously as possible to enhance retention. Initial academic course work could include financial literacy and introduction to online/blended learning

### Current Activities

-that may have been changed or enhanced

**Planned New Activities to meet WIOA and other local requirements in the bullets above.**

## Creating Pathways for Education, Career and Life Success

Action Steps (to implement planned new activities including professional development planned or needed)	Timeline
<p><b>Required Component #3: <u>Individual Learning Plans</u></b></p> <ul style="list-style-type: none"> <li>• Each student has an individual learning plan with objectives based on personal interests with clear outcomes for education, career and life.</li> <li>• The plan <del>includes</del> <u>includes and organizes short-term and long-term goals as well as</u> educational outcomes, <u>training, and other services</u> -with strategies for reaching <u>short and long-term</u> goals and objectives <u>in a manner that accelerates the student's educational and career advancement.</u></li> <li>• Students participate in the development of their plan and understand how to use the plan to transition to the next phase of their education, career and life choices.</li> <li>• The plan is the basis for developing a personal portfolio that demonstrates skills and documents educational progress.</li> <li>• The learning plan identifies any support services required to enhance prospects for success.</li> <li>• Learning plans show evidence of the <u>coordination and</u> integration of education and workforce knowledge and skills based on educational needs and career and life goals.</li> </ul>	
<p><b>Current Activities</b> -that may have been changed or enhanced</p>	
<p><b>Planned New Activities <u>to meet WIOA and other local requirements in the bullets above.</u></b></p>	

## Creating Pathways for Education, Career and Life Success

Action Steps (to implement planned new activities including professional development planned or needed)	Timeline
<p><b>Required Component #4: <u>Ongoing Assessment and Learning</u></b></p> <ul style="list-style-type: none"> <li>• Programs identify assessments most appropriate for student and demonstrate initial and ongoing assessment throughout delivery of services.</li> <li>• Appropriate assessments including CASAS, ACCUPLACER, career interest and learning style inventories, industry-recognized assessments, etc. will be <u>administered</u> based on the needs, goals and progress of the student.</li> <li>• Programs integrate assessment results into ILP and portfolio process</li> <li>• Describe use of formative assessment to evaluate student learning and to guide further instruction.</li> </ul>	
<p><b>Current Activities</b> -that may have been changed or enhanced</p>	
<p><b>Planned New Activities <u>to meet WIOA and other local requirements in the bullets above.</u></b></p>	
Action Steps (to implement planned new activities including professional development planned or needed)	Timeline

## Creating Pathways for Education, Career and Life Success

### Required Component #5: Career Planning and Advising

- Advising in adult education is providing assistance to students on academic, career and life options during program participation and after job placement-
- Advisors help students develop strategies and skills in exploring academic and career options, as well as develop and implement a plan for academic, career and life success. This includes ensuring participants can access necessary workforce investment activities and supportive services.
- The individual learning plan shows evidence of ongoing advising and regular student review to update planning and guide services. Students understand how to use their Plan to guide their education, career and life choices.
- Attendance at Maine Advising Core Values training by appropriate staff members.-
- A program's plan for advising illustrates how the Core Values are implemented in the program.

#### Current Activities

-that may have been changed or enhanced

**Planned New Activities to meet WIOA and other local requirements in the bullets above.**

## Creating Pathways for Education, Career and Life Success

<b>Action Steps</b> (to implement planned new activities including professional development planned or needed)	<b>Timeline</b>

### Required Component #6: Instruction

- Curricula and instructional practices must be rigorous, appropriate and research based (Title II, Subtitle C Sec. 231(e)(6) and of the adult education program must be aligned to the *College and Career Readiness Standards for Adults*, where applicable.
- Program shows evidence that curricula and instruction align to next steps along student's pathway to: employment, economic self-sufficiency, ability to become full partners in the educational development of their children, and leading to sustainable improvements in the economic opportunities for their family.-
- Instruction should, when appropriate, integrate education and training and provide adult education literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for purpose of educational and career advancement (Section 1, Sec. 3) (academic skills with career content.
- ~~Instruction should be provided in a contextualized manner and align to students' education, career and life goals.~~
- ~~Career related content is based on student career goals and local labor market demands.~~
- Curricula integrates literacy and English language instruction with occupational skill training, including promoting linkages with employers.

NOTE: Contextualized Instruction addresses learners' needs for content knowledge, academic skills, knowledge of workplace behaviors, and career awareness simultaneously, saving learners the time and expense of completing extensive education in isolation from career preparation.

<b>Current Activities</b> -that have been changed or enhanced	
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## Creating Pathways for Education, Career and Life Success

<b>Planned New Activities <u>to meet WIOA and other local requirements in the bullets above.</u></b>	
<b>Action Steps</b> (to implement planned new activities including professional development planned or needed)	<b>Timeline</b>
<b>Required Component #7: <u>Support Services</u></b> <ul style="list-style-type: none"> <li>• <u>Support services improve persistence and student success, especially for student with barriers,</u> as they progress through education and training programs and transition into employment.</li> <li>• <u>Describe efforts for marketing program services and student recruitment</u></li> <li>• Evidence of availability of support services includes memoranda of understanding with related agencies capable of providing these services.             <ul style="list-style-type: none"> <li>○ Employment services through career centers</li> <li>○ Transportation</li> <li>○ Childcare</li> <li>○ Financial Literacy</li> <li>○ Community linkages (i.e., substance abuse counseling, mental health svstem services, housing)</li> </ul> </li> </ul>	
<b>Current Activities</b> -that have been changed or enhanced	

## Creating Pathways for Education, Career and Life Success

**Planned New Activities to meet WIOA and other local requirements in the bullets above.**

**Action Steps** (to implement planned new activities including professional development planned or needed)

**Timeline**

### **Required Component #8: Data Management**

Program services will be guided by student achievement and persistence data, current labor market, and employment data to ensure programming meets identified local needs. Data must be recorded on participants who obtain secondary completion, have obtained or retained employment or are in an education or training program leading to a recognized postsecondary credential within 1 year after exit from program. (more guidance coming)

- Describe how data is gathered, entered into MaineSTARS, and audited locally -at least once a semester on a regular basis for accuracy
- Explain how program data as well as workforce and labor market data are is used to guide instruction, improve program services and improve student and program outcomes
- Describe how data is used to inform- professional development of staff and quantify outcomes.

**Current Activities**

## Creating Pathways for Education, Career and Life Success

-that have been changed or enhanced

**Planned New Activities to meet WIOA and other local requirements in the bulets above.**

**Action Steps** (to implement planned new activities including professional development planned or needed)

**Timeline**

### **Required Component #9: Program Monitoring and Evaluation (Title II, Subtitle C (Sec.231))**

- Ongoing internal review of MaineSTARS student data to ensure accuracy in reporting and inform program improvement.
- Copies of Maine state certificates ~~Verification of appropriately certified for~~ instructional and administrative staff as well as documentation that teachers are certified in the areas they teach are on file with the program director and available for program monitoring purposes.-
- Describe the program staff evaluation process.
- Grant report(s) as required – at least annually.
- On-time submission of reports.

## Creating Pathways for Education, Career and Life Success

- Annual review of Career Pathways Plan updates.
- Ongoing state check-ins and CP Plan progress reports as requested.
- Ongoing review of financial data to ensure appropriate use of funds.
- Describe process used for overall evaluation of the administration of the local program.

### Current Activities

-that have been changed or enhanced

**Planned New Activities to meet WIOA and other local requirements in the bullets above.**

**Action Steps** (to implement planned new activities including professional development planned or needed)

**Timeline**

## Creating Pathways for Education, Career and Life Success

**Required Component #10: Professional Development (Title II, Subtitle B, Sec. 223, (a)(1)(B)(C) and Title II, Subtitle C, Sec. 231(e)(9)**

- All adult education instructional and administrative staff will develop and complete an individual annual professional development plan based on needs determined through self-assessment, local program data (i.e. outcomes data, student needs, program needs, and personnel evaluations, etc.) and recommendations of the local program administrator including CEH requirements.
- The Program Professional Development Plan, based on needs determined through a program self-assessment tool, local program data and recommendations of local program administrator will be prepared and submitted using the form on the next page.
- Clear expectations for professional development participation of both new and experienced staff are communicated and supported. Staff evaluation procedures and tracking processes are in place supporting continuous professional growth and improvement.
- Regularly scheduled professional development activities are supported and provided at the local program level.
- Provide the local program's plan for all academic instructional staff to become proficient in use of CCRS for Adults under Planned New Activities.

**Current Activities (describe the process and procedures used to support ongoing professional development, i.e. staff meetings etc. at the local level)**

**Planned New Activities to meet WIOA and other local requirements in the bullets above.**

**Action Steps (to implement planned new activities supporting professional development)**

**Timeline**

## Creating Pathways for Education, Career and Life Success

### FY15 Program Professional Development Plan

#### Program Name

For state planning purposes please identify the number of staff you plan to send to the following trainings.

Training	# of staff		Training	# of staff	Training	# of staff
CASAS Basic(B) Refresher (R)		B	Facilitating Blended Courses		Tech Integration	
CCR Standards			HiSET		UDL	
Core Values of Advising			Maine College Transitions Conf		Video Conferencing	
Designing Online Courses			MaineSTARS		WorkReady	
ESOL (E) & EL Civics (C)		E	STAR Reading Booster			

**Please check the assessment tool used to determine the needs.**

- Maine Adult Education Teacher Self-assessment Instrument
  Ohio ABE professional Development Planning Guide  
 Vermont Individual Professional Development Plan
  Other (Program's Local Professional Development Instrument)

**Please indicate up to three priorities that emerged from the PD planning process.**

PD Topic	Career Pathways Component (example CP#2 Intake)	Core Content Area (if applicable)	Planned PD Activities to Address Needs	Resources*	Timeline

## Creating Pathways for Education, Career and Life Success

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\* What fiscal and/or other resources (state or local) will be required to support addressing the PD need and the corresponding timeline?

### Creating Pathways for Education, Career and Life Success

#### **Required Component #11: Educational Programming (Title II, Sec.202 and 203)**

- Programs will provide evidence of the provision of at least three of the following educational programs and how they align with WIOA requirements of transitioning to postsecondary and employment :
  1. Basic literacy instruction or instruction in English as a Second Language;
  2. High school completion courses;
  3. College transition courses;
  4. Enrichment courses;
  5. Adult workforce training and retraining; -(including workplace activities offered in collaboration with an employer or employee organization or combinations of basic academic skills, critical thinking skills, digital literacy skills, and self-management skills, including competencies in utilizing resources, using information, working with others, understanding systems, and obtaining skills necessary for successful transition into and completion of postsecondary education or training or employment); and
  6. Adult Career and Technical Education

**Current Activities**  
-that have been changed or enhanced

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**Planned New Activities to meet WIOA and other local requirements in the bullets above.**

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## Creating Pathways for Education, Career and Life Success

<b>Action Steps</b> (to implement planned new activities including professional development planned or needed)	<b>Timeline</b>