

From: Joe Ashley, NENA Director
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Please find below the RSA Career Pathways definition from the Career Pathways for Individuals with Disabilities solicitation. We can either place in the newsletter article or place on the website and put a link.

What are Career Pathways?

The RSA provided description of Career Pathways identifies “A combination of rigorous and high-quality education, training, and other services that:

- Meet an individual’s education and career goals;
- Are aligned with the skill needs of industries in the State or regional economy;
- Help the individual to attain a recognized secondary or postsecondary credential; and
- Enable the individual to enter or advance within a specific occupation or occupational cluster.

Career Pathways Components:

- Alignment of secondary and postsecondary education, training, employment, and human services with the skill needs of targeted industry sectors important to local, regional, or State economies;
- Rigorous, sequential, connected, and efficient curricula that connect basic education and skills training courses and that integrate education with training;
- Multiple entry and exit points for individuals with disabilities entering and exiting training;
- Comprehensive support services that are designed to ensure the individual's success in completing education and training programs;
- Flexible design of education and training programs and services to meet the particular needs of individuals with disabilities, including flexible work schedules, alternative class times and locations, and the innovative use of technology; and
- Education and training programs that focus on the attainment of secondary education and recognized post-secondary credentials, sector-specific employment, educational advancement over time and employment within a sector.”

Comprehensive Support Services:

- As defined for this grant opportunity, include--
- Financial supports, benefits planning, child care, physical and mental health services and transportation.
- Educational supports (e.g., tutors, on-campus supports such as writing labs, math labs, and disability services).
- Self-advocacy training (e.g., mentoring, peer relationships, understanding how to request services and supports needed in the transition from secondary to post-

secondary education and employment, and increasing knowledge of rights under disability laws).

- Appropriate assistive technology services and devices throughout training and into employment.