

**Career Pathways Assessment & Planning System**

The **Career Pathways Assessment and Planning System** is designed to ensure local adult education programs meet the federal definitions of adult education, career pathways, and integrated education and training; as well as to meet WIOA requirements and the rigor established through various professional development efforts. Local adult education providers are encouraged to use this tool to evaluate their progress with career pathways implementation; identify areas that are missing and/or could be strengthened or enhanced; and develop a plan to move forward toward a comprehensive career pathways service delivery system. This should be used as a strategic planning document that can be reviewed and revised annually among staff to assist programs with identifying gaps, assessing needs, establishing goals, determining resources, and evaluating progress relevant to career pathways services.

**WYOMING REQUIREMENTS:**

All programs are required to complete this planning tool by **March 29, 2024**. Program directors should identify team members who will help complete this planning document. Programs are required to utilize this tool as a pre-planning document for the 2025 grant competition. The roll out of this document and process will occur at a pre-session at the Summer 2023 Institute and will be followed up with:

1. A November webinar (exact date TDB). Parts 1 (Current Activities) and 2 (Planned New Activities) of this tool must be completed prior to this webinar. The webinar will focus on how to complete Part 3 (the Plan and Timeline).

2. A draft version of this completed planning document must be sent to our national consultant assisting us with this effort, Jeff Fantine (jeff.fantine@gmail.com) and to the State Adult Education Director, Diane McQueen (diane.mcqueen@wyo.gov) by **February 1, 2024**.

3. Each program must meet individually with Jeff for a one-hour virtual session in **mid- to late- February 2024** to review your draft planning document. Dates and times of these meetings will be individually scheduled with each program upon your initiation with Jeff. All program staff members are required to attend this virtual meeting.

4. Any necessary revisions to this planning document should be made before a final version is submitted on March 29, 2024.

5. Periodic updates to this planning tool after submission are encouraged and can be made at the local level at any time so that programs can continue to evaluate their progress as it relates to career pathways and prepare for the next grant cycle.

**PURPOSE**:

1. To create and implement a comprehensive Career Pathways Service Delivery Model for Adult Education and to promote the development of innovative, effective, and sustainable career pathways instruction and related services, which may include Integrated Education and Training opportunities, for adult learners with low literacy levels and other significant barriers to employment.
2. To encourage local Adult Education programs and other education providers serving similar demographics to form productive partnerships with each other, and with other agencies, organizations, employers, and workforce development stakeholders that are—or might be---meaningfully engaged with providing education, training, support, employment services, and jobs to adults with low literacy levels and other significant barriers to employment.

**RELEVANT DEFINITIONS FROM THE WORKFORCE INNOVATION AND OPPORTUNITY ACT**

**Adult Education Services:**

* Title II of the Workforce Innovation and Opportunity Act (WIOA) defines adult education (AE) to mean academic instruction and education services below the postsecondary level that increases 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.

**Career Pathways:**

* WIOA defines career pathways to mean a series of rigorous and high-quality education and training strategies and other 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. Elements of career pathways will:

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 advising to support an individual in achieving the individual’s education and career goals;

D. include, 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. organize 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. enable an individual to attain a secondary school diploma or its recognized equivalent and at least one recognized postsecondary credential; and

G. help an individual enter or advance within a specific occupation or occupational cluster.

**Integrated Education and Training** **(IET):**

* Defined in WIOA Section 203(11) as: A service approach that provides adult education and literacy activities concurrently and contextually with workforce preparation activities and workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement.
* Required IET Components as specified in C34 CFR 463.36:

1. Adult Education and literacy activities as described in 463.30

2. Workforce preparation activities as described in 463.34, and

3. Workforce training for a specific occupation or occupational cluster, which can be any of the training services defined in section 134(c)(3)(D) of WIOA.

**Title II - AEFLA 13 Funding Considerations:** Local programs must indicate how their career pathways service delivery model described in this document addresses the funding considerations required by eligible providers under Title II of the Adult Education and Family Literacy Act (AEFLA).

1. The degree to which the eligible provider would be responsive to: (A) regional needs as identified in the local plan under section 108; and (B) serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals--(i) who have low levels of literacy skills; or (ii) who are English language learners;
2. The ability of the eligible provider to serve eligible individuals with disabilities, including eligible individuals with learning disabilities;
3. Past effectiveness of the eligible provider in improving the literacy of eligible individuals, to meet State-adjusted levels of performance for the primary indicators of performance described in section 116, especially with respect to eligible individuals who have low levels of literacy;
4. The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as well as the activities and services of the one-stop partners;
5. Whether the eligible provider's program--(A) is of sufficient intensity and quality, and based on the most rigorous research available so that participants achieve substantial learning gains; and (B) uses instructional practices that include the essential components of reading instruction;
6. Whether the eligible provider's activities, including whether reading, writing, speaking, mathematics, and English language acquisition instruction delivered by the eligible provider, are based on the best practices derived from the most rigorous research available and appropriate, including scientifically valid research and effective educational practice;
7. Whether the eligible provider's activities effectively use technology, services, and delivery systems, including distance education in a manner sufficient to increase the amount and quality of learning and how such technology, services, and systems lead to improved performance;
8. Whether the eligible provider's activities provide learning in context, including through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship;
9. Whether the eligible provider's activities are delivered by well-trained instructors, counselors, and administrators who meet any minimum qualifications established by the State, where applicable, and who have access to high quality professional development, including through electronic means;
10. Whether the eligible provider's activities coordinate with other available education, training, and social service resources in the community, such as by establishing strong links with elementary schools and secondary schools, postsecondary educational institutions, institutions of higher education, local workforce investment boards, one-stop centers, job training programs, and social service agencies, business, industry, labor organizations, community-based organizations, nonprofit organizations, and intermediaries, for the development of career pathways;
11. Whether the eligible provider's activities offer flexible schedules and coordination with Federal, State, and local support services (such as child care, transportation, mental health services, and career planning) that are necessary to enable individuals, including individuals with disabilities or other special needs, to attend and complete programs;
12. Whether the eligible provider maintains a high-quality information management system that has the capacity to report measurable participant outcomes (consistent with section 116) and to monitor program performance; and
13. Whether the local areas in which the eligible provider is located have a demonstrated need for additional English language acquisition programs and civics education programs.

Members of staff/stakeholder team who developed this plan:

**CAREER PATHWAYS PLAN:**

This planning system is a 3-step process designed to assess a program’s current status by conducting a gap analysis that identifies (1) what the program has in place and (2) what the program is missing; and then (3) creating a plan with the steps needed to move forward toward delivering services within a comprehensive career pathways model. The first part (steps 1 and 2) is a gap analysis; the second part (step 3) is developing an action plan indicating the steps the program will take to fill in the gaps, if all necessary components of a comprehensive career pathways model are not currently in place. **Note:** It is possible that a program may have aspects of all the components in place; in this instance, those programs are encouraged to focus on strengthening or enhancing aspects within the components as a continuous improvement effort.

**3-Step Process:**

1. **Identify what is in place: CURRENT ACTIVITIES**
2. **Identify what is missing: PLANNED NEW ACTIVITIES**
3. **Create a step-by-step plan on a timeline to implement was is missing: PLAN**

If you have questions as you develop your Career Pathways Plan, contact jeff.fantine@gmail.com to discuss specific aspects of career pathways and this planning process.

**NOTE:** There should be a direct correlation between what is identified in Step 2 (PLANNED NEW ACTIVITIES) and Step 3 (PLAN).

It is highly recommended as the program develops its Career Pathways Plan, that it seeks connections to what already exists locally before creating something new to avoid duplication of efforts within the workforce development system. Please understand, no matter where you are in the career pathways process, either starting out or far along, **you can always make improvements and move forward**. Also, in order to better ensure successful implementation of this Plan, it is recommended that a program take a few steps forward at a time and stagger its implementation timeline.

**Be sure to use relevant information and resources on the** [**Wyoming Community College Commission’s Adult Education**](https://communitycolleges.wy.edu/adult-education/directors/) **website to guide your planning efforts.**

| **Creating A Comprehensive Career Pathways Model**  **Assessment and Plan** | | |
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| **Essential Component 1: Building Partnerships** | | |
| **AEFLA Funding Consideration: 10** | | |
| **Description: Partnerships are critical to an effective career pathways system. They help align services within a community and create a seamless education and training pipeline. Partnerships should be strategic and mutually beneficial.**  **Considerations -**   * Put relationships in writing. Create formal written agreements with partners critical to an effective career pathways system. These partners include postsecondary institutions, WIOA core and required partners, employers, community agencies, and any other stakeholder relevant to the workforce development system. The agreement should include partner roles and responsibilities, services provided, expected outcomes, how resources will be shared, and when the agreement will be revisited. Wyoming programs must work with local Next Generation sector partnerships. * Programs may convene a Career Pathways Advisory Group with relevant stakeholder representation to guide career pathways efforts. * Have an effective referral network in place with stakeholders to streamline services. Determine how the program handles referrals from other agencies and how the program will make referrals to other agencies. * Provide cross-agency trainings to keep partners informed about each other. | | |
| **Current Activities:**  **Include a list of formal partnerships that already exist. Indicate who the partner is and the nature of the partnership.** | **Planned New Activities:**  **Include a list of formal partnerships the program would like to establish or partnerships that already exists, but the program would like to strengthen. Indicate who the partner is and what the program would like the nature of this partnership to be.** | |
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| **Plan:**  **Include a step-by-step action plan on how the program will implement each item in “Planned New Activities” above. Include how the program will go about establishing or strengthening the partnerships listed in “Planned New Activities” above.** | | **Timeline:** |
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| **Essential Component 2: Creating a Career Culture** | | |
| **AEFLA Funding Consideration: 4** | | |
| **Description: Programs should create a career pathways culture, one that promotes college and career readiness. Career Pathways should impact every aspect of a program and includes messaging, attitudes, environment and speak.**  **Considerations** -   * The program’s vision, mission and services should align with the local workforce development system described in the state plan as well as its one-stop partners and should reflect a workforce focus. * Does the program name effectively communicate career pathways services? If not, the program might need a new name or a career pathways tagline. * A program’s promotional materials should emphasize the future beyond the program rather than the endpoint (i.e., college, career and life success over getting a HSE certificate). * Programs should create an environment that inspires students toward college and career opportunities (i.e., the language that is used, the visuals seen around the facility, the attitudes toward and expectations of students). | | |
| **Current Activities:**  **Include a list of what the program already does to create a career pathways culture.** | **Planned New Activities:**  **Include a list of what the program could do to enhance a career pathways culture.** | |
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| **Plan:**  **Include a step-by-step action plan on how the program will implement each item in “Planned New Activities” above. Include what the program will do specifically to create or enhance a career pathways culture in the program.** | | **Timeline:** |
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| **Essential Component 3: Analyzing Labor Market Information (LMI)** | | |
| **AEFLA Funding Consideration: 1** | | |
| **Description: Career Pathways systems are driven by local labor market information. Labor market information describes current and projected local workforce needs. This information can be helpful when guiding students with career planning as well as with planning instructional services and IET programs. It is important that programs analyze and utilize labor market information to design and implement career pathways models. Programs should be sure to access LMI specific to their regional or local area within the state. LMI for Wyoming can be found at** [**https://doe.state.wy.us/lmi/**](https://doe.state.wy.us/lmi/) **and** [**https://www.wyomingatwork.com/**](https://www.wyomingatwork.com/) **.**  **Considerations –**   * How will the program respond to regional economic and workforce needs? * Provide services that meet the diverse needs of Wyoming’s employers and job seekers. * Engage employers that align with local workforce needs. * Share labor market information with students to help inform their career exploration and planning efforts. * Develop contextualized instruction and IET programs in in-demand industries. | | |
| **Current Activities:**  **Include an analysis of local LMI, i.e. what the current and projected local workforce needs are. Include a list of how the program currently uses LMI to inform career pathways efforts.** | **Planned New Activities:**  **Include a list of how the program will use LMI to inform career pathways efforts (either enhancing what is already being done, or beginning to use this information if it is not being used currently in a meaningful way).** | |
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| **Plan:**  **Include a step-by-step action plan on how the program will implement each item in “Planned New Activities” above.** | | **Timeline:** |
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| **Essential Component 4: Onboarding: Intake, Assessment and Orientation** | | |
| **Description: The process of enrolling students, gathering the necessary information to serve students effectively and establishing appropriate expectations of participation in the program. This process should emphasize career pathways and college and career readiness.**  **Considerations -**   * Have students register with [Wyoming At Work](https://www.wyomingatwork.com/). * Provide both managed and open enrollment strategies. * In addition to required standardized assessments, administer career-related assessments and provide opportunities for career exploration. Some programs have a separate career exploration and planning course. * Use career pathways maps/visuals to illustrate career advancement. * Help students identify support services they may need to enhance persistence and the probability of success. Some programs administer a [Barrier to Employment Assessment](https://aalrc.org/adminteachers/SNAP/BARRIERS%20TO%20EMPLOYMENT%20ASSESSMENT.PDF) to identify support services. * Have a comprehensive orientation process with all necessary onboarding elements. In Wyoming the orientation process is delivered to students in a ‘Career Services’ course as outlined in [Policy #03092020](https://communitycolleges.wy.edu/wp-content/uploads/2020/08/Career-Services-Training-Services.pdf). Once a student completes a Career Service course, instruction can commence. | | |
| **Current Activities:**  **Describe the program’s current onboarding process. Provide a list of all elements of the process, including any career-related activities.** | **Planned New Activities:**  **Describe what the new process will look like, if any changes will be made to the onboarding process. Provide a list of career-related activities the program will include.** | |
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| **Plan:**  **Include a step-by-step action plan on how the program will implement each item in “Planned New Activities” above.** | | **Timeline:** |
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| **Essential Component 5: Individual Education, Career and Life Plans** | | |
| **Description: Adult education students should have an individual education, career and life plan that he/she is involved in developing, and that is used to guide their program services in a manner that accelerates the student’s educational and career advancement. It should include highlights of formal and informal assessment results, academic and career goal setting, any support services that have been identified, persistence strategies, and a plan for instructional services and transition.**  **Considerations –**   * Integrate career-related elements to an Individual Learning Plan as well as digital and financial literacy making it an Education, Career and Life Plan. * Involve students in creating their plan, and help them understand how to use it to guide them toward academic, career and life success. * Utilize Wyoming’s Career Pathways Maps as part of this effort. * Review several samples of individual education and career plans, choose or create a template that will work for the program. * Utilize Career Navigators to help students identify an appropriate career pathways track. * Consider using digital badges and/or certificates as students achieve benchmarks along their plan. | | |
| **Current Activities:**  **If the program currently uses an Individual Learning Plan or Individual Education and Career Plan, list the elements included in the template. Include how the plan is developed and used, and how students are involved in the process.** | **Planned New Activities:**  **Indicate if the program will use (create new or revise existing) an Individual Education, Career and Life Plan for every student? Include a list of the elements that will be included in the template, how it will be created and used for each student, and how students will be involved in the process.** | |
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| **Plan:**  **Include a step-by-step action plan on how the program will implement each item in “Planned New Activities” above. Describe how the template will be created, what elements will be included in the template, how the program will create and use these plans for each student, and how students will be involved in creating and using their individual plan.** | | **Timeline:** |
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| **Essential Component 6: Career Advising** | | |
| **Description: Career advising in adult education is providing guidance to students on academic and career services. Advisors help students develop strategies and skills to explore and pursue academic and career options, as well as develop and implement a plan for academic, career and life/family success. Advising services should be ongoing, incorporate use of the student’s individual education and career plan, and continue through transition to next steps.**  **Considerations -**   * Offer advising through partnerships, use of volunteers, or as part of the program’s staffing structure (i.e., create a Career Advisor position). * Create a process that provides for ongoing advising services: Initiation Stage, Progress Stage, Transition Stage. * Utilize LMI, and the Career Pathways Maps during student advising sessions. * Include the Individual Education and Career Plan in the advising process. * Determine the qualifications of a Career Advisor and/or Career Navigator and identify training requirements. * Outline in writing what the Career Advisor should be doing with students so that advising services are applied consistently. | | |
| **Current Activities:**  **Include a description of how career advising services are currently provided by the program, if they are being provided at all. Include how often students connect with advising services and how the student’s Individual Education and Career Plan is used in the advising process.** | **Planned New Activities:**  **Include a description of how career advising services will be provided by the program (either getting started, if it does not currently exist; or strengthened, if it already exists). Include how often students will connect with advising services and how the student’s Individual Education and Career Plan will be used in the advising process.** | |
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| **Plan:**  **Include a step-by-step action plan on how the program will implement each item in “Planned New Activities” above.** | | **Timeline:** |
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| **Essential Component 7: Contextualized Instruction, Workforce Preparation and Job Training** | | |
| **AEFLA Funding Considerations: 5, 6, 7 and 8** | | |
| **Description: Curricula and instructional practices in adult education programs should be rigorous, relevant and research-based (Title II, Subtitle C Sec. 231(e)(6)). The scope of instructional services should include academic skills, workforce preparation and job training. Programs should offer a competency-based, contextualized curriculum in addition to Integrated Education and Training programs for both ABE and ELL students.**  **Considerations -**   * Align instruction to the [College and Career Readiness Standards](https://lincs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf#:~:text=%20%20%20Title%20%20%20College%20and,Created%20Date%20%20%204%2F3%2F2013%207%3A05%3A20%20PM%20) and/or the [English Language Proficiency Standards](https://lincs.ed.gov/publications/pdf/elp-standards-adult-ed.pdf) as well as the [Employability Skills](https://communitycolleges.wy.edu/wp-content/uploads/2021/03/Employability-skills.pdf) and [Social Capital Standards](https://communitycolleges.wy.edu/wp-content/uploads/2021/03/SOCIAL-CAPTIAL-SKILLS.pdf). * Integrate workforce preparation (soft skills), digital and financial literacy, and contextualization (career and life learning activities) into instructional delivery to meet student needs. * Offer IET programs that align to Labor Market Information and meet local workforce needs. Use the [IET Design Toolkit](https://lincs.ed.gov/sites/default/files/2021-07/IET_Toolkit_Compressed_508.pdf). * Involve employers and other partners in the design and delivery of instructional and career-related services. * Use technology to support career pathways efforts. * Coordinate with DWS to offer integrated work experience programs. | | |
| **Current Activities:**  **Include a description of how the program currently offers career pathways instructional services, i.e., contextualized instruction, workforce preparation, job training and IET.** | **Planned New Activities:**  **Include a description of how the program will offer (begin or strengthen) career pathways instructional services, i.e., contextualized instruction, workforce preparation, job training and IET.** | |
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| **Plan:**  **Include a step-by-step action plan on how the program will implement each item in “Planned New Activities” above.** | | **Timeline:** |
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| **Creating a Comprehensive Career Pathways Model**  **Assessment and Plan** | | |
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| **Essential Component 8: Alignment of Services** | | |
| **AEFLA Funding Consideration: 4 and 10** | | |
| **Description: WIOA requires a seamless education and training pipeline in a local area or region.; therefore, programs should work to ensure the services they provide align to next steps students take when they leave the program. This includes transitioning into employment, post-secondary programs, and advanced job training without the need for remediation.**  **Considerations –**   * Co-enroll students and coordinate services with WIOA core partners. * Ensure non-duplication of services offered through the one-stop system. * Offer a curriculum that covers all of the College and Career Readiness Standards. * Intentionally integrate workforce preparation (employability and social capital skills) into the instruction as these are skills employers demand. * Determine the content of remedial courses (i.e., developmental education courses) offered by local post-secondary programs and ensure students acquire and master those skills. * Identify the skills needed for many entry level positions and ensure the program helps students acquire and master those skills. These skills are included on the [ONET Online](https://www.onetonline.org/) website. * Use LMI to inform career pathways efforts. | | |
| **Current Activities:**  **List what strategies the program currently uses to ensure alignment of services.** | **Planned New Activities:**  **List what new strategies the program will use to ensure alignment of services.** | |
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| **Plan:**  **Include a step-by-step action plan on how the program will implement each item in “Planned New Activities” above.** | | **Timeline:** |
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| **Essential Component 9: Serving Populations with Barriers to Employment** | | |
| **AEFLA Funding Considerations: 1, 2 and 13** | | |
| **Description: WIOA requires programs give priority of services to the “hardest to serve” and “most in need”. This requires that programs prioritize services to populations with barriers to employment, including the lowest-skilled adults, adults with disabilities, homeless individuals, Native Americans, and justice-involved individuals (among others).**  **Considerations -**   * Serve individuals with learning challenges and other disabilities. * Serve English Language Learners by integrating EL Civics instruction as well as digital and financial literacy to meet student’s needs. * Provide screening for [barriers to employment](http://aalrc.org/adminteachers/SNAP/BARRIERS%20TO%20EMPLOYMENT%20ASSESSMENT.PDF) during the onboarding process, or other types of screenings (i.e., learning disabilities screening, support services checklist, etc.). * Establish formal partnerships with local agencies that serve vulnerable populations as an outreach effort to access students with barriers to employment, i.e., corrections, probation and parole, court system, vocational rehabilitation, homeless shelters, community agencies, etc. * Provide strategies in instructional practice that address barriers to employment. * Ensure barriers to employment issues are addressed in the Individual Education and Career Plan and in advising services. | | |
| **Current Activities:**  **Describe how the program currently recruits and provides services to populations with barriers to employment.** | **Planned New Activities:**  **Describe how the program will recruit and provide services to populations with barriers to employment. Include what will be added or strengthened.** | |
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| **Plan:**  **Include a step-by-step action plan on how the program will implement each item in “Planned New Activities” above.** | | **Timeline:** |
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| **Creating a Comprehensive Career Pathways Model**  **Assessment and Plan** | | |
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| **Essential Component 10: Support Services** | | |
| **AEFLA Funding Considerations: 10 and 11** | | |
| **Description: Research suggests that when service agencies collaborate and provide holistic services to vulnerable populations, they have better persistence and performance outcomes. Support services are those services that address critical issues beyond the scope of the program, but are necessary for student success. They are accessed while the student is in the program to support persistence and achievement. For adult education programs in a career pathways environment, support services extend beyond the traditional transportation and child care services to include such things as transition services and job exposure opportunities.**  **Considerations -**   * Offer job exposure opportunities, i.e., mentoring, internships, job shadowing, apprenticeships * Connect students directly to workforce services, i.e., American Job Centers * Provide direct linkages to community services, i.e., mental health, substance abuse, vocational rehabilitation, housing * Assist students with the development and implementation of a transition plan * Help students connect to and prepare for post-secondary programs, i.e., financial aid applications, college tours, meet current college students, meet specific program contacts, etc. * Offer a career or community services speaker series: invite professionals or service providers to program to meet with and speak to students * Utilize an effective referral process which includes cross training of services. | | |
| **Current Activities:**  **Include a list of support services the program currently offers. Describe how these services are identified and accessed.** | **Planned New Activities:**  **Include a list of support services the program will offer (include what will be added or strengthened). Describe how these services will be identified and accessed.** | |
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| **Plan:**  **Include a step-by-step action plan on how the program will implement each item in “Planned New Activities” above.** | | **Timeline:** |
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| **Sustainability** | |
| **AEFLA Funding Considerations: 3, 9 and 12** | |
| **Description: In order to ensure the success of this Career Pathways Plan, programs should have a sustainability plan. A sustainability plan should include data collection and monitoring, establishing policies and procedures for new services, an annual review of formal partnerships, and accessing professional development.**  **Considerations –**   * How will career pathways efforts resulting from this Career Pathways Planning System be sustained? * Determine when staff will come together to discuss progress of this Career Pathways Plan (review and revise for continuous improvement). * Establish performance measures that will be monitored to determine success of career pathways efforts. * Create written policies and procedures to institutionalize new practice once something is proven successful. * Identify any professional development needs of staff that will ensure the success of this Career Pathways Plan. | |
| **Plan:**  **Include a step-by-step action plan on what the program will do to ensure sustainability of this Career Pathways Plan. Be sure to include at least 3 specific professional development needs the program anticipates for its staff to support the success of this Career Pathways Plan.** | **Timeline:** |
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