December 2016

The Career Pathways Planner

A Guide for Adult Education State Leaders to Promote Local Career Pathways Systems

Hope Cotner • Center for Occupational Research and Development

Judith A. Alamprese • Abt Associates

Chrys Limardo • Manhattan Strategy Group

About the *Moving Pathways Forward* Project

Building on the successes and lessons learned from earlier federal and state investments in career pathways, the *Moving Pathways Forward: Supporting Career Pathways Integration* project funded by the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) assisted states in advancing career pathways systems to transition lower-skilled adults to postsecondary education and employment. The project provided technical assistance to states to further integrate adult education into broader career pathways systems at the state and local levels. Additionally, the project launched the Career Pathways Exchange information service to better connect all stakeholders to career pathways resources and events.

The project was conducted by Manhattan Strategy Group in collaboration with its partners, Abt Associates and CORD Communications, Inc. Twelve states (IA, IN, KY, MI, MN, MT, NJ, OR, RI, VA, WV, and WI) were provided intensive technical assistance in developing state and local career pathways systems, and an additional eight states (CT, CO, MA, MO, NE, NY, PA, TX) received virtual technical assistance during the project. The project's Advisory Group members, listed below, provided feedback on project activities and contributed to the development of project resources.

Moving Pathways Forward Advisory Group

Nate Anderson, Jobs for the Future (JFF)

Burt Barnow, Ph.D., Trachtenberg School of Public Policy and Public Administration, The George Washington University

Debra Bragg, Ph.D., Bragg and Associates, Inc. and the University of Washington, formerly of the Office of Community College Research and Leadership (OCCRL), University of Illinois-Urbana-Champaign

Judy Mortrude, Center for Law and Social Policy (CLASP)

Mary Alice McCarthy, Ph.D., New America

Whitney Smith, Global Philanthropy at J.P. Morgan Chase & Company, formerly of the Joyce Foundation

Foreword

Since 2012, the U.S. Departments of Education, Labor, and Health and Human Services have formally supported state and local programs in working collaboratively across agencies to build career pathways systems. The passage of the Workforce Innovation and Opportunity Act (WIOA) in 2014 codified a definition of career pathways, further spurred investments in career pathways, and deepened the commitment and requirements for cross agency coordination and partnerships. In April 2016, 12 Federal agencies signed a [Career Pathways Joint Letter](#) demonstrating this continued commitment to promote career pathways. The six key elements of comprehensive career pathways systems outlined in the letter served as a foundational framework for the *Moving Pathways Forward* project, which was funded by the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) to assist states in advancing career pathways systems to transition lower-skilled adults to postsecondary education and employment.

The *Career Pathways Planner: A Resource Guide for Adult Education State Leaders to Promote Local Career Pathways Systems* (the Planner) was informed by the experiences of the *Moving Pathways Forward* project and other career pathways investments designed to support adult educators and the clients they serve. The Planner was designed to address a need that emerged from the *Moving Pathways Forward* project - supporting state leaders in providing a vision for a local career pathways system and the types of services that comprise that system. The Planner addresses areas that the project team found were instrumental in implementing local/regional career pathways systems. The Planner includes information, strategies, tools, and links to existing resources that adult education state staff can use in assisting local providers in implementing career pathways services.

The Planner can be used in conjunction with the [Career Pathways Toolkit: An Enhanced Guide and Workbook for Systems Development](#) (2016), which provides in-depth information about the six key elements of a career pathways system and has tools and strategies for building a career pathways infrastructure at the state level. Other federally supported resources that can be used in conjunction with the Career Pathways Planner are the [Policy to Performance Toolkit](#) and the [Registered Apprenticeship Toolkit](#). These toolkits will assist state staff as they work to support the implementation of WIOA's requirements and develop a unified approach to career pathways.

Contents

Introduction

Building a state system to support local career pathways design and implementation can be a daunting task for even the most seasoned adult education leaders. *The Career Pathways Planner: A Resource Guide for Adult Education State Leaders to Promote Local Career Pathways Systems* (the Planner) offers a framework for adult education state leaders to use in supporting local adult education providers in the development of local/regional career pathways systems.

The Planner identifies key issues for adult education state leaders to consider as they refine their approaches to career pathways to facilitate scalability and sustainability at the local level. It also includes examples from across the country to highlight ways in which states are leveraging career pathways to support lower-skilled adults. The Planner is organized into five sections to help adult education state leaders guide local career pathways design and implementation. The sections address areas of career pathways local systems development that the *Moving Pathways Forward* project team found were instrumental in enabling adult education state leaders to establish a foundation for local adult education career pathways services.

- **Section 1: Assessing the Status of Local Career Pathways Systems**
- **Section 2: Communicating Career Pathways**
- **Section 3: Supporting Partnerships**
- **Section 4: Designing Intake Processes, Instruction, and Transition Services**
- **Section 5: Promoting Continuous Improvement**

The development of the Planner was informed by the experiences of the *Moving Pathways Forward* project team and other career pathways projects designed to support adult educators and the clients they serve. The Planner offers practical strategies for addressing some of the most critical aspects of local career pathways system development.

Federal Support for Career Pathways

In April 2012, the U.S. Departments of Education, Labor, and Health and Human Services signed a joint letter underscoring the federal agencies' commitment to promoting the use of career pathways approaches. Many state adult education leaders were encouraged by this action that also called for improved collaboration and coordination across programs and funding sources that support education and training for lower-skilled adults. The letter presented a framework for career pathways comprised of six key elements or activities that states and local communities could undertake to develop career pathways systems (**Figure 1**).

Figure 1. Career Pathways Six Key Elements
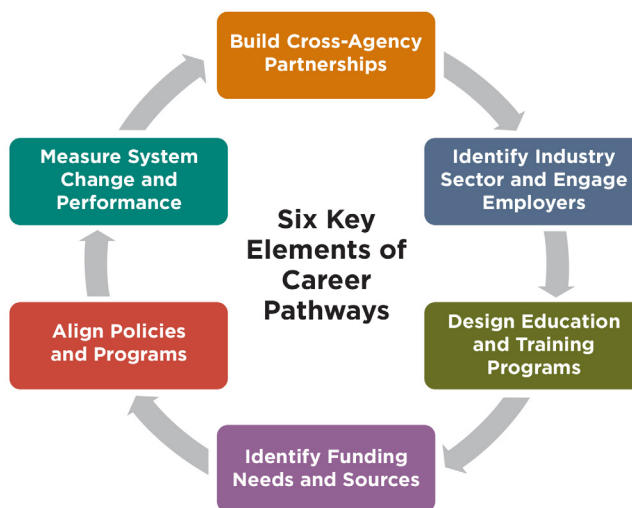
In July 2014, the Workforce Innovation and Opportunity Act (WIOA) was signed into law, codifying a definition of career pathways and bringing career pathways systems development further into the spotlight as a required activity for states. In May 2016, nine additional federal agencies joined the interagency commitment to career pathways in an effort to foster better coordination of programs and services.

The *Moving Pathways Forward* project, conducted from 2013-2016, has helped adult education state leaders navigate this changing landscape and serve as a critical partner in state efforts to build integrated systems for career pathways. The project used the structure of the six key elements as well as public relations and communication, processes inherent in the six key elements, to provide customized technical assistance to states. The *Moving Pathways Forward* project also drew from the experiences of previous federal efforts to include the OCTAE-funded *Policy to Performance*[1] project, which laid the groundwork for adult education state leaders to develop policies and programs to foster the expansion of partnerships and transition activities that could mature into local career pathways systems. The *Policy to Performance* project found that state and local leaders needed to engage in public relations to promote policies for facilitating students' transition from adult education to postsecondary education and employment, and that ongoing communication among partners was critical to their success in working together to support a comprehensive and coherent set of services.

Career Pathways Definition

WIOA, Section 3(7), defines a career pathway as "a combination of rigorous and high-quality education, training, and other services that—

a) aligns with the skill needs of industries in the economy of the State or regional economy involved;

b) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships;

c) includes 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 practicable;

f) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least one recognized postsecondary credential; and

g) helps an individual enter or advance within a specific occupation or occupational cluster."

---

[1] See Alamprese, J.A. (2012). State ABE Transition Systems Report. Arlington, VA: Kratos Learning; Alamprese, J. A. & Limardo, C. (2012). Policy to Performance Toolkit. Arlington, VA: Kratos Learning.

The *Moving Pathways Forward* project supported systems development at the state and local levels in the following areas:

Interagency and Intra-agency Partnerships

Coordinated activities are carried out among adult education providers, community colleges, career and technical education institutions, workforce development, businesses, labor organizations, social services, and other entities to implement a comprehensive local/regional career pathways system.

Industry Engagement

Business and industry partners are involved in identifying career pathways target occupations and the skills, training, and credentials required for participants' placement into target occupations.

Education and Training Systems; Training and Technical Assistance

Partners provide processes, procedures, and materials for the delivery of assessment, instruction, training, and support services. These services should facilitate participants' development of a plan for a career pathway that documents progress toward completion of postsecondary education and training and attainment of high-demand, family sustaining jobs. Professional development is provided to support staff in delivering education and training services.

Policy and Guidance

State agencies and local partners provide career pathways system policies and guidance for conducting assessment; delivering instruction; providing advising, support, and referral services; participating in training and technical assistance; providing financial support to participants; and collecting, analyzing, and reporting data.

Funding Needs and Sources

Partners identify costs, funding sources, and procedures for obtaining funds to implement comprehensive career pathways services that include ongoing professional development and data systems management.

Data Systems and Evaluation

Partners use data on participant background characteristics, attendance, learning progress, credential attainment, and employment to assess participants' progress and outcomes and to identify program practices and policies that can facilitate participants' attainment of career pathways outcomes.

### Public Relations and Ongoing Communication

Partners provide messaging and ongoing communication with stakeholders and constituents about career pathways purposes, benefits, activities, and outcomes.

Local Career Pathways Services

While the six key elements provide state leaders with a framework for building a career pathways infrastructure at the **state** level, it is critical that leaders have a vision of the types of services that comprise a **local** career pathways system. The view of local career pathways services has evolved under WIOA. The *Moving Pathways Forward* project team provided states with technical assistance on developing a vision of comprehensive and coordinated services at the local level (**Figure 2**).[2] This vision supports local adult education providers in their efforts to recruit and orient a diverse range of clients and provide integrated career pathways services that will help clients identify and achieve their career goals.

An important assumption guiding the implementation of WIOA is that clients who enter local education and employment services will develop a career and education plan that enables them to participate in a range of education, employment, and supportive services either simultaneously or sequentially (depending on clients' goals and needs). Illustrated in **Figure 2** is an ideal vision of service access under WIOA, in which clients enter one building, participate in a comprehensive intake process, and then access a range of services. The more common situation is that clients will seek services in a variety of education, workforce, and social service organizations; local providers will need to ensure that all clients, regardless of where they enter, can develop a career and education plan and pursue education, employment, and supportive services that are well-aligned to those plans.

Figure 2. WIOA Vision of Services
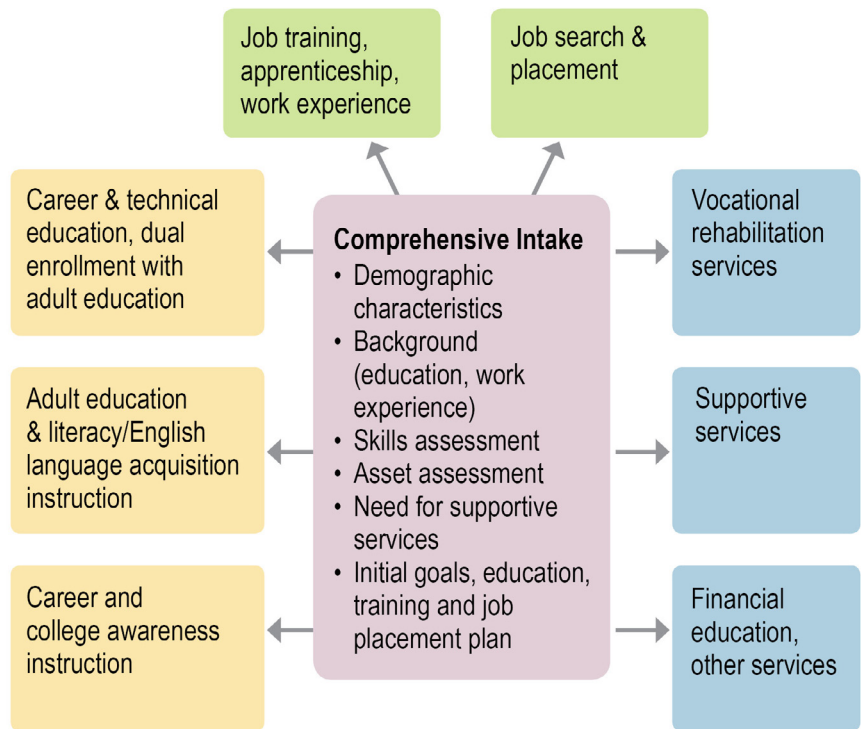
In working with adult education state leaders, the *Moving Pathways Forward* project team also found it helpful to have a vision of the types and sequences of career pathways services that should be delivered by an adult education provider. The flow chart in **Figure 3** was created to assist state leaders in structuring a vision of coordinated services for adult education providers.[3] The flow chart can help states assess the progress of adult education providers in moving toward a career pathways system that enables the recruitment of diverse clients, the development of a comprehensive intake and orientation process involving clients' creation of a career and education plan, and delivery of instructional content
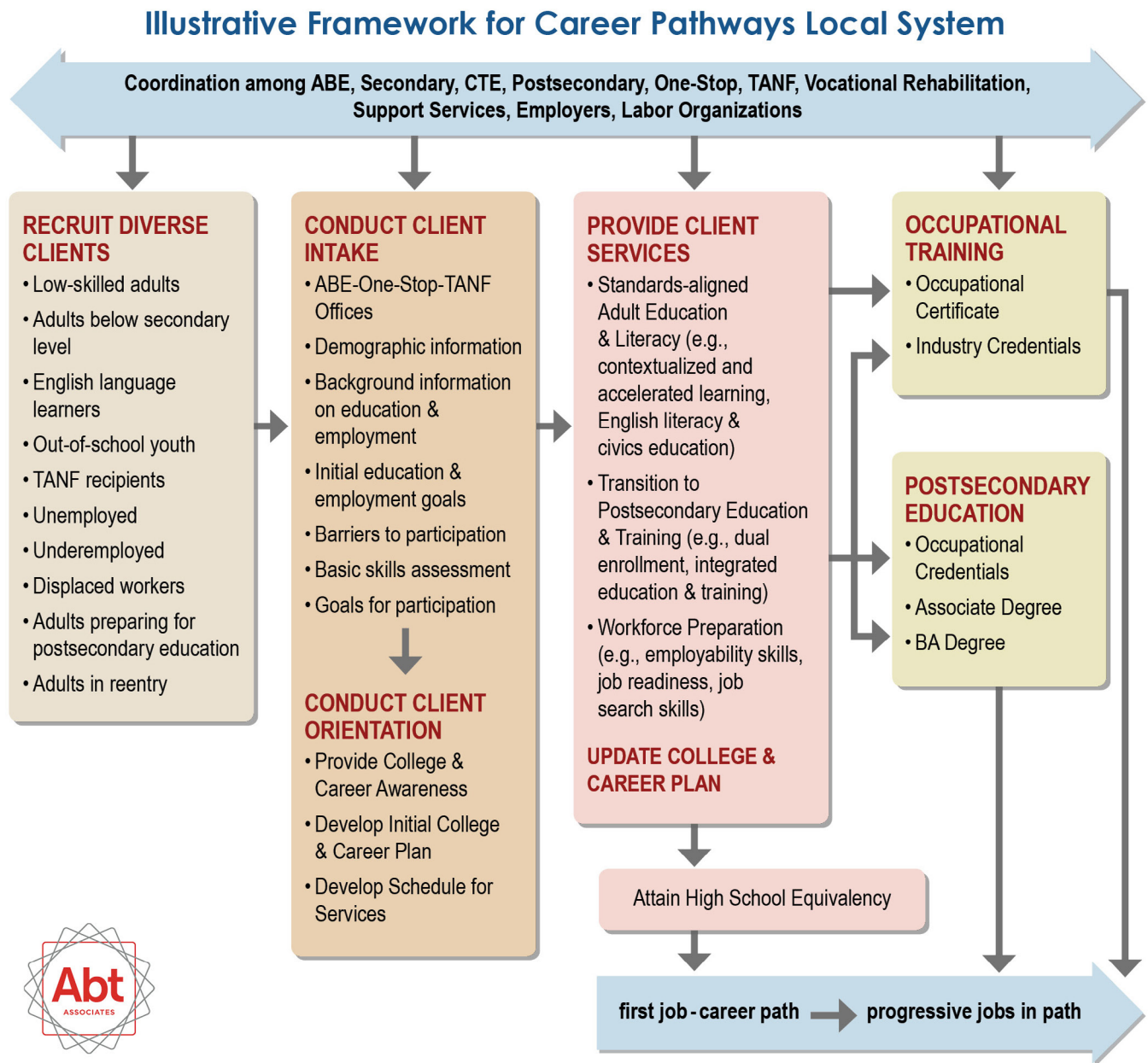
---

2   Alamprese, J. "Leading ABE under WIOA," presentation at the Alaska ABE Regional Program Meeting, Anchorage, Alaska, February 23, 2016.

3   Alamprese, J. "*Moving Pathways Forward* Project," presentation at the New Jersey Career Pathways Meeting, Trenton, New Jersey, July 29, 2015.

that promotes multiple outcomes and leads to career pathways over time. A customizable version of the flow chart is in **Appendix 1**.

Figure 3. Illustrative Framework for Career Pathways Local System

Illustrative Framework for Career Pathways Local System

Coordination among ABE, Secondary, CTE, Postsecondary, One-Stop, TANF, Vocational Rehabilitation, Support Services, Employers, Labor Organizations

RECRUIT DIVERSE CLIENTS
- Low-skilled adults
- Adults below secondary level
- English language learners
- Out-of-school youth
- TANF recipients
- Unemployed
- Underemployed
- Displaced workers
- Adults preparing for postsecondary education
- Adults in reentry

CONDUCT CLIENT INTAKE
- ABE-One-Stop-TANF Offices
- Demographic information
- Background information on education & employment
- Initial education & employment goals
- Barriers to participation
- Basic skills assessment
- Goals for participation

CONDUCT CLIENT ORIENTATION
- Provide College & Career Awareness
- Develop Initial College & Career Plan
- Develop Schedule for Services

PROVIDE CLIENT SERVICES
- Standards-aligned Adult Education & Literacy (e.g., contextualized and accelerated learning, English literacy & civics education)
- Transition to Postsecondary Education & Training (e.g., dual enrollment, integrated education & training)
- Workforce Preparation (e.g., employability skills, job readiness, job search skills)

UPDATE COLLEGE & CAREER PLAN

OCCUPATIONAL TRAINING
- Occupational Certificate
- Industry Credentials

POSTSECONDARY EDUCATION
- Occupational Credentials
- Associate Degree
- BA Degree

Attain High School Equivalency

first job - career path → **progressive jobs in path**

Abt ASSOCIATES

Organization of the Planner

The Planner is organized to address areas of career pathways local systems development that the *Moving Pathways Forward* project team found were instrumental in enabling adult education state leaders to establish a foundation for local career pathways services. Each section provides a series of steps in a multi-phase process to enable adult education state leaders to:

- **Assess** the status of local career pathways implementation;

- **Identify** gaps in local career pathways as well as potential practices to support career pathways;

- **Develop** a strategy for supporting adult education providers in implementing local career pathways;

- **Demonstrate** new practices to support career pathways through a pilot test in a sample of service providers; and

- **Evaluate** the ongoing progress of career pathways.

The Planner is not a detailed manual for providing technical assistance; rather, it is a guide with information, suggestions, tools, and other resources that adult education state leaders can use in organizing technical assistance. State leaders' use of the Planner will vary depending on the components of local career pathways that need to be developed or strengthened, the state's infrastructure for delivering technical assistance to local providers, and the availability of expertise for delivering assistance. State leaders are encouraged to review the Planner in its entirety before selecting specific sections or tools for closer study and action.

Section 1:
Assessing Local Career Pathways Systems

Discussed in this section are steps that adult education state leaders can take to gather data and information to inform their statewide career pathways planning efforts. These steps are helpful in (a) supporting the development of new local career pathways systems, or (b) re-assessing existing local career pathways systems to ensure services are aligned with WIOA. Before state leaders can develop a plan for guiding new career pathways within adult education or refining existing career pathways services, they should determine to what extent adult education services providers' current activities are aligned with the framework for a local career pathways system (**Figure 3**). This information can assist state leaders in setting a career pathways vision that will resonate with adult educators (see Section 2: Communicating Career Pathways).

Key activities that can inform local career pathways system-building efforts are:

• **Reviewing National Reporting System for Adult Education (NRS) data to understand clients' demographic characteristics, skill levels, and attainment of outcomes;**

• **Gathering and summarizing information about adult education providers existing career pathways services; and**

• **Identifying current activities that support career pathways and gaps to be addressed.**

Referenced in the activities below are helpful resources and tools to support state leaders' information-gathering and planning for assessing local career pathways systems.

Review NRS Student Data

Adult education state leaders should begin their review of their state's local career pathways system by understanding the range of clients who participate in adult education services and the outcomes they have achieved related to career pathways. A state's NRS data concerning clients' demographic characteristics, basic skills at entry into adult education, goals for participating in adult education, receipt of a secondary credential, and postsecondary education and employment outcomes provide important baseline information for assessing changes in clients' movement toward career pathways over time. Information about clients' demographic characteristics, along with additional information about their employment status and disabilities, can assist state leaders in determining whether adult education providers are serving the range of clients recommended under WIOA.

State leaders will want to examine the data listed below for individual adult education providers as well as for groups of providers organized by type of provider agency (e.g., community colleges, school districts, community-based organizations) and by region.

- Distribution of clients by demographic characteristics (age, sex, race/ethnicity);

- Distribution of students by NRS skill levels;

- Percent of clients with postsecondary participation and employment goals;

- Percent of clients who earn a secondary credential;

- Percent of clients who enter postsecondary education;

- Percent of clients who complete postsecondary courses (longitudinal data);

- Percent of clients who earn postsecondary credentials—certificates, degrees (longitudinal data);

- Percent of clients who obtain employment; and

- Percent of clients who retain employment.

State leaders' review of individual adult education providers' performance will help identify which providers may need individualized assistance to address specific program functions related to preparing clients for transitioning to further education, training, or employment. Data organized by provider type can reveal whether certain providers, such as school districts and community-based organizations, may be having difficulty transitioning clients to further education at community colleges. Provider data organized by region may point to strengths or challenges in providers' relationships with One-Stop centers. The examination of clients' background characteristics, educational attainment, and employment outcomes are critical to ensure successful career pathways transitions for these clients. The more detailed information available to state adult education leaders about service providers and clients, the better guidance, professional development, and technical assistance on career pathways they can provide for local provider staff.

Gather and Summarize Information from Local Providers

State adult education leaders' activities in planning local career pathways systems should include the collection of information from adult education service providers that can provide an understanding of the level of career pathways activities underway at the local level. One type of information is the current local practices in career pathways that reflect the elements of career pathways discussed in the Introduction.

Collect Information about Local Practices in Career Pathways

Collect information about local practices in career pathways by administering the **Adult Education Provider Career Pathways Survey** (**Figure 4**), provided in a customizable format in **Appendix 2**. The survey enables adult education providers to document their current career pathways activities within the key elements of a career pathways system. The survey should be completed by the adult education program director and staff involved in delivering services to support clients' development of career pathways. As part of the distribution of the survey, state leaders should ask adult education program directors to identify staff members involved in delivering the types of services noted on the career pathways survey who can contribute to the survey.

State leaders should emphasize the importance of providing specific examples of the activities conducted for all items that are checked as "Activity is Underway", and responding to the open-ended questions throughout the survey.

Figure 4. Adult Education Provider Career Pathways Survey

1. Coordinate with Interagency Partners

ABE programs carry out coordinated activities with community colleges, career and technical education institutions, workforce development, businesses, social services, and other entities to implement a comprehensive local/regional career pathways system.

Directions: Possible interagency partners are listed in this column below. For each of the entities listed, rate the extent to which your ABE program has a current partnership by placing an "X" in the appropriate rating column. For agencies rated as "Activity Is Underway" (2), in the last column describe the types of interagency activities that your ABE program is conducting with its partners, particularly supporting career pathways. Provide examples of activities for specific partners.

Partner	No Activity is Underway: 0	Activity is Being Discussed: 1	Activity is Underway: 2	Describe the types of interagency activities that the ABE program is conducting with each partner rated as "2."
Community college(s) and other postsecondary education providers				
Career and Technical Education providers				
TANF providers and human service agencies				

> **TIP:** The online administration of the survey using a survey tool such as Survey Monkey or Survey Gizmo will streamline data gathering and the aggregation of responses about current implementation of career pathways activities. Regardless of the survey format, a completion deadline and instructions for completing the survey should be provided.

Summarize the Information Collected

Information gathered from the survey will help state leaders prioritize key areas for targeted professional development and provide a clearer picture of the overall status of career pathways activities in adult education providers across a state. The results from the survey should be compiled using the customizable **Adult Education Provider Survey Summary Worksheet (Appendix 3).** Once survey data are aggregated, state leaders can categorize adult education providers into groups of highest and lowest self-ratings based on the percentages of career pathways component items for which providers have checked "Activity is Underway." This information enables state leaders to identify the providers who perceive themselves as high and low implementers of career pathways. State leaders can also organize the responses to each of the reflection questions by topic to understand the types of additional career pathways activities that providers are carrying out (reflection question 1) and the types of barriers providers are encountering in implementing career pathways (reflection question 2). Steps for completing the form and additional ways of organizing the results from the analysis of the survey are shown in the sample provided in **Appendix 3.**

TIP: As with all self-report data, it is important that state leaders interpret the survey results in light of other information that the state has about service providers' implementation of career pathways activities.

The information provided by adult education providers about the types of activities providers are implementing for each of the seven career pathways components (far right column of survey) is a rich source of data on a state's potentially promising career pathways practices. To get a better understanding of the activities underway across the state, state leaders can organize the activities by transferring this information to the survey's **Adult Education Provider Survey Summary of Practices Form** (**Appendix 4**). State leaders should review the completed surveys to identify the career pathways components for which providers have listed multiple activities and transfer the information only for those components to the **Survey Summary of Practices Form.**

The information summarized from the survey can be reviewed and discussed with providers to obtain details about the use of the practice, the ways in which the practices are being implemented, and where there is any evidence that the practice is contributing to clients' outcomes.

Identify Current Activities and Gaps

State leaders should examine the results on the **Adult Education Provider Survey Summary Worksheet (Appendix 3)** and consider the following questions. These questions can assist leaders in assessing the status of career pathways implementation across adult education service providers and identifying possible gaps in services that can be addressed through professional development.

- Which components of career pathways are implemented most widely and least widely by providers?
- Which service providers have the strongest implementation of career pathways components and the weakest implementation of career pathways?
- What percentage of local programs have interagency partnerships with the local partners necessary for implementing a local career pathways system?
- In the area of instruction, what combination of instructional materials and teaching methodologies are being used? With what levels of students?
- What career awareness activities are being conducted?
- What are the key issues that service providers have identified to support the successful implementation of career pathways activities?
- What career pathways activities, in addition to those associated with the seven components, are providers implementing?
- What are potentially promising practices in each component of career pathways?

It is likely that state leaders will discover both issues of concern and promising local practices in their analysis of information that was collected. The analysis should inform state-level planning for career pathways professional development, technical assistance, and policies that will support local career pathways system development.

Section 2:
Communicating Career Pathways

Adult education state leaders' findings from their assessment of local career pathways activities will help determine the guidance and technical assistance that adult education providers need to develop for new career pathways systems or to strengthen existing career pathways. However, before new activities and services are designed or disseminated, state leaders should consider the key messages about the benefits of career pathways for clients that can be communicated to local provider staff, agency partners, and clients. These messages are part of the state's communication about career pathways and can be used by adult education providers in their public relations and client recruitment activities.

State leaders can implement the communications activities discussed in this section to support adult education providers in building local career pathways systems. These communication strategies will be instrumental in assisting adult education providers in working with local partners to implement comprehensive career pathways services.

Developing a Communications Plan

Of the state adult education office's many roles, building support for career pathways should be a high priority. Adult education state leaders should work with their state-level career pathways partners to develop communication strategies at the state level to "brand" career pathways, which can help adult education service providers attract a wider range of clients and build new partnerships. Helping potential clients and the general public understand how adult education providers are preparing individuals for in-demand careers and the acquisition of postsecondary credentials is central to building career pathways.

In developing a strategic communication plan for career pathways within adult education, state leaders should seek assistance from state-level communications and public relations staff. State leaders' use of a communications strategy and key messages will yield significant return on investment for adult education stakeholders across the state.

Below are considerations for states in developing a communications plan that supports the development and implementation of local career pathways systems:

- The **value** (benefits) of a career pathways approach to clients and to communities should be front-and-center in key messages. The messages should be relevant to all stakeholders and, once adopted, should be communicated **clearly, consistently, and frequently**.

- Developing **visual representations** of a career pathways system can help convey to stakeholders their roles in the system and convey to clients the opportunities the system provides, such as multiple entry and exit points, support services, and a chance to earn labor market credentials.

- **Leverage existing resources** from other state agencies or initiatives. If a state has branded a phrase or term for career pathways that is already in widespread use, this can be used in the messaging. Information on how adult education providers are working with local partners to help clients realize their career pathways potential in communities across the state should be highlighted. Adult education client outcomes should be listed succinctly along with client success stories to encourage potential clients to learn more about career pathways opportunities in their community.

- Career pathways marketing materials should feature the **key messages** of the state's communication plan. Materials should be designed so that the same brochure, for example, can be used by providers across the state and customized to highlight local partnership opportunities and providers' services. An example of one state's effort to develop state-level career pathways materials for local use comes from Pennsylvania. The adult education state office developed a trifold brochure that local providers can download, customize, and print on demand. This approach ensures consistent messaging about career pathways opportunities and outcomes for adults across the state. It also enables providers to use a professionally designed marketing piece that can be easily customized for specific partners or groups of potential clients.

Facilitating Communication

Another way adult education state leaders can help facilitate effective communication of career pathways at the local level is to conduct a peer feedback session of adult education program directors. Each program should be asked to bring copies of current marketing materials to exchange with one another. An exercise can be conducted in which each adult education staff member reviews and rates marketing materials from three to five other service providers. A ranking scale can be used to identify strengths and areas for improvement. Categories for evaluation can include design, content, target audience, and so forth. After rating the materials, adult education staff can discuss the ways in which existing provider brochures, posters, and other materials could be modified to include key messages about career pathways. This process allows local staff to assess, through the eyes of objective peers, how they are currently advertising their services and how they could modify, reposition, or expand existing materials to incorporate career pathways messages. Local adult education staff will find the exercise interesting and informative, and leave the meeting with career pathways marketing ideas they can put in place right away.

> **TIP:** See the **Marketing Materials Review Forms (Appendix 5)** that have been used in Alaska and Montana as part of these states' career pathways rebranding activities.

The implementation of career pathways services will have little chance of success if provider staff are not advocates for a career pathways approach and can easily share career pathways messaging in their communities. Creating messages and communication tools to share those messages are helpful activities that state leaders can undertake.

Section 3: Supporting Partnerships

An effective local career pathways system is built on partnerships among agencies and organizations whose efforts complement each other and strengthen outcomes for partners. Adult education state leaders can foster the development of partnerships to support local career pathways systems by helping adult education providers understand why partnerships are essential for program success and identifying the types of agencies and organizations with whom a partnership would be beneficial. State leaders also can assist providers in being strategic in forming partnerships and in developing an action plan that will enable partnership growth and sustainability. This section includes information and tools for adult education state leaders to use in working with local providers to support their partnership activities.

Developing Local Partnerships

State leaders' analysis of data collected through the **Adult Education Provider Career Pathways Survey** (Section 1) should provide a sense of adult education providers' current partnership development. Once adult education providers have refined their marketing and outreach materials to incorporate key messages about career pathways (Section 2), they should have communication tools that will prove valuable in partner outreach. State leaders' next step in working with providers on career pathways is to address local partnership development. It is likely that the adult education state office will need to provide formal professional development or technical assistance to advance local providers in their partnership development efforts. State leaders can assist local providers in understanding the role of partners in local career pathways, in preparing to form and sustain partnerships, and in planning partnership development and expansion.

> **TIP:** State leaders also can guide adult education providers' partnership development through the use of resources such as analysis tools, checklists of partner activities, and action plan templates that can point local providers in the right direction.

Role of Partners

Partners are critical to implementing career pathways; they provide information, resources, and expertise that are required for a multi-service local career pathways system. Rarely do all of the needed resources reside in one local service provider's organization. Adult education providers will likely need access to additional expertise or staffing in implementing robust career pathways activities to obtain timely labor

market information and carry out effective recruitment and intake procedures, quality instructional design and delivery, integrated education and work opportunities, and support services for learners. As adult education providers identify the types of assistance they may need from partners, state leaders can remind them of the key categories in which they should seek partners who can support career pathways activities: workforce development agencies, community and technical colleges, school districts, vocational rehabilitation, employers, union organizations, and community service agencies.

State leaders should also encourage local providers to consider community/regional level issues to maintain a perspective on the broader career pathways ecosystem. In building career pathways systems, it is important to consider the strategic, long-term advantages that partnerships with adult education can provide potential partners. State leaders can discuss with adult education providers the issues that motivate potential career pathways partners and that can be areas of common ground between adult education providers and their partners.

Potential Partners' Interests

Community College Leaders:

- Reduce remedial course enrollment
- Enhance student engagement
- Increase credential and degree attainment

Economic Development and Workforce Leaders:

- Enhance labor pool to retain and attract employers
- Increase income levels in the community
- Align economic development vision and workforce advancement
- Increase impact of government-funded programs
- Drive economic growth and improve quality of life
- Reduce poverty, crime, and support costs

Employers:

- Increase access to qualified workers
- Shorten new employee orientation times and reduce expenditures
- Increase productivity
- Reduce recruitment costs and turnover

Steps to Form Partnerships

Strong partnerships are formed when potential partners identify a common issue or need where both entities can benefit from working together. Adult education state leaders should promote adult education

providers' engagement in two phases of activities for developing partnerships to support career pathways:

1. Collecting background information about a potential partner to identify possible areas of common need between adult education and the potential partner in delivering career pathways services or achieving client outcomes, and

2. Conducting meetings with a potential partner to gauge interest in working together, identify common needs, assess the benefits and payoff of working together, and determine how the partners will collaborate.

Collect Information about Potential Partners

State leaders should encourage adult education providers to prepare for working with potential career pathways partners by collecting the following background information before initiating contact with the potential partner:

*   Gather information about potential partners' mission, funding sources, staff, services, and client population;

*   Identify possible common interests and issues between adult education and the potential partner based on the information gathered about potential partners' funding sources, services, and clients;

*   Think about the ways in which adult education could help potential partners with their issues and interests in terms of services, expertise, and resources; and

*   Consider the ways in which adult education could benefit from working with partners based on the available information.

State leaders can facilitate providers' collection of information by identifying sources of data on funding sources, requirements for services, and client outcomes that providers can consult in determining a potential partner's interest in adult education. With the above information in hand, adult education service providers will be better prepared to approach potential partners and prompt their interest in discussing a possible collaboration.

Use Strategies to Develop and Sustain Partnerships

Adult education state leaders can assist providers in planning strategies to build sustainable partnerships. Research on the factors that contribute to successful partnerships between adult education and workforce development has shown that adult education service providers who conducted the following activities in their initial work with partners were able to engage potential partners in establishing strong partnerships: [4]

*   Identify the common needs and interests of the adult education provider and potential partners and why working together will help to address each other's needs;

*   Develop a shared vision of objectives for working together based on a review of client data, performance goals, gaps in service delivery and other ways in which a partnership between adult

---

[4]   See Alamprese, J. A. (June 2009). *Final report—Shared Goals, Common Ground: State and Local Coordination and Planning to Strengthen Adult Basic Education Services*. Bethesda, MD: Abt Associates Inc.; Alamprese, J.A., Brigham, N., & Sivilli, J.S. (1992). *Patterns of Promise: State and Local Strategies for Improving Coordination in Adult Education Programs*. Washington, DC: COSMOS Corporation.

education and partners could be mutually beneficial;

- Build trust by developing interpersonal relationships to ensure that the benefits of the partnership outweigh the costs; and

- Maintain partnerships by having frequent, scheduled communication between partners during which partners have an opportunity to address challenges, recognize accomplishments, and engage in ongoing planning.

The same strategies for developing new partnerships can help to expand and strengthen existing partnerships. As providers work with current partners they should identify new needs to address as well as ways to ensure that their work together is mutually beneficial.

Adult education providers can use a **Partnership Work Plan** (**Appendix 6**) to engage and plan with partners. The planning tool is designed for partners to discuss and list their goals for the partnership, activities, timeline, and expected outcomes. The document can be used to design new and plan ongoing partnership activities, and should be updated as partners continue their work together.

To support overall local partnership development, adult education state leaders should work with their interagency state partners to encourage communication with their local providers about the benefits of forming partnerships with adult education providers. State agencies' support for local partnerships is critical in modeling partnership activities and in reinforcing the instrumental role of partnerships in delivering career pathways services.

Resources to Support Partnerships

Adult education state leaders will vary in their needs and approaches for delivering professional development to support adult education providers' implementation of local partnerships. Described below are state and national resources that state leaders can access to assist providers in developing and expanding partnerships for career pathways.

State Strategy: Pennsylvania's Partnership Map

The state of Pennsylvania's adult education staff developed a partnership map template that providers can use to identify potential partners. The map was based on an exercise conducted at the state level to ensure partnerships were in place with key agencies to support WIOA planning. State leaders were able to easily modify their planning documents to provide a template for local providers. Through a concept mapping exercise, state leaders identified the key partner categories: Workforce Development, Business/Industry, Education and Training, and Health and Human Services. Adult education providers can also create a map by listing specific agencies (including divisions or departments) and organizations for each category. For each potential partner agency or organization, a point of contact and contact information should be identified and collected. Once contacts are identified, a goal and potential discussion items should be drafted to serve as the basis for the initial outreach to each potential partner.

TOOL: The Institute for the Study of Adult Literacy at Penn State developed an Adult Career Pathways Partnership Inventory [tool](#) that can complement the planning process once potential partners are identified.

Partnership Resources

- the LINCS online course, *Building Strategic Partnerships*, is a good primer for adult education providers;

- The Aspen Institute's report on *Courses to Employment: Partnering to Create Paths to Education and Careers*, which provides examples from six local partnerships;

- the Department of Labor's Career Pathways Toolkit provides a broad overview and supporting resources on each of the six key elements of career pathways, including partnerships; and

- The Career Pathways Toolkit: An Enhanced Guide and Workbook for Systems Development provides writable tools and worksheets for each element to assist with implementation efforts. State staff should review Elements One (Building Cross-Agency Partnerships) and Two (Identify Industry Sector and Engage Employers).

Section 4: Designing Intake Processes, Instruction, and Transition Services

Intake processes, instruction, and transition services are the foundation of a career pathways system of services. Local partner agencies' and institutions' coordinated services can be critical in enabling clients to begin a pathway towards family-sustaining jobs. Adult education state leaders can be instrumental in ensuring that adult education providers conduct a comprehensive client intake process, deliver high-quality instruction that incorporates approaches associated with positive career pathways outcomes, and establish systems for transitioning clients from adult education to further education, training, and employment. In this section, the **Illustrative Framework for Career Pathways Local System** discussed in the Introduction is used to illustrate how adult education providers can expand services, processes, and partnerships to support career pathways implementation. Included below are considerations for effective intake processes, instruction, and transition services.

Expand Intake Information

Expanding information collected from clients during the intake or process will provide adult education providers with more details that can inform service design. State leaders should encourage providers to assess their current intake process by asking themselves how much they know about their potential clients. Provide the **Illustrative Framework for Career Pathways Local System (Appendix 1)** as a guide for local staff to use when developing intake questions. Local providers should use the information gathered during intake to help clients identify and refine personal goals, identify gaps in services that may require partnerships, and better advise clients about career pathways opportunities. In addition to the information that adult education providers collect for the NRS, additional questions that could be asked are:

- What is the highest level of education that you have attempted?

- What are your skills and interests related to careers?

- What type of work experience do you have?

- What type of services are you currently receiving and what assistance do you need to help you pursue your education? (Transportation assistance? Child care? Schedule flexibility?)

- What are your education and career goals?

TOOL: See an example career pathways intake form from Nebraska's adult education state office.

Provide Career and College Awareness

Many clients have not identified career goals and require services that will help them explore career options matched to their interest areas and local labor market needs. Career and college awareness services should also provide clients with details about instructional program options that will help them achieve their goals for the careers they identify.

Career and college awareness can be offered as a stand-alone course that enables clients to assess their interests and abilities, explore careers that align with their interest, and develop educational plans for achieving their goals. This holistic approach to career and college awareness motivates clients to participate in adult education and facilitates their short- and long-term planning for college and careers. Career awareness also can be integrated into instruction through workplace scenarios and contextualized examples of how academic concepts are applied in specific careers. Incorporating vocabulary from a variety of occupations into instruction can increase basic career awareness across all levels of adult education programs to help generate clients' interest and motivate them to explore career pathways opportunities.

Example instructional resources include:

- *Oregon's Career and College Awareness* course – provides ten detailed lesson plans, PowerPoint slides for teaching the lessons, and learner materials. In this course, clients assess their interests, abilities, and experiences; explore careers that are aligned with their interests and abilities; identify the types of credentials and training that are needed for their career of interest; and prepare a career and college plan that specifies their short- and long-term goals, challenges to achieving these goals, and steps to take as they progress through their education program. The course recognizes the transformative process many individuals must go through to achieve a level of self-efficacy that enables them to set higher education and career goals that can lead to family sustaining wages.
  http://www.oregon.gov/highered/institutions-programs/ccwd/Pages/adult-basic-skills.aspx

- *Integrating Career Awareness into the ABE & ESOL Classroom* (NCTN/SABES) – A flexible curriculum that prepares adult educators to incorporate career awareness and planning into instructional and counseling activities. The lessons and handouts can be adapted for a range of clients and skill levels.
  http://www.collegetransition.org/publications.icacurriculum.html

Career and college awareness activities can be integrated into adult education services in numerous ways. Such activities should be intentional, focused on realistic career opportunities and local jobs in demand, and clearly convey the credentials required and related education and training necessary to prepare clients for employment in family- sustaining occupations.

TOOL: See an example checklist as well as sample career awareness activities from Pennsylvania's adult education system.

Design Instruction to Support Career Pathways

A broad range of instructional strategies should be explored when considering how to reframe basic skills instruction within the context of career pathways. Contextualized instruction offers a promising approach. In a contextualized lesson, foundational academic skills that help clients build readiness for college and careers are integrated with career exploration, technical skill-building, and/or employability skills that help clients prepare for employment. The specific balance of the content areas varies, depending on the program.

Contextualized instruction can increase client engagement and motivation to learn by relating instructional content to the specific context of clients' lives and career interests. It is an approach that creates explicit connections between the teaching of foundational basic skills and technical disciplines. Career pathways can provide much-needed relevance for academic concepts that clients often find difficult to understand without a familiar or relatable context.

Effective strategies for designing the content for contextualized lessons include:

- Collaborating with content and industry experts to plan and develop curricula that combines underlying foundational basic skills instruction within the context of occupational skills and competencies;

- Integrating foundational basic skills content standards and technical standards when defining learning objectives; and

- Aligning course content to the defined learning objectives, striking the appropriate balance of each of the key content areas.

> **TIP:** Clearly defined learning objectives are necessary elements of a contextualized lesson plan. All lesson materials and activities should be linked to the objectives. When developing a contextualized lesson, instructors should consider:
> - How are the skills practiced in the lesson appropriate for the career context?
> - Do activities build both occupational/technical and basic skills?
> - How are employability skills incorporated into the lesson?
> - Is the link between activities and the learning objective they support clear?

Contextualized instruction often incorporates authentic materials from the workplace to further demonstrate the connection between learning objectives and careers. Multiple teaching methods and types of learning experiences are typically found in a classroom engaged in contextualized instruction. Cooperative learning groups, peer mentoring, and hands-on activities are common. Local employers and community college career-technical faculty are excellent partners to collaborate on the development contextualized instruction that will prepare clients for postsecondary instruction and in-demand careers.

Below are examples of how several states have approached instructional design for career pathways.

- *ACP News*, May 2013 [Special Issue](#), "Contextualized Instruction Takes Center Stage in ACP Programs' Professional Development" highlights how six states have used contextualization approaches to enhance career pathways program instruction.

- PluggedIn VA[5] is the state of Virginia's career pathways instructional [framework](#) designed to help adult learners develop digital literacy skills, 21st century skills, and professional soft skills to prepare for employment in a variety of industries as they complete their GED® credential, Career Readiness Certificate (CRC), and industry-recognized certificates.

- The state of Washington's I-BEST system is a well-documented model for integrated education and training. Read an I-BEST program example from Shoreline Community College in this [issue](#) of *ACP News*.

- Pathways to Prosperity is Minnesota's [approach](#) to adult career pathway programming that focuses on integrated education and training and credential attainment for in-demand occupations.

- Oregon Pathways for Adult Basic Skills Transition to Education and Training (OPABS) - http://lincs.ed.gov/publications/html/acp-newsletters/vol1issue3.html (Article describing OPABS courses in 2011)

Resources for Instructional design and planning for career pathways

Example resources available to support instructional design and planning for career pathways:

Online courses available in the LINCS [Learning Portal](#):
Developing Effective Bridge Programs
Designing Contextualized Instruction

Preparing English Learners for Work and Career Pathways - [Companion Learning Resource](#) highlights effective instructional models of integrating occupational training with academic instruction across many ELL levels.

The LINCS Resource Collection on [Career Pathways](#) offers guides and instructional materials for career pathways implementation.

Moving Pathways Forward project [podcast](#) with Dr. Debra Bragg - *A Tale of Two CTEs: Secondary and Postsecondary Impacts on Career Pathways Advancement* offers strategic considerations for adult educators related to career pathways programming.

---

5   For more information, see http://www.pluggedinva.com/

State Leadership to Support Instruction

Regardless of the teaching methods being used in adult education programs, state leaders should facilitate the development of an instructional framework for career pathways that supports multiple subpopulations, incorporates the considerations for instruction specified in the Adult Education and Family Literacy Act, WIOA, Title II, and can be easily adopted by adult education providers with appropriate professional development. State leaders can use data gathered earlier from the **Adult Education Provider Career Pathways Survey** to identify current instructional approaches being used in the state.

The following questions should be considered as state leaders review local instruction:

- Is a coherent model of instruction being used?

- Does the instruction align with Adult Education Career and College Readiness Standards?

- Does the program integrate occupational information and employability skills through the delivery of contextualized instruction?

- Are multiple instructional models being offered to address the varied needs of clients? (e.g., Co-enrollment, I-BEST) If so, has sufficient professional development been provided to instructors to prepare them to effectively implement these models?

Transition Adult Education Learners to Postsecondary Education and Employment

Clients need a clear road map to move beyond basic education and a personal career pathways plan to navigate the education and training options available to them. Adult education providers should consider developing processes for transition planning that begin with clients' preparation of a career and college plan as part of their orientation to adult basic education and continue until they are placed in their next educational or training program after adult education. Activities that adult education staff can conduct to facilitate clients' transition to next steps are:

- Revisit learner career and college plans as clients progress through foundational basic skills instruction, complete their high school equivalency credential, and consider a postsecondary program of study to pursue;

- Engage with partners in community colleges and other agencies to identify resources that clients can access to obtain assistance in selecting an education or training program and the courses required for that program, applying for financial aid, preparing for college placement tests, and completing a college application;

- Engage with One-Stop partners to identify services that clients can obtain to prepare for employment; and

- Monitor clients' progress in accessing resources to prepare for postsecondary education/employment and provide support and guidance as learners transition to their next step.

State Leadership to Support Transition to Postsecondary Education and Employment

Adult education state leaders play a critical role in supporting adult education providers in designing and implementing learner transition planning processes. State leaders can work with their state partners in higher education and workforce development to message to adult education programs, colleges, workforce development boards, and One-Stop centers the necessity of sharing information and resources to facilitate clients' transition from adult education. State leaders can also gather information about adult education transition strategies being used within the state and in other states to stimulate the activities of adult education providers in developing local career pathways systems. The state office's leadership in working with adult education providers to establish intentional processes for guiding clients to further education and employment will help ensure success and advancement.

Section 5:
Promoting Continuous Improvement

The linchpin in a quality career pathways system is state agencies' continuous oversight of the progress of the system components and the outcomes that are achieved. While state agencies are establishing longitudinal data systems to share data across delivery systems for evaluating career pathways participants' performance, adult education state leaders have a key role in leveraging data and information to guide and monitor adult education service providers' career pathways activities and assess client outcomes. This section addresses activities that state leaders can conduct to assess client participation and progress, monitor quality of career pathways, and plan a pilot test to assess the potential of promising career pathways services.

Assess Client Participation and Progress

The NRS contains primary data that adult education state offices collect about clients' receipt of WIOA, Title II services and their outcomes from participation in those services. The NRS outcomes represent critical evidence of clients' success in career pathways and, as such, are important benchmarks for state leaders to use in monitoring clients' progress over time. As adult education state offices work with other agencies to access clients' postsecondary education and employment outcome data and as the quality of these data improve through states' data quality initiatives, the overall assessment of career pathways outcomes will increase in credibility and utility.

In addition to reviewing postsecondary education and employment outcome data, state staff should monitor the ongoing progress of adult education clients through desk audits using their states' adult education databases. States vary in the structure and flexibility of their adult education databases, as well as timelines for local providers' entry of client data. Where possible, state staff should review, at least quarterly, adult education providers':

- **Enrollment data** to identify changes in characteristics of clients, such as highest level of education attained, employment status, and client goals, which may signal the need for new types of career pathways activities within adult education services to address these clients' needs;

- **Attendance data** to identify the characteristics of clients who participate 12 hours or less to determine whether there are patterns (e.g., highest level of education attained, employment status) that suggest career pathways could be an incentive to encourage clients' ongoing participation; and

- **Client goal data and level of highest education attained** to assess the number of clients with a secondary credential who are enrolled and will likely need accelerated instruction to enable them to transition to a postsecondary education or training programs.

The data trends discussed above can point to the need for adult education providers to diversify their career pathways services so that the education goals of clients can be readily met, sharpen their communication and messaging about career pathways services so that it resonates with a variety of clients, and provide targeted advising so that clients entering adult education with a secondary credential have options for instruction that is aligned with their needs.

Monitor Quality of Career Pathways Services

Monitoring the quality of adult education services is an area of continuous program improvement that is often challenging for state offices, in part because the types of data needed to assess service quality are multi-faceted and are labor-intensive to collect and analyze. As adult education state leaders prepare to implement WIOA's requirement for states to evaluate the quality of services delivered under Title II, they should consider the types of information they currently collect and how this information can be expanded to include a career pathways approach. For example, while adult education state staff likely use the Adult Education College and Career Readiness Standards as one framework for assessing the quality of adult education instruction, state staff also may consider the use of the **Illustrative Framework for Career Pathways Local System (Appendix 1)** as a guide for assessing the completeness of the career pathways services being implemented by adult education service providers. Other considerations for collecting information about quality of career pathways services include:

- Using the results from the **ABE Provider Career Pathways Survey (Appendix 2)** discussed in Section 1 as baseline data for adult education providers' implementation of the key components of a career pathways system. The survey can be administered annually to track providers' progress in career pathways activities and to assess the increase in the types and quality of activities that providers deliver as indicated by the evidence they provide in the last column on the survey; and

- Asking providers at the beginning of each program year to prepare career pathways implementation plans that describe the activities they plan to conduct for each of the boxes on the **Illustrative Framework for Career Pathways Local System** in Section 1, and the expected outcomes from these activities. At the end of each program year, ask providers to report on their implementation of the activities they had planned to conduct, the outcomes that were achieved, factors that facilitated the implementation of the activities, and challenges that they had to address in delivering services.

These activities can assist state leaders in understanding the range of career pathways services that providers are delivering and begin to assess quality by examining the differences across providers regarding types and intensity of services as well as outcomes resulting from the services. As more research becomes available from rigorous evaluations of career pathways services, adult education state staff will be able to use the evaluation results to calibrate their criteria for assessing the quality of career pathways services delivered in their states.

Pilot Test New Approaches

As adult education state leaders plan the implementation of local career pathways systems, one helpful activity is conducting a pilot test of new career pathways services. A pilot test is a preliminary assessment or study of an intervention—program (e.g., integrated education and training program), product (e.g., an online math course), practice (e.g., goal setting during intake), or process (e.g., procedures for transitioning clients to postsecondary education) to try out procedures and make any needed changes or adjustments to the intervention so that it can be implemented successfully. A pilot test can provide information about the target population for the new service, staff, procedures, resources needed to carry out the service, the timeline for delivering the services, and whether the expected outcomes can be achieved based on these conditions.

State leaders should consider pilot tests of new career pathways services so that they have information about whether the new service can work as expected and has potential for statewide dissemination based on its ease of implementation and outcomes. Pilot tests of expansions to existing career pathways services also can be conducted to ensure that the expansions work as intended.

To conduct a pilot test, state leaders may need assistance from an expert—a consultant or other state staff with experience—in planning and implementing a pilot test. State leaders should consider the following in determining whether a pilot test is feasible and would be beneficial:

- **What is the new intervention—product, practice, or process for implementing career pathways in adult education providers—to be pilot tested?**
  - What are the steps needed to implement the intervention?
  - What is the length of the intervention?
  - What types of staff, support, or resources are needed to implement the intervention?

- **What questions would a pilot test answer?**
  - Who is the optimal target population for the intervention?
  - Are there parts of the intervention that need to be refined to work well?
  - What outcomes do clients achieve as a result of participating in the intervention?

- **Is professional development needed for pilot site providers to be able to implement the intervention?**
  - What is the type of length of professional development needed?
  - Is the capacity to provide professional development available?

- **Are there adult education providers who would be willing to participate in a pilot test?**
  - Are potential pilot sites serving the target population for the intervention?
  - What types of support would pilot sites need to implement the intervention?

- **What data are needed to assess the effectiveness of the intervention, and can these data be collected in the time period for the intervention?**

- **How will the results from the pilot test be used to:**
  - Refine or strengthen the operation of the intervention;
  - Adjust the professional development needed to implement the intervention; and
  - Determine the capacity needed to scale the implementation of the intervention.

State leaders' responses to these questions will help them determine whether conducting a pilot test will yield results that the adult education state office can use in strengthening career pathways local services. In the *Moving Pathways Forward* project, states conducted pilot tests that were very beneficial in providing insights and lessons about implementing various aspects of career pathways local services. These included testing approaches for career pathways advising and instruction in adult education programs (West Virginia), the use of a revised career and college awareness course (Oregon), the implementation of an online math course (Montana), and building community partnerships to implement a local career pathways system (New Jersey).

For adult education state leaders interested in conducting a pilot test, procedures for planning, implementing, and evaluating a pilot test are laid out in the *Policy to Performance Toolkit*.[6] The toolkit provides a step-by-step process for state staff to use in conducting a pilot test and provides a series of tools to facilitate the pilot test process.

---

6   Alamprese, J. A. & Limardo, C. (2012). *Policy to Performance Toolkit*. Arlington, VA: Kratos Learning. See pages 37-48.

Conclusion

Adult education state leaders have a critical role in guiding and facilitating adult education service providers' implementation of career pathways local systems. While state career pathways systems provide the infrastructure for local career pathways services, the organizations, agencies, and employers involved in education, training, workforce development, human services, and supportive services at the local level are the linchpin for clients' success in earning credentials and obtaining family-sustaining jobs. This Planner addresses the key areas of career pathways local systems-building identified during the *Moving Pathways Forward* project.

The guidance offered in this Planner for adult education state leaders can be instrumental in adult education providers' implementation of a local career pathways system. Strategies for analyzing service providers' current career pathways activities, communicating messages about the importance and value of career pathways, establishing partnerships to deliver career pathways services, and conducting client intake, instruction, and client transition are fundamental to a well-functioning career pathways system. Also imperative in ensuring a quality career pathways system is the state agency's continuous oversight of the progress of the system's components and the outcomes that are achieved. As adult education state staff move forward in their technical assistance on career pathways local systems building, it is intended that the Planner provide them with direction and resources that result in strong career pathways systems for supporting adults' education and employment success.

Tools referenced in Planner

Illustrative Framework for Career Pathways Local System (Appendix 1)

Adult Education Provider Career Pathways Survey (Appendix 2)

Adult Education Provider Survey Summary Worksheet (Appendix 3)

Adult Education Provider Survey Summary of Practices Form (Appendix 4)

Marketing Materials Review Forms (Appendix 5)

Partnership Work Plan (Appendix 6)