<table>
<thead>
<tr>
<th>Demonstrate need/demand for career pathway</th>
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</thead>
<tbody>
<tr>
<td>Gather Labor Market Information</td>
</tr>
<tr>
<td>- Available jobs</td>
</tr>
<tr>
<td>- Desired skills by employers</td>
</tr>
<tr>
<td>- Earning potential</td>
</tr>
<tr>
<td>- Employment options</td>
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<tr>
<td>- Opportunities for advancement</td>
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<tr>
<td>Verify inclusion of Certification on LWIB Demand List</td>
</tr>
<tr>
<td>Verify industry jobs from proposed certificate program is in alignment with Local and Regional Plans for Workforce Development</td>
</tr>
<tr>
<td>Industry job is in the LWIB/LWIA Plan</td>
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</tbody>
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<tr>
<th>Create partnerships related to Career Pathway</th>
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</thead>
<tbody>
<tr>
<td>Partners include:</td>
</tr>
<tr>
<td>- Business and industry</td>
</tr>
<tr>
<td>- Career and Technical Education departments/training facilities</td>
</tr>
<tr>
<td>- LWIB/LWIA</td>
</tr>
<tr>
<td>- Institutional departments</td>
</tr>
<tr>
<td>- Obtain letters of commitment from ALL partners</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Pathway flowchart</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulation of one or more educational pathways</td>
</tr>
<tr>
<td>Progression of classes/training – starting point and possible paths</td>
</tr>
<tr>
<td>Connection to Bridge program</td>
</tr>
</tbody>
</table>
## Credentials to be awarded

- College/Credit-based credentials (where applicable)
  - Program of Study for the certificate program
  - Stackable certificates for ICAPS/IETs
  - Marketable programs
- Industry recognized credentials
- High School Equivalency (GED®, HiSet®, TASC®)
- Evidence-based dual enrollment strategies (paired courses, etc.)
- Possible articulation agreement (for ICAPS 2)

## Recruitment and Retention

- Target population High Intermediate ABE through ASE (NRS Level 4 and above) and ESL High Intermediate (NRS Level 5 and above)
- Marketing and recruitment plan
  - Survey students
  - Share information gathered from LMI and other sources and provide options for offered pathways/certificates, etc. with students
  - Determine student interest in learning the skills needed, earning certificates and ultimately getting a job and earning industry wage
- Strategies and plan for student retention

## Team Teaching (if applicable)

- Format
  - Stage one: observing and planning
- Stage two: traditional team teaching
- Stage three: collaborative/integrated teaching
- Integrated outcomes and joint objectives
- 25% overlap
- Communication established
- ICAPS support class taught by AE team teacher
- Acceleration strategies
  - Contextualized learning
  - Use of hybrid course designs

### Transition and Support Services

- Career Navigator
- Services provided
  - Tutoring – provided by:
  - Child care – provided by:
  - Transportation – provided by:
  - Public benefits – provided by:
  - Subsidized jobs – provided by:
  - Other – provided by:

### Required components of IET

- Adult Education and Literacy
  - Alignment with AE CCRS
  - Demonstration of contextualization/integration of instruction
  - Use of ICCB resources
- Incorporation of Workforce Preparation Activities
Illinois Essential Employability Skills
- Digital literacy/technology skills
- Incorporation of Workforce Training (not all are required, but may include one or more of the following)
  - Occupational skill training
  - On-the-job training, i.e. internships, apprenticeships, pre-apprenticeships
  - Incumbent worker training with related instruction
  - Training programs operated by the private sector
  - Skills upgrading and retraining
  - Entrepreneurial training
  - Transitional jobs
  - Job readiness training provided in combination with services
  - Adult education and literacy activities, including English language acquisition and integrated education and training programs provided concurrently or in combination with services listed in 1-7 above
  - Customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training

Course approval for any new Adult Education courses
- Meets all ICCB ICAPS requirements
- Complete course approval form
- Complete curriculum outline
- Complete syllabus for course
- Explain course delivery
- Submit to ICCB for approval