

ADVANCING CAREER AND TECHNICAL EDUCATION IN STATE AND LOCAL CAREER PATHWAYS SYSTEMS

MARCH 2013

READINESS ASSESSMENT TOOL



JOBS FOR THE FUTURE

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In April 2012, the U.S. Departments of Education (ED), Labor (DOL), and Health and Human Services (HHS) issued a “joint commitment to promote the use of career pathways approaches as a promising strategy to help adults acquire marketable skills and industry recognized credentials through better alignment of education, training and employment, and human and social services among public agencies and with employers.” At that time, they agreed upon a definition for career pathways and on guiding principles for development of comprehensive career pathways systems that were based on “six key elements” identified in DOL’s Career Pathways Technical Assistance Initiative. Vital work also has been conducted in the past several years to develop a design framework for Programs of Study under Career and Technical Education (CTE) that identifies 10 key components and subcomponents that promote the creation of high quality Programs of Study.

The *Advancing Career and Technical Education in State and Local Career Pathways Systems* project is designed to help states and local communities integrate Career and Technical Education Programs of Study into their broader Career Pathways System development efforts. Outcomes from this initiative are expected to yield: improved opportunities for students, beginning in secondary school for school-aged youth or in adult education programs for low-skilled adults, to enter into pathways that will take them to and through postsecondary education; greater numbers of individuals who attain industry-recognized credentials and degrees with value to employers in the state and regional labor markets; and increased numbers of individuals who attain employment in high demand industries and occupations. Many states have embraced

Career Pathways, particularly for low-skilled adults, and at the same time are developing rigorous Programs of Study within their CTE systems. Most of these states and local communities however, are developing these systems on parallel tracks—even though they share similar design features and intended goals. This misalignment is inefficient and ineffective for delivering services to students, jobseekers, workers and employers.

To help states and local communities bridge these efforts, we are building technical assistance for this project around an integrated model for the development of comprehensive Career Pathways Systems—blending the national Career Pathways and Programs of Study frameworks in a way that encourages system integration and alignment. This assessment tool reflects that integrated model—combining criteria from the U.S. Department of Labor Employment and Training Administration’s *Six Key Elements Readiness Assessment* for Career Pathways System development, with components contained in the U.S. Department of Education Office of Vocational and Adult Education’s (OVAE) *Programs of Study Readiness and Capacity Self Assessment*. It is intended to assist states in integrating CTE programs of study into their emerging state and local Career Pathways System, and in determining their progress along the way. This tool is not intended to take the place of either the Programs of Study Design Framework or assessment tool—as there continues to be important work to do by educators that is vital to the development of Programs of Study.

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The assessment tool is divided into the six key elements for developing a comprehensive Career Pathways System. It reflects the newly integrated model that includes corresponding components from the Programs of Study framework. These elements include:

1. Build Cross-System Partnerships
2. Engage Employers, Identify Key Industries and Align System With Industry Needs
3. Redesign Programs (including the systems changes that need to be undertaken to accomplish this work)
4. Pursue Funding, Sustainability and Scale
5. Pursue Needed Policies and Policy Changes
6. Data And Accountability

USING THIS TOOL

This assessment tool is designed to help your state and local community assess its progress toward developing a comprehensive Career Pathways System. Your team will assess its progress toward the achievement of each element. A four- point scale representing the phases of an ongoing development process will help you assess where you are currently, as well as the progress you make over the course of the project. The priority for action on any indicator can be ranked as high, medium or low by circling A, B, or C respectively in the far right column.

The four- point scale is based on the following definitions:

1. **Initiation Phase:** The team has discussed this indicator but has not started planning.
2. **Planning Phase:** The team is engaged in a planning process to agree upon the steps necessary to move forward.
3. **Implementation Phase:** The team has completed planning and is in the process of implementing strategies.
4. **Sustain/Enhance Phase:** Strategies have been fully implemented. The team is managing for sustainability and further enhancement of this indicator.

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PROCESS INSTRUCTIONS

The following instructions will guide your team through the process of using the assessment. We recommend that you complete this assessment during an in-person meeting, involving as many members of your team as possible. Your team should identify a facilitator to guide the process as well as someone to record issues and ideas that come up through discussion.

You may adapt the process to do it virtually via webinar, or have individuals complete the assessment alone and submit to one person for synthesis. Talk with your coach about ideas for conducting this process when meeting in person is not feasible.

MATERIALS

- Printed 8 ½ X 11 copies of the assessment for each team member
- One printed 24 X 36 black and white oversized copy of the assessment for the group
- Markers and tape

FACILITATOR INSTRUCTIONS

1. Have each team member individually complete the phases of development section of the self- assessment. For each indicator, team members will rate the progress for each indicator using the four- point scale described above.
1 = Initiation Phase 2 = Planning Phase 3 = Implementation Phase 4 = Sustain/Enhance Phase
2. Using the oversized version of the chart on the wall, have each team member make a “dot” next to their responses.
3. Discuss the group’s responses, especially where there are wide differences of opinion on progress. Then, have a discussion about whether any *additional* indicators of progress should be included.
4. Next, each team member will complete the priority section of the self- assessment in the context of a discreet time frame (e.g., the next 6 months). It is helpful to limit the number of high priority activities and to force a few lows in each section.
5. Again, ask all team members to mark their responses on the wall chart and discuss. Identify priority actions for the next steps plan.

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6. Finally, evaluate your site/team's overall progress towards achieving the key elements, and discuss some goals and/or next steps for making greater progress. The items that you may have flagged as a "priority for immediate action" may guide you in this last step. You will then use the *Next Steps Tool*, to record your next steps and technical assistance needs.

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1. BUILD CROSS-SYSTEM PARTNERSHIPS

Please indicate what phase of implementation you believe your state to be in regarding each of the key indicators/strategies listed. Also, indicate the level of priority for each.

Partnerships: Key Partnerships at the State and Local Levels	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
1. Key partners at the state and local level, are engaged, and their roles and responsibilities are clearly defined and agreed to in the establishment of a comprehensive Career Pathways System:						
• State Workforce Agency	1	2	3	4		A B C
• State Director for Career and Technical Education (Secondary & Postsecondary representatives)	1	2	3	4		A B C
• State Director for Adult Basic Education	1	2	3	4		A B C
• State Postsecondary Education Agency	1	2	3	4		A B C
• State Economic Development Agency	1	2	3	4		A B C

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Partnerships: Key Partnerships at the State and Local Levels	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
• State Human Services Agency	1	2	3	4		A B C
• Justice (Corrections)	1	2	3	4		A B C
• Workforce Investment Board(s)	1	2	3	4		A B C
• Community College(s) and other Postsecondary Education Providers as appropriate	1	2	3	4		A B C
• Adult Basic Education providers	1	2	3	4		A B C
• State Longitudinal Data System representative(s)	1	2	3	4		A B C
• Business Representative(s) from High Demand Industry	1	2	3	4		A B C
• Labor-Management Organizations (where applicable)	1	2	3	4		A B C
• Community-Based Organizations	1	2	3	4		A B C
• Other (describe)	1	2	3	4		A B C

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Partnerships: State Strategies	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
2. State strategies for conducting labor market analysis have been reviewed at the state and local levels, with the goals of: combining efforts on the collection and use of such information; eliminating any duplication of effort; and improving the accuracy, timeliness and usefulness of such labor market data.	1	2	3	4		A B C

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Partnerships: An Environmental Scan of Education and Training Programs	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
3. An environmental scan of education and training programs (including national initiatives) has been conducted at the state and local levels, with the goals of: identifying and comparing all initiatives underway at the state and local levels; eliminating duplication of effort; increasing system efficiencies, effectiveness and the leveraging of resources; surfacing innovation and excellence for replication; and identifying system shortcomings, for gaps and challenges to address.	1	2	3	4		A B C

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Partnerships: A Definition of a Comprehensive Career Pathways System	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
4. A definition of a comprehensive Career Pathways System that includes the integration of CTE Programs of Study, and a shared vision and goals for the system have been developed and agreed upon.	1	2	3	4		A B C

Partnerships: Pledged Support from Senior and/or Political Leaders	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
5. Senior and/or political leaders in the state and region have pledged support for the development and Implementation of the comprehensive Career Pathways System.	1	2	3	4		A B C

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Partnerships: Signed Memoranda of Understanding	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
6. Signed memoranda of understanding or the equivalent clearly define the agreed upon roles and responsibilities of partnership members at the state and local levels.	1	2	3	4		A B C

Additional Issues to Consider and Determine in Planning Process:

- What is the agreed upon mission?
- What are the shared goals? Challenges? Priorities?
- Who will be responsible for carrying out the necessary tasks?
- What is the timeline for carrying out these activities?

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2. ENGAGE EMPLOYERS, IDENTIFY KEY INDUSTRIES, AND ALIGN SYSTEM WITH INDUSTRY NEEDS

Please indicate what phase of implementation you believe your state to be in regarding each of the key components/strategies listed. Also, indicate the level of priority for each.

Engage, Identify, and Align: State and Local Teams	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
1. State and local teams collaborate on the use, interpretation and application of labor market information as it applies to the development and implementation of comprehensive Career Pathways Systems and the P-20 system.	1	2	3	4		A B C

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Engage, Identify, and Align: High Demand Industry Sectors/Clusters	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
2. High demand Industry Sectors/Clusters are identified and selected for the development of comprehensive Career Pathways Systems, aligning the best work carried out in the identification of CTE career clusters and Career Pathways sector identification efforts.	1	2	3	4		A B C

Engage, Identify, and Align: Education and Skill Needs of Employers	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
3. The education and skill needs of employers in the high demand industry sectors/clusters in the state/region have been jointly analyzed and skill shortages identified.	1	2	3	4		A B C

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Engage, Identify, and Align: Assessed Education and Training Programs	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
4. Education and training programs have been jointly assessed, compared to the education and training needs of high demand industries and employers, to identify system strengths, challenges and gaps.	1	2	3	4		A B C

Engage, Identify, and Align: Validated Relevant Labor Market Data	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
5. Employers have validated relevant labor market data agree on its accuracy and on the career clusters and or industry sectors identified.	1	2	3	4		A B C

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Engage, Identify, and Align: Unified Outreach Strategy	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
6. The state and local teams have a unified outreach strategy for engaging and working with employers in high demand industries during all phases of the project (sector identification, outreach, design, curriculum development, launch, operation, and evaluation). This strategy may include facilitating the establishment of, or working with, key industry partnerships.	1	2	3	4		A B C

Additional Issues to Consider and Determine in the Planning Process:

- What Sectors are identified? Why?
- What type of coordination has taken place to date between the Career Clusters identification work and the identification of sectors for Career Pathways?
- What type of coordination has taken place in working with employers? Industry Partnerships?

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3. REDESIGN PROGRAMS TO ACHIEVE SYSTEM GOALS

Please indicate what phase of implementation you believe your state to be in regarding each of the key indicators/strategies listed. Also, indicate the level of priority for each.

Redesign Programs: Comprehensive Career Pathways Systems	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
1. Comprehensive Career Pathways Systems are employer- vetted and informed, and meet the skill needs of targeted in-demand, high- growth industry sectors.	1	2	3	4		A B C

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Redesign Programs: Curricula	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
2. Curricula are aligned with State Standards for academics and career and technical education; the Employability Skills Framework; recognized work readiness skills; and employer-validated occupational skills and credentials to prepare students and adult learners for college and careers.	1	2	3	4		A B C

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Redesign Programs: Education and Training Curricula and Course Work	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
3. Education and training curricula and course work: are non- duplicative and progressive, clearly articulating one level of instruction to the next; enable students to move easily from secondary or adult education to and through postsecondary coursework; result in the attainment of industry-recognized postsecondary credentials and employment in family sustaining careers.	1	2	3	4		A B C

Redesign Programs: Cross-System Professional Development Strategy	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
4. A cross-system professional development strategy is in place for teachers, counselors and administrative staff.	1	2	3	4		A B C

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Partnerships: Comprehensive Career Pathways	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
<p>5. Comprehensive Career Pathways that include CTE Programs of Study, and are supported by articulation/agency agreements with postsecondary institutions statewide;</p> <p>And result in:</p>						
<ul style="list-style-type: none"> Articulation between the secondary and postsecondary segments of CTE programs of study to enable students to apply credits earned in high school toward advanced standing, entry or transfer into a specific program at the postsecondary institution; 	1	2	3	4		A B C

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Partnerships: Comprehensive Career Pathways	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
<ul style="list-style-type: none"> Articulation between adult education programs and postsecondary institutions in the state that align and map curricula allowing for the co-enrollment of low-skilled adults in adult education and postsecondary occupational training (which may include the integration of adult and postsecondary education), where students can earn postsecondary occupational credits while enrolled in adult basic education or English language coursework; 	1	2	3	4		A B C

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Partnerships: Comprehensive Career Pathways	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
<ul style="list-style-type: none"> Dual Enrollment opportunities for secondary CTE students that allow high school students to earn postsecondary credits and credentials while still in high school; and where credit earned is immediately added to a student's high school and/or postsecondary transcript (<i>see POS framework for more explicit course and faculty</i>) 	1	2	3	4		A B C
<ul style="list-style-type: none"> The conversion of an increasing amount of traditionally noncredit coursework to "the credit side" of the institution, increasing the proportion of workforce-focused postsecondary coursework that is credit bearing and transcribed. 	1	2	3	4		A B C

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Partnerships: Career Guidance, Counseling, and Academic Advisement Services	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
<p>6. Career guidance, counseling, and academic advisement services are available at the secondary, adult education and postsecondary levels</p> <p>Characteristics of these programs include:</p>						
<ul style="list-style-type: none"> Guidance and advisement services begin in middle school (for youth) and in adult education programs (for low-skilled adults) and provide learners with regular opportunities to plan and assess their progress along a course sequence and to ensure they have the prerequisites for enrollment in postsecondary education and fundamental skills to find employment. 	1	2	3	4		A B C

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Partnerships: Career Guidance, Counseling, and Academic Advisement Services	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
<ul style="list-style-type: none"> Individual career plans are developed to support students' in mapping the education, training, and credentials they must complete to reach their academic and employment goals. 	1	2	3	4		A B C
<ul style="list-style-type: none"> A portfolio development process has been developed, encompassing CTE coursework, academic, and work-based learning opportunities to allow learners to document their skill improvement. 	1	2	3	4		A B C

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Redesign Programs: Wrap Around Social Support Services	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
7. Wrap around social support services are provided to students and learners—such as personal and financial counseling, child care, transportation, work-based learning opportunities—to enable students to persist and complete their programs of study.	1	2	3	4		A B C

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Redesign Programs: Opportunities to Accelerate Advancement into Postsecondary Education and Employment	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
8. Students are provided opportunities to accelerate advancement into postsecondary education and employment (e.g., dual-enrollment and co-enrollment programs, compressed scheduling, competency-based learning, credit for prior learning), shortening the duration of training or education required for credentials.	1	2	3	4		A B C

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Redesign Programs: Interdisciplinary Planning	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
9. Teachers, faculty, administrators, and staff engage in interdisciplinary planning and teaching that integrates academic and occupational learning, and instills work employability skills, readiness and critical thinking skills (e.g., curriculum taught in the context of work, project-based learning).	1	2	3	4		A B C

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Redesign Programs: Appropriate Assessment Tools	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
10. Appropriate assessment tools determine placement and advancement along pathways; are aligned across secondary and postsecondary education and with college and career readiness standards; utilize industry-recognized assessments for determining occupational skills attainment, where such assessments exist; have value in the labor market; and include competency-based and prior learning assessments where applicable.	1	2	3	4		A B C

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Redesign Programs: Programs are Organized to Meet the Unique Needs of Adult Learners	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
11. For Adults and postsecondary students, programs are organized to meet the unique needs of adult learners, accommodating work schedules with flexible and non-semester-based scheduling, alternative class times and locations, easy entry and exit points, and organized around learning cohorts.	1	2	3	4		A B C

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4. PURSUE NEEDED FUNDING, SUSTAINABILITY AND SCALE

Please indicate what phase of implementation you believe your state to be in regarding each of key indicators/strategies listed. Also, indicate the level of priority for each.

Sustainability and Scale: Funding Needs	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
1. Partners have identified funding needs for developing core components of the comprehensive Career Pathways System including:						
<ul style="list-style-type: none"> Program development, including the initial start up and additional costs of integrating Programs of Study with Career Pathways efforts 	1	2	3	4		A B C
<ul style="list-style-type: none"> Professional Development for instructors of academic and technical courses, and advisors and counselors 	1	2	3	4		A B C
<ul style="list-style-type: none"> Wrap Around, Career Counseling and Supportive Services 	1	2	3	4		A B C

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Sustainability and Scale: Funding Needs	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
<ul style="list-style-type: none"> Costs associated with student participation, particularly for postsecondary coursework, including costs associated with dual enrollment and co-enrollment 	1	2	3	4		A B C

Sustainability and Scale: Explored Funding Resources	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
1. Partners have explored funding resources that could support the Comprehensive Career Pathways System, and determined ways to braid funding from the following:						
<ul style="list-style-type: none"> WIA Titles I, II, and IV 	1	2	3	4		A B C
<ul style="list-style-type: none"> Wagner-Peyser Act funds 	1	2	3	4		A B C
<ul style="list-style-type: none"> Carl Perkins Act funds 	1	2	3	4		A B C

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Sustainability and Scale: Explored Funding Resources	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
• Elementary Secondary Education Act (ESEA)	1	2	3	4		A B C
• Individuals with Disabilities Education Act (IDEA) and Vocational Rehabilitation	1	2	3	4		A B C
• TANF, SNAP, CSBG, TRIO and other funding sources for low-income individuals	1	2	3	4		A B C
• Veterans Programs	1	2	3	4		A B C
• Federal and State Student Aid funding and Tax Credits	1	2	3	4		A B C
• Other Federal, State or local funding	1	2	3	4		A B C
• National initiatives (e.g., TAA Community College grants, Workforce Innovation Funding)	1	2	3	4		A B C
• Private foundation initiatives and assistance, including community foundations	1	2	3	4		A B C
• Employers	1	2	3	4		A B C

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Sustainability and Scale: Explored Funding Resources	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
<ul style="list-style-type: none"> Other public and non-public funding resources, including non-traditional sources of funding (e.g., tuition waivers, ADA, augmented FTE, tax credits, bond financing) 	1	2	3	4		A B C

Sustainability and Scale: Overlap and Duplication Across Programs	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
2. Partners have identified distinct areas of overlap and duplication across programs and have identified financial efficiencies that can be gained through system alignment and integration.	1	2	3	4		A B C

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Sustainability and Scale: Support for the Comprehensive Career Pathways System	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
3. Partners have built support for the comprehensive Career Pathways System among key stakeholders, business leaders, policymakers and others, with an eye toward leveraging new and continued funding for the system.	1	2	3	4		A B C

Sustainability and Scale: Plan for Sustainability	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
4. Partners have developed a plan for sustainability.	1	2	3	4		A B C

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Sustainability and Scale: Plan for Taking the Career Pathways System to Scale	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
5. Partners have developed a plan for taking the comprehensive Career Pathways System to scale.	1	2	3	4		A B C

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5. IDENTIFY AND PURSUE NEEDED POLICY CHANGES

Please indicate what phase of implementation you believe your state to be in regarding each of key indicators/strategies listed. Also, indicate the level of priority for each.

Identify and Pursue: Cross-Agency Audits	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
1. State and local partners have conducted cross-agency policy audits to identify overlap and the potential for alignment across programs and agencies in support of a comprehensive Career Pathways System.	1	2	3	4		A B C

ADVANCING CAREER AND TECHNICAL EDUCATION (CTE) IN STATE AND LOCAL CAREER PATHWAYS SYSTEMS: READINESS ASSESSMENT TOOL

Identify and Pursue: Identified Policy and Administrative Actions	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
2. State and local partners have identified policy and administrative actions within and across each of their programs and agencies that are necessary to achieve the vision and goals established for the comprehensive Career Pathways System, including the identification of changes that are necessary to eliminate barriers (policy, administrative, cultural and perceived) to system alignment and the development of Career Pathways.	1	2	3	4		A B C

ADVANCING CAREER AND TECHNICAL EDUCATION (CTE) IN STATE AND LOCAL CAREER PATHWAYS SYSTEMS: READINESS ASSESSMENT TOOL

Identify and Pursue: Legislative Policy Reforms to Support a Comprehensive Career Pathways System	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
3. Legislative policy reforms to support a comprehensive Career Pathways System that includes CTE Programs of Study have been identified and communicated to relevant authorities and policymakers. System, including the identification of changes that are necessary to eliminate barriers (policy, administrative, cultural and perceived) to system alignment and the development of Career Pathways.	1	2	3	4		A B C

ADVANCING CAREER AND TECHNICAL EDUCATION (CTE) IN STATE AND LOCAL CAREER PATHWAYS SYSTEMS: READINESS ASSESSMENT TOOL

6. IDENTIFY AND IMPLEMENT CROSS-SYSTEM DATA AND ACCOUNTABILITY SYSTEMS

Please indicate what phase of implementation you believe your state to be in regarding each of key indicators/strategies listed. Also, indicate the level of priority for each.

Identify and Implement: Identified Participant Outcomes	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
1. Partners have identified the participant outcomes that are needed to determine the effectiveness of a comprehensive Career Pathways System that extends from secondary CTE and Adult Education to and through postsecondary credential attainment and employment in high demand occupations.	1	2	3	4		A B C

ADVANCING CAREER AND TECHNICAL EDUCATION (CTE) IN STATE AND LOCAL CAREER PATHWAYS SYSTEMS: READINESS ASSESSMENT TOOL

Identify and Implement: Identified a Set of Performance Indicators	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
2. Partners have also identified a set of performance indicators, valid and reliable data, and standardized criteria for measuring student and learning outcomes.	1	2	3	4		A B C

Identify and Implement: Establish and Aligned the State Longitudinal Data System	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
3. Partners have established and aligned the state longitudinal data system to track the effect of the above-described policy and program changes on participant outcomes.	1	2	3	4		A B C

ADVANCING CAREER AND TECHNICAL EDUCATION (CTE) IN STATE AND LOCAL CAREER PATHWAYS SYSTEMS: READINESS ASSESSMENT TOOL

Identify and Implement: Provided Training	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
4. Partners are provided training on how to use data to evaluate state and local performance and to support related program design, implementation and improvement.	1	2	3	4		A B C

Identify and Implement: Employer-Developed Credentialing Systems	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
5. The State and local systems have identified and use employer-developed credentialing systems, and validate the value that state and local employers place on such credentials.	1	2	3	4		A B C

ADVANCING CAREER AND TECHNICAL EDUCATION (CTE) IN STATE AND LOCAL CAREER PATHWAYS SYSTEMS: READINESS ASSESSMENT TOOL

Identify and Implement: Processes for Collecting, Analyzing, and Sharing Performance Data	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
6. States and local areas have established processes for collecting, analyzing, and sharing disaggregated performance data to evaluate program performance, and to identify and close participation, educational attainment and employment gaps between different student populations in programs that form the comprehensive Career Pathways System.	1	2	3	4		A B C

Additional issues to consider and determine during planning process:

- Do the state and the partner agencies know where the key gaps or “leaks” in the pipeline are with students/adults accessing and succeeding in Career Pathways?
- Does the local demonstration site have capacity to submit data and report outcomes?