



Readiness Assessment for the Development of Career Pathways in Transportation

DECEMBER 2015

The work reported herein was supported under the Advancing Career and Technical Education in State and Local Career Pathways Systems project, Contract Number (ED-VAE-12-C-0068) as administered by the Office of Career, Technical, and Adult Education, U.S. Department of Education. However, the contents do not necessarily represent the positions or policies of the Office of Career, Technical, and Adult Education or the U.S. Department of Education and you should not assume endorsement by the Federal Government.

Career Pathways are “a series of connected education and training strategies and support services that enable individuals to secure industry-relevant certification and obtain employment within an occupational area and to advance to higher levels of future education and employment in that area.” [Joint Commitment Letter](#) from U.S. Departments of Education, Health and Human Services, and Labor.

THE POTENTIAL OF CAREER PATHWAYS IN TRANSPORTATION

Because Career Pathways efforts are focused on the skill needs of high-demand industries and occupations, transportation stakeholders are encouraged to work with state and regional partners to clearly articulate the promise of transportation careers, identify the employment and skill needs of the transportation industry, and ensure that these skill and credential requirements are reflected in newly designed Career Pathways systems.

Many of the core competencies required for successful careers in transportation are widely shared across multiple industry sectors and subsectors (modes). Transportation industry employers are likewise encouraged to work closely with employers in other related industries (e.g., manufacturing, IT, energy, and construction) as well as with educators, to ensure that foundational career and technical education courses provide students, jobseekers, and workers with the underlying competencies necessary for a broad range of technical occupations.

Where regional demand warrants developing dedicated career pathways for specific occupations/careers, transportation industry stakeholders should work closely with education and training providers to design programs, curricula, and instructional strategies that provide the specific competencies and credentials needed for high-demand transportation jobs and careers.

USING THIS TOOL

This Readiness Assessment is designed to help transportation industry stakeholders become involved in broader state and local Career Pathways system development efforts, ensuring that education and training systems meet the skill needs of the transportation industry, and develop dedicated Career Pathways for high-demand transportation careers.

This tool is intended to be used in combination with the *Guide for the Establishment of Career Pathways in Transportation*, which provides more detail about how transportation industry employers, organized labor, transportation agencies and others can spread awareness about the potential of the transportation industry for offering family-supporting jobs and careers and work with state and local education and workforce development

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leaders to ensure that the skills, competencies, and credentials needed for high-demand jobs in the transportation industry and its subsectors are taught, and that transportation career pathways are developed.

Both the *Guide* and Readiness Assessment build upon a joint framework that the U.S. Departments of Education, Labor, and Health and Human Services developed to assist with establishing Career Pathways systems that meet the skill needs of high-demand industry sectors. Consistent with the joint framework, the *Guide* and Readiness Assessment are organized around the Career Pathways: Six Key Elements, the following actions that states and local communities can take to develop Career Pathways systems for high-demand industries and occupations.

1. Building Cross-System Partnerships and a Common Vision
2. Engaging Employers and Aligning Pathways with Industry Needs
3. Redesigning Programs (Including Systems Changes)
4. Pursuing Funding, Sustainability and Scale
5. Pursuing Needed Policies and Policy Changes
6. Identifying and Implementing Cross-System Data and Accountability

HOW TO CONDUCT THE ASSESSMENT

Transportation stakeholders should work with state and local education and training systems and other partners to work through the following questions. A four-point scale representing the phases of an ongoing development process will help assess to what degree systems are currently meeting the skill needs of the transportation industry and its modal subsectors as well as help to track progress over the course of the project. The priority for action indicator will help you identify priorities for your work in support of an action plan.

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

1. **Initiation Phase:** The team has discussed the readiness assessment, 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.

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 team members as possible. Your team should identify a facilitator to guide the process, as well as someone to record the issues and ideas that come up through discussion.

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

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FACILITATOR INSTRUCTIONS

1. Have each team member individually complete the phases of development section of the self-assessment. Team members will rate the progress for each indicator using the four-point scale described above.
2. Using an oversized version of the chart on a wall, have each team member make a dot next to his or her responses.
3. Discuss the group's responses—especially where there are wide differences of opinion on progress—and have a discussion about whether any additional indicators of progress should be included.
4. Each team member will complete the priority section of the self-assessment in the context of a discreet time frame (e.g., the next six months). It is helpful to limit the number of high-priority activities in each section.
5. Ask all team members to mark their responses on the wall chart and discuss.
6. Finally, evaluate your site/team's overall progress towards achieving the key elements and discuss 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 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 or local area is in and indicate the level of priority for each of the key components/strategies listed.

1. Are the following partners at the state and/or local level engaged to develop career pathways systems that meet the skill requirements of transportation industry careers?

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
• Business Representatives from Transportation Industry	1	2	3	4		A B C
• Labor Organizations	1	2	3	4		A B C
• Transportation Agencies/Officials	1	2	3	4		A B C
• Career and Technical Education Leaders (Secondary & Postsecondary Representatives)	1	2	3	4		A B C
• Community College(s) and Other Postsecondary Education Providers	1	2	3	4		A B C
• Workforce Boards	1	2	3	4		A B C
• Adult Education Leaders/Providers	1	2	3	4		A B C
• Economic Development Agencies	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
• Community-Based Organizations	1	2	3	4		A B C
• Other (describe)	1	2	3	4		A B C

Partnerships: Common Vision and Goals	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
2. To which degree have all partners agreed upon a common vision and goals for your work?	1	2	3	4		A B C

Partnerships: High-Demand Occupations and Skills Gaps within the Transportation Industry	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
3. Has a labor market analysis been conducted to determine high-demand occupations and skills gaps within the transportation industry sector?	1	2	3	4		A B C

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4. Has an environmental scan of existing education and training programs been conducted with the goals of identifying:

Partnerships: Environmental Scans	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
<ul style="list-style-type: none"> The degree to which the competencies and credentials needed for transportation industry jobs are being taught? 	1	2	3	4		A B C
<ul style="list-style-type: none"> Gaps and system shortcomings? 	1	2	3	4		A B C
<ul style="list-style-type: none"> Ways to address gaps and system shortcomings? 	1	2	3	4		A B C
<ul style="list-style-type: none"> Innovations and evidence-based strategies for replication? 	1	2	3	4		A B C

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5. If it has been determined that the need for skilled workers within a particular mode or occupation in transportation warrants the development of dedicated Career Pathways programs, where are you in the development of such programs?

Questions to Consider:

Partnerships: Need for Skilled Workers within a Particular Mode or Occupation	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
<ul style="list-style-type: none"> Are these programs comprehensive? 	1	2	3	4		A B C
<ul style="list-style-type: none"> Do they begin in secondary school and continue into postsecondary education, training, or apprenticeship? 	1	2	3	4		A B C
<ul style="list-style-type: none"> Are they aligned with existing CTE Programs of Study? 	1	2	3	4		A B C
<ul style="list-style-type: none"> Are they available to out-of-school youth and adults through workforce and/or adult education systems? 	1	2	3	4		A B C

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Partnerships: Roles and Responsibilities	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
6. Whether you are working within existing programs or developing a new dedicated career pathways program in transportation, to what degree have you and your partners agreed upon the roles and responsibilities?	1	2	3	4		A B C

Partnerships: Coordination of Day-to-Day Activities	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
7. Has a lead agency or individual(s) been identified to coordinate day-to-day operations, convene system partners, broker training opportunities, and evaluate progress in achieving goals?	1	2	3	4		A B C

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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 or local area is in and indicate the level of priority for each of the key components/strategies listed.

Employer Engagement: Validation/ Use of Labor Market Information	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
1. Are state and/or local teams collaborating on the use, interpretation, and application of employer-validated labor market information to determine the employment and skill demands for transportation industry occupations?	1	2	3	4		A B C

Employer Engagement: Industry Recognized Competencies and Credentials	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
2. Are industry-recognized competencies and credentials in transportation being taught by state and local education and training providers?	1	2	3	4		A B C
Are employer-validated assessments being used to determine proficiency?	1	2	3	4		A B C

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Employer Engagement: Industry-Recognized Credentials in Hiring Decisions	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
3. Are transportation employers using industry-recognized credentials in making hiring decisions?	1	2	3	4		A B C

Employer Engagement: Engaging Employers in Program Design	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
4. Have you engaged employers to assess the strengths, challenges, and gaps of education and training programs?	1	2	3	4		A B C
Have you conveyed findings to education and training system partners?	1	2	3	4		A B C

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Employer Engagement: Unified Outreach Strategy	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
5. Do state and/or local teams have a unified outreach strategy for engaging and working with transportation industry employers during all phases of the project (identification of high-demand occupations, outreach, program design, curriculum development, incorporation of instructional strategies and employability skills, launch, operation, and evaluation)?	1	2	3	4		A B C

Employer Engagement: Transportation Industry Partnerships	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
6. Have partnerships of transportation industry employers been established to carry out this work? If not, are you considering establishing partnerships with transportation industry employers, in high-demand subsectors and occupations, with common skill needs?	1	2	3	4		A B C

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3. REDESIGN PROGRAMS TO ACHIEVE SYSTEM GOALS

Please indicate what phase of implementation you believe your state or local area is in and indicate the level of priority for each of the key components/strategies listed.

Redesign Programs: Education and Training Coursework Focus	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
1. Is education and training coursework focused on the competencies and credentials needed for in-demand transportation occupations and careers?	1	2	3	4		A B C

Redesign Programs: Contextualized and Hands-On Curricula	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
2. Are contextualized and hands-on curricula available and aligned with employer validated occupational skills and credentials to prepare students and adult learners for careers in transportation?	1	2	3	4		A B C

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Redesign Programs: Non-Duplicative and Progressive Education and Training Curricula	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
3. Is education and training curricula non-duplicative and progressive, clearly articulating one level of instruction to the next and enabling students to move easily to and through postsecondary coursework and/or apprenticeships?	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. Is there a cross-system professional development strategy for teachers, counselors, and administrative staff that focus on transportation education and careers?	1	2	3	4		A B C

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5. Are comprehensive Career Pathways supported by articulation agreements with postsecondary institutions and apprenticeship programs, including:

Redesign Programs: Supports for 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 secondary and postsecondary education that enables students to apply credits earned in high school toward advanced standing, entry or transfer into a specific program at a postsecondary institution, or in an apprenticeship program? 	1	2	3	4		A B C
<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? 	1	2	3	4		A B C
<ul style="list-style-type: none"> Co-enrollment opportunities for out-of-school youth and adults that allow students to earn postsecondary occupational credits and credentials while co-enrolled in basic education coursework? 	1	2	3	4		A B C

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Redesign Programs: Supports for 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 agreements between youth and adult education programs, postsecondary and apprenticeship programs? 	1	2	3	4		A B C

6. Do career guidance, counseling, and academic advisement services across levels include:

Redesign Programs: Guidance, Counseling, and Academic Advisement Across Levels	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
<ul style="list-style-type: none"> Guidance and advising services that begin in middle school (for students) and in youth or adult education programs (for low-skilled youth and adults), providing learners with regular opportunities to plan and assess their progress along a course sequence? 	1	2	3	4		A B C
<ul style="list-style-type: none"> Individual career maps that visualize the education, training, and credentials students must complete to reach their academic and employment goals? 	1	2	3	4		A B C

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Redesign Programs: Guidance, Counseling, and Academic Advisement Across Levels	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
<ul style="list-style-type: none"> A portfolio development process, encompassing CTE coursework, academic, and work-based learning opportunities, allowing learners to document their skills improvement? 	1	2	3	4		A B C
<ul style="list-style-type: none"> System partners—in workforce, human services, community-based organizations, DOD, the VA, and elsewhere—to ensure the provision of comprehensive academic and career counseling, and wraparound supports such as: personal and financial counseling, child care, transportation, work-based learning opportunities for students at all levels, particularly at the beginning of a pathway and at points of transition? 	1	2	3	4		A B C

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Redesign Programs: Opportunities to Accelerate Advancement	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
7. Are students provided opportunities to accelerate learning (e.g., dual-enrollment and co-enrollment programs, compressed scheduling, competency-based learning, credit for prior learning), shortening the duration of education required for credential attainment?	1	2	3	4		A B C

Redesign Programs: Multiple On- and Off-Ramps	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
8. Do multiple on- and off-ramps align to stackable credentials and jobs, so participants can enter into training and exit into jobs, according to skills and credential attainment?	1	2	3	4		A B C

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Redesign Programs: Interdisciplinary Planning and Teaching	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
9. Do teachers, faculty, administrators, and staff engage in interdisciplinary planning and teaching that integrates academic and occupational learning, and instills work readiness, critical thinking, and team building skills?	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 or local area is in and indicate the level of priority for each of the key components/strategies listed.

1. Do your funding estimates for developing, implementing, and sustaining Career Pathways in transportation include costs associated with:

Sustainability and Scale: Developing, Implementing, and Sustaining Career Pathways	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
<ul style="list-style-type: none"> Program development, including initial startup costs or costs of aligning programs offered in public education and training settings with those offered through postsecondary institutions, apprenticeships, and other privately sponsored models? 	1	2	3	4		A B C
<ul style="list-style-type: none"> Professional development for instructors, advisors, and counselors? 	1	2	3	4		A B C
<ul style="list-style-type: none"> Wraparound career counseling and supportive services? 	1	2	3	4		A B C
<ul style="list-style-type: none"> Student participation, particularly for postsecondary coursework—including costs associated with dual enrollment and co-enrollment (e.g., tuition, books)? 	1	2	3	4		A B C

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2. Have partners explored funding sources that could support a comprehensive Career Pathways System, and determined ways to “braid” funding from the following?

Sustainability and Scale: Supporting a Career Pathways System	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
• WIOA Titles I, II, and IV	1	2	3	4		A B C
• Wagner-Peyser Act	1	2	3	4		A B C
• Carl Perkins Act	1	2	3	4		A B C
• Elementary Secondary Education Act (ESEA)	1	2	3	4		A B C
• Individuals with Disabilities Education Act (IDEA)	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
• Federal and State Student Aid funding and Tax Credits	1	2	3	4		A B C
• Community and economic development 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

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Sustainability and Scale: Supporting a Career Pathways System	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
<ul style="list-style-type: none"> Private foundation initiatives and assistance, including community foundations 	1	2	3	4		A B C
<ul style="list-style-type: none"> Employer-provided training and Labor Unions 	1	2	3	4		A B C
<ul style="list-style-type: none"> Union-sponsored training 	1	2	3	4		A B C
<ul style="list-style-type: none"> Transportation training programs 	1	2	3	4		A B C
<ul style="list-style-type: none"> Veterans programs 	1	2	3	4		A B C
<ul style="list-style-type: none"> Infrastructure funding 	1	2	3	4		A B C
<ul style="list-style-type: none"> Non-traditional sources of funding (e.g., tuition waivers, ADA, augmented FTE, tax credits, bond financing, pursuit of discretionary grants, and philanthropy) 	1	2	3	4		A B C

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Sustainability and Scale: Areas of Overlap or Duplication Across Programs and Funding Sources	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
3. Have partners identified areas of overlap or duplication across programs and funding sources or financial efficiencies that can be addressed through system alignment and integration?	1	2	3	4		A B C

Sustainability and Scale: Areas of Overlap or Duplication Across Programs and Funding Sources	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
4. Have partners conducted a coordinated outreach strategy to build support for Career Pathways Systems that meet the skill needs of the transportation industry, focusing on business leaders, union leaders, and policymakers, with an eye toward leveraging funding for the system?	1	2	3	4		A B C

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Sustainability and Scale: Sustainability Plan and Goals	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
5. Have partners developed a sustainability plan and set goals for scaling Career Pathways in transportation?	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 or local area is in and indicate the level of priority for each of the key components/strategies listed.

Policy Changes: Cross-System Policy Audits	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
1. Have state and local partners conducted cross-system policy audits to identify overlap and the potential for alignment across programs, agencies and organizations in support of Career Pathways that meet the skill needs of the transportation industry?	1	2	3	4		A B C

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Policy Changes: Administrative Actions	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
2. Have partners identified policy and administrative actions within and across each of their programs, agencies, and organizations necessary to achieve the vision and goals established for comprehensive Career Pathways that meet the skill needs of the transportation industry? The identification of barriers to such vision and goals?	1	2	3	4		A B C

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Policy Changes: Involvement of Transportation Stakeholders	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
3. Are transportation stakeholders involved with the full range of education, workforce, and other system partners (including employers and unions) in identifying and pursuing policies necessary for developing Career Pathways systems and individual pathways that meet the skill needs of the transportation industry and its modal subsectors?	1	2	3	4		A B C

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

Please indicate what phase of implementation you believe your state or local area is in and indicate the level of priority for each of the key components/strategies listed.

Data and Accountability: Identified Program Outcomes	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
1. Have you and your partners identified program outcomes necessary for career pathways systems to be successful in meeting the employment and skill needs of the transportation industry?	1	2	3	4		A B C

Data and Accountability: Identified Set of Performance Indicators for Student and Learning Outcomes	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
2. Have partners 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

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Data and Accountability: Identified Set of Performance Indicators for Measuring System Success	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
3. Have partners identified performance indicators for measuring system success for meeting the employment and skill needs of employers?	1	2	3	4		A B C

Data and Accountability: Addressing Problems	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
4. Have partners addressed problems with collecting and sharing data, including privacy concerns of students and the timeliness of the data?	1	2	3	4		A B C

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

Data and Accountability: Partners Trained on How to Use Data	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
5. Have partners been trained on how to use data to evaluate short and long-term performance and support program design, implementation, and system improvement?	1	2	3	4		A B C

Data and Accountability: Established Process for Collecting, Analyzing, and Sharing	Initiation Phase	Planning Phase	Implementation Phase	Sustain / Enhance Phase	Notes on Priorities / Challenges	Priority for Action
6. Have partners established processes for collecting, analyzing, and sharing disaggregated performance data across agencies and partners?	1	2	3	4		A B C