
TECHNICAL ASSISTANCE FOR IMPLEMENTING CAREER PATHWAYS SYSTEMS INITIATIVE

Career Pathways Systems Assessment

ED-VAE-15-D-006/0001

Deliverable: 3.3.a CTE Assessment Tool and Protocols



FEBRUARY 25, 2016
MANHATTAN STRATEGY GROUP

The work reported herein was supported under the Technical Assistance for Implementing Career Pathways Systems Initiative project (Contract Number ED-VAE-15-0006/0001) 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 Systems Assessment

Instructions

The **Career Pathways Systems Assessment** is a tool to assist states in determining their greatest strengths and needs for advancing career and technical education (CTE) in career pathways system development. The assessment was designed using foundational questions from the **Six Key Elements Readiness Assessment Tool** in the [Career Pathways Toolkit: A Guide for System Development](#) established under funding through the Department of Labor.

This tool should be completed with input from state leaders and stakeholders who, together, are forming or advancing the state's career pathways system. In completing the **Career Pathways Systems Assessment**, states are encouraged to provide candid responses concerning their design and/or implementation of career pathways systems to date. Responses should reflect the state's current and aspired intentions to design, implement, and sustain career pathways systems change, including a description of CTE integration into the state's career pathways systems. Gathering input from diverse groups of state and local education leaders and their partners will help to provide breadth and depth to the assessment process.

Much of the day's activities at the Regional Meeting will involve discussions related to your completed Career Pathways Assessment. Please bring copies of the completed assessment for each member of your team as well as an extra copy to share with your assigned Facilitator. Your state's team will be grouped with team(s) from other states according to your responses to the questions on the registration page, so that teams facing some of the same issues have the opportunity to learn from each other. Our facilitators are very knowledgeable about career pathways, but the meeting's attendees will take the lead in small group discussions as you continue to flesh out the state's vision, plan a comprehensive pathways partnership, determine measures for student enrollment and outcomes, discuss obtaining labor market information and how the state will braid resources to support career pathways.

If you have any questions while completing this Assessment, do not hesitate to contact Cathy Kirby, who is leading the Regional Meeting planning at ckirby3305@gmail.com

We are all looking forward to a productive meeting!

The Career Pathways Initiative Team

Career Pathways Systems Definition and Assessment Questions

A career pathways system refers to a system that supports the design, implementation, and sustainability of career pathways that represent a combination of rigorous and high quality education, training, and other services that also:

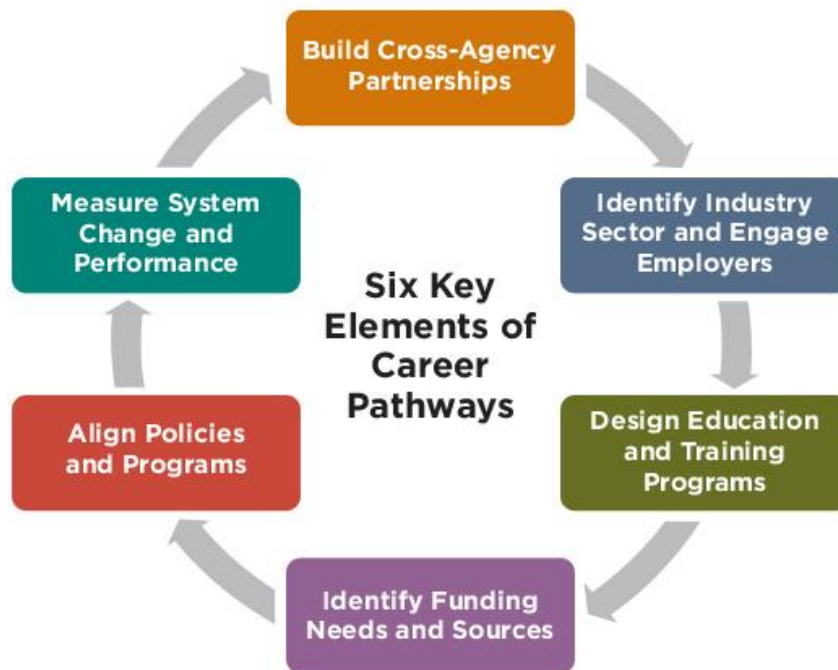
- (A) align with the skill needs of industries in the economy of the state or region involved;
- (B) prepare an individual to be successful in any of a full range of secondary or postsecondary education options, including registered apprenticeships;
- (C) include counseling to support an individual in achieving education and career goals;
- (D) include, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;
- (E) organize education, training, and other services in a manner that accelerates the individual's educational and career advancement to the extent practicable;
- (F) enable an individual to attain a secondary school diploma (or its recognized equivalent) and at least one recognized postsecondary credential; and
- (G) help an individual enter or advance within a specific occupation or occupational cluster.
(Workforce Innovation and Opportunities Act (WIOA), Department of Labor (DOL) Education and Training Administration (ETA), 2016).

Considering this definition, and other definitions that you value, what is your state's vision for career pathways systems?

Has your state designed and/or implemented career pathways systems? (As appropriate, supporting materials referenced in your response may include memorandum of understanding (MOU), previous meeting notes, labor data/reports, pathway descriptions, etc. Provide an overview of as many relevant materials as possible and please bring some examples to the Regional Meeting.

| Who has your state partnered with to design and/or implement career pathways systems? <i>(Check the appropriate box for each type of partner.)</i> | Not a partner | Current Partner | Future Partner | Unknown |
|--|----------------------|------------------------|-----------------------|----------------|
| K-12 education | | | | |
| Community and/or technical college system | | | | |
| Four-year college and university system | | | | |
| Employer and industry sector/cluster organizations | | | | |
| Organized labor groups | | | | |
| Community-based organizations | | | | |
| Faith-based organizations | | | | |
| Adult basic education providers | | | | |
| Vocational rehabilitation | | | | |
| State human services agency (e.g., TANF, SNAP) | | | | |
| Supplemental Nutrition Assistance Program (SNAP) Employment & Training | | | | |
| Trade Readjustment Assistance Program (Trade Act of 1974) | | | | |
| Veterans employment and training | | | | |
| Unemployment compensation | | | | |
| Older worker programs (Senior Community Services Employment Program) | | | | |
| Housing and Urban Development (HUD) employment and training | | | | |
| Community service block grant | | | | |
| Second Chance Act of 2007 (ex-offenders) | | | | |
| Other: | | | | |
| Other: | | | | |
| Other: | | | | |
| Other: | | | | |

The following section asks respondents to assess the current status of planning and implementation of the state’s career pathways systems using the Six Key Elements Career Pathways System Framework. The graph below illustrates the six key elements of career pathways. Further information on the framework is provided in the [Career Pathways Toolkit: A Guide for System Development](#).



Respondents should use the following six-point scale to assess the extent to which their state has used these six elements for planning, implementation, and sustainability with respect to career pathways systems.

On the following pages, please assess the **career pathways systems in your state** (excluding career pathways offered at the local level).

- 1) No planning or implementation has begun
- 2) Planning has begun and is underway
- 3) Implementation has begun
- 4) Implementation is progressing
- 5) Implementation is mature and sustained
- 6) Unknown

Element 1: Build cross-agency partnerships and clarify roles relative to the state career pathways systems.

For a more comprehensive look at this element, see p. 11 of the [Career Pathways Toolkit](#).

| Strategies <i>(Check the appropriate box.)</i> | Not planned (1) | Planning underway (2) | Implem. begun (3) | Implem. progressing (4) | Implem. sustained (5) | Unknown. (6) |
|---|--------------------|--------------------------|----------------------|----------------------------|--------------------------|-----------------|
| A leadership team (or steering committee) guides the process of planning and implementing the state career pathways system. | | | | | | |
| Partners create a shared vision , mission, goals, and strategies for the state career pathways system. | | | | | | |
| Partner roles and responsibilities for operating a state career pathways system are clear and defined. | | | | | | |
| A communication or protocol exists as to how ongoing state partners will communicate with each other, their stakeholders, and constituents about career pathway activities and outcomes. | | | | | | |
| A memorandum of understanding (MOU) guides and governs the state career pathways system, as appropriate to state governance structure. | | | | | | |
| A detailed work plan exists to guide the planning and implementation of a state career pathways system. | | | | | | |

Element 1, continued.

Describe any other activities that your state has engaged in, or would like to engage in, to create or strengthen cross-agency partnerships and clarify roles.

You may also provide additional content if your team has concerns about the effectiveness of any of the above strategies in your state.

Element 2: Identify industry sectors and engage employers.

For a more comprehensive look at this element, see p. 26 of the [Career Pathways Toolkit](#).

| Strategies <i>(Check the appropriate box.)</i> | Not planned (1) | Planning underway (2) | Implem. begun (3) | Implem. progressing (4) | Implem. sustained (5) | Unknown. (6) |
|---|--------------------|--------------------------|----------------------|----------------------------|--------------------------|-----------------|
| Use labor market analysis to target high demand and family-sustaining wage jobs. | | | | | | |
| Affirm with employers the set of foundational academic, work readiness, and technical skills, abilities, and knowledge. | | | | | | |
| Engage employers and sector partnerships in the development of career pathways systems. | | | | | | |
| Identify existing training systems within industry and career ladders. | | | | | | |
| Identify the skill competencies and training needs for a given career ladder. | | | | | | |
| Establish a process to sustain and grow business partnerships. | | | | | | |

Element 2, continued.

Identify the industry sector(s) in which your state has focused (or would like to focus) its career pathway systems' efforts. Include a description of problems that employers have encountered in recruiting and retaining qualified workers. In what specific occupations?

Describe any other activities that your state has engaged in, or would like to engage in, to identify sector partnerships and engage employers to support a state career pathways system.

You may also provide additional content if your team has concerns about the effectiveness of any of the above strategies in your state.

Element 3: Design education and training programs.

For a more comprehensive look at this element, see p. 40 of the [Career Pathways Toolkit](#).

| Strategies <i>(Check the appropriate box.)</i> | Not planne d (1) | Planning underway (2) | Implem. begun (3) | Implem. progressing (4) | Implem. sustained (5) | Unknown . (6) |
|--|---------------------------|-----------------------------|-------------------------|-------------------------------|-----------------------------|---------------------|
| Identify target populations using state and system data. | | | | | | |
| Identify all key entry points and recruitment strategies for target populations. | | | | | | |
| Build career ladders and lattices with employers that lead to industry-recognized and/or postsecondary credentials. | | | | | | |
| Offer integrated, accelerated, and contextualized strategies that build industry-recognized skills | | | | | | |
| Offer work-based learning opportunities (e.g., cooperative work and study programs, paid/unpaid internships, on-the-job training, job shadowing, apprenticeships, etc.). | | | | | | |
| Embed academic content (e.g., reading, writing, and mathematics) within curricula that is relevant to workplace tasks. | | | | | | |
| Offer curricula that support multiple entry and exit points. | | | | | | |
| Provide participants with appropriate financial aid information including state grant programs, federal financial aid, and program eligibility for special populations. | | | | | | |
| Provide career and academic advising and supports, including academic planning, career pathways, case management, and retention services. | | | | | | |

Element 3, continued.

Describe any other activities that your state has engaged in, or would like to engage in, to design education and training programs to support state career pathways systems.

You may also provide additional content if your team has concerns about the effectiveness of any of the above strategies in your state.

Element 4: Identify funding needs and sources.

For a more comprehensive look at this element, see p. 70 of the [Career Pathways Toolkit](#).

| Strategies <i>(Check the appropriate box.)</i> | Not planned (1) | Planning underway (2) | Implem. begun (3) | Implem. progressing (4) | Implem. sustained (5) | Unknown. (6) |
|--|--------------------|--------------------------|----------------------|----------------------------|--------------------------|-----------------|
| Identify system start-up and maintenance cost and associated funding sources. | | | | | | |
| Identify system/program development and maintenance cost and associated funding sources. | | | | | | |
| Identify participant cost and associated funding sources. | | | | | | |
| Explore and secure public or private sources to offset participant training fees and other direct customer (student) costs. | | | | | | |
| Identify and commit funds from partner agencies to the core components of career pathways systems. Determine gap funding and seek other related public and private resources to fill gaps. | | | | | | |
| Develop a business plan (including revenue and expenses) to continue the operation and improvement of career pathways sustainability. | | | | | | |

Element 4, continued.

What funding sources currently support your state’s career pathways systems? What specific funding needs have you identified?

You may also provide additional content if your team has concerns about the effectiveness of any of the above strategies in your state.

Element 5: Align administrative policies and programs.

For a more comprehensive look at this element, see p. 79 of the [Career Pathways Toolkit](#).

| Strategies <i>(Check the appropriate box.)</i> | Not planned (1) | Planning underway (2) | Implem. begun (3) | Implem. progressing (4) | Implem. sustained (5) | Unknown (6) |
|---|--------------------|--------------------------|----------------------|----------------------------|--------------------------|----------------|
| Identify state statutory and regulatory barriers to implementing state career pathways systems. | | | | | | |
| Reform state/local policy ¹ to align with vision and implementation of a coordinated system for youth and adults. | | | | | | |
| Align and braid funding for activities that support state career pathways systems implementation. | | | | | | |
| Develop policies and procedures that incentivize local/regional career pathways systems by awarding discretionary resources when available. | | | | | | |
| Integrate career pathways strategies in your state and local unified/combined WIOA plan. | | | | | | |
| Address statutory barrier issues with the governor’s office and begin to push changes forward through state legislation. | | | | | | |
| Implement new policies and procedures and communicate across agencies. | | | | | | |

¹ Local policy refers to policies governing K-12 institutions or districts, individual colleges, and any partners whose institutional policies may create barriers to career pathway development (i.e., does a college require all students to have a high school equivalency before enrolling in CTE programs as part of a career pathway?)

Element 5, continued.

Describe any other activities that your state has engaged in, or would like to engage in, to align administrative policies and programs to support your state’s career pathways systems.

You may also provide additional content if your team has concerns about the effectiveness of any of the above strategies in your state.

Element 6: Measure system change and performance.

For a more comprehensive look at this element, see p. 89 of the [Career Pathways Toolkit](#).

| Strategies <i>(Check the appropriate box.)</i> | Not planned (1) | Planning underway (2) | Implem. begun (3) | Implem. progressing (4) | Implem. sustained (5) | Unknown (6) |
|--|--------------------|--------------------------|----------------------|----------------------------|--------------------------|----------------|
| Identify, develop, and define short- and long-term system, program, and participant outcomes (not just categorical program outcomes). | | | | | | |
| Designate in a MOU the data that agencies will collect, store, track, share, and report. | | | | | | |
| Report career pathways outcomes that reveal total resources leveraged and total aggregate impact on the system (not simply categorical funding streams). | | | | | | |
| Report on aggregate outcomes that include # of participants served. Of those, report the # receiving postsecondary credentials; # entering employment (including earnings received); # retained in employment; and employer engagement measures. | | | | | | |
| Report on disaggregated outcomes to identify achievement and investment gaps in the career pathway system based on regions and student identities (e.g., race, class, rural students, special populations). | | | | | | |
| Agree upon a process/methodology to report system return on investment (ROI) measures and consider measures as change in earnings, reduction in public assistance payments, taxes paid, etc. | | | | | | |

| | | | | | | |
|---|--|--|--|--|--|--|
| Communicate and disseminate outcomes as a system rather than an agency or program. | | | | | | |
| Utilize both quantitative and qualitative success measures to understand issues of curriculum alignment, culturally responsive pedagogy, and pathway effectiveness from the perspective of students, faculty, industry leaders, and others. | | | | | | |

Describe any other systems and/or performance measures that support your state’s career pathways systems.

You may also provide additional content if your team has concerns about the effectiveness of any of the above strategies in your state.

General Questions

What overarching barriers/challenges might your state face in future planning and implementation of the state career pathways system? If you have strategies to address these barriers, please describe them.

Describe technical assistance services that your state needs to plan and implement the six key elements of a career pathways system.