GLCCPP Self-Assessment: Governance/ Leadership Systems for Pathways Development



**Overview of Great Lakes College and Career Pathways Initiative (GLCCPI)**

The Great Lakes College and Career Pathways Initiative (GLCCPI) has been developed between ConnectEd, Education Systems Center and Jobs for the Future and funded by the Joyce Foundation. The purpose of this partnership is to support the growth and implementation of college and career pathways within four communities; Columbus, Ohio, Madison, Wisconsin, the Northwest Suburbs of Chicago, Illinois and Rockford, Illinois. The goal is to provide a systemic approach, working at the classroom, pathway, school, district, postsecondary, workforce, and regional level to assure that appropriate supports are in place to foster equitably accessible high-quality pathways that effectively prepare youth for success in college, career, and civic life.

The GLCCPI has identified three priority areas critical for guiding pathways implementation:

1. Secondary through postsecondary pathways alignment
2. Work-based learning
3. High-quality rigorous learning and teaching

**GLCCPI Recommendations for Leadership and Governance Systems**

As a Great Lakes Collaborative, we have worked together to determine a set of quality indicators (see addendum A) to help us assess progress around the core priorities outlined above. In the process of engaging with each GLCCPI community in 2016, the Great Lakes Collaborative (communities and coordinating team) has also determined that there is a need to strengthen leadership and governance systems across the great lakes region. Effective cross-systems pathways implementation necessitates strong leadership and governance systems; thus, communities need to develop coherent systems and structures for governance and leadership.

Understanding that every community is unique, leadership and governance systems and structures may look and sound differently in each of the four GLCCPI communities. Based on best practice research informed by several organizations including Jobs for the Future, ConnectedCalifornia, and EdSystems Center, the GLCCPI developed the following **recommendations** for leadership and governance systems that effectively support high quality pathways implementation.

**Convening Leadership**

Convening leadership is an essential component to a leadership and governance system and is comprised of both executive-level leaders and strategic representatives. The role of convening leadership is to bring representatives together across a region/community to establish the vision for pathways implementation and then operationalize the vision through coherent pathways implementation across secondary, post-secondary and workforce. While each community is unique, the leadership and governance structure may vary across GLCCPI communities. The following functions are **recommended** to be a part of each community’s leadership and governance system.

**Executive Committee**

The executive committee is comprised of executive- and/or senior-level leaders from across regional institutions including regional workforce development boards, Chambers of Commerce, employers related to the designated pathways (i.e. health services, IT, etc.), 2- and 4-year postsecondary institutions, schools and/or school districts, city and/or county government leaders from departments focused on either workforce or youth issues, and, when appropriate, non-profit organizations focused on youth and/or workforce development.

The primary work of the executive committee is to ensure the successful implementation of a regional 9-16+ career-focused pathways system, and it is responsible for developing, holding, and communicating the vision for pathways development across secondary, postsecondary, business, and industry sectors. Executive committees develop the regional conditions (i.e. political will, systems and resource realignment, staffing allocation, fundraising, budget alignment, etc.) to implement, improve, and sustain a comprehensive pathways system spanning grades 9 - 16+. Additionally, the executive committee establishes metrics for success aligned to their regional vision and continually monitors implementation towards these metrics.

**Operating Committee**

The operating committee is comprised of strategic representatives (who may or may not sit on the executive committee) fromregional workforce development boards, Chambers of Commerce, employers related to the designated pathways (i.e. health services, IT, etc.), 2- and 4-year post-secondary institutions, schools and/or school districts, city and/or county government leaders from departments focused on either workforce or youth issues. This cross-stakeholder group convenes regularly and collaborates to execute on the vision and direction provided by the executive committee, often through forming and managing subgroups to operationalize the work of regional pathways design and implementation.

While there are many possible strategic subgroups, the operating committee can create and oversee ideally the work of these teams typically includes:

* Designing pathways aligned with labor market needs, regional economic development, and community-based interests
* Developing and aligning programs of study (PoS) that result in stackable industry-specific credentials through bachelor’s degrees;
* Adopt an overall framework and/or definition of high-quality learning and teaching within a pathway’s context.
* Determining and ensuring access to early college/dual credit attainment in each pathway’s context;
* Adopting and integrating a WBL continuum that spans secondary and postsecondary education in each pathway; and
* Recommending approaches and processes for sustained career advising within the context of each pathway.
* Adopting a vision for the characteristics of high quality learning and teaching within a pathway context.

**Work-Based Learning Intermediary**

The regional work-based learning (WBL) intermediary recruits and convenes key stakeholders from across sectors to design, champion, and hold the vision for integrating work-based learning throughout the 9 - 16+ pathways system. The WBL intermediary, which may be a sub-group of the operating board or a separate entity altogether (an existing organization or one created a new) works in concert with the convening leadership and operating groups.

As the ‘single point of contact’ through which workforce/industry and educational institutions communicate, and because of the intensive work required to establish a robust WBL delivery system, the WBL intermediary should have dedicated staff, or staff time, to fulfill a number of key responsibilities, including building, engaging, and managing relationships among employers, sector organizations, non-profits and other community based organizations to build regional capacity to provide robust WBL opportunities to high school and college students in pathways-aligned industries. The WBL intermediary is the primary entity responsible for the design and implementation of a strategic plan for the regional WBL delivery system, which includes:

* Developing the processes to monitor supply and demand of WBL opportunities;
* coordinating school- and work-site WBL opportunities across secondary, postsecondary, business, and industry;
* Establishing the operational infrastructure to support and manage the logistics of WBL that ensure equity and access to high-quality opportunities (i.e., transportation, matching protocols, job descriptions, training, etc.); and
* Procedures for measuring and monitoring implementation in alignment with broader regional pathways metrics of success to ensure and bolster students’ college and career readiness.

**Purpose and Use of Self-Assessment Tool**

The purpose of the following self-assessment tool is intended to describe the developmental stages that both convening leadership and work-based learning intermediaries may go through as they deepen pathways implementation over time. Additionally, the tool is intended to provide starting point for a conversation within each community about building and scaling a college and career pathway system in each GLCCPI region.

It is recommended that each community identify an existing leadership and/or governance team to take the self-assessment tool in early April. The Coordinating Team for GLCCPI, in partnership with each community, will analyze and share assessment results through an on-site facilitated team meeting in April. The purpose of the on-site meeting is to review the teams’ self-assessment results and then support each community team to identify their areas of strength and areas for growth. Additionally, teams will be supported to develop goals and action plans aimed at strengthening leadership and governance systems. Lastly, site-based goals and action plans will help the GLCCPI coordinating team better align their resources to support regions.

**Target Audience**

This self-assessment tool is designed to be used by an existing cross-sector group/s of stakeholders that are involved at the leadership level in current regional and/or district pathways design and implementation. This group may include regional workforce development boards, Chambers of Commerce, employers (particularly those related to the designated pathways), 2- and 4-year postsecondary institutions, secondary and middle schools and school districts, city and/or county government leaders from departments focused on either workforce or youth issues, and, as appropriate, non-profit organizations that are focused on youth and/or workforce development.

**Self-Assessment Rubric**

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| **R1. Convening Leadership** | | | | | |
| **Description of Executive and Operational Committee Structures** | | | | | |
|  | **0 – Not yet implemented** | **1 – Initiating** | **2 – Developing** | **3 – Demonstrating** | **4 – Sustaining** |
| **Executive Leadership Committee**  **Structures** |  | An informal group of executive leaders, representing different sectors (see membership above), are convened periodically by a self-designated leader.  Group meets (typically) to focus on one part of a pathways system (i.e., employer engagement or pathway expansion). | A broadened, representative group of Executive Leaders is recognized as the Executive Leadership and key decision makers for regional/district pathways efforts.  Has defined its membership, leadership, and key functions, and meets regularly to move the work forward. Work by the executive leadership is supported through individual organizational/staff capacity and/or resource allocation which is emerging as the operational leadership. | An Executive Leadership committee, with designated roles and responsibilities as well as clearly defined membership, is established. Executive Leadership develops a high-functioning operational committee with defined functions, real authority, and functional work groups actively pursuing a defined work plan. Executive leadership monitors and supports the work of the operational leadership by addressing institutional barriers, gaps in policy, and program challenges based on recommendations and findings of the operational leadership. | An Executive Leadership committee is established as a formal **board of directors** for an incorporated **organization** or another sustainable organizing structure with ample and dedicated funding, stable and reputable staffing capacity, a clear vision and mission, and guided by a formalized compact among key partners committed to implementing a high-impact regional strategy for secondary, postsecondary, and workforce change. |
| **Operational Leadership Committee**  **Structures** |  | An informal group of diverse stakeholders, representing different sectors (see membership above), are convened **periodically** by a specific entity to problem-solve around a specific part of a pathways system (i.e., challenges with dual credit articulation; transitions between secondary and post-secondary). The meeting focus is loosely connected to the work at the executive leadership level. | A broadened, representative group of stakeholders that meets regularly has defined its membership and has agendas focused on problem-solving and proactively addressing challenges within a pathways system. The team's work is informed by the executive leadership and is focused on operationalizing their decisions. | A formalized and strategic membership - that may include additional organizations not part of the executive leadership – is convened to effectively implement a comprehensive regional pathways system. Responsible for enacting and informing the vision of the Executive Leadership. Is organized with clear functions, roles and responsibilities and has clear work plans. The operational leadership meets regularly with the executive leadership to communicate challenges, successes and identify areas for cross-systems collaboration in order to solve problems, remove barriers, and more effectively align systems. | A formal **operating board** is established that is aligned to the executive leadership committee’s vision and mission, and guided by the executive committee’s compact. Members have time dedicated as part of their job description to implement work collaboratively across systems to operationalize the executive committee’s regional strategy for secondary, postsecondary, and workforce change. |
| **Convening** |  | **Executive and operating committees solicit interest** from school districts and community members, recruits partners, identifies support providers, and raises awareness among policymakers - all in an effort to **identify key players** and **build a case** for educational and workforce transformation. | **Executive leadership convenes key players** to promote a collaborative spirit and shared vision, build awareness and understanding, set the agenda, define roles and responsibilities, and guide communications. | **Executive leadership convenes key players** to clarify organizational functions, define relationships and interdependencies, promote deeper collaboration, and decide on metrics to hold partners mutually accountable for results. | **Executive leadership elevates** work to a larger stage, **networks** with similar regional efforts, codifies success strategies and shares with the field, serves as advisors and mentors to new efforts, and dedicates itself to continued learning. |
|  | | **Convening Leadership inclusive of both Executive and Operational Committee** | | | |
| **Shared Vision for Student Success, Access, and Equity** |  | The convening leadership (both executive and operational) develops a **clear vision** of preparing **all students** for college and career success within a defined geographic area in alignment with local needs.  Conceptually, all members **embrace this vision**. | Some convening leadership members **publicly endorse** the vision for all students to become college and career ready.  Some convening leadership members serve as visible and public champions within the defined geographic area. Convening leadership members identify system level gaps and barriers that hinder all students succeeding. | Most/all convening leadership members assert **persistent messaging** to ensure ongoing stakeholder support for pathway expansion as the **primary strategy** for improving student outcomes.  Convening leadership develops plans to address gaps and barriers to improve student success, particularly for historically marginalized students. | Guided by a comprehensive **communications and implementation plan**, convening leadership members use **consistent language** as they act as visible and public champions of their shared vision.  All convening leadership members continually assess gaps and barriers, refine plans to address gaps, and anticipate unintended consequences of systems change. |
| **Shared Commitment** |  | Individual executive/operational committee members demonstrate their commitment by **dedicating time** and making **personal contributions.** | Some individual executive/operational committee members demonstrate their commitment by dedicating and allocating **organizational resources** to support pathway expansion. | Most/all executive/operating committee members **lead efforts** among their constituents to **broaden sector-wide** commitments and investments to support pathway expansion. | The executive/operating committee members demonstrate **collective commitment** by taking a **lead role in resource development and allocation** to support equitable expansion of high-quality pathways. |
| **Shared Responsibility** |  | Some individual convening leadership members **voluntarily assume key roles** in one or more areas of interest (i.e., recruiting employers; raising funds). | Most/all members of the convening leadership **model** their commitment by assuming **lead roles** in one or more areas of interest/expertise (i.e., creating a data dashboard; vetting media partners) and involve professional colleagues. | Most/all members of the convening leadership **assert their influence** by connecting their employees and colleagues and encouraging them to play active partner roles in expanding pathways. | The convening leadership assumes full **responsibility for oversight** of effective implementation of the regional pathways expansion effort. |
| **Shared Accountability** |  | **The convening leadership discusses** the educational, social/emotional, economic, and other indicators they would **expect to impact** as a result of implementing a system of college and career pathways, potential **realistic targets**, as well as the respective **roles** each leader and organization might play in gathering data and supporting progress toward the indicators. | Convening leadership establishes an **initial set of indicators** to measure the success and impact of pathways (i.e., traditional education measures, assessment of student and parent satisfaction, and indicators of social and emotional well-being) and identifies a process to gather and record baseline data for each of the identified indicators. | The convening leadership confirms the educational indicators, **adds indicators of community social and economic wellbeing** (e.g., incidents of juvenile crime, youth unemployment rates, youth voter registration rates), and creates cross-organizational **data sharing agreements** in order to develop a **data dashboard** that represents a broader set of success indicators. | The convening leadership implements a **pathways data dashboard**, data collection and reporting processes, and communication strategies, and on regular intervals, **publicly shares progress** on the indicators in order to demonstrate mutual accountability and commitment to sharing responsibility for results. |
| **Regional Economy** |  | Without analysis or planning, career themes of initial pathways **emerge organically** as outgrowths of successful CTE sequences, based on teacher interests, or following employer partner/donor requests. | Conducts or accesses **analysis** of the regional **labor market**, which identifies 4-8 **high demand industry sectors** and an associated list of key employers, around which future pathways will be organized. | Plans for future pathway implementation consider **multiple factors**: regional labor market projections, student interest, willing business and industry partners, qualifications of existing teachers, and availability of postsecondary programs of study. | The regional economic development agency, employer associations, schools, and colleges formalize a partnership that **perpetually aligns** future education and training opportunities with projected regional workforce needs. |
| GLCCP QI 2D-1 & 2E-1:  **Regional Industry Advisory Councils** |  | **Facilitates creation of one or more small regional industry advisory councils**, whose role is to advise teachers, recruit employers, and leverage resources. | Helps **create and implement a plan** to develop active regional industry advisory councils for each pathway aligned to the 4-8 high-demand regional sectors. | **Regularly convenes** high-functioning, **industry-led advisory councils** in each sector. Industry-led councils meet regularly and **guide** the growth of pathways to assure alignment. | Well-resourced, active industry **advisory councils take on responsibility** for guiding pathway development and continued growth and improvement. |
| **Workflow Management** |  | inquiries about school district needs, identifies value-add strands of work, prioritizes focus areas, identifies and secures support providers and/or contractors, and establishes **initial work plans** to support identified needs. | Creates and manages **multiple work groups** (i.e., WBL, policy/advocacy, pathway expansion, postsecondary alignment, community engagement), each with clearly defined outcomes, membership, and deliverables | With input from partners, creates a **comprehensive work plan** to address short- and mid-term high priority needs, coordinates with partners, manages work groups and work flow, and promotes results. | Supports capacity-building in partner organizations, allowing them to assume autonomous leadership roles and decrease dependency on the regional hub, except for high-level governance and oversight functions. |

**Work-based Learning (WBL) Intermediary**

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| **Work-Based Learning Infrastructure** | | | | | |
|  | **0 – Not yet implemented** | **1 – Initiating** | **2 – Developing** | **3 – Demonstrating** | **4 – Sustaining** |
| **WBL Intermediaries** |  | Perhaps by default, one or more organizations are thrust into a  WBL intermediary role. | With intention and some resources, one or more **organizations assume responsibility** for creating a WBL infrastructure and building regional capacity to manage the system. | Fully resourced and qualified, one or more organizations continue to **build their capacity** to manage a WBL system and offer WBL opportunities to a growing percentage of youth. | Ongoing management of the WBL system becomes a **core function** of one or more long-standing organizations, supported by a sustainable funding mechanism. |  |  |  |
| GLCCP QI 2D 1 – 2 & 2C 1:  **Employer Engagement** |  | **Employers are engaged informally** in early WBL experiences (guest speakers, career days, etc.).  Limited processes and tools are in place to support the development of relationships between educators and employers.  A simple **database is used to** track employer participation and/or interest in providing WBL opportunities. | **Partially** **formalized processes** **and tools** are used to recruit and engage employers in order to create, design and implement opportunities along the WBL continuum.  Processes and tools support the development of relationships between educators and employers.  A **database is used to connect** educators and employers, and to gather data on WBL experiences. | **Formalized processes, protocols and tools** are used to recruit employers, based on pathways needs aligned to regional labor/workforce data analysis.  Processes and tools support the management of relationships between educators and employers.  **A well-established database** is used to foster of relationships between educators and employers, and to improve the quality of WBL experiences. | Regional businesses or economic development organizations **routinely recruit and engage employers** (i.e., embedded into their membership structure) to ensure a sustained flow of WBL opportunities.  Processes and tools are in place to sustain high quality partnerships between educators and employers.  A well-**established and refined database is used to improve employer engagement** and ensure high-quality WBL experiences. |
| GLCCP QI 2A -1,2,3 & 2B – 3:  **WBL Continuum** |  | **A simple sequence** (i.e., career speaker, workplace visit, job shadow) of WBL opportunities is developed with limited communication between educators and employers.  Participation expectations for WBL opportunities are not defined for all students. | Educators and employers work together to develop and adopt a **clear WBL continuum focused on high school participation.**  The WBL continuum outlines experiences by high school grade designations, with established goals of participation frequencies and percentages for all students. | Secondary educators, postsecondary educators, and employers collaborate to develop and adopt a clear WBL continuum extending from middle school through postsecondary.  The WBL continuum articulates expectations prior to and beyond high school, and outlines **equitable student access** to high-quality WBL experiences across the entire continuum. | An infrastructure is in place to ensure continuous and sustained collaboration between secondary educators, postsecondary educators, and employers to improve the WBL continuum.  The **implemented continuum** of WBL experiences **provides equitable access for all students in the region** and culminates in a paid, for credit, or similarly **intensive WBL.** |
| GLCCP QI 2D-3-8:  **WBL Integration** |  | WBL experiences are **loosely connected** to pathway student learning outcomes. | WBL experiences are **intentionally designed** to reinforce student progress toward attaining **pathway student** **learning outcomes.** | WBL experiences are assessed to determine students’ attainment of academic, technical, and employability skills aligned to pathway student learning outcomes. | WBL experiences are refined and improved to support all students making progress towards pathway student learning outcomes, inclusive of academic, technical, and employability skills. |
| GLCCP QI 2D-4:  **WBL Student Placement** |  | An **informal process** in used for matching students and employers.  Matching is primarily done by WBL intermediary team members with minimal use/support of technology. | A formal process is used for matching students and employers.  **WBL intermediary team members use online tools/technology to facilitate** student matching and placement with employers. | WBL student placement process is revised and updated, as needed.    **An online matching and placement** **mechanism/technology** is used to match students with employers; human interfacing helps to ensure quality of placements. | WBL student placement process can be differentiated for individual student and employer needs.  Online mechanisms/technology **monitor the supply and demand** of opportunities and inform improvements in the WBL placement system; human interfacing supports matching and quality of WBL experience. |
| **WBL Tools** |  | Tools and resources for student, teacher, and employer use in WBL are cobbled together from **available resources.**  Tools and resources may not ‘fit’ with the needs of a particular stakeholder group. | Tools and resources are reviewed and curated to develop a collection of **targeted and vision-aligned supports** for use in WBL.  Efforts are made to **customize** and/or **standardize tools and resources** for regular use. | A WBL “toolkit” is formally adopted and put into use by stakeholders to support most/all experiences across the WBL continuum.  Tools and resources are customized/standardized, internally coherent, and reflect the unique needs of the stakeholder groups. | **WBL tools and resources are readily and easily available to all stakeholders** through an electronic or digital platform.  Data is collected about the use and efficacy of WBL tools and resources to support their refinement and revision. |
| GLCCP QI 2C:  **WBL Supports** |  | Data are collected from key stakeholders (i.e., youth, families, teachers, districts, industry councils, chambers, employers etc.) about their experience(s) with WBL. | Data collected from key stakeholders are used to coordinate and enhance **support** (i.e., transportation, liability insurance, training for employers, access, etc.) for WBL, as needs arise. | Data collected from key stakeholders are used to provide **strategic and systematic support,** and marshal additional resources, for WBL to ensure equitable access for all students. | Data are regularly collected from key stakeholders and routinely used to continuously improve supports that ensure equitable access to high-quality WBL for all students. |
| GLCCP QI 2E:  **WBL Continuous Improvement** |  | **Anecdotal feedback** about student and employer WBL experiences informs improvement.  WBL student outcomes are defined, but progress towards outcomes is not yet monitored. | Evaluation criteria are establishedto measure the effectiveness of student and employer WBL experiences; data collection is not systematic.  Efforts are made to improve WBL student outcomes and employer expectations. | Established **metrics inform a system** for regularly **tracking data that can inform** program improvement.  Data are used to inform program improvement with regard to improving student outcomes and employer expectations. | **Progress monitoring and data review is systematized to inform program improvement.**  Data are used to enhance employers’ return on investment, students’ skill attainment and certifications, and system design. |