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Team Self-Assessment Tool

Each team is encouraged to use this self-assessment tool to gauge how their current practices relate to the principles addressed during the Career Pathways Workshop. By the end of the two-day Workshop, it is our goal to have every participant become more familiar with the activities, actions, tasks, and outcomes that contribute to building career pathways.

Please work with your facilitator and think about how your team plans to engage in the suggested activities listed below. If some of these ideas are new to you, consider whether your team would benefit from learning more about them and make a note to pursue these questions further in the spaces provided below. When you have completed the assessment, prioritize those areas of interest and those areas that require more attention and document this information in the Workshop Participation Agenda Form. Please share both the populated Self-Assessment Tool and the Workshop Participation Agenda Form with your facilitator. This information will help us tailor the curriculum to your team's individual needs.

Teams are encouraged to discuss these questions as a team, following these steps: 1) Ensure every team members has received this self-assessment tool. 2) Come to the Workshop prepared to discuss the Self-Assessment Tool. 3) During the Workshop we will focus on the first two steps below, Gap Analysis and Building Strategic Partnerships.

I. Gap Analysis

1. What resources has the team used to research and understand the current and projected state of the regional labor market? Has the team identified data sources that provide real-time economic and labor information at the local, state and regional levels?
2. How has the team researched the local labor market or reviewed existing reports to identify:
 - Industries and occupations that are new and emerging, expected to grow and/or decline?
 - Industries and occupations where there is a demand for skilled workers and available jobs?
 - The jobs/occupations that are most critical to the economy?

- The pay scales for these industries and occupations that may be critical to the economy or may be projected to experience growth?
 - The skills and competencies these industries/occupations require from entry-level on up?
 - The demographics and skill level of the local labor pool and how workers may transfer their skills to industries and occupations in high demand?
3. Has the team established a strategic direction which addresses where you want to drive your local economy? (Possible directions may focus on key employers, a supply chain, an industry cluster, a specific industry, among other directions). If not, what is the plan to do so?
 4. Based on the labor market research, what skills gaps, resource gaps, worker shortages and other workforce and economic development challenges is the team considering in creating the strategic direction?
 5. Has the team undertaken resource mapping to identify community, state, regional, and partner resources that can be leveraged or redirected to respond to identified gaps? If so, how? If not, what is the plan to identify these resources?

II. Creating Strategic Partnerships

6. Does your team include leaders from the following key groups?
 - Education
 - Pre-K–12
 - Community Colleges

- 4-year post-secondary institutions
- Adult education (ABE, ESL, GED, etc.)

- Business and industry

- Economic development

- Workforce development

- Social services

If not, how does the team plan to reach out and recruit members from these groups?

7. Has the team established a mission, vision, and goals? If not, what is the plan to develop these?

8. Has the team identified an intermediary organization responsible for the day-to-day operations of the collaboration? If so, which organization will play that role? If not, how does the team plan to identify an intermediary?

9. Does your team have all of the appropriate partners engaged in the economic analysis (e.g., workforce, education, business and economic development)?

10. How does the team plan to obtain the buy-in from senior or political leadership of the community and region?

11. What is the strategy to determine the resources each partner can provide to support the services being developed, including:
 - Workforce investment and training resources?

 - Education resources?

 - Private resources (employer, foundations, individual donors)?

12. What is the team's strategy for informing One-Stops about the career pathways system being developed and implemented?

13. How are the partners exploring, identifying, and offering wrap-around support services?

III. Mapping Career Pathways

14. Has the team met with critical employers, educators, workforce and economic development leaders to review their findings in the gap analyses?

15. Have employers supplied feedback such as the job titles, job descriptions, salaries, and training and educational requirements that represents their current or anticipated staffing structure?

16. On the basis of information gathered, can the team draft a career pathways map that illustrates a progressive sequence of education and career advancement, and charts which partners provide services at each level of the pathway?

17. Have faculty representatives at the community college been consulted and are they actively engaged in developing curriculum and offering input to map career pathways?

IV. Engaging Employers in Building a Competitive Workforce through Career Pathways

18. Is the team remaining current with the workforce development trends and needs of local industry and business? In what way?

19. How is the team engaging regional employers?

20. Is the partnership maintaining an ongoing relationship or dialogue with business and employers? If so, how? If not, what is the plan for developing that ongoing relationship?

V. Creating the Secondary to Postsecondary Connections in Building a Competitive Workforce through Career Pathways

21. What is the team's plan for building and strengthening the connection between the secondary and post-secondary educational systems?

22. Has the partnership developed articulation agreements supporting the transition of high school students into academic college programs? If not, what steps must the team take in order to make this happen?

23. Do articulation agreements align secondary and postsecondary curriculum so that coursework follows a progressive sequence? If so, how? If not, what steps would need to be taken in order to make this happen?

24. Are curriculum development activities addressing skill and competency shortages identified in the economic and gap analyses? How? If not, what steps must the team take to integrate the information from the economic and gap analyses?

VI. Creating Pathways for Out-of-School Youth and Adults

25. How is the team planning to connect support programs and services such as developmental education, Adult Basic Education, English as a Second Language, remedial education, and business and industry training with academic programs?

26. Is the team seeking to build bridges between out-of-school youth service providers and post-secondary schools? How is the team going about this?

27. What training and services are planned for (or are in place) to address the needs of incumbent workers and their employers for career progression and skills upgrades?

28. What training and services are planned for (or are in place) to address the needs of dislocated workers?

29. How does the team plan to address the needs of non-traditional students to ensure maximum participation (flexible scheduling, chunking of curriculum, credentialing, providing credit, etc.)?

VII. Sustaining Your System

30. Has the team aligned its career pathways strategies with state and regional strategies? Describe how this was achieved or what plan is in place to achieve this goal.
31. Is the team working collaboratively to leverage funding from all available sources?
32. Does the team have a plan to sustain the pathways system moving forward? If so, what is it?
33. Has the team developed a strategy to expand the pathways framework to include additional employers and/or additional occupations within the industry? Describe the strategy in place (or the plan to develop a strategy).
34. Can a framework for this system or model be applied to additional industries, occupations, populations, or skill sets?

VIII. Data Collection and Evaluation

35. Have quantifiable outcomes been identified to measure the success of programs?
36. Are performance measurements in place and regularly assessed to evaluate the partnership's goals toward continuous improvement of service delivery?
37. Does the team collect, analyze and manage data to achieve their goals and outcomes?

38. What are the team's most critical concerns or areas that need further clarification? These critical concerns should be noted herein and entered on your Workshop Participation Agenda form.