

School-to-Work

Sustainability Self-Assessment Template

FOR FLORIDA'S STW PARTNERSHIPS

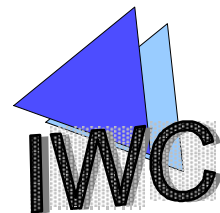
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Prepared for:

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<http://www.fiu.edu/~xiwc>

SUSTAINABILITY SELF-ASSESSMENT TEMPLATE

Overview

Even as federal fiscal support for School-to-Work (STW) partnerships declines, the understanding and implementation of STW should continue to grow and become integrated into current systems. The future “look” or configuration of the regional partnership and the STW system will depend on how well the partnerships focus their planning efforts toward sustainability. Sustainability of School-to-Work at the partnership level will require self-understanding, strategic planning, and commitment.

This assessment template is designed for a partnership to assess its current status with regard to sustainability of its regional or local initiative. When the appropriate participants use this tool in combination with available information and inputs, the result should be a shared understanding of the partnership’s current situation that prepares the planning team for the strategic planning process of the Sustainability Institute.

Questions and elements for this template are drawn from a variety of sources on Florida STW planning and evaluation processes, education reform, partnerships and STW sustainability. A number of items are adapted from the Colorado *Infrastructure to Support and Sustain a Comprehensive School-to-Career System: Local Partnership Self-Review*.

The Sustainability Self Assessment is provided for the partnerships’ own confidential use.

No reports, data or information on individual partnerships will be submitted to the State from this self assessment.

Organization and Format

The Sustainability Self-Assessment is organized around four broad dimensions of STW sustainability at the local partnership level:

1. Stakeholder involvement.
2. Leadership for sustainability.
3. Implementation of STW components across the system/community.

4. Integration and realignment of resources to support the system.

The template is in matrix form and includes each dimension and a set of elements that are broad enough to fit into each partnership's local context. The partnership should perform the following analysis steps and record the results in the matrix itself:

1. Rate the **importance** of each element. Remember that this assessment is focused on sustainability, so your assessment of an element is always in terms of its value and relevance to *sustainability of the initiative*. An importance rating will help your partnership zero in on critical sustainability factors.
2. Rate the current **status** of each element: the extent to which the described result or condition exists in your region today.
3. Make note of the available data, describe evidence that supports the element, and identify the critical issues associated with the element.

Note: A notebook of materials has been prepared for each partnership as inputs to the partnership self-assessment process. These materials are identified in the matrix wherever relevant to an element. The partnership should add other sources or descriptions of evidence from its own operations.

How to Use the Template

This template is designed to help the STW partnerships answer the question *Where are we now with regard to sustainability?* Therefore, the template is best used by the partnership governing board, which has ultimate responsibility for the future direction and focus of the partnership, and the STW Coordinator, who has responsibility for overall coordination of partnership activities. In a partnership that is sustainable, the governing board members actively participate in the partnership's strategic and sustainability planning processes. The STW Coordinator is active in identifying sources of data and other inputs to the planning process.

The following suggestions will ensure that maximum benefit is gained from the self-assessment process:

- Regardless of whether the governing board or a designated sub-committee will have responsibility for sustainability planning, the planning team should have enough breadth of representation and understanding to address all the listed elements of sustainability. The size of the planning team will vary for each partnership; however, a team with too few members may not have the

understanding of all of the elements to be fully effective. On the other hand, a team with too many members may be unwieldy and have difficulty achieving consensus. A planning team of 10 or 12 is probably ideal.

- Before the assessment process begins, the STW Coordinator should compile relevant information/materials to distribute to team members with the Self-Assessment.
- Team members should be given ample opportunity to rate the sustainability elements *individually* before coming together as a group.
- A consensus rating of the importance and status of the elements should be developed in a full-group session of the planning team. In the interest of efficiency, a planning team may choose to complete all of the **importance** ratings first, and then perform a group rating and analysis of the **status** of only those elements rated as “needed” or “critical” to sustainability.
- The template can be expanded by the planning team to include elements of sustainability particular to your local initiative and community.
- Brainstorming on data, evidence of accomplishments and critical issues can occur after each element is rated *or* after the entire section has been rated.

The Benefits of Self Assessment

When the process is conducted effectively, the outcome of the Sustainability Self Assessment should be a realistic assessment that can guide strategic and sustainability planning efforts. Any report generated will include not only facts and figures, but also the collective wisdom of the planning team after thinking together, speculating, and exchanging views of the partnership’s situation regarding key factors in sustainability.

The *process* of the partnership self assessment also provides intangible value beyond any written reports or assessments of the partnership’s situation, because:

- It builds commitment and ownership on the part of the individuals who participate in the process
- It promotes team building and consensus among the partnership’s leaders
- It increases the capacity for strategic thinking in the STW partnership.

Planning teams who engage in a partnership self-assessment process before the STW Sustainability Institute, using this or another tool, will be prepared to take full advantage of the Institute structure and process. They will have considered the views of key stakeholders, assembled and digested information on the initiative, and come to a consensus on the current status of the partnership in preparation for the sustainability visioning and planning process of the Institute.

For Further Information or Assistance

The Sustainability Self-Assessment Template is available for downloading from our website at <http://www.fiu.edu/~xiwc>. If you have any questions about the template or would like the template sent to you on diskette, please contact the Institute personnel listed below. In addition, IWC staff can assist your partnership as facilitators during self assessment or planning meetings.

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Frank T. Hammons, *Associate Professor and Director*
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E-mail: xiwc@fiu.edu

Suggested Readings

Council of Chief State School Officers (1997). Sustaining school-to-career systems for urban youth. Report on the national conference of the State-Urban Initiative, Cincinnati, Ohio, October 23-25, 1997. Washington, D.C.: Author.

Departments of Education and Labor. (1997). 1997 Report to Congress on implementation of the School-to-Work Opportunities Act. Washington, D.C.: Authors.

Hammons, F. T., Haley, M. E., Rodriguez, A. & Scheel, N. (1998). Sustaining School-to-Work Systems: A report on selected states. Miami, FL: Florida International University, Institute for Workforce Competitiveness.

Hubbard, J., Kennedy, M., Sutton, J. & Trefiny, S. (1995). Dynamics of alliances. Aurora, CO: Mid-Continent Regional Education Laboratory.

McAlonan, S., Potter, A. & Meyer, K. L. (1997). Infrastructure to support and sustain a comprehensive school-to-career system: Local partnership self-review. Denver, CO: The Colorado School-to-Career Partnership. [On-Line]. Available: www.stcresource.org/infrastr.htm

STW PARTNERSHIP SUSTAINABILITY SELF-ASSESSMENT TEMPLATE

I. INVOLVEMENT OF STAKEHOLDERS:

System-wide sustainability will require the substantial commitment from stakeholders to a shared vision of STW. A stakeholder is any individual or group who is *affected* by or *can affect* the STW partnership's success. Primary stakeholders are those who are actively engaged in the STW initiative. Supporting stakeholders are not actively engaged in the partnership, but can choose to support or not support the initiative. Key stakeholders, whether primary or supporting, need to understand and benefit from STW in some way (i.e., need incentives) in order to support sustainability. For key stakeholders, STW sustainability will require

- Understanding of STW principles and what the local STW system is and is not
- Involvement in both partnership activities and in building a comprehensive STW system.

Sustainability Question: *If sustainability is based on providing value to each of the STW stakeholder groups, how can partnership activities be strengthened to bring value to current and new stakeholders? How will you communicate this value to your stakeholders?*

Element	Rating (Circle One)	Notes (Related Data, Evidence of Accomplishment, Key Stakeholders, Critical Issues, etc.)										
1.1 The following stakeholders and their expertise are actively engaged in implementing the STW system:												
1.1.2 School Districts	<table border="1" style="width: 100%; border-collapse: collapse; text-align: center;"> <tr> <td style="width: 15%;">IMPORTANCE</td> <td style="width: 10%;">1</td> <td style="width: 10%;">2</td> <td style="width: 10%;">3</td> <td style="width: 10%;">4</td> </tr> <tr> <td>STATUS</td> <td>1</td> <td>2</td> <td>3</td> <td>4</td> </tr> </table>	IMPORTANCE	1	2	3	4	STATUS	1	2	3	4	
IMPORTANCE	1	2	3	4								
STATUS	1	2	3	4								

RATING SCALES

IMPORTANCE TO SUSTAINABILITY	1 = Low Priority	2 = Useful but not Necessary	3 = Necessary	4 = Critical
STATUS OF ELEMENT	1 = Not Yet Considered	2 = Planning	3 = In Progress	4 = Operational

Element	Rating (Circle One)					Notes (Related Data, Evidence of Accomplishment, Key Stakeholders, Critical Issues, etc.)
1.1.2 Local School Boards	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
1.1.3 Business and Industry Partners	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
1.1.4 Workforce Development Board	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
1.1.5 Chamber of Commerce	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
1.1.6 JTPA/Employment & Training Council	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
1.1.7 Community College	IMPORTANCE	1	2	3	4	

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Element	Rating (Circle One)					Notes (Related Data, Evidence of Accomplishment, Key Stakeholders, Critical Issues, etc.)
1.1.8 4-year colleges/universities	STATUS	1	2	3	4	
	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
1.1.9 Parents	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
1.1.10 Students	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
1.1.11 Local Political Organizations	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
1.1.12 Elementary and Middle School Teachers and Counselors	IMPORTANCE	1	2	3	4	

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Element	Rating (Circle One)					Notes (Related Data, Evidence of Accomplishment, Key Stakeholders, Critical Issues, etc.)
	STATUS	1	2	3	4	
1.1.13 Secondary School Teachers and Counselors						
	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
1.1.14 Both Vocational and Academic Teachers	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
1.1.15 ESE, ESOL Teachers	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
1.1.16 Elementary, Middle & Secondary Administrators	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
1.1.17 Community Organizations	IMPORTANCE	1	2	3	4	

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Element	Rating (Circle One)					Notes (Related Data, Evidence of Accomplishment, Key Stakeholders, Critical Issues, etc.)
1.1.18 Organized Labor	STATUS	1	2	3	4	
	IMPORTANCE	1	2	3	4	
1.1.19 Juvenile Justice	STATUS	1	2	3	4	
	IMPORTANCE	1	2	3	4	
1.1.20 Adult Vocational & Technical Centers	STATUS	1	2	3	4	
	IMPORTANCE	1	2	3	4	
1.1.21	STATUS	1	2	3	4	
	IMPORTANCE	1	2	3	4	
1.1.22	STATUS	1	2	3	4	
	IMPORTANCE	1	2	3	4	
RATING SCALES						
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Element	Rating (Circle One)	Notes (Related Data, Evidence of Accomplishment, Key Stakeholders, Critical Issues, etc.)		
1.2 The individual self-interests of key stakeholders are identified and integrated into the partnership's mission and goals.	IMPORTANCE 1 2 3 4			
	STATUS 1 2 3 4			
1.3 STW is perceived as an integral part of education reform by the key stakeholders in our region.	IMPORTANCE 1 2 3 4			
	STATUS 1 2 3 4			
1.4 The majority of businesses and community organizations in the region are involved in STW in some way.	IMPORTANCE 1 2 3 4			
	STATUS 1 2 3 4			
1.5 Major industries in our region are actively participating in developing their workforce via the STW system.	IMPORTANCE 1 2 3 4			
	STATUS 1 2 3 4			
1.6 The original STW partnership in our region has expanded its membership to represent the breadth and depth of stakeholders in the community.	IMPORTANCE 1 2 3 4			
	STATUS 1 2 3 4			
1.7 The STW partnership has developed multiple communication mechanisms and strategies for communicating effectively with key stakeholder groups.	IMPORTANCE 1 2 3 4			
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RATING SCALES

Element	Rating (Circle One)	Notes (Related Data, Evidence of Accomplishment, Key Stakeholders, Critical Issues, etc.)
1.8 Key stakeholder groups are well informed about progress toward partnership goals.	STATUS 1 2 3 4	
1.9	IMPORTANCE 1 2 3 4	
	STATUS 1 2 3 4	
1.10	IMPORTANCE 1 2 3 4	
	STATUS 1 2 3 4	
1.11	IMPORTANCE 1 2 3 4	
	STATUS 1 2 3 4	
1.12	IMPORTANCE 1 2 3 4	
	STATUS 1 2 3 4	

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Element	Rating (Circle One)	Notes (Related Data, Evidence of Accomplishment, Key Stakeholders, Critical Issues, etc.)
1.13	IMPORTANCE 1 2 3 4	
	STATUS 1 2 3 4	

II. LEADERSHIP FOR SUSTAINABILITY:

Leadership needed to build and sustain a STW system is different from leadership needed to maintain the “status quo”. Partnership leaders who are building a new system must have in their minds a vision of what is being built and seek to communicate this vision to stakeholders in order to build a broad base of support for STW.

Leaders in participating organizations must provide support to those charged with building the system, and will need to both model and sustain commitment to the collaborative and systems-building processes of STW. Strong, visible and vocal leadership for STW will help to ensure sustainability through a combination of political process and restructuring of institutions.

Sustainability Question: *Are leaders in our STW partnership and region actively providing leadership to make needed changes in the organizations that make up the STW system?*

Element	Rating (Circle One)	Notes (Related Data, Evidence of Accomplishment, Key Stakeholders, Critical Issues, etc.)
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Element	Rating (Circle One)					Notes (Related Data, Evidence of Accomplishment, Key Stakeholders, Critical Issues, etc.)
2.1 The following leaders in our region are publicly visible and vocal in their support of STW:						
2.1.1 District School Board Members and Superintendents	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
2.1.2 High-Level Business and Industry Leaders	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
2.1.3 Regional Workforce Development Board Members	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
2.1.4 Local Government Leaders and Elected Officials	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
2.1.5 Community College & University Leaders	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	

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Element	Rating (Circle One)					Notes (Related Data, Evidence of Accomplishment, Key Stakeholders, Critical Issues, etc.)
2.1.6 Parent and Community Organization Leaders	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
2.1.7 School Reform Leaders	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
2.2 Through personal involvement in partnership activities such as planning, communications, and evaluation of progress, partnership leaders serve as role models, reinforcing the partnership's vision and mission.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
2.3 Partnership leaders are committed developing the partnership's vision and encourage participation, collaboration, and risk-taking.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
2.4 Partnership leaders take active steps to remove barriers to STW implementation.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
RATING SCALES						
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Element	Rating (Circle One)					Notes (Related Data, Evidence of Accomplishment, Key Stakeholders, Critical Issues, etc.)
2.5 Partnership leaders publicly recognize partnership successes and stakeholder contributions.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
2.6 Partnership leaders take active steps to utilize stakeholder expertise and match the right people to the right roles and responsibilities.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
2.7 Partnership leaders take active steps to minimize turnover of key partners and staff.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
2.8 Partnership leaders are actively involved in reviewing the accomplishment of the partnership's goals and providing feedback to stakeholders on progress.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
2.9 Partnership leaders have developed a realistic vision of sustainability for the STW region.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
RATING SCALES						
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Element	Rating (Circle One)					Notes (Related Data, Evidence of Accomplishment, Key Stakeholders, Critical Issues, etc.)
2.10	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
2.11	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	

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III. IMPLEMENTATION OF STW COMPONENTS ACROSS THE SYSTEM/COMMUNITY:

One challenge faced by the local STW partnerships is to bring to scale the important school-based, work-based, and connecting activity components of STW in such a way as to maximize the possibilities for sustaining the initiative within the region. The planning issue for the local partnership is to identify those activities that fit within the partnership’s realistic sustainable vision and then determine on what scale the activities will ultimately take place and on what timetable they should be brought to scale to enhance sustainability of the initiative. Each partnership’s long-range vision may put more or less emphasis or priority on the components outlined in the STWOA. This long-range vision should be reflected in the current plan and activities of the local partnership.

NOTE: Progress in bringing to scale specific school-based learning, work-based learning and connecting activities is documented in the Progress Measures and STW Readiness Data in the planning notebooks supplied to each partnership.

Sustainability Questions: *What will be the primary value added to the community by the partnership after federal funding runs out? How is this value reflected in the activities that are accomplished today or will be accomplished in the next several years, and what areas can be enhanced to ensure sustainability?*

Element	Rating (Circle One)					Notes (Related Data, Evidence of Accomplishment, Key Stakeholders, Critical Issues, etc.)			
3.1 Workplace competencies are integrated with academic content standards, curriculum and instruction, and assessment practices.	IMPORTANCE	1	2	3	4				
	STATUS	1	2	3	4				
3.2 Career awareness, exploration, and preparation are integrated into instruction.	IMPORTANCE	1	2	3	4				
	STATUS	1	2	3	4				
RATING SCALES									
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STATUS OF ELEMENT	1 = Not Yet Considered		2 = Planning		3 = In Progress		4 = Operational		

Element	Rating (Circle One)					Notes (Related Data, Evidence of Accomplishment, Key Stakeholders, Critical Issues, etc.)
3.3 A full range of work-based learning opportunities is implemented with all students.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
3.4 Methods for connecting work-based learning experiences to academic instruction are in place.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
3.5 Broad career pathways serve as a framework for delivering both academic and vocational curricula.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
3.6 Strategies are being implemented to address all aspects of the industries within career pathways.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
3.7 Existing school-based and work-based programs within the local partnership are integrated into the STW system.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
RATING SCALES						
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Element	Rating (Circle One)					Notes (Related Data, Evidence of Accomplishment, Key Stakeholders, Critical Issues, etc.)
3.8 A comprehensive career guidance and development process is being implemented for all students.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
3.9 Professional development related to school-based and work-based learning is being provided to all STW stakeholder groups, with specific goals and strategies for key stakeholders.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
3.10 A system of coordination of work-based learning is implemented at the school and district, and/or partnership levels that allows a single point of contact to be used for employer communication.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
3.11 Strategies are being implemented to identify and engage at-risk and out-of-school youth.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
RATING SCALES						
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Element	Rating (Circle One)					Notes (Related Data, Evidence of Accomplishment, Key Stakeholders, Critical Issues, etc.)
3.12 Strategies are being implemented to ensure that youth with disabilities, ESOL, and other historically underserved groups have a full range of STW opportunities.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
3.13 Articulation agreements are in place between K-12, post-secondary district programs, community colleges, and universities.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
3.14 Transition support is available to all students with job and college placement that matches their career goals.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
3.15 Individual student assessment of interests, talents, and goals is implemented for all students.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
3.16 Employers and educators collaborate to develop instruction and assessment practices.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
RATING SCALES						
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Element	Rating (Circle One)					Notes (Related Data, Evidence of Accomplishment, Key Stakeholders, Critical Issues, etc.)
3.17	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
3.18	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
3.19	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
3.20	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	

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IV. INTEGRATION AND REALIGNMENT OF RESOURCES TO SUPPORT THE SYSTEM

Support for STW activities must be integrated successfully into existing education, workforce development, and employer organizations for sustainability of the initiative beyond the sunset of federal STW monies. Ideally, STW would become a priority to accomplish each organization's mission, as evidenced by changes in organizational structures, processes, and resources to support STW, and by greater coordination and integration among organizations. The specific strategies and approaches to integration will vary by partnership and by stakeholder organization according to the needs and strengths that are unique to the local community. However, they will reflect the partnership's attempts to broaden and realign its resource base (of both internal and external resources) to sustain STW activities.

Sustainability Question: *Have demonstrated changes in the organizations that make up the local STW system – in particular the reallocation of resources - taken place to integrate STW principles and support future STW activities?*

Element	Rating (Circle One)					Notes (Related Data, Evidence of Accomplishment, Key Stakeholders, Critical Issues, etc.)
4.1 STW is integrated into the workforce and economic development policies in the region.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
4.2 STW is integrated into the mission and processes of the K-12 educational system: 4.2.1 School board policies support STW.						
	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	

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Element	Rating (Circle One)					Notes (Related Data, Evidence of Accomplishment, Key Stakeholders, Critical Issues, etc.)				
4.2.2 STW is integrated throughout the curriculum.										
	IMPORTANCE						1	2	3	4
	STATUS						1	2	3	4
4.2.3 The majority of educators integrate STW into their classroom instruction.										
	IMPORTANCE						1	2	3	4
	STATUS						1	2	3	4
4.2.4 Release time is available for teachers to be involved in business and industry.										
	IMPORTANCE						1	2	3	4
	STATUS						1	2	3	4
4.2.6 Counselors are required to participate in industry field visits.										
	IMPORTANCE						1	2	3	4
	STATUS						1	2	3	4
4.2.7 Faculty and staff development related to STW is available at all levels. RATING SCALES										
	IMPORTANCE						1	2	3	4
	STATUS						1	2	3	4
IMPORTANCE TO SUSTAINABILITY	1 = Low Priority		2 = Useful but not Necessary		3 = Necessary	4 = Critical				
STATUS OF ELEMENT	1 = Not Yet Considered		2 = Planning		3 = In Progress	4 = Operational				

Element	Rating (Circle One)					Notes (Related Data, Evidence of Accomplishment, Key Stakeholders, Critical Issues, etc.)
4.2.8 School improvement plans and reports include a STW component.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
4.3 STW is integrated into the mission and processes of the higher education system:						
4.3.1 The college/university mission & goals promote STW competencies, articulation agreements, and partnerships with schools and businesses.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
4.3.2 STW is an integral part of teacher education.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
4.3.3 Research agendas further knowledge of STW competencies and systems.	IMPORTANCE	1	2	3	4	

RATING SCALES

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STATUS OF ELEMENT	1 = Not Yet Considered	2 = Planning	3 = In Progress	4 = Operational

Element	Rating (Circle One)					Notes (Related Data, Evidence of Accomplishment, Key Stakeholders, Critical Issues, etc.)
	STATUS	1	2	3	4	
4.4 STW is integrated into the mission and processes of employer organizations.						
4.4.1 Employer organizations have identified STW as a significant initiative in their community involvement strategy.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
4.4.2 Staff are available to support students in the workplace.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
4.4.3 Release time is available for staff to be involved at school sites.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
4.4.4 Staff have been trained on how to include students in the workplace.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	

RATING SCALES

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Element	Rating (Circle One)					Notes (Related Data, Evidence of Accomplishment, Key Stakeholders, Critical Issues, etc.)
4.4.5 Performance evaluation criteria reflect STW competencies and principles.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
4.4.6 Business and community-based organizations are involved in developing curriculum and instruction at all educational levels.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
4.4.7 Funding and procedures are in place to promote work-based learning opportunities for students.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
4.5 STW is integrated into the mission and processes of public agencies and local government. 4.5.1 Agency/local government share expertise and resources as active STW partners.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	

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Element	Rating (Circle One)					Notes (Related Data, Evidence of Accomplishment, Key Stakeholders, Critical Issues, etc.)
4.5.1 Release time is made available to staff to participate in the STW partnership.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
4.5.2 Staff have been trained on how to include students in the workplace.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
4.5.3 Performance evaluation criteria reflect STW competencies and principles.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
4.5.4 Agencies/local government collaborate with educators in developing curriculum and instruction as appropriate.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
4.5.5 Funding and procedures are in place to promote work-based learning opportunities for students.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	

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Element	Rating (Circle One)					Notes (Related Data, Evidence of Accomplishment, Key Stakeholders, Critical Issues, etc.)
4.5.6 Where appropriate, planning and delivery of services are coordinated with other workforce development initiatives.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
4.6 Extended cooperation and collaboration among the primary stakeholder organizations are seen as critical to advancing their missions.	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
4.7	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
4.8	IMPORTANCE	1	2	3	4	
	STATUS	1	2	3	4	
4.9	IMPORTANCE	1	2	3	4	

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Element	Rating (Circle One)					Notes (Related Data, Evidence of Accomplishment, Key Stakeholders, Critical Issues, etc.)
	STATUS	1	2	3	4	

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