



# SYSTEMS CHANGE BENCHMARKING TOOL

## SCALE AND SUSTAINABILITY

### INSTRUCTIONS

Use this and the other eight self-assessments with your state team to set a baseline at the beginning of the planning process, and revisit it periodically to assess progress across the nine strategic elements. *On page 2 you will find a set of guiding questions to help you assess where you are in the implementation process.* Team members can fill out the assessment ahead of time or work through the questions as a group. You may wish to only tackle two or three sections per meeting. You can record your scores from all nine areas on the benchmarking dashboard.

### 2. SCALE AND SUSTAINABILITY

Scale and sustainability strategies are about more than numbers and enrollments: states and colleges must promote expansion by breaking down silos within the college and strengthening partnerships, while also building out integrated pathways across the state. Scale is achieved by expanding the number of pathways the college is offering, the number of colleges offering pathways, and the extent to which pathways concepts are adopted by other parts of the college. Sustainability also includes institutionalization within the college, as evidenced by allocation of existing resources and including a commitment to the advancement of low-skilled adults in college strategic plans and institutional effectiveness benchmarks. Sustainability requires a long-term plan for funding and managing assets and resources from partners, as well as the capacity to mobilize those resources. Planning to increase funding and staff capacity to match the targeted growth in integrated pathways is essential.

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<p>There is no real sustainability plan and no plan to create capacity to pursue funding opportunities</p> <p>Support for change is limited</p> <p>No funding support has been identified for the ongoing cost of the programs</p> <p>There is no plan for long-term engagement of the partnering organizations</p> <p>No substantive braided funding is happening</p> <p>No plan for addressing loss of Pell eligibility has occurred</p> <p>Scale is limited and not realized in other parts of the state</p> <p>Expansion within colleges is not clear</p>				<p>The sustainability plan and strategies have secured funding beyond the grant</p> <p>Strategies to provide financial aid have been identified</p> <p>Integrated models are the major delivery system for ABE programs</p> <p>There is staff commitment at the state and local levels to operate the programs and promote policy change.</p> <p>The model is being used to support systems change beyond the core team</p> <p>There is shared ownership for pathway implementation among a broad spectrum of stakeholders.</p> <p>There are viable pathways in most parts of the state</p>

## GUIDANCE QUESTIONS FOR COMPLETING THIS SECTION

- > Are more pathways than the original two being planned by any of the colleges?
- > Are colleges expanding pathways in a way that meets student and employer demand?
- > Are the state or its colleges expanding the model to other parts of the college (e.g., lower-level ABE or developmental education)?
- > Are state/regional events being used to promote the integrated pathway efforts (either community college events or those of partnering organizations)?
- > How are data being utilized to promote scale and sustainability across the state? Who at the state level is looking at data from the colleges to inform replication?
- > Has the colleges infused the integrated pathway models into their strategic plans and institutional effectiveness measures? Have they developed benchmarks or metrics to measure the effectiveness of the new pathways?
- > Does the state have firm commitments for braided funding from other agencies or partners?
- > Do the state or the colleges have cost benefit analyses that will help promote change?
- > Does the braided funding model focus on providing funds to the colleges to cover the costs of initiative activities or as a strategy for sustainability later in the process (or both)?
- > Has the initiative been positioned in terms of helping to solve regional and state economic development efforts?

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**Jobs for the Future** works with our partners to design and drive the adoption of education and career pathways leading from college readiness to career advancement for those struggling to succeed in today's economy.



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