



# SYSTEMS CHANGE BENCHMARKING TOOL

## STAKEHOLDER ENGAGEMENT

### 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.

### 5. STAKEHOLDER ENGAGEMENT

Much of the success of shifting to an integrated pathways model depends on building a supportive network of stakeholders, including partners and champions of change. Strong relationships with a wide range of stakeholders can improve the diversity of students engaged, strengthen alignment with systems, help achieve policy change, add resources to the redesign and implementation efforts, and stretch the model's reach. It is essential to engage employers: their support can help with recruitment, job placement, program quality, and funding. It is also important to engage a diverse set of partners representing publicly funded workforce agencies (WIB and WIA One Stop Center staff), education, and support services and build deep institutional connections that will last in the long term. This should include both internal partnerships at the colleges and external partnerships with employers, Workforce Investment Boards, and other state agencies.

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
State and college leaders have no clear role or set of responsibilities for their partners; the initiative's vision and goals are rarely communicated to external organizations; no energy or engagement helps structure and align partners; few college departments are engaged; few organizations are engaged; the execution of the model does not involve external stakeholders; employers are not engaged.				State leaders have engaged key external organizations and stakeholders in the complete process; the vision and goals are communicated to and understood by external stakeholders; organizational cohesiveness is in evidence; goals are reached through collaboration; there is evidence of a clear understanding of the model and the initiative; there is strong employer and labor market engagement at the state and local levels.

## GUIDANCE QUESTIONS FOR COMPLETING THIS SECTION

- > Is the state using its communications plan to spread a consistent message about the initiative, including what it is about and why it matters?
- > Is the state helping colleges establish local partnerships and relationships?
- > Is the state providing substantive roles and activities for its partners on the implementation team, including deep employer engagement? What roles are partners playing?
- > Has the state engaged employers and/or employer associations?
- > Is the state maximizing the power of the partners' networks?
- > Have other state agencies or other partners provided concrete funding support (including in-kind support)?
- > Is the state implementation team actively seeking opportunities with other agencies to get on their event agendas to promote Accelerating Opportunity?
- > Do college staff take proactive measures to communicate what Accelerating Opportunity is about (e.g., via this faculty senate, president's cabinet, faculty in-service, professional development opportunities, college e-newsletters) to promote internal partnerships and collaboration?

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