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.

7. STATE TECHNICAL ASSISTANCE TO COLLEGES

For a state-driven to succeed, it is critical that the state effectively manages implementation and provides strong technical assistance to its demonstration colleges. The plan for building the capacity of the colleges must include three key components:

> Staff capacity and system leadership to ensure the colleges are performing;
> A process for working with the colleges and monitoring their progress; and
> A clear definition of the areas the state wants to emphasize in its technical assistance approach.

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<td>The state does not devote time and energy to developing a TA plan for the colleges; no process has been outlined or expectations stated for the colleges to follow to ensure the model is implemented effectively; there is little accountability; few communications structures are in place to keep the state aware of college needs; the colleges are not held to performance goals during intermediate points; the TA plan is not tied to performance measures or outcome goals.</td>
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<td>The state has written a TA plan for each college; each college has clear intermediate and long-term goals for systems change; the state has a solid process for monitoring in real time how the colleges are doing; someone at the state office is accountable and feels ownership for the performance and implementation success of the colleges; data and updates about the progress of the colleges are shared widely and used as proof points to scale and sustain the initiative; the TA plan is tied to the professional development plan; colleges receive support to meet their goals.</td>
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GUIDANCE QUESTIONS FOR COMPLETING THIS SECTION

> What are the roles of the state implementation team in ensuring that colleges meet progress goals and performance expectations? Who is responsible? How is this managed in real time?

> How does the TA plan connect with the professional development strategy?

> What are the process and interventions if a college does not meet expectations?

> What areas of technical assistance will the state provide and what are the points of emphasis?

> How will the state team stay aware of emerging technical assistance needs?

> What strategies will the state team use to provide TA (e.g., site visits, one-on-one calls, group calls)?

> How will state partners be engaged in providing technical assistance (e.g., the state LMI director training colleges in using local labor market data)?

> Is the state team taking advantage of existing events (e.g., meetings and conferences) to connect with colleges?