



SYSTEMS CHANGE BENCHMARKING TOOL

POLICY

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.

8. POLICY

Policy plays a critical role in supporting integrated pathways. States and colleges need to identify high-impact policy levers (e.g., braided funding; support for Common Core Standards; common assessment practices; student support services) that will accelerate, support, scale up, and sustain the programmatic redesign. Removing policy barriers to support growth or revising policies that constrain the ability to scale up the model are also part of the policy work plan.

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
The policy plan is not gaining the traction needed to affect the programmatic redesign or to support scaling and sustainability; the policy team is relatively inactive and progress is limited; discrete efforts do not add up to change; there is little communication about the policy plan with key state stakeholder groups; there is limited translation of the policy plan with the colleges; institutional barriers are not addressed; workarounds and short-term fixes replace a comprehensive policy approach.				A policy team is in place with dedicated leadership and a focused, comprehensive plan; policy changes are channeled through shared governance outlets; policies are executed and result in enhanced program growth and scale; programs are sustained due to an effective policy environment that secures resources; successful outcomes are met. The colleges are receiving support to meet their overall goals.

GUIDANCE QUESTIONS FOR COMPLETING THIS SECTION

- > What actions of the state policy team help ensure progress on the policy work plan?
- > Do the partnering organizations and governor's office receive routine policy updates? Do they all have the policy plan and know its critical focus areas?
- > How is the state/system articulating policy changes to the colleges?
- > What barriers slow progress toward the policy goals?
- > Are the colleges consulted about aspects of the policy plan that directly affect them? Are the colleges bought in?
- > Is the state team in communication with the colleges about institutional policy barriers and policy confusion? Has there been an analysis of what is actual policy at the state/system level and what is myth on campus?

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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