



SYSTEMS CHANGE BENCHMARKING TOOL

LEADERSHIP AND STAFF COMMITMENT

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.

9. LEADERSHIP AND STAFF COMMITMENT

Successful implementation of a redesigned model rests in the hands of state and institutional leadership. The extent to which leaders make the work a state and college priority, and can assign and deploy adequate staff capacity to ensure key actions and strategies are operationalized, is paramount. Strong leadership includes:

- > Ensuring a clearly communicated vision;
- > Having a full-time staff member dedicated to this work who is knowledgeable about the population and the model;
- > An emphasis on monitoring and accountability;
- > Strong political will to manage a complex policy work plan geared toward systems change;
- > Persistence to see the initiative through without being distracted by new opportunities; and
- > Committed resources

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
State and college leadership are not willing to commit time and resources to make the initiative a priority; vision and goals are rarely communicated to partners and external organizations; goals are reached through discrete and independent efforts by the colleges; there is limited effort to use the program models and policy plan for systems change; there is too little staffing for managing and providing technical assistance to the project; colleges are not accountability enough for reaching their goals in the initiative.				State and college leadership are committed to the work and sees the initiative as a way to change the way ABE is delivered in the state long term; there is adequate staff capacity to manage the TA and lead the work; vision and goals are communicated to and understood by partners, colleges, and external stakeholders; organizational cohesiveness is in evidence; goals are reached through collaboration.

GUIDANCE QUESTIONS FOR COMPLETING THIS SECTION

- > Are state and college leaders engaged in the integrated pathways initiative? Are they committed to its success?
- > Is staff capacity sufficient to manage all the work?
- > •Is the initiative seen as a priority at the state and system levels?
- > Do college leaders, including deans, understand the initiative and why it is important?
- > Has the state team engaged other key system office leadership (e.g., workforce development, CTE, Communications) to ensure the work gets done and shared ownership is built?
- > Does the system head get briefed regularly? The governor's office? Key state agencies?
- > Are expectations about the level of leadership and staff commitment communicated adequately to the colleges in order to build strong on-the-ground support across the college?
- > Are integrated pathways concepts being integrated into various state strategic plans (e.g., the ABE state plan, CTE state plan, community college or higher education strategic plans)?
- > Are the college trustees briefed about the initiative?
- > Do any colleges have integrated pathways identified as part of their accreditation goals and process? Are integrated pathways part of their strategic plans? Have they determined institutional effectiveness benchmarks or metrics for integrated pathway programs?

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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