

**State Partnership Evaluation Instrument
December 2000**

STATEMENT	DEFINITION OF STATEMENT	LIKERT SCALE
<p>1. The State Partnership has broad and active representation, and its structure allows for effective and efficient decision-making.</p>	<p>The State Partnership encourages input and active involvement from a wide range of groups that have a stake in preparing all students, P-16 and beyond, for college and careers. All State Partnership members are provided opportunities for input and involvement primarily through a governing body that focuses on key aspects of STC system-building, implementation, and sustainability. To promote effective and efficient decision-making, members are of <i>sufficient authority and status to make decisions</i> on behalf of the agencies/organizations they represent. Moreover, a process is in place to bring ideas and recommendations to the body for quick decision and action.</p>	<p><input type="checkbox"/> Somewhat Agree</p>
<p>2. The State Partnership has a shared vision for its STC system.</p>	<p>The State Partnership has a clear and concise statement on the intended impact of its STC system. The statement includes a desired end condition and identifies the audiences to who the efforts are directed. The vision is developed through a consensus process and is supported by all partners and members of the agencies/organizations they represent. Partners provide leadership for achieving the vision through policies and practices of the Partnership and their individual agencies. Through their individual agencies, <i>partners also contribute funds, staff, equipment, and other resources that support the Partnership's vision.</i></p>	<p><input type="checkbox"/> Somewhat Agree</p>
<p>3. The State Partnership aligns its activities with existing reform initiatives, and builds upon effective programs and services.</p>	<p>The State Partnership aligns STC activities with existing reform initiatives – emanating from different federal and state funding sources – that focus on preparing youth for college and careers. By connecting these initiatives and building upon effective programs and services, not only are personnel, finances, and resources maximized, but students are provided with comprehensive education, workforce development, and economic development services.</p>	<p><input type="checkbox"/> Somewhat Disagree</p>
<p>4. The State Partnership serves as a catalyst for educational reform.</p>	<p>The State Partnership has a plan to provide innovations in teaching and learning that <i>help all students achieve high academic and technical skill standards.</i> Innovations may include creating curricular frameworks that blend academic and industry-recognized skill standards, designing curriculum that aligns with the state academic and skills standards, developing instructional strategies that combine academic and career/technical subject matter and support learning in the context of real-life applications and careers, developing state-wide performance-based assessments that measure academic and technical skills, and revising graduation requirements to recognize workplace learning experiences and other STC opportunities.</p>	<p><input type="checkbox"/> Somewhat Agree</p>

<p>5. The State Partnership serves as a catalyst for workforce preparation and economic development reform.</p>	<p>The State Partnership has a plan to provide innovations in workforce preparation and economic development that equip all youth with the knowledge and skills necessary to become skilled workers and, in doing so, address employers' need for a highly-skilled workforce. Innovations include coordinating disparate employment and training programs into a single system that provides a seamless progression of opportunity for youth, designing comprehensive services and programs – one-stops– where youth and adults can access core services, designing rigorous alternative education programs aligned with state academic and skills standards, organizing professional development activities for providers of employment and training programs, and designing on-the job training pro-grams to assist employers improve or upgrade their workforce.</p>	<p><input type="checkbox"/> Somewhat Agree</p>
<p>6. The State Partnership plays a role that no single state agency can perform by itself.</p>	<p>The State Partnership plays a crucial role in STC system-building and implementation by performing functions that each state agency values but is not able to provide effectively or efficiently on their own. These functions may include convening agency representatives for policy discussions; sponsoring cross-agency professional development activities and events; coordinating legislation; maintaining clearinghouses of information, best practices, and resources; implementing public information campaigns; and conducting comprehensive STC system evaluations. Through these functions, not only are personnel, finances, and other resources maximized, but possible duplication of effort in delivering education and workforce development services for youth are eliminated.</p>	<p><input type="checkbox"/> Somewhat Agree</p>
<p>7. The State Partnership promotes employer and organized labor involvement at regional and local levels.</p>	<p>The State Partnership has ongoing strategies for involving employers and organized labor representatives in STC system-building and implementation. The Partnership may promote active involvement and retention by appointing employers and organized labor representatives to governing bodies and committees; training their staffs as workplace mentors; offering incentives such as tax credits for those providing work-based learning activities; and organizing strategy meetings at regional and local levels to discuss barriers to involvement. The Partnership also conducts <i>regular analyses of labor market information</i> to ensure that employers and organized labor represent the sizes and types of businesses within regional and local areas.</p>	<p><input type="checkbox"/> Somewhat Agree</p>
<p>8. The State Partnership has the capacity to respond to requests for information and technical assistance from the different audiences at regional and local levels.</p>	<p>In its role as broker of information, the State Partnership has a well-publicized and utilized mechanism for the different audiences to request information and resources, and receive timely services. Mechanisms may include web sites, listservs, toll-free numbers, and e-mail. As requested, the State Partnership has a process to connect – either electronically or in person – the different audiences with content experts for technical assistance on STC system-building, implementation, and sustainability.</p>	<p><input type="checkbox"/> Strongly Agree</p>
<p>9. The State Partnership</p>	<p>Based on periodic needs assessments, the State Partnership organizes professional</p>	

<p>organizes professional development activities for different audiences at regional and local levels.</p>	<p>development activities to ensure that the different audiences such as – educators, employers, organized labor, teachers, counselors, parents, and others – can effectively fulfill their roles and responsibilities in STC system-building and implementation. In planning professional development activities, the Partnership provides opportunities for <i>sustained and innovative experiences</i> such as teacher or faculty internships/externships; workplace mentor training; institutes; distance learning opportunities; web-based practitioner dialogues; and research projects. These activities are arranged with flexibility to accommodate schedules of individual partners that must plan and work together.</p>	<p><input type="checkbox"/> Somewhat Agree</p>
<p>10. The State Partnership has strategies to ensure that all students have equal access and full participation in regional and local STC initiatives.</p>	<p>The State Partnership promotes equal access and full participation in STC opportunities for all youth regardless of background or ability. Access and participation are achieved by recommending <i>appropriate accommodations and modifications to classroom and workplace learning</i> environments based on matching students’ needs, interests, and abilities with appropriate and challenging activities and supports. Accommodations may include: providing guidance on the development of individual education/career plans to include workplace learning and other STC experiences; developing print and electronic materials in alternate formats; and providing tutoring or job coaches at workplace learning sites.</p>	<p><input type="checkbox"/> Somewhat Agree</p>
<p>11. The State Partnership promotes the inclusion of career awareness and development activities across grade levels and subject areas.</p>	<p>The State Partnership promotes activities that broaden and deepen student’s knowledge of careers so that, ultimately, they may make more informed career choices. Activities may include: incorporating career awareness and development activities across the P-16 curriculum; designing student career planning guides; and developing broad career pathways/clusters that help students organize and select academic and career/technical courses based on their career interests.</p>	<p><input type="checkbox"/> Somewhat Agree</p>
<p>12. The State Partnership fosters quality work-based learning experiences connected to students’ academic and career/technical courses in school.</p>	<p>The State Partnership organizes joint educator-employer work groups to conduct activities in support of intensive and sustained workplace learning experiences for students. Activities may include: designing work-based curriculum that incorporates state and industry-recognized skill standards; developing instructional materials that connect students’ workplace experiences – including part-time jobs obtained on their own – to their academic and career/technical courses in school; arranging teacher internships/externships at businesses; providing training for school-based and workplace mentors; and developing guidelines for matching students with workplace learning experiences. The State Partnership also disseminates information on best practices and resources for implementing quality workplace learning experiences.</p>	<p><input type="checkbox"/> Neutral</p>
<p>13. The State Partnership involves postsecondary institutions in the design and</p>	<p>The State Partnership works with two- and four-year postsecondary institutions on key aspects of STC system-building and implementation. Through this collaborative relationship, joint advisory councils for program and curriculum</p>	<p><input type="checkbox"/> Somewhat Disagree</p>

<p>implementation of state and local STC systems.</p>	<p>development are established, common cooperative education standards are developed, and joint professional development activities are held. The State Partnership also <i>fosters changes in pre-service teacher education programs</i> to include instruction on STC principles and practices.</p>	
<p>14. The State Partnership has an effective communication strategy for keeping different audiences aware of and involved in STC initiatives.</p>	<p>The State Partnership has multiple and ongoing strategies to provide current information about STC activities to different audiences, and to keep them involved in system-building efforts. Information may relate to: the Partnership’s vision and initiatives; best practices for STC system-building; upcoming professional development activities or events; technical assistance providers and products; evaluation findings; and resources for sustainability. Among the many strategies for information dissemination are: newsletters; brochures; fact sheets; speaker’s kits; professional development activities; web sites; listservs; clearing-houses; public forums; and recognition ceremonies. In implementing these strategies, opportunities are made available for a <i>two-way exchange of communication</i> so that those working at the State Partnership level are kept informed of the experiences and needs of customers and end-users in the field.</p>	<p><input type="checkbox"/> Somewhat Agree</p>
<p>15. The State Partnership has multiple and ongoing strategies for evaluating STC system impacts and student outcomes, and using findings for continuous system improvement.</p>	<p>The State Partnership gathers data on STC system and student indicators. System indicators may include: changes in institutional policies and practices; extent of involvement of key partners; frequency and intensity of professional development opportunities; and satisfaction of partners and end-users, especially educators, employers, labor representatives, parents, and students. Student indicators may include: academic achievement; career/technical knowledge and skills; course-taking patterns; motivation; attendance; graduation; and entry into and retention in postsecondary education, employment, or the military. Evaluation findings are used by the State Partnership for continuous system improvement, as well as for <i>public reporting</i> on the impacts and outcomes of STC.</p>	<p><input type="checkbox"/> Strongly Agree</p>

16. Please give any additional comments below.

