

Pathways Tennessee Site Observation Tool

This tool has been created to act as a guide to implementing the six main components of the Pathways TN framework. Intermediary organizations should work with their respective teams to identify where the work currently exists in regards to the listed criterion and prepare sample evidence to support the claim.

7-14/16 PATHWAYS

	<i>Criterion</i>	Initiating	Developing	Demonstrating	<i>Sample Evidence Examples</i>
Accountability	<i>Outcomes</i>	Outcomes are currently in development or outcomes exist for the pathways work, but they may not have group consensus.	Outcomes exist for the pathways work and are valued by stakeholders but may not be well defined.	Well-defined, meaningful, and relevant outcomes exist for the pathways work. All stakeholders strive to achieve the outcomes.	<ul style="list-style-type: none"> • <i>Strategic plan</i> • <i>Letters of support</i> • <i>SMART goals</i> • <i>Mission/vision statements</i>
	<i>Process of gathering data</i>	There is no clear plan in place for gathering data, assessing progress, and making subsequent modifications to programs and practices. Needed data may have been identified, but sources and timelines have not.	There is a clear plan in place for gathering data, assessing progress, and making subsequent modifications to programs and practices, but the plan is not currently being implemented. Team has identified data sources and timelines.	There is a clear plan in place for gathering data, assessing progress, and making subsequent modifications to programs and practices. The plan outlines when data will be accessed, when it will be reviewed, and what the sources are.	<ul style="list-style-type: none"> • <i>SWOT analysis</i> • <i>Strategic plan updates/progress reports</i> • <i>Planning documents</i> • <i>Data sources and timelines</i>
	<i>Use of Data</i>	Stakeholder data doesn't align or isn't shared among stakeholders to determine shared progress towards desired outcomes.	Stakeholders collectively share data sources but use different sources that show conflicting information.	Stakeholders continually use reliable and aligned data to assess progress towards desired outcomes and data source usage is reflective across agencies and organizations.	<ul style="list-style-type: none"> • <i>SWOT analysis</i> • <i>Strategic plan updates/progress reports</i> • <i>Planning documents</i> • <i>Data sources and timelines</i> • <i>List of organizations and data sources for decision making</i>



Accountability	<i>Target Population</i>	Pathways currently serve only a cross-section of students that is not representative of local demographics.	Pathways serve a range of students representative of local demographics, but not all students in pathways participate in a coherent program of study.	Pathways serve a range of students representative of local demographics. All students in pathways participate in a coherent program of study.	<ul style="list-style-type: none"> • <i>Pathway metrics</i> • <i>Student achievement and demographic data</i> • <i>Program marketing and promotion</i>
	<i>Postsecondary and Career Readiness</i>	The culture is focused on college, career, or neither. College is considered a 4-year program; other postsecondary programs are not well promoted to students.	Though a college-going culture and a focus on career readiness both exist, students and staff demonstrate and/or express that one is more highly valued over the other.	There exists a strong postsecondary-going culture and a sharp focus on career readiness among students and staff in pathways partnering schools. Postsecondary and career are equally ingrained in the school culture.	<ul style="list-style-type: none"> • <i>Posted materials</i> • <i>Classroom observations</i> • <i>Documented postsecondary/career plans</i> • <i>Surveys</i> • <i>Graduation Requirements</i>
Community and Culture	<i>Initiative Awareness</i>	Students, families and community members are unaware of pathway options and there is little to no community or parent/caregiver engagement.	Students, families and community members are somewhat informed about the pathways work, but information may not be tailored to a specific audience. They may not understand how pathways impact the community.	Materials and awareness efforts reach targeted populations (students, parents/caregivers, industries, etc.) who understand the available pathways, how to enroll in a specific program, the supports available, and how to be a partner.	<ul style="list-style-type: none"> • <i>Communications materials</i> • <i>Events for parents/caregivers and community</i> • <i>Funding for programs, initiatives related to the pathways</i>
	<i>Scope and Sequence</i>	9-12 programs of study may exist and may be implemented, but they are neither aligned to each other nor to postsecondary offerings, labor market trends, or workforce needs.	9-12 and postsecondary sequencing of courses are defined and implemented, but they are infrequently utilized by students due to logistical (scheduling) issues, lack of planning, etc. A limited number of postsecondary credit opportunities (1-3) exist at the high school level relevant to the pathway.	A 7-14/16 scope and sequence for core and technical coursework is clearly defined and implemented, and it aligns to labor market trends and workforce needs. Any interested student is able to successfully plan for and complete the scope and sequence. Work-based learning, 4+ postsecondary credit opportunities (2 of	<ul style="list-style-type: none"> • <i>Documented pathway (course codes, CIP code, SOC codes)</i> • <i>Articulation agreements</i> • <i>WBL placements</i>
Curriculum					



				which are in a CTE program of study) and aligned industry credentials are all available to students within the pathway.	
<i>Credentials with Value</i>	Pathways do not have an aligned credential or are offering the wrong/ mismatched certification for the program of study identified for the pathway.	Pathways lead to postsecondary credentials, but they either are not valued by employers in the labor market or do not align to a career ladder or postsecondary program.	Pathways lead to postsecondary credentials valued by employers in the labor market. Credentials connect to a career ladder and are supported by the Tennessee Department of Education and Tennessee Board of Regents as the appropriate credential for the pathway.	<ul style="list-style-type: none"> • <i>Labor market data</i> • <i>Number of students earning industry certifications within pathway</i> • <i>Pathways reflect the industry certification policy guide (TDOE)</i> 	
<i>Credit Alignment</i>	Early postsecondary opportunities (EPSOs – early college credit such as AP, dual credit/dual enrollment) are not aligned with a program of study that leads to a postsecondary credential within the pathway area of focus.	EPSOs are aligned with a program of study that leads to a postsecondary credential. There are 1-3 EPSOs available in the pathway for a student to sit for in both core academics and CTE programs.	EPSOs are aligned with a program of study that leads to a postsecondary credential. There are 4-6 EPSOs available in the pathway for a student to sit for in both core academics and CTE programs.	<ul style="list-style-type: none"> • <i>Program of study course sequence</i> • <i>Pathways documentation tool</i> • <i>Articulation agreements</i> 	
<i>Work-Based Learning (Structure, Sequence, Depth)</i>	Disconnected Work-Based Learning (WBL) activities exist and are not systematically reflected upon to build towards deeper forms of WBL.	Some forms of WBL exist at all grade levels and a structure exists to support students engaging at all grades, and students are asked to reflect upon their experiences.	Students experience WBL across all grades and see the continuity between their experiences. They build upon previous experiences to shape future ones, and at the highest level, student experiences are culminating in capstone WBL that aligns with their pathway and postsecondary plans.	<ul style="list-style-type: none"> • <i>WBL Scope and Sequence/Continuum</i> • <i>Curricular materials</i> • <i>Documented examples of WBL across grades</i> • <i>Student college and career planning documents</i> 	



	<p><i>WBL Capstone Accessibility</i></p>	<p>High schools provide WBL capstone experiences to some students, but it is not accessible to all students. Sometimes placements align to targeted careers. WBL coordinators may attend WBL PLCs.</p>	<p>High schools provide WBL capstone experiences that are accessible to all students, but placements are limited or are not always relevant to all programs of study. Some WBL coordinators attend WBL PLCs and have some school and community stakeholders who provide some targeted WBL placements. Additional placements are needed to fully support all targeted career areas and or programs of study.</p>	<p>High schools offer capstone WBL options accessible to all students. All WBL coordinators are active participants in WBL PLCs and collaborate with school and community stakeholders continuously to place students in all targeted career areas that build on programs of study. <i>WBL offerings include at least WBL: Transitions (6107) + WBL: Career Practicum (6105) and may also offer additional capstone courses specific to each targeted program of study (such as Clinical Internship or Engineering Practicum)</i></p>	<ul style="list-style-type: none"> • <i>Students completing WBL capstone experiences graduate with distinction (see state board high school policy 2.103).</i> • <i>WBL enrollment in capstone experiences is reflective of the student population and is consistently offered across all programs of study.</i> • <i>WBL Coordinators annually update their WBL certificates through active participation in WBL PLCs.</i> • <i>WBL coordinators serve on community groups to grow program placements, and documentation reflects their participation and advocacy.</i> • <i>WBL is promoted to all students systematically.</i>
--	--	--	---	---	--



CAREER INFORMATION AND ADVISING

	Criterion	Initiating	Developing	Demonstrating	Sample Evidence Examples
Academic Opportunities	<i>Early Postsecondary Access</i>	<p>There is limited or no access to, and enrollment in, early postsecondary opportunities (EPSOs) for students that are regionally relevant (aligned to a postsecondary institution's offerings in the service area and local labor market demands). EPSOs could include AP, IB, dual enrollment, dual credit, etc.</p> <p>Clear policies and resources do not exist at the school level to increase enrollment in EPSO offerings. Advising and support structures are not in place for students. Awareness of EPSOs may be limited among students and parents/caregivers.</p>	<p>Students have access to multiple EPSOs that are regionally relevant but enrollment is limited.</p> <p>Limited policies and resources exist at the school level to increase enrollment in EPSO offerings. Advising and support structures are in place, but may not reach all students. Awareness of EPSOs among students and parents/caregivers could be expanded.</p>	<p>Districts offer a variety of early postsecondary options across general education and CTE programs. Enrollment in and successful completion of EPSOs are increasing.</p> <p>Clear policies and resources exist at the school level to promote enrollment in EPSOs and awareness among students and parents/caregivers. Advising and support structures are in place and are available to all students.</p>	<ul style="list-style-type: none"> • <i>Increase in student success rate in EPSOs</i> • <i>Increase in student enrollment in EPSO offerings</i> • <i>Increase in student enrollment numbers</i> • <i>Increase in the number of EPSOs offered (portfolio approach)</i> • <i>School board policy</i> • <i>MOU</i> • <i>Marketing materials</i> • <i>Parent/caregiver feedback</i>



Student Counseling Supports & Advising	<i>Social and Emotional Learning</i>	Processes are in place to address students' social and emotional concerns as needed. Prevention activities are limited. Individual counseling is available.	Processes and supports are in place to address students' social and emotional needs. Referral processes are clear and reviewed with faculty and staff. Students are referred to counseling when behavior interrupts their learning. Administration sometimes utilizes counseling services as an early intervention for discipline referrals.	All students have access to high quality social and emotional prevention and intervention support that could include individual and group counseling, large group/classroom activities, mentoring, participation in student activities aligned to their interests/abilities and service learning. Faculty and staff regularly consult with counseling staff regarding the social and emotional needs of their students. Administration regularly utilizes counseling services as an early intervention for discipline referrals.	<ul style="list-style-type: none"> • <i>Participation rates for individual and group counseling</i> • <i>Counseling referrals</i> • <i>Discipline referrals, include suspension/expulsion rates</i> • <i>Attendance rates</i> • <i>Counseling program management agreement that includes prevention activities</i>
	<i>Academic</i>	Student data is being collected but a systematic review of data by a team is not in place. A process for developing intervention plans for students is currently in place at the school level.	A process is in place to identify students at risk of missing an educational milestone. The process may not include all stakeholders, includes limited intervention opportunities, and/or it is implemented with partial fidelity.	There is a clear and coherent process for developing an intervention plan for students who are not meeting academic and/or college/career benchmarks that includes multiple stakeholders and is based on the student's associated area(s) of deficit. The plan is implemented with fidelity. Outcome data is available that shows effectiveness of the intervention method.	<ul style="list-style-type: none"> • <i>Intervention plan</i> • <i>Student performance data</i> • <i>List of target students</i> • <i>Intervention materials</i>
	<i>College and Career Readiness</i>	Systems and structures for delivering high-quality college and career counseling and advising are in development. Students have access to minimal	Systems and structures to ensure students receive high-quality counseling and advising services are in place, but services may not be reaching all students.	All students receive comprehensive counseling and advising for both college and career. Postsecondary plans for both college and career are	<ul style="list-style-type: none"> • <i>Counseling and advising schedules</i> • <i>Counselor and advisor job descriptions (counseling program</i>



		counseling and advising in college and career development. Students may have a postsecondary plan for college and/or career but it is not regularly reviewed.	Students have postsecondary plans for college and/or career that are reviewed annually when scheduling coursework for the next year.	developed and reviewed often for scheduling as well as meeting academic and college and career benchmarks. There are robust and active systems and structures in place to ensure all students receive high-quality counseling and advising services.	<i>management agreement)</i> <ul style="list-style-type: none"> • <i>Individualized college and career plans</i> • <i>Plan/framework for counseling and advising</i> • <i>Counseling materials</i>
--	--	---	--	--	---



EMPLOYER ENGAGEMENT

	Criterion	Initiating	Developing	Demonstrating	Sample Evidence Examples
Outreach to Employers	<i>Relationship Management</i>	Schools and districts manage most relationships with employers and take on the work of securing WBL opportunities and placements. This work takes place in silos and does not have a regional approach.	Regionally, some schools and districts tap into WBL opportunities and placements directly with employers, while other schools and districts hold relationships directly with employers, but industry engagement/outreach happens from many organizations without clear alignment.	Regionally, an organization or process supports schools and districts to tap into WBL opportunities and placements via a clear delivery system. School and district requests to industry partnerships are clear and provide a mutually beneficial opportunity.	<ul style="list-style-type: none"> • <i>Communications materials</i> • <i>Documentation of activities</i> • <i>Documentation operating procedures</i> • <i>Employer rosters</i>
	<i>Framework for Employer Engagement</i>	A framework for employer engagement and documented agreements are in development.	A framework for employer engagement and related working agreements are in place but not necessarily in use. Expectations, roles, and procedures for working collaboratively may not be clear.	A framework for employer engagement and working agreements among stakeholders are documented and in use. Expectations, roles, and procedures for working collaboratively are clear.	<ul style="list-style-type: none"> • <i>Employer engagement framework/plan</i> • <i>MOUs</i> • <i>Meeting agendas/notes</i> • <i>Documented operating procedures</i>
	<i>Active Relationships</i>	Very few supporting relationships exist to help with specific functions toward implementing and sustaining a pathways framework.	Relationship needs have been assessed and existing relationships are helping to expand a network to meet the needs on a small scale.	Supportive relationships exist for all areas of need that support students along the whole pathway. Industry partnerships provide leadership in the regional efforts.	<ul style="list-style-type: none"> • <i>List of partners with description of services provided</i> • <i>Budgets</i> • <i>MOUs</i> • <i>Meeting agendas/notes</i>

	Criterion	Initiating	Developing	Demonstrating	Sample Evidence Examples
Role of Employers	<i>Advocacy</i>	There are no clear pathways champions from business, industry, or community organizations advocating for 7-14/16 pathways in targeted sectors.	Representatives from business, industry, and community organizations serve as pathway champions in private settings.	Representatives from business, industry, and community organizations serve as easily identifiable and public pathway champions.	<ul style="list-style-type: none"> • <i>Communications materials</i> • <i>Talking points</i> • <i>Presentations</i>
	<i>Advising</i>	There are no clear pathways champions from business, industry, or community organizations advising program alignment or development in targeted sectors.	Representatives from business, industry, and community organizations serve as pathway partners but advising may be limited to either secondary or postsecondary and little connection that support a 7-14/16 pathway framework.	Representatives from business, industry, and community organizations serve as easily identifiable and public pathway champions and provide industry information and perspective to better prepare students for work opportunities.	<ul style="list-style-type: none"> • <i>Curriculum/programs vetted by industry</i> • <i>Programs alignment to industry</i> • <i>Industry led initiatives</i>
	<i>Assistance</i>	There are no clear pathways champions from business, industry, or community organizations providing work-based learning experiences in targeted sectors.	Representatives from business, industry, and community organizations serve as pathway champions in private settings for activities and learning.	Representatives from business, industry, and community organizations serve as easily identifiable and public pathway champions providing activities for learning on a regional level.	<ul style="list-style-type: none"> • <i>MOU</i> • <i>Letters of support</i> • <i>Documented activities and events</i>



INTERMEDIARIES

	Criterion	Initiating	Developing	Demonstrating	Sample Evidence Examples
Convening Functions	<i>Leadership</i>	Key stakeholders have not been fully identified and/or gaps exist in partnerships that could prohibit the growth of the initiative.	The roles and responsibilities of key partnering organizations are clear, but such roles and responsibilities are only somewhat fulfilled.	Key partners have clear roles and responsibilities, and leaders of intermediaries ensure such roles and responsibilities are fulfilled. Every partner has ownership.	<ul style="list-style-type: none"> • <i>Organizational chart</i> • <i>Meeting agendas/notes</i> • <i>Documented operating procedures</i> • <i>MOUs</i>
	<i>Convening</i>	There is currently no convening intermediary, and no other mechanism for convening stakeholders is in place.	An intermediary convenes stakeholders and a strategic plan is currently in progress but not complete.	An intermediary convenes stakeholders regularly. A regional strategic plan has been put in place and the convenings are based around the plan, working toward the goals outlined in the plan, and assessing progress.	<ul style="list-style-type: none"> • <i>Calendars</i> • <i>Meeting agendas/notes</i> • <i>Strategic plan</i> • <i>SMART Goals</i> • <i>Project plans</i>
	<i>Working regionally</i>	There are few, if any, agreements and processes for aligning and coordinating pathways between counties in a region. There is no entity that facilitates working across districts with regional employers.	An intermediary has some agreements and processes in use for aligning and coordinating pathways with partners within a region. There is little alignment and/or coordination between districts and regional employers.	An intermediary has established agreements and processes for aligning and coordinating pathways with partners throughout a region. Agreements and processes are in use, and there is clear alignment and coordination between districts and regional employers.	<ul style="list-style-type: none"> • <i>MOUs</i> • <i>Documented operating procedures</i> • <i>Meeting agendas/notes</i> • <i>Organizational chart</i>



	Criterion	Initiating	Developing	Demonstrating	Sample Evidence Examples
Leadership/ Strategic Planning	<i>Strategic Plan</i>	A plan for implementation of a regional pathways initiative is in development.	A plan for implementation of pathways is in place but goals may not be specific, measurable, achievable, results-focused and time-bound or be supported from all partnering agencies or organizations.	A plan for implementation of pathways is in place and implementation is on schedule. Stakeholders support and promote the strategic plan. The strategic plan is reflective of shared community interest of all stakeholders and all goals are specific, measurable, achievable, results-focused and time-bound.	<ul style="list-style-type: none"> • <i>Strategic plan</i> • <i>Meeting agendas/notes</i>
	<i>Vision</i>	A vision for pathways is currently in development.	The vision varies by leader or is unclear among leaders of the pathways initiative.	There is a clear and common vision among leaders of the pathways initiative. There is a clear definition of success for the pathways program and students who complete the pathway.	<ul style="list-style-type: none"> • <i>Communications materials</i> • <i>Strategic plan</i>
	<i>Sustainability</i>	A strategic plan for sustainability is currently in development. Local pathways initiatives rely on grant or state level seed funding to continue the work.	There is a strategic plan in place to ensure career pathways are sustainable. Local dollars are supporting the pathways work, but the majority of funding is from grants or seed funds.	There is a clear strategic plan in place to ensure career pathways are locally sustainable. The plan includes strategies for funding, partnerships, staffing, expansion, and leadership, and local funding stream(s) have been identified and/or braided to support the local initiative.	<ul style="list-style-type: none"> • <i>Strategic plan</i> • <i>Budgets</i> • <i>Contracts</i> • <i>MOUs</i>

