

## Self-Assessment Tool

### Accelerated Pathways in Washington State

This self-assessment tool is designed for regional partnership teams in Washington state to audit their existing pathways programming and assess how well they align with the six foundational elements of high-quality accelerated pathways:

- Students have the opportunity to complete a minimum of 18 quarter credit hours of transferable college credits while in high school.
- Courses are delivered in a structured program of study applicable to two- and four-year degrees at partner colleges.
- Programs are aligned with a career path of student interest.
- Programs are inclusive of early advising and supports.
- Programs are offered at low or no cost to students and their families.
- Programs are inclusive of high-quality work-based learning.

While the use of the tool will vary by region, ESG recommends the following individuals be part of the conversation:

- Practitioners who lead pathway efforts at K-12 schools and/or districts
- Practitioners who lead pathway efforts at higher education institutions or systems
- Workforce and employer partners who provide work-based learning and are invested in connecting students to in-demand jobs
- CBO and non-profit partners who support the college and career planning process

We anticipate teams needing to dedicate approximately two hours to complete this initial self-assessment.

*If you'd like to learn more about accelerated pathways, contact Adam Lowe, Director of Postsecondary Transitions at ESG, at [alowe@edstrategy.org](mailto:alowe@edstrategy.org).*

## Part I: Defining Existing Pathways in the Region

Region			
<b>Partner Institution</b> <i>(district or higher education institution)</i>	<b>Dual Credit Model(s)</b> <i>(Running Start, College in the High School, or CTE Dual Credit)</i>	<b>Career Clusters Offered</b>	<b>Credential Available</b> <i>(associate of arts or science transfer degrees, professional-technical certificates, industry-recognized credentials, etc.)</i>

## Part II: Assessing the Existing Pathways in the Region

Now that you’ve defined the existing accelerated pathway programs in your region, you will reflect as a team on the extent to which your region is currently meeting the six foundational elements of high-quality accelerated pathway models using the scale below.

**Not Started:** There has not yet been action taken to put this indicator in place.

**In Progress:** There has been some action taken to accomplish this indicator, but it is not yet in place.

**In Place:** This indicator is in place in our partnership.

**Not Sure:** We are unsure about whether this indicator is in place and can recommend different individual(s) to provide insight.

Element	Indicators	Reflections
<b>TRANSFERABLE CREDIT</b>	<ol style="list-style-type: none"> <li>Programs allow high school students to earn <i>at least 18 quarter credit hours</i> of college credit.  <input type="checkbox"/> Not Started   <input type="checkbox"/> In Progress   <input type="checkbox"/> In Place   <input type="checkbox"/> Not Sure           </li> <li>Programs are integrated into high school and institutional schedules.  <input type="checkbox"/> Not Started   <input type="checkbox"/> In Progress   <input type="checkbox"/> In Place   <input type="checkbox"/> Not Sure           </li> <li>Programs include opportunities to earn credentials that have industry recognition.  <input type="checkbox"/> Not Started   <input type="checkbox"/> In Progress   <input type="checkbox"/> In Place   <input type="checkbox"/> Not Sure           </li> </ol>	
<b>STRUCTURED PROGRAMS OF STUDY</b>	<ol style="list-style-type: none"> <li>Programs are structured around course sequences aligned with a degree, rather than “a la carte” or “random acts of dual enrollment.”  <input type="checkbox"/> Not Started   <input type="checkbox"/> In Progress   <input type="checkbox"/> In Place   <input type="checkbox"/> Not Sure           </li> <li>Credit articulation agreements are in place to formalize the transfer process for students who intend to earn a postsecondary credential.  <input type="checkbox"/> Not Started   <input type="checkbox"/> In Progress   <input type="checkbox"/> In Place   <input type="checkbox"/> Not Sure           </li> </ol>	

	<p>3. Data sharing agreements are in place to allow partners to collaboratively assess and use student data to help improve student access to and success in relevant courses.</p> <p><input type="checkbox"/> Not Started   <input type="checkbox"/> In Progress   <input type="checkbox"/> In Place   <input type="checkbox"/> Not Sure</p>	
<p><b>CAREER PATHWAY ALIGNMENT</b></p>	<p>1. Programs are aligned to middle- to high-wage, in-demand careers in regional labor markets.</p> <p><input type="checkbox"/> Not Started   <input type="checkbox"/> In Progress   <input type="checkbox"/> In Place   <input type="checkbox"/> Not Sure</p> <p>2. Programs are aligned with student interest and aptitudes.</p> <p><input type="checkbox"/> Not Started   <input type="checkbox"/> In Progress   <input type="checkbox"/> In Place   <input type="checkbox"/> Not Sure</p>	
<p><b>ADVISING &amp; STUDENT SUPPORTS</b></p>	<p>1. High-quality college and career advising are provided consistently and proactively starting in middle school to help students prepare for a range of postsecondary pathways, in connection with High School and Beyond Plans.</p> <p><input type="checkbox"/> Not Started   <input type="checkbox"/> In Progress   <input type="checkbox"/> In Place   <input type="checkbox"/> Not Sure</p> <p>2. Targeted, multi-lingual, culturally-relevant outreach and support is provided for students and families to help them be aware of programs, understand how their student(s) can participate, and how programs can help to meet their postsecondary goals in their High School and Beyond Plans.</p> <p><input type="checkbox"/> Not Started   <input type="checkbox"/> In Progress   <input type="checkbox"/> In Place   <input type="checkbox"/> Not Sure</p> <p>3. Students most disproportionately impacted by inequities (i.e. BIPOC students, students from low-income backgrounds, rural students, and low to middle academically performing students) are targeted for outreach and support.</p> <p><input type="checkbox"/> Not Started   <input type="checkbox"/> In Progress   <input type="checkbox"/> In Place   <input type="checkbox"/> Not Sure</p>	

	<ol style="list-style-type: none"> <li>4. Student supports are embedded into programs and span academic, career, financial aid, and social-emotional domains.  <input type="checkbox"/> Not Started   <input type="checkbox"/> In Progress   <input type="checkbox"/> In Place   <input type="checkbox"/> Not Sure</li> <li>5. Advisors, instructors, and other relevant staff receive training to be knowledgeable about dual credit and regional career opportunities.  <input type="checkbox"/> Not Started   <input type="checkbox"/> In Progress   <input type="checkbox"/> In Place   <input type="checkbox"/> Not Sure</li> <li>6. Coursework, support services, and other learning experiences are delivered in multiple formats to ensure accessibility (i.e. in-person, virtual, and/or hybrid).  <input type="checkbox"/> Not Started   <input type="checkbox"/> In Progress   <input type="checkbox"/> In Place   <input type="checkbox"/> Not Sure</li> </ol>	
<p><b>COSTS</b></p>	<ol style="list-style-type: none"> <li>1. Programs are offered to students and families at no cost for tuition and fees.  <input type="checkbox"/> Not Started   <input type="checkbox"/> In Progress   <input type="checkbox"/> In Place   <input type="checkbox"/> Not Sure</li> <li>2. Programs support students and families in overcoming financial barriers for non-tuition costs (e.g. exam fees, books, transportation, supplies, food, housing, etc.).  <input type="checkbox"/> Not Started   <input type="checkbox"/> In Progress   <input type="checkbox"/> In Place   <input type="checkbox"/> Not Sure</li> </ol>	
<p><b>WORK-BASED LEARNING</b></p>	<ol style="list-style-type: none"> <li>1. All students have opportunities to participate in high-quality work-based learning opportunities.  <input type="checkbox"/> Not Started   <input type="checkbox"/> In Progress   <input type="checkbox"/> In Place   <input type="checkbox"/> Not Sure</li> <li>2. K-12, postsecondary, and community-based partners collaborate closely with regional employers to align on program offerings and supports.  <input type="checkbox"/> Not Started   <input type="checkbox"/> In Progress   <input type="checkbox"/> In Place   <input type="checkbox"/> Not Sure</li> </ol>	

## Reflection Questions:

**1. What are the greatest assets for accelerated pathways in your region? Please briefly explain.**

**2. What are the greatest challenges for accelerated pathways in your region? Please briefly explain.**

**3. Based on this exercise, what are the two or three things you would most like to improve in the next year in your region?**