

CCTI
College and Career Transitions Initiative
Institutional Assessment and Sustainability
 Secondary School Self Assessment Rubric

SELF ASSESSMENT RUBRIC FOR INSTITUTIONALIZATION

DIMENSION I: PHILOSOPHY AND MISSION

The primary component of College and Career Transitions (CCT) institutionalization is the development of a county school-wide definition for CCT that provides meaning, focus, and emphasis for the CCT effort. How narrowly or broadly CCT is defined in your school system will effect which constituents participate/do not participate, which secondary school units will provide financial resources and other support, and the degree to which CCT will become part of the systems' institutional fabric.

	STAGE ONE <i>Critical Mass Building</i>	STAGE TWO <i>Quality Building</i>	STAGE THREE <i>Sustained Institutionalization</i>	CCTI County School System Status
DEFINITION of College and Career Transitions	There is no countywide definition of CCT. The term is used to describe a variety of county school services and activities.	There is an operational zed definition for CCT in the county school system, but there is some variance and inconsistency in the use of the term.	The institution has a formal, universally accepted definition for high quality CCT that is used consistently to operationalize many or most aspects of CCT in the county school system.	
ALIGNMENT WITH COUNTY SCHOOL SYSTEM PLANNING	CCT is not included in or aligned with the system's strategic plan.	Aspects of CCT have been included in and aligned with the school system's strategic plan.	CCT has been included in and/or aligned with the county school system's strategic plan.	
ALIGNMENT WITH INSTITUTIONAL MISSION	While CCT compliments many aspects of the institution's mission, it remains on the periphery of the school system. CCT is rarely included in larger efforts that focus on the core mission of the institution.	CCT is often mentioned as a primary or important part of the institution's mission, but CCT is not included in the school systems' official mission or strategic plan.	CCT is part of the primary concern of the institution. CCT is included in the school system' official mission and/or strategic plan.	

ALIGNMENT WITH EDUCATIONAL REFORM EFFORTS	CCT stands alone and is not tied to other important, high profile efforts in the school system (e.g., school/community partnership efforts, college linkages, alternative education, college articulation, etc.)	CCT is tied loosely or informally to other important, high profile efforts in the school system (e.g., school/community partnership efforts, college linkages, alternative education, college articulation, etc.)	CCT is tied formally and purposefully to other important, high profile efforts in the school system (e.g., school/community partnership efforts, college linkages, alternative education, college articulation with colleges, etc.)	
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DIMENSION II: TEACHER/ STAFF SUPPORT AND INVOLVEMENT

	STAGE ONE <i>Critical Mass Building</i>	STAGE TWO <i>Quality Building</i>	STAGE THREE <i>Sustained Institutionalization</i>	CCTI County School System Status
TEACHER AND STAFF AWARENESS	Very few teachers and staff know about or demonstrate an understanding of CCT.	An adequate number of teachers and staff know about or demonstrate an understanding of CCT.	A substantial number of teachers and staff know about or demonstrate an understanding of CCT.	
TEACHER AND STAFF INVOLVEMENT & SUPPORT	Very few teachers and staff actively advocate, support, or participate in CCT.	An adequate number of teachers and staff are supportive of CCT. Of those, few are advocates or active participants in CCT.	A substantial number of teachers and staff actively advocate, support, and participate in CCT.	
TEACHER AND STAFF LEADERSHIP	Very few influential teachers and staff provide leadership for advancing CCT.	An adequate number of influential teachers and staff provide leadership for advancing CCT.	A substantial number of influential teachers and staff provide leadership for advancing CCT.	
TEACHER AND STAFF INCENTIVES & REWARDS	In general, teachers and staff are not encouraged to support, advocate, and participate in CCT. There is little or no support provided by central office staff.	In general, teachers and staff are encouraged to support, advocate, and participate in CCT. There is support provided by central office staff, however, it does not extend throughout the system.	In general, teachers and staff are strongly encouraged to support, advocate, and participate in CCT. There is strong support provided by central office staff throughout the entire system.	

DIMENSION III: STUDENT SUPPORT AND INVOLVEMENT THROUGH INSTITUTIONAL SYSTEMS

	STAGE ONE <i>Critical Mass Building</i>	STAGE TWO <i>Quality Building</i>	STAGE THREE <i>Sustained Institutionalization</i>	CCTI County School System Status
STUDENT AWARENESS	There is no school-wide mechanism for informing students about College and Career Transitions (CCT) programs, i.e.: from high school (including alternative education) to college, college to career and subsequent transitions to the workplace.	While there are some mechanisms and individuals involved in informing students about CCT, there is no comprehensive and consistent process in place to communicate this information countywide.	There are school-wide, coordinated mechanisms / structure / offices in place that informs all secondary students about CCT opportunities, including information on career pathways, career guidance, career awareness, and career placements.	
STUDENT OPPORTUNITIES	Few CCT pathways are in place for students to move from high school to college and/or a meaningful career of their choosing.	CCT pathways are in place in a select few academic fields and career areas.	CCT pathways are in place for a majority of the programs offered by the county school system reflecting jobs and careers most in demand in the region.	
TRANSITION SERVICES	The county school system provides few or no resources or dedicated staff to facilitate successful student transition from high school into postsecondary education and/or careers.	The county school system provides limited resources or dedicated staff to facilitate successful student transition from high school into postsecondary education and/or careers.	The county school system provides a number of resources and dedicated staff to facilitate successful student transition from high school into postsecondary education and/or careers.	

<p>EXPANDED LEARNING EXPERIENCES AND ENRICHMENT ACTIVITIES</p>	<p>The county school system has no expanded learning experiences and enrichment activities in place for students to pursue CCT opportunities such as program pathways; earning experiential, dual or transfer credits; participation in student clubs and organizations, work-based learning opportunities; Bridge programs, etc.) Students are unaware of these resources and little if any information is disseminated.</p>	<p>Expanded learning experiences and enrichment activities are in place for students to pursue CCTI opportunities such as program pathways; earning experiential, dual or transfer credits; participation in student clubs and organizations, work-based learning opportunities, Bridge programs, etc.) Students have to make special effort to learn about these resources by contacting individuals and offices. Such information is disseminated in an inconsistent and in a sporadic manner.</p>	<p>The county school system has a complete list of learning experiences and enrichment activities are available to and accessed by students. Opportunities are communicated through print and electronic media, including a designated (interactive) web site that allow students to take advantage of the various opportunities including; program pathways; earning experiential, dual or transfer credits; participation in student clubs and organizations, work-based learning opportunities; Bridge programs, etc.)</p>	
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DIMENSION IV: COMMUNITY PARTICIPATION AND PARTNERSHIPS

An important element for CCT institutionalization is the degree to which the county school system nurtures community partnerships that include postsecondary education, business and industry, community, state and governing agencies. These partnerships are based on a culture of collaboration, trust and shared leadership focused on student transition and success.

	STAGE ONE <i>Critical Mass Building</i>	STAGE TWO <i>Quality Building</i>	STAGE THREE <i>Sustained Institutionalization</i>	CCTI County School System Status
COMMUNITY PARTNER AWARENESS	Few, if any of the community partners are aware of the county school system's CCT goals for student transition and success and how they can participate and contribute.	Some community partners are aware of the county school system's CCT goals for student transition and success and understand how they can participate and contribute.	Most community partners are aware of the county school system's CCT goals for student transition and success and understand how they can participate and contribute.	
MUTUAL UNDERSTANDING	There is little or no understanding between the county school system and the community partners regarding each other's culture, needs, timelines, required outcomes, opportunities for leveraging resources and capacity for contributing to the goals of CCT.	There is some understanding between the county school system and the community partners regarding each other's culture, needs, timelines, required outcomes, opportunities for leveraging resources and capacity for contributing to the goals of CCT.	Both the county school system and community partners are aware of and sensitive to each other's culture, needs, timelines, required outcomes, opportunities for leveraging resources and capacity for contributing to the goals of CCT	
COMMUNITY PARTNER INVOLVEMENT AND LEADERSHIP	The county school system facilitates few, if any, opportunities for community partners to become involved in and provide leadership to CCT. Few, if any community partners are actively engaged in CCT.	The county school system facilitates limited opportunities for community partners to become involved in and provide leadership to CCT. Some community partners are actively engaged in CCT.	The county school system facilitates many opportunities for community partners to become substantially involved in and provide leadership to CCT. Many community partners are actively engaged in CCT.	

DIMENSION V: INSTITUTIONAL SUPPORT

	STAGE ONE <i>Critical Mass Building</i>	STAGE TWO <i>Quality Building</i>	STAGE THREE <i>Sustained Institutionalization</i>	CCTI County School System Status
COORDINATING ENTITY	There is no county school-wide coordinating entity (e.g., committee, office, department) that is devoted to assisting the various constituencies in the implementation, advancement, and institutionalization of college and career transition functions.	There is a coordinating entity (e.g., committee, office, department) for the county school system, but the entity either does not achieve full coordination of all career transition functions or does not provide services to all constituencies or all parts of the school system.	The institution maintains a coordinating entity (e.g., committee, office, department) that is devoted primarily to assisting the various school system constituencies in the implementation, advancement, and institutionalization of college and career transition functions.	
POLICY-MAKING ENTITY	The institution's policy-making board(s)/committee(s) do not recognize college and career transitions as an essential goal for the county school system.	The institution's policy-making board(s)/committee(s) recognize college and career transitions as an essential goal for the county school system, but no formal policies have been developed.	The institution's policy-making board(s)/committee(s) recognize college and career transitions as an essential goal for the county school system and formal policies have been developed and implemented.	
STAFFING	There are no staff or teachers in the county school system whose primary paid responsibility is to advance and institutionalize college and career transition functions for the system.	There is an appropriate number of staff and/or teachers in the county school system who understand college and career transitions fully and/or hold appropriate titles that can influence the advancement and institutionalization of college and career transition functions for the system; however, their appointments are temporary or paid from external grant funds, or CCT functions are not their primary responsibilities.	The county school system houses and funds an appropriate number of permanent staff members who understand college and career transitions and who hold appropriate titles that influence the advancement and institutionalization of college and career transitions.	
FUNDING	The county school system's college and career transitions functions are supported primarily by soft money (short-term grants) from sources outside the institution.	The county school system's college and career transitions functions are supported by both soft money (short-term grants) from sources outside the institution as well as operational dollars from the institution.	The county school system's college and career transitions functions are supported primarily by hard funding from the operational budget.	
ADMINISTRATIVE SUPPORT	The county school superintendent and other administrative leaders have little or no understanding of college and career transitions functions and no recognition of its importance.	The county school superintendent and other administrative leaders have a clear understanding of college and career transitions, but they do little to make college and career transitions a visible and important part of the school system's work.	The county school superintendent and other administrative leaders understand college and career transitions and aggressively support making transition functions a more visible and important part of the school system's work.	

**EVALUATION &
ASSESSMENT**

There is no organized, county school system-wide effort underway to account for the successful transition functions taking place.

An initiative to account for successful transition functions is in place throughout the county school system. Assessment is occurring within specific programs but is not systemic.

An ongoing, systematic effort is in place to account for successful transition functions occurring throughout the county school system.