



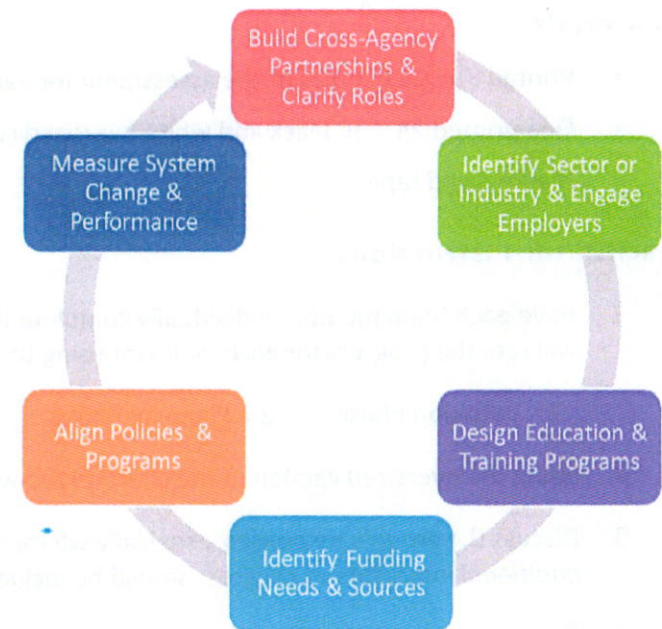
## CAREER PATHWAYS: SIX KEY ELEMENTS

### GILA RIVER INDIAN COMMUNITY: READINESS ASSESSMENT TOOL

The *Six Key Elements Readiness Assessment Tool* was developed to assist teams in forming and implementing their career pathways initiative at the local level. This tool will help teams assess their Tribe's career pathways initiative by looking at progress, priorities, gaps, technical assistance needs, and next steps. The tool is divided into the six key elements of developing a career pathways initiative. These elements are: (1) Build Cross-Agency Partnerships and Clarify Roles, (2) Identify Sector or Industry and Engage Employers, (3) Design Programs, (4) Identify Funding Needs and Sources, (5) Align Policies and Programs, and (6) Measure System Change and Performance.

### Using This Tool

The assessment tool is organized under the six key elements and includes corresponding indicators that are components of each element. You team will examine each indicator to assess your System/Sector's progress toward achieving that element. A four-point scale representing the phases of an ongoing development process will help you assess progress. For each indicator, identify the place on the scale that best reflects your current effort and circle the number. The priority for action on any indicator can be ranked as high, medium or low by circling A, B or C respectively in the far right column.



The four-point scale is based on the following definitions:

1. **Initiation Phase:** The team has discussed this indicator but has not started planning.
2. **Planning Phase:** The team is engaged in a planning process to agree upon the steps necessary to move forward.
3. **Implementation Phase:** The team has completed planning and is in the process of implementing strategies.
4. **Sustain/Enhance Phase:** Strategies have been fully implemented. The team is managing for sustainability and further enhancement of this indicator.

## Process Instructions

The following instructions will guide your team through the process of using the assessment. We recommend that you complete this assessment during an in-person meeting, involving as many members of your team as possible. Your team should identify a facilitator to guide the process as well as someone to record issues and ideas that come up through discussion.

You may adapt the process to do it virtually via webinar, or have individuals complete the assessment alone and submit to one person for synthesis. Talk with your coach about ideas for conducting this process when meeting in person is not feasible.

## Materials

- Printed 8 ½ X 11 copies of the assessment for each team member
- One printed 24 X 36 black and white oversized copy of the assessment for the group (Fed Ex Kinko's can print these)
- Markers and tape

## Facilitator Instructions

1. Have each team member individually complete the phases of development section of the self-assessment. For each indicator, team members will rate the progress for each indicator using the four-point scale described above.
 

1 = Initiation Phase    2 = Planning Phase    3 = Implementation Phase    4 = Sustain/Enhance Phase
2. Using the oversized version of the chart on the wall, have each team member make a “dot” next to their responses.
3. Discuss the group’s responses, especially where there are wide differences of opinion on progress. Then, have a discussion about whether any *additional* indicators of progress should be included.
4. Next, each team member will complete the priority section of the self-assessment in the context of a discreet time frame (*e.g.*, the next 6 months). It is helpful to limit the number of high priority activities and to force a few lows in each section.
5. Again, ask all team members to mark their responses on the wall chart and discuss. Identify priority actions for inclusion in your next steps plan.
6. Finally, evaluate your site/team’s overall progress towards achieving the key elements, and discuss some goals and/or next steps for making greater progress. The items that you may have flagged as a “priority for immediate action” may guide you in this last step. You will then use the *Next Steps Tool*, to record your next steps and technical assistance needs.



# 1. Build Cross-Agency Partnerships and Clarify Roles

| <p>Please indicate what phase of implementation you believe your Career Pathways Initiative to be in regarding each of key components listed. Also, indicate the level of priority for each action.</p> | Initiation Phase | Planning Phase | Implementation Phase | Sustain/Enhance Phase | Notes           | Priority for Action |
|---|------------------|----------------|----------------------|-----------------------|-----------------|---------------------|
| <p>1. Key agency and employer partners at the <i>Tribal</i> level, are engaged, including:</p>  |                  |                |                      |                       |                 |                     |
| <p><input type="checkbox"/> Tribal Council (if applicable)</p>  | 1                | 2              | X                    | 4                     | Need Resolution | C                   |
| <p><input type="checkbox"/> Business Representative(s)</p>  | 1                | X              | 3                    | 4                     |                 | B                   |
| <p><input type="checkbox"/> Tribal Employment Rights (TERO) (if applicable)</p>   | 1                | 2              | 3                    | X                     |                 | C                   |
| <p><input type="checkbox"/> Workforce Investment Board(s)</p>   | 1                | 2              | 3                    | X                     |                 | C                   |
| <p><input type="checkbox"/> Local workforce development departments/agencies (WIA), (NEW)</p>   | 1                | 2              | 3                    | X                     |                 | C                   |
| <p><input type="checkbox"/> Alternative Schools and /or high schools</p>  | 1                | 2              | 3                    | X                     |                 | C                   |
| <p><input type="checkbox"/> Tribal Education Department</p>   | 1                | 2              | X                    | 4                     |                 | C                   |
| <p><input type="checkbox"/> Community Colleges(s), Tribal College(s) and Post-secondary providers</p>   | 1                | 2              | X                    | 4                     |                 | C                   |
| <p><input type="checkbox"/> Adult Basic Education providers</p>   | 1                | 2              | X                    | 4                     |                 | C                   |
| <p><input type="checkbox"/> TANF providers and Human service agencies</p>   | 1                | 2              | X                    | 4                     |                 | C                   |
| <p><input type="checkbox"/> Economic Development agencies</p>   | 1                | X              | 3                    | 4                     |                 | B                   |
| <p><input type="checkbox"/> Community – based organizations</p>   | X                | 2              | 3                    | 4                     |                 | A                   |
| <p><input type="checkbox"/> Native employers within Industry Sectors</p>  | 1                | 2              | X                    | 4                     | Hospitality     | B                   |
| <p><input type="checkbox"/> Sub Sector employer groups within broader Industry Sector</p>   | 1                | 2              | X                    | 4                     | Culinary        | B                   |
| <p><input type="checkbox"/> Local State One-Stop(s)</p>   | 1                | 2              | 3                    | X                     | Gila Pinal      | C                   |
| <p><input type="checkbox"/> Foundation representative(s)</p>  | X                | 2              | 3                    | 4                     |                 | A                   |
| <p><input type="checkbox"/> Other (describe)</p>  | 1                | 2              | 3                    | 4                     |                 | A                   |
| <p>2. A Tribal lead agency or steering committee has been established to guide the process of developing a career pathways system.</p>  | 1                | 2              | 3                    | X                     |                 | C                   |

|   |   |   |   |   |  |   |
|---|---|---|---|---|--|---|
| 3. Partners agree on a definition of career pathways.   | 1 | 2 | 3 | X |  | C |
| 4. A labor market analysis and environmental scan of education and training providers has been completed.   | 1 | 2 | 3 | X |  | C |
| 5. A set of common goals and a shared vision for career pathways has been developed.  | 1 | 2 | 3 | X |  | C |
| 6. Partners have clarified working relationships and have agreed upon roles and responsibilities (i.e. A written agreement or MOU)                            | 1 | X | 3 | 4 |  | A |
| 7. Tribal leaders/Community are aware of and have pledged support for the initiative (if applicable).   | 1 | 2 | 3 | X |  | C |
| 8. Career pathways efforts at the state, regional and local level have been identified, and opportunities for partnerships have been explored (if applicable) | 1 | X | 3 | 4 |  | C |

## 1. Build Cross-Agency Partnerships and Clarify Roles (cont.)

| <p>Please indicate what phase of implementation you believe your Career Pathways Initiative to be in regarding each of key components listed. Also, indicate the level of priority for each action.</p> | Initiation Phase | Planning Phase | Implementation Phase | Sustain/Enhance Phase | Notes | Priority for Action |
|---|------------------|----------------|----------------------|-----------------------|-------|---------------------|
| 9. Roles of key state and local agencies are clearly defined and agreed to, including those for:  |                  |                |                      |                       |       |                     |
| <input type="checkbox"/> Tribal Council (if applicable)   | 1                | 2              | 3                    | X                     |       | B                   |
| <input type="checkbox"/> Business Representative(s)   | 1                | X              | 3                    | 4                     |       | B                   |
| <input type="checkbox"/> Tribal Employment Rights (if applicable)   | 1                | X              | 3                    | 4                     |       | B                   |
| <input type="checkbox"/> Workforce Investment Board(s)  | 1                | X              | 3                    | 4                     |       | B                   |
| <input type="checkbox"/> Local workforce development departments/agencies (WIA), (NEW)  | 1                | X              | 3                    | 4                     |       | B                   |
| <input type="checkbox"/> Alternative Schools and /or high schools   | 1                | X              | 3                    | 4                     |       | B                   |
| <input type="checkbox"/> Tribal Education Department  | 1                | X              | 3                    | 4                     |       | B                   |
| <input type="checkbox"/> Community Colleges(s), Tribal College(s) and Post-secondary providers  | 1                | X              | 3                    | 4                     |       | B                   |
| <input type="checkbox"/> Adult Basic Education providers  | 1                | X              | 3                    | 4                     |       | B                   |
| <input type="checkbox"/> TANF providers and Human service agencies  | 1                | X              | 3                    | 4                     |       | B                   |
| <input type="checkbox"/> Economic Development agencies  | 1                | X              | 3                    | 4                     |       | B                   |
| <input type="checkbox"/> Community – based organizations  | 1                | X              | 3                    | 4                     |       | B                   |
| <input type="checkbox"/> Native employer groups within Industry Sectors   | 1                | X              | 3                    | 4                     |       | B                   |
| <input type="checkbox"/> Sub Sector employer groups within broader Industry Sector  | 1                | X              | 3                    | 4                     |       | B                   |
| <input type="checkbox"/> Local State One-Stop(s)  | 1                | X              | 3                    | 4                     |       | B                   |
| <input type="checkbox"/> Foundation representative(s)   | 1                | X              | 3                    | 4                     |       | B                   |
| <input type="checkbox"/> Other (describe)   | 1                | 2              | 3                    | 4                     |       |                     |
| 10. Written memoranda of understanding or the equivalent clearly define the agreed upon roles and responsibilities of partnership members.  | 1                | X              | 3                    | 4                     |       | A                   |



## 2. Identify Sector or Industry and Engage Employers

| <p><i>Please indicate what phase of implementation you believe your Career Pathways Initiative to be in regarding each of key components listed. Also, indicate the level of priority for each action.</i></p> <p><i>*Core Team is made up of Education, Workforce, and Employers.</i></p> | Initiation Phase | Planning Phase | Implementation Phase | Sustain/Enhance Phase | Notes                  | Priority for Action |
|--|------------------|----------------|----------------------|-----------------------|------------------------|---------------------|
| 1. The "Core Team" of partners has assessed the local labor market to identify growth industries, occupations, and other trends.   | 1                | 2              | 3                    | X                     |                        | C                   |
| 2. Sector(s) including high demand and growth industries are identified and selected. List sector(s): Medical, Construction, Government, Hospitality, Small Business   | 1                | 2              | 3                    | X                     |                        | C                   |
| 3. Industry Sector Workgroups have a workgroup structure in place (i.e., a Chair, Co-Chair, SME, assigned "Core Team" member) and plan to meet regularly.  | 1                | 2              | 3                    | X                     |                        | C                   |
| 4. The education and skill needs of the local employers have been analyzed and gaps identified by the Industry Sector Workgroups.  | 1                | X              | 3                    | 4                     |                        | A                   |
| 5. Industry Sectors identify strengths, weaknesses, challenges, and gaps within the Community education and training programs that presents a challenge to meeting the needs of the employers,   | X                | X              | 3                    | 4                     | Varies between sectors | A                   |
| 6. Industry Sector Workgroups have determined which employers (sub sectors/industries) to target.  | 1                | X              | X                    | 4                     | Varies between sectors | A                   |
| 7. Employers representing targeted sub-sectors/industries have been engaged.   | 1                | X              | 3                    | 4                     |                        | A                   |

|  |   |   |   |   |                                  |   |
|--|---|---|---|---|----------------------------------|---|
| 8. The "Core Team" and Industry Sector Workgroups support long-term employer involvement.  | 1 | 2 | 3 | X |                                  | C |
| 9. Employer Industry sectors have identified educational partners, i.e. colleges, high schools, etc.                                       | 1 | 2 | 3 | X |                                  | C |
| 10. Employers have identified areas of need for career ladders.  | X | 2 | 3 | 4 |                                  | B |
| 11. Employers have identified opportunities for common training across sub-sectors/industries.   | X | 2 | 3 | 4 |                                  | A |
| 12. Employers have created visual progression charts per occupation.   | X | X | 3 | 4 | Varies between sectors           | B |
| 13. A plan is in place to support working with employers during various phases of the project (design, launch, operation, and evaluation). | 1 | 2 | X | 4 | Industry Sector Toolkit in place | C |

### 3. Design Education and Training Programs

| <p><i>Please indicate what phase of implementation you believe your Career Pathways Initiative to be in regarding each of key components listed. Also, indicate the level of priority for each action.</i></p>  | Initiation Phase | Planning Phase | Implementation Phase | Sustain/Enhance Phase | Notes | Priority for Action |
|---|------------------|----------------|----------------------|-----------------------|-------|---------------------|
| 1. Employers are engaged in designing education and training programs that meet the needs of their businesses.  | 1                | X              | 3                    | 4                     |       | B                   |
| 2. Education and training are non-duplicative and progressive, clearly indicating one level of instruction to the next. (Enabling students to move easily between academic and career technical programs and to and from work.                                  | X                | 2              | 3                    | 4                     |       | A                   |
| 3. Programs are designed to allow for entry at any level. System provides certificates that allow students to exit the programs at incremental stages. Students may return for further education and training as desired, progressing along the career pathway. | X                | X              | 3                    | 4                     |       | B                   |
| 4. Curricula are chunked or organized in progressive models, with each level clearly leading to the next.   | 1                | X              | 3                    | 4                     |       | B                   |
| 5. Training helps workers enter or advance within a specific sector or sub-sector/industry occupation regardless of their skills at the point of entry.   | X                | 2              | 3                    | 4                     |       | B                   |
| 6. Education and training programs make work a central context for learning are competency based and helps students attain work readiness skills and achieve competencies.  | 1                | 2              | X                    | 4                     |       | B                   |
| 7. Adult basic education programs are clearly aligned with postsecondary academic and career-technical programs.  | X                | 2              | 3                    | 4                     |       | B                   |
| 8. Programs are designed to accelerate advancement into either postsecondary education or employment, shortening the duration of training or education.   | 1                | X              | 3                    | 4                     |       | B                   |



|  |   |   |   |   |  |   |
|--|---|---|---|---|--|---|
| 9. Appropriate assessment tools determine placement and advancement, including credit for prior learning.  | X | 2 | 3 | 4 |  | B |
| 10. Programs lead to industry-recognized and/or postsecondary credentials that are stackable and lead to progressively higher-level credentials or degrees   | 1 | X | 3 | 4 |  | B |
| 11. Individualized career plans support an individual’s journey through the pathway, and provide “roadmaps,” for participants to attain the education, training, and credentials they need to        | 1 | X | 3 | 4 |  | B |
| 12. Wrap around support services are available, including job placement services, career and financial aid counseling, especially during points of transition.                                       | 1 | X | 3 | 4 |  | B |
| 13. Training is accessible and flexible by varying training sites and schedules, reducing or accommodating learning barriers, and developing drop-out prevention services or policies.               | X | 2 | 3 | 4 |  | B |
| 14. Training Programs are organized to meet the unique needs of adult learners (including childcare, accommodating work schedules with flexible and non-semester-based scheduling, alternative class | X | 2 | 3 | 4 |  | B |

## 4. Identify Funding Needs and Sources

| <p>Please indicate what phase of implementation you believe your Career Pathways Initiative to be in regarding each of key components listed. Also, indicate the level of priority for each action.</p> | Initiation Phase | Planning Phase | Implementation Phase | Sustain/Enhance Phase | Notes | Priority for Action |
|---|------------------|----------------|----------------------|-----------------------|-------|---------------------|
| 1. Partners have identified funding needs for developing core components of the career pathway system including:  |                  |                |                      |                       |       |                     |
| <input type="checkbox"/> Programs (internships, WEX, employer programs, etc)  | 1                | X              | 3                    | 4                     |       | B                   |
| <input type="checkbox"/> Incentives   | 1                | X              | 3                    | 4                     |       | B                   |
| <input type="checkbox"/> Occupational Training  | 1                | X              | 3                    | 4                     |       | B                   |
| <input type="checkbox"/> Mentoring Programs   | 1                | X              | 3                    | 4                     |       | B                   |
| <input type="checkbox"/> Training (Work Readiness, soft skills, etc)  | 1                | X              | 3                    | 4                     |       | B                   |
| <input type="checkbox"/> MIS Assistance – tracking systems  | 1                | X              | 3                    | 4                     |       | B                   |
| <input type="checkbox"/> Technology Needs   | 1                | X              | 3                    | 4                     |       | B                   |
| <input type="checkbox"/> Assessment Software  | 1                | X              | 3                    | 4                     |       | B                   |
| <input type="checkbox"/> Supportive Services (transportation, child care, clothing, tools, etc)   | 1                | X              | 3                    | 4                     |       | B                   |
| <input type="checkbox"/> Other Costs  | 1                | X              | 3                    | 4                     |       | B                   |
| 2. Partners have explored funding resources that could support the career pathway system, including:  |                  |                |                      |                       |       |                     |
| <input type="checkbox"/> Workforce Investment Act (WIA Titles I, II, and IV)  | 1                | X              | 3                    | 4                     |       | B                   |
| <input type="checkbox"/> Native Employment Works (NEW)  | 1                | X              | 3                    | 4                     |       | B                   |
| <input type="checkbox"/> Employers  | 1                | X              | 3                    | 4                     |       | B                   |
| <input type="checkbox"/> Tribal Social Services   | 1                | X              | 3                    | 4                     |       | B                   |
| <input type="checkbox"/> Head Start and Child care  | 1                | X              | 3                    | 4                     |       | B                   |
| <input type="checkbox"/> Tribal Education   | 1                | X              | 3                    | 4                     |       | B                   |
| <input type="checkbox"/> Tribal Departments   | 1                | X              | 3                    | 4                     |       | B                   |

|  |   |   |   |   |  |   |
|--|---|---|---|---|--|---|
| <input type="checkbox"/> TERO  | 1 | X | 3 | 4 |  | B |
| <input type="checkbox"/> Tribal Council  | 1 | X | 3 | 4 |  | B |
| <input type="checkbox"/> Wagner-Peyser Act funds                                     | 1 | X | 3 | 4 |  | B |
| <input type="checkbox"/> Carl Perkins Act funds                                      | 1 | X | 3 | 4 |  | B |
| <input type="checkbox"/> Community Colleges  | 1 | X | 3 | 4 |  | B |
| <input type="checkbox"/> Local One-Stops   | 1 | X | 3 | 4 |  | B |
| <input type="checkbox"/> High Schools, K-12  | 1 | X | 3 | 4 |  | B |
| <input type="checkbox"/> State funding   | 1 | X | 3 | 4 |  | B |
| <input type="checkbox"/> Nineteen Tribal Nations Workforce Investment Board (NTNWIB) | 1 | X | 3 | 4 |  | B |
| <input type="checkbox"/> Tobacco Tax   | 1 | X | 3 | 4 |  | B |
| <input type="checkbox"/> El Paso Gas   | 1 | X | 3 | 4 |  | B |
| <input type="checkbox"/> Casinos   | 1 | X | 3 | 4 |  | B |
| <input type="checkbox"/> 7 Districts   | 1 | X | 3 | 4 |  | B |
| <input type="checkbox"/> Private foundations   | 1 | X | 3 | 4 |  | B |
| <input type="checkbox"/> Employers   | 1 | X | 3 | 4 |  | B |
| <input type="checkbox"/> Federal/State Grants  | 1 | X | 3 | 4 |  | B |
| <input type="checkbox"/> Other   | 1 | 2 | 3 | 4 |  | B |



### 4. Identify Funding Needs and Sources (cont.)

| <p><i>Please indicate what phase of implementation you believe your Career Pathways Initiative to be in regarding each of key components listed. Also, indicate the level of priority for each action.</i></p> | Initiation Phase | Planning Phase | Implementation Phase | Sustain/Enhance Phase | Notes | Priority for Action |
|--|------------------|----------------|----------------------|-----------------------|-------|---------------------|
| <p>3. Partners have assessed the financial resources necessary for covering the training costs of individual participants, including:</p>  |                  |                |                      |                       |       |                     |
| <p><input type="checkbox"/> Improving counseling and assistance to students in accessing student aid (Title IV HEA)</p>  | 1                | X              | 3                    | 4                     |       | B                   |
| <p><input type="checkbox"/> Paying tuition and related costs with student aid programs (e.g. Pell grants, state grant programs)</p>  | 1                | X              | 3                    | 4                     |       | B                   |
| <p><input type="checkbox"/> Paying tuition and related costs with WIA funding (including continued training after initial employment placements toward higher level credentials)</p>                           | 1                | X              | 3                    | 4                     |       | B                   |
| <p><input type="checkbox"/> Paying tuition and related costs with Tribal Education funding (toward higher level credentials and certifications)</p>  | 1                | X              | 3                    | 4                     |       | A                   |
| <p><input type="checkbox"/> Attracting and expanding employer-provided training, utilization of tax credits, etc.</p>  | X                | 2              | 3                    | 4                     |       | B                   |
| <p><input type="checkbox"/> Covering indirect costs of attendance</p>  | 1                | X              | 3                    | 4                     |       | B                   |

| <b>5. Align Policies and Programs</b>   |                         |                       |                             |                              |              |                            |
|---|-------------------------|-----------------------|-----------------------------|------------------------------|--------------|----------------------------|
| <i>Please indicate what phase of implementation you believe your Career Pathways Initiative to be in regarding each of key components listed. Also, indicate the level of priority for each action.</i>                               | <b>Initiation Phase</b> | <b>Planning Phase</b> | <b>Implementation Phase</b> | <b>Sustain/Enhance Phase</b> | <b>Notes</b> | <b>Priority for Action</b> |
| 1. Local partners identified key policy and program changes and actions necessary to implement the goals and vision for the career pathways initiative, including coordinating efforts across other Tribes, the state and/or region.  | 1                       | X                     | X                           | 4                            |              | <b>B</b>                   |
| 2. Local policymakers support a coordinated, systems approach to adult education and training.  | 1                       | 2                     | X                           | X                            |              | <b>C</b>                   |
| 3. Administrative policies have been assessed for each of the partner agencies (workforce, education, human services, economic development) and opportunities/barriers to alignment have been identified around the following topics: |                         |                       |                             |                              |              |                            |
| <input type="checkbox"/> Allowable uses of funds, including cost-sharing agreements   | X                       | 2                     | 3                           | 4                            |              | <b>B</b>                   |
| <input type="checkbox"/> Program Eligibility  | 1                       | X                     | 3                           | 4                            |              | <b>B</b>                   |
| <input type="checkbox"/> Performance reporting requirements   | X                       | 2                     | 3                           | 4                            |              | <b>B</b>                   |
| <input type="checkbox"/> Financial reporting requirements   | X                       | 2                     | 3                           | 4                            |              | <b>B</b>                   |
| <input type="checkbox"/> Other  | 1                       | 2                     | 3                           | 4                            |              | <b>B</b>                   |
| 4. Legislative policy reforms to support a career pathways system have been identified and communicated to relevant Tribal leaders.   | 1                       | 2                     | X                           | 4                            |              | <b>C</b>                   |
| 5. A cross-program, and cross-agency professional development strategy for the Tribal Community is in place.  | X                       | 2                     | 3                           | 4                            |              | <b>B</b>                   |

## 6. Measure System Change and Evaluate Performance

| <p><i>Please indicate what phase of implementation you believe your Career Pathways Initiative to be in regarding each of key components listed. Also, indicate the level of priority for each action.</i></p> <p><b>ASU Evaluation Team</b></p>                              | Initiation Phase | Planning Phase | Implementation Phase | Sustain/Enhance Phase | Notes       | Priority for Action |
|---|------------------|----------------|----------------------|-----------------------|-------------|---------------------|
| 1. Partners have identified the system changes needed to support a career pathway system.   | 1                | X              | 3                    | 4                     |             | B                   |
| 2. Partners have established the mechanism needed to track the effect of policy changes and program designs on participant outcomes.  | 1                | X              | 3                    | 4                     |             | B                   |
| 3. Partners have identified the participant outcomes (e.g., retention, program completion, job placement, salary, etc.) that will be measured to evaluate the success of the program(s) that are part of the career pathway system.   | 1                | X              | 3                    | 4                     | Logic Model | B                   |
| 4. Partners have identified the data that need to be collected to establish the participant outcomes that will be measured to evaluate program success.   | 1                | X              | 3                    | 4                     |             | B                   |
| 5. Partners have established systems and processes for collecting and sharing performance data to establish participant outcomes, evaluate program success, and continuously improve the effectiveness of the various programs that form part of their career pathway system. | 1                | X              | 3                    | 4                     |             | B                   |