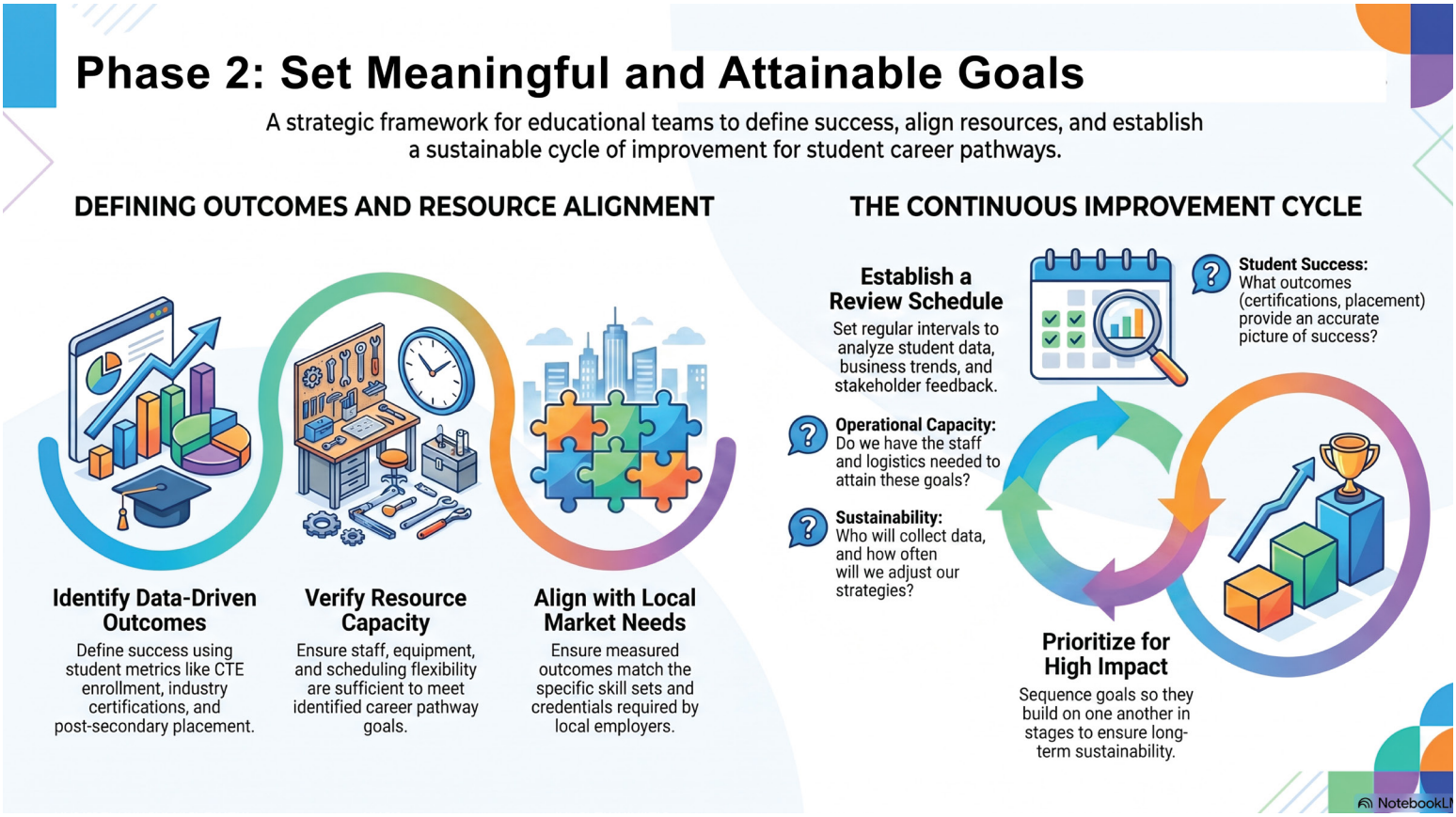


Phase 2: Set Meaningful and Attainable Goals

Phase Two is about working with the career readiness team to set specific goals based on the experiences, skills, pathways, and priorities agreed upon in the strategizing phase.

Your team will need to prioritize and sequence the goals identified so that they build on one another in stages over time.



Click on image to enlarge

This eight-minute explainer video reviews Phase Two's goals and objectives.





Phase 2: Set Meaningful and Attainable Goals

This phase includes identifying aspects of the work to be measured, determining how they will be measured, and ensuring that your goals are realistic based on the material and human resources available. Identifying key actionable goals allows you to establish a sustainable continuous improvement cycle of actions, evaluation, adaptation, and developing revised goals, as well as the initiatives needed to achieve them.

PURPOSE

Identify data-driven outcomes to be measured.

ACTIVITIES

- Work with school-based team to decide what outcomes you will use to define success.
- Identify available data sources that provide an accurate picture of the outcomes pursued.

QUESTIONS TO ASK

- What student outcomes should we measure (e.g. increased CTE enrollment, pathway completion, industry certification, post-secondary placement…)?
- What program outcomes should we measure (alignment with local needs, partner engagement, outreach to community…)?
- What (if any) new data sources will we need to access to measure these outcomes?

ACTIVITY RESOURCES

Internet Resources

- Work-Based Learning Data Collection Toolkit (Education Development Center)
- Career Readiness Metrics Framework (Advance CTE)
- Building Better Outcomes: A District Playbook for Effective Postsecondary Data Practice (EdStrategy)

PURPOSE

Ensure alignment of goals and objectives with assessment data.

ACTIVITIES

- Ensure outcomes to be measured are realistic in light of human and material resources available.
- Ensure outcomes measured align with skill sets and credentials required in the local context.

QUESTIONS TO ASK

- Do we have the staff and instructor capacity needed to attain the goals we have identified?
- Do we have the space, equipment, scheduling flexibility, transportation or other logistic capacity to attain these goals?
- Will our attaining these goals correspond to measurable positive outcomes in students' lives?

ACTIVITY RESOURCES

Internet Resources

- **Braiding Funding to Support Equitable Career Pathways (Advance CTE)**
- **Funding and Finance Resources (Advance CTE)**
- **Blended and Braided Funding (Urban Institute)**

PURPOSE

Develop a continuous improvement cycle.

ACTIVITIES

- Recognize that change takes time and small steps lead to success.
- Establish a data collection and review plan.
- Set up regular reviews of student data, business trends, and stakeholder feedback to adjust goals and strategies as needed.

QUESTIONS TO ASK

- Which actions should we prioritize as having the greatest impact? Which should we save for later?
- Who will collect/ access data, and when?
- How often should we review data and adjust goals and strategies?
- Who should be involved in data review?

ACTIVITY RESOURCE

Internet Resource

- **Assessing the Quality and Reach of Student Pathways to Economic Security (The Research Alliance for NYC Schools, NYU Steinhardt)**