Self-Assessment Tool
Selecting Career Cluster Areas

District: _____

*High School: _____

Contact Name: _____ **Contact Position:** _____

Contact Email: _____

Contact Phone: _____

Please list all Career Cluster Areas that your district/school will be using the Self-Assessment Tool to consider.

(1)_____(2)_____ (3)_____ (4)_____

Complete this checklist for each of the tentative career clusters your school/district is/will be considering. Circle the number that best represents your rating on each indicator. Add the columns in the boxes as indicated. *If your district plans to select separate career clusters for each high school, rather than for the entire district, please fill out a Self-Assessment Tool form for each high school.

Career Cluster Area: _____ *(Enter Career Cluster Area Title Here)*

LABOR MARKET AND EMPLOYER INFORMATION	Not evident			Very evident
The career cluster area has strong employment demand.	1	2	3	4
The career cluster area is critical to the regional or state economy.	1	2	3	4
Local area employers who would be involved in the development of curriculum in the career cluster area are easily accessible.	1	2	3	4
Local area employers have an interest in participating in a partnership to improve the career cluster area.	1	2	3	4
Section Total				
STUDENT INTEREST	Not evident			Very evident
Inventories of career interests indicate student interest in the career cluster area.	1	2	3	4
Assessments indicate that interested students will have prerequisite technical skills applicable to the career cluster area.	1	2	3	4
Historical student enrollment data indicate a demand for courses in the career cluster area.	1	2	3	4
Preregistration records indicate demand for course sequences in the career cluster area.	1	2	3	4
Section Total				
DISTRICT CAPACITY	Not evident			Very evident
Administrators and policy-makers are familiar with the career cluster area.	1	2	3	4
Administrators and policy-makers support the career cluster area.	1	2	3	4
Faculty surveys indicate the necessary level of dedication and support for the development of the career cluster area.	1	2	3	4
Needs assessments have indicated the level of training and development needed by district staff.	1	2	3	4
Section Total				
PARTNERSHIP CAPACITY	Not evident			Very evident

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Critical partners have been identified in the career cluster area.	1	2	3	4
Critical partners have agreed to fully participate in the development of curriculum in the career cluster area.	1	2	3	4
A team is established consisting of secondary, postsecondary stakeholders as well as business and industry representatives in the career cluster area.	1	2	3	4
A connection has been made with the relevant Learning Exchange for the career cluster area.	1	2	3	4
Connections with community-related organizations have been established in the career cluster area.	1	2	3	4
Section Total				

DATA CAPACITY	Not evident			Very evident
Procedures and processes are in place to ensure collection of valid and reliable data in the career cluster area.	1	2	3	4
Special population groups are clearly identified so that progress can be quantified and compared across population groups in the career cluster area.	1	2	3	4
The data collected can be used to inform evaluation, planning, development, and implementation in the career cluster area.	1	2	3	4
Data are shared among partnering entities for improvement and accountability in the career cluster area.	1	2	3	4
Section Total				

CURRICULUM DEVELOPMENT	Not evident			Very evident
Secondary and postsecondary curricula are aligned to the Common Core, state, and national standards in order to develop appropriate sequences of courses in the Program of Study (POS).	1	2	3	4
Required academic, technical, and employability skills are mapped throughout the curriculum in the POS.	1	2	3	4
Stakeholders have verified that the planned courses in the career cluster represent a cohered and rigorous sequence in the POS.	1	2	3	4
Dual and articulated credit courses at secondary and postsecondary institutions are established or feasible to establish in the POS.	1	2	3	4
Section Total				

STUDENT SUPPORT CAPACITY	Not evident			Very evident
Students are provided with opportunities to explore their career interests.	1	2	3	4
An advising program is in place, with counselors and teachers assigned to students, to assist with career exploration and course selections.	1	2	3	4
Strategies are in place to recruit, enroll and retain students in the career cluster area who are underserved, under-represented and from special populations.	1	2	3	4
Support services in the career cluster area reflect both student and family perspectives in addressing education and transition.	1	2	3	4
Processes are in place in the career cluster area to assist students to overcome barriers to initial entry or re-entry into secondary and postsecondary education.	1	2	3	4
Section Total				