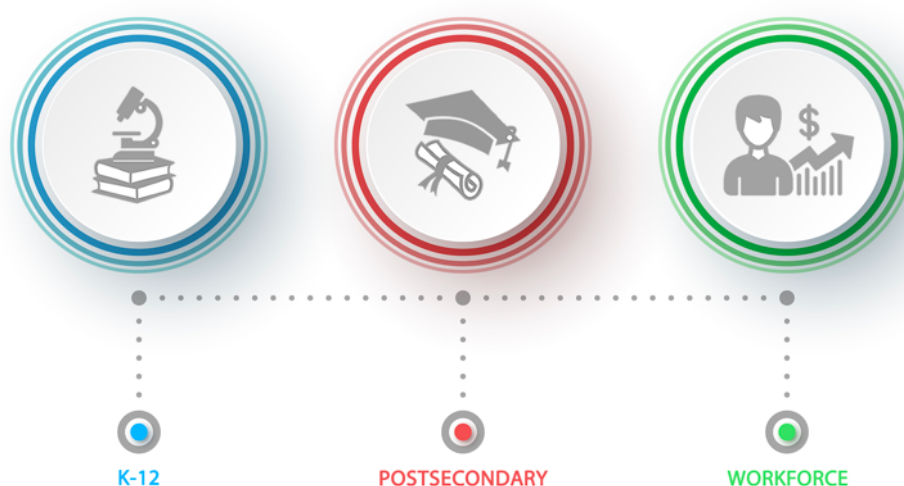


HAWAI'I PATHWAYS DESIGN

COMPONENTS & INDICATORS



Building Clear and Coherent Pathways for Student Success

Employers today struggle to hire enough workers to meet current and projected demands. Meanwhile, we know that Hawai'i students are more than capable of doing this work, but may not have the right qualifications to fill critical positions in the current or future labor market. To change this trend, we must continue evolving how the student learning experience is designed and aligned with the needs of our employers.

College and career pathways expand economic opportunity while preparing students for career and life success. Completing a high-quality college and career pathway improves academic achievement and increases the likelihood of graduating high school, being prepared for college-level coursework, developing employability skills and securing a living wage job. Pathways do this by helping students to navigate the complex array of post-secondary and training options they face.

Career Pathways Design Components & Indicators

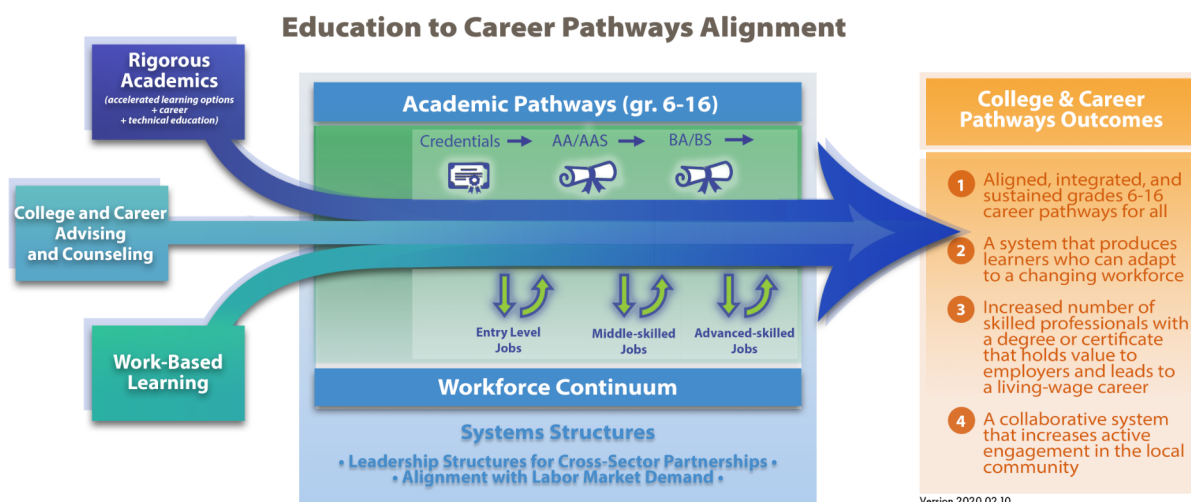
Hawai'i P-20 & Jobs for the Future (JFF) developed a set of quality indicators to inform the design and implementation of career pathways. These quality indicators reflect five critical **design components** necessary to build a high-quality career pathway.

**Bolded terms within the document are defined in the Pathway Related Terms section. There are other terms defined that are not directly found in the document but are related to Pathways work.*

**This document will serve as a guidance tool and is not meant for accountability or assessment purposes.*

Pathway Design Components

1. Leadership Structures & Cross-Sector Partnerships
2. High-Quality Learning & Rigorous Academics
3. Work-Based Learning
4. Personalized College & Career Advising & Counseling
5. Alignment with Labor Market Demand



I. Leadership Structures & Cross-Sector Partnerships

A clearly articulated leadership structure/decision-making body is vital to ensure **alignment** and quality delivery of college and **career pathways** experiences for students across their Pathways journey. Collaboration across sectors is critical to ensure building effective pathways that incorporate all the key components and propel students to success. Convening cross-sector leadership is an essential component of a Pathways system. **Cross-sector partnerships** should be made up of both executive-level leaders and strategic representatives from across a region or community, including multiple stakeholders in middle school, secondary and post-secondary education, employers, and **workforce development**. This is essential to establish and operationalize the vision for Pathways implementation.

Indicators:

- A leadership team of cross sector partners provides guidance and convenes stakeholders to design and implement pathways is established.
- Leadership body co-develops a vision and strategic plan as part of the Pathways design — with key stakeholders from education, workforce, and industry — for the start-up, growth, and ongoing improvement of the Pathways system.
- A communications plan is developed with clear and consistent messaging/branding to address and communicate with relevant constituents and stakeholders (e.g., community members, students and families, educators, employers, etc.).

2. High-Quality Learning & Rigorous Academics

High-quality Pathways engage students in **rigorous academic** experiences that span secondary education and extend and align through a post-secondary credential with value in the local labor market. During their secondary education, students experience and understand the connection between academic classes and career and technical education (CTE) classes related to Pathways. Students are exposed to pedagogy that includes hands-on, inquiry-based learning which allows for application and reflection of knowledge in novel scenarios. Students have **equity of access** to advanced academic programs, including Early College, Running Start or other dual credit programs, AP, and IB. Pathways propel students to and through postsecondary education—including short-term certificates, industry recognized credentials, and associate's and bachelor's degrees—by clearly linking high school and college programs and curricula so students can earn dual credit, and educators plan for **articulation** and transferability.

Indicators:

- Pathways at the high school level are developed to integrate at least *four* advanced academic courses (Early College, AP, etc.) relevant to the Pathway — two of which are CTE/**program of study**-focused courses and two of which are general education/“core” classes.
- Pathways programs of study are aligned from secondary through post-secondary and culminate in post-secondary credentials with value in the regional labor market. Pathways programs of study should ideally provide embedded opportunities to earn stackable, “portable,” industry-recognized credentials throughout the pathway.
- Academic and CTE/technical faculty within and across grade levels (6-12) have systematic opportunities for collaboration (i.e., common preparation period, professional development, etc.) to align and integrate curriculum, and work to provide hands-on, inquiry-based learning with opportunity for students to apply new learning in novel ways.
- High school and post-secondary Pathways are connected through curriculum alignment and cross-institutional collaboration among faculty and administrators.
- **Contextualized academic support** and on-ramps related to acceleration and/or co-requisite remediation in literacy and mathematics are embedded into Pathways programs of study.
- Clear and consistent messaging to parents and students of available Rigorous Academic opportunities.

3. Work-Based Learning

A continuum of work-based learning (WBL) experiences, from career awareness and exploration to career preparation and training is incorporated into career Pathways and aligned with the industry. Work-based learning is aligned with the Pathway curriculum, allowing students to develop both technical and transferable employability skills and apply them in real-world settings. Work-based learning experiences along the continuum are increasingly personalized and aligned with specific industries and occupations.

Indicators:

- All students understand, have access to, and participate in Pathway-aligned, structured, sequenced experiences aligned to the [Hawai'i WBL Continuum](#), which articulates expectations for a progression of WBL experiences throughout the career Pathway.
- All work-based learning experiences utilize an infrastructure to communicate and engage with industry/community, build capacity, and align efforts in a region. The infrastructure includes monitoring, data collection, and feedback to improve the program.
- The [Hawai'i WBL Continuum](#) is utilized by all stakeholders.
- Clear and consistent messaging of WBL requirements and expectations of all stakeholders, including teachers, students and parents.

4. Personalized College & Career Advising & Counseling

Integrated **college and career advising** and counseling supports students' informed educational, career, and life choices. Students learn about a range of post-secondary college and career opportunities—and the education requirements linked to career Pathways of interest—through a sequence of developmentally appropriate activities, beginning in middle school and progressing throughout post-secondary. Students develop personal transition plans and receive counseling and personalized support based on their identified needs and goals.

Indicators:

- Pathways utilize the College, Career, and Community (CCC) Expectations Guide which describes what students should know (knowledge) and be able to do (skills) at each grade level to support college, career, and community readiness.
- Beginning in middle school, all students develop individualized transition plans in collaboration with an advisor that identify college and career goals and include the sequences of classes. Transition plans will be shareable across institutions to help students achieve post-secondary goals.
- **Personalized support services**, as described in the CCC Expectations Guide Handbook, and other resources are coordinated throughout middle school, high school, and post-secondary to support individual student needs and identified college and/or career goals.
- Clear, relevant, and consistent messaging of counseling and advising support services available to students and their families.

5.Alignment with Labor Market Demand and Projections

High-quality pathways equip students for the 21st-century economy and lead to jobs in high-wage, in-demand industries with career advancement opportunities. Employers play a lead role in developing Pathway programming and identifying the skills and credentials of value to their industry and regional economy. Pathways are designed using labor market information (LMI) to identify growing industries and occupations, as well as the skills and credentials needed for a career in targeted sectors, and are reverse mapped from industry to post-secondary to K-12 to ensure that students develop the skills and competencies they need to succeed in careers.

Indicators:

- Pathways leaders use regional labor market information--including **labor market demand**--to develop (and in some cases, retire) Pathways in in-demand industries in which average wages are at least equal to state or regional median wages.
- Employers are engaged with K-16 educational systems in cross-sector partnerships to reverse map content standards, employability skills, student competencies, stackability of program credits, industry-recognized credentials, work-based learning experiences, etc., in in-demand and high-wage occupations to develop high-quality pathways.
- Labor Market Information *and* employer feedback are used to ensure that credentials offered in K-16 pathways have labor-market value and economic opportunity.
- Clear and consistent messaging to all stakeholders of information used to determine High-Quality Pathways (e.g., regional labor market projections, student interest, willing business and industry partners, qualifications of existing teachers, and availability of postsecondary programs of study).

PATHWAY RELATED TERMS

Alignment:

The degree which all levels of the pathway work together to achieve measurable goals of student success from elementary to career attainment.

Leadership Structures & Cross-Sector Partnerships

Articulation:

A process through which educational institutions align curricula and courses in order to eliminate the need for students to repeat coursework as they transition from one educational institution to another. Articulation may be used to support dual credit or credit transfer.

High-Quality Learning & Rigorous Academics

College and Career Advising:

Integrated college and career advising supports students' informed educational and career choices. Beginning no later than ninth grade — and ideally in the middle grades — students learn about postsecondary and career options through developmentally appropriate activities that support their decision making about high school course-taking and postsecondary opportunities aligned with the knowledge and skills needed to succeed in the workplace.

Personalized College & Career Advising & Counseling

Career Pathways:

A career pathway is a sequence of learning experiences that span secondary and postsecondary systems, blend rigorous core academic and career technical instruction, offer focused career guidance and advisement systems, and include high-quality work-based learning experiences. A career pathway culminates in postsecondary or industry credentials of value to employers.

The goal is to prepare students with the knowledge and skills needed to attain credentials with value in the labor market and to launch meaningful careers. College and career pathways systems include multiple entry and exit points that support students to build additional skills and knowledge, attain additional degrees and credentials, and advance in sector-specific employment.

Leadership Structures & Cross-Sector Partnerships

Cross-Sector Partnerships:

Strategically involving individuals and organizations from the nonprofit, government, philanthropic, business, and education sectors as partners in developing and implementing strategies to achieve a shared goal (e.g. Work-force development, economic development, education initiatives, etc.).

Leadership Structures & Cross-Sector Partnerships

Equity of Access:

Plans are developed and implemented to identify and address gaps and barriers to improve

Last Update: July 1, 2021

student success for ALL students in each pathway. Pathways serve a diverse body of students that reflect local demographics.

High-Quality Learning & Rigorous Academics

Labor Market Demand:

The amount of current and projected openings in a specific occupation, sector, or related sector.

Alignment with Labor Market Demand and Projections

Personalized Support Services:

Personalized support services are intentional strategies, programs, and/or interventions that assist students in attaining academic & personal goals. .. Examples of such supports include tutoring, academic intervention classes, special education services, supplemental and/or accelerated instruction, counseling, advisory programs, credit recovery, Advancement Via Individual Determination (AVID), health services, transportation, child care, etc.

Personalized College & Career Advising & Counseling

Program of Study:

A program of study articulates a coherent sequence of courses (at minimum two courses) and, in some cases, additional educational experiences such as work-based learning in a defined career cluster. In a college and career pathway system, programs of study align secondary and postsecondary coursework and graduation requirements. The course sequences should include strategic early college credit courses that provide access to a broad range of potential sub-baccalaureate and baccalaureate degrees and credentials in an industry sector.

High-Quality Learning & Rigorous Academics

Rigorous Academics:

Rigorous academics span secondary education and extend and align through a postsecondary credential with value in the labor market. Students experience and understand the connection between academic classes and career and technical education (CTE) classes related to pathways. Students are able to enroll in advanced academic programs, including Early College, Running Start or other dual credit programs, such as AP and IB. The high school curriculum is aligned with available programs of study at local postsecondary institutions so students have the opportunity to earn dual credit, and educators plan for articulation.

High-Quality Learning & Rigorous Academics

Work-Based Learning:

Work-based learning is an intentional sequence of iterative and increasingly complex experiences that connects learning in the workplace to learning in the classroom to support students' exposure to, entry into, and advancement in careers. Through work-based learning, students gain and practice professional and technical skills, knowledge, and readiness for work through meaningful job tasks in the workplace (or an environment that simulates the workplace).

Last Update: July 1, 2021

Workforce Development

Workforce Development is the alignment and improvement of employment, training, and education programs to promote individual and national economic growth.

Leadership Structures & Cross-Sector Partnerships

PATHWAY RELATED RESOURCES

Leadership Structures & Cross-Sector Partnerships

[Pathways Alignment Mapping](#)

High-Quality Learning & Rigorous Academics

Work-Based Learning

[Hawai'i Work-Based Learning Continuum](#)

[Hawai'i Work-Based Learning Employer Engagement Menu](#)

Personalized College & Career Advising & Counseling

[College Career Community Readiness Student Competencies](#)

[College Career Community Readiness Expectations Guide](#)

Alignment with Labor Market Demand