

# HAWAI'I PATHWAYS DESIGN COMPONENTS & INDICATORS

## HAWAI'I PATHWAYS QUALITY RUBRIC & SELF-ASSESSMENT – POSTSECONDARY

Hawai'i college and career pathways provide hands-on learning experiences and real-world skills that help prepare students for the workforce and/or continuing postsecondary education. As the Hawai'i State CTE Office, Hawai'i P-20, using national and local best practices, developed a self-assessment tool on five (5) quality components of high quality college and career pathways. Each of the five components includes a set of indicators that contribute to the development of rigorous and diverse educational experiences that provide students with the necessary skills and knowledge to succeed in the workforce and/or four-year postsecondary programs. This self-assessment tool is to assist schools in identifying areas to grow in developing a quality career pathway and is NOT a formal evaluation tool for monitoring or accountability.

### Component 1: 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 post-secondary education, employers, and workforce development. This is essential to establish and operationalize the vision for Pathways implementation.*

Indicators	Exploring	Initiating	Developing	Demonstrating
<b>Cross-Sector Partnerships</b>	No Industry advisory committees/boards exist for CTE programs.	Evidence demonstrates that industry advisory committees/boards are set up for some CTE programs. The committee/board has less than a minimum of seven (7) industry representatives that represent a broad range of employers in a field.	Evidence demonstrates that industry advisory committees/boards are set up for all CTE programs. The committee/board has less than a minimum of seven (7) industry representatives that represent a broad range of employers in a field.	advisory committees/boards are set up for every CTE program. The committee/board has a minimum of seven (7) industry representatives that represent a broad range of employers in a field  All Industry advisory committees/boards have established formal and published handbook that details purpose, roles, responsibilities, engagement, and processes.
<b>Meeting Frequency</b>	No meetings	Industry advisory committees/boards meet once or twice a year.	Industry advisory committees/boards at least three times a year.	Industry advisory committees/boards meet at least quarterly.

<b>Co-creation of vision and strategic plan</b>	There are no mission, goals, and/or associated benchmarks	No evidence to demonstrate that the mission, goals, and associated benchmarks were created collaboratively, or included input from representatives from a range of relevant stakeholder groups. <i>(Relevant stakeholder groups include, at a minimum, pathway students, faculty and staff, partners, and Leadership Team members.)</i>	Evidence demonstrates limited collaboration in seeking input from representatives of relevant stakeholder groups in the development of the mission, goals, and benchmarks. <i>(Relevant stakeholder groups include, at a minimum, pathway students, faculty and staff, partners, and Leadership Team members.)</i>	Evidence demonstrates the mission, goals, and associated benchmarks were created collaboratively and included input from representatives from a range of relevant stakeholder groups. <i>(Relevant stakeholder groups include, at a minimum, pathway students, faculty and staff, partners, and Leadership Team members.)</i>
<b>Communications Plan</b>	No evidence of any effort to make the mission, goals, and benchmarks available to the stakeholder groups relevant to the pathway	Evidence demonstrates minimum efforts to make the mission, goals, and benchmarks available to the stakeholder groups relevant to the pathway <i>(Relevant stakeholder groups include, at a minimum, pathway students, faculty and staff, partners, and Leadership Team members.)</i>	Evidence demonstrates limited efforts to make the mission, goals, and benchmarks available to the stakeholder groups relevant to the pathway. <i>(Relevant stakeholder groups include, at a minimum, pathway students, faculty and staff, partners, and Leadership Team members.)</i>	Evidence demonstrates that the mission and goals were communicated to all relevant stakeholder groups, not only the representatives who assisted with development. <i>(Relevant stakeholder groups include, at a minimum, pathway students, faculty and staff, partners, and Leadership Team members.)</i>

## Component 2: High-Quality Learning & Rigorous Academics

High-quality Pathways engage students in rigorous academic experiences that align through a post-secondary credential with value in the local labor market. During their postsecondary education, students experience and understand the connection between academic classes and career and technical education (CTE) classes related to their future career. Students are exposed to pedagogy that includes hands-on, inquiry-based learning which allows for application and reflection of knowledge in novel scenarios. CTE Programs/Pathways propel students through postsecondary education—including short-term certificates, industry recognized credentials, and associate’s and bachelor’s degree.

Indicators	Exploring	Initiating	Developing	Demonstrating
<b>Post-Secondary Program of Study to Workforce Alignment</b>	No attempt at aligning CTE Post-Secondary Programs of Study to workforce needs	Evidence demonstrates that discussions have begun with workforce partners to align curriculum and credentials with each program of study.	Evidence demonstrates some alignment of post-secondary programs to related workforce careers. Students are generally aware of how their postsecondary program of study aligns to various careers.	Evidence demonstrates clear post-secondary to workforce aligned pathways developed for each CTE pathway/program at the college.  Evidence demonstrates students are clearly aware of how their postsecondary program of study aligns to various careers.

<b>Collaboration between Academic and CTE Faculty</b>	There is no collaboration between Academic and CTE Faculty.	Opportunities for collaboration, integration, and alignment between academic and CTE faculty are not systematic and occur in an ad hoc nature.	Evidence demonstrates systematic opportunities for collaboration, integration, and alignment between academic and CTE faculty exist but have yet to result in collaborative projects for students to apply new learning from academic and CTE programs.	Evidence demonstrates systematic opportunities for collaboration, integration, and alignment between academic and CTE faculty exist and have resulted in collaborative projects.
<b>Academic support services (ENG &amp; Math) are embedded into the Pathways program of study.</b> (i.e. tutoring, specialized courses)	There are no opportunities for academic support in English and mathematics for CTE programs.	Discussion and planning has started to build opportunities for academic support in English and Math.	Opportunities for academic support in English and Math are being implemented for the general campus only and not specific to CTE programs.	Opportunities for academic support in English and Math are being implemented at the college and embedded into the CTE programs.

### Component 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 CTE programs and aligned with the industry. Work-based learning is aligned with the CTE 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	Exploring	Initiating	Developing	Demonstrating
<b>WBL Continuum of Opportunities</b>	No work has started in the development and/or implementation of a WBL continuum)	A simple sequence (i.e., career speaker, workplace visit, job shadow) of WBL opportunities is developed with limited communication between educators and employers.	Educators and employers work together to develop and adopt a clear WBL continuum; however, a formal infrastructure to ensure sustained collaboration between secondary educators, postsecondary educators, and employers is not evident.	A formal infrastructure is in place to ensure continuous and sustained collaboration between postsecondary educators and employers to improve WBL offerings.
<b>Recruitment of Employers</b>	Employers are not engaged in WBL experiences.	Employers are engaged informally in early WBL experiences (guest speakers, career days, etc.).	Partially formalized processes and tools are used to recruit and engage employers in order to create, design and implement opportunities along the WBL continuum.	Formalized processes, protocols, and tools are used to recruit employers, based on CTE program needs aligned to regional labor/workforce data analysis.

<b>Relationships between educators and employers</b>	There are little to no relationships between educators and employers	Limited processes and tools are in place to support the development of relationships between educators and employers.	Processes and tools support the development of relationships between educators and employers.	Processes and tools are in place to sustain high quality partnerships between educators and employers.  Evidence that employers regularly communicate with educators and engage in awareness, exploration, preparation, and training (internships) WBL activities.
<b>Relationships between educators and employers</b>	There are little to no relationships between educators and employers	Limited processes and tools are in place to support the development of relationships between educators and employers.	Processes and tools support the development of relationships between educators and employers.	Processes and tools are in place to sustain high quality partnerships between educators and employers.  Evidence that employers regularly communicate with educators and engage in awareness, exploration, preparation, and training (internships) WBL activities.
<b>WBL Database</b>	WBL data is not systematically collected	A database is used to track employer participation and/or interest in providing WBL opportunities.	A systematic database is used to connect educators and employers and to gather data on WBL experiences.	Evidence of an established systematic database that is used to collect student participation data, improve employer engagement, and ensure equitable WBL experiences.
<b>WBL Intermediary</b>	No WBL intermediary is utilized	An intermediary organization assumes responsibility for creating ad hoc WBL opportunities and is not sustainably funded.	An intermediary organization is a core component of a WBL system and generates sequenced WBL opportunities and is resourced with temporary funding.	An intermediary organization provides ongoing management of a WBL system, utilizing sequenced WBL opportunities, and is permanently funded.
<b>WBL Participation</b>	No efforts to increase WBL participation.	It is evident that the high school has made conservative efforts to increase work-based learning participation, but the results of those efforts are still unclear.	Evidence that work-based learning activities and opportunities have increased at the Awareness and Exploration WBL levels year-over-year.	Evidence that work-based learning activities and opportunities have increased at all levels (Awareness, Exploration, Preparation, Training) increased year-over-year.

## Component 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 career opportunities and four-year university opportunities (when applicable)— and the education requirements linked to various careers of interest.*

Indicators	Exploring	Initiating	Developing	Demonstrating
<b>Personalized Support Services</b>	No personalized student support services are available.	Personalized student support services are available, but students engage these services on an ad hoc basis.	Evidence demonstrates that students are <b>generally informed</b> of all personalized student support systems through postsecondary to meet their college and/or career goals.	Evidence demonstrates that students are <b>systematically engaged in</b> personalized student support systems through postsecondary to meet their college and/or career goals.
<b>Communications Plan</b>	Communication about counseling and advising services does not exist.	Counseling and advising communication is conducted in an ad hoc nature in which students occasionally receive counseling/advising services when they seek it out.	A counseling and advising communication timeline is established to provide relevant and pro-active reminders about student support resources and various student opportunities throughout the entire academic journey; however implementation is still in the beginning stages with only a fractional number of students participating.	A counseling and advising communication timeline is established and implemented to provide relevant and pro-active reminders about student support resources and various student opportunities throughout the entire academic journey.

## Component 5: Alignment with Labor Market Demand and Projections

High-quality pathways equip students for the 21<sup>st</sup>-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	Exploring	Initiating	Developing	Demonstrating
<p><b>Leadership Team uses state and regional labor market information.</b></p> <p><i>Pathways in in-demand industries in which average wages are at least equal to state or regional median wages.</i></p>	<p>No labor market data is being used to offer pathways/programs of study in in-demand industries (state or regional).</p>	<p>Utilizes statewide labor market data, some pathways/programs of study are offered that are in-demand across the state.</p>	<p>Utilizes statewide and regional labor market data, some pathways/programs of study are offered that are in-demand across the state and/or region.</p>	<p>Utilizes statewide and regional labor market data, all pathways/programs of study offered that are in-demand across the state and/or region.</p>