

# HAWAI'I PATHWAYS DESIGN COMPONENTS & INDICATORS

## HAWAI'I PATHWAYS QUALITY RUBRIC & SELF-ASSESSMENT - SECONDARY

Hawai'i college and career pathways provide hands-on learning experiences and real-world skills that help prepare students for post-secondary education and the workforce. 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 postsecondary education and the workforce. 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 middle school, secondary and 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 leadership team for the pathway exists	<p>Leadership Team for the pathway includes members from less than four of the following categories:</p> <ul style="list-style-type: none"> <li>• District administration</li> <li>• High school administration</li> <li>• Pathway teaching staff</li> <li>• Supporting employers</li> <li>• Higher education institutions</li> <li>• Community representatives</li> <li>• Parents</li> <li>• Students</li> </ul> <p>Generally, it seems that the team is driven by only a few members, and that viewpoints of most members of the Leadership</p>	<p>Leadership Team for the pathway includes members from at least four of the following categories:</p> <ul style="list-style-type: none"> <li>• District administration</li> <li>• High school administration</li> <li>• Pathway teaching staff</li> <li>• Supporting employers</li> <li>• Higher education institutions</li> <li>• Community representatives</li> <li>• Parents</li> <li>• Students</li> </ul> <p>Generally, it seems that the viewpoints of most members of the Leadership Team are incorporated into team decision-</p>	<p>Leadership Team for the pathway includes members from all eight of the following categories:</p> <ul style="list-style-type: none"> <li>• District administration</li> <li>• High school administration</li> <li>• Pathway teaching staff</li> <li>• Supporting employers</li> <li>• Higher education institutions</li> <li>• Community representatives</li> <li>• Parents</li> <li>• Students</li> </ul> <p>It is apparent that the Leadership Team incorporates viewpoints from all members with evidence from meetings and/or conversations with Leadership Team members. By-laws</p>

		Team are not incorporated into pathway decision-making.	making with evidence from meetings and/or conversations with Leadership Team members.	have been created.
<b>Meeting Frequency</b>	No meetings	Leadership Team meets once or twice a year.	Leadership Team meets no more than three times a year.	Leadership Team meets 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, parents, 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, parents, 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, parents, 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, parents, 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, parents, 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, parents, 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 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 early postsecondary opportunities, 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	Exploring	Initiating	Developing	Demonstrating
<p><b>Early Post-Secondary Courses</b></p> <p><i>* Includes AP, IB, Early College, Running Start, or other dual credit opportunities</i></p>	<p>No evidence of students being provided Early Postsecondary courses that align to related postsecondary CTE programs.</p>	<p>Students are provided the opportunity to complete at least one Early Postsecondary course (CTE or General Education) that is aligned to related CTE postsecondary programs.</p> <p>Evidence demonstrates that discussions to implement more Early Postsecondary courses that align to related postsecondary CTE programs have begun.</p>	<p>Students are provided the opportunity to complete a minimum of two (2) Early Postsecondary courses that align to related CTE postsecondary programs:</p> <ul style="list-style-type: none"> <li>• 1 Early Postsecondary course - CTE</li> <li>• 1 or more Early Postsecondary courses- General Education course (English, Math, Science, etc.)</li> </ul> <p>Evidence demonstrates that discussions to implement more Early Postsecondary courses that align to related postsecondary CTE programs have begun.</p>	<p>Students are provided the opportunity to complete a minimum of four (4) Early Postsecondary courses that align to related CTE postsecondary programs:</p> <ul style="list-style-type: none"> <li>• 2 Early Postsecondary courses - CTE</li> <li>• 2 Early Postsecondary courses- General Education course (English, Math, Science, etc.)</li> </ul> <p>Early Postsecondary program courses are mapped within the program of study and effectively communicated to all stakeholders.</p>
<p><b>Secondary to Post-Secondary Program of Study Alignment</b></p>	<p>No attempt at aligning CTE Secondary to Post-Secondary Programs of Study.</p>	<p>Evidence demonstrates that discussions have begun with secondary and postsecondary stakeholders to align curriculum and credentials with each program of study.</p>	<p>Alignment and stackability of high school CTE programs to related post-secondary CTE programs and industry recognized credentials of value is not clearly articulated, but students are generally aware of how their high school program of study aligns to various postsecondary CTE programs.</p> <p>Industry-recognized credentials are identified and offered for each high school CTE pathway; however, the labor market value is not verified (<i>Promising Credential in Hawai'i</i>)</p>	<p>Evidence demonstrates clear secondary to post-secondary aligned pathways developed for each CTE pathway/program at the high school</p> <p>Evidence demonstrates high school coursework within secondary pathways/programs of study "stack" to result in an industry-recognized credential of value (<i>Promising Credential in Hawai'i</i>) and/or align to related postsecondary CTE programs.</p>

<p><b>Collaboration between Academic and CTE Faculty</b></p>	<p>There is no collaboration between Academic and CTE Faculty.</p>	<p>Opportunities for collaboration, integration, and alignment between high school academic and CTE faculty are not systematic and occur in an ad hoc nature.</p>	<p>Evidence demonstrates systematic opportunities for collaboration, integration, and alignment between high school academic and CTE faculty exist but have yet to result in collaborative projects for students to apply new learning from academic and CTE programs</p>	<p>Evidence demonstrates systematic opportunities for collaboration, integration, and alignment between high school academic and CTE faculty exist and have resulted in collaborative projects.</p> <p><i>(i.e., common preparation period, professional development, etc)</i></p> <p>Academic and CTE collaboration at the high school extends to include middle school academic and CTE faculty.</p>
<p><b>Academic support services (ENG &amp; Math) are embedded into the Pathways program of study.</b> <i>(i.e. tutoring, credit recovery, remediation support, etc.)</i></p>	<p>There are no opportunities for academic support in English and mathematics embedded in the Pathways program of study.</p>	<p>Discussion and planning has started to build opportunities for academic support in English and Math.</p>	<p>Opportunities for academic support in English and Math are being implemented at the high school.</p>	<p>Opportunities for academic support in English and Math are being implemented at the high school and embedded into the pathways program of study.</p>
<p><b>Communications Plan</b></p>	<p>No evidence of communication of the availability of early postsecondary opportunities, high school alignment to related postsecondary CTE programs, and available academic support services.</p>	<p>Communication of the availability of early postsecondary opportunities, high school alignment to related postsecondary CTE programs, and available academic support services is limited.</p>	<p>A communication plan is in place to ensure all relevant stakeholders are made aware of the availability of early postsecondary opportunities, high school alignment to related postsecondary CTE programs, and available academic support services.</p>	<p>A communication plan is in place to ensure all relevant stakeholders are made aware of the availability of early postsecondary opportunities, high school alignment to related postsecondary CTE programs, and available academic support services.</p> <p>It is evident that the communication plan has an intentional focus on improving equity in participation among underrepresented groups with CTE pathways and programs of study.</p> <p><i>(Relevant stakeholder groups include, at a minimum, pathway students, parents, faculty and staff, partners, and Leadership Team members</i></p>

## 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 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	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 focused on high school participation; 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 secondary educators, postsecondary educators, and employers to improve WBL offerings.
<b>WBL Participant Expectations</b>	Participation expectations for WBL opportunities are not defined for all students.	The WBL continuum outlines experiences by high school grade-level but does NOT have established goals for participation, frequency, and learning expectations.	The WBL continuum outlines experiences by high school grade-levels and establishes goals for participation, frequency, and learning expectations.	The WBL continuum outlines experiences by high school grade-levels and establishes goals for participation frequency, and learning expectations.  The WBL continuum is expanded to include elementary and/or middle school grades and post-secondary experiences.
<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 pathways 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>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 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	Exploring	Initiating	Developing	Demonstrating
<b>Student Expectations Guide</b>	No current inventory of college, career, and community readiness efforts or activities exist at the school.	Educators and school staff have a listed inventory (mastersheet) of identified 9-12th grade college, career and community activities that occur annually.	College, Career and Community readiness activities are intentionally attached to specific college and career student outcome goals at every grade level.	Established a school-level (or district-level) 9-12th grade level benchmark framework (student continuum), which is aligned to measurable outcomes for all college and career activities offered to students at every grade level.

<b>Identification of need areas for counseling supports around college, career, and community readiness</b>	A formalized process to discuss need areas for college, career, and community readiness currently does not exist.	Established a formalized process to discuss need areas for college, career, and community readiness.	Established a formalized process to discuss need areas for college, career, and community readiness AND conducted at least one needs analysis in this area.	Established a formalized process to discuss need areas for college, career, and community readiness AND conducted at least one needs analysis in this area AND have formalized plans to address those needs areas.
<b>Student Transition Plans</b>	The Personal Transition Plan (PTP) is implemented as a compliance exercise to meet Hawai'i graduation requirements.	Evidence demonstrates that the high school has begun formal discussions on the effectiveness of their Personal Transition Plan (PTP) implementation and are in the beginning stages of implementing a systematic change to improve the impact of PTP on students.	Evidence demonstrates an infrastructure to support implementation of a systematic 9-12th grade Personal Transition Plan (PTP) for every student, but implementation has not yet begun.	Evidence demonstrates implementation of a systematic 9-12th grade Personal Transition Plan (PTP) for every student and tracks student's progress through a centralized platform or process.
<b>Middle and high school Collaboration</b>	There are no collaborative meetings between feeder middle schools and high schools in regards to the Personal Transition Plan (PTP).	Evidence demonstrates that meetings randomly occur between feeder middle schools and high schools to align Personal Transition Plan (PTP) activities.	Evidence demonstrates an ad hoc approach to collaboration at the school and complex level to align and establish a formal 6-12th grade Personal Transition Plan (PTP).	Evidence demonstrates a systematic collaboration with regular meetings at the school and complex level to align and establish a formal 6-12th grade Personal Transition Plan (PTP).
<b>Personalized Support Services</b>	No personalized student support services are available at the high school	Personalized student support services are available at the high school, 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 beginning in middle school and extending through high school and postsecondary to meet their college and/or career goals.	Evidence demonstrates that students are <b>systematically engaged in</b> personalized student support systems beginning in middle school and extending through high school and postsecondary to meet their college and/or career goals.  Student support systems match and articulate from feeder Middle schools and high schools.  Resources are coordinated throughout middle school, high school, and post-secondary to support individual student needs and identified 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.
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## 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
<b>Leadership Team uses state and regional labor market information.</b>  <i>Pathways in in-demand industries in which average wages are at least equal to state or regional median wages.</i>	No labor market data is being used to offer pathways/programs of study in in-demand industries (state or regional).	Utilizes statewide labor market data, some pathways/programs of study are offered that are in-demand across the state.	Utilizes statewide and regional labor market data, some pathways/programs of study are offered that are in-demand across the state and/or region.	Utilizes statewide and regional labor market data, all pathways/programs of study offered that are in-demand across the state and/or region.