The Hawaiʻi Career Pathway System

DRAFT rev 7.20.17

Vision: Ensure all residents have access to high quality educational programs and services leading to sustainable employment and self-sufficiency, and ensuring a competitively skilled workforce for employers.

Mission: To engage Workforce Innovation and Opportunity Act (WIOA) core partners and all other stakeholders in creating and implementing the Hawaiʻi Career Pathway system.

Our Values:

- Collaboration and teamwork
- Commitment and determination
- Innovation
- Adaptive and change-ready
- Accountability and Responsibility
- Integrity

Our Guiding Principles:

1. **Leadership, Organization, and Support**: Career pathways, career pathway systems, and programs of study are led and supported by P-20 educators and collaborative partners.

2. **Access, Equity, and Opportunity**: All students have access to educational opportunities at multiple entry points and receive support services that lead to equitable outcomes.

3. **Alignment and Transition**: Curriculum, programs, and credentials are aligned to facilitate student preparation, progression, and success.

4. **Enhanced Curriculum and Instruction**: Curriculum and methods of teaching offer rigorous and relevant instruction that enhances learning and enables students to master competencies that align with industry-recognized standards and credentials.

5. **Professional Preparation and Development**: Comprehensive and continuous professional development is delivered to enhance the recruitment, preparation, and retention of qualified instructional, support, and administrative personnel.

6. **Accountability and Program Improvement:** Data are collected, shared, and utilized to map student progression through pathways, improve student outcomes, and demonstrate accountability.

I. BACKGROUND

A. HAWAIʻI'S CAREER PATHWAYS MODEL

The Workforce Innovation and Opportunity Act (WIOA), signed into law on July 22, 2014, provides an opportunity to improve job and career options for Hawaiʻi workers and job seekers. Our nation's future is dependent on having an educated and skilled workforce. Improving the skills, expanding knowledge, and earning credentials of Hawaiʻi workers are critical to economic stability, growth, and global competitiveness.

Note: Federal agencies (U.S. DOE, Health and Human Services, and Labor) issued a joint letter to promote the use of career pathways approaches to help adults acquire marketable skills and industry-recognized credentials through better alignment of education, training and employment, and human and social services among public agencies and with employers. https://wdr.doleta.gov/directives/attach/TEN/ten_36_11_att.pdf

Hawaiʻi collaborated with education (K-12), postsecondary, adult education, business, industry, and other core partner stakeholders to establish a career pathway system that makes it easier for students, adult learners, job seekers, etc. to attain the skills and credentials needed for jobs. The workforce, human service, and educational systems are being brought into alignment through cross-agency planning, shared common performance measures that inform data-driven decision-making and develop strategies for sector partnerships, and career pathway systems and programs at the local level.

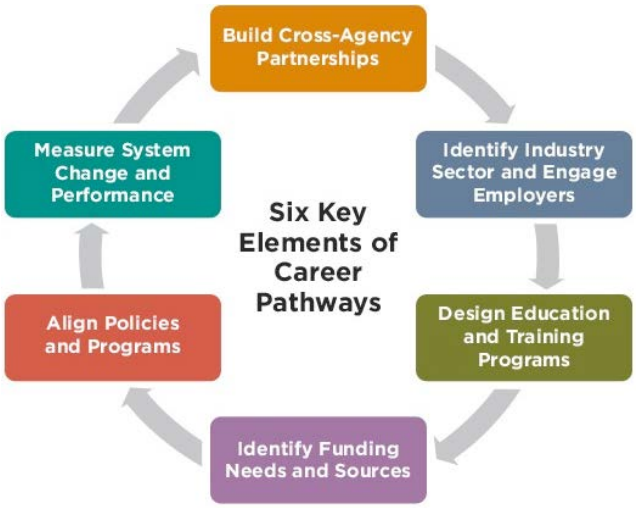
Hawaiʻi is using a Career Pathway Model whose approach connects progressive levels of education, training, support services, and credentials for specific occupations in a way that streamlines the progress and success of individuals with varying levels of abilities and needs. This approach helps individuals earn marketable credentials, engage in further education and employment, and actively engages employers to help meet their workforce needs and strengthen our state's economies. This model will benefit a wide variety of participants including high school, postsecondary, and adult learners – both traditional and non-traditional.

Career and technical education programs of study, including those that lead to industry recognized credentials, are a critical component of career pathway systems, along with pathways serving lower-skilled adults, high school students, disconnected or "opportunity" youth, veterans, incumbent workers, individuals with a disability, public assistance recipients, new immigrants, English language learners, and other targeted populations.

B. KEY ELEMENTS OF HAWAIʻI'S CAREER PATHWAYS SYSTEM

Career pathways are designed to bring greater efficiency and transparency to the routes from adult education programs, non-credit training, or other starting points to credentials recognized by industry and postsecondary educational institutions. Built around integrated academic and technical education pathways, career pathways enable individuals to progress through a modular system of postsecondary credentials that build upon each other, leading to further credentials and improved employment prospects.

The following are recognized by Hawaiʻi as the Six Key Elements of Career Pathways:



Hawaiʻi will continue to work with its Department of Education (HIDOE), Community Schools for Adults, University of Hawaiʻi Community Colleges (UHCC) and baccalaureate colleges, employers, and WIOA core partners and other stakeholders to ensure that individuals have well-connected education, training, credentialing and support services. This work includes, but is not limited to, apprenticeships, project-based learning, counseling, career exploration, attainment of English skills for non-native English speakers, family literacy skills (for parents), integrated adult education and skill training modules, and other important career pathway structural elements.

Adults, youth, and non-traditional, working learners often struggle to complete education and training programs that provide the necessary credentials for many growing careers. This is especially true for those who lack basic skills, including work readiness skills and English language fluency. These populations often have other barriers to training and employment, such as transportation and the need for childcare. Working learners have the added challenge of balancing jobs with education and training, which makes flexible training programs such as evening/weekend, and/or online classes important to their success. Hawaiʻi is designing programs that accommodate these challenges to ensure higher completion rates.

C. HAWAIʻI'S CAREER PATHWAYS FEATURES AND FUNCTIONS

Hawaiʻi's System includes three essential features:

1. Well-connected and transparent education, training, credentialing, and support services to facilitate progress along the pathway and ensure participants can get credit for their education and experience in the future.

2. Multiple entry points so that individuals can begin their career path at the most appropriate skill level;

3. Multiple exit points so that individuals can enter the workforce at various milestones and easily return to their education when they're ready.

The System has four essential career pathway functions:

1. Participant-focused education and training;

2. Consistent and non-duplicative assessments of participants' education, skills, assets/needs;

3. Support services and career navigation assistance to facilitate transitions; and

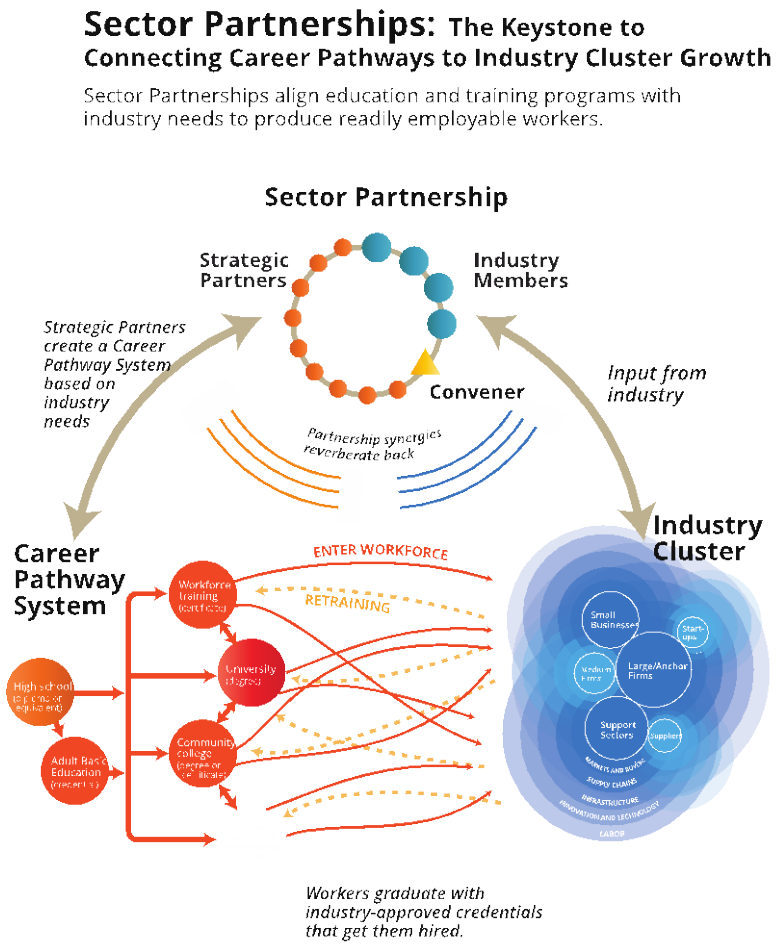
4. Employment services and work experiences.

II. SECTOR STRATEGIES and the HAWAIʻI CAREER PATHWAY SYSTEM

WIOA requires that the career pathways system be employer driven to ensure that it aligns with business needs. Hawaiʻi has developed a model for creating and conducting Sector Strategy Committees based on the data in WIOA Unified State Plan.

A sector strategy is a partnership of multiple employers within a critical industry that brings together education, economic development, workforce systems, and community representation to identify and collaboratively meet the workforce needs of that industry within a particular labor market. The Chamber of Commerce Hawaiʻi is responsible for coordinating the membership and the convening of the Sector Committees.

The relationship of the Sector Committees and the Career Pathway system is outlined in the following graphic:

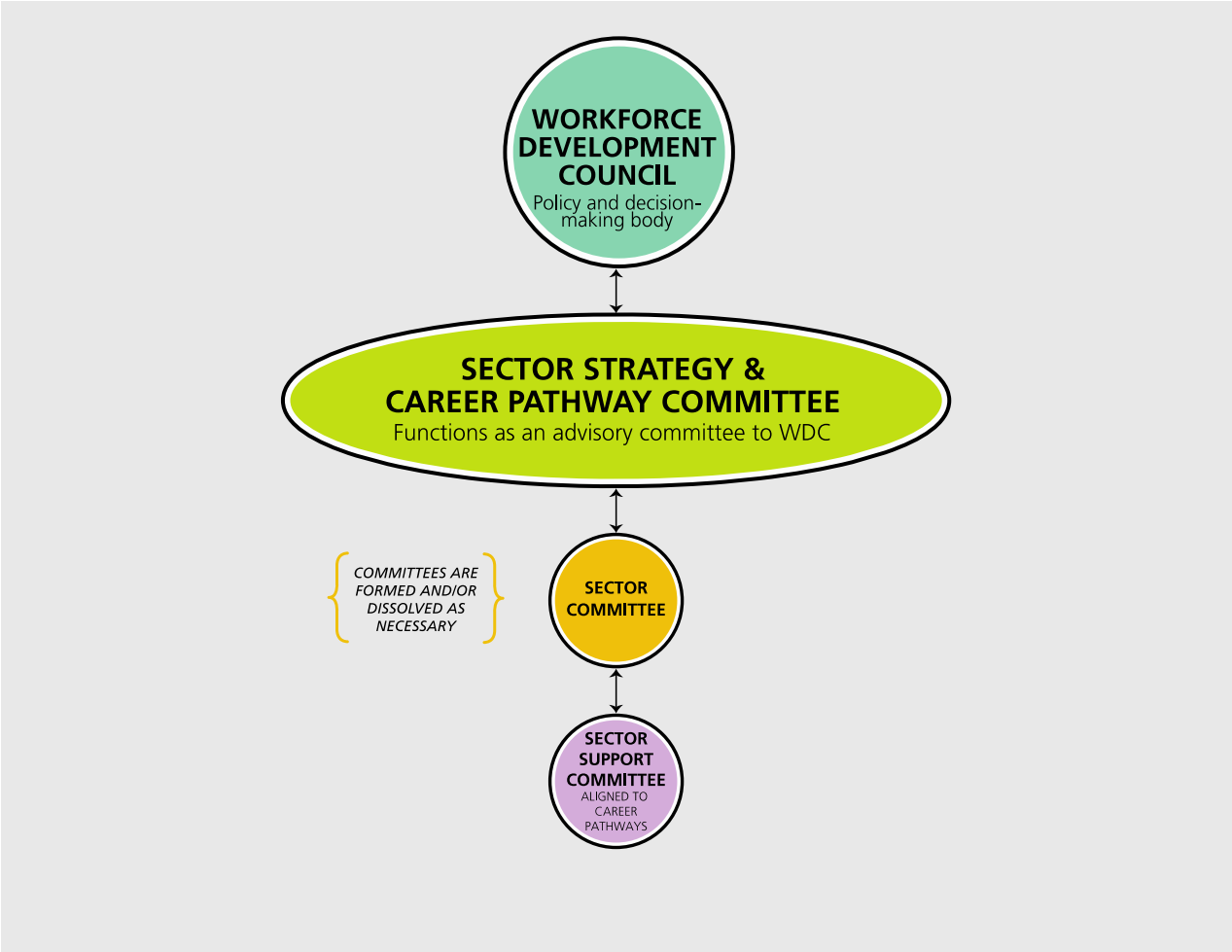


The Sector Committees will provide employer and industry perspective. The objectives of the committees - related to Career Pathways - are to:

- Assess training needs and skills gaps, inventory current resources and services, identify high priority gaps;
- Build stronger networks between firms and among education and training partners to identify high-priority skills gaps and in-demand sectors;
- Review and provide feedback on HIDOE and UHCC's standards and assessments, academic and career technical content and work skills;
- Increase high quality, work-based learning opportunities for secondary and postsecondary students that lead to industry recognized credentials;
- Identify new industry-recognized credentials or work-based programs that give companies confidence in skills of new hires and provide workers with more mobility;
- Develop opportunities for professional development training for teachers, school/job counselors, training providers, etc.; and
- Identify policies and/or strategies to sustain the model.

The Career Pathway System is integrated with the Sector Strategy approach. Each Sector Committee will have a support group made up of a cross-agency team, including representatives from education's nine career pathways, who will design and implement the strategies recommended by the Sector committee members.

The following graphic explains the relationship of the work of the Career Pathway Committees to the Sector Committees and the State's Workforce Development Council.



III. HAWAIʻI'S EDUCATIONAL CAREER PATHWAY SYSTEM and PROGRAMS OF STUDY

Hawaiʻi has organized all occupations and programs under nine categories we call Career Clusters:

1. Agriculture, Food Innovation, and Natural Resources
2. Arts, Creative Media, and Communication
3. Business, Marketing, and Finance
4. Culinary, Hospitality, and Tourism
5. Education
6. Health Sciences and Human Services
7. Industrial and Engineering Technology
8. Information Technology
9. Law, Government, and Public Safety

The education component of Hawaiʻi's Career Pathway System spans the state's secondary and postsecondary career and technical education systems and begins with a framework made up of nine pathways. All occupations fit into one of these nine pathways.

Hawaiʻi's Career and Technical Education Programs of Study (POS) provide high-skills, career-focused curriculum accessible to all students, support Hawaiʻi's economic development plans, address the mission and strategic plans of the HIDOE Board of Education and the University of Hawaiʻi's Board of Regents, and meets WIOA requirements. They:

- Incorporate secondary education and postsecondary education elements;
- Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
- Include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary credits; and
- Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

<u>Secondary education elements</u>

At the secondary level the POS consist of a logical sequence of at least two CTE courses in a Cluster and a specific required academic course that complements the application of technical skills. Some Programs offer a third-level concentration course at the secondary level that builds on the core- and cluster-level courses for a different and/or more focused Program. Business and industry-validated standards for each of these levels move from a broad pathway focus (core level) to a more focused occupational area (cluster level). The purpose of the core course is to provide students with a broad foundation of skills and knowledge while also introducing students to all aspects of an industry related to a focused occupational area.

Pathway Advisory Councils are composed of local businesses (including small business), labor organizations, and CTE teachers and administrators who will take the lead in the development and approval of core, cluster, and concentration standards and assessments as well as providing guidance on Pathway initiatives. These standards are the foundation for all the planning, development, implementation, and evaluation of HIDOE components of the POS in the state. Rigorous end-of-course assessments and end-of-program performance-based assessments are administered to students.

The POS have been aligned to the HIDOE graduation requirements, and students who receive a HIDOE diploma may enter the UHCCS and continue in their POS to the level of certificate and/or degree.

The POS also include opportunities for secondary students to earn dual, concurrent, and articulated postsecondary credits prior to graduation, thereby reducing their time after high school to the completion of a postsecondary certificate or degree.

Postsecondary education elements

The postsecondary program components are developed by college faculty in accordance with national accrediting organizations and in consultation with local business and industry. They are aligned to national standards where appropriate. They include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that prepares students to succeed in further education and career. They are reviewed by college-level administration, and when required, are approved by the University of Hawaiʻi Board of Regents. Ultimately, these credit programs lead to a postsecondary-level, industry-recognized certificate, credential, or associate or baccalaureate degree.

Because programs are driven by the economic needs of the State, all stakeholders in the delivery of postsecondary career and technical education play key roles in the planning, development, implementation, and evaluation of the UHCCS's Programs: the Workforce Development Council (WDC), the State Department of Labor and Industrial Relations, labor boards, and business and government leaders. Together they determine the CTE needs of the State and each community that the colleges serve. With this input, programs are developed, or revised to meet those needs.

Hawaiʻi Community Schools for Adults

As a key partner in the Hawaiʻi Career Pathway System, the Community Schools for Adults (CSAs) provide access to and opportunities for education, and support services for individuals with greatest barriers to employment. The CSAs have aligned with workforce, vocational rehabilitation, apprenticeship programs, businesses, and the post-secondary institutions to deliver services to their clients. This alignment with Hawaiʻi's core partners: education, employers, CTE, TANF, and the public workforce system, make for an efficient and effective use of resources.

CSA program offerings include Adult Basic Education, Adult Secondary Education, English Language Acquisition, Workplace Literacy, Family Literacy, and Education for the Institutionalized. Curriculum offerings align skills needed by industries; prepare individuals to succeed in a range of educational options; offer concurrent education training opportunities that include the community colleges and apprenticeship training programs for specific occupations; and enable individuals to attain a high school equivalency credential, and at least one postsecondary credential.

CSA programs also employ transition coordinators to assist those who complete adult education programs to transition into post-secondary programs for credentials. They will offer dual enrollment options for students in order to help them more readily complete education and training requirements for credentials and employment.

Community Based Organizations

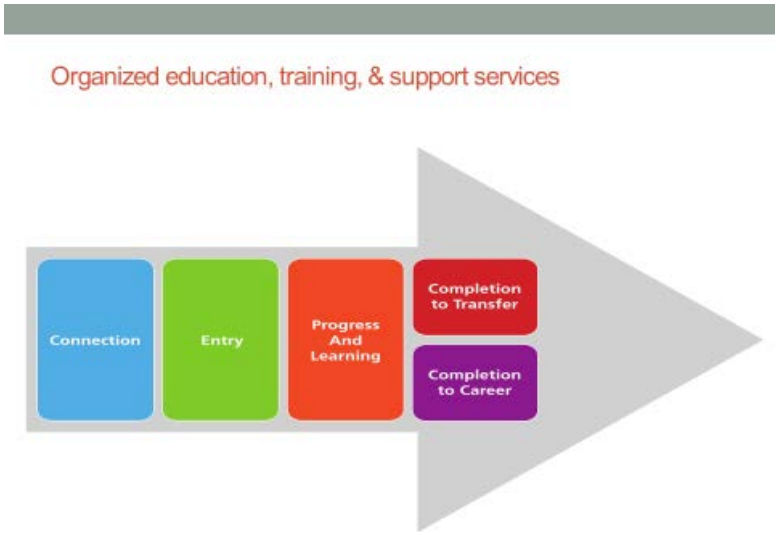
There are many community-based organizations throughout the state that provide education and training services. These agencies will be included in the data sharing and analysis activities along with coordinating services with core partners to individuals and employers.

IV. HAWAIʻI CAREER PATHWAY SUPPORT SERVICES

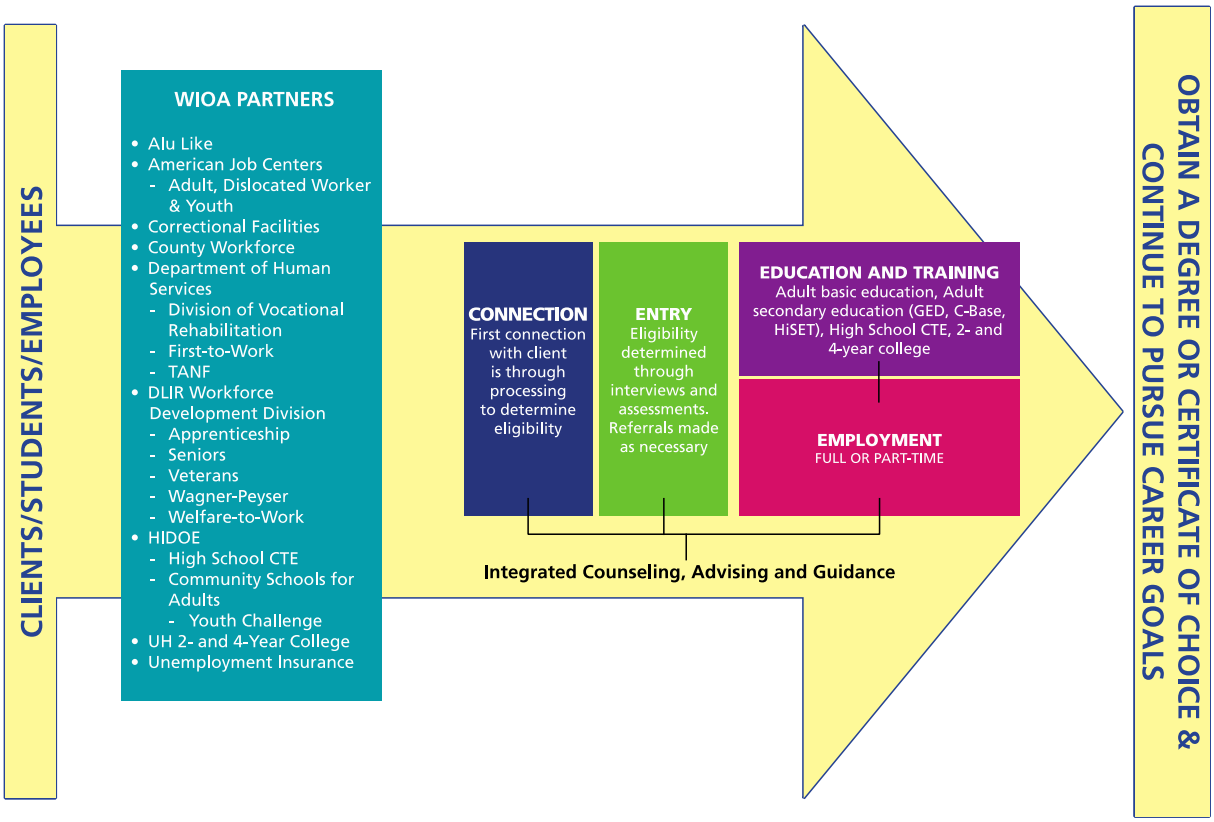
Support services are an integral part of every student's Career Pathway and are not viewed as stand-alone interventions in the Hawaiʻi Career Pathway System. To that end, it is the responsibility of the core partners, as well as all other WIOA stakeholder agencies, to provide professional, coordinated, aligned services to our clients and students when they need it. As WIOA requires, the agencies prioritize services to vulnerable populations with barriers to employment: including veterans, unemployed, youth with disabilities, homeless individuals, and Native Hawaiians.

Transition services are a significant focus of Hawaiʻi's Career Pathway system. The state has adopted the Student Success Pathway (SSP) model based on *the Completion by Design* template. The SSP integrates education and services together in a coherent system. Each partner organizes its programs and services around the four-step approach: Connection, Entry, Progress, and Completion. This common language and practice leads to an understanding of the student's experience as part of a continuum.

The education entities of the Career Pathway System have well-developed support services for students, and they are regularly assessed and evaluated under the appropriate accreditation standards. The workforce agencies collaborate with these education entities in providing appropriate support services to their clients.



HAWAI'I CAREER PATHWAY SYSTEM



WDC will facilitate the development of a common intake and assessment process for Hawai'i's workforce development system for all core partner services, American Job Centers (aka One-Stops) providers, and other workforce service providers. The intent of this process is to gather comprehensive and consistent information so that appropriate workforce development services will be provided. Referrals will be made to services and each provider will be responsible for following up with those referrals. This common intake and assessment process will also help to ensure that workforce services are streamlined and aligned across agencies.

WIOA core partners and American Job Centers (aka One-Stops) service providers will provide outreach and technical assistance to employers related to hiring and maintaining individuals with disabilities. They will work with employers on ADA compliance and provide education, training, and credentials to low-skilled adults and youth for specific jobs. Veterans' counselors on each campus will be utilized to target veterans and assist their access to post-secondary education and training programs. Services to employers provided by core partners will be tracked in the Project Management Information System (PMIS) so that core partner staff can better coordinate services and avoid or reduce duplication.

Interagency teams have developed a menu of services for persons with disabilities. Regularly scheduled meetings between the core and American Job Centers (aka One-Stops) partners at the local levels continue to build relationships and keep staff members updated on services available in the community. All workforce service providers emphasize access to post-secondary education and training in order that more jobseekers acquire the skills, knowledge and credentials they need to get meaningful employment. Transition services provided by core partner agencies ensure jobseekers get into and through post-secondary programming by providing the necessary support in order that they persist through the achievement of a credential.

V. Career Pathway System Assessment and Evaluation

Integrated service delivery continues to be a focus for the State of Hawaiʻi as it works to improve both performance and accountability of the entire workforce system, which includes elimination of duplicative efforts between partners. Partner agencies will evaluate all programs for opportunities to streamline intake and service delivery from customers across the full range variety of workforce programs including the educational components, WIOA, unemployment insurance and other short- and long-term programs.

The WDC will take a proactive role in ensuring that the local areas present plans and Memoranda of Agreement that specifically detail alignment of policies, operations, administrative systems, and other procedures to ensure coordination and reduce/remove duplication of workforce programs operated by the American Job Centers (aka One-Stops) partners.

Through its appointed Executive Director and staff, the WDC ensures optimum coordination and use of federal, state and workforce development resources by making informed, data-based policy decisions, by the issuance of policy and procedural guidance, reinforced by fiscal and programmatic monitoring. The State Board meets at least once per quarter. The Local Boards present written and oral reports at each of these meetings. Reports on the progress of the Career Pathway System will be included in those reports.

VI. Sustainability

As outlined in the WIOA Unified State Plan, the Career Pathway Committee will meet quarterly and as necessary, to sustain the collaborative work of the agencies. Committee members include Alu Like, Chamber of Commerce, Community Schools for Adults, County Workforce Boards, DHS, DVR, DLIR, DOL, HIDOE, American Job Centers (aka One-Stops), State CTE, UHCC, WDC, etc.

The Roles and Responsibilities of the members are delegated under the 6 key elements of a Career Pathway System and are included as Appendix A to this document.

APPENDIX A
Hawai'i Career Pathway System
Roles and Responsibilities

Statewide Career Pathway Committee members: Alu Like, Chamber of Commerce, Community Schools for Adults, County Workforce Boards, DHS, DVR, DLIR, DOL, HIDOE, American Job Centers (aka One-Stops), State CTE, UHCC, WDC.

Committee will meet quarterly and as necessary, as stated in the WIOA Unified State Plan.

6 Key Elements of a Career Pathway System

1.Cross-Agency Partnerships	**Activities/Status and Lead Agency**
Determine leadership, decision-making structure, roles and responsibilities, timeline, identify and leverage assets and strengths, MOUs, assessment of process	Ongoing Leads: WDC and Partner Agencies/Committee as a whole
Promote the system to community, public and private industry stakeholders	Ongoing Leads: WDC and Partner Agencies/Committee as a whole
2.Employer Engagement & Sector Identification	**Activities/Status and Lead Agency**
Conduct labor market scan	Annually Lead: DBEDT
Engage business and industry leaders and champions	Ongoing Sector Partnership Initiative: Lead: Chamber of Commerce Hawaii (CoC) Soft Skills workshops: Lead: CoC Hawai'i/Kapiolani CC NEPRIS: Lead: State CTE office
Identify comprehensive list of statewide organizations involved in job placement and related supportive services	Annually Leads: DLIR, American Job Centers, County Boards
Identify comprehensive list of statewide training organizations who can offer preparation for credentials, industry certifications or licenses, certificates	Annually Leads: DLIR, American Job Centers, County Boards, UHCC
Identify industry credentials, apprenticeships,	

internships, externships, and other work-based experience opportunities for students and adult learners and identify skill gaps	Annually Leads: DLIR, Community Schools for Adults, HIDOE, UHCC
Identify employer engagement activities (i.e., program delivery, recruitment and hiring, financial and/or in-kind resources, training)	Ongoing Leads: DLIR, American Job Centers, County Boards, State CTE, Community Schools for Adults, DHS/DVR
3.Education and Training Programs (all of which lead to industry recognized credentials)	**Activities/Status and Lead Agency**
Create a map of all relevant programs and resources	Annually Leads: UHCC, HIDOE, State CTE, American Job Centers, DHS/DVR, Community Schools for Adults
Assess and align education system's capacity and gaps and develop implementation plan.	Ongoing Leads: UHCC, Community Schools for Adults, State CTE
Contextualize and accelerate programs	Ongoing Leads: UHCC HIDOE (C2C Coalition), Community Schools for Adults
Provide comprehensive support services; identify target populations and entry points	Ongoing Leads: WDC & Partner Agencies
Provide comprehensive professional development for staff	Ongoing Leads: WDC and Partner Agencies
Data collection and evaluation	Ongoing Leads: Committee as a whole, Hawaii Data xChange Partnership
4.Funding Sources, Needs Analysis	**Activities/Status and Lead Agency**
Create an asset map of funding sources and other agency resources	Annually Leads: WDC, State CTE
Create strategies for leveraging and braiding resources, identify areas for alignment, build infrastructure to support the work.	Ongoing Leads: WDC and Partner Agencies
Identify potential sources of new funds	Ongoing Leads: WDC and Partner Agencies

5.Policy and Program Alignment	**Activities/Status and Lead Agency**
Conduct cross-agency assessment to identify changes needed for system alignment	Annually Leads: WDC and Partner Agencies
Make administrative changes where possible, pursue legislative change where needed, provide staff development in support of system change.	Ongoing Leads: WDC and Partner Agencies
6.Performance Measures, Alignment Across Agencies	**Activities/Status and Lead Agency**
Map existing measures, identify data needs by agency, create common measures, communicate results	Annually Leads: WDC and Partner Agencies, Hawaiʻi Data xChange Partnership
Resolve tech issues related to cross-agency collaboration	Ongoing Leads: WDC and Partner Agencies
Conduct regular assessments for continuous improvement	Ongoing: Leads: WDC and Partner Agencies