**Career Pathway Components**

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| **Pathway Component** | **Best Practice** | **Substantial Planning Required** | **Some Planning Still Needed** | **Planning Nearly Complete** | **Established Practice** |
| Pathway Vision & Goals | There is a coherent vision for the experiences and skills students should gain through this pathway. |  |  |  |  |
| Integrated Program of Study | Students take academic and STEM/CTE college courses in high school as part of a 9-14 pathway. Secondary coursework is aligned with high school graduation requirements and the college-readiness standards of the postsecondary partner. Academics and STEM/CTE are integrated, not taught separately. Student supports such as cohorts, learning communities, and pathway-specific guidance are built into the pathway. |  |  |  |  |
| Student Population | The pathway targets a broad range of students (e.g. academic skill level, ELL, socioeconomic background) and is of adequate size to achieve a coherent program of study with courses common to all participating students. |  |  |  |  |
| Student Recruitment | Students are recruited to enter the 9-14 career pathway through means that address the pathway mission and goal, course sequence, instructional approach, college course-taking component, work-based learning experiences, transportation, support services, and college and career planning. |  |  |  |  |
| Staff Recruitment | Staff selection ensures that the pathway’s philosophy and expectations are clear to all faculty and staff. |  |  |  |  |
| Employer Engagement and Work-Based Learning | Curricula and course sequences are informed by employer needs and expectations. Students follow a coherent sequence of career exposure and work-based learning opportunities, pegged to employer needs and the pathways curriculum. |  |  |  |  |
| Enabling Policy Conditions | Eligibility guidelines allow students to take college-level courses in specific subjects as they prove that they can handle work in those areas. Funding mechanisms support dual enrollment based on the principle of no cost to students and no financial harm to secondary and postsecondary partners. Dual enrollment partnerships ensure that course content, student assessments, and instructor qualifications meet college standards. |  |  |  |  |
| Budget and Funding | The budget identifies existing institutional, state and federal funding streams that can be leveraged to support the pathway (e.g. Perkins, dual enrollment). |  |  |  |  |
| Sustainability | The pathway is maintained overtime through funding stability, strong partnerships, support from internal and external stakeholders, strong leadership, sufficient staffing support, and a strong communication effort. |  |  |  |  |