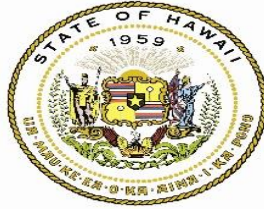


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**SECTOR STRATEGIES AND CAREER PATHWAYS COMMITTEE MEETING**

**Friday, November 17, 2017**

**9:30 a.m. – 10:30 a.m.**

Princess Ruth Keelikolani Building  
830 Punchbowl Street, Conference Room 310  
Honolulu, Hawaii 96813

**MINUTES**

**ATTENDEES:**

Sunshine Topping, Committee Chair, Vice President of Human Resources, Hawaiian TelCom  
Sean Knox, Committee Vice Chair, President, Hawaii Employment Services  
Mel Resonable (representing Alicia Moy, President, Hawaii Gas Co.)  
Alex Harris, Castle Foundation  
Bernadette Howard, Director, Office of Career and Technical Education, UH  
Dagdag Faustino, Leeward Community College  
Jean Isip Schneider, Project Manager, Strada Grant, UH  
Yvette Gibson, HR Manager, Hawaii Pacific Health

**STAFF:**

Allicyn Tasaka, Executive Director, Workforce Development Council  
Jeanne Ohta, Special Projects Specialist, Workforce Development Council

**I. Call to Order.....Committee Chair, Sunshine Topping**  
The meeting was called to order at 9:30 a.m. by Committee Chair Sunshine, Topping.

**II. Approval of Minutes**

A. August 4, 2017 Minutes

Sean Knox motioned to approve the February 21, 2018 minutes. Bernadette Howard seconded the motion. The motion was approved unanimously.

**III. Presentation on work-based learning report by Alex Harris, Advisor to the Harold K.L. Castle Foundation**

- A. The report can be found at: <https://labor.hawaii.gov/wdc/files/2018/05/HKL-Castle-Work-Based-Learning-Report-Public-Version-9.28.17.pdf>

Alex Harris, Advisor to the Harold K.L. Castle Foundation presented the highlights of the report on work-based learning, its recommendations, actions and implications. The Castle Foundation awards \$8-9 million in grants annually in three areas, the largest of which is public education. A set of statistics shows the challenges being faced in public education: Among 5 students starting the 9<sup>th</sup> grade, 4 will graduate from high school, half will go on to college, and half again will complete college. Motivated by a desire to increase college graduation rates and to help students of all backgrounds gain employment once their education is completed, the Foundation invested money for several years in developing Department of Education leaders, among other activities. In the last year, grants supported other education-related activities focused on college and career readiness. Some examples of these activities include teacher externships; early college programs; bringing counselors together (from middle school to college) to discuss what students need at each stage of development; and career academies. Talking with dozens of students and teachers, they were asked, what makes a difference to student success? Common replies from students were opportunities to earn college credit and to participate in a powerful career experience during high school.

In analyzing the responses, a new question emerged: What would it take to offer every student a meaningful work-based learning experience before graduating high school? This question led to the research and report being discussed today. Castle commissioned James Koshiba, who interviewed students, teachers, principals, and leaders of industry, higher education, and workforce development.

- B. Highlights: Interviews recommend broadening thinking about what work-based learning looks like. One suggestion is for educators to develop curriculum with industry, so that students are prepared for actual job openings. Student suggestions include project-based learning that would force students to grapple with ideas in a deep way, and potentially develop “soft skills,” which many employers feel employees are lacking. A third suggestion is to promote student-run entrepreneurial projects within a school, like Kahuku High School. Kahuku.org is run by students who print and sell t-shirts for the football team and the school. They are also student-run federal credit unions in schools. The first point then is to broaden our lens of what work-based learning looks like.

Koshiba identifies places doing this work at scale. For example, California invests \$250 million annually in Link Learning to develop work-based learning coordinators for school districts; a hub for how to coordinate the work between schools and businesses. Nashville, Tennessee, has developed robust career academies. Kapaa High School and Waipahu School, and people from various intermediary organizations, like Maui Economic Development Boards and Women in STEM try to tease out what could be learned from their experiences.

- C. Conclusions: First, start with the end in mind; define success. Success may be defined too narrowly. Create pathways with a purpose. Look at how students are engaged in academic content, and explore how we can hook them—perhaps through project-based learning. Look at employability skills around what it means to be a “professional,” and students may be helped to understand professionalism in practice. One quote was, “We hire for technical skills, but we fire for soft skills.” Then look at the satisfaction level of students after graduating—did the student get the expected experience and create feedback loops to high schools and colleges.
- D. Success factors: The first was student voice or student choice. Career academies are structured to offer a fair number of choices. A student can decide to go into the Health Academy, or into the Engineering Academy. Elective courses are available that really reinforce that theme and there may be internship opportunities. When students opt in, they make the choices; as opposed to a comprehensive high school where the experience is the same as everyone else’s. The 10-15 high schools in Hawaii that have career academies seem to offer more student choice. Another benefit is that it creates a smaller learning environment so that it’s more personalized. Even a big school like Waipahu, students feel they have a family or cohort that they move along with, and it’s not so daunting an experience, especially for a ninth grader. So that was one success factor, students owning the experience.

The next success factor for schools is that faculty need to think differently about their roles, and they have choices to make too. They have to think about which career academy theme they really have a passion for. They have to be willing to experiment and to learn to support career academies. But career academies may not be for every teacher, and teachers will select in and out. Also, professional development for faculty needs to be connected to industry. Industry moves at a speed that teachers aren’t used to, so this gives them insight into what really goes on in different industries.

The last factor for schools is to have coordinating structures that facilitate productive relationships between businesses and schools. Schools that provide these structures have industry partners because they make it easy for them to participate.

System-level success factors that have real implications is figuring out how we can set up intermediary structures that bridge schools and businesses, and free schools of the responsibility of coordinating these experiences.

- E. Committee Chair Topping asked if there was anything the subcommittee or WDC could do to support Harris’ efforts. He suggested that perhaps Castle Foundation and the State of Hawaii might adopt a shared goal for the next 10 years to ramp up degree and work-based experiences. A request was made to know which high schools had Career Academies. Harris said he would provide this information to Executive Director Allicyn Tasaka.

**IV. Outreach updates on Career Pathway System by Bernadette Howard, State Director, University of Hawaii’s Career and Technical Education (CTE)**

Bernadette Howard reported that faculty from high schools and community colleges put together a statewide career and technical education conference held for the first time in 6 years. Hawaii has a chapter of the National Association of CTE. Career academies help blur the lines between the CTE courses and academic courses, and brings them together. Everywhere along the path, the goal is to find what is most successful, scaling things up, and eliminating overlap and duplication. For example, work is continuing on getting teachers out of the classroom, and getting counselors involved in CTE, with training in career counseling. The initial connection needs to be made in middle school, and develop the curriculum to make it happen. Cost is still an issue for personnel; for work-based learning coordination. She is exploring with P-20 if they might help create the structure for work-based learning.

A suggestion was made to get parents involved in the overhaul of the educational system. Once behind the scenes work is completed, Bernadette Howard points out, parents can more easily become involved.

What can be taken back to WDC to help along CTE developments: Bernadette Howard suggested that before the end of the calendar year, list what is considered a career and technical education program that is to be a pathway that meets the standards of a high quality program—for both secondary and postsecondary, in compliance with Perkins grant and WIOA.

**V. Next Meetings**

- A. Next meeting in February and discussed increasing size of committee to 15-20 members.
- B. Meetings will be held monthly in February, May, August, and November.
- C. Dates are to be determined by Chair Topping.

**VI. Adjournment**

Chair Topping adjourned the meeting at 10:35 a.m.