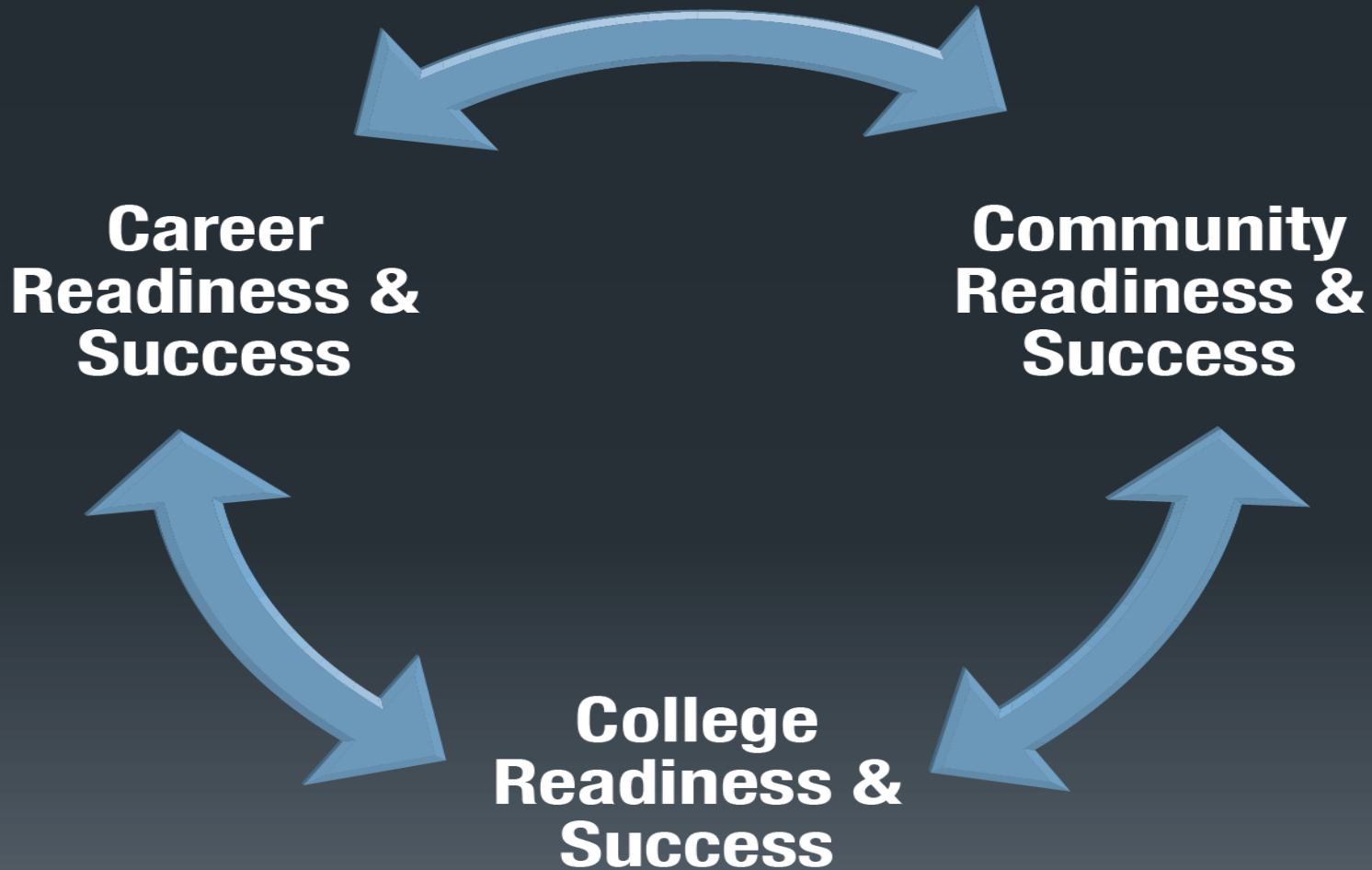


Building Readiness & Success through Career and Technical Education





Perkins V Plan Development

Building Hawaii's Career Pathway System

Leading at the Intersections

Status update
September 12, 2019

Reminder:

In order to access federal funds
WIOA must align with
the US Department of Education's

- Carl Perkins Act (aka Perkins V)
- Elementary and Secondary Education Act



But we do it because

*It's the right thing to do
for our clients and students*

Our guiding principles for WIOA, ESSA and Perkins *are* aligned:

- Learner/Client-centered.
- Equity-focused.
- Outcomes-oriented.
- Partnership – joint ownership, joint design, joint implementation (including braiding of resources).
- Systemic and systematic approaches to continuous improvement and innovation.



The laws all require that we
serve our clients/students
using a Career Pathway model

Nested Purposes

Hawai'i Career Pathway System

- Lifelong learning and training for employment towards self-sufficiency and well-being as part of a competitively skilled workforce for employers and a thriving, sustainable Hawai'i.

Career & Technical Education

- High-quality grades 6-16 formal learning experiences paired with work-based learning experiences that provide all learners the knowledge, skills, and competencies to fully participate in, contribute to, and benefit from Hawai'i's economy and our communities.

Perkins V

- Strengthen CTE systems and systems capacities to continuously improve and innovate Hawai'i's programs and programs of study in grades 6-14 that ensure equitable access and outcomes for all learners in in-demand, high-skill, high-wage pathways.

HAWAI'I CAREER PATHWAY SYSTEM

CLIENTS/STUDENTS/EMPLOYEES

PATHWAY PARTNERS

- Alu Like
- American Job Centers
 - Adult, Dislocated Worker & Youth
 - Wagner-Peyser
 - Unemployment Insurance
 - Veterans
 - Apprenticeship
 - Seniors
- Correctional Facilities
- County Workforce
- Department of Defense
 - Youth Challenge
- Department of Human Services
 - Division of Vocational Rehabilitation
 - TANF/First-to-Work
- HIDOE
 - High School CTE
 - Community Schools for Adults
- UH 2- and 4- Year College

CONNECTION

First connection with client is through processing to determine eligibility

ENTRY

Eligibility determined through interviews and assessments. Referrals made as necessary

EDUCATION AND TRAINING

Adult basic education, Adult secondary education (GED, C-Base, HiSET), High School CTE, 2- and 4-year college

EMPLOYMENT

FULL OR PART-TIME

Integrated Counseling, Advising and Guidance

CONTINUE TO PURSUE CAREER & LIFE GOALS

Hawai'i Education to Career Pathways Alignment

Rigorous Academics

(including accelerated learning options + career + technical education)

Career Advising & Counseling

Work-Based Learning

(career awareness, exploration, preparation, and training)

Academic Pathways (Grades 6-16)

Credentials →



AA/AAS →



BA/BS →



Low/Semi-skilled
Jobs



Middle-skilled
Jobs



Advanced-skilled
Jobs

Workforce Continuum

College + Career Pathways Outcomes

- 1 Aligned, integrated, and sustained career pathways for all students.
- 2 A system that produces learners who can adapt to a changing workforce
- 3 Increased number of skilled professionals with a degree or certificate that holds value to employers and leads to a living-wage career.

Nine Career Pathways (DRAFT)



CTE




HAWAII P-20
Partnerships for Education
Spark. Transform. Excel.

<p>Agriculture, Food Innovation & Natural Resources</p> <p>-----</p> <p>*Animal Systems</p> <p>*Environmental Resource Management</p> <p>* Conservation</p> <p>*Fisheries</p> <p>*Forestry</p> <p>*Natural Resources Biotechnology</p> <p>*Natural Resources Production</p> <p>*Plant Systems</p>	<p>Art, Creative Media & Comm.</p> <p>-----</p> <p>*Animation</p> <p>*Broadcast Media</p> <p>*Digital Media</p> <p>* Game Design</p> <p>*Fashion Design</p> <p>*Graphic Design</p> <p>*Web Design</p>	<p>Business, Marketing & Finance</p> <p>-----</p> <p>*Accounting</p> <p>*Entrepreneur</p> <p>*Finance</p> <p>*Human Resources Management</p> <p>*Management</p> <p>*Marketing</p> <p>* Retail Management</p> <p>*Office Administration</p> <p>*Travel Industry Management</p>	<p>Culinary, Hospitality & Tourism</p> <p>-----</p> <p>* Baking and Pastry Arts</p> <p>*Culinary</p> <p>*Hospitality Services</p> <p>*Hospitality and Tourism</p>	<p>Education</p> <p>-----</p> <p>* Explorations in Education</p> <p>*Early Childhood Education</p> <p>*Elementary Education</p> <p>*Secondary Education</p>	<p>Health Sciences & Services</p> <p>-----</p> <p>*Clinical Health</p> <p>*Emergency Medical Services</p> <p>*Health Informatics</p> <p>*Medical Biotechnology</p> <p>*Nurse Aide</p> <p>*Nutrition</p> <p>* Medical Assistant</p>	<p>Industrial & Engineering Technology</p> <p>-----</p> <p>*Automotive Technology</p> <p>*Building and Construction</p> <p>*Design Technology</p> <p>*Electronics & Electrical Engineering</p> <p>*Engineering Technology</p> <p>* Electrical Installation</p>	<p>Information Technology</p> <p>-----</p> <p>*A+ Certification</p> <p>*Computer Networking</p> <p>*Computer Technician</p> <p>*Cybersecurity</p>	<p>Law, Government & Public Safety</p> <p>-----</p> <p>[NOTE: Current pilot programs at Waipahu HS and Lahainaluna HS]</p>
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PROPERLY SEQUENCED COURSES LEADING TO A DEGREE, CERTIFICATE, CREDENTIAL
INTEGRATED ACADEMICS
EMPLOYABILITY/TRANSFERABLE SKILLS
QUALIFIED PERSONNEL & PD
FACILITIES AND EQUIPMENT
EMPLOYER ENGAGEMENT
INDUSTRY APPROVED STANDARDS
ECONOMIC AND WORKFORCE ALIGNMENT
WORK-BASED LEARNING OPPORTUNITIES
MULTIPLE ENTRY AND EXIT POINTS
COUNSELING AND ADVISING
ACCELERATION/EARLY COLLEGE/DUAL CREDIT OPTION
ACCOUNTABILITY
MONITORING AND EVALUATION

Components of a CTE Program





From February to August
we conducted a
needs assessment
to identify areas requiring more
support

[https://www.hawaii.edu/cte/perkins-
v/PerkinsV_Needs_Assessment_Exec_Summary.pdf](https://www.hawaii.edu/cte/perkins-v/PerkinsV_Needs_Assessment_Exec_Summary.pdf)

Needs Assessment

Summary of Findings:



- There are pockets of good things happening all across the state at both the secondary, postsecondary, and workforce levels.
- Hawai'i has made good progress (not complete progress) toward accumulating the parts of quality CTE over the years.

Our Findings Underscore these Statewide Areas of Need



- Systems building.
- Career exploration and counseling from grades 6 through to workforce.
- Work-based learning/employer engagement.
- Inclusion of employability skills.
- Need for more CTE professionals and coordinated professional development for *all* staff at *all* levels across *all* partner agencies.
- Better data, monitoring, and evaluation.



Prioritizing the Work to be Done

Hawai'i's Planning Group

Guiding Principles/Ground Rules:

- Build on the strengths and accomplishments of Hawai'i's education and workforce personnel.
- Lead at the intersections and interdependencies.
- Leverage existing structures and processes so as to be minimally disruptive and avoid redundancies.
- Highly principled and minimally prescriptive.

Prioritize System & Capacity Building

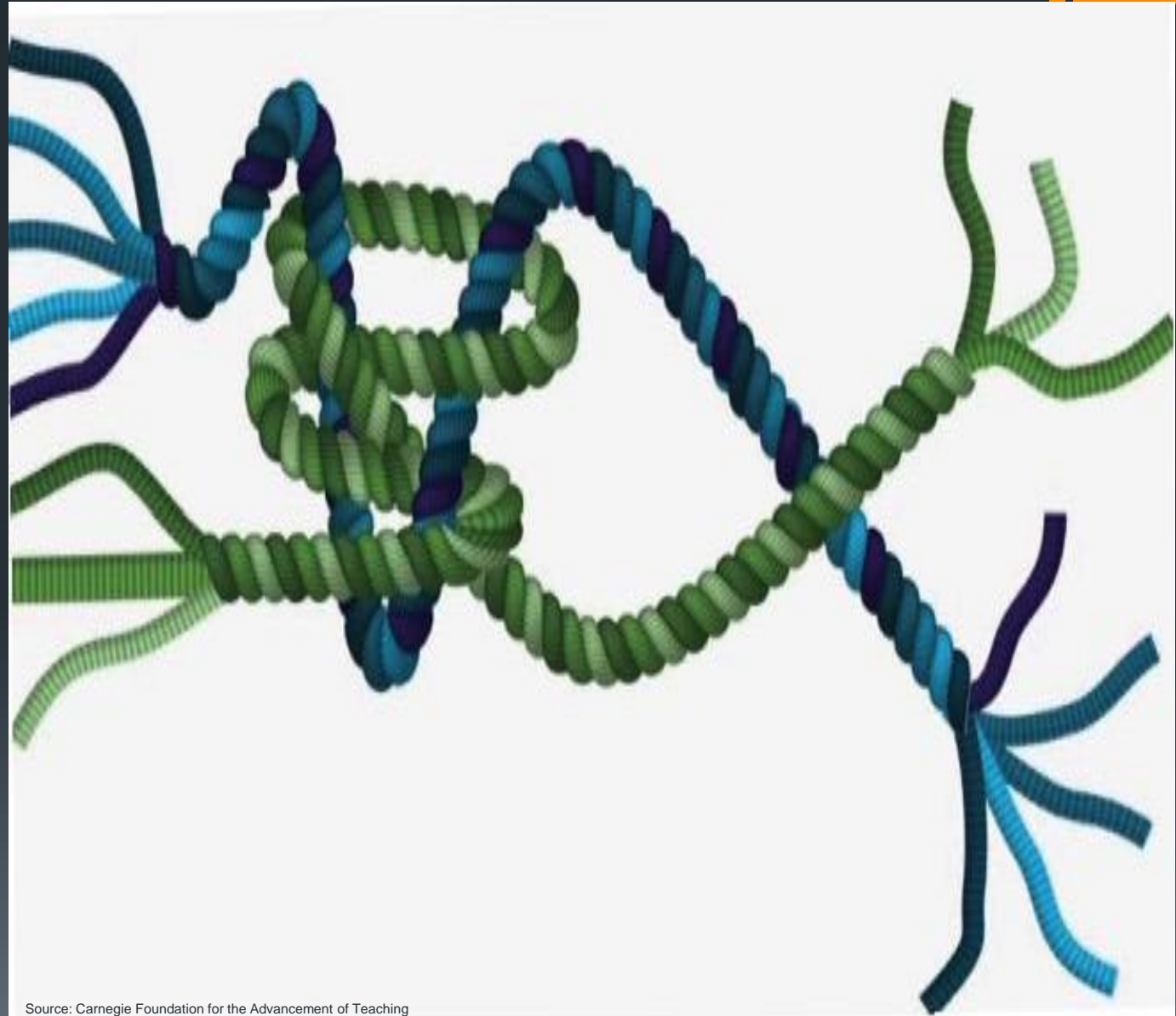


Systemically

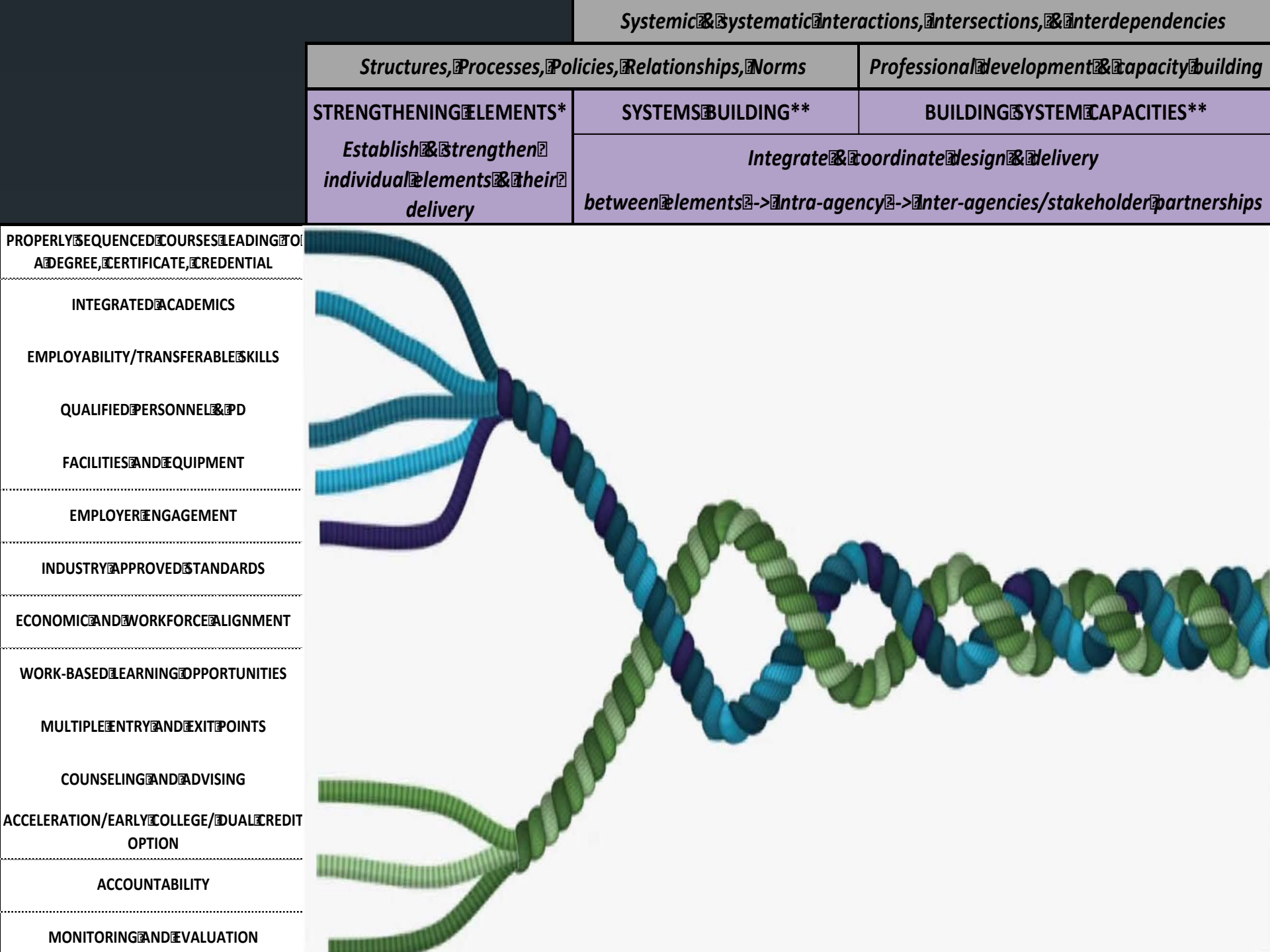
- Create, strengthen, & integrate the components & processes.
- Over the next 3 years to bring about improved outcomes.

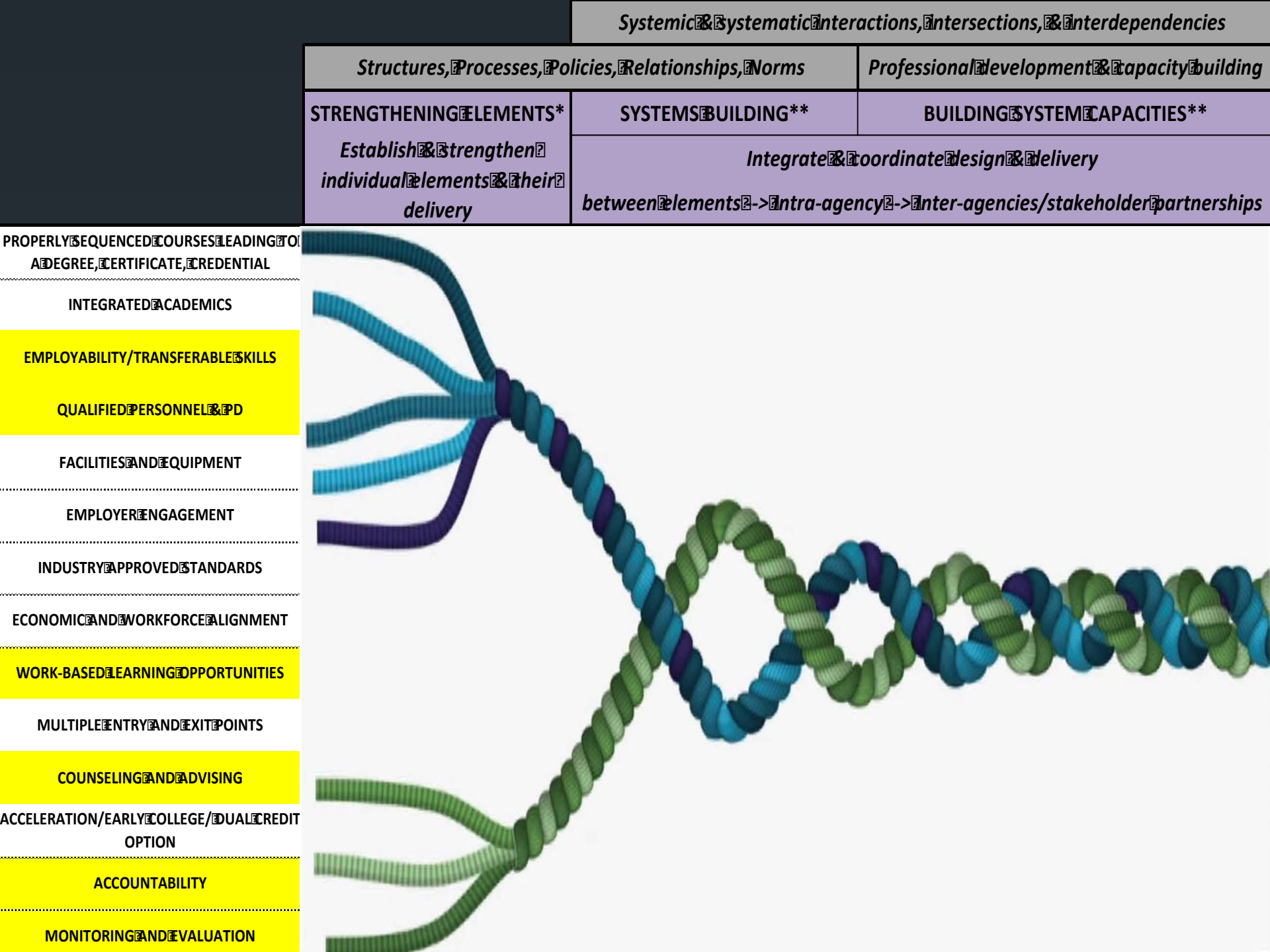
Typical Improvement Efforts

PROPERLY SEQUENCED COURSES LEADING TO A DEGREE, CERTIFICATE, CREDENTIAL
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Source: Carnegie Foundation for the Advancement of Teaching





Prioritize Five Elements for Building Systems & Capacities



- A. Counseling and Advising
- B. Work-Based Learning Opportunities
- C. Employability/Transferable skills
- D. Qualified Personnel & Professional Development (PD)
- E. Monitoring and Evaluation; Accountability

Counseling and Advising

- Develop an articulated statewide counseling and advising plan.
 - Expands to include middle school career exploration and UHCC noncredit
- Includes PD for counselors and educators and the addition of career counseling positions.
- Implement *Personal Transition/Life Plan* for grades 6-adults.

Work-Based Learning Opportunities

- Development of a continuum of WBL activities.
- Provide PD for employers and educators
- Increase staffing to support development & coordination.
- Develop the information systems and processes for equitable awareness and access for students and educators/counselors.

Employability/Transferable Skills



- Development/adaptation of employability or transferable skills frameworks.
- Staffing and resources to assist in development/adaptation.
- Integration into CTE and non-CTE programs through technical assistance and professional development.

- 
- **Life and Career Skills:** Flexibility & adaptability; Initiative & self-direction; Social & cross-cultural skills; Productivity & accountability; and Leadership & responsibility.
 - **Learning and Innovation Skills:** Creativity & Innovation; Critical thinking & problem-solving (and problem-seeking); Communication & collaboration.
 - **Information, Media, and Technology Skills:** Information literacy; Media literacy; and ICT literacy.
 - Financial, economic, business, and entrepreneurial literacy

Qualified Personnel & Professional Development

- Partner with higher education to increase the number of highly qualified educators and counselors.
- Systemwide Professional Development for CTE and non-CTE teachers, counselors, administrators, and support personnel.
 - Coordinated and integrated support that is in-depth, sustained, job-embedded

Monitoring & Evaluation; Accountability

- Develop system of monitoring, feedback, & evaluation for program improvement.
- Strengthen agencies' data systems and their integration, including data use.
- Determine and address staffing needs.

To help do all these things, we are proposing that the Perkins V plan

- Create a reserve fund of ~\$750k to help lead and coordinate activities.
- Create a cross-agency committee to determine use of reserve funds.
- Encourage regional & consortium activities.

The simplest way to increase the odds of a successful 'change effort' is to stop talking about change all together. Change is not the goal; the goal is the goal.

