



About Hawai'i P-20 Partnerships for Education

Hawai'i P-20 Partnerships for Education, a statewide partnership led by the Executive Office on Early Learning, the Hawai'i State Department of Education, and the University of Hawai'i System, strengthens the education pipeline from early childhood to postsecondary education and training through data-informed decision making, advocacy, policy coordination and stakeholder engagement; all in support of student achievement.

Hawai'i P-20's partners share a sense of urgency about the need to improve Hawai'i's educational outcomes in an increasingly global economy, and have established a goal of 55% of Hawai'i's working age adults having a two- or four-year college degree by 2025.

For more information, visit www.p20hawaii.org and follow us on Twitter: @hawaiip20.

Mahalo to our Pathways Partners:

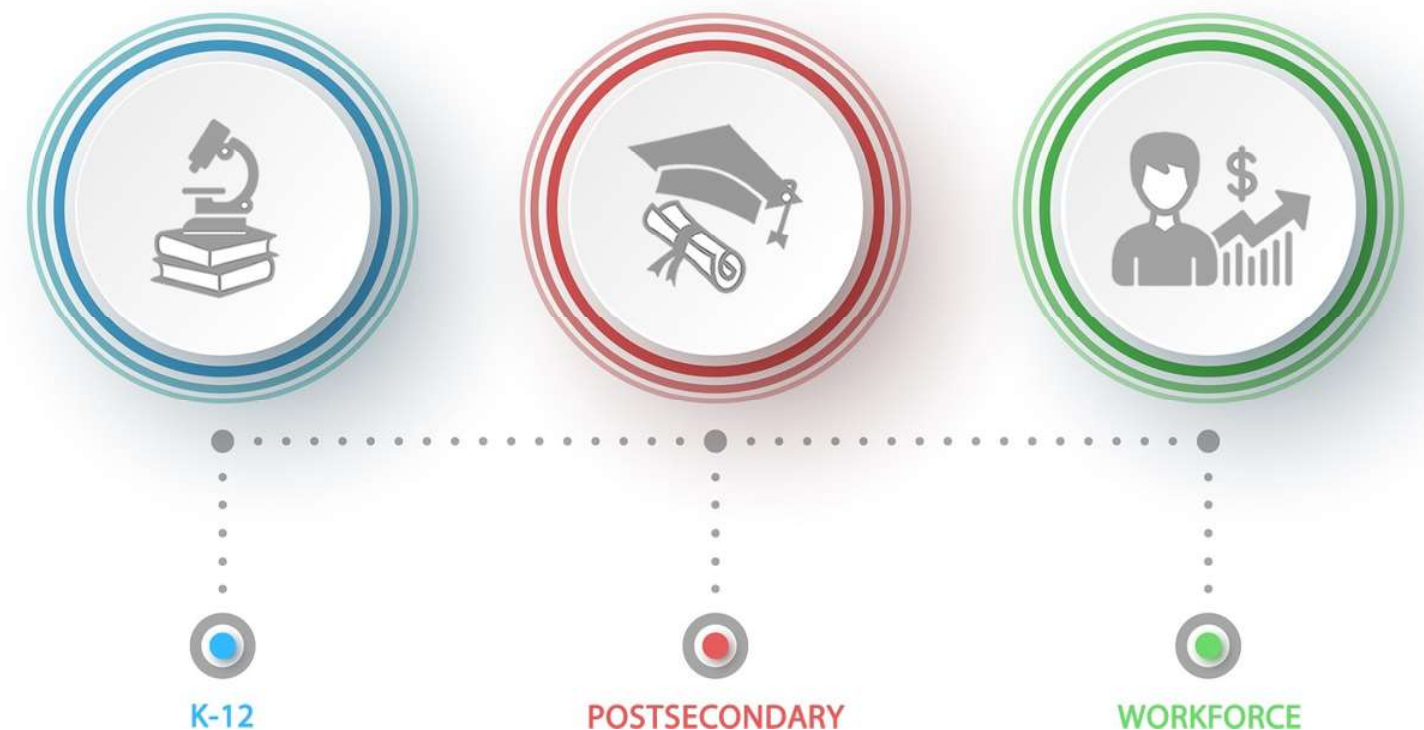
The University of Hawai'i System
The Hawai'i State Department of Education
The State Office of Career and Technical Education
The State of Hawai'i Workforce Development Council
The Chamber of Commerce of Hawai'i
The Harold K.L. Castle Foundation
Kamehameha Schools
The Hawai'i Community Foundation
Strada Education Network
Stupski Foundation
ECMC Foundation

2020 Hawai'i P-20 Pathways Information and Resources

<https://tinyurl.com/p20pathways-summit2020>

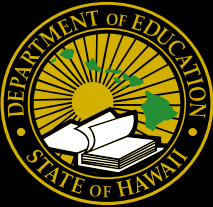
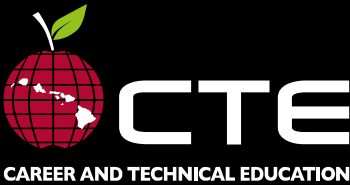

HAWAI'I P-20 PATHWAYS

Resource Booklet

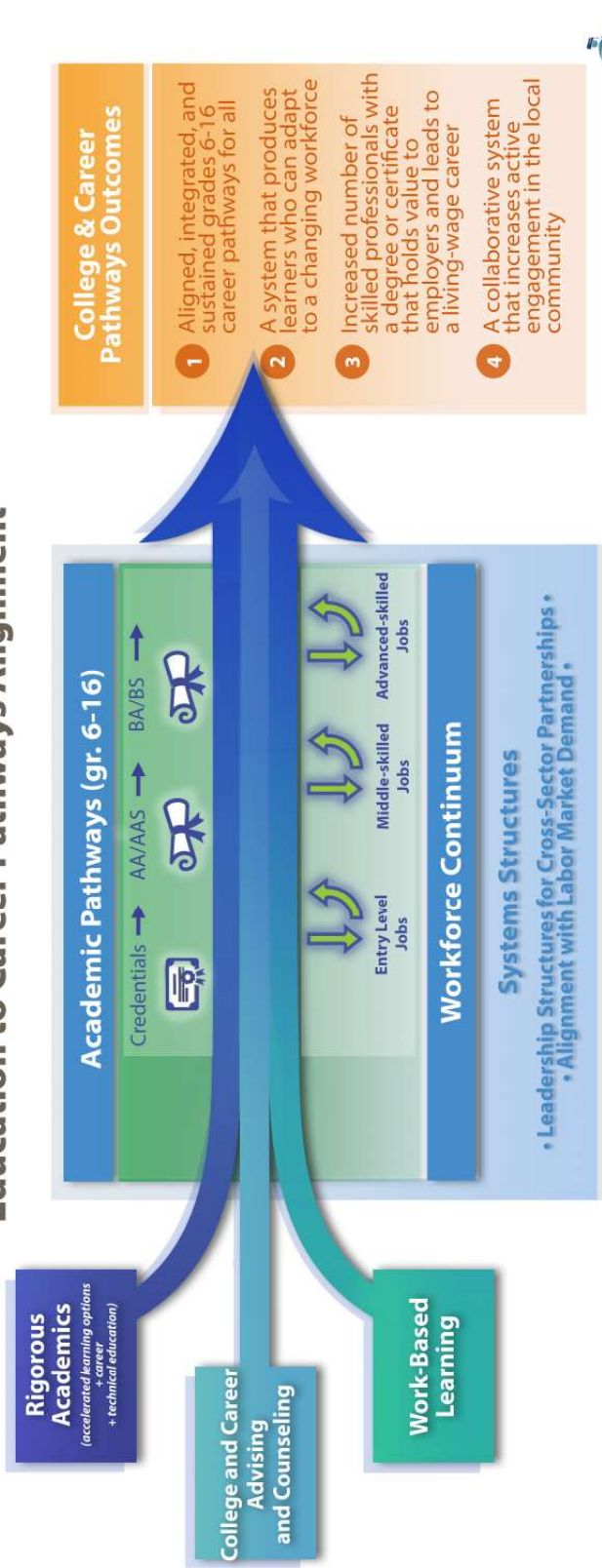


www.p20hawaii.org

PREPARATION Preparation activities give students extended, supervised opportunities to develop readiness skills for work and life.	TRAINING Training opportunities prepare students for entry or advancement in specific careers or post-secondary degree programs
AUDITION / PORTFOLIO REVIEWS On-Campus / Virtual 1-4 HR	<div><div>KEY Recommended level of staffing</div><div> None Few Some Many</div></div>
Provide feedback to student performance or artistic portfolios	
INDUSTRY RESOURCE RICH CLASSROOM Donation to Classroom >1 HR	
Provide industry-recognized technical resources to schools to help students prepare for work-based learning experiences and/or industry-recognized certification exams [Resource donation only. No personnel required.]	
INDUSTRY-RECOGNIZED CERTIFICATIONS PREPARATION On-Campus / Virtual 2-8 HR	TEACHER EXTERNSHIP Off-Campus 4+ / DAY
Assist students in to prepare for industry recognized certification exams	Provide a job shadowing or similar work experience that will increase the teachers’ ability to bring workplace practices and policies (e.g. problem solving, practical applications of theory, team building, etc.) into the classroom.
SCHOOL-BASED ENTERPRISE On-Campus 	ON THE JOB TRAINING Off-Campus 4+ HR / WEEK
Help prepare students to transition from high school to work or post-secondary education by providing work experience, typically run by students on the school’s campus with industry mentors	
INTERNSHIP Off-Campus 60+ HR 6-8 WEEKS	Provide employee training and supervision as potential transition to ongoing employment. (Typically reserved for graduating seniors or post-secondary students)
Provide professional work experience aligned with a career pathway that applies classroom learning and builds skills. Internships can be paid or unpaid and follow an approved structure.	
EMPLOYABILITY / FOCUSED INTERNSHIP Off-Campus 60+ HR	CLINICAL EXPERIENCES Off-Campus 4+ HR / WEEK
Provide on-the-job paid work experience along with career exploration & planning. May not be aligned directly with a student’s career pathway. Internship information can be used for planning.	
PERFORMANCE-BASED ASSESMENT Off or On-Campus / Virtual 15+ HR	Provide an opportunity for students to participate in a supervised learning experience included as part of a training course in which students observe and perform tasks in a supervised, authentic setting. Students focus on observation, reflection, and understanding of practice connected to an academic course or program. Clinical experiences can lead to specific industry certifications.
Work with teachers to develop a scenario or industry-based problem for students to apply pathway content knowlege, skills, and strategies to design and present possible responses, solutions, and/or products.	
SCC / ADVISORY BOARD MEMBER On-Campus / Virtual 2-40 HR	YOUTH APPRENTICESHIP Off-Campus 450 HR
Participate in a school- or city-level workforce development and education advisory group (1 person typically at management level or above)	Provide paid on-the-job training based on state youth apprenticeship curriculum guidelines. Please see the Apprenticeship Information page for a list of apprenticeship programs in the state and other resources.
EXTENDED SERVICE LEARNING PROJECTS Off-Campus 2-90 HR	HRS Chapter 372
SCHOOL-INDUSTRY PROJECT Off or On-Campus 24+ HR	WORK EXPERIENCES Off-Campus 45+ HR
Asisst teachers in designing a multidisciplinary learning activity. Potentially coach student teams and/or provide feedback on student work.	Provide employability skill training, for pay, in a work setting (Typically reserved for students with some prior work experience)

CHAMPIONING (MONTHS)	LEADING (WEEKS)	PARTNERING (DAYS)	SUPPORTING (HOURS)
<div><div><div></div></div></div>	<div>WORK-BASED LEARNING</div> <div>EMPLOYER ENGAGEMENT MENU</div>		
	<div>COLLEGE AND CAREER FAIR/EXPO</div> <div>Off or On-Campus /Virtual</div> <div>⌚ 2-8HR 👤👤👤</div> <div>Host a booth to share advice on pursuing a career, skills and knowledge required, and career roles, responsibilities, and advancement options</div> <div>Planning and coordination with the school/complex may take an extended period of time</div>	<div>COMMUNITY SERVICE PROJECTS</div> <div>Off or On-Campus</div> <div>⌚ 2-8HR 👤👤👤</div> <div>One-time volunteer opportunities that help students learn more about careers while contributing to the organization's mission (Projects may include connections to the Nā Hopena A'o framework and Hawaiian education)</div> <div>MOCK INTERVIEWS</div> <div>On-Campus / Virtual</div> <div>⌚ 2-8HR 👤👤👤</div> <div>Conduct mock job interviews/performance reviews of students and provide feedback on their performance</div>	<div>AWARENESS</div> <div>Awareness activities are one-time events that expose students to the wide range of career, college, and community options available to them.</div>
			<div>CLASSROOM GUEST SPEAKER</div> <div>On-Campus / Virtual</div> <div>⌚ 0.5-1HR 👤👤</div> <div>Visit a school and share expertise and experiences with students and/or teacher in a classroom or larger group setting</div>
			<div>WORKPLACE TOUR/FIELD EXPERIENCES</div> <div>Off-Campus</div> <div>⌚ 2+HR 👤👤👤</div> <div>Host a school/classroom visit to the worksite. Students can speak to professionals to learn about educational requirements, skills, and opportunities available in the industry</div>
			<div>FAFSA</div> <div>On-Campus</div> <div>⌚ 1-2HRS 👤👤👤</div> <div>Assist families of students in completing FAFSA application forms</div>
			<div>COMMUNITY ENGAGEMENT EVENTS</div> <div>Off-Campus</div> <div>⌚ 2-6HR 👤👤👤</div> <div>Provide students with an opportunity to assist with the implementation of a corporate/charity event</div>
			<div>SPECIAL CAMPUS EVENTS</div> <div>On-Campus</div> <div>⌚ 2-4HR 👤👤👤</div> <div>Provide supports to the school for special events. (e.g. showcase, fairs, etc.) Schools may ask for assistance with volunteers, resources, networking, etc.</div>
	<div>CAREER COACH</div> <div>On-Campus / Virtual</div> <div>⌚ 1 HR/WEEK 👤👤👤</div> <div>1 SEMESTER</div> <div>Offer in-person and/or virtual support, guidance, and motivation to students as they explore careers and enter the world of work</div>	<div>JOB SHADOW</div> <div>Off-Campus</div> <div>📅 1+ WORK DAY(S) 👤👤👤</div> <div>Provide an opportunity for students to observe, discuss, and participate in daily routines and activities of a particular job.</div>	<div>EXPLORATION</div> <div>Exploration activities go beyond one-time experiences. They strengthen student understanding of theconnection between classroom learning and “real-life” applications.</div>
			<div>INFORMATIONAL INTERVIEW</div> <div>On-Campus/Virtual</div> <div>⌚ ~1HR 👤👤👤</div> <div>Students conduct an interview of an industry professional in-person or virtually. Interviews can be conducted by an individual or group of students about a profession or specific topic related to the profession.</div>
			<div>JUDGE / PANEL MEMBER</div> <div>for Project Presentations to Industry Professions</div> <div>Off or On-Campus / Virtual</div> <div>⌚ 2-8HR 👤👤👤</div> <div>Judge student presentations or competitions and provide constructive feedback regarding student mastery of targeted competencies</div>
	<div>INDUSTRY MENTOR</div> <div>On-Campus / Virtual</div> <div>⌚ 2-4HRS 👤👤👤</div> <div>FEW WEEKS</div> <div>Work with students to provide feedback on industry related projects/prototypes before their final presentations</div>	<div>RESUME DEVELOPMENT</div> <div>On-Campus / Virtual</div> <div>📅 1-2 WEEKS 👤👤👤</div> <div>Provide students with an opportunity to develop and modify their resume based on feedback from business/industry</div>	

Education to Career Pathways Alignment



Version 2020.02.10

A career pathway is a sequence of learning experiences that span secondary and postsecondary systems, blend rigorous core academic and career and technical instruction, offer focused career guidance and advising systems, and include high- quality work-based learning experiences. A career pathway culminates in postsecondary or industry credentials of value to employers.

The five critical design components necessary to build a high-quality career pathway are: 1) Leadership Structures for Cross-Sector Partnerships, 2) Alignment with Labor Market Demand, 3) Rigorous Academics, 4) Work-Based Learning, and 5) College & Career Advising & Counseling.

Career Pathways Design Components

Building Clear and Coherent Pathways for Student Success

Employers today struggle to hire enough workers to meet current and projected demands. Meanwhile, we know that our Hawai'i students are more than capable to do this work, but may not have the right skills or credentials to fill critical positions in the current or future labor market. To change this trend, we must continue evolving how the student learning experience is designed and aligned with the needs of our employers.

College and career pathways expand economic opportunity while preparing students for career and life success. Completing a high-quality college and career pathway improves academic achievement and increases the likelihood of graduating high school, being prepared for college-level coursework, developing employability skills and securing a living wage job. Pathways do this by helping students to navigate the complex array of postsecondary and training options they face.

Career Pathways Design Components

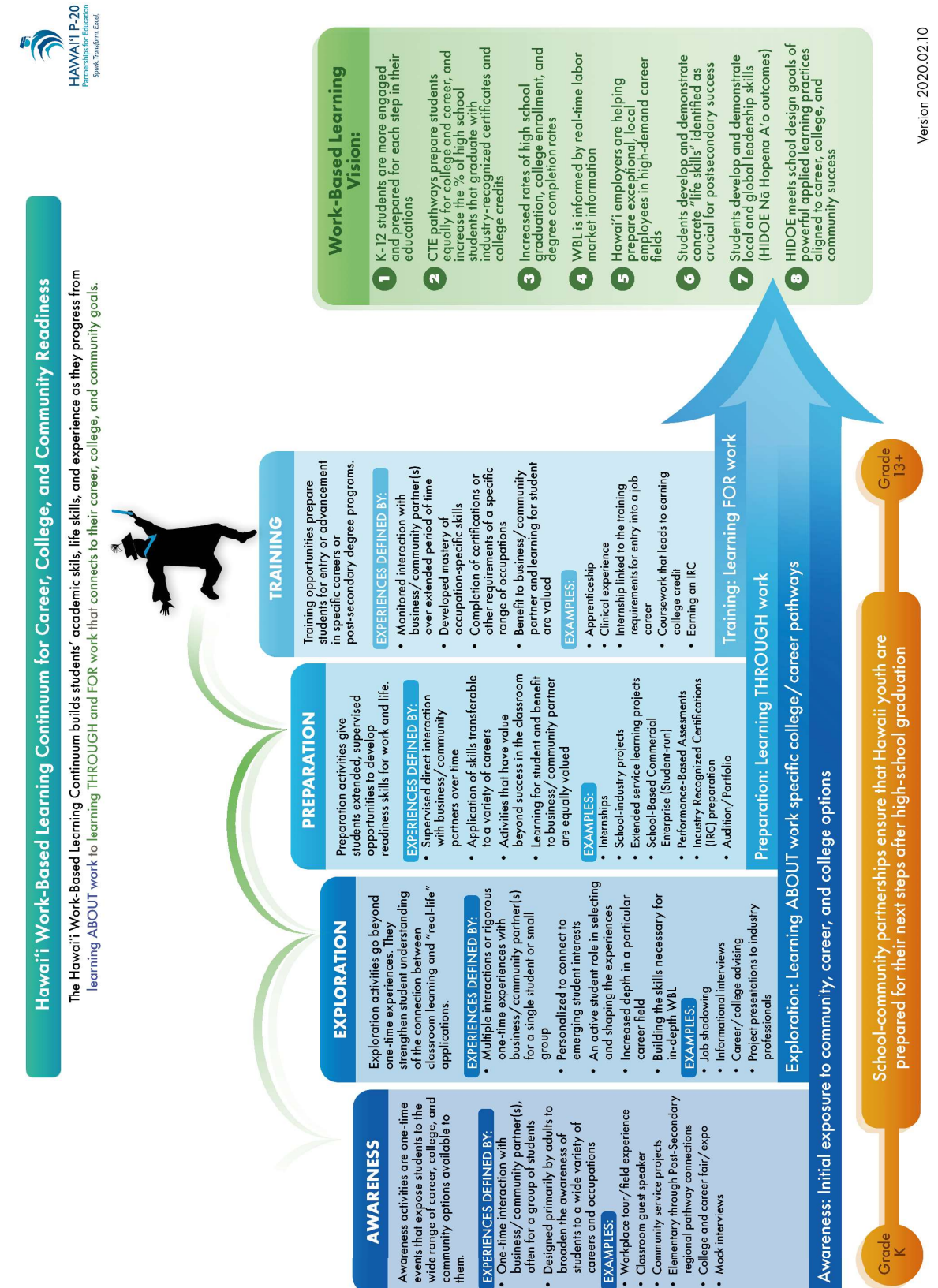
To support the Hawai'i Regional Pathway Grant Initiative, Hawai'i P-20 & Jobs for the Future (JFF) developed a set of quality components to inform the design and implementation of career pathways. These reflect five critical design components are necessary to build a high-quality career pathway.

Pathway Design Components

1. Leadership Structures for Cross-Sector Partnerships
2. Alignment with Labor Market Demand
3. Rigorous Academics
4. Work-Based Learning
5. College and Career Advising and Counseling

Across all components, there are foundational criteria which should be included in all individual pathways

- Data & Metrics
- Equity & Access
- Communications & Messaging
- Learning & Teaching





STUDENT COMPETENCIES



Competencies help to identify student goals (“benchmarks”) for each grade level		
Benchmarks will set a direction and measureable outcomes for school activity programming that will help students to achieve the identified goals		
COLLEGE READINESS	A1	Students will understand the types of available resources and engage in opportunities that best prepare them for a post-secondary degree and/or credentials
	A2	Students will understand the knowledge and process for post-secondary enrollment that will best prepare them for a degree and/or credentials
	A3	Students will acquire and implement practical knowledge, learning skills, and cognitive strategies to enable successful transitions from high school to post-secondary programs
CAREER READINESS	B1	Students will understand the relationship between education, required training and resources that best prepare them for the world of work
	B2	Students will acquire the skills to investigate the world of work in relation to knowledge of self and personal qualities to make informed career decisions
	B3	Students will set goals, employ strategies, and build employability skills through work-based learning experiences to achieve future career goals
COMMUNITY READINESS	C1	Students will acquire the knowledge, attitudes, and interpersonal skills to establish and maintain positive relationships in local and global communities
	CROSSWALK	CASEL • Students will understand how to form positive relationships, working in teams, dealing effectively with conflict • • Students will show understanding and empathy for others •
		HA • Build relationships with many diverse people • Communicate with clarity and confidence • • Make others feel comfortable and welcome • Share the responsibility for collective work • Resolve conflict in positive ways
	C2	Students will develop self-awareness and self-management skills to make decisions, set goals, and take necessary action to achieve goals
	CROSSWALK	CASEL • Students will recognize one’s emotions and values, as well as, one’s strengths and challenges • • Students will learn to manage emotions and behaviors to achieve one’s goals •
		HA • Come to school regularly, on-time, and ready to learn • Set goals and complete tasks fully • • Prioritize and manage time and energy well • Take initiative without being asked • Develop self-discipline to make good choices • • Manage stress and frustration levels appropriately • Have goals and plans that support healthy habits, fitness, and behaviors • • Persevere through challenges and setbacks •
	C3	Students will understand and demonstrate responsible behavior, safety, and survival skills in personal, school, and community contexts
	CROSSWALK	CASEL • Students will learn how to make ethical constructive choices about personal and social behavior •
		HA • Ask for help and feedback when appropriate • Make good decisions with moral courage and integrity in every action • • Understand how actions affect others • Open to new ideas and different ways of doing things • • Develop, implement, and model effective decisions and critical thinking •

*Community Readiness Competencies in development

Pathway Design Components

1) Leadership Structures for 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 6-16 journey. Collaboration across sectors is critical to building effective pathways that incorporate all key components and propel students to success. Cross-sector partners should include middle school, secondary and postsecondary education, employers, and workforce development. Convening cross-sector leadership is an essential component of this system. This is comprised of both executive-level leaders and strategic representatives from across a region or community to establish and operationalize the vision for pathways implementation.

2) Alignment with Labor Market Demand

Pathways equip students for the 21st century economy and lead to jobs in high-wage, in-demand industries with career advancement opportunities. Regional 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 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 postsecondary to K-12 to ensure that students develop the skills and competencies they need to succeed in careers.

3) Rigorous Academics

Pathways engage students in rigorous academics that span secondary education and extend and align through a postsecondary credential with value in the labor market. During their secondary (middle school and high school) experiences, students experience and understand the connection between academic classes and career and technical education (CTE) classes related to pathways. Students are able to enroll in advanced academic programs, 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 and associate’s and bachelor’s degrees—by clearly linking high school and college. High school curricula are aligned with available programs of study at local postsecondary institutions, students can earn dual credit, and educators plan for articulation and transferability.

4) Work-Based Learning

A continuum of work-based learning experiences, from career awareness and exploration to career preparation is incorporated into pathways and aligned with the industry focus of the pathway. Work-based learning is integrated with classroom learning, allowing students to reflect on and apply what they have learned and develop both technical and transferable employability skills. Work-based learning experiences along the continuum are increasingly personalized and aligned with specific industries and occupations.

5) College and Career Advising and Counseling

Integrated college and career advising and counseling supports students’ informed educational and career choices. Students learn about a range of college and career options— and the education requirements linked to careers of interest—through a sequence of developmentally appropriate activities, beginning in middle school and progressing to comprehensive advising in high school and postsecondary. Students develop personal transition plans and receive counseling and personalized supports based on their identified needs and goals.



College, Career, and Community Readiness Expectations Guide*



BY THE END OF GRADE 8		BY THE END OF GRADE 9		BY THE END OF GRADE 10		BY THE END OF GRADE 11		BY THE END OF GRADE 12		BY THE END OF YEAR 1 (30 CR)		
Students Will:		Students Will:		Students Will:		Students Will:		Students Will:		Students Will:		
COLLEGE	Understand their high school pathway options connected to post-secondary opportunities A1	Understand the relationship between post-secondary programs and a career pathway A2		Examine career pathways related to post-secondary programs/degrees A2		Research “best fit” post-secondary institutions and know specific entrance requirements A2		Identify and apply to “best fit” post-secondary programs related to a chosen career pathway A2		Know where to find available post-secondary resources, opportunities, and student support services to help with on-time degree completion A1		
	Understand the importance of taking the appropriate Math and English courses to align with a career pathway A2	Research the benefits and availability of rigorous academic coursework options related to their post-secondary plan A2, A3		Identify rigorous academic course options in a chosen pathway of study A2, A3		Enroll and participate in dual credit courses, certificate programs, and other rigorous academic programs related to a career pathway A1, A2, A3		Enroll in dual credit courses, certificate programs, and other rigorous academic programs; know how to transfer credits towards post-secondary degree programs A1, A2, A3		Know the process to transfer into a 4 year program or other advanced programs required for a career pathway A2		
	Understand the relationship between academic preparation & college admission A1	Understand the difference between post-secondary credentials and institutions A1		Understand entrance requirements and the application process for a career pathway within a post-secondary institution A2				Understand post-secondary opportunities for degree advancement within a career pathway A1, A2		Know how to make an informed choice of major in the first 30 credits based on skills, interests, and labor market information A2, A3		
	Understand basic FAFSA terminology A2	Understand the basic purpose of FAFSA & post-secondary financing A2		Learn the FAFSA requirements and be able to estimate costs related to post-secondary education and training A2		Understand the FAFSA application and the process to finance post-secondary education A2		Complete the FAFSA application and other scholarship opportunities A2		Understand additional support and resources to manage post-secondary financial costs A1, A2		
	Understand the importance of creating a personal transition plan A1, A2, A3	Create a college and career personal transition plan A1, A2, A3		Refine a college and career personal transition plan A1, A2, A3				Finalize and complete a personal transition plan A1, A2, A3		Create a post-secondary advising plan for course selection within a chosen pathway of study A1, A2, A3		
CAREER	Identify their interests & skills connected to career pathways B1, B2	Determine how to connect their identified skills and interest to career pathways B1, B2		Connect and engage in opportunites connected to identified skills and interest of a career pathway B2, B3				Identify specific career opportunities that match their confirmed skills and interests B2				
	Investigate career options within career pathways B2		Explore specific job requirements B2		Understand specific skills and salaries related to high-demand, liveable wage careers B2, B3		Know available resources to identify job and industry data, and opportunities for career advancement B1, B2, B3					
	Gain a basic understanding of financial literacy as it relates to lifestyles, careers, and post-secondary financing B1, B2		Know the process to budget lifestyle and explore career advancement costs B1, B2								Actively practice lifestyle budgeting and financing B2, B3	
	Learn the value of employability skills and work-based learning experiences B3		Seek work-based learning experiences and resources to help build professional skills and career knowledge B3		Gain professional skills through work-based learning experiences, networking opportunities, presentations, and projects B1, B3					Engage in advanced work-based learning experiences that enhance professional career knowledge B3		
	Understand the importance of creating a career plan B1, B2, B3		How to incorporate career goal setting, work-based learning experiences, and academic achievement within a personal transition plan B1, B2, B3						Understand how to expand and update a personal career plan after graduation B1, B2, B3			

ACTIVITY EXAMPLES

- Student Assessments (RIASEC, Interest, Values, Learning, Aptitude, Lifestyle) • College and Career Fairs • College Preparation Workshops • Creating and Revising Personal Transition Plans • Dual Credit Courses • AP/IB Courses • College and Career Research Projects • FAFSA Workshops •
- Creating a Resume and Personal Statement • Workplace Tour • Field Experience • Classroom Guest Speaker • Career Industry and Labor Market Projects • Financial Literacy Activities • Mock Interviews • Job Shadow • Informational Interviews • Project Presentations to Industry Professionals •
- School-Industry Projects • Industry/Career Visits to Businesses • Earning an Industry-Recognized Certification • School-Based Commercial Enterprise • Apprenticeships • Service-Learning • Community Service Projects