



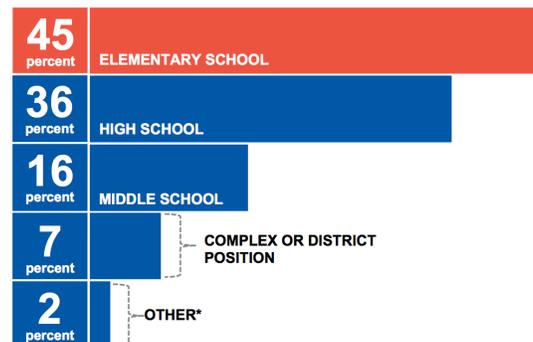
Hawai'i Fall 2016 Data Collection

Executive Summary

The Hope Street Group (HSG) Hawaii State Teacher Fellow's Program provides opportunities for educators to give input that can inform policies and practices at the Hawaii Department of Education (HIDOE). As part of this overall effort, HSG Hawaii State Teacher Fellows gather input from educators each year on different high-priority topics. **The most recent data collection in 2016 focused on career and college readiness.**

Educators from six Hawaiian islands participated in the Fall 2016 Data Collection via online surveys and multiple in-person and online focus groups.

- 289 in-person participants in 47 focus groups statewide
- 198 responses to online focus group questions
- 770 responses to online survey
- Educator input is presented by grade level category, HIDOE Complex Area (geographic "district"), and Charter School responses
- The majority of responses came from elementary school and high school educators



HIDOE and State of Hawaii Context: College, Career, and Community Readiness

The statewide mission of the HIDOE includes working with “partners, families, and communities to ensure that all students reach their aspirations from early learning through college, career, and citizenship.” As part of this mission, HIDOE helps to lead the statewide [Hawaii P-20 Partnerships for Education](#) and the P-20 council representing leaders from a variety of sectors and stakeholder groups. The P-20 council advances state goals for college, career, and community readiness. In addition to its investment in this long-standing statewide P-20 partnership, the HIDOE focus on college, career, and community readiness has increased prominence through a new [Hawaii State Department of Education and Board of Education Strategic Plan 2017—2020](#). The HIDOE Strategic Plan centers on the primary goal of “Student Success,” with four objectives under this goal summarized as follows:

GOAL 1: Student Success

All students demonstrate they are on a path toward success in college, career, and citizenship.

1 Be Empowered by Learning

2 Be Addressed as a Whole Child

3 Have a Well-Rounded Education Experience

4 Be Prepared and Resilient

Source: [Hawaii Department of Education/Board of Education State Strategic Plan Executive Summary 2017—2020](#)

The Strategic Plan speaks directly to college, career, and community readiness in several ways. One is the objective under “Student Success” that “Students’ voice and curiosity are nurtured, which prepares them to have and exercise positive choices for their learning, their future, and their contributions to family and community.”

The Strategic Plan outlines the expectation that “throughout their K-12 education experience, students have diverse opportunities to explore, plan, and prepare so that they graduate from high school ready to succeed,” with resources to “support their long-term success.” The focus is described as boosting student engagement K-12 by linking academic learning to relevant, meaningful real-life opportunities for students. As students advance along the K-12 pathway, the stated aim is that students gain an increased understanding of their interests, related career pathways, and the requirements for these pathways (including apprenticeships, industry certifications, and/or college degrees or certificates).

Another area of emphasis is that “high school graduates demonstrate the General Learner Outcomes (GLOs) and have the abilities, habits, and knowledge to set and achieve their short-term and long-term career, community, and postsecondary education goals.” GLOs map to “soft skills” or “work habits and attitudes” that [Hawaii employers identify as critical to long-term success](#) in living wage careers.

DOE General Learner Outcomes (GLOs) for students

✓ Self-directed Learner

✓ Complex Thinker

✓ Effective Communicator

✓ Community Contributor

✓ Quality Producer

✓ Effective & Ethical User of Technology

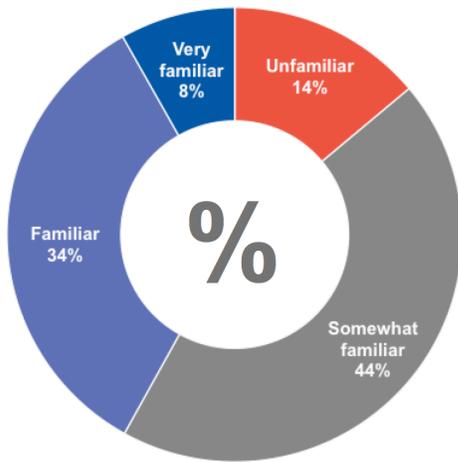
Source: [Hawaii Department of Education/Board of Education State Strategic Plan 2017—2020](#)

In addition to objectives under “Student Success,” the Strategic Plan names “Implementation of K-12 Career Readiness Pathways” as one of five HIDOE statewide initiatives. Under this initiative, HIDOE launched [Connect to Careers \(C2C\)](#), a statewide industry-led coalition. Included in this coalition are the Office of Career and Technical Education, Hawaii Chamber of Commerce, Department of Labor and Industrial Relations, Hawaii P-20 Partnerships for Education, and others. Their aim is to identify local high-skill, in-demand career pathways, and collaboratively prepare students for success in these pathways.

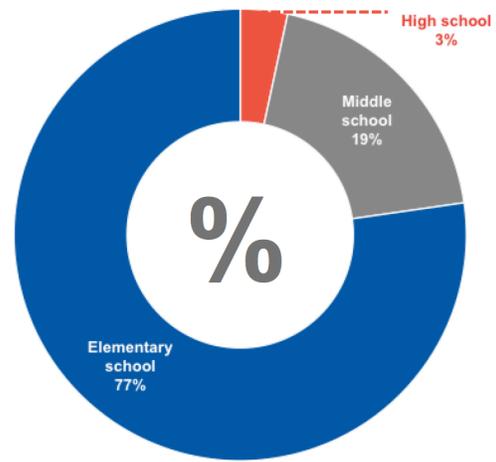
Implementation for the new Strategic Plan and C2C is underway, and HSG Hawaii State Teacher Fellows Program survey and focus groups, conducted in Spring 2016, help provide an initial baseline of educator perspectives to help involve teachers in the successful implementation of these statewide efforts.

Hope Street Group Survey Result Highlights

The HSG Hawaii State Teacher Fellows survey data show that the majority of educator respondents were “unfamiliar with” or only “somewhat familiar with” strategies for supporting students’ career readiness goals. A greater share of elementary school and middle school educators reported being unfamiliar or only somewhat familiar with strategies (*Figure 9, p. 15*). Despite the reported lack of familiarity with specific strategies, most educators (77%) believed that exposure to career aspirations and opportunities should begin in elementary school (*Figure 10, p. 16*).

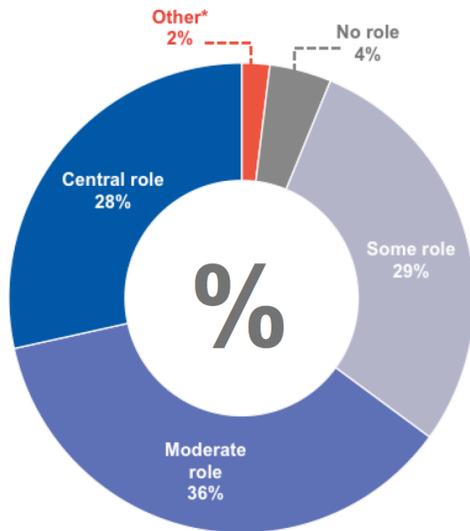


How familiar are you with strategies for supporting students' career readiness goals within the HDOE? (Figure 6, p. 11)

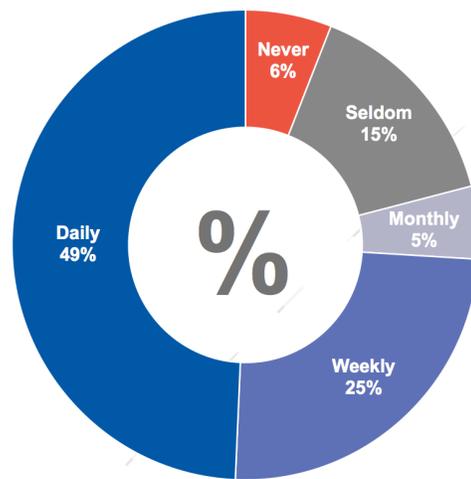


How early should students be exposed to career aspirations and opportunities as a part of their K-12 learning? (Figure 10, p. 16)

When estimating what role the development of career readiness skills plays in educators' planning, instruction, and coaching, 28% said it played a central role. However, 93% of educators responded that it plays at least some role. There might be variability in how educators define "career readiness skills," but there is common ground in that the vast majority of educators are accustomed to the idea of incorporating career readiness skills into their planning and instruction. In addition, 74% of educators include GLOs in their lesson plans on a daily or weekly basis. Only 6% never incorporate GLOs. Reported use of assessment rubrics with GLOs embedded varies widely by Complex Area, from 28% (Kailua-Kalaheo) to 45% (Hilo-Waiakea) (Figure 31, p. 45).



What role does developing students' career readiness skills currently play in your teacher planning and instruction (or in your coaching if you are a non-classroom teacher?) (Figure 14, p. 21)



When planning for daily instruction, how frequently do you include the GLOs in your lesson plans? (Figure 24, p. 35)

Educators were also asked to rate the effectiveness of each GLO in defining a skill needed for future career success. For each GLO, between 79% and 86% of the responses indicated that each GLO was "effective" or "very effective" as an "employability skill." That said, educators had suggestions for improving GLOs and the way they are taught and assessed (Table 14, p. 71).

The extent to which GLOs and career readiness are central to teacher planning and instruction varies significantly by Complex Area (*Figure 15, p. 23 and Figure 25, p. 37*).

Hope Street Group Focus Group Result Highlights

Effective Instructional Models: HSG asked educators which instructional models are most effective at making academic and career content engaging for students and relevant for their futures. The greatest number of responses centered on **career exposure and experiential learning**. Focus groups and surveys in 2015 with students and recent high school graduates also affirmed that students want more relevant, hands-on, and work-based learning experiences.

School, Complex Area, and State Resources and Supports for Teachers: Educators weighed in on what resources they need to support effective instructional models. Responses most often centered on **resources** (funding, support staff, technology, and curriculum materials), **teacher professional development, structural changes in schedules to allow teachers to plan and collaborate, and community partnerships**.

Early Grades: According to educator focus group input, strengthening career- and college-readiness efforts in early grades for an integrated P-20 approach would include **early exposure to college and career, emphasis on instruction in foundational skills and essential life skills like financial literacy, and schools working together across levels** (elementary, middle and high) **to integrate curriculum and support one another**.

Helping Students Make Thoughtful Decisions About Courses and Career Pathways: Educator responses about how to help and support students included **exposure to a range of options through in-school opportunities, school trips, and real world experiences**. Educators also mentioned **professional development for teachers, providing general career guidance for groups of students, and personalized guidance and counseling for each student**, along with **tools to help students find their strengths and interests**.

Pre-Service Teacher Training: When HSG asked how pre-service teacher training can better prepare teachers to design effective pathway instruction and collaborate with career-aligned programs, educators most often mentioned two areas: **work with teacher education programs to provide background information on career readiness, CTE, and career pathway instruction** (including support for integrating career pathway instruction into standards and lessons), and **increased opportunities to participate in industry internships and collaborate with industry and CTE**.

The HSG focus group and survey results presented in this report provide educator input that validates the strategic direction of the HIDOE and its state partners, while also highlighting possible gaps and opportunities for implementation. Addressing these gaps and opportunities can aid in the next steps of HIDOE and its partners.

Recommendations

- A. **Create a K-12 Career Readiness Pathways policy board:** Implementing teacher, student, parent, principal and industry recommendations will require collective bargaining (bell schedules, supporting industry professionals to teach in high school career pathway programs, looking at how other states bring in CTE instructors), coordinated industry/education exchanges and externships, and implementing changes in CTE, UH Teacher Licensing and Teacher/Counselor Preparation Standards. Establish a policy board that includes representation from Hawaii Academies principals

consortium, Hawaii State Teachers Association (HSTA), Office of the State Director for CTE, HIDOE students, and Complex Area Superintendents. Alternatively, expand C2C at times to review policy and program recommendations for accelerating and improving K-12 career pathways work.

- B. **Align state workforce resources with school and student needs:** Use a K-12 Career Readiness Pathways policy board and/or C2C to continue to align state and federal funding streams from education, workforce development, and economic development sources to effectively deliver career-focused programs to all students. Support teachers with the additional resources and professional development needed to implement high-quality career pathways that span K-12 complexes.
- C. **Incorporate student voice:** Conduct surveys with high school students and recent high school graduates in local apprenticeship, certificate, and college programs. Incorporate a range of students with diverse perspectives in C2C consortium meetings, counselor convenings, and policy/advisory boards.
- D. **Establish state lead for employer/industry engagement and coordination:** Teachers and others identify the importance of expanding internships, real-world experiences, and learning exchanges with industry professionals for both students and educators. A state lead can establish general guidelines for internships and externships, and coordinate industry resources for high schools and middle schools to minimize competition and business burnout issues. Given the demand at middle and high school levels and a need to prioritize workplace learning opportunities and internships for secondary schools, a state lead can also work with Hawaii Academies to explore using Academies as a microcosm for career exploration and exposure goals for earlier grades, with high school students hosting elementary and middle school students to supplement career pathways exposure. State-level leadership is needed to address concerns about the liability and safety issues of internship programs. Also needed is the identification of industry certifications that can be implemented in high school pathways to boost students' career readiness in advance of high school graduation.
- E. **Work with Hawaii P-20 to communicate effectively about K-12 Career Readiness Pathway statewide initiative:** Collaborate with Hawaii P-20 on communication throughout HIDOE and the community to explain the goal of the statewide K-12 Career Readiness Pathway initiative and its connection to Hawaii's overall college, career, and community readiness goals. Communicate out to not only large industries but also diverse community partners that can increase real-life, hands-on opportunities for students to develop critical competencies and connections.
- F. **Support consistent, high-quality counseling resources throughout HIDOE:** To help ensure that HIDOE students and teachers across the state are equally supported, identify ways to have well-resourced counselors at each of the HIDOE traditional high schools. Focus on smaller schools that have challenges designating funds for a full-time counselor. Establish a clear understanding of the role of school counselors in helping students achieve college and career readiness. Collaborate with local pre-service and professional development partners to develop and share this information. (For example, Massachusetts School Counselors Association and Massachusetts public schools partnered to establish the [Mass Model for Comprehensive School Counseling Programs](#) and outline a clear role for counselors in their working draft of a [College and Career Readiness Roadmap Rubric](#)). Ensure there are HIDOE statewide counselor meetings for

ongoing training, professional development and resource updates, and allow student advisors to provide input at meetings as well.

- G. **Utilize professional learning communities to analyze CCRI data:** Use statewide infrastructure to review [Hawaii P-20 CCRI Reports](#) with focused questions about specific approaches to K-12 career readiness, innovations, career academies, pilots, and other identified “promising practices” of Complex Areas showing significant growth in CCRI gains, such as Hilo-Waiakea. Identify potential connections between HSG findings by Complex Area, and CCRI results. Link CCRI reports more closely to the K-12 Career Readiness Pathways strategic initiative.

- H. **Strengthen the link between GLOs and K-12 Career Readiness Pathways initiative:** Provide educators with resources for recognizing and assessing student progress in reaching General Learner Outcomes, with examples by grade level. [The State of Illinois has a sample rubric](#) of social-emotional skill objectives from Kindergarten through 12th grade that could be a helpful resource. Help strengthen the relevance of GLOs for both students and teachers by connecting to career and community readiness with a graduation certificate or CTE certificate.

- I. **Focus on K-8 role and desired outcomes for K-12 Career Readiness Pathways initiative:** Teachers have identified that early exposure and exploration of careers is a priority beginning in elementary school. HODOE provides a clear sense of what students should be able to demonstrate upon high school graduation. Explore what clear benchmarks exist at “upstream” at elementary school and middle school levels in terms of academic skills, CCRI indicators, and GLOs. Being clear in even broad strokes about what career pathway goals look like for earlier grades will help K-12 educators develop a shared understanding of how to progress from student interests and passions to “career readiness” in later grades. For example:

Elementary	Middle	High
<ul style="list-style-type: none"> • Exploration of community: guest speakers, excursions, etc. • Identification of community members’ roles • Learning to identify interests and passions as they change and grow 	<ul style="list-style-type: none"> • Academic learning connected to real-life applications • Exploration of careers connected to main interests and strengths • Industry exposure • Early work-based opportunities 	<ul style="list-style-type: none"> • Career counseling • Internships • In-school industry-led education opportunities • Workplace learning opportunities • Certifications • Early college
<p>All: Project-Based Learning Centered on Community and Career, GLOs, Service Learning (EXAMPLE FOR ILLUSTRATION PURPOSES ONLY)</p>		

Conclusion

HSG 2016 Fall Data Collection findings can help HODOE identify resources and information needed at the school level to successfully advance college and career readiness goals, including the K-12 Career Readiness Pathways statewide strategic initiative. The full HSG report and data can be accessed online at <http://bit.ly/2sBCUml>.