Hawai‘i Education to Career Pathway Alignment

Kelly Miyamura
RJ Rodriguez
Lynsey Bow
Nicole Atwood

2019 Hawai‘i P-20 Data Summit
May 24 2019

Hawai‘i P-20 Partnerships for Education
Building clear and coherent career pathways for students towards high-demand, living wage careers in Hawai‘i
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.

HAWAI‘I P-20
Partnerships for Education
Rigorous Academics

- Dual Credit Opportunities (including Early College)
- Transition Courses
  - High School Math Transition Course (UH Policy)
  - High School English Language Arts Transition Course
  - 7th Grade Math course (“Algebra Readiness”)
- Math, ELA, Science Summits
- Career and Technical Education (CTE) Alignment
  - HIDOE and UH CTE Programs/Sequencing
  - Informed by labor market information
- 2019: Financial Literacy, STEM and Computer Science
# Accelerated Learning Options

## Advanced Placement/International Baccalaureate

**AP/IB Definition:**
- Offered on high school campus
- Part of the school day
- Taught by high school teachers

## Dual Credit Programs

### Running Start (RS)

**RS Definition:**
- Offered on college campus
- Individual high school students take a college course with college students
- Taught by college professor

### Early College (EC)

**EC Definition:**
- Typically offered on high school campus
- Group of high school students take a “sheltered” college core
- Offered during school day, after school, or summer
- Usually taught by college professor
- Typically part of program with academic and student support

### Jump Start (CTE)

**JS Definition:**
- Offered on college campus
- Individual high school seniors take college courses that lead to a CTE-related Associate's degree or Certificate
- Full-time
- Taught by college professor

## 12th Grade Transition Coursework

**12th TR CRS Definition:**
- During SY 17-18, Math transition course offered at 20 schools; ELA transition course piloted at 5 schools.
- Designed for seniors who are not college ready (i.e. received a 2 on the Smarter Balanced Assessment) to participate in during senior year to prepare for college level math and/or English.
Growth of Dual Credit/Early College

• 18% of HS completers (Class of 2018) participated in dual credit. 9% earned 6+ college credits prior to HS graduation.
• 12% of HS completers (Class of 2017) participated in Early College.
• 39 high schools (public & charter) offered Early College classes in SY 18-19.
**College & Career Readiness Indicators (CCRI)**

**Select Criteria**
- **Class of:** 2018
- **Metric:** Nationwide College Enrollment
- **Compare:** Specific Schools

**Select up to 4 variables to view** (each will generate a separate chart):

- **Gender:**
  - Female
  - Male

- **Race/Ethnicity:**
  - Asian
  - Filipino
  - Native Hawaiian
  - Pacific Islander
  - White
  - Other

- **Economic Status:**
  - Econ Disadv
  - Not Econ Disadv

- **English Language Learners:**
  - Active ELL in HS
  - Prior ELL
  - Never ELL

- **Special Education:**
  - SPED
  - Not SPED

- **Advanced Placement:**
  - AP Exam Taken
  - No AP Exam

- **Dual Credit:**
  - Dual Credit
  - No Dual Credit

- **SBA English:**
  - Level 4: Standard Exceeded
  - Level 3: Standard Met
  - Level 2: Standard Nearly Met
  - Level 1: Standard Not Met

- **SBA Math:**
  - Level 4: Standard Exceeded
  - Level 3: Standard Met
  - Level 2: Standard Nearly Met
  - Level 1: Standard Not Met
Most Common Early College Courses

Currently, the most common Early College courses are:

1) ENG 100
2) SP 151 (including SPCO 151)
3) PSY 100
4) HWST100 and IS 101
5) HIST 151
6) SOC 100
7) IS 103
8) MATH 103
9) HWST 107
Rigorous Academics – Future of Early College

- Focus on building more purposeful Early College programs to ensure students’ college and career success
- The benefits of this include:
  - Engaging students to see relevance in both their college and high school coursework
  - Encouraging students to plan for their future
  - Providing students with momentum towards a college degree
  - Reducing the time and cost of a college degree
  - Preparing students for high-growth jobs in Hawai‘i
Hawai‘i Education to Career Pathways Alignment

Academic Pathways (Grades 6-16)

- Credentials
- AA/AAS
- BA/BS

Workforce Continuum

Low/Semi-skilled Jobs
Middle-skilled Jobs
Advanced-skilled Jobs

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.

Rigorous Academics
(including accelerated learning options + career + technical education)

Career Advising & Counseling

Work-Based Learning
(career awareness, exploration, preparation, and training)
Career Advising & Counseling

• Integrating:
  • Aspirations/Exploration, Academic Readiness, Navigating Transitions/21st Century Skills

• “6-16” Complex Teams: Middle School, High School, UH (2yr-4yr)

• Professional Development (Supporting Career Pathways)
HIDOE Strategic Plan

School Design:
The purposeful design of schools to ensure that every student is:

- highly engaged in a rigorous, creative and innovative academic curriculum, their learning environment and in powerful applied learning practices aligned to college and careers.

High Leverage Action Item School Design #7: Define/deliver quality college & career pathway counseling/transition advisory supports.
UH Student Success Model

- Connection
- Entry
- Progress & Learning
- Completion to Transfer
- Completion to Career
HIDOE Standards

- School Design Matrix Indicators
- HCPS III CTE Standards K-12
- Strive HI reporting

How many students are prepared for transition?

- 73% of 3rd graders read near, at, or above grade level
- 73% of 8th graders read near, at, or above grade level
- 90% of 9th grade students were promoted to 10th grade on-time

48% of students completed a Career & Technical Education program by 12th grade
83% of students graduated on-time
55% of students enrolled in postsecondary institutions the fall after graduation
Career Advising & Counseling

- HIDOE Graduation requirements
- CTE program courses
- UH Campus Programs
- Peter Quigley and Paul Sakamoto (UHCC Industry Sector Website “Career Explorer”)

www.uhcc.hawaii.edu/workforce
Hawai‘i Education to Career Pathways Alignment

Academic Pathways (Grades 6-16)

- Credentials
  - AA/AAS
  - BA/BS

Workforce Continuum

- Low/Semi-skilled Jobs
- Middle-skilled Jobs
- Advanced-skilled Jobs

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.

Rigorous Academics
- (including accelerated learning options + career + technical education)

Career Advising & Counseling

Work-Based Learning
- (career awareness, exploration, preparation, and training)
Work-Based Learning Continuum for Career, College, and Community Readiness

The Hawai‘i Work-Based Learning Continuum builds students’ academic skills, life skills, and experience as they progress from learning ABOUT work to learning THROUGH and FOR work that connects to their career, college, and community goals.

**Awareness** activities are one-time events that expose students to the wide range of career, college, and community options available to them.

- Workplace visit
- Classroom speaker
- Community service/malama ‘aina project
- Elementary school or middle school field trip to school academy or college campus

**Exploration** activities go beyond one-time experiences, strengthening student understanding of the connection between classroom learning and “real life” applications.

- Internships
- School-industry projects
- Extended service learning
- Student-run enterprise
- CTE classes

**Preparation** activities prepare students for entry or advancement in specific careers or postsecondary degree programs.

- Apprenticeship
- Coursework leading to industry certifications
- Coursework that provides college credits
- Clinical experience
- Internship linked to the training requirements for entry into a job career

**Training: Learning FOR work**

**Work-Based Learning Vision:**

1. K-12 students are more engaged and prepared for each step in their education.
2. CTE pathways prepare students equally for college and career, and increase the % of high school students that graduate with industry-recognized certificates and college credits.
3. Increased rates of high school graduation, college enrollment, and degree completion rates.
4. WBL is informed by real-time labor market information.
5. Hawai‘i employers are helping prepare exceptional local employees in high-demand career fields.
6. Students develop and demonstrate concrete “life skills” identified as crucial for postsecondary success.
7. Students develop and demonstrate local and global leadership skills (HIDOE Na Hipers A‘o outcomes).
8. HIDOE meets school design goals of powerful applied learning practices aligned to career, college, and community success.

**Preparation: Learning THROUGH work**

**Awareness:** Initial exposure to community, career, and college options

Grade K

Grade 13+
Work-Based Learning

Career AWARENESS
• Workplace visit, Classroom speaker, Career fair, Community service/malama ‘aina project

Career EXPLORATION
• Job shadow, Informational interviews, Virtual exchanges (Nepris)

Career PREPARATION
• Internship, School-Industry projects (PBL), Student run enterprise

Career TRAINING
• Apprenticeship, Job site training, Clinical experience, Industry certification

Features of High-Quality WBL
• A foundation of career exploration;
• an intentionally sequenced, iterative set of experiences that continue through postsecondary; and
• opportunities for meaning-making integrated throughout
Building clear and coherent career pathways for students towards high-demand, living wage careers in Hawai‘i
What careers?

Department of Labor & Industrial Relations (DLIR)  
www.hiwi.org

Hawaii Industry Sectors Economic Modeling Specialists Intl. (EMSI)

Department of Business, Economic Development, & Tourism (DBEDT)

https://www.hiwi.org/gsipub/index.asp?docid=423  
https://uhcc.hawaii.edu/workforce/index.php  
http://dbedt.hawaii.gov/economic/reports_studies/emerging-industries/
Living wages in Hawaiʻi

DBEDT
Self-Sufficiency Income Standard
$32,957
One Adult, 2016

Massachusetts Institute of Technology
Living Wage Calculator
$32,718
One Adult, 2015

Aloha United Way
ALICE Household Survival Budget
$28,128
One Adult, 2015

http://dbedt.hawaii.gov/economic/reports_studies/self-sufficiency-income-study/
http://livingwage.mit.edu/states/15
https://www.auw.org/alice
### DLIR Long-term Employment Projections, 2016-2026

#### Top 5 Occupations by Average Annual Openings

<table>
<thead>
<tr>
<th>Occupation Title</th>
<th>Employment</th>
<th>Avg Annual Openings</th>
<th>Education</th>
<th>Median Annual Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Waiters and Waitresses</td>
<td>16,340</td>
<td>17,520</td>
<td>3,290</td>
<td>None</td>
</tr>
<tr>
<td>Combined Food Prep. and Serving Workers, Including Fast Food</td>
<td>13,060</td>
<td>15,210</td>
<td>2,780</td>
<td>None</td>
</tr>
<tr>
<td>Maids and Housekeeping Cleaners</td>
<td>13,920</td>
<td>15,120</td>
<td>2,010</td>
<td>None</td>
</tr>
<tr>
<td>Janitors and Cleaners, Exc. Maids and Housekeeping Cleaners</td>
<td>13,960</td>
<td>15,000</td>
<td>1,960</td>
<td>None</td>
</tr>
<tr>
<td>Office Clerks, General</td>
<td>12,940</td>
<td>12,680</td>
<td>1,460</td>
<td>HS/equiv.</td>
</tr>
</tbody>
</table>

Occupations with high turnover due to career changes or retirements may mask decreases in projected employment.
### DLIR Long-term Employment Projections, 2016-2026

**Top 5 Occupations by Net Change in Employment**

<table>
<thead>
<tr>
<th>Occupation Title</th>
<th>Employment</th>
<th>Avg Annual Openings</th>
<th>Education</th>
<th>Median Annual Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Occupation Title</strong></td>
<td>2016</td>
<td>2026</td>
<td>Net Change</td>
<td></td>
</tr>
<tr>
<td>Combined Food Prep. and Serving Workers, Including Fast Food</td>
<td>13,060</td>
<td>15,210</td>
<td>2,150 (17%)</td>
<td>2,780</td>
</tr>
<tr>
<td>Home Health Aides</td>
<td>4,330</td>
<td>6,230</td>
<td>1,900 (44%)</td>
<td>780 HS/equiv.</td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>11,550</td>
<td>13,090</td>
<td>1,530 (13%)</td>
<td>770 Bachelor's</td>
</tr>
<tr>
<td>Personal Care Aides</td>
<td>4,250</td>
<td>5,760</td>
<td>1,520 (36%)</td>
<td>850 HS/equiv.</td>
</tr>
<tr>
<td>Maids and Housekeeping Cleaners</td>
<td>13,920</td>
<td>15,120</td>
<td>1,200 (9%)</td>
<td>2,010 None</td>
</tr>
</tbody>
</table>

Occasions with high projected employment increases may not offer living wages, and many do not require education beyond high school.
## DLIR Long-term Employment Projections, 2016-2026

**Top 5 Occupations by Average Annual Openings with:**
- Positive net change in employment
- Education beyond high school
- Median wage > self-sufficiency income (~$33,000)

<table>
<thead>
<tr>
<th>Occupation Title</th>
<th>Employment</th>
<th></th>
<th></th>
<th>Avg Annual Openings</th>
<th>Education</th>
<th>Median Annual Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2016</td>
<td>2026</td>
<td>Net Change</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General and Operations Managers</td>
<td>11,330</td>
<td>12,290</td>
<td>960 (8%)</td>
<td>1,050</td>
<td>Bachelor's</td>
<td>$99,110</td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>11,550</td>
<td>13,090</td>
<td>1,530 (13%)</td>
<td>770</td>
<td>Bachelor's</td>
<td>$102,450</td>
</tr>
<tr>
<td>Substitute Teachers</td>
<td>6,180</td>
<td>6,680</td>
<td>500 (8%)</td>
<td>740</td>
<td>Bachelor's</td>
<td>$46,650</td>
</tr>
<tr>
<td>Accountants and Auditors</td>
<td>5,340</td>
<td>5,790</td>
<td>450 (8%)</td>
<td>530</td>
<td>Bachelor's</td>
<td>$60,300</td>
</tr>
<tr>
<td>Elementary School Teachers, Except Special Education</td>
<td>6,680</td>
<td>7,070</td>
<td>390 (6%)</td>
<td>520</td>
<td>Bachelor's</td>
<td>$59,930</td>
</tr>
</tbody>
</table>
What filter(s) was used in this dataset?
High Demand Career Pathways

What filters were used to identify this as a career to promote?

“High Demand”
- Number of jobs in the state,
- Number of annual openings, and
- Net positive change/growth (10 year projection).

Salary information based on average yearly earnings (2018).
Hawai‘i Data eXchange Partnership (DXP)

Who
Hawai‘i State Department of Education
University of Hawai‘i
Department of Labor and Industrial Relations
Hawai‘i State Department of Health
Department of Human Services

What
Partners share data in the Statewide Longitudinal Data System (SLDS)
Managed by Hawai‘i P-20 Partnerships for Education

Why
Understand how individuals progress through the pipeline
Make better informed decisions to reduce achievement gaps
Create policies and programs to improve outcomes
Current Data Sources

- Early Intervention Services (EIS)
- HIDOE Adult Education
- UH
- DLIR Unemployment Insurance Wages

MOU in development

- State Head Start programs
- DHS Vocational Rehabilitation (DVR)
- DLIR Workforce training programs
What data would we want to understand career pathways?

What outcomes should we be looking at?
What data would we want to understand career pathways?

**DOE**
- Career and Technical Education (CTE)
- Dual Credit/AP/IB
- Work-based Learning*
- Advising/Counseling*

**UH**
- Majors Degrees / Certificates
- Non-credit Programs
- Work-based Learning*
- Advising/Counseling*

**WORK FORCE**
- Industry Wages
- Occupation*
- Certification / Licensure*

*Data not currently available
Of the DOE’s Class of 2018, 6,501 (57%) completed a CTE program of study.

CTE Concentrators by Pathway

- Industrial Engineering Technology: 1,906
- Arts & Communication: 1,684
- Public and Human Services: 1,647
- Health Services: 1,164
- Natural Resources: 672
- Business: 498

About 1 in 10 Class of 2018 graduates completed a Health Services program of study.
The majority of health concentrators completed the Clinical Health program.

### Class of 2018

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Any Health Services</td>
<td>1,164</td>
</tr>
<tr>
<td>Clinical Health</td>
<td>1,074</td>
</tr>
<tr>
<td>Nutrition</td>
<td>156</td>
</tr>
<tr>
<td>Medical Biotechnology</td>
<td>72</td>
</tr>
</tbody>
</table>

### Clinical Health Concentrations

- Nurse's Aide Training: 90
- Health Informatics: 38
- Emergency Medical Services/Health Entrepreneurship: 12
3 out of 4 CTE health concentrators enrolled in college after graduation.

College Enrollment Rate (by fall 2018)

- Health Services: 75%
- Business: 67%
- Arts & Communication: 58%
- Public and Human Services: 52%
- Industrial Engineering Technology: 49%
- Natural Resources: 47%
- No CTE: 52%
In fall 2018, there were 2,869 UH students enrolled in health majors.

<table>
<thead>
<tr>
<th>Health Major</th>
<th>Certificate</th>
<th>Associate</th>
<th>Bachelor or Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>1,379</td>
<td>58</td>
<td>448</td>
</tr>
<tr>
<td>Medicine/Pharmacy</td>
<td>612</td>
<td></td>
<td>612</td>
</tr>
<tr>
<td>Medical Assistant/Aide/Tech</td>
<td>340</td>
<td>139</td>
<td>42</td>
</tr>
<tr>
<td>Community/Public/Other</td>
<td>301</td>
<td>37</td>
<td>264</td>
</tr>
<tr>
<td>Dental/Speech Pathology</td>
<td>122</td>
<td>15</td>
<td>91</td>
</tr>
<tr>
<td>Health Administration</td>
<td>115</td>
<td>13</td>
<td>102</td>
</tr>
<tr>
<td><strong>Total Health Majors</strong></td>
<td><strong>2,869</strong></td>
<td><strong>Certificate: 262</strong></td>
<td><strong>Associate: 725</strong></td>
</tr>
</tbody>
</table>
In 2017-2018, 1,123 UH students earned 1,223 health degrees and certificates.

<table>
<thead>
<tr>
<th>Category</th>
<th>Certificate</th>
<th>Associate</th>
<th>Bachelor or Higher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>457</td>
<td>120</td>
<td>210</td>
</tr>
<tr>
<td>Community/Public/Other</td>
<td>270</td>
<td>186</td>
<td>84</td>
</tr>
<tr>
<td>Medicine/Pharmacy</td>
<td>207</td>
<td></td>
<td>207</td>
</tr>
<tr>
<td>Medical Assistant/Aide/Tech</td>
<td>176</td>
<td>115</td>
<td>11</td>
</tr>
<tr>
<td>Health Administration</td>
<td>83</td>
<td>62</td>
<td></td>
</tr>
<tr>
<td>Dental/Speech Pathology</td>
<td>30</td>
<td></td>
<td>20</td>
</tr>
<tr>
<td><strong>Total Health Awards</strong></td>
<td><strong>1,223</strong></td>
<td><strong>493</strong></td>
<td><strong>532</strong></td>
</tr>
<tr>
<td><strong>Certificate:</strong></td>
<td><strong>493</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Associate:</strong></td>
<td></td>
<td><strong>198</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Bachelor or higher:</strong></td>
<td></td>
<td></td>
<td><strong>532</strong></td>
</tr>
</tbody>
</table>
Most health graduates were found working in the year after earning a degree or certificate.

<table>
<thead>
<tr>
<th>Field</th>
<th>% Found Working</th>
<th>2016-2017 UH Graduates</th>
<th>Found Working 1 Year After Graduation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>86%</td>
<td>607</td>
<td>706</td>
</tr>
<tr>
<td>Medical Assistant/Aide/Tech</td>
<td>79%</td>
<td>221</td>
<td>278</td>
</tr>
<tr>
<td>Medicine/Pharmacy</td>
<td>29%</td>
<td>41</td>
<td>140</td>
</tr>
<tr>
<td>Community/Public/Other</td>
<td>84%</td>
<td>108</td>
<td>129</td>
</tr>
<tr>
<td>Health Administration</td>
<td>66%</td>
<td>49</td>
<td>74</td>
</tr>
<tr>
<td>Dental/Speech Pathology</td>
<td>84%</td>
<td>47</td>
<td>56</td>
</tr>
<tr>
<td><strong>All Health Graduates</strong></td>
<td><strong>78%</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Nearly half of health graduates were primarily employed in **Health Care and Social Assistance industries** during the first year after graduation.

<table>
<thead>
<tr>
<th>Health Care &amp; Social Assistance 49%</th>
<th>Other Industries 51%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General Medical and Surgical Hospitals 17%</strong></td>
<td><strong>Education Services 12%</strong></td>
</tr>
<tr>
<td>Nursing Care Facilities (Skilled Nursing Facilities) 7%</td>
<td>Retail Trade 10%</td>
</tr>
<tr>
<td>Office of Physicians (except Mental Health Specialists) 5%</td>
<td>Leisure &amp; Hospitality 10%</td>
</tr>
<tr>
<td>Home Health Care Services 5%</td>
<td>Professional &amp; Business Services 11%</td>
</tr>
<tr>
<td><strong>Other Health Care &amp; Social Assistance 15%</strong></td>
<td>All Other Industries 9%</td>
</tr>
</tbody>
</table>
Of the health graduates found working, 44% had earnings that met the self-sufficiency income standard.

<table>
<thead>
<tr>
<th>Field</th>
<th>% Earned $33,000+</th>
<th>Found Working 1 Year After Graduation</th>
<th>Y1 Earned $33,000 or More</th>
<th>Median Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing</td>
<td>44%</td>
<td>607</td>
<td></td>
<td>$28,881</td>
</tr>
<tr>
<td>Medical Assistant/Aide/Tech</td>
<td>43%</td>
<td>221</td>
<td></td>
<td>$28,240</td>
</tr>
<tr>
<td>Medicine/Pharmacy</td>
<td>78%</td>
<td>41</td>
<td></td>
<td>$58,643</td>
</tr>
<tr>
<td>Community/Public/Other</td>
<td>30%</td>
<td>108</td>
<td></td>
<td>$23,209</td>
</tr>
<tr>
<td>Health Administration</td>
<td>29%</td>
<td>49</td>
<td></td>
<td>$21,707</td>
</tr>
<tr>
<td>Dental/Speech Pathology</td>
<td>64%</td>
<td>47</td>
<td></td>
<td>$39,727</td>
</tr>
<tr>
<td><strong>All Health Graduates</strong></td>
<td><strong>44%</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Using Data to Build an Educational Pathway to a Career as an LPN

Presented at the 2019 Hawai‘i P-20 Pathways Summit

Liane T. Muraoka, RN
&
Carrie M. Oliveira, Ph.D.

April 2-3, 2019
About the Center for Nursing

• Legislatively mandated organization dedicated to supporting the nursing workforce in Hawai‘i

• What we do:
  – Collect, analyze, synthesize, & report data
  – Facilitate partnerships
  – Coordinate programs and workshops
  – Support anyone in Hawai‘i working on nursing workforce development
Our Presentation Focuses on Post-Secondary Education & Workforce Data

DOE
- Career and Technical Education (CTE)
- Dual Credit
- Work-based Learning*
- Advising/Counseling*

UH
- Majors Degrees / Certificates
- Non-credit Programs
- Work-based Learning*
- Advising/Counseling*

WORK FORCE
- Industry Wages
- Occupation*
- Certification / Licensure*

*Data not currently available
What’s an LPN?

According to nursing.org, an LPN is a healthcare professional trained in practical nursing. LPNs work under the supervision of their doctors and sometimes other nurses to accomplish a variety of tasks important for ordinary patient care. These tasks include monitoring a patient’s health, measuring vital signs, tracking medical history, administering medications, performing treatments, changing bandages, helping patients bathe and dress, discussing medical care and concerns with patients, and in some cases assuming leadership roles.

The roles of an LPN and RN in healthcare settings are rather different due to the limitations imposed by their respective licensure boards. LPNs work under their own license and within their own scope of practice.

• What they can do:
  – Work under their own license under direction of other providers
  – Monitor patients
  – Take vital signs
  – Assist with tasks of daily living
  – Provide wound care
  – Administer medications & vaccinations

• Limitations on LPN Practice:
  – Autonomous practice not allowed
  – Limited ability to assess patients
  – Unable to interpret medical data
  – Others by state & facility
LPN Career Outlook

• Critical Questions:
  – Are there available jobs?
  – How long will it take to get a job?
  – Does it pay enough to live on?

• What the Data Say:
  – There are current and future job opportunities.
  – Time to initial employment is short.
  – Income potential is higher than self-sufficiency & living wage minimums.
Education Required for LPN Practice

• Critical Questions:
  – What is the minimum required education?
  – Are educational opportunities available in-state?
  – How much does minimum education cost?
  – How can H.S. best prepare students for admission?

• What the Data Say:
  – Education takes 1 year.
  – LPN education is readily available.
  – Total program cost is less than $12,000.
  – Admission is competitive; depends on test scores and completed pre-requisites.
Long-Term Career Opportunities for LPNs

- Critical Questions:
  - Can your pathway support career advancement?
  - Is increase in income commensurate with the cost of education?

### Academic Progression

<table>
<thead>
<tr>
<th>Level</th>
<th>Education/Training</th>
<th>Average Annual Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>CNA</td>
<td>150 hours of education/training. Certificate</td>
<td>$33,400</td>
</tr>
<tr>
<td>LPN</td>
<td>+1 year of education/training. Certificate</td>
<td>$49,200</td>
</tr>
<tr>
<td>RN</td>
<td>+2-3 years of education/training. Associate or Bachelor’s Degree</td>
<td>$96,990</td>
</tr>
<tr>
<td>APRN</td>
<td>+2-3 years of education/training. Master’s or Doctoral Degree</td>
<td>$122,380</td>
</tr>
</tbody>
</table>

### Annual Salary vs. Amount of Education

- Average Annual Income vs. Time Spent in Post-Secondary Education Programs
- Graph showing increasing salary over time spent in education programs.
For Assistance with Nursing Workforce Development

Liane Muraoka,  
Program Lead  
muraokal@hawaii.edu

Carrie Oliveira,  
Workforce Researcher  
carrieol@hawaii.edu

Can help connect you  
with employers and  
post-secondary  
educators.

Can help you find  
data you need to  
answer your critical  
questions.

Our website contains news, workforce data, other helpful information.  
www.hawaiicenterfornursing.org
References


• Healthcare Association of Hawai‘i (2019). Employer Demand Survey.


