

Where are we now?

| Approximate number of Hawaii students that took a course in a career pathway by district (2017-18)* |              |              |              |              |              |              |              |               |
|---|--------------|--------------|--------------|--------------|--------------|--------------|--------------|---------------|
|   | Oahu         |              |              |              |              |              |              |               |
| Career Pathways   | Central      | Honolulu     | Leeward      | Windward     | Hawaii       | Kauai        | Maui         | Total         |
| Industrial Engineering Technology   | 1,683        | 1,192        | 2,718        | 515          | 1,479        | 753          | 1,305        | 9,645         |
| Arts & Communication  | 1,244        | 972          | 1,668        | 549          | 719          | 500          | 1,282        | 6,934         |
| Public and Human Services   | 1,176        | 1,118        | 1,563        | 540          | 1,143        | 488          | 884          | 6,912         |
| Health Services   | 637          | 865          | 1,466        | 359          | 551          | 295          | 495          | 4,668         |
| Business  | 495          | 626          | 849          | 108          | 469          | 329          | 600          | 3,476         |
| Natural Resources   | 387          | 234          | 892          | 377          | 577          | 241          | 594          | 3,302         |
| <b>Total</b>  | <b>4,434</b> | <b>5,007</b> | <b>9,156</b> | <b>2,448</b> | <b>4,938</b> | <b>2,606</b> | <b>5,160</b> | <b>34,937</b> |

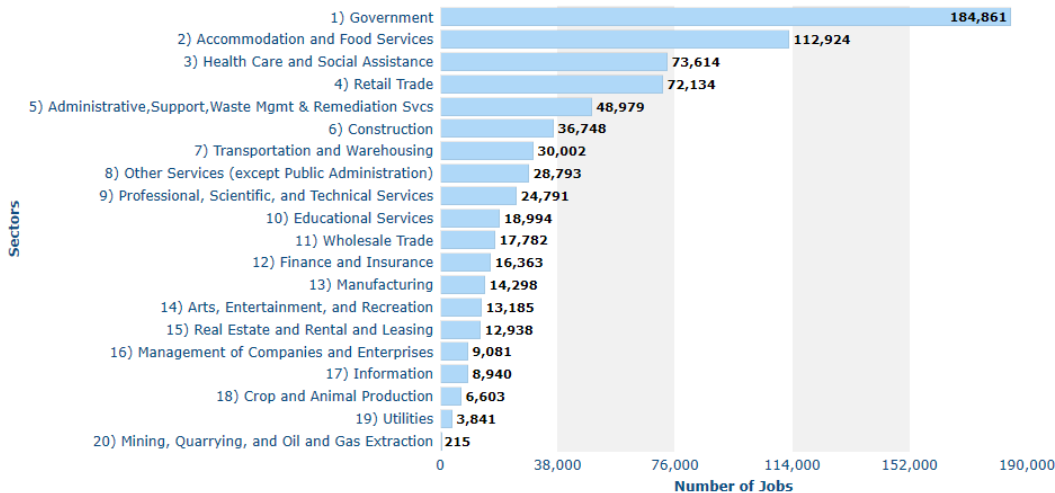
\* This table includes duplicates. When a student takes a course in more than one career pathway, the student is counted each time he or she took a course. The total number of students that participated in at least one course is 25,988 (a difference of 8,949 students).

Where do we want to go?

What career pathways should we focus on, given . . .

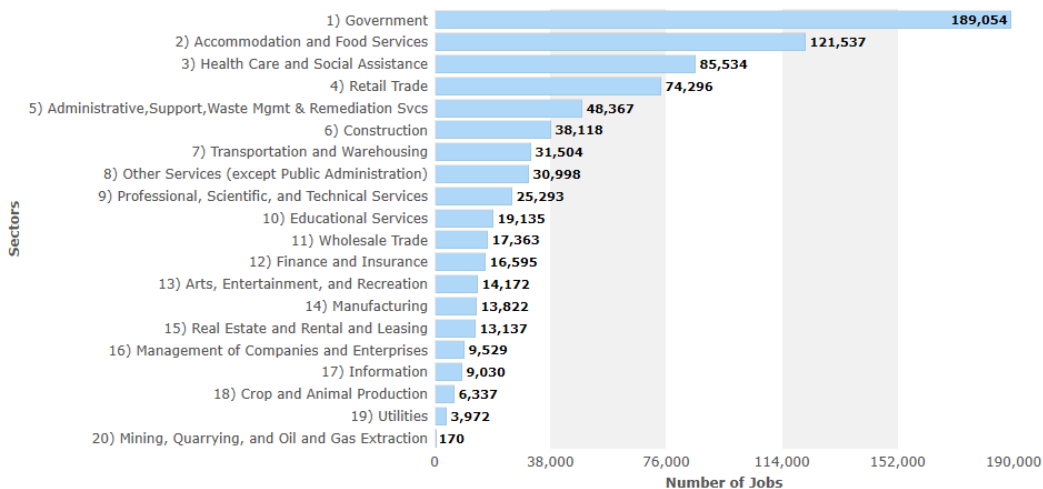
. . . current demand

Hawaii Sectors by the Number of People Employed (Current 2019)±



. . . projected growth

Hawaii Sectors by the Number of People Employed (Projected 2027) ±



± Hawaii Career Explorer, available at: [https://uhcc.hawaii.edu/career\\_explorer/](https://uhcc.hawaii.edu/career_explorer/)

*What do these Hawaii Job Sector charts tell us? Government is the largest sector of Hawaii's economy and will continue to be the largest sector in the future, but it will only experience a 2% increase. Health Care and Social Assistance is the fastest growing sector, which is projected to increase by 16%, followed by Accommodations (7%), Construction (3.5%), Retail Trade (3%), Professional, Scientific, and Technical Services (2%), and Finance and Infrastructure (1.4%).*

**... High Earning Occupations**

| High Earning Occupations (Hawaii State)        | Earnings (Annual) |
|--|-------------------|
| Orthodontists                                  | \$451,360         |
| Anesthesiologists                              | \$280,800         |
| Surgeons                                       | \$276,640         |
| Physicians and Surgeons, All Other             | \$274,560         |
| Podiatrists                                    | \$264,160         |
| Air Traffic Controllers                        | \$216,320         |
| Oral and Maxillofacial Surgeons                | \$208,000         |
| Petroleum Engineers                            | \$199,680         |
| Nurse Anesthetists                             | \$191,360         |
| Judges, Magistrate Judges, and Magistrates     | \$189,280         |
| Internists, General                            | \$180,960         |
| Pediatricians, General                         | \$178,880         |
| Family and General Practitioners               | \$176,800         |
| Chief Executives                               | \$170,560         |
| Airline Pilots, Copilots, and Flight Engineers | \$170,560         |
| Veterinarians                                  | \$164,320         |
| Nuclear Engineers                              | \$156,000         |
| Actuaries                                      | \$149,760         |
| Chemical Engineers                             | \$145,600         |
| Dentists, General                              | \$131,040         |

Source: Economic Modeling Specialists Intl. (EMSI)

**... High Demand Occupations**

| High Demand Occupations (Hawaii State)         | Projected Annual Openings (New & Replacement Jobs) |
|--|--|
| General and Operations Managers                | 942  |
| Registered Nurses                              | 849  |
| Teachers and Instructors, All Other            | 787  |
| Nursing Assistants                             | 755  |
| Postsecondary Teachers                         | 623  |
| Accountants and Auditors                       | 503  |
| Medical Assistants                             | 499  |
| Business Operations Specialists, All Other     | 490  |
| Heavy and Tractor-Trailer Truck Drivers        | 485  |
| Managers, All Other                            | 434  |
| Automotive Service Technicians and Mechanics   | 344  |
| Human Resources Specialists                    | 321  |
| Hairdressers, Hairstylists, and Cosmetologists | 299  |
| Management Analysts                            | 287  |
| Aircraft Mechanics and Service Technicians     | 269  |
| Massage Therapists                             | 246  |
| Financial Managers                             | 235  |
| Airline Pilots, Copilots, and Flight Engineers | 224  |
| Dental Assistants                              | 215  |
| Coaches and Scouts                             | 205  |

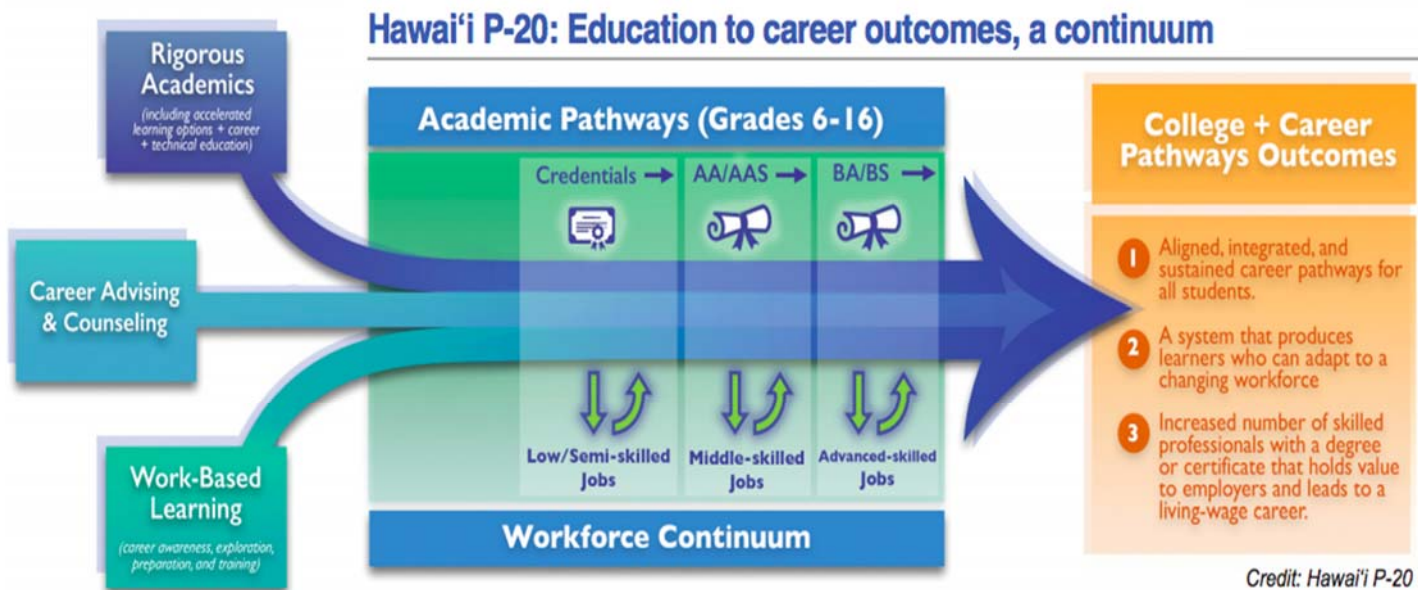
Source: Economic Modeling Specialists Intl. (EMSI)

**... High Demand STEM Occupations**

| High Demand STEM Occupations (Hawaii State)   | Projected Annual Openings (New & Replacement Jobs) |
|---|--|
| Civil Engineers   | 198  |
| Computer User Support Specialists   | 149  |
| Computer Occupations, All Other   | 145  |
| Computer Systems Analysts   | 120  |
| Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products | 104  |
| Software Developers, Applications   | 96   |
| Network and Computer Systems Administrators   | 93   |
| Life, Physical, and Social Science Technicians, All Other                             | 83   |
| Computer and Information Systems Managers   | 79   |
| Software Developers, Systems Software   | 72   |
| Environmental Scientists and Specialists, Including Health                            | 68   |
| Architectural and Engineering Managers  | 63   |
| Engineers, All Other  | 63   |
| Electrical and Electronics Engineering Technicians                                    | 63   |
| Clinical, Counseling, and School Psychologists  | 60   |
| Computer Network Support Specialists  | 59   |
| Architects, Except Landscape and Naval  | 59   |
| Electrical Engineers  | 57   |
| Mechanical Engineers  | 54   |
| Engineering Technicians, Except Drafters, All Other                                   | 54   |

Source: Economic Modeling Specialists Intl. (EMSI)

± Projected 2019-2028. Hawaii Career Explorer, available at: [https://uhcc.hawaii.edu/career\\_explorer/](https://uhcc.hawaii.edu/career_explorer/)



## SMALL GROUP ASSIGNMENT

Meeting attendees will break up into small groups by career pathways (for example, health care, real estate development, financial services). Each small group will be co-led by a Board Member and a member of the Hawaii Business Roundtable. Each small group will answer the questions below and co-leaders will report back to the larger group at the end of the meeting.

**Hawaii Business Roundtable goal:** *“Develop a statewide private sector work-based learning program for high school and college students to teach the skills needed to succeed in our evolving economy and to increase the return and retention of local talent.”*

**What am I seeing now?** *[Each person should introduce themselves and share at least one thing he or she has observed regarding career pathways. Co-leaders will select two things to share with the larger group.] 15 minutes*

Conversation starters:

- What am I seeing in my company in terms of labor supply and demand trends?
- Are applicants coming in with the skill sets needed for management-track jobs in my company? Entry-level jobs?
- Are students making the connection between what they are learning in school and possible future careers?
- Is higher education aligned with both high schools and workplaces so that there are clear and articulated career pathways?
- Is my child’s school providing resources to help my child explore career pathways and develop a career plan?
- I am seeing something else: \_\_\_\_\_ [describe what you are seeing].

**What is the best next step to reach the goal?** *[The small group will come to a consensus on what it thinks the next step should be. Co-leaders will share this next step with the larger group along with a reason this next step was chosen.] 10 minutes*

Conversation starters:

- I want to increase the number of students who access career pathways and planning opportunities.
- I want to intensify the career pathway and planning experience that the current number of students have.
- I want to do something completely different: \_\_\_\_\_ [describe the next step your small group thinks is better].

**How can I help reach the goal?** *[Each person should come up with an action item that he or she can do selecting a role from below. People can have more than one role. Co-leaders will select two things to share with the larger group.] 20 minutes*

Conversation starters:

- As a member of the business community, I can \_\_\_\_\_.
- As a part of the Department of Education, I can \_\_\_\_\_.
- As a part of the higher education community, I can \_\_\_\_\_.
- As a parent or guardian, I can \_\_\_\_\_.
- As a \_\_\_\_\_ [any other roles] , I can \_\_\_\_\_ [describe what you can do].