2015 Perkins Basic Grant Annual Plan for the State Department of Education
OFFICE OF THE SUPERINTENDENT

April 23, 2015

TO: Dr. Bernadette Howard
    State Director, Office of the State Director for Career and Technical Education

FROM: Kathryn S. Matayoshi
      Superintendent

SUBJECT: Hawaii State Department of Education’s Application for Fiscal Year (FY) 2016 Carl D. Perkins Career and Technical Education Improvement Act of 2006 Local Education Agency's Plan

Per your request, enclosed is the Hawaii State Department of Education’s application and assurances for FY 2016 Carl D. Perkins Career and Technical Education Improvement Act of 2006 Local Education Agency's Plan.

The career pathway system initiatives described in the enclosed plan will lead to an improved educational system that prepares students for both college and careers. This grant also supports the pertinent parts of the Federal “Five Pillars of Education,” which call for creating better standards and assessments, recruiting and rewarding teachers, and promoting innovation and excellence; as well as, the goals of Strive HI. Career pathway standards developed in partnership with postsecondary and industry partners are the foundation for rigorous and relevant curriculum and assessments that will lead to increased student learning outcomes and other educational improvement initiatives.

If you have any questions regarding this application, please contact Mr. Dan Miyamoto, Acting Administrator, at 305-9701 or via email at dan_miyamoto@notes.k12.hi.us.

KSM:DM:la

Enclosure

c: Office of Curriculum, Instruction and Student Support
Perkins IV became law on August 12, 2006. The Hawaii State Department of Education (HIDOE) is an eligible recipient of Perkins funds for the year 2015-16. In order to receive funds, HIDOE must fully address the goals of the Career and Technical Education (CTE) Act of 2006 and comply with the federal and state requirements of the Act.

This packet contains the necessary forms for electronic submittal. The plans are due **Friday, April 24, 2015** to the Office of the State Director for CTE and must include the following items:

**Section I:** An analysis of last year’s outcomes. Data for the Performance Indicators have been provided for your agency.

**Section II:** A description of how the agency will improve CTE programs and activities in Annual Year (AY) 2015-16 with funds received under this title. Funds must be used for programs and activities designed to support the state’s Career Pathway model through Programs of Study (POS), and to meet or exceed the State-adjusted levels of performance. Of particular focus for 2015-16 is the teaching and measuring of employability skills of students in CTE programs.

**Section III:** A completed budget sheet.

**Section IV:** An Assurance form signed by the Superintendent.

Questions may be directed to mbhoward@hawaii.edu or call 956-4791.
Section I. In the space provided, analyze last year’s progress in achieving the goal levels of performance on the core indicators. This information should drive where the 2015-16 funds will be focused as you complete Section II. For your reference, below are the Perkins’ performance goals and actuals for 2013-14.

<table>
<thead>
<tr>
<th>Perkins Core Indicators</th>
<th>Measurement Definition</th>
<th>Performance Percent 2013-2014 Goal / Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S1: Academic Attainment: Reading / Language Arts</td>
<td>Numerator: Number of concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State based on the scores that were included in the State’s computation of adequate yearly progress and who, in the reporting year, left secondary education. Denominator: Number of concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State’s computation of adequately yearly progress and who, in the reporting year, left secondary education.</td>
<td>72.25 / 75.71</td>
</tr>
<tr>
<td>1S2: Academic Attainment: Mathematics</td>
<td>Numerator: Number of concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State based on the scores that were included in the State’s computation of adequate yearly progress and who, in the reporting year, left secondary education. Denominator: Number of concentrators who took the ESEA assessments in mathematics whose scores were included in the State’s computation of AYP and who, in the reporting year, have left secondary education.</td>
<td>41.45 / 53.18</td>
</tr>
<tr>
<td>2S1: Technical Skills Assessment</td>
<td>Numerator: Number of concentrators who passed technical skill assessments that are aligned with industry-recognized standards. Denominator: Number of concentrators who took the assessments during the reporting year.</td>
<td>30.75 / 79.86</td>
</tr>
<tr>
<td>3S1: Secondary School Completion</td>
<td>Numerator: Number of concentrators who earned a regular secondary school diploma during the reporting year. Denominator: Number of concentrators who took the assessments during the reporting year.</td>
<td>91.00 / 98.49</td>
</tr>
<tr>
<td>4S1: School Graduation Rate</td>
<td>Numerator: Number of concentrators who, in the reporting year, were included as graduated in the State’s computation of its graduation rate as described in Section 1111(b)(2)(c)(vi) of the ESEA. Denominator: Number of concentrators who, in the reporting year, were included in the State’s computation of its graduation rate as described in Section 1111(9b)(2)(c)(iv) of the ESEA</td>
<td>90.00 / 98.71</td>
</tr>
<tr>
<td>5S1: Placement</td>
<td>Numerator: Number of concentrators who left secondary education during the reporting year and who were located and included in the National Clearinghouse Database as enrolled in postsecondary education. Denominator: Number of concentrators who left secondary education during the reporting year and who were included in the National Clearinghouse Database as enrolled in postsecondary education</td>
<td>92.00 / 100.00</td>
</tr>
<tr>
<td>6S1: Non-traditional Participation</td>
<td>Numerator: Number of participants from underrepresented gender groups who participated in a program that leads to employment in Non-traditional fields during the reporting year. Denominator: Number of participants who participated in a program that leads to employment in non-traditional fields during the reporting year</td>
<td>29.75 / 35.78</td>
</tr>
<tr>
<td>6S2: Non-traditional Completion</td>
<td>Numerator: Number of concentrators from underrepresented gender groups who completed a program that leads to employment in non-traditional fields during the reporting year. Denominator: Number of concentrators who completed a program that leads to employment in non-traditional fields during the reporting year</td>
<td>30.25 / 36.49</td>
</tr>
</tbody>
</table>
RESPONSE:

HIDOE performance on the 2013-2014 Perkins Indicator Outcomes exceeded goals in all of the eight indicators. This validates the activities used in the 2013-2014 plan. HIDOE will continue to utilize the same activities associated with these indicators to enhance and expand the career pathway model through POS.

Perkins Core Indicators 1S1: Academic Attainment: Reading/Language Arts, 1S2: Academic Attainment: Mathematics, and 2S1: Technical Skills completion, will meet or exceed 2015-2016 goals using activities in Section II A, B, D, E, F, H and J.

Perkins Core Indicators 3S1: Secondary School Completion, 4S1: School Graduation Rate, and 5S1: Placement, will meet or exceed 2015-2016 goals using activities in Section II A, B, C, D, E, F, G, I and J.

Perkins Core Indicators 6S1: Non-traditional Participation and 6S2: Non-traditional Completion will meet or exceed goals using activities A, B, D, E, F, G, H, I, J.
Section II. Addressing each of the requirements outlined in Section 134 of the Act (sections A-J below), describe how the agency will improve CTE programs and activities in AY 2015-16 with funds received under this title.

Funds must be used to support programs and activities that enhance the state’s Career Pathway model through POS, and to meet or exceed the State-adjusted levels of performance. Of particular focus for 2015-16 will be teaching and measuring employability skills of students in CTE programs.

Include proposed activities, expected outcomes and where appropriate, budget categories that support the activity.

For reference, the 2014-15 performance goals are listed below:

<table>
<thead>
<tr>
<th>Perkins Core Indicators</th>
<th>Performance Percent Goals for 2014-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S1: Academic Attainment: Reading / Language Arts</td>
<td>72.25</td>
</tr>
<tr>
<td>1S2: Academic Attainment: Mathematics</td>
<td>41.00</td>
</tr>
<tr>
<td>2S1: Technical Skills Assessment</td>
<td>39.00</td>
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<tr>
<td>3S1: Secondary School Completion</td>
<td>91.00</td>
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<td>4S1: School Graduation Rate</td>
<td>90.00</td>
</tr>
<tr>
<td>5S1: Placement</td>
<td>92.00</td>
</tr>
<tr>
<td>6S1: Non-traditional Participation</td>
<td>34.00</td>
</tr>
<tr>
<td>6S2: Non-traditional Completion</td>
<td>30.30</td>
</tr>
</tbody>
</table>
A. Describe how the agency will:

1. offer the relevant elements of not less than one career and technical POS.

2. strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in –

   a) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and

   b) career and technical education subjects.

3. provide students with strong experience in, and understanding of, all aspects of an industry, which may include work-based learning experiences.

4. ensure that students who participate in such CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.

5. encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965).

RESPONSE:

Proposed Activities

In order to qualify for Perkins funds, a school’s individual CTE improvement plan is required to implement at least one state-approved POS using the Hawaii Career Pathway System, address the integration of State academic standards and industry standards, address the State’s economic development initiatives, comprehensive counseling and guidance, and transitions and partnerships with post-secondary and business and industry.

HIDOE will continue to develop and implement the Hawaii Career Pathway System. This system provides the framework to integrate core academic subjects and CTE subjects. The business and industry-validated standards for the core, cluster and concentration levels of each pathway are cross-walked to Hawaii Content and Performance Standards to assure all secondary-level students who participate in CTE programs are taught to the same challenging academic proficiencies as taught
to all other students. Assessment tools are used to measure technical skill attainment and math and reading proficiency. The number of POS assessments will expand as part of the Career Pathway System development.

Employability skills will be added to the Career Pathway System and integrated with the Hawaii academic standards, industry standards, and General Learner Outcomes. Special consideration will be given to piloting the teaching and assessing of employability skills within the POS core and cluster classes.

All students, including those who are CTE students, are required to complete the same academic courses, complete the same number of credit hours, and maintain the same grade point average in order to graduate.

All secondary-level students are encouraged to enroll in a CTE pathway POS. These courses integrate technical skills with academic rigor.

**Expected Outcomes**

- HIDOE will meet or exceed performance indicators 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2.
- High schools receiving Perkins funds will offer at least one POS with content aligned to core academic standards and POS industry standards.
- By the end of the school year, HIDOE will adopt assessments for six additional POS core and/or cluster classes (TBD).
- Employability skills will be integrated and implemented as part of the Career Pathway System.

**Supporting budget categories as needed**

- Salary and Fringe (Resource Teachers, Program Administrator)
- Meeting Facilities
- Supplies
- Printing
- Equipment
- Curriculum Development/Implementation
- Evaluation/Assessment
- Contractual or Part-Time Teachers
- Research
- Travel
B. Describe how comprehensive professional development (including initial teacher preparation) for CTE, academic, guidance, and administrative personnel will be provided, that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE (including curriculum development).

RESPONSE:

Proposed Activities

Professional development activities will be ongoing and linked to the Career Pathway system, and the HIDOE six priority strategies (common core, formative instruction, response to intervention, induction mentoring, educator effectiveness system, and the academic response team). Participating school teams will be integrated and include CTE teachers, counselors and other school-level partners.

Career pathway workshops, career pathway meetings, and training sessions will provide opportunities for teachers to keep abreast of all aspects of an industry. Teacher-learning sessions may include teacher internships and opportunities to learn from industry experts, business leaders and post-secondary partners.

Pathway Advisory Council meetings will continue to be convened to ensure that the relationships are maintained and expanded.

Expected Outcomes

- HIDOE will meet or exceed performance indicators 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2.
- Evidence of POS content and Career Pathway system integration with HIDOE’s six priority strategies/initiatives.

Supporting budget categories as needed

- Salary and Fringe (Resource Teachers, Program Administrator)
- Meeting Facilities
- Supplies
- Printing
- Equipment
- Curriculum Development/Implementation
- Evaluation/Assessment
- Contractual or Part-Time Teachers
- Research
- Professional Development
- Travel
C. Describe how parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105–220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of CTE programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical POS.

RESPONSE:

Proposed Activities

HIDOE will continue to utilize each of Hawaii’s six Career Pathway Advisory Councils, comprised of local businesses (including small businesses), labor organizations, and CTE teachers and faculty to develop and/or approve Pathway core, cluster and concentration standards. These standards serve as the foundation for all the planning, development, implementation, and evaluation of CTE programs in the state.

Additionally, School Community Councils (SCCs) are actively involved in educational processes in HIDOE schools including the planning, development, implementation and evaluation of CTE. The SCCs include parents, academic and CTE teachers, administrators, counselors, local businesses (including small businesses), and labor organizations from the surrounding communities.

The HIDOE also incorporates local CTE advisory committees and/or CTE student organization advisory committees in each of the secondary school’s CTE programs. These committees are made up of business and industry specialists who provide direction for programmatic and curriculum improvement and expansion. Information regarding Career Pathway initiatives is shared via a CTE website and the HIDOE website.

Expected Outcomes

- HIDOE will meet or exceed performance indicators 3S1, 4S1, and 5S1.
- An increase in the number of partnerships with community organizations and with employers that support CTE programs and activities.
- CTE and HIDOE websites that share current information regarding the Career Pathway System and initiatives.
Supporting budget categories as needed

- Salary and Fringe (Resource Teachers, Program Administrator)
- Meeting Facilities
- Supplies
- Printing
- Equipment
- Contractual or Part-Time Teachers
- Research
- Professional Development
- Travel
D. Provide assurances that the agency will provide CTE programs that are of sufficient size, scope, and quality to bring about improvement in the quality of CTE programs.

RESPONSE:

Proposed Activities

CTE school reform efforts are aligned with the overall efforts of the HIDOE. CTE plans and reports focus schools on providing high-quality learning environments for all CTE students. The district and state leadership in CTE will review all plans prior to the allocation of funds to ensure services and activities meet the requirements for program improvement (including the approved CTE policy on size, scope and quality), and are also aligned to HIDOE CTE goals and the requirements of the Carl D. Perkins CTE Improvement Act of 2006.

Expected Outcomes

- HIDOE will meet or exceed performance indicators 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2.
- All funded CTE programs will meet the approved size, scope and quality criteria.

Supporting budget categories as needed

- Salary and Fringe (Resource Teachers, Program Administrator)
- Meeting Facilities
- Supplies
- Printing
- Contractual or Part-Time Teachers
- Research
- Professional Development
- Travel
E. Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient.

**RESPONSE:**

**Proposed Activities**

Each school's Academic and Financial Plan (AFP) describes the overall school goals and the action steps necessary for improvement. Based on the school's AFP, the CTE department will use the identified goals to develop its CTE action plan (One-Year Plan) to fulfill CTE program requirements that augments the school's goals for student support and achievement.

Schools will be required to use data to identify gaps and student needs when implementing their individual school CTE improvement plan. Their plan includes CTE reform initiatives such as comprehensive counseling and guidance, integration of State academic and industry standards, and transitions and partnerships with post-secondary and business and industry.

The HIDOE CTE team will assist schools in the process of creating their CTE One-Year Plans. The Quality Indicators Rubric (Appendix A) is a tool developed by the HIDOE CTE team to provide a framework and guide for CTE program improvement and the implementation of the Career Pathway System through POS.

The policies, procedure, and protocols for monitoring the agencies and sub-recipients contain the mechanisms to ensure corrections of monitoring deficiencies and the procedure to close out adverse monitoring findings.

**Expected Outcomes**

- HIDOE will meet or exceed performance indicators 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2.

- Individual School CTE Improvement Plans will include lessons with instructional strategies to address student needs identified from the use of data.

- Each school will create a Student Learning Objective (SLO) for a POS as evidence of CTE reform initiatives including integration of the HIDOE six priority strategies, comprehensive counseling and guidance, integration of State academic and industry standards, and transitions and partnerships with post-secondary and business and industry.
Supporting budget categories as needed

- Salary and Fringe (Resource Teachers, Program Administrator)
- Meeting Facilities
- Supplies
- Printing
- Equipment
- Contractual or Part-Time Teachers
- Research
- Professional Development
- Travel
F. Describe how the eligible recipient will—

a) review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;

b) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and

c) provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

RESPONSE:

Proposed Activities

The Career Pathway system is designed to encourage all students, including special population students, to achieve rigorous academic and technical skills and knowledge. All teachers are expected to utilize strategies from the HIDOE’s six priority strategies, such as formative instruction to facilitate achievement of the standards for all students.

Accommodations and modifications for special population students are also an expectation of the classroom teacher. To assist in this effort, the Comprehensive Student Support System framework will be utilized to strengthen services and support for special population students.

CTE personnel will be encouraged to contact the state director's office to request resources, services and training to better address the needs of the non-traditional learner.

All CTE teachers are expected to establish a system of analyzing data such as Data Teams to determine CTE program strengths, limitations, and gaps in meeting the needs of special population students.

Expected Outcomes

- HIDOE will meet or exceed performance indicators 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2.

- CTE teacher SLOs will contain best practices from the HIDOE’s six priority strategies.

- Special population students will perform at comparable levels as other students.
Supporting budget categories as needed

- Salary and Fringe (Resource Teachers, Program Administrator)
- Meeting Facilities
- Supplies
- Printing
- Equipment
- Curriculum Development/Implementation
- Evaluation/Assessment
- Contractual or Part-Time Teachers
- Research
- Professional Development
- Travel
G. Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.

**RESPONSE:**

**Proposed Activities**

Students are protected against discrimination by Hawaii State Board of Education (BOE) Policy 4211, ANTI-HARASSMENT, ANTI-BULLYING, AND ANTI-DISCRIMINATION AGAINST STUDENT(S) BY EMPLOYEES POLICY (Appendix B).

Professional Development (described in Section II B) will include information regarding BOE Policy 4211.

**Expected Outcomes**

- Special population students will have access to all program of studies.
- CTE teachers will be informed and required to follow BOE Policy 4211.

**Supporting budget categories as needed**

- Salary and Fringe (Resource Teachers, Program Administrator)
- Supplies
- Printing
- Contractual or Part-Time Teachers
- Research
- Professional Development
- Travel
H. Describe how funds will be used to promote preparation for non-traditional fields.

RESPONSE:

Proposed Activities

Individual School CTE Improvement Plans will include goals to promote preparation of non-traditional fields such as communicating job opportunities, careers, pay scale, and benefits to students to help them understand what is available. Targeted recruitment activities could include: presentations from persons working in non-traditional fields; hands-on problem-solving that exposes students to typical activities of a non-traditional field; industry and college campus field trips; career fairs; job shadow and intern opportunities; coaching on "next steps"; and mentoring.

Professional development for teachers and counselors around recruitment and retention of non-traditional students will be provided. This will include a thorough understanding of the 2016 HIDOE graduation requirements and the Academic, CTE and Science, Technology, Engineering and Mathematics (STEM) Honors recognition certificates. The additional requirements of the honors recognition certificates promote the preparation for non-traditional fields.

State and higher education officials, and business executives, are working together to raise high school standards, strengthen assessments and curriculum, and align expectations with the demands of college and work.

Expected Outcomes

- HIDOE will meet or exceed performance indicators 6S1 and 6S2.
- Preparation for non-traditional fields will be a focus in Individual School CTE Improvement Plans.

Supporting budget categories as needed

- Salary and Fringe (Resource Teachers, Program Administrator)
- Meeting Facilities
- Supplies
- Printing
- Equipment
- Curriculum Development/Implementation
- Evaluation/Assessment
- Contractual or Part-Time Teachers
- Research
- Professional Development
- Travel
I. Describe how career guidance and academic counseling will be provided to CTE students, including linkages to future education and training opportunities.

RESPONSE:

Proposed Activities

The HIDOE prepares all students to be college and career ready. To accomplish this goal, career guidance and academic counseling resources are implemented by HIDOE for all students in various forms using non-Perkins funds. Some examples include the following:

Personal Transition Plan (PTP):

0.50 credit required for graduation. PTP is defined as an individually designed and custom tailored plan of action for each high school student to move successfully from high school to post-secondary and/or career venues.

GEAR UP Hawaii program services include:

- Improve college and career readiness through early academic preparation;
- Expand college-level learning opportunities for high school students;
- Increase access to post-secondary options for every student; and
- Increase post-secondary enrollment and successful first-year completion.

Hawaii P-20 - MyFutureHawaii portal:

- Available to all high schools, this portal is envisioned as a “one-stop shop” for students and families to explore careers, submit college applications online, and apply for financial aid.

ACT Assessments for Grades 8-11:

- The ACT EXPLORE: Grades 8 and 9
  - EXPLORE will help students in grades 8 and 9 to consider future educational and career plans based on their own skills, interests and aspirations. Counselors and teachers will be able to effectively guide students and to advise them on the best course of study based on data.

- ACT PLAN: Grade 10
  - PLAN helps identify students' relative strengths and weaknesses in four subject areas important for success in college: English, math, reading and science. Students will answer questions about the courses they are taking or plan to take in high school, their career interests and plans after high school. This information will help students to see if they need to change educational plans in order to meet their goals.
• ACT Plus Writing: Grade 11
  o The ACT is a curriculum-based examination. It provides helpful information for all students, not just those who are planning to attend college. Taking the ACT can give every student a measure of his or her academic strengths and weaknesses. Students may use their results to recognize their academic strengths and areas where they need to improve, whether they intend to go to college or enter the workplace after high school.

Individual School CTE Improvement Plans will include strategies to integrate non-Perkins funded HIDOE career guidance and academic counseling resources for career and technical education students including linkages to future education and training opportunities.

The POS has been aligned to the HIDOE graduation requirements. Students who receive a HIDOE diploma may enter the UHCCs and continue in their POS to the level of certificate and/or degree. The secondary and post-secondary components of the POS are linked and aligned to lead to an Associate of Science (AS), Associate of Applied Science (AAS), a CTE certificate and/or an industry credential. The POS also includes opportunities for secondary students to earn dual, concurrent, and articulated post-secondary credits prior to graduation, thereby reducing their time after high school to the completion of a post-secondary certificate or degree.

Expected Outcomes

• HIDOE will meet or exceed performance indicators 3S1, 4S1, 5S1, 6S1 and 6S2.

• Strategies to integrate career guidance and academic counseling for career and technical students reflected in school improvement plans.

Supporting budget categories as needed

• Salary and Fringe (Resource Teachers, Program Administrator)
• Meeting Facilities
• Supplies
• Printing
• Curriculum Development/Implementation
• Evaluation/Assessment
• Contractual or Part-Time Teachers
• Research
• Professional Development
• Travel
J. Describe efforts to improve the recruitment and retention of CTE teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and the transition to teaching from business and industry.

RESPONSE:

Proposed Activities

HIDOE provides opportunities for business and industry professionals seeking to enter into the field of education by accepting applicants who have completed a state-approved alternative licensure program. The Hawaii Teacher Standards Board also provides a CTE Special Permit to individuals to provide instruction in CTE in the HIDOE.

Promote HIDOE CTE employment opportunities on the CTE and HIDOE CTE website and increase communication and marketing of opportunities for industry professionals to enter the CTE teaching field.

Ongoing supports also include the HIDOE Induction and Mentoring program, which supports recruitment and retention of all teachers and provides a clear framework for beginning teacher induction in Hawaii to accelerate teacher effectiveness and student learning.

Ongoing professional development is provided throughout the year, focusing on improved implementation of the Career Pathway System.

Retention efforts also include increased professional development opportunities for current teachers and staff, focusing on professional learning communities to create a culture of continuous improvement and improved implementation of the Career Pathway System.

Expected Outcomes

- HIDOE will meet or exceed performance indicators 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2.

- Increase in teachers with industry experience.

- Increase in the retention rate of CTE teachers and counselors with five or more years of experience in the HIDOE.
Supporting budget categories as needed

- Salary and Fringe (Resource Teachers, Program Administrator)
- Supplies
- Printing
- Research
- Travel
Section III. The budget must support and relate to the plan in Section II.

NOTE: Each eligible recipient receiving funds shall not use more than five percent of the funds for administrative costs associated with the administration of activities assisted under this section.

DOE State Office Level

<table>
<thead>
<tr>
<th>Administrative</th>
<th>Subtotal</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>Salary</td>
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<td>Fringe (42.49%)</td>
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<td>Program Improvement Activities</td>
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<td>Fringe (42.49%)</td>
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<td>Supplies</td>
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<td>Professional Development</td>
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<tr>
<td>Travel</td>
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<tr>
<td>District RT Support</td>
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<td>Allocated Directly to Schools</td>
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<tr>
<td><strong>TOTAL</strong></td>
<td>$2,386,108</td>
<td></td>
</tr>
</tbody>
</table>
Section IV. The assurance form must be signed by the Superintendent

THE ELIGIBLE RECIPIENT OF THESE FUNDS ASSURE THAT:

☐ The data reported are complete, accurate valid, and reliable.

☐ None of the information reported under Sec. 113 of the Act is duplicative.

☐ The data are disaggregated for each of the indicators of performance.

☐ Programs are of such, size, scope, and quality to bring about improvements in the quality of CTE.

☐ This application complies with the requirements of this title and the provisions of the State plan, including the provision of a financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs.

☐ None of the fund expended under this title will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interest of that purchasing entity, the employee of the purchasing entity, or any affiliate of such an origination.

☐ Programs of study are rigorous and aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary and postsecondary education to adequately prepare students, including special populations, to succeed in postsecondary education or entry into high skill, high wage, or high demand occupations in current or emerging occupations; and participating student will be made aware of such opportunities.

☐ Funds used under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators and other personnel in nonprofit private schools offering career and technical secondary education program located in the geographical are served by an eligible recipient.

☐ An eligible recipient receiving an allotment under this act will consult, upon written request, in a timely and meaningful manner, which representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this title, of secondary school student attending nonprofit private schools.

Superintendent          Date

___________________________________________________________
Print Name

Kathryn S. Matayoshi
APPENDIX

[from Perkins IV (Public Law 109-270)]

The Required and Permissive Uses of Funds

Each eligible recipient that receives funds shall use the Perkins funds to improve career and technical education programs. Section 135, Local Uses of Funds, further outlines the Requirements for Uses of Funds and Permissive Uses of Funds.

(b) REQUIREMENTS FOR USES OF FUNDS- Funds made available to eligible recipients under this part shall be used to support career and technical education programs that--

(1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in--
   (A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
   (B) career and technical education subjects;

(2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);

(3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;

(4) develop, improve, or expand the use of technology in career and technical education, which may include--
   (A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
   (B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
   (C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;

(5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including--
   (A) in-service and pre-service training on--
      (i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
      (ii) effective teaching skills based on research that includes promising practices;
      (iii) effective practices to improve parental and community involvement; and
      (iv) effective use of scientifically based research and data to improve instruction;
   (B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
   (C) internship programs that provide relevant business experience; and
(D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;

(6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;

(7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;

(8) provide services and activities that are of sufficient size, scope, and quality to be effective; and

(9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

(c) PERMISSIVE- Funds made available to an eligible recipient under this title may be used--

(1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;

(2) to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that--
   (A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and
   (B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;

(3) for local education and business (including small business) partnerships, including for-
   (A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
   (B) adjunct faculty arrangements for qualified industry professionals; and
   (C) industry experience for teachers and faculty;

(4) to provide programs for special populations;

(5) to assist career and technical student organizations;

(6) for mentoring and support services;

(7) for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;

(8) for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;

(9) to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;
(10) to develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including--
(A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
(B) postsecondary dual and concurrent enrollment programs;
(C) academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
(D) other initiatives--
   (i) to encourage the pursuit of a baccalaureate degree; and
   (ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;

(11) to provide activities to support entrepreneurship education and training;

(12) for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;

(13) to develop and support small, personalized career-themed learning communities;

(14) to provide support for family and consumer sciences programs;

(15) to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;

(16) to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105-220 (29 U.S.C. 2801 et seq.);

(17) to support training and activities (such as mentoring and outreach) in non-traditional fields;

(18) to provide support for training programs in automotive technologies;

(19) to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative innovations, which may include--
   (A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
   (B) establishing, enhancing, or supporting systems for-
      (i) accountability data collection under this Act; or
      (ii) reporting data under this Act;
   (C) implementing career and technical programs of study described in section 122(C)(1)(A); or
   (D) implementing technical assessments; and

(20) to support other career and technical education activities that are consistent with the purposes of this Act.
2015 Perkins Basic Grant Annual Plan for the University of Hawai‘i Community Colleges System
April 23, 2015

TO: Bernadette Howard  
    State Director for Career and Technical Education

SUBJECT: UHCC System 2015-16 Application for Perkins Funds-Title I

Attached you will find the University of Hawai‘i system community colleges’ application for funds under the Carl D. Perkins Career and Technical Education Improvement Act of 2006, for Title I activities for FY 2016.

Should you have any questions, please call Dominic (Nic) Estrella at 956-3865.

Sincerely,

[Signature]

John Morton  
Vice President for Community Colleges

C: Chancellors (e-mail att)  
   CTE Deans (e-mail att)  
   Peter Quigley  
   Suzette Robinson  
   Lisa Tsuhako

Enclosure
Perkins IV became law on August 12, 2006. The University of Hawaii Community Colleges System (UHCCs) is an eligible recipient of Perkins funds for the year 2015-16. In order to receive funds, the department must fully address the goals of the Career and Technical Education Act of 2006 and comply with the federal and state requirements of the Act.

This packet contains the necessary forms for electronic submittal. The plans are due Monday, April 24, 2015 to the Office of the State Director for CTE and must include the following items:

Section I:  An analysis of last year’s outcomes. Data for the Performance Indicators have been provided for your agency.

Section II.  A description of how the agency will improve CTE programs and activities in AY 2015-16 with funds received under this title. Funds must be used for programs and activities designed to support the state’s Career Pathway model through Programs of Study, and to meet or exceed the State-adjusted levels of performance. Of particular focus for 2015-16 is the teaching and measuring of employability skills of students in CTE programs.

Section III.  A completed budget sheet.

Section IV:  An Assurance form signed by the Superintendent.

Questions may be directed to mbhoward@hawaii.edu or call 956-4791
**Section I.** In the space provided, analyze last year’s progress in achieving the goal levels of performance on the core indicators. This information should drive where the 2015-16 funds will be focused as you complete Section II. For your reference, below are the Perkins’ performance goals and actuals for 2013-14.

<table>
<thead>
<tr>
<th>Perkins Core Indicators</th>
<th>Measurement Definition</th>
<th>Performance Percent 2013-2014 Goal / Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1P1: Technical Skill Attainment</strong></td>
<td><strong>Numerator:</strong> Number of concentrators who have a cumulative GPA\geq 2.00 in Career and Technical Education courses and who have stopped program participation in the year reported. <strong>Denominator:</strong> Number of concentrators who have stopped program participation in the year reported.</td>
<td>91.00 / 91.91</td>
</tr>
<tr>
<td><strong>2P1: Credential, Certificate, or Degree</strong></td>
<td><strong>Numerator:</strong> Number of concentrators who received a degree or certificate in a Career and Technical Education program and who have stopped program participation in the year reported. <strong>Denominator:</strong> Number of concentrators who have stopped program participation in the year reported.</td>
<td>47.00 / 51.77</td>
</tr>
<tr>
<td><strong>3P1: Student Retention or Transfer</strong></td>
<td><strong>Numerator:</strong> Number of concentrators in the year reported who have not completed a program and who continue postsecondary enrollment or who have transferred to a baccalaureate degree program. <strong>Denominator:</strong> Number of concentrators in the year reported who have not completed a program.</td>
<td>75.21 / 83.63</td>
</tr>
<tr>
<td><strong>4P1: Student Placement</strong></td>
<td><strong>Numerator:</strong> Number of concentrators in the year reported (previous Perkins year) who have stopped program participation and who are placed or retained in employment, military service, or an apprenticeship program within UI quarter following program completion. <strong>Denominator:</strong> Number of concentrators in the year reported (previous Perkins year) who have stopped program participation.</td>
<td>68.92 / 50.83</td>
</tr>
<tr>
<td><strong>5P1: Nontraditional Participation</strong></td>
<td><strong>Numerator:</strong> Number of participants from underrepresented groups who participated in a program that leads to employment in nontraditional fields during the reporting year. <strong>Denominator:</strong> Number of participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</td>
<td>17.50 / 23.90</td>
</tr>
<tr>
<td><strong>5P2: Nontraditional Completion</strong></td>
<td><strong>Numerator:</strong> Number of concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. <strong>Denominator:</strong> Number of concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</td>
<td>16.00 / 23.07</td>
</tr>
</tbody>
</table>
RESPONSE:

1P1: The UHCC system exceeded the goal by 0.091%.

2P1: The UHCC system exceed the goal by 4.77%

3P1: The UHCC system exceed the goal by 8.42%

4P1: As shown in the table above in Section I., the UHCC system met (by at least 90%) all but one performance indicator, 4P1. Because the UHCC achieved only 50.83 (which is less than 90% of) the 2013-2014 UHCC Perkins Performance Core Indicator 4P1 goal of 68.92, Campus Plans must include strategies that address 4P1. Those proposals that target 4P1 and contain the following elements must be given high priority.

These must include the following elements:

- incorporating elements of job search, resume building, interviewing skills, and professional requirements of industries, to increase placements into the curricula of CTE programs;
- using industry partners to sponsor field trips to the industries, guest speakers to talk with students about requirements and environments of the industries, etc.;
- creating and sending job placement surveys to graduates; and/or
- encouraging and providing support for internships.

5P1: The UHCC system exceed the goal by 6.40%

5P2: The UHCC system exceed the goal by 7.07%

Section II. Addressing each of the requirements outlined in Section 134 of the Act (sections A-J below), describe how the agency will improve CTE programs and activities in AY 2015-16 with funds received under this title.

Funds must be used to support programs and activities that enhance the state's Career Pathway model through Programs of Study, and to meet or exceed the State-adjusted levels of performance. Of particular focus for 2015-16 will be teaching and measuring employability skills of students in CTE programs.

Where appropriate, include proposed activities, expected outcomes, and budget categories that support the activity.
For reference, the 2014-15 performance goals are listed below:

<table>
<thead>
<tr>
<th>Perkins Core Indicators</th>
<th>Performance Percent Goals for 2014-2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>1P1: Technical Skill Attainment</td>
<td>91.00</td>
</tr>
<tr>
<td>2P2: Credential, Certificate, or Degree</td>
<td>50.30</td>
</tr>
<tr>
<td>3P1: Student Retention or Transfer</td>
<td>76.72</td>
</tr>
<tr>
<td>4P1: Student Placement</td>
<td>69.00</td>
</tr>
<tr>
<td>5P1: Nontraditional Participation</td>
<td>19.69</td>
</tr>
<tr>
<td>5P2: Nontraditional Completion</td>
<td>19.36</td>
</tr>
</tbody>
</table>

A. Describe how the agency will:

1. offer the relevant elements of not less than 1 career and technical program of study;

2. strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in –
   a) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
   b) career and technical education subjects;

3. provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;

4. ensure that students who participate in such CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students;

5. encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965);
RESPONSE:

1. offer the relevant elements of not less than 1 career and technical program of study;

Program Quality Indicator(s): Secondary and postsecondary systems link career and technical education programs through statewide dual credit agreements. Programs of Study are developed that create secondary and postsecondary system-wide linkages for dual credit.

  o Programs of Study are developed that create secondary and postsecondary system-wide linkages for dual credit.
  o Horizontal articulation agreements for CTE courses and programs of study among all colleges within the UHCCS are being developed.
  o UHCCS will record the number of students who have been admitted to and received dual credits at the postsecondary level.

2. strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in –

   a) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
   b) career and technical education subjects;

   • Proposed Activity(ies): The UHCC system will continue to strengthen the academic career and technical skills of the students through the alignment of CTE programs with external accreditation standards such as ACEN (nursing), ACF (culinary), AVMA (veterinary technology), and NATEF (automotive). The UHCC system will continue to review CTE program curricula and consult with industry, to ensure that programs address employers’ needs and align to their standards.

Expected Outcome(s): Continue meeting or exceeding UHCC performance indicators for 1P1 and 4P1. The 2015-16 goals are 91.00% and 69.00%.

• Proposed Activity(ies): Support funding for HawCC’s purchase of industry standard kitchen equipment, to facilitate a boarder skill set for the student and to provide a more competitive edge within a global industry, thus, increasing graduate competence. The equipment to be purchased is commonly used within the culinary industry from large hotels, hospitals, schools, restaurant chains, and resorts. Students proficient in the use and knowledge of this type of equipment hold an advantage over someone without these skills in the job market.
Expected Outcome(s): Increase UHCC performance indicators 1P1 by 4.6%, 3P1 by 3.8%, and 4P1 by 8.2%. The 2015-16 goals for these indicators are 91.00%, 76.72% and 69.00% respectively.

Budget Category(ies) that Support the Activity(ies): Supplies & Equipment.

- **Proposed Activity(ies):** Support funding for HawCC’s purchase of industry standard aluminum welding equipment for its Auto Body Program. The equipment will provide students with new technical skills in aluminum and high strength steel repair techniques, to address manufacturing trends in the use of aluminum bodies and high strength steel/ultra-high strength steel frames in automobiles.

  Expected Outcome(s): Increase UHCC performance indicator 1P1 to meet 90% of the performance goal, and increase indicator 4P1 by 15.9%. The 2015-16 goals for these indicators are 91.00% and 69.00%. One-hundred-percent (100%) of 18 students will attain at least an expected outcome of 70% ( Developing Proficiency) on the grading rubric.

Budget Category(ies) that Support the Activity(ies): Equipment.

- **Proposed Activity(ies):** Continue to support funding for KauCC’s efforts to recruit and move students through its Electronics Technology program, resulting in a Computer Support Specialist Certificate of Competence (CO) through ETRO 187. Course activities focus on hardware and software assembly and maintenance. The hands-on nature of this course, and the other Computer Support Specialist courses, will prepare students to take the industry recognized CompTIA “A+” certification exam and be eligible for entry-level positions.

  Expected Outcome(s): Seventy-nine-percent (79%) of ETRO 187 students (10 of 12) will complete the course. Sixty-percent (60%) of the students (7 of 12) will complete the Computer Support Specialist CO requirements. Thirty-percent (30%) of the students (4 of 12) will take the CompTIA “A+” certification exam.

Budget Category(ies) that Support the Activity(ies): Supplies.

- **Proposed Activity(ies):** Support funding for WinCC’s Veterinary Technology program to develop a hybrid Certificate of Achievement in Veterinary Assisting (CAVETA) program for neighbor island students; conduct a detailed survey of employers and students to analyze Veterinary Technology National Exam (VTNE) data to identify areas of improvement for program effectiveness; and incorporate animal behavior training into program curricula.

  Expected Outcome(s):
  - Retention rate for hybrid program will be comparable to face-to-face program (i.e., at least 70% of students will persist from one semester to the next).
- At least a 50% increase (from 24 to 36) in the total number of students who earn the CAVETA certificate through WinCC per academic year.
- Satisfactory completion of hybrid program courses will be comparable to face-to-face courses (currently 77% as averaged over last three cohorts).
- **At least 70% of hybrid program graduates obtain employment in the veterinary field OR transfer to the A.S. in veterinary technology within three months of graduation.**
- Retention rate for hybrid program will be comparable to face-to-face program (i.e., at least 70% of students will persist from one semester to the next).
- A 50% increase in the amount of instructional hours devoted to animal behavior training.
- **A 10% increase in employer satisfaction with student or graduate hires (employer survey).**
- A 5% increase in student wages (student survey).
- A 20% increase in the confidence and proficiency of students in animal-handling classes (assessed by analysis of practicum scores for ANSC 152L classes).
- A 20% increase in inventory of AVMA-recommended equipment and supplies related to the lab animal field (AVMA recommended inventory).
- A 100% increase (from 10 to 20 hours) in the amount of hands-on experience for students working with live rodents.
- A 10% increase in student skill proficiency involving the use of live rodents (assessed by course instructor during clinical exams).
- A 5% increase in the student performance on the nursing domain of the VTNE (Analysis of VTNE Data).

**Budget Category(ies) that Support the Activity(ies):** Salary, Fringe & Contractual.

- **Proposed Activity(ies):** Continue to support funding for UHMauC's Nursing Technology Program faculty to assess and evaluate students using electronic health records equipment and procedures, psychometric data from HESI and ExamSoft, and to use SimChart in their labs and simulations to address student deficiencies.

**Expected Outcome(s):** Faculty and students will use psychometric results from ExamSoft and HESI, to guide remediation and course improvements as measured by documented pedagogic changes.

**Budget Category(ies) that Support the Activity(ies):** Salary, Fringe & Supplies.

3. provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;

- **Proposed Activity(ies):** Support continued funding for HawCC's Machining, Welding, and Industrial Mechanic's (MWIM's) program to acquire industry standard equipment. The equipment will allow the program to continue to update curriculum to meet the needs of industry, and to prepare students for entry level
machinist positions in a broad spectrum of applications, but especially in high technology manufacturing, specialty (astronomy field) and high production settings.

**Expected Outcome(s):** Exceed by 1% UHCC performance indicator 1P1. The 2015-16 goal for 1P1 is 91.00%.

**Budget Category(ies) that Support the Activity(ies):** Supplies & Equipment.

- **Proposed Activity(ies):** Support funding for KapCC’s purchase of diagnostic medical imaging that allows digital x-ray images to be acquired directly into a computer; a huge advancement from the original film-screen system where x-ray images are taken on film and developed with chemicals to produce an image. With the appropriate equipment, the program can provide more relevant training for its students and help them to attain the technical skills they will need out in the workforce. Once the area hospitals are aware of more relevant and consistent training provided with this needed equipment, the program also hopes to improve its student placement rates and help more graduates find employment in a timely manner.

**Expected Outcome(s):** One-hundred-percent (100%) of students (16 of 16) will be able to discuss the use of silicon, selenium, gadolinium oxisulfide and cesium iodide as capture materials; explain capture, coupling and display in digital imaging devices; and explain the effective dynamic range differences between digital and film imaging.

**Budget Category(ies) that Support the Activity(ies):** Equipment.

- **Proposed Activity(ies):** Support funding for KapCC’s purchase of industry standard hardware to upgrade the New Media Arts (NMA) Program. The upgrade will ensure that students will be able to run the latest industry standard graphics software applications required to complete their studies and prepare them for careers in the field of animation and interface design.

**Expected Outcome(s):** Improve to 100% compliance with the minimum specifications requirements dictated by industry standard software developers. Seventy-percent (70) of NMA students will achieve a competency level of 2.0 or higher in the program SLOs.

**Budget Category(ies) that Support the Activity(ies):** Supplies.

- **Proposed Activity(ies):** Support funding for LeeCC’s student recruitment and retention activities, and to provide opportunities for students to be involved in sustainable agriculture and food production. The Plant Biology and Tropical Agriculture (PBT) Program, including PBT 251 Sustainable Crop Production, will be offered to current and new incoming students, to ensure the continuing use of the “living lab”, continue the student garden club, and facilitate educational
outreach activities. A total of 12 courses with PBT alpha are approved for the AS degree and shorter-term certificates.

Expected Outcome(s):
- A 33% increase of new incoming students in the program (from 32 to 43).
- A 50% increase of second-year student retention in the program (data will be available after spring 2015 semester).
- A 50% increase of timely graduates (data will be available after spring 2016 semester).

Budget Category(ies) that Support the Activity(ies): Salary, Fringe & Supplies.

- Proposed Activity(ies): Continue to support funding for UHMauC’s development of a career pathway system for the Sustainable Tropical Crop Production (STCP) A.A.S degree in the AGNR program. This career pathway system will include development and assessment of stackable credentials, integrated or embedded courses, flipped courses, an internship program and post-graduate business development center.

Expected Outcome(s): Increase UHCC performance indicator 2P1 by 31% and indicator 3P1 by 4.25%. The 2015-16 goals for these indicators are 50.30% and 76.72% respectively. Increase Persistence Rates (Fall to Spring) to 72% (increase of 2%). Increase the number of declared majors by 4.

Budget Category(ies) that Support the Activity(ies): Salary, Fringe, Supplies & Travel.

- Proposed Activity(ies): Continue to support funding for WinCC’s career pathway alignment of the existing Agriculture program’s Plant Food Technology certificate (CoC PFT) with a new workforce training initiative in Food Service Training and Kitchen Incubator. This unique credit – non-credit program will create a stackable laddered and latticed pathway for CoC PFT completers to receive Food Safety and Entrepreneurship training in the new Kitchen Skills and Incubator training. CoC PFT students will be learning chemical techniques to extract plant food nutrients and enhancements for new food products for Hawaii’s consumers. CoC PFT students will use the Kitchen Skills / Incubator training to learn how to use their plant food extracts in cooking and product creation and packaging. This latticed model linking the two departments will allow credit students to gain additional workforce credentials as they prepare for employment. Moreover, the laddered design beginning with Kitchen Skills / Incubator training will prepare students for entry into the CoC Plant Food Technology program.

Expected Outcome(s): Align the Food Service entrepreneurship program with the CTE Agripharmatech programs through CCE workshops. Completion and approval of Food Service Certificate curriculum – ACF aligned & for certification process. Completion of Kitchen Incubator curriculum, including operations,
processes, policies and fees. Fifteen (15) Agripharmatech or Sustainable Agriculture students will enroll in the Kitchen Food Service Entrepreneurship trainings. Thirteen (13) students will complete the Entrepreneurship training. Fifteen (15) students will be enrolled in the contextualized Food Service math, reading and writing courses. Fifteen (15) students will be enrolled in foundational food service courses.

Budget Category(ies) that Support the Activity(ies): Salary, Fringe, Supplies, Other & Travel.

- Proposed Activity(ies): Support funding for WinCC’s Hawaii Ocean Education Academy (HOEA) to continue establishing agency-based workforce trainings in Ocean Safety and Emergency Response, to prepare participants for work with agencies that require specialized training upon entry. These efforts will include partnerships with various private organizations such as the Outrigger Canoe Club, who has now run three Safe Boating Education & licensing courses for their members on club grounds; Kualoa Ranch Education Center, who is requesting remote course offerings as well as ocean recreation instructor training; and the Salvation Army Ray and Joan Kroc Community Center, who has requested HOEA to provide Water Safety and Ocean Recreation education and training for their employees (entry level and incumbent) so that they can progress from training, to internship, to employment at the Salvation Army’s Kapolei Aquatics facility. At the State-level, HOEA is developing a relationship with the City & County of Honolulu Ocean Safety Services, who asked for development of an Ocean Safety Officer preparatory training pathway for their workforce. Other areas of focus will be curriculum testing for new and revised course modules, HOEA instructor certification and trainings to achieve national standards for instructor credentialing, alignment and coordination of curriculum within the program using national standards, and implementation of an ocean-education based credit pathway.

Expected Outcome(s):
- Complete program course revisions, development, and testing for:
  - Marine Event & Race Escort Services.
  - Online Recreational Thrill Craft Operator Safety Education licensure course.
  - Ocean Safety Officer Preparatory Training.
  - Rescue Watercraft Operator Training Series.
  - Ocean Recreation Specialist Training Series.
  - Aquatics Professional Training Series.
- Establish at least 10 private/industry workforce trainings in Safe Boating, Ocean Safety, Commercial Mariner’s, Aquatics Professional, or Ocean Recreation Specialist Series that supports and tracks student success through retention in employment in these high skill and high wage employment certificate pathways;
• Provide HOEA instructor certification and training opportunities for **incumbent workers**, to achieve national standards for instructor credentialing in all aspects of the HOEA intervention strategy;

• Enroll a minimum of 190 students (a 25% increase), between July 1, 2015 and June 30, 2016 in at least one of the 5 career certificate pathways including Safe Boating, Ocean Safety, Commercial Mariner’s, Ocean Recreation Specialist, or Aquatics Professional Series; and

• Establish inter-departmental discussions and administrative request process to implement at least one ocean-education based credit pathway that will support Perkins Core Indicators and goals, in particular **4P1**.

**Budget Category(ies) that Support the Activity(ies):** Salary, Fringe, Equipment, Contractual, Other & Travel.

4. ensure that students who participate in such CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students;

**Program Quality Indicator(s):** The UHCC has a clearly articulated mission and vision for Career and Technical Education that is consistent with the Hawaii State Plan, Hawaii’s Career Pathway System, and the requirements of Perkins legislation. A consolidated set of policies and procedures exists for translating the mission/vision into action.

• The mission statements (below) accurately reflects the purpose of career and technical education, individuals served, the services offered, and the outcomes expected.

• The mission and vision are consistent with the Hawaii State Plan and Hawaii’s Career Pathway System and meet the requirements of the Perkins legislation.

• The mission communicates that all students can meet high standards of academic and technical excellence as well as engage in active, productive learning.

• The mission and policies/procedures relevant to CTE are reviewed periodically to ensure relevance; modifications are made to reflect the evolving knowledge base of CTE.

**University of Hawai’i Community Colleges Mission**

• The UH Community Colleges were established by State law in 1964 as an integral part of the University of Hawai’i. That mission was further defined in the Strategic Plan 1996-2007 as approved by the Board of Regents in November 1996. Within the overall mission of the University of Hawai’i, the Community College, have as their special mission:

• Access: To broaden access to postsecondary education in Hawai’i, regionally, and internationally by providing open-door opportunities for students to enter quality educational programs within their own communities.
Learning and Teaching: To specialize in the effective teaching of remedial/developmental education, general education, and other introductory liberal arts, pre-professional, and selected baccalaureate courses and programs.

Work Force Development: To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs, which prepare students for immediate employment and career advancement.

Personal Development: To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.

Community Development: To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services; and by providing opportunities for community members to develop their creativity and appreciate the creative endeavors of others.

Diversity: By building upon Hawaii's unique multi-cultural environment and geographic location, through efforts in curriculum development, and productive relationships with international counterparts in Asia and the Pacific, UHCC students' learning experiences will prepare them for the global workplace.

5. **encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965);**

**Proposed Activity(ies):** Continue to support funding for HonCC's CTE student ambassadors for activities involving networking with the high schools, focusing on pathways, and holding scaffolding events to culminate in a campus-hosted CTE Day. Other efforts will be geared to identify and highlight the strengths of the campus, create a pipeline for prospective students, regenerate interest in non-traditional careers and CTE-related occupations, and create a foundation for students to enter the community college system, starting with grass roots initiatives and assistance at the high school level.

**Expected Outcome(s):** Increase UHCC performance indicators 5P1 by 3-5% and 5P2 by 3-5%. The 2015-16 goals for these indicators are 19.69% and 19.36% respectively. Additionally, increase CTE Non-traditional student enrollment by 5-7%; increase Native Hawaiian, low-income, and under-served population persistence by 2-5%; and increase by 5% the number of applicants for CTE programs.

**Budget Category(ies) that Support the Activity(ies):** Salary, Fringe, Supplies & Travel.
• **Proposed Activity(ies):** Support funding for the KapCC’s purchase of industry standard respiratory simulation and critical care equipment, to improve the technical skills required of contemporary health care providers and inform secondary teachers, students, and counselors of the required knowledge and skills required to work in acute care settings. The use of simulation equipment integrated with high-tech medical devices will allow for the hands-on technical training that strengthens applied learning, critical thinking, and decision making. Three technology-based projects will improve the pathway from secondary to postsecondary CTE training and from AS to baccalaureate programs. These are: 1) a summer bridge program (two and a half-day experience on campus and at a medical facility shadowing critical care therapists) for 25 students interested in pursuing a career in cardio-pulmonary health care; 2) informational sessions; and 3) course activities in acute care and ambulatory care that involve the use of the simulation equipment. A continuing education training will be offered for respiratory care practitioners seeking advanced credentials, continuing education credit, and/or advanced degree beyond the Associate degree.

**Expected Outcome(s):** Increase by 3% each of UHCC performance indicators 1P1, 2P1 and 3P1. The 2015-16 goals for these indicators are 91.00%, 50.30% and 76.72% respectively. Increase by 5% UHCC performance indicator 4P1. The 2015-16 goal for this indicator is 69.00%.

**Budget Category(ies) that Support the Activity(ies):** Salary, Fringe, Supplies, Equipment, Other & Professional Development.

B. Describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development);

**RESPONSE:**

• **Proposed Activity(ies):** Continue to support funding for faculty members to attend other professional meetings/conferences to ensure program curricula are aligned to industry standards and students have access to state-of-the-art instructional tools. These are project- and campus-based activities.

**Expected Outcome(s):** Continue meeting or exceeding UHCC performance goals for 1P1, 2P1, 3P1, and 4P1. The 2015-16 goals for these indicators are 91.00%, 50.30%, 76.72%, and 69.00% respectively.

**Budget Category(ies) that Support the Activity(ies):** Travel.

• **Proposed Activity(ies):** Support funding for KapCC’s Mobile Intensive Care Technician (MICT) faculty members to attend a national conference sponsored by the National Association of Emergency Medical Services Educators (NAEMSE).
The breakout sessions and the Emergency Medical Services (EMS) instructor training will provide faculty with opportunities to learn and bring the latest teaching strategies in EMS to the classroom and the field. Discussions during the sessions and the training will allow MICT faculty to have conversations and brainstorm with colleagues, to resolve issues such as increasing the number of non-traditional students, as well as the number of non-traditional graduates. Networking with EMS educators from across the country will keep MICT faculty connected to the latest EMS educational trends. The training will also assist in bringing the three program sites (O‘ahu, Maui, and Hilo) into further alignment, assisting faculty to align with their educational philosophies around teaching strategies and student assessment. The conference will also fulfill the continuing education standard of the Committee on Accreditation of Allied Health Education Programs (CAAHEP).

**Expected Outcome(s):** Exceed UHCC performance goals for 2P1 and 3P1. The 2015-16 goals for these indicators are 50.30% and 76.72% respectively.

**Budget Category(ies) that Support the Activity(ies):** Travel.

- **Proposed Activity(ies):** Support funding for the KapCC’s purchase of industry standard respiratory simulation and critical care equipment, to improve the technical skills required of contemporary health care providers and inform secondary teachers, students, and counselors of the required knowledge and skills required to work in acute care settings. The use of simulation equipment integrated with high-tech medical devices will allow for the hands-on technical training that strengthens applied learning, critical thinking, and decision making. Three technology-based projects will improve the pathway from secondary to postsecondary CTE training and from AS to baccalaureate programs. These are: 1) a summer bridge program (two and a half-day experience on campus and at a medical facility shadowing critical care therapists) for 25 students interested in pursuing a career in cardiopulmonary health care; 2) informational sessions; and 3) course activities in acute care and ambulatory care that involve the use of the simulation equipment. A continuing education training will be offered for respiratory care practitioners seeking advanced credentials, continuing education credit, and/or advanced degree beyond the Associate degree.

**Expected Outcome(s):** Increase by 3% each of UHCC performance indicators 1P1, 2P1 and 3P1. The 2015-16 goals for these indicators are 91.00%, 50.30% and 76.72% respectively. Increase by 5% UHCC performance goal 4P1. The 2015-16 goal for this indicator is 69.00%.

**Budget Category(ies) that Support the Activity(ies):** Salary, Fringe, Supplies, Equipment, Other & Professional Development.

C. Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105–220 (if applicable),
representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study;

RESPONSE:

Program Quality Indicator(s): Students, faculty members, representatives of business and industry, representatives of special populations, and other interested individuals are involved in developing, implementing, and evaluating Career Pathway Programs of Study. Policy Planning Workgroups (PPWG) serve as proactive links between community college program development, and business and industry. The PPWGs work with community college campus-level CTE program advisory committees.

D. Provide assurances that the agency will provide CTE programs that are of sufficient size, scope, and quality to bring about improvement in the quality of CTE programs;

RESPONSE:

Program Quality Indicator(s): The UHCC initiates, improves, expands, and modernizes quality career and technical education programs. The UHCCS assures that career and technical education programs are of such size, scope and quality as to bring about improvement in the quality of education offered.

- CTE program offerings and curricular content are reviewed periodically by faculty for relevance to labor market needs and economic development priorities.
- CTE programs include an advisory committee and/or a program-specific advisory council.
- CTE program offerings reflect the Hawaii Career Pathway System and business and industry-approved student learning outcomes and assessments.
- Application for funds reflects analysis of data. Data sources used to make informed decisions about program development and implementation are:
  - Perkins performance measures
  - Licensure/Certification exams and/or end of program exams
  - Rigorous course-taking patterns
  - Dual credit data
  - Acquiring and maintaining program accreditations/certifications; and/or
  - Meeting established business/industry standards.
- Funded CTE courses/programs lead to an approved associates degree (AS or AAS) or certificate.
- Funded CTE courses/programs meet minimum enrollment requirements to offer instruction as established by the UHCC.
- The UHCC annually submits program data, including all elements necessary for calculating progress toward meeting Perkins IV postsecondary performance targets.
The UHCC employs faculty that meet the minimum credential requirements as established by UH BOR policy.

E. Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient;

RESPONSE:

- **Ongoing:** The Academic Planning, Assessment, and Policy Analysis (APAPA) provides leadership in internal operational policy making that has impact on the development and implementation of community college system wide academic plans, goals, objectives, and assessments. In consultation with community college staff, APAPA initiates and develops policies and procedures that require coordination among the UH Community Colleges. The office provides assistance to colleges in their pursuit of their educational goals including” academic planning, program development, and institutional assessment. The Office of Academic Planning, Assessment, and Policy Analysis:
  - Coordinates the development of the academic program planning process
  - Facilitates the completion of planning and evaluation activities including the University Strategic Plan, Community Colleges Strategic Development Plans, Campus Academic Development Plans, Accreditation Self-studies, and Program Reviews
  - Prepares reports to facilitate the management of academic programs
  - Supports program planning and evaluation
  - Conducts selected policy analysis studies

- **Program Quality Indicator(s):** The UHCC has a process for developing a program improvement plan for performance core indicators that fail to meet 90 percent of the agreed upon State adjusted levels of performance. The program improvement plan will be submitted for inclusion in the Consolidated Annual Report (CAR).

F. Describe how the eligible recipient will—

a) review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;

b) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and

c) provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency;
RESPONSE:

a) review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;

Program Quality Indicator(s): Career and technical education programs address equity issues and provide equal opportunities to individuals without discrimination on the basis of race, color, national origin, sex, marital status, disability, creed, or age.

- The UHCC has developed outreach procedures, including eliminating barriers, for increasing the enrollment of special populations in CTE programs, e.g., scheduling, marketing materials, newsletters, web site.
- Staff development activities on diversity, including gender equity, are planned and implemented on an ongoing basis.
- Action plans are in place and utilized to recruit and improve participation, retention, and completion of nontraditional students in CTE programs.

b) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and

- Proposed Activity(ies): Support funding for HawCC’s peer mentoring to be offered to all identified Students with Disabilities (SWDs). Peer mentors will be required to show mastery and comprehension in various subject areas and will be responsible for working in collaboration with the Disability Support Staff to facilitate meetings with SWDs. In the beginning of each semester, all SWDs will be matched with a peer mentor to assist with identifying short- and long-term life and employment goals, gaining academic skills, and navigating resources to increase the likelihood of success in their classes. Each peer mentor will be assigned 10 students and will assist the Disabilities Counselor by monitoring students through frequent contact. Throughout the semester, peer mentors will be tasked with the creation and maintenance of a portfolio for SWDs. This will be used as a tool to gather and maintain information about their vocational and academic accomplishments and will also include a written resume they can use to apply for jobs. SWDs may work with their mentors to explore resources, to gain experience that will assist them in finding employment during or following the attainment of their degree.

Expected effectiveness measures outcomes are: Exceed by 1% each UHCC performance indicators 1P1, 2P1 and 4P1. The 2015-16 goals for these indicators are 91.00%, 50.30%, and 69.00% respectively. Approximately 100 students will utilize these services and materials. Out of the 100 students, 75% of students will pass all courses with a “C” or better.

Budget Category(ies) that Support the Activity(ies): Salary, Fringe, Contractual & Travel.
c) provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency;

RESPONSE:

Not applicable at this time.

G. Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations;

RESPONSE:

Continue to support funding for projects and programs focused on serving special populations such as: (a) efforts to identify and assist military members, veterans, and former special population students to bring them back to college, especially if they have CTE-related prior learning experiences, which may be applied to the college credits; (b) focused counseling and academic support services that address persistence issues to improve student success in CTE programs; and (c) providing students with disabilities the accommodations and services they need to raise retention and completion rates, as well as a supportive learning environment.

Expected Outcomes: Continue meeting or exceeding UHCC performance goals for 1P1, 2P1, 3P1, 4P1, 5P1, and 5P2. The 2015-16 goals for these indicators are 91.00%, 50.30%, 76.72%, 69.00%, 19.69% and 19.36% respectively.

H. Describe how funds will be used to promote preparation for non-traditional fields;

RESPONSE:

- **Proposed Activity(ies):** Continue to support funding for HonCC’s CTE student ambassadors for actives involving networking with the high schools, focusing on pathways, and holding scaffolding events to culminate in a campus-hosted CTE Day. Other efforts will be geared to identify and highlight the strengths of the campus, create a pipeline for prospective students, regenerate interest in non-traditional careers and CTE-related occupations, and create a foundation for students to enter the community college system, starting with grassroots initiatives and assistance at the high school level.

  Expected Outcome(s): Increase UHCC performance indicators 5P1 by 3-5% and 5P2 by 3-5%. The 2015-16 goals for these indicators are 19.69% and 19.36% respectively. Additionally, increase CTE Non-traditional student enrollment by 5-7%; increase Native Hawaiian, low-income, and under-served population persistence by 2-5%; and increase by 5% the number of applicants for CTE programs.
Budget Category(ies) that Support the Activity(ies): Salary, Fringe, Supplies & Travel.

- Proposed Activity(ies): Support funding for HonCC’s hiring of personnel and the purchasing of industry standard automotive equipment to attain NATEF certification for its Diesel (DISL) Program.

Expected Outcome(s): Increase UHCC performance indicators 2P1 by 5%, 5P1 by 2% and 5P2 by 2%. The 2015-16 goals for these indicators are 50.30%, 19.69% and 19.36 respectively%. Increase native Hawaiian students’ participation for the Fall 2016 cohort by 5%.

Budget Category(ies) that Support the Activity(ies): Salary, Fringe & Equipment.

I. Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities;

RESPONSE:

- Proposed Activity(ies): Support funding for HonCC’s structured Ho’a coaching program, to provide entering CTE students with the necessary support from 2nd year CTE program students who will motivate and guide them through the intricacies of the program courses. The Ho’a Coaching program trains peer coaches to work with students in identifying five focus areas that affect students’ retention in college. These focus areas examine the students’ academic goals, balancing life, health and wellness, community, and finances. The activities that peer coaches conduct with students incorporate elements of job search, resume building, and interviewing skills by using the Job Center Online program.

Expected Outcome(s): One-hundred-percent (100%) of the CTE students coached will have created an account on the Job Center Online and will begin their career profile with their peer coach. Eighty-percent (80%) entering CTE students who are coached will persist from Fall to Fall. Ninety-percent (90%) of the 2nd year CTE peer coaches surveyed will feel confident in developing the “soft” skills needed to successfully apply in the career field. These soft skills will include effective communication, critical thinking, accountability, leadership and dependability

Budget Category(ies) that Support the Activity(ies): Salary, Fringe & Supplies.

- Proposed Activity(ies): Support funding for KapCC’s to have staff in the areas of Graduation and Transcript to work collaboratively with counseling through CAAC (Counseling and Academic Advising Council), to implement Milestone checks with students in CTE programs on campus. These Milestones checks will train students on STAR to ensure that they are on track to complete their degree/certificate in a timely manner. The staff in the areas of Graduation and Transcript will work collaboratively with the Job Placement coordinator and the Service and
Sustainability Learning Program to prepare students for successful transition to the job market and assist in securing employment.

**Expected Outcome(s):** Increase the completion/transfer and placement rates of graduates by 3%.

**Budget Category(ies) that Support the Activity(ies):** Salary, Fringe & Supplies.

- **Proposed Activity(ies):** Continue to support funding of activities for KauCC’s Career Counselor to conduct industry outreach for students who receive a Medical Office Receptionist Certificate (from the Business Technology’s program) and for graduates of the Hospitality & Tourism program. The counselor’s efforts will aid in job placement of these students.

  **Expected Outcome(s):** Meet UHCC performance indicator goal for 4P1. The 2015-16 goal for this indicator is 69.00%.

  **Budget Category(ies) that Support the Activity(ies):** Salary, Fringe, Supplies Contractual, Other & Travel.

- **Proposed Activity(ies):** Support funding for LeeCC’s development of a method to survey and track student placement, military service, apprenticeship/internship, or continued education.
  - **Academic Specialists** will work in support of the assigned program counselor and establish close relationships with the CTE instructors and students in specifically assigned program areas. The specialists will also work with the instructors and programs and provide guidance and support in the resolution of academic and other difficulties students may be experiencing. They will act as a concierge for additional resources and services to help the student succeed. The respective specialists will attend the CTE advisory committee meetings to familiarize themselves with industry issues, concerns, opportunities, and trends. By understanding the needs of the industry, the specialists will be able to better prepare the students for internships and eventual job opportunities.
  - The Academic Specialists will create a graduate contact database and an online Student Employment Survey to be distributed with the graduation check process by program counselors. Contact information (non-hawaii.edu e-mail addresses) is necessary in order to complete post-graduate surveys. They will then disseminate the student employment survey to Fall 2014, Spring 2015, and Fall 2015 Spring 2016 graduates in conjunction with graduation checks.
  - The Academic Specialists will incorporate pre-employment (e.g. goal setting, resumes, mock interviews) strategies to increase student employment / placement by scheduling group workshops, visiting classrooms, and through individual meetings with students. Industry partnerships will be created via advisory board memberships and alumni to increase job awareness through Leeward CC events such as: College, Career, and Job Fairs, CTE month activities, Career Dynamics Week workshops, guest speakers in the classrooms, etc.
o CTE peer mentors will serve as lead students for classes in the program area and assist other students with understanding and completing assignments, projects and meeting performance expectations.

o Local businesses will participate in Leeward College, Career, and Job Fairs, Career Dynamics Week, CTE month activities, and other campus events. By partnering with Job Prep Services, the Academic Specialists can utilize industry resources that are already involved with Leeward CC.

**Expected Outcome(s):**

o Fifty-percent (50%) of graduates from Fall 2014 and Spring 2015 will be sent via e-mail the Student Employment Survey.

o Eight-five-percent (85%) of graduates from Fall 2015 and Spring 2016 will be given the Student Employment Survey in conjunction with their graduation check by the Program Counselors.

o Students enrolled in all CTE classes for Fall 2015 and Spring 2016 will remain enrolled at 95% rate or higher (retention within semester)

o Students enrolled in Fall 2015 CTE classes will experience 90% success rate or higher (successful completion rate for fall classes).

o Students enrolled in Fall 2015 CTE classes will persist to Spring 2016 classes at a 75% rate or higher (fall to spring persistence).

**Budget Category(ies) that Support the Activity(ies):** Salary, Fringe, Supplies & Professional Development.

- **Proposed Activity(ies):** Continue to support funding for UHMauC’s focus on Retention, Completion and Career Placement with additional emphasis on increasing students Certificate and Degree Completion. Activities will include increasing success of the CTE Retention Cohort through peer advising and mentoring; identifying students’ educational goals through behavioral flags, such as number of credits taken in intended major and completion of college-level English, to better define degree-seeking students and their needs and enable them to graduate in a more timely manner; working with CTE counselors and program coordinators to strengthen student success initiatives such as cohorts, block scheduling, financial aid literacy, and college preparation.

**Expected Outcome(s):** Reduce the non-persistence rates of the CTE cohort students by 5%. Increase by 3% the graduation rate of targeted CTE programs.

**Budget Category(ies) that Support the Activity(ies):** Salary, Fringe & Supplies.
J. Describe efforts to improve the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and the transition to teaching from business and industry.

**RESPONSE:**

- **Program Quality Indicator(s):** The UHCC Strategic Plan includes the goal to recognize and invest in human resources as the key to success and provide them with an inspiring work environment.
  - Recruit, renew, and retain a qualified, effective, and diverse faculty, staff, and leadership.
  - Increase the number and diversity of programs offered to or in underserved regions by increasing the number and types of programs by at least one program every two years that can be completed through distance learning technologies.
  - Increase the Community College Survey of Student Engagement (CCSSE) Benchmark percentile rank for Support for Learners benchmark to among the top performing institutions. Research shows that services that target, support, and assist students with academic and career planning, academic skill development, and other issues affect both learning and retention.

- **Proposed Activity(ies):** Continue to support funding for UHCC System Wide Hawaii National Great Teachers Seminar Subsidy Program with Job Preparation Emphasis. During the past seminars, a number of UHCC Career and Technical Education (CTE) faculty members have attended this seminar with positive results. Self-reports show that teaching and learning ideas, innovations, and techniques shared at the seminars have helped participants improve their students' performance on core indicators relating to students' academic and skills attainment. This year's seminar will include participants from Micronesia, Canada, Japan, over 10 states, and all seven campuses of the UHCC system. This "international" flavor creates an opportunity to personally conduct international survey on **job preparation/placement** practices in education in a week without leaving the state.

**Expected Outcome(s):**
  - **Job preparation/placement** curricular changes will be implemented in at least one CTE/CTE related class taught by each seminar participant funded by this grant.
  - Ninety-percent (90%) of the funded 14 teachers who attend the Hawaii National Great Teachers Seminar will report that the seminar had a positive influence on their approach to teaching and learning.
  - Students self-reporting on the value of the implemented job preparation/placement curricular change: 80% of the students in the class of participating teacher will agree/strongly agree that the modification helped them prepare for their future job.

**Budget Category(ies) that Support the Activity(ies):** Meeting Facilities, Other & Professional Development.
Section III. The budget must support and relate to the plan in Section II.

NOTE: Each eligible recipient receiving funds shall not use more than 5 percent of the funds for administrative costs associated with the administration of activities assisted under this section.

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| Program Improvement Activities      |            |             |
| Salary                              | $1,108,330.40 |             |
| Fringe                              | $284,976.00  |             |
| Meeting Facilities                  |             |             |
| Supplies                            | $204,135.12  |             |
| Printing                            |             |             |
| Equipment                           | $485,671.00  |             |
| Curriculum Development / Implementation |         |             |
| Evaluation / Assessment             |             |             |
| Contractual                         | $65,464.00   |             |
| Research                            |             |             |
| Other                               | $31,126.00   |             |
| Professional Development            | $13,273.00   |             |
| Travel                              | $49,966.00   |             |
| **TOTAL**                           | **$2,242,941.52** |      |

| GRAND TOTAL                         | **$2,386,108.00** |      |
Section IV. The assurance form must be signed by the VP for CCs

THE ELIGIBLE RECIPIENT OF THESE FUNDS ASSURE THAT:

☒ The data reported are complete, accurate valid, and reliable.

☒ None of the information reported under Sec. 113 of the Act is duplicative.

☒ The data are disaggregated for each of the indicators of performance.

☒ Programs are of such, size, scope, and quality to bring about improvements in the quality of CTE.

☒ This application complies with the requirements of this title and the provisions of the State plan, including the provision of a financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs.

☒ None of the fund expended under this title will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interest of that purchasing entity, the employee of the purchasing entity, or any affiliate of such an origination.

☒ Programs of study are rigorous and aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary and postsecondary education to adequately prepare students, including special populations, to succeed in postsecondary education or entry into high skill, high wage, or high demand occupations in current or emerging occupations; and participating student will be made aware of such opportunities.

☒ Funds used under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators and other personnel in nonprofit private schools offering career and technical secondary education program located in the geographical are served by an eligible recipient.

☒ An eligible recipient receiving an allotment under this act will consult, upon written request, in a timely and meaningful manner, which representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this title, of secondary school student attending nonprofit private schools.

[Signature]

Vice President for Community Colleges

Date

John Morton

Print Name

APR 23 2015

2015-16 Title I Basic Grant Application_UHCC Proposal.docx
APPENDIX
[from Perkins IV (Public Law 109-270)]

The Required and Permissive Uses of Funds

Each eligible recipient that receives funds shall use the Perkins funds to improve career and technical education programs. Section 135, Local Uses of Funds, further outlines the Requirements for Uses of Funds and Permissive Uses of Funds.

(b) REQUIREMENTS FOR USES OF FUNDS-- Funds made available to eligible recipients under this part shall be used to support career and technical education programs that--

(1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(o)(1)(A), to ensure learning in--
   (A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
   (B) career and technical education subjects;

(2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(o)(1)(A);

(3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;

(4) develop, improve, or expand the use of technology in career and technical education, which may include--
   (A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
   (B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
   (C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;

(5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including--
   (A) in-service and pre-service training on--
      (i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
      (ii) effective teaching skills based on research that includes promising practices;
      (iii) effective practices to improve parental and community involvement; and
      (iv) effective use of scientifically based research and data to improve instruction;
   (B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
   (C) internship programs that provide relevant business experience; and
(D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;

(6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;

(7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;

(8) provide services and activities that are of sufficient size, scope, and quality to be effective; and

(9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

(c) PERMISSIVE: Funds made available to an eligible recipient under this title may be used—

(1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;

(2) to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that—
   (A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and
   (B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;

(3) for local education and business (including small business) partnerships, including for—
   (A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
   (B) adjunct faculty arrangements for qualified industry professionals; and
   (C) industry experience for teachers and faculty;

(4) to provide programs for special populations;

(5) to assist career and technical student organizations;

(6) for mentoring and support services;

(7) for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;

(8) for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;

(9) to develop and expand postsecondary program offerings at times and in formats that are
accessible for students, including working students, including through the use of distance education;

(10) to develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including--

(A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
(B) postsecondary dual and concurrent enrollment programs;
(C) academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
(D) other initiatives--
(i) to encourage the pursuit of a baccalaureate degree; and
(ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;

(11) to provide activities to support entrepreneurship education and training;

(12) for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;

(13) to develop and support small, personalized career-themed learning communities;

(14) to provide support for family and consumer sciences programs;

(15) to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;

(16) to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105-220 (29 U.S.C. 2801 et seq.);

(17) to support training and activities (such as mentoring and outreach) in non-traditional fields;

(18) to provide support for training programs in automotive technologies;

(19) to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative innovations, which may include--
(A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
(B) establishing, enhancing, or supporting systems for--
(i) accountability data collection under this Act; or
(ii) reporting data under this Act;
(C) implementing career and technical programs of study described in section 122(C)(1)(A); or
(D) implementing technical assessments; and
(20) to support other career and technical education activities that are consistent with the purposes of this Act.
2015 Perkins Basic Grant Annual Plan for the State Department of Public Safety Corrections Program
INTRODUCTION

The Department of Public Safety’s Corrections Education Program Services is responsible for the development and instruction of academic and career-training courses that lead to employment for offenders upon release. With the focus on re-entry of offenders into the community, there is a greater demand to develop workforce-training programs that are current and lead to employment in local communities where inmates are released.

The Corrections Education Program has changed the direction and focus of its program to meet the national common core standards for academic and career technical education. The adult basic education program has been realigned to provide basic and intermediate courses in reading, mathematics, language and writing based on applied skills in research, both long and focused projects commonly required in the workplace: reading in a variety of texts that range in increasing complexity to enable offenders to meet the current complexity of reading and thought in college and/or career training courses and the workplace. Math courses emphasize mathematical models applied to analyze empirical situations that lead students to comprehensively understand these situations and make critical decisions based on the depth of knowledge rather than mere rote learning. The goal for offenders is to develop a depth of understanding and ability to apply mathematics to situations in life, college and the workplace.

The more advanced curricula offer options for GED, credit and non-credit technical training certification and opportunities for on-line college credit courses and industry specific certification.

PROGRAM PLAN

The Corrections Education Program Services (CPSE) is currently working in partnership with the University of Hawaii Community Colleges, GEDTS and Pearson Vue Testing, Hawaii Department of Education Adult Community Schools, Associated Builders and Contractors (ABC) and the National Center of Construction Education and Research (NCCER). Theses partnership provide a rich opportunity for offenders to gain work-ready skills and career-ready technical training that lead to certificates of completion in occupational concentrations within a career pathway.
Offenders exiting prison leave better skilled and prepared for employment or further education and/or training.

Currently, CPSE follows four career pathways (Agriculture, Business, Public and Human Services, Industrial and Engineering Technology) to serve as the basis for both applied academic education and career technical training. Within each occupational pathway cluster, credit and non-credit certificate courses in marketing and business technology, service and hospitality, building and construction and electronic and computer systems will be offered through the UH Community Colleges.

In July 2016, an upgraded secured internet structure will be completed in correctional education centers statewide. This will allow greater opportunity for offenders to enroll through a secure network in college core courses through UH, career and technical courses on-line, developmental courses and a host of support courses, tutorial programs provided by on-line learning communities and industry specific examinations. This allows for those offenders behind the wall to expand their depth of learning beyond prison and into the workplace. In June 2016, CPSE will offer the 2014 GED through Pearson Vue computerized testing at selected facilities. This will provide on demand access for offenders ready for the GED examination. Obtaining a GED is now an option for offenders along a given career pathway. Offenders who are unable to take the GED option in prison will have greater opportunity through the adult community school center in their community.

PROGRAM REQUEST

Culinary Arts, Women’s Community Correctional Center $22,500.00
The culinary training program at the Women’s Community Correctional Center (WCCC) provides a quality education in culinary arts. There are four modules covered: Module 1: Introduction to Culinary Industry, Module 2: Safety and Sanitation, Module 3: Fundamentals of Cookery, and Module 4: Intermediate Cookery. The program has demonstrated success in advanced training outcomes and job placement for offenders in local restaurants on Oahu. In partnership with Kapiolani Community College (KCC), the Culinary Arts Course at the Women’s Community Correctional Center had provided job-training opportunities to women over five years.

Certification of Professional Development in Office Worker Business Applications Program, Waiawa Correctional Facility and Women’s Community Correctional Center $26,134.00
The Office Worker Business Application program is comprised of modules designed to prepare students interested in entering careers in the business environment. The program provides instruction, hands-on-training and exercises to reinforce and apply computer skills. The program focuses on the following training modules: Introduction to World of Computers; Microsoft Word 2013 for the Business World, Levels 1 and 2; Business Applications Using Microsoft Excel 2013, Level 1 and 2; Business Presentations Using Microsoft PowerPoint Level 1.
Completion of the program gives the student the foundation and preparation to take the Microsoft Office Specialist Certification Examination.

PROGRAM GOALS AND OBJECTIVES

Provide career and technical skills training in culinary arts and office worker business applications.

Ensure all students enrolled in prison Career Technical Education (CTE) programs gain the necessary academic and technical skills to function successfully in the workplace as demonstrated by completing required credited hours of training and a certificate of completion from an accredited training program (UHCC or ABC).

Performance Measures

Culinary students will apply complex reasoning skills in mathematics, writing, and reading to complex culinary projects as part of an integrated culinary certificate program that prepares students for employment upon graduation. Employment Placement Goal: 95%

Students enrolled in the KCC culinary program and are released prior to completion of the certificate program will be provided information and assistance regarding enrollment at the KCC campus to complete the necessary courses. Transition Goal: 75%

Students enrolled in Office Worker Business Applications Program who complete the program will receive a certificate of completion. They also have the opportunity to take the Microsoft Office Specialist Certification Examination. Transition Goal: 75%

BUDGET SUMMARY

Culinary Arts: Women’s Community Correctional Center                               $28,835.06
Supplemental funding for culinary arts instructors and cooking supplies

Office Worker Business Applications                                                 $26,134.00
Funding for instruction and books

BUDGET ITEMIZED

Instructional Costs : Culinary Training Courses                                     $22,500.00
Office Worker Business Applications                                                 $26,134.00
Cooking Supplies/Materials                                                          $6,335.06

TOTAL                                                                              $54,969.06