NOTICE OF

STATE BOARD FOR CAREER AND TECHNICAL EDUCATION MEETING

Date: Thursday, June 2, 2016

Time: 9:00 a.m.

Place: Sullivan Conference Center
University of Hawai‘i Cancer Center
701 Ilalo Street
Honolulu, HI 96813

AGENDA

I. Call Meeting to Order

II. Approval of Minutes of April 21, 2016 Meeting

III. Public Comment Period: All written testimony on agenda items received after posting of this agenda and up to 24 hours in advance of the meeting will be distributed to the board. Late testimony on agenda items will be distributed to the board within 24 hours of receipt. Registration for oral testimony on agenda items will be provided at the meeting location 15 minutes prior to the meeting and closed once the meeting begins. Written testimony may be submitted via US mail, email at bor@hawaii.edu, or facsimile at 956-5156. Oral testimony is limited to three (3) minutes.

IV. Agenda Items

A. For Information
   1. Federal and State Updates

B. For Action
   1. Review and Approval of Department of Education, University of Hawai‘i Community Colleges, and Department of Public Safety 2016-2017 Perkins Basic Grant Annual Plans

V. Adjournment
Item IV.A.1
Federal and State
Updates

NO MATERIALS

ORAL
REPORT
OFFICE OF THE SUPERINTENDENT

May 9, 2016

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) 2017 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 2017 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. Michael Barros, Educational Specialist for Career and Technical Education, at 305-9701 or via email at michael_barros@notes.k12.hi.us.

KSM:MB:la

Enclosure

c: Office of Curriculum, Instruction and Student Support

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER
CARL D. PERKINS
CAREER AND TECHNICAL EDUCATION ACT OF 2006
Hawaii State Department of Education
Plan Guidelines for FY 2016-17

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 2016-17. 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 15, 2016 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) 2016-17 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 2016-17 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 2016-17 funds will be focused as you complete Section II. For your reference, below are the Perkins’ performance goals and actuals for 2014-15.

<table>
<thead>
<tr>
<th>Perkins Core Indicators</th>
<th>Measurement Definition</th>
<th>Performance Percent 2014-15 Goal / Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S1: Academic Attainment: Reading / Language Arts</td>
<td><strong>Numerator:</strong> 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. <strong>Denominator:</strong> 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><strong>Numerator:</strong> 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. <strong>Denominator:</strong> 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><strong>Numerator:</strong> Number of concentrators who passed technical skill assessments that are aligned with industry-recognized standards. <strong>Denominator:</strong> 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><strong>Numerator:</strong> Number of concentrators who earned a regular secondary school diploma during the reporting year. <strong>Denominator:</strong> Number of concentrators who left secondary education during the reporting year.</td>
<td>91.00 / 98.49</td>
</tr>
<tr>
<td>4S1: School Graduation Rate</td>
<td><strong>Numerator:</strong> 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. <strong>Denominator:</strong> Number of concentrators who, in the reporting year, were included in the State's computation of its graduation rate as described in Section 1111(9)(b)(2)(c)(iv) of the ESEA.</td>
<td>90.00 / 98.71</td>
</tr>
<tr>
<td>5S1: Placement</td>
<td><strong>Numerator:</strong> 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. <strong>Denominator:</strong> 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><strong>Numerator:</strong> Number of participants from underrepresented gender groups who participated in a program that leads to employment in Non-traditional fields during the reporting year. <strong>Denominator:</strong> Number of participants who participated in a program that leads to employment in non-traditional fields during the reporting year.</td>
<td>35.78 / 29.75</td>
</tr>
<tr>
<td>6S2: Non-traditional Completion</td>
<td><strong>Numerator:</strong> Number of concentrators from underrepresented gender groups who completed a program that leads to employment in non-traditional fields during the reporting year. <strong>Denominator:</strong> 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 2014-2015 Perkins Indicator Outcomes exceeded goals in seven of the eight indicators. This validates the activities used in the 2014-2015 plan. HIDOE will continue to utilize the same activities associated with these indicators to enhance and expand the career pathway model through POS.

The state was able to increase indicator, 6S1 non-traditional participation, by 6.64 percentage points which was a measure not met in the previous school year 2013-14. Efforts need to continue to ensure underrepresented gender groups are successful in the academic core courses associated with non-traditional POS. Professional development with administrators, counselors and teachers around recruitment and retention of non-traditional students will be provided and is explained in Section II H.

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 2016-17 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 2016-17 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 2015-16 performance goals are listed below:

<table>
<thead>
<tr>
<th>Perkins Core Indicators</th>
<th>Performance Percent Goals for 2015-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>1S1: Academic Attainment: Reading / Language Arts</td>
<td>75.00</td>
</tr>
<tr>
<td>1S2: Academic Attainment: Mathematics</td>
<td>44.00</td>
</tr>
<tr>
<td>2S1: Technical Skills Assessment</td>
<td>65.00</td>
</tr>
<tr>
<td>3S1: Secondary School Completion</td>
<td>95.00</td>
</tr>
<tr>
<td>4S1: School Graduation Rate</td>
<td>95.00</td>
</tr>
<tr>
<td>5S1: Placement</td>
<td>100.00</td>
</tr>
<tr>
<td>6S1: Non-traditional Participation</td>
<td>36.00</td>
</tr>
<tr>
<td>6S2: Non-traditional Completion</td>
<td>36.00</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 the Hawaii Content and Performance Standards III (HCPS III), Hawaii Common Core 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 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 HCPS III 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 HCPS III, Hawaii Common Core 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 HCPS III, Hawaii Common Core 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

- Office Equipment
- Office Supplies
- Mileage
- 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

- Office Equipment
- Office Supplies
- Mileage
- 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 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.
- Quantify and establish a baseline 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

- Office Equipment
- Office Supplies
- Mileage
- 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

- Office Equipment
- Office Supplies
- Mileage
- 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 Plan describes the overall school goals and the action steps necessary for improvement. Based on the school’s Academic Plan, 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 HCPS III, Hawaii Common Core standards 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.

Supporting budget categories as needed

• Office Equipment
• Office Supplies
• Mileage
• 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

- Office Equipment
- Office Supplies
- Mileage
- 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 305.10, 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 305.10.

Expected Outcomes

- Special population students will have access to all program of studies.
- CTE teachers will be informed and required to follow BOE Policy 305.10.
Supporting budget categories as needed

- Office Equipment
- Office Supplies
- Mileage
- 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 2017 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 1S1, 1S2, 2S1, 6S1 and 6S2.
- Preparation for non-traditional fields will be a focus in Individual School CTE Improvement Plans.
Supporting budget categories as needed

- Office Equipment
- Office Supplies
- Mileage
- 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 for all students in various forms. 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 Aspire Assessment:

- ACT Aspire is designed to measure College and Career Readiness Benchmarks and standards necessary for successful transitions. This assessment is optional for schools and is administered in grades 8 to 10.

The POS has been aligned to the HIDOE graduation requirements. Students who receive a HIDOE diploma may enter the University of Hawaii Community Colleges (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.

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

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

- Office Equipment
- Office Supplies
- Mileage
- 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**

HIDOЕ 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 CTE teachers and counselors with five or more years of experience in the HIDOE.

**Supporting budget categories as needed**

- Office Equipment
- Office Supplies
- Mileage
- 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>
<tr>
<td>Salary</td>
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<td>Fringe (49.54%)</td>
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<td>$119,184</td>
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<td>Program Improvement Activities</td>
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<tr>
<td>Salary (3 Resource Teachers)</td>
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<td>Fringe (49.54%)</td>
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<td>$281,357</td>
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<td>Meeting Facilities</td>
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<td>Printing</td>
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<tr>
<td>Equipment</td>
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<td>Curriculum Development / Implementation</td>
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<td>Travel</td>
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<td>District RT Support</td>
<td></td>
<td>$1,978,284</td>
</tr>
<tr>
<td>Allocated Directly to Schools</td>
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<td>$1,978,284</td>
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</table>

TOTAL $2,386,108
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.

[Signature]
Superintendent

MAY - 9 2016
Date

Kathryn S. Matayoshi
Print Name
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.
Appendix A
## Career and Technical Education (CTE) Quality Indicators

### Organization for Student Learning
- Vision and Purpose, Governance, Leadership and Staff, and Resources
- Continuous Improvement Process

<table>
<thead>
<tr>
<th>QI</th>
<th>Perkins</th>
<th>LEVEL 4</th>
<th>LEVEL 3</th>
<th>LEVEL 2</th>
<th>LEVEL 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Performance</td>
<td>Optimal level of development and implementation</td>
<td>Fully functioning and operational level of implementation</td>
<td>Continuously developing and/or partial implementation</td>
</tr>
<tr>
<td>OL1</td>
<td>2</td>
<td>Teachers, counselors and school staff encourage students to enter into and complete career pathway programs of study that will qualify for dual credit articulated programs-of-study (DCAPS) opportunities. These articulation agreements are system to system agreements and delineate the recommended sequence of courses (that spans, at a minimum, grades 11 through 14), expected competency attainment levels, articulation procedures, responsibilities, incentives for student participation, and other pertinent information. Effects of the agreements are continually monitored. Information on student outcomes is used for long-range planning.</td>
<td>Teachers, counselors and school staff encourage students to enter into and complete career pathway programs of study that will qualify for dual credit articulated program-of-study (DCAPS) opportunities. These articulation agreements are system to system agreements (postsecondary public and/or private) and delineate the recommended sequence of courses (that spans, at a minimum, grades 11 through 14), expected competency attainment levels, articulation procedures, responsibilities, incentives for student participation, and other pertinent information.</td>
<td>Individual teachers have established course-by-course articulation agreements with area postsecondary instructors.</td>
<td>Individual teachers are familiar with postsecondary entrance requirements and expectations.</td>
</tr>
<tr>
<td>OL2</td>
<td>7</td>
<td>A CTE program improvement plan is an integral part of the school's ACFIN and one year plan, which is developed collaboratively with the school community council. The plan is focused on student learning and attainment of HCPS III and career pathway standards through the implementation of rigorous and relevant curriculum, instruction and assessments. All teachers share in the vision, mission, and goals; all teachers assume leadership roles in implementing improvement efforts.</td>
<td>Administration and teacher coordinators provide leadership in the establishment and implementation of an ACFIN and one-year plan for CTE program improvement that is developed collaboratively by CTE faculty and stakeholders in the school community. The plan complements the school's overall improvement plan, focusing on student learning and attainment of HCPS III and career pathway standards.</td>
<td>The administrator and/or CTE coordinator develops a yearly plan with some teacher input. The plan correlates to the school's improvement plan.</td>
<td>CTE teachers do not share a common vision, mission or goal related to program or school improvement plans.</td>
</tr>
<tr>
<td>Q1</td>
<td>Perkins</td>
<td>LEVEL 4</td>
<td>LEVEL 3</td>
<td>LEVEL 2</td>
<td>LEVEL 1</td>
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<tr>
<td></td>
<td></td>
<td>Performance</td>
<td>Optimal level of development and implementation</td>
<td>Fully functioning and operational level of implementation</td>
<td>Continuing development and/or partial implementation</td>
</tr>
</tbody>
</table>

**OLE3**

- CTE advisory committee members meet on a regular basis (either in-person or using technology) to review local and national career trend data; review strengths, challenges, and opportunities; and correlate industry trends with career pathways for student success.

- CTE advisory council members are active participants in all aspects of CTE programs, including professional development, curriculum development, standards implementation, and long-range planning.

- CTE advisory committee members continually evaluate the progress of their improvement efforts.

- CTE advisory committee members and other industry partners provide sustainable support to all programs.

**OLE4**

- School profile data and other indicators are analyzed to validate modifications and adjustments to all student programs and course enrollment. Student performance data is synthesized to determine best practices and school-wide improvement efforts. This data is also disaggregated by gender, ethnicity, socio-economic status, non-traditional status, etc. to ensure special population groups have equal opportunities and choices and assistance necessary to succeed (i.e. How students, including the special population, are performing in CTE programs of study?).

- CTE course enrollment, student performance and other indicator data is analyzed to determine best practices and improvement efforts. This data is also disaggregated by gender, ethnicity, socio-economic status, non-traditional status, etc. to ensure special population groups have equal opportunities, choices and assistance necessary to succeed (i.e. How students, including the special population, are performing in CTE programs of study?).

- Data is available for CTE course enrollment, student performance and other indicators, but not used for modifications to programs of study.

- Data is not available for CTE enrollment, student performance and other indicators.
# Career and Technical Education (CTE) Quality Indicators

## Capacity of the System

### Staff

#### Professional Development

<table>
<thead>
<tr>
<th>Q1</th>
<th>Perkins</th>
<th>LEVEL 4 Performance</th>
<th>LEVEL 3 Performance</th>
<th>LEVEL 2 Performance</th>
<th>LEVEL 1 Performance</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Optimal level of development and implementation</td>
<td>Fully functioning and operational level of implementation</td>
<td>Continuing development and/or partial implementation</td>
<td>Initial development and/or implementation</td>
</tr>
<tr>
<td>CSI</td>
<td>1, 4, 5</td>
<td>Research-based professional development is provided for all teachers, counselors, and administrators and is an integral part of the school's ACFIN and one year plan. Professional development for school staff is data-driven with a focus on a common, agreed-upon plan with clear, attainable objectives and is consistent with the school’s ACFIN and one year plan. Teachers who take part in any professional development activities develop a program implementation plan and share information/resources gained school-wide.</td>
<td>The CTE department teachers participate in a variety of activities directed toward continuous improvement (i.e. technology, teacher internships, job shadowing, etc.). The CTE department has developed a professional development plan which is data-driven and aligned to the school’s ACFIN and one year plan. The CTE department recommends participation from administrators, counselors, and academic teachers in professional development activities. The CTE professional development plan includes a process for teachers to share information/resources gained and indicate which strategies to implement. This sharing prompts ongoing discussions on research-based curriculum, instruction, and assessment.</td>
<td>The CTE department is informed of a variety of professional development activities available during non-instructional days and times to meet the needs of the CTE education teachers. Participation in professional development activities for CTE teachers is encouraged but not coordinated by CTE department. CTE teachers share information gained from professional development activities through informal dialogue and discussions.</td>
<td>Individual CTE teachers have limited access, opportunities, and resources to participate in professional development activities. CTE teachers participate in professional development activities meeting their classroom needs on a voluntary basis. There is no clear expectation or accountability for the CTE teachers to use and share information.</td>
</tr>
<tr>
<td>CS2</td>
<td>1, 5, 6</td>
<td>Regular planning and teaming time is embedded in the school’s bell schedule. Expectations on the use of time are clear. Results will be evident producing a program curriculum binder for all CTE career pathways. CTE teachers have created additional blocks of time to collaborate as a professional learning community to develop curriculum, instruction, and assessments using substitutes, stipends, etc. The CTE department progressively looks for various strategies to provide more time for curriculum development during the regular school day.</td>
<td>CTE teachers have additional time to collaborate and develop curriculum during designated faculty meeting times, waiver days, etc.</td>
<td>CTE teachers develop curriculum during their contractual preparation periods or on their own time.</td>
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</tr>
<tr>
<td>CI</td>
<td>Level</td>
<td>Performance</td>
<td>Coordinated Leadership</td>
<td>Leadership</td>
<td>Governance - Formal &amp; Informal</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Optimal level of development and implementation</td>
<td>Fully functioning and operational level of implementation</td>
<td>Operational readiness for implementation</td>
<td>Initial development and/or implementation</td>
</tr>
<tr>
<td>CI.1</td>
<td>1.1</td>
<td>The school's ACFIN and one-year plan defines the long- and short-range goals and expenditures. School governance groups effectively utilize State, Federal, and other fiscal and personnel resources to support implementation of the ACFIN the CTE one-year plan. The school and department adhere to all State and Federal fiscal and personnel policies and guidelines.</td>
<td>The school's ACFIN and one-year plan clearly outlines initial and intermediate measurable outcomes and corresponding expenditures. State and Federal resources are leveraged to fulfill the plan's goals, objectives, and activities.</td>
<td>Allocations of resources are determined by school administrator and CTE coordinator with some input from faculty. State and Federal guidelines are met.</td>
<td>CTE programs often compete against each other for resources. Teachers target goals and expenditures on a year-to-year basis. Budget requests and expenditures are based on immediate needs. State and Federal guidelines are considered.</td>
</tr>
<tr>
<td>CI.2</td>
<td>1.3</td>
<td>Communication between educators, industry partners, and postsecondary partners is timely, accurate, and complete. The CTE coordinator facilitates partnership with educators, business, and community members in all aspects of program improvement.</td>
<td>The CTE coordinator provides leadership in program improvement efforts; acts as a liaison to state and district offices; facilitates communication between program areas to create a cohesive team; coordinates the grant-writing process; and ensures compliance with federal and state guidelines, procedures, and reporting requirements. Also, the CTE coordinator initiates communication for industry partners and postsecondary partners. Communication between educators, industry partners, and postsecondary partners is timely, accurate, and complete.</td>
<td>Communication between teachers is inconsistent. CTE programs sometimes work together as a group but in seclusion.</td>
<td>There is limited communication between CTE teachers.</td>
</tr>
<tr>
<td>CI.3</td>
<td>1.4</td>
<td>The structure of the CTE program advisory council and the roles and responsibilities are clearly defined. All members share leadership roles in CTE program advisory council operations.</td>
<td>The structure of the school's CTE program advisory council and the roles and responsibilities are clearly defined. The school's CTE program advisory council convenes quarterly.</td>
<td>The school's CTE program advisory council convenes once or twice a year. Individual teachers set meeting agendas.</td>
<td>Communication between educators and business is limited.</td>
</tr>
<tr>
<td>CI.4</td>
<td>1.6</td>
<td>Regular and frequent review of services and resources are offered to all students. Administrators, together with CTE and special population teachers, regularly collaborate to update and review the current level of services and resources offered to special population students.</td>
<td></td>
<td>All stakeholders collaborate and work together to ensure appropriate services and resources are provided for special population students.</td>
<td>All stakeholders have met to address the needs of special population students.</td>
</tr>
<tr>
<td>QI</td>
<td>Permits</td>
<td>LEVEL 1</td>
<td>Performance</td>
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<td>Performance</td>
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<tr>
<td>CTE</td>
<td>1.5</td>
<td>The school leadership leverages funding and seeks out additional resources to support professional development activities.</td>
<td>The CTE department leverages all funding in supporting teachers to attend workshops, acquiring professional development resources, etc.</td>
<td>The CTE Department sets aside resources for workshops and resources.</td>
<td>CTE teachers have limited opportunities to attend workshops and acquire professional development resources.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The school leadership has a system to request for funding workshops, resource acquisition, etc.</td>
<td>The CTE department has a system to request workshops, resource acquisition, etc.</td>
<td>Requests are handled on a case-by-case basis for resource acquisition.</td>
<td>Attendance for workshops are initiated and arranged by individual teacher.</td>
</tr>
<tr>
<td>CTSO</td>
<td>1.8</td>
<td>Advisors play a consultative role in managing CTSO activities.</td>
<td>Advisors take a facilitative role in guiding student leaders as they actively plan, coordinate, and implement Statewide, district-wide and/or chapter activities.</td>
<td>Advisors are actively involved in the planning and execution of major State, district and chapter activities.</td>
<td>Advisors plan and coordinate most of the district and/or chapter activities.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>School leadership is informed of all CTSO activities.</td>
<td>School leadership is informed of all CTSO activities.</td>
<td>School leadership is aware of CTSO activities.</td>
<td>School leadership is unaware of CTSO activities.</td>
</tr>
</tbody>
</table>
## Career and Technical Education (CTE) Quality Indicators

### Standards-Based Student Learning: Curriculum

#### What is Taught

<table>
<thead>
<tr>
<th>QI</th>
<th>Perks</th>
<th>LEVEL 4 Performance Optimal level of development and implementation</th>
<th>LEVEL 3 Performance Fully functioning and operational level of implementation</th>
<th>LEVEL 2 Performance Continuing development and/or partial implementation</th>
<th>LEVEL 1 Performance Initial development and/or implementation</th>
</tr>
</thead>
<tbody>
<tr>
<td>SC1</td>
<td>1, 2, 3</td>
<td>All Academic and CTE teachers with postsecondary and industry partners offer a sequence of courses in a program of study including complementary work-based learning experiences, internships and opportunities for advanced study at the postsecondary level. Programs of study have a high rate of completers who pass a postsecondary approved assessment and students have the option to earn Articulated Dual Credit. All students are enrolled in a CTE program of study, which is aligned to a student's PTP.</td>
<td>Academically and CTE teachers with postsecondary and industry partners offer a sequence of (required and recommended) academic and CTE courses in a career pathway. The sequence of courses in a program of study leading to further education and/or credits earned are the postsecondary level, placement in high skill, wage, employment, demand, and/or apprenticeship programs. The sequence of courses spans, at a minimum, grades 9-12 and is used by students, teachers, and counselors in course planning. Students enrolled in programs of studies based on individual career and educational goals identified in a student's Personal Transition Plan (PTP).</td>
<td>CTE and academic teachers in grades 9-12 have discussed career pathways and programs of study in their classes and recommend that students enroll in a program of study following the sequence of courses in both required CTE and academic courses. Programs of study delineate the required sequence of courses in the career pathway framework. Students enrolled in programs of study not necessarily aligned to a student's PTP.</td>
<td>CTE teachers have mentioned career pathways and programs of studies students may take. Students are not enrolled in a program of study and have no PTP.</td>
</tr>
<tr>
<td>SC2</td>
<td>7</td>
<td>All Students, parents and teachers have a clear understanding of what HCPS III and Career Pathway Standards are being addressed in all courses. The participation in a performance-based assessment is required.</td>
<td>CTE teachers have clearly identified specific HCPS III and Career Pathway Standards addressed in each course. All students meet proficiency with course work that is rigorous and relevant. Regular assessments are given to monitor student progress throughout the course. The participation in a performance-based assessment is required.</td>
<td>CTE teachers list HCPS III and Career Pathway Standards in their courses and reference standards in student work. The participation in a performance-based assessment is optional.</td>
<td>CTE teachers teach what they think is best or what is in the textbook or other purchased curriculum. HCPS III and Career Pathway Standards are posted but not used in the course. The participation in a performance-based assessment is not required.</td>
</tr>
<tr>
<td>SC3</td>
<td>2, 7, 8</td>
<td>School-wide curriculum includes differentiated strategies to encourage maximum learning by all students in all courses. Students work in small groups to complete problem-based projects and analyze real world issues addressed through research studies and experimentation. Specific skills are learned resulting in the transfer of knowledge to problem-solving a real world application.</td>
<td>Curriculum is problem-based and addresses complex, real-world issues having meaning for students and preparing them for postsecondary education and/or careers. Work is rigorous and requires students to make decisions affecting the outcome of a problem and relevant to real-world issues, problems and/or current trends in the industry. CTE skills, knowledge, and processes are integrated with general learner outcomes, HCPS III, Career Pathway Standards.</td>
<td>CTE students gain specific skills but are unable to distinguish the appropriate usage in specific occupations. There is no connection made between skill and real world problems. Skills are grouped in succession to complete specific CTE projects.</td>
<td>CTE students are taught skills for specific occupations.</td>
</tr>
</tbody>
</table>

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Page 6
### Career and Technical Education (CTE) Quality Indicators

#### Standards-Based Student Learning: Curriculum

~~~ What is Taught ~~~

<table>
<thead>
<tr>
<th>Q1</th>
<th>Perkins</th>
<th><strong>LEVEL 4</strong> Performance</th>
<th><strong>LEVEL 3</strong> Performance</th>
<th><strong>LEVEL 2</strong> Performance</th>
<th><strong>LEVEL 1</strong> Performance</th>
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</thead>
<tbody>
<tr>
<td>SC4</td>
<td>1, 8</td>
<td>Optimal level of development and implementation</td>
<td>Fully functioning and operational level of implementation</td>
<td>Continuing development and/or partial implementation</td>
<td>Initial development and/or implementation</td>
</tr>
</tbody>
</table>

**All students are involved in a Career and Technical Student Organization (CTSO). CTSO is an integral component of CTE programs of study directly reinforcing the relevancy of the curriculum. Standards are clearly addressed and all students are involved in a performance-based assessment and supervised experiential program.**

**All career pathway programs of study have a CTSO that is an integral component of all CTE courses. Curriculum utilizes CTSOs to address Hawaii Content and Performance Standards (HCPS III) and Career Pathway Standards through performance-based assessments known as career development events recognized by the National CTSO or by the State CTE office. Additionally, students can gain relevant industry experience through co-curricular programs (internships, mentorships, directed studies, cooperative education) emphasizing industry skills training and the understanding of entrepreneurship.**

**CTSO is viewed as co-curricular and are primarily focused on competitive events that are not directly connected content area curriculum, HCPS III or Career Pathway Standards. Fundraising, socials, and community service projects are viewed as necessary support activities.**

**CTSO is viewed as extra curricular activity focused on fundraising, socials, and community service projects disconnected from the CTE curriculum.**
<table>
<thead>
<tr>
<th>Standard-Based Student Learning</th>
<th>Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CTE Core Subjects</strong></td>
<td><strong>How it's Taught</strong></td>
</tr>
<tr>
<td>All core academic subjects are integrated in CTE courses. Targeted standards in both CTE and core academic areas are clearly identified and measured. School wide partnerships between core academic teachers and CTE teachers are fully implemented. Students have access to modernized technology in or out of school in simulated or real environments.</td>
<td>CTE teachers integrate core academic subjects (English, Math, Science, Social Studies) into all CTE courses where applicable. Targeted standards in both CTE and academic areas are clearly identified and measured. Data is collected, analyzed and used to drive instruction. Partnerships between core academic teachers and CTE teachers are evident. Teaching strategies effectively employ current technology as appropriate to curriculum and instruction.</td>
</tr>
<tr>
<td><strong>CTE Students</strong></td>
<td><strong>How it's Taught</strong></td>
</tr>
<tr>
<td>All students play a major role in the selecting, planning, assessing and evaluation of their projects. Lessons are purely standards-based and fall into Quadrants C and/or D in the Rigor/Relevance Framework. All students use higher order thinking to produce student work (products or performances). Skills are contextualized in complex real-world unpredictable situations requiring thoughtful problem solving and the integrations of knowledge and skills from different disciplines and include higher order thinking.</td>
<td>CTE Students play a major role in selecting, planning, assessing and evaluation of their projects. Lessons are purely based on Career Pathway and/or Industry Validated Standards and fall into Quadrants C and D in the Rigor/Relevance Framework. Students use higher order thinking to produce student work (products or performances). Skills are contextualized in complex real-world unpredictable situations requiring thoughtful problem solving and the integration of knowledge and skills from different disciplines and include higher order thinking.</td>
</tr>
<tr>
<td><strong>Partnerships</strong></td>
<td><strong>How it's Taught</strong></td>
</tr>
<tr>
<td>Partnerships are formed between the school, community and industry partners. The community is an extended learning lab and frequently supports the school in their pursuit on knowledge and skills. The community is kept abreast of changes needed in the educational system and any proposed solutions.</td>
<td>Partnerships are formed between the CTE students, CTE teachers and industry partners. The community is an extended learning lab and frequently supports all schools. Industry partners are essential in the development of standards and curriculum based on industry needs. The community is kept abreast of changes needed in the educational system and supports proposed solutions.</td>
</tr>
<tr>
<td><strong>All Students</strong></td>
<td><strong>How it's Taught</strong></td>
</tr>
<tr>
<td>All students are placed in work-based sites directly linking to a program of study. Students are expected to apply knowledge and skills to real-world predictable and unpredictable situations.</td>
<td>All CTE students are purposefully placed in work-based sites directly linking to a program of study. Students are expected to apply knowledge and skills to real-world predictable and unpredictable situations.</td>
</tr>
<tr>
<td><strong>CTE Students</strong></td>
<td><strong>How it's Taught</strong></td>
</tr>
<tr>
<td>CTE students are placed in work-based learning sites based on availability, sites are indirectly connected to the student’s program of study. Students have limited opportunity to solve real world problems.</td>
<td>CTE students are placed in work-based learning sites based on availability without connection to the student’s program of study.</td>
</tr>
<tr>
<td>Q1</td>
<td>Design</td>
</tr>
<tr>
<td>----</td>
<td>--------</td>
</tr>
<tr>
<td>SE</td>
<td>Students</td>
</tr>
<tr>
<td>SE 5</td>
<td>Teachers</td>
</tr>
<tr>
<td>Q2</td>
<td>Students</td>
</tr>
<tr>
<td>Q1</td>
<td>Teachers</td>
</tr>
<tr>
<td>Q2</td>
<td>CTSEO Leadership Councils</td>
</tr>
<tr>
<td>Level</td>
<td>Description</td>
</tr>
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<td>-------</td>
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<tr>
<td></td>
<td>Teamwork is evident throughout the school. All students are given the opportunity to work with different teams in promoting mutual respect.</td>
</tr>
</tbody>
</table>
## Career and Technical Education (CTE) Quality Indicators

### Quality Student Support
- Environment that Promotes High Expectations for Students Learning and Behaviors
- Array of Student Support Services
- School-Based Services Review

<table>
<thead>
<tr>
<th>QI</th>
<th>Perks</th>
<th>LEVEL 4 Performance</th>
<th>LEVEL 3 Performance</th>
<th>LEVEL 2 Performance</th>
<th>LEVEL 1 Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Optimal level of development and implementation</td>
<td>Fully functioning and operational level of implementation</td>
<td>Continuing development and/or partial implementation</td>
<td>Initial development and/or implementation</td>
</tr>
<tr>
<td>QS1</td>
<td>3, 4, 7</td>
<td>All programs comply with DOE and industry safety regulations and standards, with semi-annual safety inspections and preventive maintenance. An advisory group comprised of industry specialists certifies all programs for equipment, supplies and procedures are aligned with current industry standards.</td>
<td>All CTE programs meet educational and industry standards for safety. All CTE teachers are in compliance with the DOE safety regulations and guidelines with outcomes of a conducive and safe environment for learning. All CTE programs have modernized equipment, supplies, and procedures aligned with HiOSH and program standards.</td>
<td>CTE programs comply with safety regulations, and all safety notices are prominently displayed in the classroom. CTE teachers set expectations for classroom behaviors promoting a safe environment. CTE programs attempt to bring equipment, supplies, and procedures up to industry standards.</td>
<td>Programs focus primarily only on passing safety inspections. Teachers determine expectations and procedures for classroom behavior to provide a safe environment for staff and students. Not all equipment, supplies, and procedures meet or reflect industry standards.</td>
</tr>
<tr>
<td>QS2</td>
<td>1, 7</td>
<td>Career explorations are an integral part of all aspects of the school system grades K-12+. Career exploration/counseling program plans assist students in achieving career development skills. Every student is required to complete a PTP. CTE becomes the core component for the schools to drive students to continue career explorations. Students are assigned to a personal adult advocate based on the student’s program of study that includes occupationally focused work-based learning experiences.</td>
<td>Career exploration is an integral part of the school and curriculum from grade seven. All CTE teachers regularly include career exploration activities including interest and ability assessments in their courses. Students have identified career, education and life goals in their PTP and pursue articulated course sequences that will help them achieve their goals. Students have a PTP that is updated regularly. Every student is in an advisor-advisee career exploration program that is organized by programs of study, includes several work-based learning activities, and meets regularly to assist students in the transition to the next level.</td>
<td>Career exploration is not limited to a one-semester course in guidance. Teachers include explorations in career fields. Students have a PTP and career goals.</td>
<td>Students take a one-semester guidance course. Students sign up for random courses with no alignment to their PTP and career goals.</td>
</tr>
<tr>
<td>QI</td>
<td>Perkins</td>
<td>LEVEL 4 Performance</td>
<td>LEVEL 3 Performance</td>
<td>LEVEL 2 Performance</td>
<td>LEVEL 1 Performance</td>
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<td>Initial development and/or implementation</td>
</tr>
<tr>
<td>QS3</td>
<td>1, 6</td>
<td>Counselors are assigned to students according to CTE programs of study and meet with students more than once a year to discuss progress and achievement affecting course selection, registration, school related activities, and career plans. All students actively prepare for postsecondary study and/or employment.</td>
<td>CTE students meet with counselors annually to discuss progress and achievement affecting course selection and career plans. Students are aware of requirements for entry into postsecondary and/or employment and prepare themselves to meet these expectations.</td>
<td>Students meet with counselors at least once in their 9/10th-grade year to discuss course selection and career plans. Students are aware of postsecondary expectations and requirements.</td>
<td>Students meet with counselors only on &quot;request&quot; or &quot;as needed&quot; basis.</td>
</tr>
<tr>
<td>QS4</td>
<td>1, 6</td>
<td>A multi-year plan is in place to recruit and provide outreach services to all students and their parents. Registration information is detailed, organized by programs of study and discussed with all students. Course/career planning beyond a 4-year sequence is emphasized and disseminated to parents, students prior to entry into a program of study and every year thereafter.</td>
<td>The school has a comprehensive plan in place to recruit and provide outreach services to all CTE students and their parents. The CTE department has discussed in detail registration information, organized by programs of study which, emphasizes courses and career planning sequence (grades 9-12) with long term educational and career goals.</td>
<td>Schools are in the process of developing a plan to recruit and provide outreach services for students who have not yet committed to a program of study. CTE teachers create and disseminate registration information that is detailing and emphasizing a four-year career plan and outlining various choices available for students.</td>
<td>Efforts to recruit students into programs of study and provide outreach services are done by individual teachers on a voluntary basis. Individual teachers create and disseminate registration information.</td>
</tr>
<tr>
<td>QS5</td>
<td>6</td>
<td>All students have access to the full range of educational programs and services at the school to ensure equitable access and full participation of all students.</td>
<td>Accommodations and modifications including instructional support services and aids are readily available to ensure success in CTE programs.</td>
<td>Barriers have been identified and steps have been taken to provide the maximum opportunity to participate in CTE programs.</td>
<td>Courses, equipment, and facilities have been examined for equal access and full participation in CTE programs.</td>
</tr>
<tr>
<td>QS6</td>
<td>6</td>
<td>All courses have opportunities for educational modifications readily available for all students.</td>
<td>All CTE teachers provide educational modifications for course curriculum and instruction and making them readily available for students.</td>
<td>Teacher makes attempts to provide educational modifications for students.</td>
<td>No educational modifications are made for students.</td>
</tr>
</tbody>
</table>
## Career and Technical Education (CTE) Quality Indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A comprehensive data collection system clearly identifies the educational progress of all students and graduates; information is <strong>aggregated</strong> to identify the performance of all population groups in the school. Analyzed data is utilized to evaluate the effectiveness of school programs and services and identify gaps in programs and services in order to increase student achievement. Data is used to devise improvement plans and are incorporated into the school's ACFIN.</td>
<td><strong>Performance</strong>&lt;br&gt;A system of formative and summative data collection clearly identifies the educational progress and achievement of all current CTE students and graduates against the Perkins core indicators and the school's ACFIN; information is disaggregated to identify students who are members of special population groups. The CTE department analyzes data to establish CTE program outcomes and the need for program improvement.</td>
</tr>
</tbody>
</table>

In addition to local secondary, postsecondary, and business partners, mainland and/or proprietary postsecondary institutions have established partnerships and provide articulated dual credit and other incentives for student participation. | **Academic**<br>Local secondary, postsecondary, and business partners have established partnerships and articulated dual credit programs to create exciting and effective school-based and work-based learning opportunities that meet high academic and industry skill standards. Teachers have secured representatives from industry and postsecondary institutions to serve on a school level CTE education program advisory council. | **Cultural**<br>Individual teachers initiate informal connections with postsecondary and/or community partners. | **Content**<br> |
## Career and Technical Education (CTE) Quality Indicators

<table>
<thead>
<tr>
<th>Level</th>
<th>Required</th>
<th>Expectation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1st</strong></td>
<td>Every career pathway has a designated coordinator to work in partnership with all students and employers to establish customized learning objectives aligned to industry and HCPS III, to develop evaluation criteria focused on students' program of study, and to continuously monitor each student's progress.</td>
<td>The designated coordinator works in partnership with all CTE students and employers to establish customized learning objectives aligned to industry and HCPS III, to develop evaluation criteria focused on the students' program of study, and to continuously monitor each student progress.</td>
<td>The designated coordinator's main focus is on placement and completion of required documentation (CTE accountability and program improvement documentation).</td>
</tr>
<tr>
<td><strong>3rd</strong></td>
<td>School level advisory councils, comprised of experts, postsecondary representatives, and alumni actively advocate for and support CTSO’s on-going curriculum development, program support and program improvement.</td>
<td>School level advisory councils, comprised of industry experts, postsecondary representatives, and alumni support CTSO's and assist in curriculum development and improvement.</td>
<td>Most program areas have business partners and/or school level advisory councils who play a limited role in CTSO activities (i.e. guest speaking or judging events).</td>
</tr>
<tr>
<td><strong>5th</strong></td>
<td></td>
<td>Program-area CTSO's do not have business partners and/or advisory councils.</td>
<td></td>
</tr>
</tbody>
</table>
Appendix B
ANTI-HARASSMENT, ANTI-BULLYING, AND ANTI-DISCRIMINATION AGAINST STUDENT(S) BY EMPLOYEES POLICY

The Department of Education strictly prohibits discrimination, including harassment, by any employee against a student based on the following protected classes: race, color, national origin, sex, physical or mental disability, and/or religion. In addition to the above protected basis, the Department of Education strictly prohibits any form of harassment and/or bullying based on the following: gender identity and expression, socio-economic status, physical appearance and characteristic, and sexual orientation.

A student shall not be excluded from participation in, be denied the benefits of, or otherwise be subjected to harassment, bullying, or discrimination under any program, services, or activity of the Department of Education.

The Department of Education expressly prohibits retaliation against anyone engaging in protected activity. Protected activity is defined as anyone who files a complaint of harassment, bullying, or discrimination; participates in complaint or investigation proceedings dealing with harassment, bullying, or discrimination under this policy; inquires about his or her rights under this policy; or otherwise opposes acts covered under this policy.

The Department of Education shall develop regulations and procedures relating to this policy to include personnel action consequences for anyone who violates this policy.

Approved: 02/21/08