NOTICE OF

STATE BOARD FOR CAREER AND TECHNICAL EDUCATION MEETING

Date: Thursday, September 26, 2019
Time: 9:30 a.m.
Place: University of Hawai‘i Maui College
Ka‘a‘ike Building, Room 105B/C/D
310 West Ka‘ahumanu Ave.
Kahului, HI 96732

AGENDA

I. Call Meeting to Order

II. Approval of Minutes of the May 16, 2019 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. Written testimony may be submitted via US mail, email at bor.testimony@hawaii.edu, or facsimile at 956-5156. Individuals submitting written testimony are not automatically signed up for oral testimony. 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. Oral testimony is limited to three (3) minutes. All written testimony submitted are public documents. Therefore, any testimony that is submitted verbally or in writing, electronically or in person, for use in the public meeting process is public information and will be posted on the board's website.

IV. Agenda Items

A. Overview of Career and Technical Education

B. Federal and State Career and Technical Education Updates

C. Updates on the State Perkins V Plan

V. Adjournment

For disability accommodations, contact the board office at 956-8213 or bor@hawaii.edu.
Advance notice requested five (5) days in advance of the meeting.
Chair Lee Putnam called the meeting to order at 9:31 a.m. on Thursday, May 16, 2019, at Windward Community College, 45-720 Kea‘ahala Road, Hale Akoakoa 101 & 103, Kāneʻohe, Hawai’i 96744.

Quorum (15): Chair Lee Putnam; Vice Chair Jeffrey Portnoy; Vice Chair Wayne Higaki; Regent Simeon Acoba; Regent Kelli Acopan; Regent Eugene Bal; Regent Ben Kudo; Regent Michael McEnerney; Regent Randy Moore; Regent Alapaki Nahale-a; Regent Jan Sullivan; Regent Michelle Tagorda; Regent Robert Westerman; Regent Ernest Wilson Jr.; and Regent Stanford Yuen.

Others in attendance: President David Lassner; Vice President for Community Colleges John Morton; Vice President for Legal Affairs/University General Counsel Carrie Okinaga; Vice President for Academic Planning and Policy Donald Straney; Vice President for Research and Innovation Vassilis Syrmos; Vice President for Information Technology/Chief Information Officer Garret Yoshimi; Vice President for Budget and Finance/Chief Financial Officer Kalbert Young; UH-Mānoa (UHM) Provost Michael Bruno; Interim UH-Hilo Chancellor Marcia Sakai; UH-West O‘ahu Chancellor Maenette Benham; Windward Community College (WinCC) Chancellor Ardis Eschenberg; Honolulu Community College Chancellor Erika Lacro; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Kendra Oishi; and others as noted.

Regent Moore moved to approve the minutes of the March 28, 2019, meeting, seconded by Vice Chair Higaki, and the motion carried unanimously.

Board Secretary Oishi announced that the Board Office received no written testimony and no individuals signed up to provide oral testimony.

A. State Updates: Integration of Career and Technical Education and the University of Hawai‘i at Mānoa Language Roadmap Initiative
Bernadette Howard, State Director for Career and Technical Education (CTE), opened by noting that Ian Acosta, a senior in the engineering CTE pathway at Waipahu High School, was one of 20 students nationwide who was named a 2019 Presidential Scholar by the U.S. Department of Education for his accomplishments in CTE.

Dr. Dina Yoshimi, Director of the Hawai‘i Language Roadmap Initiative (Roadmap Initiative) and Associate Professor in the UHM East Asian Languages and Literatures department provided an overview of the Roadmap Initiative, which was initiated in 2013, and its integration with CTE. Dr. Yoshimi highlighted the growing demand in the workforce, citing an increasing multilingual citizenry, needs in the visitor and convention industry, economic growth opportunities, and changes in the Pacific that have created climate change refugees. There is also a need for bilingual service providers as it would be more cost efficient than having separate interpreters. She noted that the need is not unique to Hawai‘i.

Dr. Yoshimi highlighted the eight Roadmap Initiatives: create a coordinating entity for Roadmap implementation, garner awareness of and engagement with the Language Roadmap, increase advocacy and leadership training, create a database and web portal of language needs/resources, create and implement the Hawai‘i World Language Initiative, retain multilingual talent for key economic sectors, improve interpretation and translation training/certification, and create jobs by branding Hawai‘i as the place for multilingual talent.

Regent Kudo arrived at 9:40 a.m.

Another goal of the Roadmap Initiative is to improve students’ capacity to bring language into the workforce. The Roadmap Initiative was instrumental in establishing the Seal of Biliteracy through Board of Education Policy 105.15, which allows for statewide implementation. The Seal of Biliteracy allows multilingual students to receive recognition upon graduation for proficiency in two or more languages. The Roadmap Initiative has also worked with the Department of Labor and Industrial Relations’ database, Career Kōkua, a web-based career counseling tool, which adds language skills to occupation descriptions.

Ms. Howard noted that there has not been a strong focus in CTE and they are doing what they can to integrate it into programs without using Perkins funds.

Regent Moore noted that he was impressed with the initiative and that it appears that the state Department of Education (DOE) is capitalizing on students who already have a background in another language. He questioned if CTE has a role in introducing a foreign language to students who are currently not proficient or knowledgeable in another language. Ms. Howard responded that it is integrated with other resources and programs. The CTE Center is assisting by raising awareness.

As the university has the competency to prepare students for jobs that require more than one language, Chair Putnam asked if non-resident students were being recruited. Dr. Yoshimi explained that the Roadmap Initiative is involved with two flagship programs
federally funded by the Department of Defense at UHM, Korean and Chinese, and out-of-state students are recruited to participate in those programs. The university has tremendous strength in East Asian languages, which attracts out-of-state students. UH also has expertise in Pacific Island languages so languages such as Samoan, Filipino, and Ilocano are now recognized and have assessments available nationally which were created by UHM in conjunction with the national assessment organization through the Roadmap Initiative. They are working on the same for Chuukese. Dr. Yoshimi also noted that the Seal of Biliteracy has a global capacity, meaning the seal can be earned after graduating from high school to allow employers to recognize the seal as a workforce credential.

B. Review and Approval of the Perkins V 2019-2020 Transition Plan for Submission to the U.S. Department of Education

Ms. Howard requested the board approve the Perkins V 2019-2020 Transition Plan for submission to the U.S. Department of Education. The Perkins V Transition Plan was designed to reflect the priorities, strategies, and activities derived from Perkins IV, while preparing for new activities and requirements consistent with Perkins V. The plan is in compliance with legislation and with the CTE Center’s priorities consisting of program excellence, teaching excellence, and system change. The 2019 transition year provides the opportunity to pursue a complete review of Hawai‘i’s CTE Career Pathway System, together with the Workforce Development Council as they work to update Hawai‘i’s Workforce Innovation and Opportunity Act plan to ensure the system is more effective. Ms. Howard noted that the plan is intentionally broad to allow room for modification.

Regent Sullivan requested clarification on how success is being measured and noted that it would be helpful if metrics were developed to measure success and expenditures. Ms. Howard responded that the metrics used are designed by law and set by the federal government and noted in the consolidated annual report. The law provides an opportunity to create new metrics to include in the four-year plan, which will be developed during the summer in conjunction with other stakeholders. CTE is working with Hawai‘i Data Exchange Partnership and can bring the results back to the board. The goal is to have metrics that are more useful.

Regent Acoba questioned what the terms, “not applicable” and “not required,” signify in the budget. He also asked what the “$” noted next to juvenile justice facilities identifies. Ms. Howard clarified that the law is authorized for five years and the term “not applicable” refers only to this year’s transition plan. Regarding the institutions, one percent of the Perkins allocation is required to be given to state correctional facilities. The funds are provided to the Department of Public Safety for men’s and women’s prisons. CTE is currently not allowed to give money directly to juvenile justice facilities and institutions that serve individuals with disabilities.

Chair Putnam noted that she learned that WinCC is reaching out to the women’s prison and juvenile facility at the Olomana site. Ms. Howard also added that Kapi‘olani Community College has consistently reached out to the women’s prison and offered a culinary program.
Regent Nahale-a noted that he appreciated the announcement regarding the Presidential Scholar and asked if it was a DOE award. Ms. Howard confirmed that DOE spearheads the effort with the Council of Chief State School Officers and school principals. He also commented that he was impressed with the work that is being done and agreed with Regent Sullivan that having measures would be helpful in order for the board to be stronger advocates for CTE. He expressed a desire to have more discussion on the direction of CTE program, and how the board can be supportive.

Regent Westerman moved to approve submission of the Perkins V 2019-2020 Transition Plan to the U.S. Department of Education, seconded by Regent Acoba. The motion was put to a vote and carried unanimously.

V. ADJOURNMENT

There being no further business, Regent Moore moved to adjourn, and Regent Sullivan seconded, and with unanimous approval, the meeting was adjourned at 10:01 a.m.

Respectfully Submitted,

Kendra Oishi
Executive Administrator and Secretary
of the Board of Regents
WHAT IS CTE?
WHAT IS CTE?

- Career Technical Education (CTE) is an educational strategy that provides learners with the knowledge and skills they need to be prepared for college, careers, and lifelong learning.

- CTE gives purpose to learning by emphasizing real-world skills and practical knowledge with a selected career focus.

- Students in CTE programs take specialized courses, in addition to required courses, and often have the opportunity to participate in internships, engage with mentors and practice what they are learning through hands-on projects.

- Students can participate in CTE at the middle or high school level and at postsecondary institutions in all communities, in all states across the U.S.

- Our vision is to transform and expand CTE so that each learner – of any background, age, and zip code – is prepared for career, college, and life-long learning.
CTE VISION PRINCIPLES

- All CTE programs are held to the highest standards of excellence,
- All learners are empowered to choose a meaningful education and career,
- All learning is personalized and flexible,
- All learning is facilitated by knowledgeable experts, and
- All systems work together to put learner success first.
The State CTE Office administers Perkins funding and the State Director is Bernadette Howard.

National budget = $1.2B / Hawai`i budget = $6.149M.

Recipients: Hawai`i Dept. of Education (43 high schools), UH Community Colleges (7), State Dept. of Public Safety.
PERKINS FUNDS SUPPORT

- Professional development;

- Technical assistance;

- Programs of study;

- Career exploration, guidance, advisement, and student support services; and

- Data collection and analysis, including program and plan evaluation and monitoring.
CTE SNAPSHOT
CTE Delivers

Secondary Outcomes for CTE Concentrators

97% Graduated High School

97% Enrolled in Postsecondary Education/Workforce

39% Earned Postsecondary Credit

100% Participated in Work-Based Learning

22% Earned an Industry-Recognized Credential

Postsecondary Outcomes for CTE Concentrators

75% Completed

80% Entered Workforce/Continued Education/Training

80% Earned an Industry-Recognized Credential

75% Participated in Work-Based Learning
CTE IN THE U.S.

11.9 MILLION LEARNERS PARTICIPATING IN CTE (2016-17)

8.28 MILLION at SECONDARY LEVEL

3.63 MILLION at POSTSECONDARY LEVEL

3.58 MILLION CONCENTRATORS

1.91 MILLION CONCENTRATORS
## Who We Serve – Secondary

### Participants by Race/Ethnicity & Special Populations

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<th>Category</th>
<th>Percentage</th>
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<td>Hispanic/Latino</td>
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<td>Displaced Homemakers</td>
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Who We Serve – Secondary

Concentrators, by Career Cluster

- Agriculture, Food & Natural Resources: 9.8%
- Architecture & Construction: 5.1%
- Arts, A/V Technology & Communications: 11.8%
- Business Administration & Management: 11.4%
- Education & Training: 3.1%
- Finance: 3.4%
- Government & Public Administration: 1.4%
- Health Sciences: 10.9%
- Hospitality & Tourism: 5.7%
- Human Services: 8.0%
- IT: 6.5%
- Law, Public Safety, Corrections & Security: 4.0%
- Manufacturing: 3.7%
- Marketing: 3.7%
- STEM: 7.7%
- Transportation, Distribution & Logistics: 3.8%
Who We Serve – Postsecondary

Participants by Race/Ethnicity & Special Populations

- White: 50.1%
- Hispanic/Latino: 21.0%
- Black or African American: 13.1%
- Asian: 6.5%
- Native Hawaiian or Other Pacific Islander: 0.4%
- American Indian or Alaskan Native: 1.0%
- Two or More Races: 3.1%
- Unknown: 5.3%
- Nontraditional Enrollees: 16.0%
- Economically Disadvantaged: 43.9%
- Disability Status (ESEA/IDEA): 0.0%
- Limited English Proficient: 3.5%
- Single Parents: 5.8%
- Displaced Homemakers: 2.1%
Who We Serve – Postsecondary

Concentrators, by Career Cluster

- Agriculture, Food & Natural Resources: 1.7%
- Architecture & Construction: 5.3%
- Arts, A/V Technology & Communications: 4.3%
- Business Administration & Management: 16.0%
- Education & Training: 4.3%
- Finance: 1.5%
- Government & Public Administration: 0.1%
- Health Sciences: 26.7%
- Hospitality & Tourism: 2.7%
- Human Services: 6.2%
- IT: 7.9%
- Law, Public Safety, Corrections & Security: 8.5%
- Manufacturing: 7.2%
- Marketing: 1.3%
- STEM: 2.2%
- Transportation, Distribution & Logistics: 4.1%
CTE Delivers for Students
CTE Snapshot

- Earned credentials have increased 62.7% since 2000.
- 1/3 of all high school dual enrollment credits come from CTE courses.
- 82% of CTE students say they are “satisfied with career opportunities.”
- 80% of CTE students say CTE classes helped them “know where they were headed.”
- 70% of CTE students say entering a CTE program of study helped them get better grades.
- 64.7% of post-secondary CTE students enroll in public two-year institutions.
- 45% of CTE students say it used real-world examples to help them understand classwork.
- High school graduate rates for CTE students are 3%-22% higher than state averages.

*Source: Applied Educational Systems*

CTE delivers real options for college and rewarding careers and delivers real-world skills

- CTE students are more likely to have a **post-high school plan** – including college – than other students; just two percent of CTE students say they “don’t know” what they will do after high school.
- **7.4 million secondary students** and **4 million post-secondary students** are interested in CTE nationwide.
- **95% of CTE students** graduate high school, which is 10% higher than the national average.
- **78% of CTE graduates** enroll in postsecondary education full-time.
- **Students enrolling in postsecondary CTE courses** are eligible for federal financial aid.
- **91% of high school graduates** who earned 2-3 CTE credits enrolled in college.
CTE delivers real options for college and rewarding careers and delivers real-world skills

- Students in CTE programs and their parents are three times as likely to report they are “very satisfied” with their and their children’s ability to learn real-world skills as part of their education compared to parents and students not involved in CTE.

- Between 2012 and 2022, there will be 50,557,900 job openings for CTE graduates. Of those jobs, 15,627,500 (30.9%) will be new.

- 81% of high school dropouts say real-world skills education would have kept them in school.

Source: Applied Educational Systems
CTE works for businesses and employers by strengthening their ability to recruit and hire skilled talent

- **CTE equips learners with real-world skills**
  (e.g., entrepreneurial and employability skills, that are foundational and transferrable across rapidly shifting sectors and work activities.)

- **CTE places learners on a path to postsecondary credential attainment**
  Translates into in-demand, high-skill, high-growth occupations.

- **CTE brings business and industry to the table**
  Ensure that CTE programs are relevant and future-focused that support learners’ efforts to “upskill” through programs that support stackable and industry recognized credentials.
CTE works for businesses and employers by strengthening their ability to recruit and hire skilled talent

- **CTE helps fill the skills gap**
  Nearly 60 percent of companies report having a difficulty filling job openings because of a lack of qualified applicants, which can cost a company of upwards of $800,000 each year in lost productivity and recruitment. Thirty-nine percent of employers say lack of experience or employability skills are top drivers of the talent shortages.

- **CTE prepares students for leading industries**
  About one third of CTE learners are enrolled in programs in leading fields such as health care, information technology, and STEM.

- **CTE programs directly connect learners in high school and postsecondary with employers**
  CTE programs provide a clear pipeline of talent and unique opportunities for students to engage in internships, apprenticeships, and other meaningful on-the-job experiences. In fact, employer participation is a requirement of funding for CTE programs in the majority of states.
CTE helps prepare students for career readiness

“...Students should be prepared to successfully plan and pursue an education and career path aligned to their personal goals, with the ability to adapt to innovate as job demands change. Students will graduate with strong academic knowledge, the behaviors and skills with which to apply their knowledge, and the ability to collaborate and communicate effectively. Each student should be an independent learner, and have respect for a diverse society and a commitment to responsible citizenship.”

Source: Center on Education Policy
MAHALO!
Item IV.B.
Federal and State Career and Technical Education Updates

ITEM TO BE DISCUSSED AT MEETING
Item IV.C.
Updates on the State Perkins V Plan

ITEM TO BE DISCUSSED AT MEETING