Notice of Meeting
STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

UNIVERSITY OF HAWAI’I

Date: Thursday, February 16, 2023
Time: 9:15 a.m.
Place: University of Hawai‘i Maui College
Ka‘a‘ike Building Room 105BCD
310 W. Ka‘ahumanu Avenue
Kahului, HI 96732

See the Board of Regents website to access the live broadcast of the meeting and related updates: www.hawaii.edu/bor

AGENDA

I. Call Meeting to Order

II. Approval of the Minutes of the September 15, 2022 Meeting

III. Public Comment Period for Agenda Items:

Individuals who are unable to provide testimony at this time will be allowed an opportunity to provide testimony before each agenda item.

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 the board’s website through the testimony link provided on the Meeting Agendas, Minutes and Materials page. Testimony may also be submitted via email at bor.testimony@hawaii.edu, U.S. mail at 2444 Dole Street, Bachman 209, Honolulu, HI 96822, or facsimile at (808) 956-5156.

Those wishing to provide oral testimony virtually may register here. Given the constraints with the format of hybrid meetings, individuals wishing to orally testify virtually must register no later than 7:45 a.m. on the day of the meeting in order to be accommodated. Registration for in-person oral testimony on agenda items will also be provided at the meeting location 15 minutes prior to the meeting and closed at the posted meeting time. It is highly recommended that written testimony be submitted in addition to registering to provide oral testimony. Oral testimony will be limited to three (3) minutes per testifier.

Although remote oral testimony is being permitted, this is a regular meeting and not a remote meeting by interactive conference technology under Section 92-3.7, Hawai‘i Revised Statutes (HRS). Therefore, the meeting will continue
notwithstanding loss of audiovisual communication with remote testifiers or loss of the public broadcast of the meeting.

All written testimony submitted are public documents. Therefore, any testimony that is submitted orally 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. Update on Career Pathway Mapping

B. Update on Healthcare Alliance of Hawai‘i’s High School Workforce Program

V. Adjournment
I. CALL TO ORDER

Chair Moore called the meeting to order at 9:15 a.m. on Thursday, September 15, 2022, with regents participating from various locations.

Quorum (9): Chair Randy Moore; Vice-Chair Ernest Wilson; Regent Kelli Acopan; Regent Eugene Bal; Regent Wayne Higaki; Regent Gabriel Lee; Regent Diane Paloma; Regent Laurie Tochiki; and Regent Robert Westerman.

Excused (2): Vice-Chair Alapaki Nahale-a and Regent William Haning.

Others in attendance: President David Lassner; Vice President (VP) for Community Colleges Erika Lacro; VP for Legal Affairs/University General Counsel Carrie Okinaga; VP for Budget and Finance/Chief Financial Officer Kalbert Young; UH Mānoa Provost Michael Bruno; UH Hilo Chancellor Bonnie Irwin; Windward Community College Chancellor Ardis Eschenberg; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Kendra Oishi; and others as noted.

II. APPROVAL OF THE MINUTES

It was noted that the agenda contained a typographical error and the minutes being approved were from the May 19, 2022 meeting, as reflected in the meeting materials. Chair Moore inquired if there were any corrections to the minutes of the May 19, 2022, committee meeting which had been distributed. Hearing none, the minutes were approved.

III. PUBLIC COMMENT PERIOD

Board Secretary Oishi announced that the Board Office did not receive written testimony and that no individuals signed up to provide oral testimony.

IV. AGENDA ITEMS

For the edification of new regents, Chair Moore provided background information on the State Board for Career and Technical Education (SBCTE), stated that the Board of Regents has been statutorily designated as the SBCTE, and noted the purposes of the Perkins V Act (Perkins V).

A. Review of Perkins V State-Determined Performance Levels

Stephen Schatz, Executive Director of the Hawai‘i P-20 Partnerships for Education (Hawaii P-20) and State Director for Career and Technical Education (CTE), discussed
some of the changes made in 2021 with respect to the end-of-year reporting requirements under Perkins V highlighting that this was the first time that states reported on performance in relation to the new Perkins V core performance indicators. Although the Hawai‘i Department of Education (HiDOE) and the University of Hawai‘i Community Colleges (UHCC) exceeded all State-Determined Performance Levels (SDPL) set forth in the Hawai‘i Perkins V State Plan, discussions that occurred at the SBCTE meeting on May 19, 2022, led the CTE Coordinating Advisory Council (CTECAC) to analyze the rigor of these SDPLs. The CTECAC has determined that the current SDPLs are sufficiently rigorous to adequately measure CTE successes but recommended that future annual CTE reports include performance measures and trend analyses as these metrics would be more useful in evaluating overall CTE program performance.

B. Perkins Comprehensive Local Needs Assessment (CLNA) 2023

It was noted that one of the requirements of Perkins V is for a CLNA to be completed every two years and that Hawai‘i’s last CLNA was carried out in 2021. Executive Director Schatz explained that, historically, the CLNAs conducted in Hawai‘i have been extremely comprehensive to the point that they often provided an overwhelming amount of information which hindered the data’s usefulness. As such, the next CLNA to be performed, which is scheduled to begin this fall and continue through Spring 2023, will use more of a strategic planning and focused approach to better identify top priority areas in the State with respect to CTE.

C. Update on Industry-Recognized Credentials, Pursuant to Section 304A-304, Hawai‘i Revised Statutes (HRS)

Warren Kawano, Career Pathways Strategy Director for Hawai‘i P-20, provided an overview of the provisions contained within Section 304A-304, HRS, which requires the SBCTE to review and report on student attainment of industry-recognized credentials throughout Hawai‘i beginning in summer 2022 and include this information in the statewide longitudinal data system. He talked about the Promising Credentials project stating that Hawai‘i P-20 intends to use the list of 137 credentials contained in the Promising Credentials in Hawai‘i Report to meet the statutory reporting requirements. He also noted some of the challenges that will be faced in collecting and validating this information. Nevertheless, Hawai‘i P-20 continues to work with HIDOE and UHCC to set up data collection systems and processes to be able to gather and analyze this information.

D. University of Hawai‘i and Hawai‘i State Department of Education Collaboration

1. Memorandum of Understanding (MOU)

2. Career and Technical Education Collaboration Committee

Mr. Kawano discussed ongoing collaborative efforts between the university and HiDOE with respect to CTE noting that an MOU signed in March 2022 affirmed the shared goal of preparing students for lifelong success in post-secondary education and training, the workforce, and in their communities, as well as to support the successful
E. Career Pathways Alignment Mapping

Mr. Kawano described work taking place on developing career pathway alignment maps that will illustrate a clear alignment between secondary and post-secondary educational programming and career pathways that will not only meet Hawai’i’s workforce needs, but also lead to living-wage, high-demand careers. He also noted that Hawai’i P-20’s early college CTE door opener program, which was designed to provide high school students and counselors with clear guidance on high-leverage, early college CTE courses that align with post-secondary programs to assist students in achieving their career objectives, will be rolled into the career pathway alignment mapping project. Work on a career pathway alignment map for information technology as well as one for healthcare has begun with a tentative completion date of December 2022.

Executive Director Schatz shared information on some of the other career pathway work being conducted by Hawai’i P-20 including working directly with high schools to develop targeted career pathways through regional partnerships with UHCC campuses and industry leaders, facilitating collaboration among, and providing grant funding for, work-based learning intermediaries, and providing professional development for the main components of career pathways programming in Hawai’i.

Vice-Chair Wilson asked whether career pathways have been developed to allow for a seamless transition from secondary to post-secondary education. Executive Director Schatz replied that the Early College Program works diligently to ensure that high-school students are taking early college courses in the context of a chosen pathway. While improvements have been made to the alignment between pathways and educational programming, work to address some of the finer details involved in this matter is ongoing.

Regent Bal inquired about efforts to address the needs of specific subgroups and special populations that did not meet all of the SDPLs. Mr. Kawano explained that Perkins V requires that direct funding be provided to initiatives that address equity gaps in meeting established performance levels. He spoke about some of the specific populations in Hawai’i that did not meet all of the performance requirements and stated that Hawai’i P-20 is currently in discussions with HiDOE, UHCC, and other educational institutions on the development of targeted programs that will address these disparities. He also noted that this was the first year in which Hawai’i P-20 was required to report disaggregated performance data which brought some of the difficulties faced by individual populations of students to the fore.

Chair Moore inquired about the overall percentage of early college program students that enroll in CTE courses. Mr. Kawano replied that this figure was not readily available but could be obtained and provided to regents. However, he stated that available data
indicates that students enrolled in the Early College Program matriculate to the university at a higher rate.

Chair Moore asked about HiDOE’s efforts to recruit qualified CTE teachers. Executive Director Schatz replied that HiDOE is working on this issue and has developed an alternative teacher certification route to address its need for larger numbers of qualified CTE instructors.

Citing a collaborative effort between North Hawai‘i Community Hospital and area high schools to fulfill the hospital’s employment needs for positions that did not require a traditional college degree but did require a certain level of education beyond high school, Regent Higaki asked if work was being done to identify and assist the segment of the population that had no interest in attending college but could attain meaningful careers with additional training. Executive Director Schatz spoke about the difficulties in acquiring living-wage employment without some post-high school training. However, he emphasized that there are other pathways to achieving this training that do not involve the traditional post-secondary education route and that these options need to be clearly presented to high school students.

Regent Higaki expressed his belief that individual industries need to be collaboratively engaged with the university and K-12 educational system on establishing educational pipelines to meet current, as well as future, workforce development and community needs. Executive Director Schatz concurred with Regent Higaki and noted collaborations between the university, HiDOE, and certain industries that have already taken place.

Regents commended the collaborative work being done by Hawai‘i P-20, particularly with regard to the establishment of career pathways that are geared toward living-wage careers that are available in Hawaii; lauded its endeavors to engage high school students in contemplating their future and clearly presenting information on available opportunities and options; and praised the efforts undertaken to create a seamless transition between secondary and post-secondary education.

V. ADJOURNMENT

There being no further business, Chair Moore-a adjourned the meeting at 9:51 a.m.

Respectfully Submitted,

Kendra Oishi
Executive Administrator and Secretary of the Board of Regents
Updates for Hawaiʻi State Board for CTE

February 16, 2023
Agenda

• Update on Career Pathway Mapping
• Healthcare Alliance of Hawaii - High School Workforce Program
Update on Career Pathway Mapping
WELCOME TO HAWAI'I CAREER PATHWAYS!
Learn how to get from your high school to college or employment. Look through a Pathway Map that you are interested in and see how to reach your goal.

Have you thought about what you want to do after high school?
Check out the different Career Pathways and get started to reach your goal.

EXPLORE A CAREER PATHWAY MAP

HEALTH SERVICES

INFORMATION TECHNOLOGY AND DIGITAL TRANSFORMATION
EXPLORE A CAREER PATHWAY MAP

HEALTH SERVICES

INFORMATION TECHNOLOGY AND DIGITAL TRANSFORMATION

THESE PATHWAY MAPS ARE COMING SOON

ADVANCED MANUFACTURING

AGRICULTURE, FOOD, AND NATURAL RESOURCES

ARCHITECTURAL DESIGN AND ENGINEERING TECHNOLOGY

BUILDING AND CONSTRUCTION

BUSINESS MANAGEMENT, FINANCE, AND MARKETING

CULTURAL ARTS, MEDIA, AND ENTERTAINMENT

EDUCATION

ENERGY

HOSPITALITY, TOURISM, AND RECREATION

LAW AND PUBLIC SAFETY

TRANSPORTATION SERVICES
Networking

The Networking program is designed to provide students with the knowledge and skills necessary to emphasize the conceptual and practical skills necessary to design, manage, and diagnose network hardware and software. The program will focus on how to design, implement, and manage linked systems of computer and associated software.

Cybersecurity

The Cybersecurity program is designed to provide students with the knowledge and skills to address security integration, cybersecurity practices and devices, ethics, internal and external threats to network security and design, malware threats, cryptography, wireless technologies and network level security policies.

Artificial Intelligence

The Artificial Intelligence program is designed for students interested in pursuing a career in the emerging AI industry and workforce. The program and its curriculum focus on how complex inputs, such as vision, language and huge databases, can be used to make decisions or enhance human capabilities.

Web Design and Development

The Web Design and Development program is designed to provide students with the knowledge and skills necessary to develop fundamental skills in both theory and practical application of the web design and development process. Emphasis will be placed on applying the design process toward projects of increasing sophistication, culminating in the production of a functional, static website. Acquired skills will include coding, project management, programming troubleshooting and validation, and content development and analysis.

Programming

The Programming program is designed to provide students with the knowledge and skills necessary to conduct program and coding techniques, utilize logic tools, and design and development methodologies to create applications in multiple mediums and for various sources.
COMPUTING, SECURITY, AND NETWORKING TECHNOLOGY PROGRAM

Program Description:
The Associate in Science (AS) Degree in the Computing, Security, and Networking Technology (CSNT) program is a two-year course of study that will prepare you for entry-level employment in the field of Information and Communications Technology. Core courses are designed to give you a firm foundation in the basics of computers, networking, system administration and information security. The AS Degree also provides options for a Certificate of Achievement in Networking and Telecommunications and a Certificate of Achievement in Information Assurance.

Program Prerequisites:
- Placement into English 100 Composition I
- Placement into Math 103 College Algebra or higher I
- CS 100 Computer Literacy & Applications or ICS 101 Digital Tools for the Information World

Industry Related Credentials:
Certain CSNT courses also help you to prepare you to take the following industry certification exams

- CompTIA A+
- CISCO Certified Network Associate (CCNA)
- Microsoft Certified Professional
- CompTIA Security+
- CompTIA Linux+
- VMware Certified Professional
Program Notes:
- The CSNT program is a Cisco Academy, a CompTIA Training Center, a Microsoft Regional Academy, and a VMware Academy.
- Majority of CSNT classes are offered in-person at the Honolulu CC campus

Cost and time commitment:
- Cost per credit: $131
- Total number of credits 60-66
- Approximate total program tuition costs: $7,869-$8,646
- Estimated program length: 2 years (based on 15-18 credits per semester)

Financial Aid Resources

Recommended College Courses during High School:
The courses listed below are recommended for high school students to complete through a dual credit program such as Early College when in high school. These courses meet degree requirements for the Honolulu Community College CSNT program.

General Academic Courses:
- ENG 100 Composition I
- Math 103 College Algebra

Program Specific Courses:
- CSNT 110 (ICS 110 equivalent: Introduction to Information Systems)
- ICS 111 Introduction to Computer Science

Transfer Agreements (Articulation)*:
Students who complete the Associate of Science degree in CSNT may apply to transfer to the following programs via a transfer agreement with the 4-year university programs listed below. There are other transfer options outside of these agreements. Contact a college counselor/advisor for more information.

- UH West Oahu - Bachelors of Applied Science in Information Security and Assurance (Articulation Agreement - Fall 2019)
- UH Maui College - Applied Bachelors in Information Technology (Articulation Agreement - Fall 2020)

Transfer agreements (also known as Articulation Agreements) are individual agreements between programs that facilitate a smooth transition from 2-year associate degree programs to 4-year bachelor degree programs.
Healthcare Association of Hawaii
High School Workforce Program
High School Programs

HRSA CDS and Kamehameha Schools

- August 2022 – August 2023
- 100+ high school students (Oahu, Maui, Kauai, Hawaii)
- Based on employer demand (PSR, CNA, MA, Phleb) and education partner capacity
- Target schools = high NHPI students
- Employment process integration (transition to employment)
- Healthcare career awareness, education and advising
High School Programs (Cont.)
High School Programs (Cont.)

Program orientation
- Student
- Parent
- Flyer
- Journey map and checklist

Career Education
- Profession guide
- Video

Career Exploration
- Fieldtrip/Shadowing

Cert. Training Start
- Application and selection
- Teacher endorsement
- Start training on campus

Transition to Employment
- Employer information session
- Employment Process
- Training ends
- Transition to practice