In attendance:
HawCC: Doug Dykstra, Barbara Arthurs, Sara Narimatsu, Joni Onishi, Beth Sanders, Noreen Yamane
HonCC: Gary Boydell, Erika Lacro, Sandy Matsui, Scott Murakami, Mark Silliman
KapCC: Mona Lee, Louise Pagotto, Dennis Kawaharada
KauCC: Chuck Ramsey, Ramona Kincaid
LeeCC: Sandy Hoshino, Chris Whiteside
MauCC: Lori Govaars, Suzette Robinson, Alvin Tagomori
WinCC: Elizabeth Ashley, Margey Coberly, Bernadette Howard
System Office: Cheryl Chappell-Long, Kamuela Chun, Jan Doi, John Morton, Carol Pang, Sandra Uyeno, flo wiger

1. Changing Roles of CTE Deans Group. Mona reported on the changes occurring for the CTE Deans Group in its advisory capacity to the UHCC System Office (see Attachment 1a). She also shared another way of looking at the campuses’ performance on Perkins measures over the last 3 years (2004-2007) – with the number of years meeting or not meeting the standards (see Attachment 1b). Mona also shared the draft UHCCP Guidelines & Procedures for the Disbursement of Carl D. Perkins Act of 1998 Vocational Education Funds and pointed out how the planning meeting fits into the guidelines.

2. Perkins Overview and Update. Carol provided an overview & update of Perkins IV. (see Attachment 2). Highlights of the presentation are:
   a) The Purposes of the Act include: references to integrated instruction, a focus on high skill, high wage, and/or high demand occupations, articulation, and “comprehensive professional development”
   b) Other highlights of the Act include: increased accountability, encouraging dual credit articulation; increased emphasis on attainment of a technical skill proficiency, degree, certificate or credential.
   c) Hawai‘i’s Funding Split for 2008-09 ($5,709,942 (Title I) + $411,510 (Title II) = $6,121,452)
      State Director’s Office $ 306,073
      Postsecondary (UHCCs) $2,562,592
      Secondary (DOE) $2,562,593
      Reserve/Incentive Funds $ 78,049
      Corrections & Non-Trad $ 612,145
   d) Hawai‘i’s State Plan requires “At the postsecondary level, only institutions offering at least one Career Pathway System Dual Credit Articulated Program of Study leading to an industry-recognized degree credential or certificate, or associate or baccalaureate degree articulated with a state-approved secondary-level program of study and offering dual career and technical education credit through credit transfer agreements will be eligible for Perkins funds.” (the exemption for ETC remains intact.)
Establishing Working Definitions. Gary Boydell led the group in a discussion over establishing working definitions for high wage, high skill, and high demand. The group agreed that the EMSI: Economic Modeling Specialists, Inc. data will be the primary source of data that would be used to determine high wage and high demand.

High Wage:
- For now, use $39,000 to $40,000 or $20.50 per hour
- Research with financial planners the actual living needs/income
- Research with DBED and other agencies to refine definitions of “living wage” and “high wage”

High Demand:
- Use “total annual vacancies” numbers
- Use State or local island/county demand depending upon program/occupation
- While >50 total annual vacancies was one benchmark proposed, there was no clear consensus on what the final benchmark number of vacancies should be

High Skill:
- Use long-term on-the-job training descriptor on the EMSI data as the minimum level to reflect high skill
- Also implied that we should look more towards occupations where continuous learning/updating/upgrading of skills is required – a dynamic occupation that demands on-going professional development and currency

Recruitment and Retention of CTE Faculty. Bernadette led the group in a discussion about the recruitment and retention of CTE faculty.

CTE Deans Goals/Objectives –
- develop a statewide system plan
- Review personnel funding supported by Perkins
- Define critical human and financial resource needs based on imminent retirement of CTE faculty.

Some ideas for recruitment and retention include:

Recruitment:
- a) Nursing salaries still not sufficient for Hawai‘i and Kaua‘i (Kapi‘olani and Maui are okay)
- b) Need to pay lecturers for contact (vs. credit) hours
- c) Review assigned time credit for meetings and other activities outside of the teaching load. The DOIs will convene to propose a formula and propose to CCHRO for approval.
- d) Establishing temporary differentials for high demand areas
- e) Tapping Professional organizations for leads
- f) Are there opportunities for non-credit to meet the workforce needs and hire faculty?
- g) Send O‘ahu faculty to neighbor islands?
- h) Share resources, e.g., videos/distance, a semester of the faculty member’s time, circuit riders
- i) Locus of tenure with the system
- j) Use RadTech model between HawCC/MauCC and KapCC
- k) Use the CAN model between WCC and KapCC
- l) LeeCC’s process technology lecturers are industry retirees
- m) The Faculty Turnover Task force proposed: working with UHM for the A&S graduate students; College of Ed Master’s students can be paid a stipend; look into the
Troops to Teachers Program and the San Diego State program that trained cohorts of CTE-qualified individuals.

n) Check with AARP
o) Look into training current industry people who are interested in postsecondary ed teaching
p) Provide referral incentives
q) Review MQs  **DOIS will review MQs.**
r) For counseling – Broaden MQs; refine DQs
s) Look into the College of Ed’s Industrial Arts program for potential Construction Academy faculty

**Retention:**
a) Salary adjustments for Rank 5
b) Provide additional compensation for special projects
c) Provide professional development opportunities
d) Revisit merit, market, and equity adjustments
e) Consider equity for senior faculty

**Other HR considerations:**
a) The IER program
b) Provide assistance with ERS calculations/advising (with ERS)
c) Financial planning assistance
d) Post-tenure evaluation process  DOIS are working on a new policy; Louise will send it to Sandra

5. **Workforce and Economic Development.** Kamuela Chun provided an overview of the Achieving the Dream (AtD) project.
   o 5 goals—completion of remedial/developmental courses, completion of gatekeeper courses, transition to college level courses, persistence, and attainment of certificates or degrees
   o Identified Gatekeeper courses
   o By the end of March campuses’ DRAFT plans are due
   o By April 15, a 4-year system plan is due
   o Each campus has representative(s)
   o Each campus has its own core team to review the data

John Morton provided an overview of the American Diploma Project (ADP)
   o It seeks to improve pipeline preparation for our students
   o We need to work with the high school so that when students come to us they are better prepared
   o There is an Action before the Board of Education re: the Recognition Diploma
     New requirements: 4 yrs of math instead of 3; at least Alg II or equivalent; science credits must include at least two w/labs; English courses (1/2 cr) must have expository writing. 3.0 gpa.
     The DOE hopes to get 60% of students in this track
     Problems: high schools do not have lab facility in their schools; faculty not prepared to teach these labs
     The use of a standardized end-of-course Alg II examination may eliminate the need for Compass testing. Students should be “ready” to take college level courses.
     Effective 2013 to allow information to be provided to students and parents.
     Based on current HI PASS data, only 6% currently would qualify for the BOE Recognition Diploma
   o ADP focuses on taking classes that better prepare them college or work
What do we need and how can Perkins help us?

- Demonstrate work readiness
- Soft skills are equally important to the employers as job skills, ETC is doing a pilot to enhance certificates (Bernadette)
- Credit and non-credit programs to lay the foundation for more “building” blocks
- Project management, team work, and other “soft skills” can be integrated into the course – Dennis. Use Perkins money to transform the courses to include this kind of integration. Also can be used for professional development. FORD PAS – integration of different skills
- Campuses should “share” and “showcase” information
- AMA has a course that offers project management course for certification
- We must know what the industry is looking for….Is our product is the right product for industry
- Construction Academy – integration of math skills….Circuit rider to help school base teachers in the construction academy to teach math (Mark)
- Improve coordination effort between colleges and tie it in to economic development (longevity) and as well as, effective/efficient use of resources (Scott)
- Make access to services and programs easier.
- Review of prior learning credit; inability to recognize industry experience
- Provide a “fast track” way of earning credit
- Consumers want it fast especially incumbent workers
- Professional development for faculty to address the onset of new technology and the “different” way in which kids learn
- Develop a Recruit-to-Retain Program
- Target population to campus that “specializes” in what they need/want

**Need for Work Readiness Skills programs**

Example:
1. Georgia’s “Work Ready” – statewide approach
2. Example: Certificate: National Chamber – national approach

Local needs in workforce readiness skills:
- ETC doing a pilot of this
- Need to enhance our certificates
- Provide collateral pieces
- Soft Skills needed – teamwork, project management
- Need to transform our pedagogical approach to utilize these skills on projects using models such as HPU, Ford PAS
- Help students to learning work readiness skills by solving problems

**Need for Project Management Skills training**

Example:
1. Cert. in Project management
2. AMA provides courses in PMI

- Workforce includes a pool of tech savvy people without skills in higher maturity levels (six levels, ratings, quality-driven, organizational processes)
- UHCCs should consider leveraging Perkins funds to bring groups together
- Focus on Advisory Councils role in CTE
• Provide Internships in real-life projects
• Each campus offer a piece of the program

**Need for more Sharing and Coordination Across Campus**

Example:
1. ETRO (Hawaii/Maui/Kauai)
   - UHCC programs need to examine issues such as educational capital and resource management (critical mass, sustainability, system-wide issues)
   - We should target population in terms of institutional profile with a focus on management of resources

**UHCCs to Help School-based Faculty**

Examples:
1. ADP
2. Curriculum alignment
3. AtD for underrepresented populations
4. Use Perkins for circuit-riders

- Difficulty in “translating” apprenticeship programs into credit framework to award a degree from same institution
- Establish equivalencies to gain flexibility in regard to GPA
- Fix the problems

**UHCCs to create Credit and Noncredit partnerships with a focus on Perkins and Economic Development**

- more coordination of programs
- collective thinking on issues
- credit – noncredit partnership/model – to address resources available within the CCs.
- WIA and One-Stop connected through credit programs (clarification of one-stops)
- Make access to program and services easier – target marketing for this – reach university populations for college/workforce to high skill, high wage, etc.
- compression – needed by incumbent worker
- expertise lies with credit faculty
- Time to create credit – noncredit model
- Outcomes measured by certification
- Give client/student a choice
  - Various options available:
    - Working and noncredit program
    - Working and credit programs
    - Working and prior learning credits

**Fast-track model** – accommodates older student > 25 years
Bring back prior – learning credit model/policy at system level
Portfolio review, letters from employers
Use technical skills assessment to measure outcomes
Industry validation – move away from seat-time thinking

Learning for today’s learners and millennial generation
Interactive materials
Fast-paced
Use of technology – social networking (Web 2.0)
New teaching pedagogy – offer incentives – prof. development
Check what’s available at other colleges
Change in times – how we work
Can we modify our semester system?
### Changes Occurring for the CTE Deans Group in its advisory capacity to the CTE Director’s office

<table>
<thead>
<tr>
<th>From (Early 2000s)</th>
<th>To (2008)</th>
<th>Notes</th>
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<tbody>
<tr>
<td>Representing DOIS/DOSS/DOCET</td>
<td>Representing each campus</td>
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<tr>
<td>Analyzing Perkins Performance Indicators</td>
<td>Adding Achieving the Dream, EMSI data, Strategic Plan</td>
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<tr>
<td>Funding for campus-based strategies</td>
<td>Allocating funds for system-wide initiatives</td>
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<tr>
<td>Focusing on individual campus data</td>
<td>Expand focus to looking at system-wide performance</td>
<td>Establishing Working Definitions (Gary)</td>
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<tr>
<td>Growing credit programs</td>
<td>Include non-credit certificates</td>
<td>Recruitment and Retention (Bernadette)</td>
</tr>
<tr>
<td>Focusing on funding Perkins program goals</td>
<td>Expand focus to meeting state workforce needs</td>
<td>Workforce &amp; Economic Development (Suzette)</td>
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### Perkins Measures 2004-05 to 2006-07

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<thead>
<tr>
<th>Perkins Measures 2004-05 to 2006-07</th>
<th>Haw CC</th>
<th>Hon CC</th>
<th>Kap CC</th>
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<th>Lee CC</th>
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<tr>
<td>1P1: Academic Achievement</td>
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<td>3</td>
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<tr>
<td>1P2: Vocational Achievement</td>
<td>1</td>
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<td>2P1: Program Credentials</td>
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<tr>
<td>3P1: Placement in Employment</td>
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<tr>
<td>3P2: Retention in Employment</td>
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<tr>
<td>4P1: Non-traditional Participation</td>
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<td>4P2: Non-traditional Completion</td>
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Perkins IV Overview and Update

The Law (from 2006-07 campus presentations)

Purposes of the Act
- To develop challenging academic and technical standards and related integrated instruction
- To increase opportunities for individuals to keep America competitive
- To focus on high skill, high wage, and/or high demand occupations
- To promote partnerships with other education providers, workforce boards, business, industry, etc. – to develop and implement meaningful curricula
- To provide technical assistance and a program of “comprehensive professional development” (Section 122 (c)(2) pp 718 – 719)

Highlights of the Act
- Increased accountability, i.e, failure to meet 90% of performance target on any indicator results in requirement to develop and implement an improvement plan; and possible loss of funds if improvements are not made or if we fail to meet 90% of the same measure 3 years in a row. (see UHCC Guidelines for performance indicators)
- Emphasizes “high skill”, “high wage”, and “high demand” occupations
- Provides States the option to merge Title I and Title II (Tech Prep) funds – which Hawaii has opted to do.
- Eliminates focus on sub-baccalaureate career (does not impact funding)
- Encourages dual preparation for postsecondary and employment – i.e., dual credit articulation
- Increases emphasis on attainment of a technical skill proficiency, degree, certificate or credential
- Supports “comprehensive professional development” (i.e., with long-term benefit, follow-up, and consistency)

Requires that State Plans ensure CTE programs:
- Are aligned with rigorous and challenging academic content standards (per industry certification requirements) and student achievement standards (NCLB)
- Are relevant and challenging at the post-secondary level
- Lead to employment in high skill, high wage, or high demand occupations
- Increase transition from 2 to 4 year postsecondary education – this could be in the form of counseling and career information dissemination
- Focus on articulation between secondary and postsecondary
- Ensure valid and reliable data
- Use data to drive program decisions
- Include provisions for technical assistance and a program of professional development
- Address the recruitment and retention of administration and faculty from underrepresented groups
- Include efforts to improve the transition from business and industry to teaching

Hawaii’s Funding Split for 2008-09 ($5,709,942 (Title I) + $411,510 (Title II) = $6,121,452)
- State Director’s Office $ 306,073
- Postsecondary (UHCCs) $2,562,592
- Secondary (DOE) $2,562,593
Hawai‘i submitted a Transitional Year Plan for 2007-08, and will soon be submitting a multi-year plan for 2008-2013.

The State Plan: State requirements for eligible recipients (DOE and UHCCs) in addition to the federal requirements

- “In addition, to assure the implementation of programs of study...At the postsecondary level, only institutions offering at least one Career Pathway System Dual Credit Articulated Program of Study leading to an industry-recognized degree credential or certificate, or associate or baccalaureate degree articulated with a state-approved secondary-level program of study and offering dual career and technical education credit through credit transfer agreements will be eligible for Perkins funds.” (p. 13, section (f)) (the exemption for ETC remains intact.)

- “Assurance will be given to the State Director that DCAPS Agreements include standards and assessments that are aligned to business and industry-validated standards as well as secondary- and postsecondary-level expectations and afford students the opportunity to earn dual secondary—and postsecondary level credits. Upon such assurances, the State Director will approve the designation of these Dual Credit Articulated Programs of Study as meeting the requirements of the Perkins Act. The State Director and the eligible recipients will annually review all DCAPS for rigor and relevance.” (p.9, section (b))

- “At the secondary level, incentive grant funds are only available to individual high schools implementing state approved programs of study and incentive grant funds may only be used to support these existing programs of study, ...“At the postsecondary level, incentive grant funds are only available to individual institutions with existing Dual Credit Articulated Program of Study Agreements... Incentive grant funds may only be used to support these existing articulated programs of study.” (p.15, section 2)

“These standards become the foundation for all the planning, development, implementation, and evaluation of career and technical education programs in the state.” (p.22,