

NOTICE OF
STATE BOARD FOR CAREER AND TECHNICAL EDUCATION MEETING

Date: Thursday, June 7, 2018
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 March 22, 2018 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@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.
- IV. Agenda Items**
 - A. For Information
 1. Federal and State Updates
 - B. For Action
 1. Review and Approval of Hawai'i Department of Education, University of Hawai'i Community Colleges, and Department of Public Safety 2018-2019 Perkins Basic Grant Annual Plans
- V. Adjournment**

Item IV.A.1.
Federal and State
Updates

**ITEM TO BE
DISCUSSED AT
MEETING**



UNIVERSITY of HAWAII®
**COMMUNITY
COLLEGES**



(Gift of Knowledge)

A Partnership with Shared Vision

Pathways out of Poverty



HO'ŌLA 'IKE

(Gift of Knowledge)

Supporting Hawaii's low income students through college workforce training by removing economic and financial barriers to success.

Leveraging resources from DHS & UHCCs





The Genesis & Inspiration

DHS SNAP Employment & Training Program (E&T)

- Approximately 90,000 clients receiving SNAP
- 3,500 SNAP clients in Employment / Training Program
 - Previous Services: Job Search & worksite training

2013 - DHS Outlines Improvement Goals:

- 1) Transition more clients from welfare to self sufficiency
- 2) Provide more skills and employment training to clients
- 3) Reach eligible population not currently being served

2014 DHS contacts WCC to propose a partnership





DHS Lists Key Elements

DHS Needs

UHCC Resources



- Employment prep
 - Workforce training
 - Career pathways
 - Work base learning
 - Credentialed training
 - Employer connections
 - Training support
- Career centers
 - Continuing ed. Workforce programs
 - CTE programs / Continuing educ.
 - Apprenticeships
 - CTE programs
 - Advisory boards / Sector partnerships
 - Counselors, tutors, supplemental instr.

UHCC Student Barriers

DHS Resources



UHCC Needs



- \$ for training / education
- \$ for bus, gas, repairs
- \$ food subsidies
- Childcare providers
- \$ for basic education
- Emergency housing
- \$ 50% reimbursement!
- Reduce student expenses
- Student transportation barriers
- Reduce food insecurity
- Care for dependents
- Remedial education
- Reduce homelessness
- \$ funding for campus & students



Student Eligibility:

- Receive SNAP benefits from DHS
- Enroll in non credit workforce training or:
- Min. 6 credits in Career Technical credit program
- Maintain good academic standing

Benefits provided by DHS:

STUDENT CAN SAVE OVER \$4,700 A YEAR!

STUDENT SAVINGS - FALL SEMESTER \$2,375

STUDENT SAVINGS - SPRING SEMESTER \$2,375

\$1,575 + \$300 + \$500

\$1,575 + \$300 + \$500

1



SNAP Food Assistance
(avg. \$315/mo.)

2



Reimbursement for
books and supplies
(uniforms, tools, etc.)

3



Reimbursement for
bus pass or
gas money
(up to \$100/mo.)

1



SNAP Food Assistance
(Avg. \$315/mo.)

2



Reimbursement for
books and supplies
(uniforms, tools, etc.)

3



Reimbursement for
bus pass or
gas money
(up to \$100/mo.)

DHS Support for Colleges



- Trust and open communication between Agency administrators
- DHS waives SNAP 20/hr work requirement, allowing for education
- DHS converts program to voluntary participation
- Startup funding provided for college program operational costs
- Colleges request 50% reimbursement of non federal support \$ (sustainability plan for college programs)
- Colleges written into DHS State plan and line itemed
- Colleges update student progress data in DHS database
- WCC serves as UHCC consortium lead and DHS contract liaison
- DHS funds SNAP benefits and student reimbursement of education



Budget & Expansion

FY 18-19: \$1,395,000
(\$653,000 – Operational
\$739,000 – Campus Reimbursements)

2016



UNIVERSITY of HAWAII®
LEEWARD
COMMUNITY COLLEGE

2017



UNIVERSITY of HAWAII®
HAWAII
COMMUNITY COLLEGE

2015



UNIVERSITY of HAWAII®
WINDWARD
COMMUNITY COLLEGE

2017



UNIVERSITY of HAWAII®
KAPI'OLANI
COMMUNITY COLLEGE

7/2018



UNIVERSITY of HAWAII®
MAUI COLLEGE

7/2018



UNIVERSITY of HAWAII®
HONOLULU
COMMUNITY COLLEGE



Campus Reimbursement

* Only non federal funds spent to support HINET program



Example:

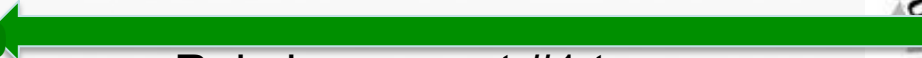
#1 UHCC expenditures (non federal)

- \$200,000 – KSBE scholarship
- \$350,000 – Hawaii’s Promise Scholarship
- \$600,000 – College opportunity grants
- \$120,000 – College counselor salary
- \$85,000 - Campus space for HINET

- \$1,355,000 Claim #1- 50% reimbursement request



+ \$667,500



Reimbursement #1 to campus

#2 Expense plan for reimbursement 1 received

- \$100,000 – HINET staff salary
- \$450,000 – HINET student scholarship
- \$65,000 – Student emergency fund
- \$52,500 - Tutoring for HINET

- \$667,500 50% reimbursement request



Reimbursement #2 to campus



+ \$333,750



Mahalo!

Special thanks to:

- Doug Dykstra – Chancellor, WCC
- Pankaj Bhanot – Director, DHS
- Geneva Spear – SNAP E&T Program Specialist
- Kathy Helfrich – WCC HINET Program Coordinator
- Cindy Sunada – WCC HINET Admin. / Fiscal Specialist





UNIVERSITY of HAWAII*
WINDWARD
 COMMUNITY COLLEGE

Workforce Training Programs

The following courses, degrees and certificates are currently available to you at Windward Community College.

Workforce Training

- Certified Nurse's Aide
- Ocean Education & Safety
- Foodservice
- CPR, First Aid and AED
- Universal Banker



Associate Degree (AS)

- Associate in Science in Veterinary Technology

Academic Subject Certificates (ASC)

- Bio-Resources and Technology: Bio-Resources Development and Management
- Business

Certificates of Achievement

- Agripharmtech
- Veterinary Assisting



Certificates of Competence

- Geographic Information System and Global Positioning System
- Web Support
- Plant Food Production and Technology



In coordination with other UH Community Colleges:

Kapiolani CC: Physical Therapy, Dental Assisting, EMT, Hospitality/Tourism

Honolulu CC: Human Services, Admin. of Justice, Early Childhood Education

Leeward CC: Business, Technology, Digital Media, Computer Science, TV Production

520118



HO'OLA 'IKE
 (gift of knowledge)

How Do I Apply?

Three ways to apply:

- 1 Online** Complete the on-line "Quick Application" form at hinethawaii.org
 - 2 Form by mail** Call the HINET office at (808) 235-7320 to request an application form to be sent to you by mail.
 - 3 Make an appointment** by calling the HINET office at (808) 235-7320 to meet and receive assistance to complete your application.
- If you are uncertain if you qualify please call the HINET office for more information.



UNIVERSITY of HAWAII*
WINDWARD
 COMMUNITY COLLEGE

Career and Community Education

HINET Office

Monday–Friday
 9:00 am–3:00 pm
 Hale Alaka'i, Room 106
 45-720 Kea'ahala Road
 Kāne'ohe, HI 96744

tel (808) 235-7320
 fax (808) 235-7434
hinethawaii.org

hinethawaii.org

HINET
 Ho'ola 'Ike



Windward
 Community
 College





HINET: College and Workforce Training Funding and Support

Windward Community College offers a program in partnership with the State of Hawai'i and other service providers to deliver assistance and support for college and workforce training. HINET (Hawaii Nutrition, Employment, and Training) program is a federally funded program designed to help remove barriers and provide students with access to education and skills training opportunities so they can earn a living wage and achieve financial independence.

Students who qualify may be eligible to receive:

- ✓ **Tuition Assistance**
- ✓ **Assistance with Books and Mandatory Fees** (funds pending)
- ✓ **Service Learning**
- ✓ **Workforce Training**
- ✓ **Educational Advising, Academic Coaching and Personal Support**
- ✓ **Support Services**
 - Bus Pass, Gas Money
 - Employment Advising
 - Job Search Assistance
 - Supplemental Instruction
 - Tutoring
 - Uniforms
 - Resume Writing
 - Emergency Costs
 - Career Coaching

Program Eligibility Criteria

- ✓ Completion of the FAFSA
- ✓ Currently receiving or eligible to receive SNAP benefits through DHS (Department of Human Services) (We will help you apply.)
- ✓ Preparing for vocational, professional technical non-transfer degree or certificate program
- ✓ Enrolled in Windward Community College at a minimum of 6 credit hours (part-time) or in an approved noncredit workforce training program or 3 credit hours in a basic education course
- ✓ Not receiving TANF or SSDI



What Do You Want For Your Future?

Are you looking for a New Career, Job Training, or Financial Security? Are you wanting to improve your Math and English Skills to get a better job and Earn A Living Wage?



SERVICE PROVIDERS



Service Provider Partners

Contact Windward Community College, Service providers, or your local SNAP office. Windward Community College will advise you on job training or retraining courses. We will provide you with support to cover transportation, books, uniforms and school supplies and job search assistance.

A SNAP office will assist you with your SNAP needs.



Are You Eligible?

You may qualify if:

- ✓ You are a student at Windward CC enrolled in a workforce program
- ✓ You are currently receiving or qualify for SNAP (We will help you apply.)
- ✓ You meet the SNAP gross income guidelines:

SNAP GROSS INCOME STANDARDS (effective 2017)

Household Size	200% Monthly Gross Income
1	\$2,310
2	\$3,112
3	\$3,914
4	\$4,716



To apply for SNAP benefits through DHS visit any local processing center or your local community campus HINET office.

Or download form: <http://humanservices.hawaii.gov/bessd/snap/>





Flying High with HINET at Windward Community College

Did you know that more than half of all community college students struggle with hunger?

According to a recent Maryland study, *Food Insecurity Among Community College Students: Prevalence and Association With Grade Point Average*, approximately 56% of community college students struggle with food insecurity. Without reliable access to affordable and nutritious meals hunger often affects students' ability to learn. In Hawaii students with financial aid often push themselves to work extra hours to cover high rent; as a result their grades suffer. As tuition continues to rise students have less money for other essential expenses like books, transportation and food.

Windward Community College, in partnership with the State of Hawaii Department of Human Services, has created a new program called HINET Ho'ola Ike (gift of knowledge) to deliver assistance and support for students enrolled in college and workforce training. The Supplemental Nutrition Assistant Program (SNAP) Employment and Training program is a federally funded program that is



Kathy Helfrich, HINET Consortium Manager, assists student Danielle with resources available to program recipients.

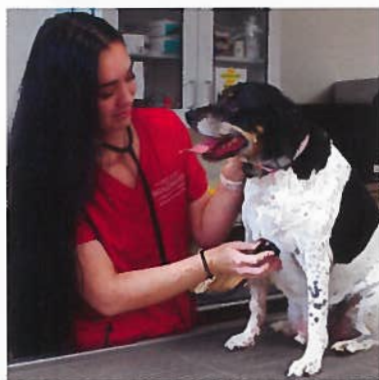


designed to help remove barriers and provide students with access to education and skills training opportunities so they can earn a living wage and achieve financial independence.

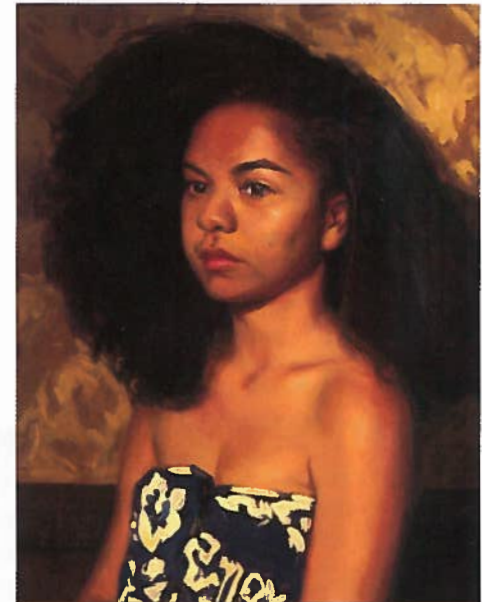
HINET students can go to school full-time, work or not work—AND still be eligible for SNAP food benefits. Schoolwork IS considered "work" for HINET students. HINET helps cover additional everyday expenses such as gas money, uniforms or a bus pass. Students' scholarships and grants are used exclusively for tuition and housing costs so students can focus on studying.

Makenzie is currently enrolled in Windward CC's popular Veterinary Technology training program. This specialized program includes additional fees and equipment costs. HINET helped her stay on SNAP and assisted with money for books, scrubs and special shoes for use in the operating rooms and kennels. She has another year to complete the program and will continue to work at a veterinary clinic before deciding whether to go on to veterinary school.

After completing her drug treatment, Kuuipo enrolled at Windward CC and joined HINET. With a bus pass



and book money from HINET she was able to afford school. Together with the help of Windward CC counselors and HINET staff she decided on the Occupational & Environmental Safety Management program at Honolulu CC. HINET provided a way to keep her on SNAP and earn an employable degree. Kuuipo will complete the occupational safety and health inspectors program this May.



Windward Community College

Atelier Hawai'i

Build your portfolio in this 6-week drawing and painting workshop.

Summer Session June 4 – July 13

**6 weeks =
6 credits**

For more information, visit windward.hawaii.edu/atelier or contact William Zwick at zwickwil@hawaii.edu.



UNIVERSITY of HAWAII
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COMMUNITY COLLEGE



HO'OLA 'IKE

The HINET Consortium office is located at Windward CC with campus offices at Hawaii CC, Leeward CC and Kapiolani CC. We hope to open offices in all UH Community Colleges by 2020.

Learn more about the HINET Ho'ola Ike Program at www.hinethawaii.org or call the Consortium office at (808) 235-7320.

Banking



Program Coordinator

Michael Moser (808)235-7361 tmoser@hawaii.edu

Universal Banker



Breaking the old banking model

As customers utilize more technology for their banking transactions, banks are realizing that the roles and duties of tellers are changing. The Universal Banker training program will enable employees to provide a broad suite of services and information to our bank customers with an emphasis on customer service and satisfaction. This unique and exciting new program has been validated by the Hawaii Banking Association and will be offered by the University of Hawai'i Community Colleges. This strong industry partnership lead to the inclusion of valuable input from each of Hawaii's major Banks.

Who May Benefit

This is an introductory course for anyone interested in applying for a position as teller, Universal Banker, Banking Associate, or Customer Service position with one of Hawaii's Banks. We welcome adult learners, career changers, Millennials, high school students, and current Bank employees seeking additional skills.

Course Format

Choose online coached instruction or blended training to fit your learning style. Students will have 4 weeks to complete the self-paced, 8 module course.

See website for enrollment requirements. Financial assistance available to qualifying applicants.

INFORMATION/REGISTRATION

Pearl Nakagawa - Registrar
tel (808) 235-7491 pearlnak@hawaii.edu
windwardcce.org/universal-banker

Business, Computers & Technology



Program Coordinator

Jane Uyetake (808) 235-7363 juyetake@hawaii.edu

Customized Training

We work with you to create customized training that will transform your team and build the skills they need to excel in their job performance.

Our Method

- Customizable content that is software or technical skill building specific
- Analysis of specific job workflows
- Variable course durations and teaching formats for large or small groups
- Provide industry experienced and dedicated subject matter experts

Most frequently requested courses

- Business Applications Using Microsoft Excel 2013 or 2016 - Level 1
- Business Applications Using Microsoft Excel 2013 or 2016 - Level 2
- Microsoft Word 2013 or 2016 For The Business World - Level 1
- Business Applications Using Microsoft Powerpoint 2013 - Level 1
- Microsoft Word 2013 For The Business World - Level 2
- Dealing with Challenging Customer Service Situations
- Conflict Resolution: Developing Productive Work Relationships through Collaboration
- Developing an Evolving Customer Service Program
- Myers-Briggs Type Indicator® Assessment
- Business Essentials for the Office Worker

windwardcce.org/business

FREE CONSULTATION

For free consultation/information please call **Jane Uyetake** at (808) 235-7363 or juyetake@hawaii.edu

Foodservice



Program Coordinator

Charlene Akina (808) 235-7428 cmakina@hawaii.edu

Food Safety & Sanitation ServSafe® 8-Hour Manager Certification

This 8-hour certification program provides food service managers with training in all areas of food safety relevant to a food establishment. Upon attending this course and successful completion of the examination, managers will receive a certificate verifying that they are a certified ServSafe® Food Protection Manager.

HOSP8110	Staff	\$330	✓ETF
Sa 8 am-4:30 pm	6/23	Akoakoa 132	1x
Sa 8 am-4:30 pm	7/14	Akoakoa 132	1x

windwardcce.org/food-service

LAST DAY TO REGISTER



Last day to register using ETF assistance is 3 weeks prior to the start of the course.

For wait list or group training assistance please call **Char Akina** at (808) 235-7428 or cmakina@hawaii.edu




Uala Leaf Cafe
AT WINDWARD COMMUNITY COLLEGE

Nutritious, Localicious, Onolicious

Open to the public. Mon - Fri
windwardcce.org/uala-leaf-cafe

A Blue Zones Project Approved™ Restaurant

**GET TRAINED.
SAVE MONEY.**

Courses with this symbol  are approved for tuition assistance using the State of Hawaii Employment and Training Fund (ETF). Please contact the program coordinator 3 weeks prior to start of the course. ETF information is located in this catalog below the mailing panel or online at: windwardcce.org/employment-training-fund-etf



Program Coordinator

Ian Masterson (808) 235-7331 imasters@hawaii.edu

Program inquiries to: oceaned@hawaii.edu

f HOEA96744



Safe Boating In Hawaiian Waters

All recreational vessel operators must successfully complete this NASBLA-certified Hawaii-specific course.

FIT8120 Sam Pa'e Jr. \$125

Sa 8:30 am-4:30 pm 8/4 Kuhina 114 1x

Sa 8:30 am-4:30 pm 1/5 Kuhina 114 1x

Recreational Thrill Craft Operator Safety Education

All recreational thrill craft (personal watercraft) operators in Hawaii must successfully complete this certification class.

Prerequisite: Successful completion of NASBLA-approved Safe Boating FIT8120 course and proof of certification.

FIT8110 Sam Pa'e Jr. \$125

Sa 8:30 am-4:30 pm 5/12 Kuhina 114 1x

Sa 8:30 am-4:30 pm 6/9 Kuhina 114 1x

Sa 8:30 am-4:30 pm 6/16 Haw CC 1x

Sa 8:30 am-4:30 pm 7/7 Kuhina 114 1x

Sa 8:30 am-4:30 pm 7/21 Maui C, Hale 218 1x

Sa 8:30 am-4:30 pm 8/11 Kuhina 114 1x

Sa 8:30 am-4:30 pm 9/8 Kuhina 114 1x

Sa 8:30 am-4:30 pm 10/13 Kuhina 114 1x

Ocean Safety Educational Course

All recreational thrill craft (personal watercraft) operators participating in the sport of tow-in surfing in Hawai'i must complete this course.

Prerequisites: Successful completion of NASBLA-approved Safe Boating FIT8120 course and Recreational Thrill Craft Operator Safety Education FIT8110

FIT8100 Ian Masterson \$125

Sa 8:30 am-4:30 pm 9/15 Kuhina 114 1x

Sa 8:30 am-4:30 pm 10/27 Maui C, Hale 218 1x

Sa 8:30 am-4:30 pm 11/17 Kuhina 114 1x

windwardcce.org/hi-ocean-edu

Red Cross Waterfront Lifeguard Training & Ocean Safety Technician Combo (Lecture, Pool & Beach)

This course is a hybrid training with both in-water sessions and an online instructional component to be completed prior to the first day of instruction.

Check prerequisites.

Required for D.O.E. Surf Coach certification.

FIT7104 G. Pang, J. Clark, P. Durkin \$450

SaSu 8:30 am-4:30 pm 5/12, 19 & 20 Kuhina 112 3x

FSaSu 8:30 am-4:30 pm 8/17, 18 & 19 Kuhina 115 3x

LAST DAY TO REGISTER USING ETF

Last day to register using ETF assistance is 3 weeks prior to the start of the course.

Call HOEA at (808) 235-7331

Power Watercraft Operator Training

This is a two part course. Part 1: Students will receive hands-on skills training designed for safe power watercraft (PWC) operations. **Check prerequisites.**

FIT7110 T. Wilson TBD \$800

windwardcce.org/ocean-rec-and-aquatics-safety

Rescue Watercraft Operator Training

Part 2: This advanced course emphasizes using the PWC for ocean safety operations. **Check prerequisites.**

FIT7111 T. Wilson TBD \$800

windwardcce.org/ocean-rec-and-aquatics-safety

FOR MORE INFORMATION

Hilo/Kona (808) 934-2700

Kauai (808) 245-8381

Maui (808) 984-3231

Oahu (808) 235-7331

Replacement cards order online at:
www.windwardcce.org/hi-ocean-edu

American Red Cross Water Safety Instructor Training

Instructor: Glenn Pang

Complete course listing and more information at:
windwardcce.org/ocean-rec-and-aquatics-safety

Hawaiian Canoe Sailing

Instructor: Leimomi Dierks
(808) 236-9296
kekina@hawaii.edu

Complete course listing and more information at:
windwardcce.org/ocean-rec-and-aquatics-safety



Program Coordinator

Jamie Boyd, Ph.D., APRN

t: 235-7384 jamie.boyd@hawaii.edu

Program Manager

Dawn Poh t: 235-7328 dawnpoh@hawaii.edu

Certified Nurse's Aide Apprenticeship Program

Our indigenous curriculum includes Western medicinal teachings and gardening, and Hawaiiana. The curriculum will prepare the student to achieve a level of knowledge, skills and abilities essential to provide basic care to ill and disabled persons.

Class: 5 Weeks, Clinical: 6 days (2 Weeks)
Classroom meets: M-Th 8:30 am - 2:30 pm
Windward CC, Hale Kuhina 107
Clinical meets: M-W, 6 am-2:30 pm
Aloha Nursing Rehab Centre, Kaneohe

Upon successful completion of the course students will be awarded a Certificate of Professional Development which will allow them eligibility to take the State of Hawaii Nurse Assistant Competency Evaluation examination with Prometric to become a Certified Nurse Aide (CNA).

Apprenticeship (on-the-job training)
Qualified students may transition to a paid apprenticeship position with one of the program's employer-partners. Employers in the network are committed to providing apprenticeship positions to students seeking state certification as a CNA or NA apprentice. Financial assistance and other opportunities for assistance is available to qualifying applicants.

HLTH 7000 J. Boyd Call for tuition information.
M-Th 8:30 am-2:30 pm 6/25-8/9 (App due: 6/6) 27x
M-Th 8:30 am-2:30 pm 8/27-10/11 (App due: 8/10) 27x
windwardcce.org/cna

APPLICATION INFORMATION

Dawn Poh

Program Manager

tel (808) 235-7328 dawnpoh@hawaii.edu

Online Leadership



Online Business and Leadership Training

Windward CCE ONLINE

Enjoy the convenience of online learning coupled with the strength of One-On-One Coaching.

Enrollment benefits

- One-on-one interaction with a qualified coach
- Eight-hour training modules
- New course begins every other Monday
- Accessible by computer, tablet or smartphone
- Self-paced, learn on your time
- No cancellation due to low enrollment
- Discounts for multiple workshop attendance
- Certificate of Professional Development

CHOOSE FROM THESE COURSES \$160/ea



- Business Writing That Works
- Accounting Skills for New Supervisors
- The ABC's of Supervising Others
- Building Better Teams
- Business Writing That Works
- Change Management: Change and How to Deal With It
- Coaching and Mentoring
- Communication Strategies
- Critical Thinking
- Human Resources Training: HR for the Non-HR Manager
- Problem Solving and Decision Making
- Public Speaking
- Safety in the Workplace
- Workplace Harassment: What It Is and What To Do About It

M-Su Anytime starts every other Monday online

Complete course descriptions at:
windwardcce.org/cce-online

INFORMATION/REGISTRATION

CCE Office - Information
(808) 235-7433 wccocet@hawaii.edu
Pearl Nakagawa - Registrar
(808) 235-7491 pearlnak@hawaii.edu

Personal Enrichment

Taking Photos Like a Professional with Any Camera NEW

Learn the techniques of how to take photos of family, scenic and action photos like a Pro. Understand how to see and visualize the world around you, capturing beautiful images with any camera. Learn how to use your flash to create memorable portraits.



NOTE: Participants must have basic camera knowledge. See website for complete equipment checklist.

ART7033 Patrick Delos Santos \$125
Sa 9 am-12 pm 6/16 & 6/23 Kuhina 106 2x

windwardcce.org/photography

Wine Tasting - Ho'okipa 101 NEW

Have you ever wondered how to find that perfect bottle of wine? Chef Dan and Wine Educator Alice Swift will give you a "jump-start" session. Learn to appreciate and evaluate what's in your glass, see it, taste it, smell it and learn new techniques on how to describe it. The chefs at Uala Leaf Cafe will prepare small bites to compliment your flight of 6 wines. (Incl. wine notes, wine tasters, pupu w/recipes) Must be 21 yrs. old, w/photo ID.



HOSP7096 D. Swift & A. Swift \$45
Th 5:30-7:30 pm 6/7 Akoakoa Cafeteria 1x

windwardcce.org/cooking

More food and beverage courses at:
windwardcce.org/cooking

Japanese Flower Arranging— Ikebana Sogetsu

Use your aesthetic awareness to assemble materials, choosing their most beautiful aspects, assemble them in a different order, and endow them with a value transcending that which they had in nature. Students are required to purchase or provide their own supplies. Optional text.



ART7000 Karen Kirk \$77
Tu 6-8 pm 5/22-6/26 Kuhina 115 6x
Tu 6-8 pm 7/17-9/4 Kuhina 115 6x
Tu 6-8 pm 9/18-10/23 Kuhina 115 6x
Sa 9:30-11:30 am 5/26-7/14 Kuhina 115 6x
Sa 9:30-11:30 am 7/21-9/15 Kuhina 115 6x

(No class: 6/2, 7/7, 7/31, 8/4, 8/7, 8/11, 9/1)

windwardcce.org/art

DSLR Shooting Modes Made Easy - A Two-Part Hands-On Introductory Workshop

Work with the instructor to learn how to set it up, use your camera's shooting modes and take your photography to the next level. In Part II you will practice shooting with the instructor (and possibly a model). Learn how aperture priority and shutter speed priority modes function and how to use them to control exposure to capture quality images.



NOTE: Participants must use their own camera. See website for complete equipment checklist.

ART7030 Don Oberheu \$125
Tu 6-9 pm 6/5 & 6/12 Kuhina 114 2x

windwardcce.org/photography

Photographic Composition Made Easy - A Two-Part Hands-On Introductory Workshop

Learn the basic concepts and the "rules" of composition. Using your digital camera and given a specific photographic "assignment" during the workshop, get feedback and suggestions to help improve your photos.



NOTE: Participants must use their own camera. See website for complete equipment checklist.

ART7031 Don Oberheu \$125
We 6-9 pm 8/22 & 8/29 Kuhina 114 2x

windwardcce.org/photography

Ber TALEs Local Style NEW

Join Nic Wong and crew at BeerLab Hawaii as they share Beer TALEs - Local Style. Taste, Appreciate, Learn about and Enjoy three special brews. So-o-o fresh, local and onolicious, we won't know what beers will be on tap until two weeks before the event. Enjoy a hoppy IPA, a porter, and a sour paired with "outta da weeds" neutraceutical appetizers by Uala Leaf Cafe. You must be at least 21 yrs. old and present a current picture ID at the door.



HOSP7095 Nic Wong & staff \$25
Sa 11:30am-1:00 pm 6/30 Beer Lab HI 1x

windwardcce.org/cooking

Tai Chi (Yang Style)

Learn this venerable Chinese martial art to improve your mental and physical health. It is an excellent prescription for stress relief and is noted for increasing the mind's ability to focus; strengthening and limbering the body; also increases circulation and has been shown to lower blood pressure.



Beginners: 6:30–7:30 pm Adv: 7:30–8:30 pm
New students are welcome at the first class in Jan, Apr, Jul and Oct, space permitting.

ENR7012	Staff	\$49
M W 6:30–8:30 pm	6/4-6/27	Kuhina 115 7x
M W 6:30–8:30 pm	7/2-7/30	Kuhina 115 8x
M W 6:30–8:30 pm	8/1-8/29	Kuhina 115 9x
M W 6:30–8:30 pm	9/5-9/26	Kuhina 115 7x

(No class: 6/11, 7/4, 9/3)

windwardcce.org/taichi

Writing Retreat

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Palikū Theatre
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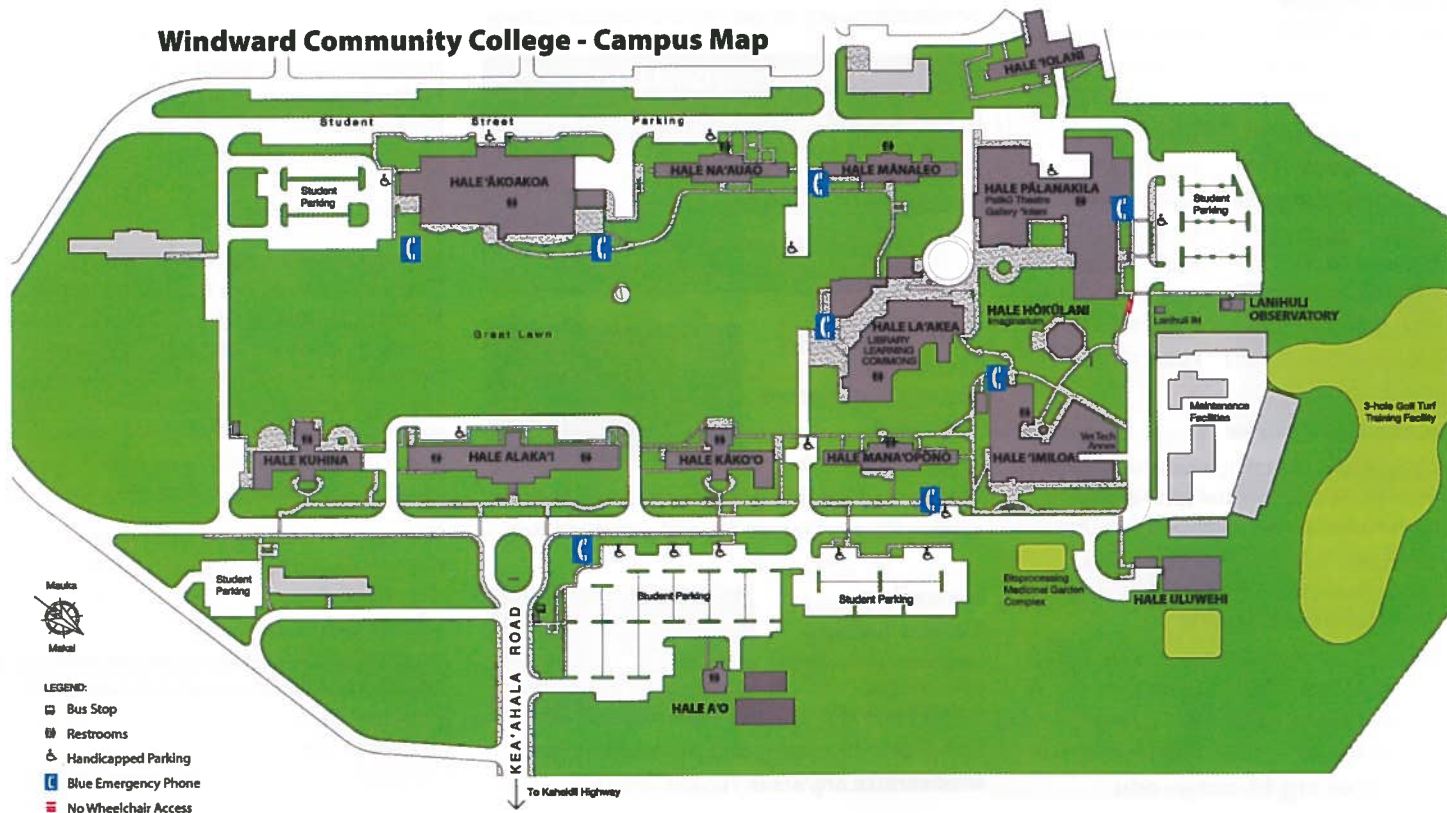
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Windward Community College - Campus Map



Student recreates the Mercury Friendship 7 capsule

by Hannah Bailey
 Ka 'Ohana Staff Reporter

In 1962, Senator John Glenn became the first American to orbit the Earth in a one-man capsule named Friendship 7, a feat that launched America's Space Program into the global competition of space exploration. Now, students, faculty and staff can get a better idea of what that first orbit might have felt like as a replica of the capsule temporarily sits in Hale 'Imiloa, the brainchild of WCC student Roger Garrett.

Garrett said he dreamed of being an astronaut and was always fascinated by the engineering programs at NASA.

"When I went off to college, I started out in the aerospace engineering program at Northrop Institute of Technology, with the hope of working for NASA or ideally to actually become an astronaut," he said. "That didn't work out as planned. I graduated with a degree in mathematics and ended up with a career in software

engineering. I decided that even if I couldn't be part of the actual space missions, I could at least build my very own Mercury space capsule."

According to Garrett, the replica took two years to produce. He started the process by crafting different sections of the capsule and then put it all together in the end.

"The overall model is made of several sub-assemblies, each such sub-assembly consisting of a set of the cast parts and supported on the interior by wooden sections bonded to the interior," Garrett said.

Using just rigid foam shaped by small hot-wire tools or by hand as well as cast molds also made by hand, Garrett made the entire replica in the small living room of his apartment.

While Garrett's replica only had to travel from his home to WCC, the real Friendship 7 traveled 81,000 miles during Glenn's nearly 5-hour flight, in which it circled the Earth three times.

Glenn attended many technical institutions to obtain the training to become an experienced pilot and engineer.

He flew 59 combat missions in World War II and 90 missions in two tours during the Korean War.

After NASA selected him for the Mercury team, he went to NASA's Manned Spacecraft Center in 1962, where he became a backup pilot for other astronauts and even helped design spacecrafts that contributed to the creation of the Apollo program, which landed the first Americans—Neil Armstrong and Buzz Aldrin—on the moon.

Upon reentry to the earth's atmosphere during his own historic flight, the heat created by the friction during Friendship 7's descent caused a malfunction in the autopilot, and so Glenn safely piloted the landing himself.

Garrett's replica of the capsule will remain in Hale 'Imiloa for at least another six months.



DINEENE O'CONNOR

Student creator Roger Garrett shows off his Friendship 7 replica.

Gallery 'Iolani exhibit tells story about the 'āina

by Eliana Christianson
 Ka 'Ohana Editor in Chief

A new exhibit at Gallery 'Iolani showcases the photography of WCC art professor and humanities department chair Mark Hamasaki and former art lecturer Kapulani Landgraf.

The exhibit, titled *Ē Luke Wale Ē*, bears witness to the

changes in the land as they were taking place during the building of the H-3 freeway. Hamasaki and Landgraf began documenting the lengthy process when the community's concerns rose over the desecration of burial sites and religious structures along the freeway's path. The entire project took over eight years to complete and acts as a re-

cord for new generations to understand what was lost in the name of progress.

"I want people to know the environmental impact of building this freeway," Hamasaki said. "Right now, you don't really see it because it's been there and you're elevated above the ground. This was going through pristine land."

Originally proposed in

1960 just after Hawai'i became the 50th State, the 15-mile freeway connects Pearl Harbor Naval Base in Pu'uloa and the Marine Corps Base Hawai'i on Mōkapu Peninsula in Kāne'ohe. It tunnels through the Ko'olau Mountains between Hālawā and Ha'ikū valleys.

Community groups led by Native Hawaiians, cultural preservationists and environmentalists succeeded in delaying the project but were ultimately unable to stop it. In 1986, Hawai'i's Senator Daniel Inouye removed the last obstacles by pushing through Congress an exemption for the H-3 from the Transportation Act, which would have enforced environmental laws and restricted the building of the freeway. In 1997, the freeway was completed despite two and a half decades of protest and litigation.

The highway was also promoted in the community as a means of speeding up vehicular travel and reducing traffic



PATRICK HASCALL

Ē Luke Wale Ē can be seen at Gallery 'Iolani until May 6.

SEE GALLERY PAGE 8

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Why do we celebrate Mother's Day?

by Hannah Bailey
Ka 'Ohana Staff Reporter

Mother's Day is coming up, but why do we celebrate our mothers? Here's what started the tradition and how some in our community celebrate their mothers.

According to AmericasLibrary.gov, the U.S. celebrated its first official Mother's Day on May 14, 1914. President Woodrow Wilson declared it an official holiday and asked all citizens to give a public thank you to their mothers and all the work that mothers do.

Prior to that, Anna Jarvis was the woman who founded

the Mother's Appreciation Club at her neighborhood church in Philadelphia, which met on May 14, 1908, in memoriam of her mother.

According to a May 2015 BuzzFeed article, Russell Conwell, the founder of Philadelphia's Temple University, openly complimented Jarvis's need to appreciate mothers around the country and her drive to make Mother's Day a universal holiday. This inspired the state governor to join in, which led other state governors to encourage these Mother's Day celebrations and sparking a flame across the country.

The holiday endures to-

day, often marked by cards, flowers, brunches and phone calls. However, some WCC students have special plans this year.

Eliana Christianson will be surprising her mother by flying to her home in California for Mother's Day.

"Usually my family and I take my mom out to dinner for Mother's Day," Christianson said. "This is the first time I'll be able to spend Mother's Day with her in about two years, since I moved out here to Hawai'i."

Cynthia Sinclair will celebrate Mother's Day by having a reunion with all of her siblings for the first time in years.



beque and do some fishing and most likely play horse-shoes and play music," he said.

Poaha said he celebrates his mother for her uniqueness.

"My favorite thing about my mom is how strong she is at times, and she can be really crazy."

Take the time to celebrate your mother on May 13.



By: L. A. Bonté



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Student employee honored with award

by Mariko Kershaw
Special to Ka 'Ohana

At the WCC Student Employee Appreciation event on May 2, Brandon DiPaola was named the 2018 WCC Student Employee of the Year.

As a performing arts assistant, DiPaola's primary duties include assisting theatre faculty and students as a teaching aide, helping students achieve off-campus performance opportunities, acting as fight captain for student shows, and aiding in all aspects of the theatre program at WCC.

He was chosen as the winner based on the following five criteria: quality of work, reliability, initiative, professionalism and exceptional service.

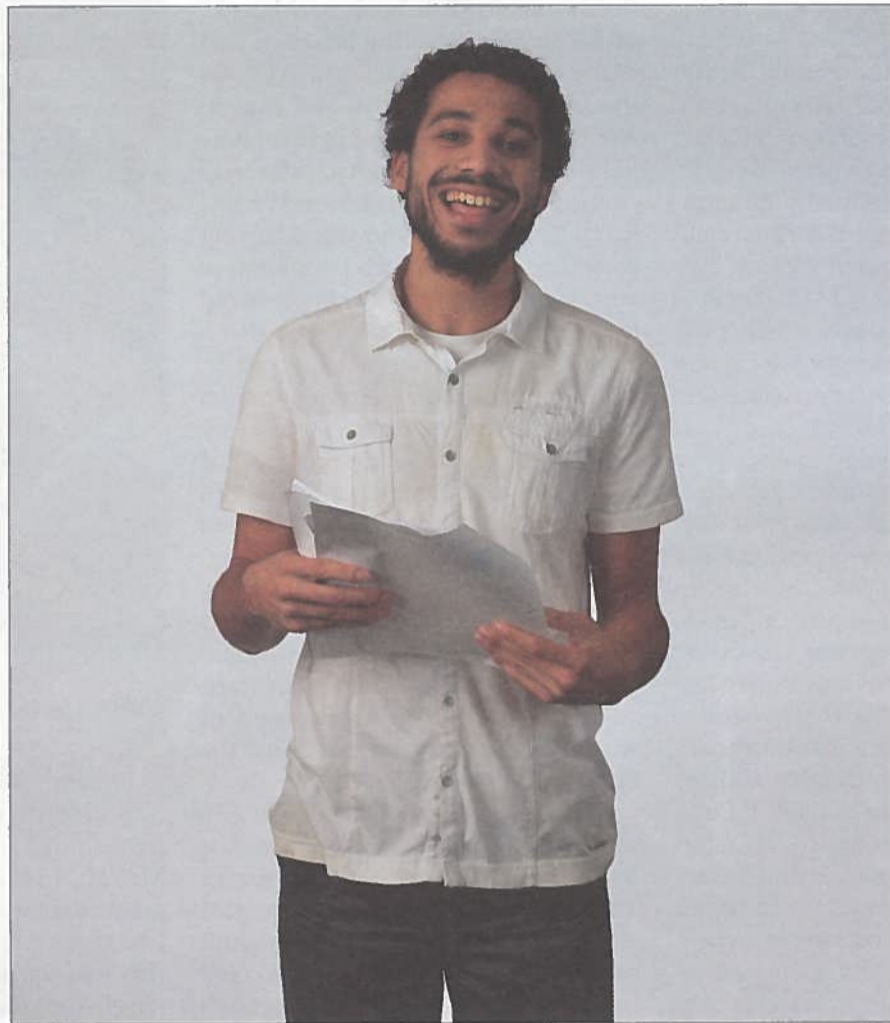
DiPaola's supervisor and theatre assistant professor, Nicolas Logue, wrote in his nomination essay, "Amongst his many bright and positive characteristics as an employee and a human being, his selflessness and generous spirit always stand towering above even his immaculate professionalism, quick and effective initiative and excellent quality of work."

At the event, Chancellor Douglas Dykstra presented DiPaola with a prize of \$250 in the Hale 'Ākoakoa cafeteria. DiPaola was also presented with a perpetual plaque with his name engraved, which resides in the WCC Library Learning Commons.

The Kāne'ohe resident is transferring to East 15 Acting School in London, England, next fall.

The event was co-sponsored by the Chancellor's Office and ASUH-WCC and coordinated by Title III Ho'ouni 'Ike (peer coaching) coordinator Scott Sutherland, Title III student employee coordinator Ashley Tilton, and librarian/Student Employee of the Year Award manager Mariko Kershaw.

Five other student employees were nominated, in addition to DiPaola. They were instructor and Writing Center coordinator Michelle Corpuz, circulation assistant Kayla Watanabe, gallery assistant Sheila Kurosu, agriculture assistant Paul Silva, and student employee mentor Amber Ichinose. Nominees were recognized at the appreciation event



MARC SCHECHTER

Performing arts assistant Brandon DiPaola was named the 2018 WCC Student Employee of the Year.

with a certificate, copy of their nomination essay written by their supervisor and lei. There

are approximately 225 student employees at WCC.

For more information

about the Student Employee of the Year Award, visit <https://windward.hawaii.edu/seoty/>.

Students find help with food stamps and more at HINET

by Cynthia Lee Sinclair
Ka 'Ohana Staff Reporter

HINET Ho'ola Ike is a program that very few students know about that provides financial assistance while students attend school. It can help with gas money through a mileage reimbursement. It distributes bus passes so that students can get to school. It even helps pay for books and other supplies. That way, a student's scholarships and grants can go toward paying for tuition and housing costs.

You must have a C average to qualify.

"There is always a friendly staff member to help you with your homework or answer any questions you might have," said WCC student Ian Jenss who has been with HINET for two semesters. "You can find hot water for coffee/tea and snacks. If you haven't found your way to HINET yet, now is the time to get yourself set up for next semester."

I interviewed HINET student support specialist Kathy Helfrich to find out more about the program.

What is the most important thing that HINET does for students?



CYNTHIA LEE SINCLAIR

(from left) Kathy Helfrich, Daniel Oka and Danielle Mejia

The most important thing that HINET does for students is make sure they have enough food to eat while they are in school. Food insecurity is a real problem in our schools across the country,

and we at HINET want to make sure we are doing everything we can to see that our students at the UH Community Colleges are getting enough to eat. According to current regulation, a stu-

dent can only be eligible for SNAP (food stamps) if they are working consistently for 20 hours per week (80 hours per month) prior to applying. They can get an emergency issuance of food stamps if they are not working, but only for three months. They will not be eligible to apply again for three years.

When students apply through the HINET program, they can count the time they "work" on their school work, homework, attend classes, do projects, study, etc. toward that 20 hours per week. HINET makes it possible for students to get food assistance as long as they are in school—and even beyond when they are looking for work.

How long have you been running HINET?

HINET started in the fall of 2014 but didn't really get going until the fall of 2015. We started with only one office at Windward Community College. Now we have offices at Kapi'olani CC, Leeward CC, Hawai'i CC and hope to add Honolulu CC and Maui College in the coming fall.

Our goal is to provide food and other assistance to community college students earning degrees in a work-

force field at every college in the state.

What is the most rewarding part of the job for you?

Seeing students I have helped get good grades and graduate.

What are the biggest challenges with HINET?

Getting the word out. We want anyone who wants to go to college but doesn't think they can afford it to come and see us. We want anyone who is going to college but is struggling to feed themselves and their family to come by for a visit.

We can help with money for books, supplies, gas and bus fare. We can work with students to identify their goals and get there.

Where do you see HINET going in the future?

We look to the state of Washington as our inspiration. They have expanded to 32 community colleges and technical schools. They have a state food stamp program in addition to the federal one, and they are putting people to work in good jobs. That is what I want for Hawai'i as well.

The HINET office is in Hale Alaka'i 106. For more information, go to hinethawaii.org.

Palikū Arts Festival shines despite the rain

by Leighland Tagawa
Ka 'Ohana Editor in Chief

On April 7, the annual Palikū Arts Festival took place on campus despite rainy weather.

"We have been worried that the rain would stop people from coming, but that was not the case," said festival co-director Ben Moffat. "We had an excellent crowd. The truth is that on sunny days in festivals past, the crowds sometimes got too big and there were long lines for activities and food."

During the all-day event, there were many hands-on art activities around campus. The tie dye station with WCC art professor and Gallery 'Iolani coordinator Toni Martin, in which participants designed and made their own tie-dyed squares, was one of the most popular activities among keiki. At Hale Pālanakila, there was also a drawing studio, face painting booth and screen printing display. Gallery 'Iolani showcased an exhibit, *Ē Luku Wale Ē*, of photographs by WCC art professor Mark Hamasaki and former WCC art lecturer Kapulani Landgraf of the H-3 freeway under construction.

Many faculty and students volunteered their time at the festival. Student Manowai Morgan Kobashigawa was at the woodcarving station in Hale 'Iolani, which was filled to capacity with kids and parents working on different wood carving activities.

"We were teaching them how to finish makau (fish hook necklaces)," said Kobashigawa, who has been part of the wood carving class at WCC for the last two years. "We had makau blanks for them and taught them how to finish them and also had little soap carving activities for the kids. We also had a tour set up of our woodcarving program. Not too much people carve and so getting to see how to carve old implements like chisels or angle grinders. From the people that I talked to, it seems that they were really excited about it."

Student Cynthia Lee Sinclair has been a constant presence at the Palikū Arts Festival, volunteering at the event for three years.

"I first started volunteering at the Palikū Arts Festival as a clown," said Sinclair, who has been a professional clown for 30 years. "When I first started helping out, the theatre department was not even involved yet. Now, the event has tripled in size."

Former WCC drama and theatre professor Ben Moffat started the festival in 2011 during his last year of teaching at the college. He said the goal is to demonstrate how fun learning can be and that "enjoyment that can come from trying something outside of one's comfort zone."

All art supplies at the festival were provided for free, and there was no admission fee.

"The event is to show the com-



LEIGHLAND TAGAWA

Children learn how to sand makau (fish hook necklaces) at Hale 'Iolani.

munity on this island the wealth of opportunities at WCC in the fine, performing and literary arts," added Moffat. "In that sense, the festival is a great marketing tool. So many times I hear people say, 'I never knew all this was up here!' The college is still a well-kept secret for many on O'ahu. Also, Doug Dykstra has said that the Palikū Arts Festival is our gift to the community."

As for the future of the festival, Moffat hopes to see other WCC pro-

grams and classes incorporated in the event.

"We would like the festival to continue to evolve naturally," he said. "A few years back we started to include Language Arts. Next year, we hope to involve the Natural Sciences department. At the same time, we don't want the festival to become a burden on the faculty, students, staff and administration. Everyone already has plenty of work to do, so we want it to be an event that is manageable."



PHOTOS TAKEN BY LEIGHLAND TAGAWA

Some of the activities at the Palikū Arts Festival included a giant marching eel, face painting, a bubble machine and selected photos taken by Mark Hamasaki and Kapulani Landgraf.

Digging for glass reveals Hawai'i history

by Rick Oania-Elam
Special to Ka 'Ohana

Under the cover of darkness, two men armed with shovels quietly work in downtown Honolulu. The still of the night is pierced occasionally by the gentle roar and whoosh of a passing car and the clinks and scratches of a shovel meeting gravel. Although faced with legal and physical risk, these men simply cannot resist the temptation to dig for treasure.

"You'll never believe what was buried right under your feet," Jon Patrick Whitaker says.

Whitaker and Joseph Petaia are participants in O'ahu's underground archaeology scene. They do historical research to find dig sites, and they keep tabs on new construction around town for the sole purpose of digging the foundations in search of 100-year-old pieces from a bygone era in Hawai'i's colorful history.

At one time, Hawai'i was more self-sufficient than it is now. Before the age of rapid shipping, the islands had their own dairies, soda shops, distilleries, breweries and drugstores.

Many companies packaged their goods in glass vessels bearing their names and locations.

As glass was to consumers as plastic is today, these bottles were thrown away as nothing more than garbage. But since glass can take a million years to decompose, these bottles remain time capsules.

Though bottle digging has been going on elsewhere for decades, it only caught on in Hawai'i during the 1960s.

Some findings are more significant than others, explains Mike Kapili, former president of the Honolulu Historic Bottle Club. He says that a 1960s dig of the Wai'oli Soda Works dump revealed thousands of dollars' worth of rare 1800s bottles, along with a few that had never been seen before.

Due to their small production numbers and exclusive distribution in the islands, Hawaiian bottles can be very desirable, commanding top dollar in collectors' markets.

Kapili says the most expensive Hawaiian bottle he ever purchased was a rare torpedo-shaped soda bottle for \$7,500.



RICK OANIA-ELAM

Whitaker and Petaia say that every find, regardless of its monetary value, is a piece of Honolulu's history with a story to tell.

Some Hawaiian bottles, for instance, have the letters TH written on them, an abbreviation for the Territory of Hawai'i. Older bottles have HT for Hawaiian Territory or HI for Hawaiian Islands. The oldest bottles have the inscription SI on them for Sandwich Isles, after the Earl of Sandwich.

At a dig in Kaka'ako last December, Whitaker and Petaia found a bottle in very rough condition with its neck broken off and the embossed letters spelling "Tahiti lemonade Honolulu TH."

The site also produced shards of Chinese pottery and a few intact Chinese vessels such as bean pots, shoyu pourers, even a decorative blue and white glazed vase. With all the clues, it was determined that the site must have been a Chinese settlement from the mid-1800s to the early 1900s.

"The forgotten history and the nostalgia behind some of these finds keep us digging. That and the thrill of the hunt of course," Whitaker said. "It just makes my imagination run wild."

"It's crazy to think one of these bottles could have very well belonged to one of



RICK OANIA-ELAM

the pirates of the 1884 raid on Honolulu before having its contents drunk and being cast aside as they made their retreat," Petaia added.

While some people might think it a shame that such history should be revealed to and kept by persons who are not professionals in the field of archaeology, WCC professor, archaeologist and historian Floyd McCoy says, "It's good that people are doing this."

He just hopes these individuals share their findings, saying that they would not need to surrender the objects

but just share the information so that the community can learn from it. McCoy, however, points out that valuable information can sometimes be lost by removing an artifact. Where an object was found and what was around it can reveal a lot.

However, if Whitaker and Petaia and others in the underground archeology scene don't dig up this history, many stories and relics would remain under concrete foundations forever.

The two men add that there is an unwritten rule among construction work-

ers to ignore archaeological findings for fear of a curse or that their job site will be shut down for an archaeological survey.

Both acknowledged that so much history is left ignored never to be discovered by professional archaeologists simply to save construction companies from breaching their deadlines.

So the next time you see a foundation being dug, use your imagination and you may just find yourself 10 feet under Honolulu's streets pulling out pieces of long forgotten Hawaiian history.

Top: Clorox bottles dating from the 1910s to 1970s were found at a site between Waipahu and Pearl City during a 2017 dig.

Left: A gin bottle from the late 1800s was found during a 2016 dig behind the Wai'oli Tea Room.

Sustainability Matters

with Christian Palmer

Aloha 'Āina Earth Week

In the week leading up to Earth Day on April 22, Windward Community College celebrated by having a series of Aloha 'Āina Earth Week activities sponsored by Ke Kumu Pali and the Sustainability Curriculum Committee. Students, faculty and staff got together to do some hands-on, experiential learning about living sustainably, eating locally and reducing our waste.

The first activity was cooking with local ingredients, many of which came from participants' gardens and local farmers' market. With the strong winds recently, there is an abundance of green mangoes falling on the ground, so we made pickled mango to use this local resource. We also made sweet potato, 'ulu and kalo chips and a delicious ho'io fern salad. Cooking with local ingredients strengthens our connection to the land around us and supports local agriculture. Growing your own food can also help you appreciate the time and energy that go into food and discourages waste.

The next activity involved planting 10 species of native and canoe plants in and around the Hawaiian Studies garden or māla. These included palapa'ai ferns, alahe'e, loulou palms, 'ohi'a, as well as several endangered species like koki'o ke'oke'o (white hibiscus), munroidendron and mamaki. We also planted some edible Polynesia introductions like 'awa, ko honua'ula (sugar cane) and 'ohi'a 'ai (mountain apple). Although these plants may take years to fully develop, they represent an educational opportunity to teach our community about the plants and create a physical space that reflects the social, cultural and environmental values of our community.

Finally, we held a hands-on workshop on vermicomposting, or creating worm bins, where people could create a worm bin and take it home. The composting worms break down organic waste to create vermicast, or worm poop compost, that is great for plants. Because the

bins are entirely contained, you can have a worm bin even if you don't have a yard.

They can be stored under the sink, on a porch or patio or in the garage. The worms eat their weight every day quickly breaking down plant and vegetable waste into beautiful black fertilizer, although they are actually eating the microbial community of fungi, bacteria and protozoans that are breaking down the waste.

These activities highlight a key concept of sustainability that involves taking a resource or product from the cradle to grave. Thinking about sustainability with food involves knowing where and how it was grown, how it will be used and prepared, and what will happen to the waste products and scraps when we are done.

So many products and resources we use in our daily lives involve supply chains that span the globe and involve thousands of different people that it can be impossible to observe the complete lifecycle of the products that we see around us. By thinking about food from the cradle to grave, we gain



COURTESY OF CHRISTIAN PALMER

Homemade pickled mango

a better appreciation of the resources we depend on and take a little more ownership over the processes that sustain us.

The Wellness Corner

by Karla Silva-Park, LMHC, NCC

Mental Health vs. Mental Illness: Is it one in the same?

May is Mental Health Awareness Month and has been recognized as such since 1949 when Mental Health America organized it. But how many of us actually know what "mental health" is? And how is it different from mental illness?

According to the American Psychological Association (APA), mental illness is much like other medical conditions such as diabetes, heart disease or high blood pressure in that it is diagnosable. Mental illnesses are also treatable with proper care and treatment planning, just like when you go to the doctor for a broken foot.

Mental illness affects many people at different stages of life (though according to the APA, nearly 75 percent of presentations occur around the age of 24). It affects all genders, all ages and all ethnicities. It, however, looks different for every person. Each individual will have his or her own experience with common threads.

The key though is that one's functioning is seriously disrupted and there is a significant amount of distress or dysfunction in many, if not all, areas of one's life. For some, it has only a mi-

nor impact on functioning; for others, the mental illness may require hospitalization for a period of time or even long term.

One of the challenges for those with mental illness is to not be ashamed of it. There is nothing to be ashamed of when it comes to mental illness, and with the right supports, individuals will thrive as their best versions of themselves.

This is where everyone around them comes in. If we can learn that mental illness is similar to other medical conditions and then teach others about it, we will be able to focus on destigmatizing it. In doing that, more people will be open to seek the supports they want and need.

When we talk about "mental health," we are looking specifically at how well someone is able to function and cope with everyday stressors in a healthy, positive manner. For example, are they engaged in activities they enjoy? Do they have adequate work-life balance? Do they have social supports?

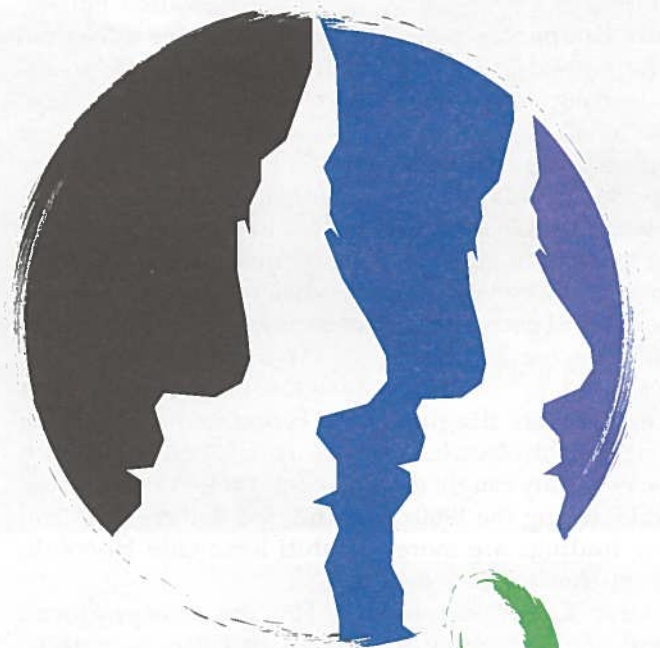
This is where the mind-body connection can play a big role. We know that if we have balance in our lives,

we are able to stay healthier physically, emotionally and socially.

Our state of mental health fluctuates throughout our lifetimes and can depend on what challenges we are faced with at that point in time. Sometimes we are able to navigate through life in a very healthy, productive way. Other times it can prove to be a bit more difficult. However, by recognizing the decline and addressing it, people are able to make adjustments and get back to the state of functioning they desire.

What exactly are the benefits of maintaining one's overall mental health? Having good mental health allows you to recognize your full potential. It helps you cope and adjust through various challenges and will help you to make connections with people and the community around you.

For resources on campus, come to the Mental Health & Wellness Office located in Hale Kako'o 101 or go to the WCC website and search "mental health." There you can take a free and confidential screening if you have concerns about your overall wellbeing. You can also meet with me for outside resources



Mental
Health
Awareness

or access the free individual counseling through the office.

Some local and national information can also be found at the following websites: Adult Mental Health

Division, Department of Hawai'i (health.hawaii.gov/amhd/), Mental Health America (mentalhealthamerica.net), and the National Alliance of Mental Illness (nami.org).

What do you think government's role should be in protecting the environment?

The government should play an active role in protecting the environment. I think that they should enforce littering laws more. If they don't feel like doing that, then they should think of ways where we can make most items biodegradable. This could be costly, but it will help in the long run. When I think of things that are most littered by people, it's cigarettes, food wrappers and plastic bags.

If they were to start by making biodegradable options for those three things, then it would greatly decreased the amount of trash on the streets then eventually the amount in landfills.

I also believe that we should stop cutting down trees and eliminating forests to make more room for development. Trees give off oxygen and are also home to many animals who should be equally as protected as we are.

- Jasmine Malina

I think the government should fund research and development and new uses for plastic. There was a story I've seen on another country chopping up plastic in a machine and added to concrete to build affordable houses. To me that's genius.

Plastic doesn't biodegrade therefore would be an efficient and a cost effective way to build a home. In doing so, less plastic would end up in the oceans killing marine life and even more so in landfills.

- John Michael Barlando

I think the government's role in protecting the environment should be like protecting the family. I believe that because we all have voices and we all share it to be heard yet nothing's been done. Government says lots of things yet doesn't keep it. That's just ridiculous on their end because it makes them look pathetic that they're not keeping their word.

That's what a government is for is to be our voice and have our support but the fact that they can't do it is sad.

- Rhea Cascayan

The government should be very involved in protecting the environment. There's a lot of money involved when talking about the environment.

Numbers are always thrown out about tempera-

tures or the amount of ice melting, among others. The numbers that are important are how many fish in the ocean eat plastic. How many people living on the coast may be affected by rising sea levels.

We have the information but companies with more power than most governments dictate the environment's outcome. The government should be able to hold companies to strict guidelines to ensure and protect our planet for the future. We treat the planet like a dump and I'm afraid in my lifetime if the government doesn't help what can the average citizen do? I hope the government's role in protecting the environment is based on science not money.

- Louis Krahe

The government should show the utmost concern for the environment. There should be laws and regulations that prevent or hinder environmental damage. The government should be at the forefront of environmental protection because they are the only one with enough power to stop corporations and industries from abusing the earth.

If there is a pool full of fish, nothing is stopping everyone from snatching as much as they can, but laws made by the government can regulate fishing, so that the fish do not die out.

- Eldred Freitas

The government's role in protecting the environment should be their top priority. We are not doing enough for the earth. We all as human beings are nothing more than parasites to the earth. The government should take steps as small as discontinuing products that cannot be recycled or harmful to the earth. Another step could be making it mandatory for every home or apartment complex to have solar panels to use solar power for electricity. There are so many roles that the government could take on towards protecting the environment, but nothing is done because nothing is a good idea unless it profits the top 1 percent of wealthy individuals

- Justin Poaha

The government should be the enforcer of laws that protect the environment i.e. the water, land, forests, parks, state monuments, rivers, lakes and streams. The government should also be in

charge of who, what and how we steward these resources and land management.

This also includes energy production and how we produce it. The government should be concerned with all facets of air, land and sea to preserve what we have for the future, before we don't have it anymore.

- Ian Jenss

The government needs to put up laws that enforce the usage of recycled products and outlaw nonreusable products entirely.

If they set up laws restricting all companies to reusable resources and to replace equal amount of natural resources that they use for their products.

By stopping the indus-

trial sites, they can convert them into environmentally friendly production sites instead. There also needs to be much more strict guidelines for dumps to deal with the trash and make them into something more useful. Things like metal and plastic can be melted down and re-used in some way, like using plastic to fix roads.

- Rebecca Zabell

The government should care about the environment greatly and realize just how fast it's deteriorating. They should make the appropriate decisions when it comes to laws that involve protecting the environment because it will affect the future of this planet by a great amount.

- Shantel Au

The government should really take action. They should have group clean ups, maybe different types of ways and methods things should be done. Make laws where only certain types of paint can be used for the concern of the air.

The things we are breathing in. Another thing is keeping the water clean. Less fertilizer.

If you love to garden maybe use less fertilizer. If it rained really hard that day, then maybe skip watering the plants.

Maybe water the plants the next day in the morning. By doing that it will help save water for some day if a main breaks, then you have that extra back up.


- Jadelynn Rogers



Ka 'Ohana was named the Most Outstanding Community College Newspaper for 2017-2018 by the American Scholastic Press Association. Pictured above is our spring 2018 staff: (from left) Cynthia Lee Sinclair, adviser Kimberlee Bassford, Leighland Tagawa, Eliana Christianson, Hannah Bailey and lab guru Patrick Hascall.

Ka 'Ohana

(The Family)



<p>EDITORS IN CHIEF Eliana Christianson Leighland Tagawa</p> <p>STAFF REPORTERS Hannah Bailey Cynthia Lee Sinclair</p>	<p>WEBMASTER/LAB GURU Patrick Hascall</p> <p>LAB ASSISTANT Kalā Lindsey</p> <p>ADVISER Kimberlee Bassford</p>
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Ka 'Ohana is published monthly by the students of Windward Community College. 45-720 Kea'ahala Rd, Kane'ohe, Hawai'i 96744. Phone (808) 236-9185. The newspaper reflects only the views of its student staff. Visit Ka 'Ohana's website at www.KaOhanaOnline.org.

Street artist Beak fills the city walls with birds

by Rick Oania-Elam
Special to Ka 'Ohana

Graffiti. It's everywhere and on everything. However, amid the many players of this illegal game exists a rare bird.

Beak, as he is known, does a wide variety of art both on and off the street. What he is most known for though is his bird-themed art. Bird characters and the many variations of them can be seen everywhere, on all sorts of surfaces, utilizing every medium.

Bird posters pasted on electrical boxes, bird faces drawn on walls and mailboxes, even bird foot tracks stenciled permanently onto the pavement. Some birds blend in to their surroundings while others blatantly stick out like sore thumbs commanding your eyes to notice them.

"They're almost like real birds. Some get put up and stay for a long time, while some are gone in a few days," said Reid Villoria, an auto mechanic in Kaka'ako who has seen dozens of Beak's birds over the years.

"The versatility and symbolism behind a lot of Beak's work makes it appealing to a broad range of individuals, and the skill behind some of his creations is undeniable," said Emily Takahashi, a University of Hawai'i art major. "I can appreciate the time he must have spent making some of these paintings. His atten-



RICK OANIA-ELAM

Beak's street art, such as the bird image on the right, can be found on walls throughout O'ahu.

tion to detail doesn't go unnoticed."

Graffiti can be broken into two categories. There is illegal graffiti done without permission from the property owner, and there is legal graffiti done with permission of the property owner.

Within these two categories is another category known as street art. Street art comes in a wide range of forms and mediums compared to traditional graffiti, which is usually based more on lettering.

Beak has built his reputation mainly around street art and said that he might have eventually gotten bored of the repetitive nature of traditional graffiti. Aside from his paintings and drawings, he fabricates wire sculptures, panelboards, cardboard cut-

outs and even inflatable versions of his birds, bringing a whole different aspect to public art not commonly seen in Hawai'i.

"I always liked to put up art in strange places," Beak said. "I like art in galleries and on canvases, but there's just so much more to it when it was on a public surface for everyone to see and interact with."

To Beak, the birds represent flying and freedom. He points out that he has a sense of humor and some of his more whimsical birds are highly reflective of this.

The letters behind Beak's tag or signature also have hidden meaning. Most of the time, he substitutes the letter E in his name with the number 3, representing the year 2003 when he started doing

street art and referencing the significance of the number in sacred geometry. He also writes his name as Beaks on occasion, replacing the letter S with a 5. The equation 3+5 is hidden in his signature, the sum being 8, which is representative of infinity and flow.

Beak said it's the excitement of street art that has kept him interested in the craft for almost 15 years, though the associated danger can negatively interfere with family life and relationships.

He was arrested doing street art a few years ago. Though he said one of the police officers at the time complimented him for his work.

"Some people don't care what you paint on their wall. They didn't want it painted in the first place, and now they have to fork the bill to clean

it up," said one Honolulu Police officer, who wished to remain anonymous.

Others, however, appreciate Beak's public defiance.

"I love seeing Beak's birds pop up! It keeps my day interesting and gives the city character," Reid said.

"Over the last ten years, Beak has painted with almost every Hawai'i-based notorious graffiti writer," added Keir McEwan, a longtime graffiti writer and tattoo artist at Queen St. Tattoo.

For his part, Beak plans to continue producing street art.

"I am going to die trying to make something out of my art," he said. "I've seen and felt so many positive vibes because of my artwork that there's no way I could ever stop."

Gallery 'Iolani exhibit

on O'ahu's other roadways, but members of the community continued to express heartache, grief and anger over the impact of the H-3 freeway on the 'aina. Human and animal bones, along with approximately 61,000 artifacts and samples, were collected in Hālawa Valley during the freeway's construction, the bulk of the artifacts being small basalt stone flakes and cuttings from stone tools used by ancient Hawaiians. The project ended up being one of the most expensive in U.S. history, costing approximately \$80 million per mile.

O'ahu local Mahealani Cypher was a key figure in fighting construction when she learned about the adverse impacts the freeway would have on the lands of Ko'olaupoko (Windward O'ahu).

"We felt called, compelled by our ancestors, to do what

we could to respect and honor these special places, the heiau (temple sites) and iwi kūpuna (ancient Hawaiian burial grounds)," Cypher said.

When first viewing the photos in Ē Luku Wale Ē, Cypher said it reopened the wounds of the battle to stop H-3.

"There were many tears shed and even lives lost during that struggle, so I cannot honor this display as anything but a demonstration of the dominance of western influence over the Hawaiian people."

Cypher feels that the Ē Luku Wale Ē exhibit represents the destruction of great beauty, as well as the dishonor to her ancestral heritage and the many burials that were disturbed.

"The loss to our heritage has, perhaps, been the least visible," she said. "It is believed that the ancestors continue to cry out their dismay

at the destruction reflected in this impressive and disturbing display of pictures, images of colonization of our island's first people and their lands. Countless heiau and wahi pana (famous places) were disturbed in the building of H-3. The state and federal government allowed the bulldozers to follow in the shadow of the archaeological teams right at their backs, bulldozing sites as soon as the researchers had done any data-gathering in the area."

UH Mānoa architecture student Patrick Hascall attended the exhibit opening and marveled at the technical work of Hamasaki and Landgraf.

"Knowing the type of equipment they used and the terrain they conquered, I can't imagine how difficult this project was to put together," Hascall said. "Their images show just how destructive

being 'constructive' can be. I think that everyone should see these pictures so that they understand just what went into building the H-3 and what sacrifices had to be made."

Hascall also had a special connection to the exhibit, as he received his associate's degree at WCC and had Hamasaki as a teacher.

"I took his class five times solely because I loved photography and thought Mark was an exceptional teacher," he said. "My father is a retired photographer, of which I inherited all of his archaic equipment, which I've always wanted to learn how to use. With Mark's expertise and his help, I developed a love for photography that I will take with me to my grave."

Though the exhibit depicts heavy devastation caused by the freeway construction, the photos also praise what re-

mains: the mountains, one of the 'aina's most enduring bodies.

With his work, Hamasaki hopes that future generations will be able to see the environmental cost the development has had on the island and will prevent similar acts in the future.

"This timeline shows you how long it took to build the freeway; the takeaway would be to follow the rules, follow the proper procedures," Hamasaki said. "Learn about the place names, the history of the place. We all have a responsibility to take care of the land, the place we live, the place we call home."

The exhibit runs until May 6 at Gallery 'Iolani, located adjacent to Palikū Theatre, and is open 1-5 p.m. Mondays through Fridays and Sundays, as well as 6-8 p.m. on Mondays and Tuesdays.

from page 1

Executive Summary Hawaii's 2018-19 Perkins Plans

I. Total award to the State: \$5,804,502

Allocations directly to the agencies:

DOE for the 43 high schools	\$2,515,391
UHCCS for the 7 campuses	\$2,515,391

Special allocations:

Dept of Public Safety	\$58,045
Non-traditional Training	\$60,000
Leadership Activities	\$199,999
Administration	\$125,000
Reserve	\$330,067

II. Strategic goals/areas of focus for 2018-19:

Program excellence
Teaching excellence
Driving system change

III. Examples of Uses of Funds by Agency

UHCCS

- Develop an interdisciplinary patient care team-learning environment in 7 KapCC Health Care programs: Occupational Therapy, Respiratory Care, Practical Nursing, Community Health Worker, Medical Assisting, and Physical Therapist Assistant.
- Implement the *Emerging CTE Leaders* professional development program for highly-motivated faculty, counselors, staff, and administrators statewide, to identify and develop future CTE champions.

- Implement effective outreach strategies at LeeCC, to enroll and track underrepresented students in the APC SPED degree program, support them to program completion, and transition them into employment as SPED teachers.
- Align CTE programs with external accreditation agencies:
 - American Culinary Federation: culinary at KapCC & WCC
 - American Veterinary Medical Assoc: veterinary science at WCC
 - Commission on Accreditation for Respiratory Care: health care at KapCC
 - National Automotive Technicians Education Foundation: diesel technology at HonCC

HIDOE

- Integration of academics and their application in CTE programs
- *EdReady* individualized math modules
- UHM Online Learning Academy
- Strengthen technical skills of students in CTE programs & Enhance Performance Based Assessments statewide
- Address transitioning from middle school to high school CTE programs
- Expand teacher collaboration & teacher externships
- Implement the teacher *Response to Intervention* framework
- Improve school monitoring
- Expand inclusive practices for special populations
- Align CTE programs with apprenticeships
- Expand internships and apprenticeships statewide

State CTE Office

Fiscal support for 2 FT positions to be embedded within P20 to

1. Improve CTE and workforce data within the Data XChange Partnership
2. Coordinate statewide work-based learning opportunities.

CARL D. PERKINS
CAREER AND TECHNICAL EDUCATION ACT OF 2006
Hawaii Department of Education
Plan Guidelines for FY 2018-19

Perkins IV became law on August 12, 2006. The Hawaii Department of Education (HIDOE) is an eligible recipient of Perkins funds for the year 2018-19. In order to receive funds, the department must fully address the goals of the Career and Technical Education Act of 2006 and comply with the federal and state requirements of the Act.

This packet contains the necessary forms for submittal. The plans are due **April 20, 2018** 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 FY 2018-19 with funds received under the Basic Grant, Section 134 of the Act. Funds must be used for programs and activities designed to support the state's Career Pathway model and to meet or exceed the State-adjusted levels of performance.
- Section III. A completed budget sheet for Basic Grant requests
- Section IV: An Assurance Form signed by the Superintendent.

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 2018-19 funds will be focused as you complete Section II. For your reference, below are the Perkins' performance goals and actuals for 2016-17.

Perkins Core Indicators	Measurement Definition	Performance Percent 2016-2017 Goal / Actual
1S1: Academic Attainment: Reading / Language Arts	Numerator: Number of concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State based on the scores that were included in the State's computation of adequate yearly progress and who, in the reporting year, left secondary education. Denominator: Number of concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State's computation of adequately yearly progress and who, in the reporting year, left secondary education.	50.25/62.08
1S2: Academic Attainment: Mathematics	Numerator: Number of concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State based on the scores that were included in the State's computation of adequate yearly progress and who, in the reporting year, left secondary education. Denominator: Number of concentrators who took the ESEA assessments in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, have left secondary education.	23.00/34.81
2S1: Technical Skills Assessment	Numerator: Number of concentrators who passed technical skill assessments that are aligned with industry-recognized standards. Denominator: Number of concentrators who took the assessments during the reporting year.	85.00/96.91
3S1: Secondary School Completion	Numerator: Number of concentrators who earned a regular secondary school diploma during the reporting year. Denominator: Number of concentrators who left secondary education during the reporting year.	95.00/98.94
4S1: School Graduation Rate	Numerator: Number of concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(c)(vi) of the ESEA. Denominator: Number of concentrators who, in the reporting year, were included in the State's computation of its graduation rate as described in Section 1111(9b)(2)(c)(iv) of the ESEA	95.00/98.84
5S1: Placement	Numerator: Number of concentrators who left secondary education during the reporting year and who were located and included in the National Clearinghouse Database as enrolled in postsecondary education. Denominator: Number of concentrators who left secondary education during the reporting year and who were included in the National Clearinghouse Database as enrolled in postsecondary education	100/100
6S1: Nontraditional Participation	Numerator: Number of participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. Denominator: Number of participants who participated in a program that leads to employment in nontraditional fields during the reporting year	36.00/38.13
6S2: Nontraditional Completion	Numerator: Number of concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. Denominator: Number of concentrators who completed a program that leads to employment in nontraditional fields during the reporting year	36.00/39.26

RESPONSE:

Career and Technical Education (CTE) plays a central role as HIDOE continues to implement its Strategic Plan (2017-2020) to graduate all students “College, Career, and Community Ready” (CCCR). Policies, resource allocations, school design structures, a focus on teacher collaboration, curricular content, instructional approaches, supplementary and outreach are organized around the Strategic Plan. The success of the Strategic Plan revolves around tri-level systems of support: 1) Successful Systems of Support, 2) Staff Success, and 3) Student Success. Perkins funding will expedite the promotion of excellence, equity, and access to opportunities for high school students in CTE programs.

HIDOE CTE programs will leverage Perkins funding to build the foundations of successful systems of support. One of the most transformational impacts we can have on our educational system is to focus on innovation. Through CTE, HIDOE will employ innovative approaches to teaching, learning, creativity, and problem solving, ensuring that they are aligned with our goals of meeting or exceeding educational goals. Highlighting exemplary programs (e.g., “Bright Spots”), networking and learning from successful examples, and scaling to expand effective practices will build capacity and foster a culture of continuous improvement.

Adequate and expanded resources are essential for Successful Systems to support schools and student success. Although HIDOE distributes resources in equitable ways, current public education funding is inadequate to elevate programs to levels of excellence. HIDOE will use Perkins funding, in all nine of the Basic Funds required uses, to develop challenging academic and technical standards and assist students in meeting the standards in preparation for projected high-demand, high-wage, and high-skill career choices. After data analyses conducted at the school-level, Perkins funds will be used to plan long-term, supplemental, systemic services and activities to expand, innovate, and improve CTE, and reduce achievement gaps through implementation of best practices and effective instruction. In addition, HIDOE will develop partnerships with stakeholders, non-government organizations, communities, advisory councils, and families to build relationships, maximize resources, and capitalize on expertise to advance systemic equity and excellence for all students.

The success of our students depends, in large part, on our Staff Success. Many of HIDOE CTE teachers have expressed a need for (and appreciation of) professional development to improve the quality of their teaching and their students’ learning. HIDOE will use Perkins funding to invest in and support teachers through focused professional development, coaching, and mentoring. CTE teachers will learn about cutting-edge technology and trends in high-demand, high-wage, high-skill industries. CTE teachers will focus on evidence- and research-based strategies to maximize the academic and technical skills attainment of students, particularly those who have special needs. In addition, teachers will learn inclusive, proactive instructional strategies to increase the likelihood of students’ conceptual understanding and mastery of skills directly related to

careers aligned with their interests and strengths. The integration of reading/language arts and mathematics, as applied in problem-based learning and creative design in the CTE curriculum is central to efforts to prepare students for college and/or careers. Perkins-supported long-range planning includes strengthening CTE teacher and administrator leadership and providing quality induction and mentoring to new CTE teachers.

HIDOE CTE Student Success depends on Quality Systems of Support and Staff Success. Perkins funding will be used to empower CTE students by giving them opportunities to create individualized plans aligned with their own personal goals and work toward achieving their future career aspirations. Students will be motivated and engaged as they select from the range and depth in CTE Programs of Study (POS) in efforts to build on their strengths through relevant, rigorous, and meaningful curriculum. CTE students are well-rounded as they explore, plan, and prepare for success as they transition to their post-high school endeavors.

Through engagement in performance-based assessments, CTE students will learn and demonstrate the General Learner Outcomes (GLO). Representatives from business and industry have emphasized the importance of these GLOs, as they represent the employability skills and dispositions needed (e.g., collaboration, critical thinking and problem solving, strong work ethic, interpersonal skills) in the workplace.

The success of HIDOE CTE programs is dependent on our collaboration with post-secondary institutions and business and industry. Using Perkins funding, HIDOE will build and enhance partnerships between secondary and post-secondary institutions, area CTE schools, local workforce investment boards, business and industry, and training programs. Standards in courses directly support both HIDOE's mission and Hawaii's economic development plans.

The HIDOE requires that individual school CTE improvement plans address the State's economic development initiatives, comprehensive counseling and guidance, integration of State academic standards with industry standards, and transitions and partnerships with post-secondary institutions and business and industry. These criteria are established in order to ensure that schools focus on and address these priorities as a means to access Perkins funds.

Schools are required to use data to identify gaps and student needs when implementing CTE reform initiatives including comprehensive counseling and guidance, integration of State academic and industry standards, and transitions and partnerships with post-secondary institutions and business and industry. 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 uses the identified goals to develop its CTE action plan (One-Year Plan) to fulfill CTE program requirements.

The criteria included in Sec. 135 of the Carl D. Perkins CTE Improvement Act of 2006

will be used to approve eligible recipients for funding under the Act. Eligible recipients must address the contents and required uses of funds as stated in Perkins IV including activities to: 1) promote continuous improvement in academic achievement, 2) promote continuous improvement of technical skill attainment, and 3) identify and address current or emerging occupational opportunities. Core indicators of performance data as well as any other appropriate data must be used to substantiate these proposed activities.

Summary of Perkins Indicator performance:

1S1: HIDOE exceeded the goal by 11.83%

1S2: HIDOE exceeded the goal by 11.81%

2S1: HIDOE exceeded the goal by 11.91%

3S1: HIDOE exceeded the goal by 3.94%

4S1: HIDOE exceeded the goal by 3.84%

5S1: HIDOE met the goal of 100%

6S1: HIDOE exceeded the goal by 2.13%

6S2: HIDOE exceeded the goal by 3.26%

Analysis of the data:

HIDOE performance on the 2016-2017 Perkins Indicator Outcomes met or exceeded goals in eight of the eight indicators, validating the activities implemented in the prior year's plan. HIDOE will continue to utilize the same activities associated with these indicators to enhance and expand the career pathway model through POS. In addition, HIDOE will help schools focus on accelerating the academic achievement of students with special needs and will work toward increasing the awareness of opportunities and participation of students in nontraditional career pathways.

Perkins Core Indicators 1S1: Academic Attainment: Reading/Language Arts, 1S2: Academic Attainment: Mathematics, and 2S1: Technical Skills completion, will meet or exceed 2016-2017 goals using activities in Section II A, B, C, D, E, F, H and J.

Perkins Core Indicators 3S1: Secondary School Completion, 4S1: School Graduation Rate, and 5S1: Placement, will meet or exceed 2016-2017 goals using activities in Section II A, B, C, D, E, F, G, I and J.

Perkins Core Indicators 6S1: Nontraditional Participation and 6S2: Nontraditional Completion will meet or exceed goals using activities A, B, D, E, F, G, H, I, J.

HIDOE produces reports (Consolidated Annual Report [CAR] for CTE) to ensure that the intent of the Perkins Act is met. Information in this CAR report is aggregated at the state level and is used for reporting. However, administrators in schools could use school-level information to evaluate their progress and focus on continuous improvement related to CTE student success indicators. Therefore, HIDOE will take the analysis of the data further and share disaggregated results with schools to help them make informed decisions for CTE programmatic improvement. Specific areas, including the achievement, progress, and success of students with special needs will be highlighted. In addition, HIDOE will support concerted school-level efforts to increase student participation and concentration in nontraditional fields.

Through school visitations and review of schools' monitoring reports, HIDOE will give feedback to schools on the extent to which their CTE programs focus on and achieve improvement goals, engage in self-assessment and evaluation, include professional development opportunities for teachers, and focus on the needs of all students. Schools can use the data to identify programmatic strengths and areas for improvement, and professional development needed. Needs and effective courses of action can be identified through focus groups with students, teachers, administration, the community, and industry.

The focus for HIDOE CTE during SY18-19, around which all Perkins required uses will revolve, will be on excellence, equity, and access for CTE students. The underlying belief is that all schools have specific strengths and all schools have areas in need of improvement. Proficiency in academic subject areas, including literacy and mathematics, will increase the likelihood that students have equitable access to careers of their choice.

Excellence in academic performance in literacy and mathematics is measured in part, through standards-based assessments taken by all Grade 11 students. Descriptive analyses of school-level data reveal differences in CTE Concentrators' scores assessments between schools and between POS. Tables 1 and 2 shows schools which met goal 1S1 and 1S2 highlighted in green and schools that did not meet the goal are highlighted in red. Pathways in "green" schools that did not meet the goal are highlighted in red. Pathways in "red" schools that met the goal are highlighted in green.

Data has been a reference to determine activities in Section II, the Basic Grant Form.

Table 1. Reading/Language Arts academic achievement goal 1S1 50.25% (SY16-17), school overall and by career cluster.

School	CTE Count RLA Prof	CTE Count Total	CTE % Prof RLA	A&C % Prof RLA	Business % Prof RLA	Health % Prof RLA	IET % Prof RLA	NR % Prof RLA	PHS % Prof RLA
Henry J. Kaiser High	59	72	82%	76%	100%			80%	91%
Kalani High	63	77	82%		80%	93%	86%	50%	0%
Theodore Roosevelt High	22	28	79%	83%			50%		88%
Moanalua High	140	181	77%	81%	85%	93%	68%		70%
Pearl City High	154	204	75%	85%	90%	89%	72%	57%	56%
James B. Castle High	91	121	75%	82%	64%	79%	92%	29%	61%
Kalaheo High	56	75	75%	82%		100%	69%	75%	72%
Aiea High	54	75	72%	71%	100%	81%	90%	50%	60%
William McKinley High	99	139	71%	61%	100%	88%	59%	40%	64%
Leilehua High	83	118	70%	77%	80%	94%	64%	52%	69%
Wallace Rider Farrington High	113	169	67%	58%	50%	93%	67%		53%
Waipahu High	145	217	67%	69%	89%	70%	74%	53%	59%
Ke Kula O Ehunuikaimalino	2	3	67%	67%					
Waiakea High	76	119	64%	73%	83%	78%	59%	33%	25%
Mililani High	234	367	64%	52%	74%	84%	63%	57%	71%
King Kekaulike High	72	115	63%	83%		89%	52%	20%	36%
Kaimuki High	13	21	62%	75%			64%		33%
Kapolei High	160	265	60%	48%	69%	84%	53%	8%	75%
Kauai High	92	155	59%	59%	81%	80%	48%	60%	47%
Hana High & Elementary	10	17	59%	50%			50%	0%	86%
Kahuku High & Intermediate	57	97	59%	56%		73%	38%	43%	76%
Kapaa High	97	168	58%	60%	67%	74%	59%		34%
Admiral Arthur W. Radford High	28	49	57%	50%		50%	65%		56%
Maui High	143	253	57%	57%	62%	60%	60%	20%	57%
Honokaa High & Intermediate	35	62	56%	63%			73%	43%	48%
Kohala High	14	25	56%	100%		50%	50%	40%	63%
Kailua High	27	49	55%	53%		88%	83%	0%	41%
Molokai High	24	44	55%	100%		80%	50%	25%	
Waimea High	41	76	54%	50%		100%	67%	36%	50%
Hilo High	37	72	51%	50%	75%	76%	28%	33%	75%
Konawaena High	26	51	51%	75%		60%	67%	13%	55%
Kau High & Pahala Elementary	4	8	50%	40%		0%	100%	100%	
James Campbell High	174	349	50%	47%	50%	76%	44%	38%	45%
Kealakehe High	34	70	49%	33%	100%	89%	50%		38%
Henry Perrine Baldwin High	39	90	43%	69%	14%	33%	38%	9%	25%
Pahoa High & Intermediate	16	39	41%	50%	50%	0%	60%	0%	29%

Waialua High & Intermediate	24	59	41%	48%			31%	0%	42%
Waianae High	89	221	40%	63%	22%	73%	22%	27%	39%
Keaau High	40	101	40%	75%		32%	48%	29%	39%
Lahainaluna High	46	117	39%	52%	27%	82%	29%	13%	43%
Laupahoehoe Community - PCS	3	8	38%	38%					
Lanai High & Elementary	3	9	33%	17%			100%		0%
Nanakuli High & Intermediate	15	65	23%	17%		30%	31%	0%	25%
Grand Total	5509	9243	60%	60%	70%	71%	59%	34%	51%

Table 2. Mathematics academic achievement goal 1S2 23% (SY16-17), school overall and by career cluster.

School	CTE Count Prof Math	CTE Total Count	CTE School % Prof Math	A&C % Prof Math	Business % Prof Math	Health % Prof Math	IET % Prof Math	NR % Prof Math	PHS % Prof Math
Theodore Roosevelt High	19	28	68%	67%			50%		75%
Kalani High	48	77	62%		67%	62%	68%	50%	0%
William McKinley High	80	139	58%	39%	63%	50%	77%	20%	64%
Moanalua High	97	181	54%	44%	77%	71%	51%		48%
Henry J. Kaiser High	36	72	50%	46%	75%			60%	50%
Pearl City High	100	204	49%	55%	70%	56%	49%	43%	34%
Mililani High	173	367	47%	40%	48%	55%	53%	43%	46%
Waipahu High	101	217	47%	50%	78%	57%	56%	19%	33%
Kalaheo High	34	75	45%	55%		40%	42%	50%	45%
Waiakea High	49	119	41%	27%	67%	43%	46%	33%	0%
Leilehua High	47	118	40%	42%	60%	56%	45%	26%	31%
Konawaena High	19	51	37%	50%		40%	67%	0%	42%
Wallace Rider Farrington High	62	169	37%	21%	25%	70%	42%		13%
James B. Castle High	40	121	33%	18%	9%	37%	68%	0%	22%
Admiral Arthur W. Radford High	16	49	33%	50%		40%	30%		11%
Honokaa High and Intermediate	20	62	32%	32%			45%	43%	24%
Maui High	81	253	32%	25%	32%	43%	45%	7%	30%
Kealakehe High	22	70	31%	24%	100%	78%	31%		8%
Molokai High	12	44	27%	50%		30%	29%	13%	
Kapaa High	45	168	27%	25%	33%	37%	38%		3%
Kauai High	41	155	26%	9%	38%	35%	29%	0%	23%
King Kekaulike High	30	115	26%	30%		39%	28%	20%	9%
Henry Perrine Baldwin High	23	90	26%	42%	14%	33%	24%	0%	8%
Aiea High	19	75	25%	29%	100%	38%	40%	0%	8%
Kapolei High	67	265	25%	25%	29%	42%	23%	0%	16%
James Campbell High	87	349	25%	18%	19%	34%	31%	17%	19%

Keaau High	24	101	24%	50%		12%	30%	29%	23%
Kohala High	6	25	24%	50%		25%	33%	20%	13%
Lahainaluna High	28	117	24%	26%	23%	45%	29%	0%	25%
Keaau High	24	101	24%	50%		12%	30%	29%	23%
Pahoa High & Intermediate	9	39	23%	25%	0%	0%	33%	20%	14%
Waimea High	16	76	21%	15%		33%	33%	7%	28%
Kailua High	10	49	20%	7%		25%	83%	0%	12%
Hilo High	14	72	19%	25%	0%	29%	16%	0%	25%
Hana High and Elementary	3	17	18%	0%			25%	0%	29%
Waialua High & Intermediate	9	59	15%	24%			0%	0%	17%
Kaimuki High	3	21	14%	0%			14%		33%
Kahuku High & Intermediate	14	97	14%	13%		20%	25%	10%	14%
Waianae High	27	221	12%	29%	11%	9%	7%	4%	10%
Nanakuli High & Intermediate	1	65	2%	0%		0%	0%	0%	4%
Grand Total	1533	4620	33%	30%	38%	45%	38%	16%	26%

HIDOE will start to assist schools in identifying their strengths and setting both short- and long-term goals aligned with strategies for improvement. HIDOE will, through monitoring visitations and data analyses, identify “Bright Spot schools” (i.e., model schools) that are doing an exceptional job in addressing and narrowing gaps, both generally and with respect to specific Perkins Core Indicators. Other schools may confer with and borrow strategies, scaffolds, and evidence-based practices that, when adapted, may be effective for their student populations.

HIDOE will continue to provide training on the use of the Longitudinal Data System for analyses, interpretation, and long-term planning. HIDOE will support CTE District Resource Teachers in inquiry processes that lead to the identification of specific school, program, curriculum, and instructional actions for success.

Section II. The Basic Grant form is on a separate attachment.

Address each of the requirements outlined in Section 134 of the Act (sections A-J on the form), describe how the agency will improve CTE programs and activities in SY 2018-19 with funds received under this title.

Funds Available: \$2,515,391 (subject to changes made by the USDOE).

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.

Where appropriate, include proposed activities, expected outcomes, and budget categories that support the activity.

For reference, the 2016-17 performance goals are listed below:

Perkins Core Indicators	Performance Percent Goals for 2016-2017
1S1: Academic Attainment: Reading / Language Arts	50.25*
1S2: Academic Attainment: Mathematics	23.00*
2S1: Technical Skills Assessment	85.00
3S1: Secondary School Completion	95.00
4S1: School Graduation Rate	95.00
5S1: Placement	100.00
6S1: Nontraditional Participation	36.00
6S2: Nontraditional Completion	36.00

* Because of the administration of the new Smarter Balanced Assessment (SBA), revised cut scores for the new academic indicators for RLA and Mathematics were negotiated for SY 2016-2017. Other cut scores remained the same or were increased.

Section III: The Basic Grant budget must support and relate to the plan in Section II.

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

HIDOE State Office Level

Administrative	Subtotal	Total
Salary	\$71,250	
Fringe (60%)	\$42,750	
Office Equipment	\$7,000	
Office Supplies	\$3,000	
Mileage	\$1,700	
		\$125,700
Program Improvement Activities		
Salary	\$23,750	
Fringe (60%)	\$14,250	
Salary (3 Resource Teachers)	\$193,792	
Fringe (60%)	\$116,275	
Meeting Facilities	\$2,000	
Supplies	\$5,000	
Printing		
Equipment	\$23,000	
Curriculum Development/ Implementation	\$7,000	
Evaluation/Assessment (Neighbor island travel)	\$5,775	
Contractual	\$20,000	
Research		
Professional Development	\$65,000	
Out-of-State Travel (For professional development)	\$24,800	
District RT Support	\$67,500	
		\$568,142
Allocated Directly to Schools	\$1,821,549	\$1,821,549
TOTAL		\$2,515,391

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

Superintendent

Date

Dr. Christina M. Kishimoto
Print Name

SEC. 134. BASIC GRANT RFP

- I. Funds Available: \$2,515,391 for each eligible bidder.**
- II. Eligible Bidders: The University of Hawai‘i Community College System and the Hawai‘i State Department of Education.**
- III. Time Frame: The programs, projects, and services supported under this RFP extend 27 months beginning July 1, 2018**
- IV. Deliverables: a progress report is required and must be submitted to the Office of the State Director on or before Sept 15, 2019.**

Directions:

Complete this form for all Required Elements of Sect 134 of the ACT. Permissive uses may or may not be addressed

Include a separate budget sheet and a signed Assurance Form with your submission

Submission deadline: April 20, 2018

Required Elements [Sec. 134(b) of the Perkins Act]	Proposed Activity	Needs analysis: Use core indicator performance data as well as any other appropriate data to substantiate the need for the proposed activity and describe how the proposed activity supports the required uses of funds and purpose.	Expected Outcomes (evidence that the activities support the required uses of funds and purpose)	Budget (Use the categories on the Budget Summary)
<p>A. Describe how the agency will:</p> <p>1. offer the relevant elements of not less than 1 Career and Technical Education (CTE) program of study (POS);</p>	<p>HIDOE’s Strategic Plan focuses on access and equity in building career readiness pathways for students that will engage and support them as they pursue their aspirations. HIDOE, in collaboration with Pathway Advisory Councils (PAC), will create and maintain POS centered on authentic learning opportunities aligned with business/industry and post-secondary institutions’ expectations that will empower and prepare students for success.</p> <p>HIDOE will create three additional Career Clusters (“Information Technology,” “Culinary, Hospitality and Tourism,” and “Law, Government, and Public Service”) that will be offered to students in SY 2019-2020.</p>	<p>HIDOE currently has six Career Clusters and 78 POS: Arts and Communication (9 POS); Business (14 POS); Health Services (8 POS); Industrial and Engineering Technology (22 POS); Natural Resources (14 POS); Public and Human Services (11 POS).</p> <p>Feedback from industry sector partnership meetings suggests that the availability of more POS that focus on preparation for high-wage, high-skill, and high-demand careers in Hawaii are</p>	<p>High schools receiving Perkins funds will offer at least one POS with content aligned to core academic standards and POS industry standards.</p> <p>Additional, relevant Career Clusters will be introduced and will be available for students to pursue in SY 2019-2020.</p>	<p>Salary and Fringe (Resource Teachers, Program Administrator)</p> <p>Curriculum Development and/or Implementation</p> <p>Professional Development</p>

		needed.		
	HIDOE will provide direct assistance to schools to help them identify and add POS that meet the needs of their students.	Students need opportunities to pursue their goals so they can choose a high-interest POS in a Career Cluster. Students often make choices based on their academic strengths. Students who excel in Reading/Language Arts (RLA) or mathematics may gravitate toward certain Career Clusters.	Additional, relevant Career Clusters will be introduced and will be available for students to pursue in SY 2019-2020.	
	HIDOE will research current data on supply and demand and projected industry growth to identify shortage areas for high school CTE teachers. HIDOE will initiate talks with teacher preparation programs and licensing bodies to identify CTE teacher certification pathways.	Human resources are scarce. Many HIDOE principals report difficulty in filling CTE teaching lines with qualified teachers who can effectively support CTE POS.	Possible solutions to address the CTE teacher shortage will be pursued.	
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	<p>a) THE CORE ACADEMIC SUBJECTS:</p> <p>HIDOE is committed to equity and excellence, ensuring that all students have access to a well-rounded, engaging, relevant standards-based education. HIDOE will provide professional development for CTE teachers to effectively instruct students in RLA and mathematics to establish a solid academic foundation. Specifically, CTE teachers will have the opportunity to learn and use the Universal Design for Learning framework to design CTE lessons to maximize students' learning of academic content and skills.</p> <p>HIDOE will target specific, high-need Career Clusters and will provide professional development for CTE teachers to improve students' achievement in RLA.</p> <p>HIDOE will target specific, high-need career clusters and will provide professional development for CTE teachers to improve students' achievement in mathematics.</p>	Data disaggregated by school for each Career Cluster shows that CTE Concentrator students in some Career Clusters generally perform below expected levels of proficiency on standards-based RLA and mathematics tests of achievement.	<p>HIDOE will meet or exceed performance indicators 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2, at the system level, by 2%.</p> <p>Schools' Performance-Based Assessment (PBA) proficiency rates will increase by 2%.</p> <p>The number of students who earn CTE Honors distinction will increase as reported in the Hawaii P20 College Career Readiness Indicators Report</p>	<p>Salary and Fringe (Resource Teachers, Program Administrator)</p> <p>Professional Development</p> <p>Curriculum Development and/or Implementation</p> <p>Evaluation and/or Assessment</p>

<p>9101 of the Elementary and Secondary Education Act of 1965); and</p> <p>b) career and technical education subjects;</p>	<p>b) CAREER AND TECHNICAL EDUCATION SUBJECTS:</p> <p>In collaboration with PACs, HIDOE will review CTE courses to ensure logical and sequential integration of core academic standards and industry standards, aligned with the State’s economic development initiatives.</p> <p>Professional development on explicitly teaching math concepts and skills contextualized in CTE classes will be developed to assist teachers in helping their students, in high-need career clusters, master mathematics at higher levels.</p> <p>Professional development on explicitly teaching RLA concepts and skills contextualized in CTE classes will be developed to assist teachers in helping their students, in high-need career clusters, master RLA at higher levels.</p> <p>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 Career Cluster are cross-walked to the Common Core State Standards and Hawaii Content and Performance Standards 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.</p>	<p>Data disaggregated by school for each Career Cluster shows that CTE Concentrator students in some Career Clusters generally perform below expected levels of proficiency on standards-based RLA and mathematics tests of achievement.</p>	<p>HIDOE will meet or exceed performance indicators 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2, at the system level by 2%.</p> <p>Schools’ Performance-Based Assessment (PBA) proficiency rates will increase by 2%.</p>	
<p>3. provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;</p>	<p>HIDOE will continue to focus on student success through cultivating partnerships with businesses.</p> <p>HIDOE will pursue virtual and face-to-face opportunities to pair CTE students and CTE classrooms with business and industry partners.</p> <p>HIDOE will explore adding employability skills to the Career Pathway System.</p> <p>HIDOE will continue to encourage CTE schools and teachers</p>	<p>Feedback from industry sector partnership meetings suggests that some HIDOE graduates do not have a thorough understanding of all aspects of an industry.</p>	<p>Schools’ number of concentrators will increase by 2% as students strive to understand all aspects of an industry.</p> <p>The number of students taking the PBA will increase by 2%. Schools’ PBA proficiency rates will increase by 2%.</p>	<p>Salary and Fringe (Resource Teachers, Program Administrator)</p> <p>Professional Development Curriculum Development</p>

	to forge partnerships with businesses through teacher externships. Through these externships, CTE teachers will learn about workplace expectations, current trends, innovations, and the knowledge, skills, and, dispositions expected of entry-level employees. CTE teachers will share their experiences and knowledge with their students.			and/or Implementation
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;	<p>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. HIDOE will continue to provide guidance and technical assistance to schools to analyze their data (e.g., their students' academic strengths and needs; the effectiveness of teachers' academic core instruction) and use it to make informed decisions on high-leverage practices that impact their students' learning and engagement.</p> <p>HIDOE will help teachers use data to focus and shape their curriculum to ensure that students meet or exceed the academic and technical skills standards in CTE courses.</p> <p>HIDOE will review PBA scenarios to identify opportunities for students to apply rigorous content knowledge and skills.</p> <p>HIDOE will assist pilot schools in creating 3-year CTE plans to ensure continuity and purpose in the schools' decision making as reflected in their One-Year Plans (OYP).</p> <p>The majority of CTE PACs are comprised of representatives from business. HIDOE will work with the PACs to periodically review the standards in POS courses to ensure that they are rigorous and relevant.</p>	<p>State assessments reveal that, at the system level, about 38% of CTE Concentrators are not proficient in RLA; about 65% are not proficient in mathematics.</p> <p>In general, students in certain schools and in certain Career Clusters perform better in RLA or mathematics than others.</p>	<p>Schools will analyze their students' academic performance to identify students' strengths and needs, the effectiveness of academic core instruction, and students' application of content in CTE courses.</p> <p>Schools' PBA proficiency rates will increase by 2%.</p>	<p>Salary and Fringe (Resource Teachers, Program Administrator)</p> <p>Professional Development</p> <p>Curriculum Development and/or Implementation</p> <p>Evaluation and/or Assessment</p>
5. encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as	HIDOE prepares students to be well-rounded, prepared, and resilient, through a focus on excellence and equity. HIDOE will provide professional development for teachers to effectively instruct students in RLA and mathematics to establish a solid academic foundation. With strong skills and conceptual understandings, students will be prepared to choose rigorous	State assessments reveal that some CTE students are not performing at levels that will enable them to enroll in rigorous and challenging courses. At the system level, about 38% of CTE	The number of students who earn CTE Honors distinction will increase as reported in the Hawaii P-20 College Career Readiness Indicators	Salary and Fringe (Resource Teachers, Program Administrator)

<p>defined in section 9101 of the Elementary and Secondary Education Act of 1965)</p>	<p>CTE courses that will empower them for continuous learning and careers.</p> <p>HIDOE will review CTE courses to ensure that they integrate technical skills with academic rigor, which will prepare students for the challenges of advanced coursework.</p> <p>HIDOE CTE, in collaboration with subject matter experts, will continue discussions and exploration to develop, adapt, or adopt equivalent academic courses oriented for CTE Clusters.</p>	<p>Concentrators are not proficient in RLA; about 65% are not proficient in mathematics. This presents equity and access issues for students who do not have the basic RLA and mathematics competencies.</p> <p>CTE students need opportunities to be challenged academically.</p> <p>CTE students need to see the relevance of rigorous academic content applied in authentic business or industry contexts.</p>	<p>Report.</p>	<p>Professional Development</p> <p>Curriculum Development and/or Implementation</p> <p>Evaluation and/or Assessment</p>
<p>B. Describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development);</p>	<p>HIDOE professional development activities will be ongoing and linked to the Career Pathway System, and the HIDOE's Strategic Plan.</p> <p>HIDOE will offer high quality, sustained, intensive professional development that is focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of CTE teachers. CTE teachers will have opportunities to dialogue about industry-driven CTE curriculum, best instructional practices, and assessment.</p> <p>HIDOE will target specific, high-need career clusters and will provide professional development for CTE teachers to improve students' achievement in RLA.</p> <p>HIDOE will target specific, high-need career clusters and will provide professional development for CTE teachers to improve students' achievement in mathematics.</p> <p>HIDOE will assist PACs in developing and refining industry-approved content and performance standards for POS within each of Hawaii's CTE Career Clusters.</p>	<p>State assessments reveal that some CTE students are not performing at levels that will enable them to enroll in rigorous and challenging courses. At the system level, about 38% of CTE Concentrators are not proficient in RLA; about 65% are not proficient in mathematics. This presents equity and access issues for students who do not have the basic RLA and mathematics competencies. Teachers need instructional strategies that maximize students' learning.</p> <p>Current CTE teachers have expressed appreciation for the professional development opportunities that were provided in SY17-18 and hope that innovative offerings continue to</p>	<p>HIDOE will meet or exceed performance indicators 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2 by 2%.</p>	<p>Salary and Fringe (Resource Teachers, Program Administrator)</p> <p>Professional Development</p> <p>Curriculum Development and/or Implementation</p> <p>Evaluation and/or Assessment</p> <p>Meeting Facilities</p> <p>Supplies</p>

	<p>HIDOE will explore convening teams of academic core teachers, CTE teachers, counselors, special education teachers, and other school-level partners to integrate rigorous academic content standards in CTE education curricula. They will work, jointly, to identify developmentally appropriate pedagogical strategies for CTE curriculum implementation.</p> <p>Through professional development, HIDOE will provide knowledge, skills and strategies needed to work with, and improve instruction for, students who are members of special populations.</p> <p>To promote middle school to high school alignment, develop a plan to have high school counselors and other relevant personnel encourage middle level feeder schools to create their wheel courses in alignment with the high school Career Clusters being offered. This effort will inform students of options and will increase the number of concentrators in Hawaii's Career Pathway System, as directed by the HIDOE Strategic Plan.</p> <p>HIDOE will explore hosting Career Cluster workshops, meetings, and training sessions that will provide opportunities for teachers to keep abreast of all aspects of industry. Teacher learning sessions may include teacher externships with businesses and opportunities to learn from, and dialogue with, post-secondary partners.</p>	<p>be made available to them.</p> <p>During school monitoring visits CTE teachers have expressed a need for time to collaborate to share curriculum ideas and best instructional practices.</p>		<p>Contractual</p> <p>Equipment</p> <p>Travel</p>
<p>C. Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section</p>	<p>HIDOE will continue to utilize each of Hawaii's PACs, comprised of local businesses (including small businesses), labor organizations, and CTE teachers and faculty to develop and/or approve core, cluster and concentration standards, content, and assessments. These standards serve as the foundation for all the planning, development, implementation, and evaluation of CTE programs in the state.</p> <p>HIDOE also coordinates local CTE advisory committees and/or CTE student organization advisory committees in secondary schools' CTE programs. These committees are made up of</p>	<p>Data and feedback from industry sector partnership meetings suggests that some HIDOE graduates perform at levels lower than expected.</p> <p>A significant decrease in the number of CTE participants in the last year may have been the result of lack of knowledge of CTE POS. Hence, there may be a need to increase students',</p>	<p>HIDOE will meet or exceed performance indicators 3S1, 4S1, and 5S1 by 2%.</p> <p>HIDOE websites will include current CTE information regarding the Career Pathway System initiatives and Bright Spots.</p>	<p>Salary and Fringe (Resource Teachers, Program Administrator)</p> <p>Curriculum Development and/or Implementation</p>

<p>117 of Public Law 105–220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study;</p>	<p>business and industry specialists who provide direction for programmatic and curriculum improvement and expansion.</p> <p>HIDOE will use POS sheets as counseling tools to assist shareholders in understanding CTE and the intent of the Perkins IV Law including transitions, recommended secondary and post-secondary coursework, and connections to and information about industry employment.</p> <p>HIDOE will update websites to include current information regarding the Career Pathway System initiatives and Bright Spots.</p> <p>CTE Teachers and counselors will be given access to Nepris, which is an online platform that creates equity of access in connecting teachers and students with industry experts, virtually, while providing an effective way for companies to extend education outreach.</p>	<p>parents', and counselors' awareness of CTE Career Clusters and POS.</p>	<p>The number of CTE Participants will increase by 5%.</p> <p>The number of CTE Concentrators will increase by 5%.</p>	<p>Evaluation and/or Assessment</p> <p>Meeting Facilities</p> <p>Office Supplies</p> <p>Office Equipment</p>

<p>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;</p>	<p>HIDOE promotes strategic action through purposeful design of schools to maximize student engagement in rigorous and innovative CTE programs that prepare students for college and careers. Through innovative school designs, CTE teachers, counselors, and administrators will collaborate to create long-range plans that will focus on improving size, scope, and quality of CTE programs offered in their schools.</p> <p>Size: HIDOE will provide guidance in schools' use of their off-ratio position, as needed.</p> <p>Scope: HIDOE will use POS sheets to assist students in planning their pathway as they pursue their career choice.</p> <p>Quality: HIDOE will provide professional development for CTE teachers on conducting PBAs at the classroom and school levels. Students will be encouraged to earn CTE Honors Distinction.</p> <p>HIDOE will provide guidance and feedback to schools and teachers during reviews of OYPs to increase the likelihood that their curriculum and instruction and resources requested will have a significant effect on students' learning. Support will be provided to help schools understand that the resources purchased using Perkins funds need to be necessary, reasonable, and allowable, and allocable.</p> <p>CTE school reform efforts are aligned with the overall HIDOE's Strategic Plan. CTE plans submitted annually and school monitoring reports focus on providing high-quality learning environments for all CTE students. The district and state leadership in CTE will review schools' plans prior to the allocation of funds to ensure services and activities meet the requirements for program improvement and are also aligned to HIDOE's Strategic Plan, CTE goals, and the requirements of the Carl D. Perkins CTE Improvement Act of 2006.</p>	<p>After HIDOE reviews schools' OYPs, there are occasions when school requests for Perkins funding do not adequately support size, scope, quality, and program improvement.</p>	<p>HIDOE will meet or exceed performance indicators 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2 by 2%.</p> <p>95% of all allowable, allocable, necessary, and reasonable funded CTE programs will meet the approved size, scope, and quality criteria.</p> <p>Size: 100% of CTE classes will meet enrollment requirements for instruction, as defined by Board of Education policy or through off-ratio position allocations.</p> <p>Scope: Students who attain "Concentrator" status after completing a CTE POS will increase by 2%.</p> <p>Quality: The number of CTE Honors designees will increase as reported in the Hawaii P20 College Career Readiness Indicators Report; the number of students taking PBAs will increase by 5%.</p>	<p>Salary and Fringe (Resource Teachers, Program Administrator)</p> <p>Professional Development</p> <p>Curriculum Development and/or Implementation</p> <p>Evaluation and/or Assessment</p> <p>Contractual</p> <p>Equipment</p> <p>Travel</p>
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<p>E. Describe the process that will be used to evaluate and continuously improve the performance of the eligible sub-recipient;</p>	<p>HIDOE will assist pilot schools in creating three-year CTE plans to ensure continuity and purpose in the schools' decision making as reflected in their OYP.</p> <p>HIDOE will conduct semi-annual reviews of OYPs and End-of-Year (EOY) reports to ensure that plans and purchases serve to promote excellence, access to, and equitable opportunities for all students, especially students who have special needs.</p> <p>HIDOE will conduct formal school monitoring and technical assistance visitations at each eligible sub-recipient (high school) every 2-3 years. The focus of the monitoring will be on program improvement, assessment and evaluation, professional development, and the achievement and progress of all CTE students, with particular attention given to those who have special needs.</p> <p>HIDOE will provide support schools in using data analyses to identify schools' and students' strengths and areas in need of improvement. HIDOE will help schools plan strategically to support CTE students' engagement, achievement, and growth.</p> <p>HIDOE schools will be encouraged to use data to identify gaps and student needs when implementing their individual school CTE OYP. Their plan may include any/all of the nine Perkins required uses, CTE reform initiatives such as comprehensive counseling and guidance, integration of State academic and industry standards, and transitions and partnerships with postsecondary and business and industry.</p>	<p>Data disaggregated by school for each Career Cluster shows that CTE Concentrator students in some Career Clusters generally perform below expected levels of proficiency on standards-based RLA and mathematics tests of achievement.</p> <p>Schools need technical assistance through on-site visitations and review of schools' monitoring reports to facilitate continuous improvement.</p> <p>Schools need external feedback to build on their strengths and work on areas in need of improvement.</p>	<p>HIDOE will meet or exceed performance indicators 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2 by 2%.</p> <p>75% of Individual School CTE OYPs will include purchases that address student needs identified through data analyses.</p>	<p>Salary and Fringe (Resource Teachers, Program Administrator)</p> <p>Evaluation and/or Assessment</p> <p>Travel</p> <p>Mileage</p>
<p>F. Describe how the eligible recipient will—</p> <p>a) review career and technical education programs, and identify and adopt strategies to</p>	<p>HIDOE will help teachers through partnerships with the Special Needs Section for students who have special needs. The Comprehensive Student Support System framework will be utilized to strengthen support services.</p>	<p>Schools need feedback on the extent to which their CTE programs address all students' success, especially students with special needs, staff success, and successful systems of support.</p>	<p>HIDOE will meet or exceed performance indicators 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2 by 2%.</p> <p>CTE teachers will identify</p>	<p>Salary and Fringe (Resource Teachers, Program Administrator)</p>

<p>overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;</p> <p>b) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and</p> <p>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;</p>	<p>HIDOE will encourage schools to contact the state director's office to request resources, services, and training to better address the needs of students with special needs and learners pursuing nontraditional careers.</p> <p>HIDOE will provide professional development in the principles of Universal Design for Learning to help CTE teachers engage students and increase the likelihood of success for special populations of students in inclusive settings.</p> <p>HIDOE will conduct school monitoring and technical assistance through visitations and review of schools' monitoring reports. Data for the Career and Technical Education Consolidated Annual Report (CAR), analyzed both through quantitative and qualitative methods at the school level, will be used to highlight innovation and "Bright Spots."</p> <p>HIDOE will encourage CTE teachers to collaborate and/or co-teach with special education teachers in CTE courses.</p>	<p>CTE teachers need strategies to establish a system of analyzing data such as Data Teams to determine CTE program strengths, limitations, and gaps in meeting the needs of students who have special needs.</p> <p>CTE teachers expressed a need for professional development and collaboration time to learn strategies to meet the needs of special populations of students through multiple means of representation, engagement, and action and expression.</p>	<p>and include research-based practices in their OYPs that support students' needs.</p>	<p>Curriculum Development and/or Implementation</p> <p>Evaluation and/or Assessment</p> <p>Research</p> <p>Travel</p> <p>Mileage</p> <p>District RT Support</p>
<p>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;</p>	<p>Students are protected against discrimination by Hawaii State Board of Education (BOE) Policy 305-10, Anti-Harassment, Anti-Bullying, and Anti-Discrimination Against Students) by Employee Policy</p> <p>As applicable, schools may allocate Perkins monies for equipment, tools, and other support for accommodations and modifications, above and beyond services provided to like students in non-CTE classrooms, for students with special needs.</p>	<p>Schools need to provide focused efforts to support students and narrow the gap in ELA and mathematics.</p>	<p>CTE teachers will be informed and required to follow BOE Policy 305-10.</p>	<p>Salary and Fringe (Resource Teachers, Program Administrator)</p> <p>Professional Development</p>
<p>H. Describe how funds will be used to promote</p>	<p>HIDOE produces reports (CAR) to ensure that the intent of the Carl D. Perkins CTE Improvement Act of 2006 is met.</p>	<p>Although an overall 38.13% of student participants from</p>	<p>HIDOE will meet or exceed performance</p>	<p>Salary and Fringe</p>

<p>preparation for nontraditional fields;</p>	<p>Information in this CAR report is aggregated at the state level and is primarily used for compliance purposes. HIDOE will take the analysis of the data further and share disaggregated results with schools to help them make informed decisions for programmatic improvement, specifically for preparation in nontraditional fields. HIDOE will support concerted efforts to increase student participation and concentration in nontraditional fields.</p> <p>HIDOE will promote student preparation in nontraditional fields by communicating job opportunities, careers, pay scale, and benefits to students to help them understand the range in career opportunities. Targeted recruitment activities may include: Presentations from persons working in nontraditional fields; collaborative problem-solving opportunities that expose students to typical activities of a nontraditional field; industry and college campus field trips; career fairs; job shadow and internship opportunities; coaching on “next steps”; and mentoring.</p> <p>Through the Nepris online platform, CTE teachers may invite subject matter experts who work in nontraditional fields to make it possible for students to meet and interact with real people who are nontraditional role models.</p> <p>The Office of the State Director for Career and Technical Education will be providing statewide professional development to promote preparation for nontraditional fields.</p>	<p>underrepresented gender groups participated in a program that leads to employment in nontraditional fields during the reporting year, some schools and some courses need to balance equity and access.</p> <p>Funds specifically allocated to promote student preparation for nontraditional fields are not frequently requested in school OYPs.</p> <p>There are few nontraditional teachers teaching nontraditional courses, so role models are scarce.</p> <p>Certain genders are significantly underrepresented in certain POS such as females in building and construction and engineering, and males in education.</p>	<p>indicators 1S1, 1S2, 2S1, 6S1 and 6S2 by 2%.</p> <p>At least 10% of schools will focus on preparing students for nontraditional fields in OYPs.</p>	<p>(Resource Teachers, Program Administrator)</p> <p>Curriculum Development and/or Implementation</p> <p>Evaluation and/or Assessment</p> <p>Research</p> <p>Professional Development</p> <p>District RT Support</p>
<p>I. Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities;</p>	<p>HIDOE will start to identify ways to track students’ post-secondary and career endeavors to see if students are navigating transitions between secondary and post-secondary and careers successfully.</p> <p>HIDOE will continue to help to prepare all students to be college and career ready. Some examples include the following:</p>	<p>CTE students need to be familiar with workforce needs and training to make decisions about Career Clusters that align with their interests and strengths.</p>	<p>HIDOE will meet or exceed performance indicators 3S1, 4S1, 5S1, 6S1 and 6S2 by 2%.</p> <p>At least 20% of CTE teachers will use Nepris as a resource for future education and career</p>	<p>Salary and Fringe (Resource Teachers, Program Administrator)</p> <p>Curriculum Development</p>

	<p>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 institutes of higher education and/or career venues.</p> <p>GEAR UP Hawaii program services include:</p> <ul style="list-style-type: none"> • 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. <p>Hawaii P-20:</p> <ul style="list-style-type: none"> • My Future Hawaii 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. • Program of Study sheets help students, parents, teachers, and counselors understand how to successfully navigate and transition from high school to college and career options. <p>Hawaii Industry Sectors website:</p> <ul style="list-style-type: none"> • http://uhcc.hawaii.edu/workforce/index.php • This website provides current and projected information on high-demand and high-wage occupations, demographic information about people employed in fields, education requirements, and certifications available. • Helpful for students, parents, teachers, and counselors in planning and making decisions regarding future career opportunities. <p>Nepris website:</p> <ul style="list-style-type: none"> • HODOE uses Nepris to provide CTE students with 		<p>guidance for their CTE students.</p>	<p>and/or Implementation</p> <p>Evaluation and/or Assessment</p> <p>Professional Development</p> <p>District RT Support</p>
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	<p>career guidance and linkages to future education and training opportunities.</p> <p>Individual School CTE OYPs will include strategies to integrate non-Perkins funded HIDOE career guidance and academic counseling resources for CTE students including future education and training opportunities through internships.</p> <p>The high school CTE POS have been aligned to the HIDOE graduation requirements. Students who receive a HIDOE diploma may enter the UHCCs and continue in their POS to the level of certificate and/or degree. The secondary and post-secondary components of the POS are linked and aligned to lead to an Associate of Science (AS), Associate of Applied Science (AAS), a CTE certificate and/or an industry credential. The POS also includes opportunities for secondary students to earn dual, concurrent, and articulated post-secondary credits prior to graduation, thereby reducing their time after high school to the completion of a post-secondary certificate or degree.</p>			
<p>J. Describe efforts to improve the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and the transition to teaching from business and industry.</p>	<p>HIDOE will increase communication and marketing of opportunities for industry professionals to enter the CTE teaching field.</p> <p>HIDOE will provide 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 qualified individuals to provide instruction in CTE in the HIDOE.</p> <p>HIDOE will provide professional development opportunities throughout the year to enhance CTE teachers' knowledge and skills in CTE curriculum, content, instructional strategies, and assessment. These continuous learning opportunities also support teacher retention efforts by making professional learning communities central to creating a culture of collaboration and continuous improvement.</p>	<p>Content area teachers or teachers who have been teaching in the classroom for more than five years are less familiar with the knowledge, skills, and dispositions expected of employees in industry today.</p>	<p>HIDOE will meet or exceed performance indicators 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2 by 2%.</p>	<p>Salary and Fringe (Resource Teachers, Program Administrator)</p>

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SEC. 134. BASIC GRANT RFP

- I. **Funds Available:** \$2,515,391 for each eligible bidder.
- II. **Eligible Bidders:** The University of Hawai'i Community College System and the Hawai'i State Department of Education.
- III. **Time Frame:** The programs, projects, and services supported under this RFP extend 27 months beginning July 1, 2018
- IV. **Deliverables:** a progress report is required and must be submitted to the Office of the State Director on or before Sept 15, 2019.

Directions: Complete this form for all Required Elements of Sect 134 of the ACT. Permissive uses may or may not be addressed. Include a separate budget sheet and a signed Assurance Form with your submission. Submission deadline: April 20, 2018

Required Elements [Sec. 134(b) of the Perkins Act]	Proposed Activity	Needs analysis: Use core indicator performance data as well as any other appropriate data to substantiate the need for the proposed activity and describe how the proposed activity supports the required uses of funds and purpose.	Expected Outcomes (evidence that the activities support the required uses of funds and purpose)	Budget (Use the categories on the Budget Summary)
<p>A. Describe how the agency will:</p> <p>a) offer the relevant elements of not less than 1 career and technical program of study;</p> <p>b) 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 –</p> <p>a) the core academic subjects (as defined in section 9101 of the</p>	<p>Activity(ies) The UHCCS will continue to strengthen the academic career and technical skills of the students through the alignment of CTE programs with external accreditation standards such as those of the Commission on Accreditation for Respiratory Care (CoARC) American Culinary Foundation (ACF), and American Veterinary Medical Association (AVMA).</p>	<p>Analysis To ensure that programs address employers' needs and align to their standards, the UHCCS will continue to review CTE program curricula and consult with industry.</p>	<p>Expected Outcome(s) By June 30, 2019, meet or exceed 2017-18 Perkins performance indicators:</p> <p>1P1 Goal: 93.00% 2P1 Goal: 55.00% 3P1 Goal: 81.90% 4P1 Goal: 66.25% 5P1 Goal: 23.50% 5P2 Goal: 23.00%</p>	<p>Non-Perkins funds will be used to support this requirement.</p>

<p>Elementary and Secondary Education Act of 1965); and</p> <p>b) career and technical education subjects;</p>	<p>Activity(ies) Provide continued funding for WinCC to develop a hybrid format to expand its A.S. Veterinary Technology program's availability to students statewide.</p> <p>This initiative is a continuation of the Veterinary Assisting Distance Cohort that has been implemented and supported by Perkins Grant for the past three years. Under this pilot program, the College has offered the Certificate of Achievement in Veterinary Assisting (the first year of the A.S. in Veterinary Technology) to 40 students on Maui and Hawaii Islands.</p> <p>WinCC plans to begin with 25 students on the first year of the program (CA in Vet Assisting) and, assuming the typical attrition and admission rate for our A.S. degree program, anticipate 10-12 students will enroll</p>	<p>Analysis Veterinary Technology is among the fastest growing career that requires a two-year degree. According the Bureau of Labor Statistics, employment in the field is expected to grow 20% in the next ten years. This demand is also present on a local level; there are 101 veterinary clinics statewide, with 58 clinics on the island of Oahu (Hawaii Mega-Cor Data). Most clinics typically employ 6-8 technicians or assistants (program survey data). Demand is high for trained Vet Techs.</p> <p>The A.S. degree is an industry-recognized credential, which increases mobility and merits additional pay. Professionals working as Veterinary Technicians may expect to earn \$4.00 (\$16.36) more per hour OR generally earn 70% more than Veterinary Assistants. With their added training, A.S. graduates are also more employable in the veterinary industry.</p> <p>Forty-three percent of the veterinary clinics and shelters are located on the neighbor islands, as well as thirty-three percent of the state's population of students. To support these clinics and shelters, WinCC's veterinary assisting and technician programs will be offered as a hybrid program, using Perkins funds, in collaboration UHMauC, HawCC, and HawCC-Palamanui.</p> <p>Supporting Activity(ies) Students enrolled in the proposed hybrid program will be able to:</p> <ul style="list-style-type: none"> • Complete lecture classes online; • Learn essential hands-on skills (including nursing, surgical assisting, dentistry, clinical lab techniques, and large animal clinical procedures) by interning at local veterinary clinics; and, • Travel to Oahu for brief (1-week) fast-track labs, to be held on the WinCC campus. <p>This format was pioneered by San Juan College (NM) from which one of our faculty graduated. That program will serve as a reference point for the design of WinCC's statewide program.</p>	<p>Expected Outcome(s)</p> <ul style="list-style-type: none"> • 100% (25 of 25) of program students will develop a multi-semester advising/degree plan. • 100% (25 of 25) of students will utilize STAR GPS for registration. • Increase by 65% the number of program classes available in an online or hybrid format. • Increase by 33% the population potentially served by the program. • Increase by 43% the industry area that will potentially be served by the program. 	<p>\$197,961</p>
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	<p>in the second year of the program.</p> <p>Activity(ies) Provide continued funding support for travel for CTE Deans to attend CTE Deans meetings.</p>	<p>Analysis The CTE Deans act in an advisory capacity to the Office of the Vice President and Associate Vice President for Community Colleges. As such, they are responsible at the system and campus levels to assist in, and contribute to, the success of CTE students.</p> <p>Supporting Activity(ies)</p> <ul style="list-style-type: none"> • Assist with coordinating the development of the federally supported community college career and technical education plan which complements and supplements other college or system initiatives. • Coordinate the development of federally funded career and technical educational activities and programs, monitors their implementation. • Assist with the establishment of priorities for the use of CTE funds based on the requirements of the law, state of Hawaii plan, system strategic outcomes, system initiatives, campus data, and the state's workforce needs. • Recommend funding levels for major system-wide initiatives and establish a methodology that takes into account state/system goals, performance, size, ability to assess success, and college program offerings for this determination. • Review budgets and balances to ensure funds are spent responsibly and in a timely manner, including any requests for reallocation of existing funds and to further seek recommendation from the CTE Dean group for reallocation, etc. • Recommend necessary action when performance goals are not met during the designated funding period, including making data-driven decisions that lead to program improvement. • Evaluate effectiveness of CTE projects to recommend deployment or termination of support. • Facilitates the completion of the UH community college federal CTE evaluation activities. • Work with UHCCS Academic Planning, Assessment, and Policy Analysis (APAPA) Office on related projects, e.g. alignment of Standard Occupational Classification (SOC) and Classification of Instructional Program (CIP codes to programs), CTE Annual Report 	<p>Expected Outcome(s)</p> <ul style="list-style-type: none"> • Improve by 5% performance on Perkins indicators 1P1, 2P1, 3P1, 4P1, 5P1 and 5P2. • The CTE Deans will apply knowledge learned and/or skills achieved to program planning, administrative planning, campus planning and/or system planning. 	<p>\$17,550</p>
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of Program.

Activity(ies)

- Provide continued funding support for travel for CTE Deans and faculty to attend Program Coordinating Council (PCC) meetings. PCCs are recommending bodies that help UHCCS system-wide programs align the programs' curriculum:
 - a. Alignment must be in accordance with UHCCP 5.301, Common Course Numbering; UHCCP 5.300, Course Numbering Convention; UHCCP 9.237, Teaching Equivalencies and their associated guidelines.
 - b. Recommended changes should then be taken back to the colleges to go through the colleges' curriculum approval process.
 - c. If recommend-

Analysis

Faculty members are encouraged to meet with their program peers across the UHCCS through PCC meetings to allow program faculty to discuss issues that cut across the colleges.

Supporting Activity(ies)

Faculty will meet to create alignment of student learning outcomes (SLO) for like courses among all campuses, to create articulation agreements, and where possible, ensure similar/same/like courses have the same elements of alpha, number, title, credits, descriptions, contact hours and SLO.

Expected Outcome(s)

- By 06/30/19, at least four CTE programs will meet to align SLO among like courses.
- By 06/30/19, an articulation agreement will be drafted for review, vetting, and approval for at least one like course among campuses.

\$19,000

ations do not comport with a college's curriculum, e.g., prerequisite is not offered at the college, the college's PCC representative should consult with the appropriate college administrator to resolve the issue.

d. Colleges that approve PCC curriculum changes agree to accept courses as being aligned even if the receiving college does not require the same prerequisite.

- PCCs are also the venue by which faculty members across the system are able to explore, discuss, and agree upon, but are not limited to, the following topics:
 - a. Common CIP/SOC codes
 - b. Effective instructional strategies and

<p>c) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;</p>	<p>pedagogy c. Equipment needs d. Professional development opportunities e. Campus concerns/issues</p> <p>Activity(ies) Provide funding for KapCC to expand the on-campus clinical learning experience for students in health care programs. This will provide the necessary time to develop an interdisciplinary patient care team-learning environment for the six participating healthcare programs:</p> <ul style="list-style-type: none"> • Occupation Therapy Assisting (OTA) • Respiratory Care (RESPI) • Practical Nursing (PN) • Community Health Worker (CHW) • Medical Assisting (MEDA) • Physical Therapist Assistant (PTA) 	<p>Analysis The healthcare education model of student learning outcomes creates siloes, as a result of occupation-specific accrediting agencies' standards. All ten accredited health care programs at KapCC follow this education model. However, healthcare employers expect healthcare program graduates to work as members of a professional patient care team. Expansion of the client-based clinic will provide students with experience and knowledge of how to be part of an interdisciplinary patient care team.</p> <p>Supporting Activity(ies) Consultants from different professional backgrounds and students from different healthcare programs will learn together.</p> <p>The clinic is equipped to simulate the outpatient clinic environment. This clinic will provide therapeutic activity spaces and develop assistive technology opportunities for students to experience working as part of an inter-professional team addressing diverse diagnostic and therapeutic processes.</p> <p>The clinic will also provide free quality health care to clients living in the community. Students will have the opportunity to select and carry out evaluations, establish short-term goals, formulate and adjust intervention plans, provide treatment, and document outcomes. In addition, they will re-evaluate and make discharge recommendations.</p> <p>Students will also observe diverse scopes of practices while working as part of a team in preparation for the clinical experiences in hospitals and other clinical settings.</p>	<p>Expected Outcome(s)</p> <ul style="list-style-type: none"> • 3P1increase for: <ul style="list-style-type: none"> ○ OTA by 12.25 % (16 of 18 students). ○ RESPI from 88.1% to 88.57%. ○ PN from 88.1% to 89.0%. ○ CHW 17 students will persist from fall to spring. ○ MEDA by 9.57% (from 17 students to 19 students). ○ PTA by 9.57% (from 17 students to 19 students). 	<p>\$288,216</p>
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<p>e) 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);</p>		<p>cams) as well as updating the program to current 4K technology.</p> <ul style="list-style-type: none"> • Allow the program to increase enrollment capacity by up to 45% or 9 students by supplying additional lab equipment. • Take TVPR instruction for both DOE teachers and students to the high and middle schools on Oahu via outreach instruction. • Permit advanced college credits for high school students (Early College, Jump Start, etc.) as well as teacher certifications by taking the instructions and lab equipment to the schools. • Permit remote van production instruction (unavailable elsewhere) for live sports and other multi-camera field production events including ESPN, NFL, NBA, PGA, ML Baseball, Olympics, NASCAR, Pro Rodeo, as well as local sports. All are produced using EFP remote van, multi-camera, live video production equipment and methods. • Advocate for the program at job/career fairs, community events. 		
<p>B. Describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development);</p>	<p>Activity(ies) Provide funding for the 2019 Hawaii ACTE Conference.</p>	<p>Analysis The Hawai'i Association of Career and Technical Education would like to plan it's annual conference which will bring together over 450 CTE professionals from the Hawai'i Department of Education (DOE), the University of Hawai'i Community Colleges (UHCC), community and industry leaders.</p> <p>A wide variety of professional development sessions will be offered to learn the most current issues, policies, and practices in career and technical education in Hawai'i and the nation. The CTE participants will be able to share classroom strategies and tools, increase their knowledge and skills as a teacher or administrator, network and</p>	<p>Expected Outcome(s)</p> <ul style="list-style-type: none"> • Increase conference attendance from 440 to 475. • Increase the number of workshops from 25 to 30. • Increase the number of exhibitors from 10 to 15. 	<p>\$35,095</p>

collaborate, and learn the latest resources and products.

Supporting Activity(ies)

- Attendance for the 2019 Hawai'i ACTE Conference is expected to have 475 participants of which 163 will be from the UHCC's.
- This conference is an opportunity for DOE and UHCC CTE professionals to expand their knowledge and skills, learn best practices in teaching, and develop partnerships between the secondary and post-secondary institutions.
- National speakers from the mainland and from Hawai'i will present on the latest issues and strategies in career and technical education and on federal and state policies and issues.

Analysis

The Hawai'i ACTE Emerging CTE Leaders Program is a professional development opportunity for highly motivated faculty, counselors, staff and administrators in both secondary and post-secondary education that identifies and develops future champions of Career and Technical Education.

The program will establish a base of knowledge about CTE and best practices here in the State of Hawai'i and across the nation. A variety of methods include discussions, case studies, guest speakers, mentoring and coaching, and campus and business tours will be used to develop the skills necessary for both inside and outside of the classroom necessary to continue the excellence and importance of Career and Technical Education to Hawai'i's future.

The discussions, case studies, guest speakers, mentoring and coaching, and campus and business tours offered in this leadership program will in effect touch upon several of the Perkins Core Indicators of 1P1 - Technical Skill Attainment, 2P1 - Credential, Certificate, or Degree, 3P1 - Student Retention or Transfer, 4P1 - Student Placement, 5P1 - Nontraditional Participation, and 5P2 - Nontraditional Completion.

Supporting Activity(ies)

- Participants will understand the history, role, and impact of career and technical education in the State of Hawai'i.

Activity(ies)

Provide funding for the Hawaii ACTE Emerging Leaders Program 2018-2019.

Expected Outcome(s)

- Recruit up to 6 UHCC faculty, staff, or administrator to participate in Emerging Leaders Program.
- Have all UHCC participants develop a school/classroom improvement plan proposal.
- A teaching and learning strategy to support the attainment of a Perkins Core Indicator for the participant's program/campus will be implemented in at least one CTE class taught by each seminar participant.
- 80% or 5 of the participants will report that the seminar had a positive influence on their approach to teaching and learning via a follow-up survey.

\$17,300

	<p>Activity(ies) Provide continued funding for the Hawaii National Great Teachers Seminar.</p>	<ul style="list-style-type: none"> • Participants will be able to identify the source and process of funding through the Federal and State government for CTE programs. • Participants will address the current challenges facing Career and Technical Education locally and nationally • Participants will be aware of complementary secondary and post-secondary CTE programs and will be provided the opportunity to network and collaborate with other professionals. • Participants will be introduced to business leaders and workforce partners and allowed the opportunity to explore potential partnerships. • Develop a school/classroom improvement plan proposal. <p>Analysis The role of faculty members in the attainment of every Perkins Core Indicator is undeniable. Faculty ensure the attainment of technical skills, assist and motivate students to receive their degree or certificate, transfer to a baccalaureate degree program, acquire skills, knowledge and attitude necessary to secure employment, and encourage students from non-traditional and underrepresented groups to participate and complete programs that lead to employment.</p> <p>Faculty members are also the key factor in achieving the UHCC Strategic Plan and Achieving the Dream goals. Also faculty have tremendous influence on student retention, achievement, placement, by what they say and do in and outside of the classroom.</p> <p>Years of research, Perkins projects, conferences, and papers show that there is not just one way for faculty and staff to achieve their goals. Strategies, methods, and tactics are varied and ever-changing. It is important for us to work as a system and share effective ideas, strategies, innovations that can work toward meeting the Perkins Core Indicators.</p> <p>The Hawaii National Great Teachers Seminar has a strong record of success of sharing ideas, innovations, solutions, and helping teachers improve teaching and student learning.</p> <p>Supporting Activity(ies) Participants will:</p>	<p>Expected Outcome(s)</p> <ul style="list-style-type: none"> • A teaching and learning strategy to support the attainment of a Perkins Core Indicator for the participant's program/campus will be implemented in at least one CTE class taught by each seminar participant. • 80% or 14 of the participants will report that the seminar had a positive influence on their approach to teaching and learning via a follow-up survey. • 80% or 14 of the participants will self-report that their teaching and learning strategy implemented to support the attainment of a Perkins Core Indicator for the participant's program/campus was effective in supporting the attainment of their selected Perkins Core Indicator. • 100% of the 14 budgeted CTE faculty will attend the Hawaii Great Teachers Seminar through this grant. 	<p>\$23,240</p>
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	<p>Activity(ies) Provide continued funding to the colleges, for faculty, staff and/or administrators to attend CTE-related professional development workshops, conferences, summits, etc.</p>	<ul style="list-style-type: none"> • Create a unique opportunity for faculty to explore teaching and learning strategies from around the world without leaving the state; • Identify one of the Perkins Core Indicators that they want to improve for their program and campus; • Fully participate in the seminar and learn new strategies that can help in the attainment of the Perkins Core Indicator that they identified; • Identify a new teaching and learning strategy or activity that can be implemented at their campus to help support students in the attainment of the identified Perkins Core Indicator; and • Implement this teaching and learning strategy and self assess it's effectiveness in achieving the Perkins Core Indicators for their program and campus. <p>Analysis To provide the colleges with current knowldege and best practices, factuly, staff and/or administrators need professional development opportunities that will help them apply lessons learned towards student success.</p> <p>Supporting Activity(ies) In collaboration with the CTE Deans, the UHCCS will determine and provide funding support for faculty, staff and/or administarors to attend professional develpment activities related their CTE roles.</p>	<p>Expected Outcome(s)</p> <ul style="list-style-type: none"> • Participants will apply knowledge learned and skills achieved to the classroom setting, program planning, administrative planning and/or system planning. • UHCCS' needs analysis will be gleaned from feedback by the participants. 	<p>\$15,000</p>
<p>C. Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105–220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of</p>	<p>Activity(ies) The UHCCS will work with business and industry to encourage and promote economic growth and stability through state-of-the-art training, initiatives and partnerships.</p> <p>Continue with an increased emphasis on the use of data and</p>	<p>Analysis Improving CTE assessment will continue to advocate that CTE students are not disadvantaged as the UHCCS moves to change the delivery of Math and English courses to make certain that students complete the college level required math and English within the first year of enrollment. Emphasis on analyzing student engagement in CTE programs that is based on nationally benchmarked Community College Survey Student Engagement and research-based best practices. Explore benchmarking CTE programs to national data. Refine Comprehensive Program Review for CTE programs to increase accuracy of health measures and program efficiency and effectiveness. Expand understanding of student movement through CTE program student flow and annual reports of program data (ARPD) tools.</p>	<p>Expected Outcome(s) By June 30, 2019, meet or exceed 2017-18 Perkins performance indicators:</p> <p>1P1 Goal: 93.00% 2P1 Goal: 55.00% 3P1 Goal: 81.90% 4P1 Goal: 66.25% 5P1 Goal: 23.50% 5P2 Goal: 23.00%</p>	<p>\$61,224</p>

<p>special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study;</p>	<p>data tools (predictive analytics, etc.) that continues to strengthen the culture of inquiry and evidence in CTE programs, lead colleges and the UHCCS to drive decision-making, program evaluation, and resource allocation / reallocation based on data, and drive change to increase the effectiveness of UHCCS's CTE programs and be more responsive to state technical workforce needs and training.</p>	<p>Supporting Activity(ies) The advancement of the UHCCS Strategic Plan will be facilitated by major UHCCS organizational components: the UHCCS Strategic Planning Council, the UHCCS Student Success Council (SSC), the Instructional Program Review Council, and CTE Deans. To enhance CTE assessment and program improvement, all groups will be working to tailor appropriate strategic directions and data reporting elements that support, inform, and strengthen CTE performance. Emphases on: aligning programs to occupations, career clusters and non-traditional occupation fields, pathways from HI-K-12 and to baccalaureate CTE level programs, and meeting identified, strategic Hawaii workforce needs for high skilled/wage/demand occupations to include special populations. This includes maintaining services from Economic Modeling Specialists, Inc. (EMSI) augmented by Labor Market Information (LMI) tools that are essential to determining the current and future demands, skills/training required, and wage information for specific occupations in the State and counties of Hawaii. Increased dialogue of CTE stakeholders through surveys and focus groups to review data, expand culture of evidence and inquiry, and provide leadership and training on data and predictive analytics to strengthen CTE performance. Work with UHIRAO to bring Federal Employment Data Exchange System (FEDES) and UI data into the Hawaii Statewide Longitudinal Data System (SLDS) that will allow additional use of the data.</p>		
<p>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;</p>	<p>Please see signed Assurance Form.</p>			
<p>E. Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient;</p>	<p>Non-Perkins funds will be used to support this requirement.</p>			

<p>F. Describe how the eligible recipient will—</p> <p>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;</p> <p>b) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and</p> <p>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;</p>	<p>Non-Perkins funds will be used to support this requirement.</p>			
<p>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;</p>	<p>Non-Perkins funds will be used to support this requirement.</p>			
<p>H. Describe how funds will be used to promote preparation for non-traditional fields;</p>	<p>Activity(ies) Provide funding for KauCC to develop strategies to meet with local schools and businesses to advocate</p>	<p>Analysis Non-Traditional participation fallen below the bench mark and current campus practices have not improved the results especially in the Trades programs. To increase student participation in these programs, the division will have a designated staff member to develop strategies to conduct outreach and recruit non-traditional students. Using role</p>	<p>Expected Outcome(s) • Increase by 20% (2 additional students) 5P1 non-traditional student participation in the trades programs.</p>	<p>\$88,730</p>

	<p>programs; work with program coordinators to identify strengths of programs to be advocated; develop brochures for recruiting non-traditional students and job placement / apprenticeship opportunities.</p>	<p>models will help to break down barriers and social stigma that is associated with the Trades. Career path plans will be developed and deployed to provide awareness of the many opportunities and benefits that is available. The Program Career Track Coordinator will meet with local schools and businesses to increase 5P2: Non-Traditional Completion.</p> <p>Supporting Activity(ies) The Program Career Track Coordinator for the Trades Technology Division will:</p> <ul style="list-style-type: none"> • Work with local partners in the community to engage enrollment and employment opportunities especially for non-traditional students; • Develop outreach strategies that will entice non-traditional students and break down barriers of social stigma that is prevalent with gender bias in the Trades; and • Meet with local school counselors and administrators, and work collaboratively with KauCC campus counselors and marketing department to improve the current enrollment of CTE programs. 	<ul style="list-style-type: none"> • Increase by 20% (2 additional students) the average class enrollment for all trades programs. • Sustain 90% of benchmarks for 1P1, 2P1, 3P1, and 4P1. 	
<p>I. Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities;</p>	<p>Activity(ies) Provide funding for HonCC’s Student Success Center (SSC) to create CTE First Year Experience (FYE) program for students entering the college.</p>	<p>Analysis First-year experience programs, which include precollege and ongoing orientation programs, first-year seminars, and other new student advising and study group experiences, appear to be linked to a variety of positive outcomes for first-year students.</p> <p>Institutions with high graduation rates had more programs that eased new students’ entry and adjustment to college, including bridge programs, learning communities, study groups, block registering of students, tutoring, and other programs to help students adjust to college. In addition, creating clear pathways to show students what to expect and what success looks and feels like helps students bring meaning to their educational experiences and helps acculturate them to the institution.</p> <p>Supporting Activity(ies) The SSC will develop and administer and orientation and transition program that will:</p> <ul style="list-style-type: none"> • Increase HonCC Perkins’ Performance Indicator 5P1 and 5P2 for 	<p>Expected Outcome(s)</p> <ul style="list-style-type: none"> • Increase by 5% (from 686 to 720 students) the semester-to-semester persistence rate of all FY CTE students for students entering in fall 2018. • Increase by 5% (from 84 to 88 students) the fall-to-fall retention rate of FY CTE nontraditional students • Provide coaching to 100 FY CTE students. • 80% (80 out of 100) of all FY CTE students being coached will persist Fall-to-Fall. • Create an academic plan for 80% (187 out of 234) of FY CTE nontraditional students. 	<p>\$163,913</p>

	<p>Activity(ies) Provide funding for LeeCC to focus on improving 2P1 (certificates/degrees), improving 3P1 (student retention) and improving 4P1 (student placement) Perkins Performance Indicators for CTE programs (AMT, CULN, DMED, TVPR) in the Professional Arts and Technology (PAT) Division.</p>	<p>nontraditional participation and completion;</p> <ul style="list-style-type: none"> • Provide a proactive, just-in-time support for FY CTE students who have completed their admissions application through to their first year at HonCC; • Develop employable soft skills such as open communication, critical thinking, and organizing priorities and responsibilities • Increase persistence and retention rates for FY CTE students coached by peer coaches by providing guidance, motivation, and support. <p>Analysis</p> <ul style="list-style-type: none"> • All programs in Professional Arts and Technology (PAT) Division have seen a continued decline in enrollment. From Fall 2013 to Fall 2017, enrollment for Automotive Technology dropped 43.5%, Culinary Arts dropped 33.9%, Digital Media dropped 5.8% and Television Production dropped 52.5%. • Decline in enrollment is attributable to both a shortfall in recruitment and retention. According to UHCC Annual Report of Program Data (ARPD), the 2016-2017 Fall to Fall persistence rate declined from the previous year for all programs in the PAT Division. Fall to Fall persistence rate for Automotive Technology dropped 8.8%, Culinary Arts dropped 1.3%, Digital Media dropped 4.8% and Television Production dropped 1.7%. <p>Supporting Activity(ies)</p> <ul style="list-style-type: none"> • Peer Mentors will provide peer mentoring support throughout students' academic journey, with a focus on students' first academic year. • Peer Mentors will begin communication with new students before the start of their first semester and provide program new student peer advising sessions. • Peer Mentors will continue to provide a supportive environment, conduct check-in and serve as a resource. • Peer Mentors will create a student e-newsletter to build a sense of community and disseminate important information to students. 	<p>Expected Outcome(s)</p> <ul style="list-style-type: none"> • Improve by 10% (464 to 510) in Fall 2019. • Increase by 24% (108 to 134) enrollment for the Automotive Technology program. • Increase by 6% (127 to 135) enrollment for the Culinary Arts program. • Increase by 3% (from 210 to 216) in enrollment for the Digital Media program. • Increase by 31% (from 19 to 25) in enrollment for the Television Production program. • 70% (347 of 496) or higher of PAT students will persist from fall to spring. • 70% (347 of 496) or higher of PAT students will receive a grade of C or better. • Increase by 2% 4P1 from 42.00% to 44.00% in Digital Media. 	<p>\$109,047</p>
	<p>Activity(ies) Provide continued funding for LeeCC to</p>	<p>Analysis A shortage of special education (SPED) teachers exists in the following areas:</p>	<p>Expected Outcome(s)</p> <ul style="list-style-type: none"> • 10 additional underrepresented students will be recruited to bring 	<p>\$95,997</p>

	<p>increase the number of highly qualified Special Education Teachers in Hawai'i through the development of an Advanced Professional Certificate (APC) in Special Education (SPED).</p>	<ul style="list-style-type: none"> • Underserved Regions. 30% of all new teaching positions are in the underserved Leeward District schools and a significant number are needed in SPED classrooms. • Highly Qualified: 68% of 1,500 newly hired teachers had no previous teaching experience. Over 25% were hired for SPED positions. This threatens student success, especially in SPED but also in CTE classrooms, where a high percentage of students need SPED services. Besides lack of preparation, limited familiarity with instructional and assistive technology hinders teachers from adequately supporting students. • Underrepresented Groups: Almost 50% of teachers leave SPED classrooms in the first 5 years. Due to the lack of SPED training for teachers, about half of new hires hold degrees from out-of-state teaching programs. Then a serious ethnic disparity arises between SPED teachers and their students. In fact, a majority of HDOE teachers are white or Japanese while the majority of SPED students are from underrepresented groups, such as Native Hawaiians and Filipinos. This problem is worse in Leeward district schools. <p>Supporting Activity(ies)</p> <ul style="list-style-type: none"> • Continue to implement effective outreach strategies to enroll and track an additional 10 underrepresented students in the APC SPED degree. • Continue to implement program support strategies so that 90% of under- represented students earn the APC SPED degree and 80% of underrepresented students become employed as SPED teachers. 	<p>the APC SPED total enrollment to 74 students. (5P1)</p> <ul style="list-style-type: none"> • 90% (57 of 64) of APC SPED students earn the APC SPED degree (2P1) • 80% (51 of 64) APC SPED will be employed as SPED teacher in an underserved area (4P1). 	
<p>J. Describe efforts to improve the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and the transition to teaching from business and industry.</p>	<p>Non-Perkins funds will be used to support this requirement.</p>			

Permissive uses of funds [section 13(c) of the Perkins Act	Proposed Activity	Rationale: Use core indicator performance data as well as any other appropriate data to substantiate the need for the proposed activity and describe how the proposed activity supports the required uses of funds and purpose.	Expected Outcomes (evidence that the activities support the required uses of funds and purpose)	Budget (Use the categories on the attached Budget Summary)
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 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 provides assistance for postsecondary students, including adult students who are changing careers or updating skills;				
3. For local education and business (including small business) partnerships, including for 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; adjunct faculty arrangements for qualified industry professionals; and industry experience for teachers and faculty;				
4. To provide programs for special populations;				
5. To assist career and technical student organizations;				

<p>6. For mentoring and support services;</p>	<p>Activity(ies) Provide funding for HonCC's Fashion Tech (FT) program to develop and establish partnerships among secondary schools, and design and implement integrated student success initiatives for current students.</p>	<p>Analysis Over the past three academic years, nearly half of the FT students did not return to complete the final year of program course work. Much of this can be attributed to a national trend that was highlighted in a July 2016 Jobs for the Future report, which indicated that approximately 70 percent of college students worked while enrolled. Adding to the confusion are the real-life challenges our students have. For many, reality means either prioritizing studies to boost overall academic performance or working to pay down financial commitments.</p> <p>Supporting Activity(ies) Expansion into Early College High School (ECHS) recruitment strategies, will help to build and sustain a pipeline for students interested in the program.</p> <p>Integrated Student Support (ISS) strategies aimed at provision of targeted early intervention will help enhance student success, and program and industry externships will provide students with direct opportunities to apply classroom instruction in the workplace.</p>	<p>Expected Outcome(s)</p> <ul style="list-style-type: none"> • Increase by 5.17 points 2P1: Credential, Certificate, or Degree. • Increase by 10.82 points 3P1: Student Retention or Transfer. • Increase by 6.81 points 5P1: Nontraditional Participation. • Increase by 3.82 points 5P2: Nontraditional Completion. • Increase by 15 students the total number of program majors. • Increase by 10 students program completion i.e. degree / certificate / transfer. • Increase by 17 students fall-to-fall retention. • Increase by 16 students fall-to-spring retention. • Establish a minimum of 20 academic plans. 	<p>\$200,516</p>
	<p>Activity(ies) Provide funding for LeeCC to recruit students from secondary schools that are housed within the Leeward and Central Districts of Oahu, undeclared students at Leeward CC and adult learners within the community. Efforts will address the areas of improvement per CTE program.</p>	<p>Analysis</p> <ul style="list-style-type: none"> • Three Perkin's Performance Indicators (2P1, 3P1 & 4P1) need improvement within the CTE programs housed in the Math & Sciences and Social Sciences Divisions. These programs include Information & Computer Science (ICS), Integrated Industrial Technology (IIT), Plant Biology & Tropical Agriculture (PBT), and Substance Abuse Counseling (SUB). <p>Supporting Activity(ies)</p> <ul style="list-style-type: none"> • Carryout student recruitment from secondary schools that are housed within the Leeward and Central Districts of Oahu, undeclared students at Leeward CC and adult learners within the community. • The Academic Advisor, along with four Peer Mentors, will work collaboratively with CTE program faculty, Student Life, Job Prep Services and the Recruitment Offices. 	<p>Expected Outcome(s)</p> <ul style="list-style-type: none"> • 100% (75 of 75) of students who meet their CTE program requirements to petition for a degree and/or certificate will be contacted by the Academic Advisor through various methods in 2018 - 2019. • 90% (68 of 75) of students will respond and meet (physically or electronically) with the Academic Advisor to learn how to petition for their earned degree and/or certificate in 2018 - 2019. • 85% (64 of 75) of the students who have met with the Academic Advisor will petition for a degree 	<p>\$108,759</p>

			<p>/ certificate in 2018 - 2019.</p> <ul style="list-style-type: none"> • 55% (37 of 68) of new CTE program students will participate in New Student Orientation for their respective programs • 100% of (298 of 298) of students will be contacted by the Academic Advisor and/or Peer Mentors at the beginning, middle and end of the semester to check in on how their semester is going and how their support team can help them succeed. • 100% of students who are "flagged" by their Professors via the Maka'ala System (tracks students who do not attend, inconsistently attend and/or consider withdrawing from their classes) will be contacted by the Academic Advisor through various methods. The Academic Advisor will help these students identify their barriers / problems and collaborate with them to find solutions to be successful at Leeward CC. • 100% of students who are not registered for the following semester will be contacted by the Academic Advisor and/or Peer Mentors to implement interventions to have 85% of those students contacted register for the next semester. • A working relationship will be established with 50% (6 of 12) of high schools housed within the Leeward and Central Districts. 	
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	<p><u>Activity(ies)</u> Provide continued funding for UHMauC's to connect with those who have financial holds and converse about monetary relief options available to students; reach out to those who did not persist in prior semesters and encourage them to return to college with the reassurance that</p>	<p><u>Analysis</u></p> <ul style="list-style-type: none"> • CTE students who stopped program participation are unable to register for classes and complete their certificate or degree due to financial obligations (2P1). • Students who chose not to participate in mentorship programs were unsuccessful in persisting toward a certificate or degree (2P1). <p><u>Supporting Activity(ies)</u></p> <ul style="list-style-type: none"> • UHMauC CTE students on Molokai will be linked to the Match Savings program through the financial literacy workshops in which the CTE Coordinator will conduct regularly. The CTE Coordinator will work closely with the students and counselor to construct a remedial plan that will focus on mitigating the barriers and enabling their return to college. • The CTE Coordinator will proceed with sifting through the Fall 2018 	<p>The Academic Advisor and/or Peer Mentors will visit these high schools to present to students CTE program information, Leeward CC application process, financial aid application, general information about Leeward CC, Career Coach and to answer any questions that students may have about the CTE programs based in the Math & Sciences and Social Sciences Divisions.</p> <ul style="list-style-type: none"> • 50% (149 of 298) of students will participate in at least 1 of 10 Career Workshop events in 2018 - 2019. The ongoing Career Workshops will cover career exploration through assessment, how to write cover letters / resumes, guest speakers from the industry, mock interviews and program specific job fairs. <p><u>Expected Outcome(s)</u></p> <ul style="list-style-type: none"> • Collate needs assessment feedback and provide recommendations on transitional services in the form of a written report. • Expand transitional services to include the 125 CTE alumni (2013-2016) and will get at least 12 (10%) of the CTE alumni population to participate. • Enrollment of 20 or more into the job simulation and self-exploration activity component • Of 13 students with financial 	<p>\$70,580</p>
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<p>they will receive the comprehensive mentorship service; and link up with college and workforce staff to discuss results from pilot phase and develop a cohesive timetable illustrating how the service will be carried out from launch to wrap up in year 3 (2018-2019).</p> <p>Activity(ies) Provide continued funding for UHMauC's to provide innovative resources to improve technical skills</p>	<p>enrollment report to validate those who have enrolled and promptly connect with each of them to initiate the service. By end of Fall 2018 semester, the CTE Coordinator will have met with all currently enrolled CTE students to develop their personalized academic plan and go through goal-setting activities (2P1 & 3P1). The CTE Coordinator will notate progress and challenges within student folders. A report summarizing the findings from the service will be provided to academic</p> <ul style="list-style-type: none"> To mobilize the service, CTE Coordinator will create a flier illuminating the gains in which students could apply for positions in the Job Search Simulation & Self Exploration venture (4P1). <p>Analysis The number of University of Hawaii Maui College (UHMC) students receiving degrees and certificates has significantly decreased over the past few years. A major reason as to why these rates continue to decline is largely due to student persistence. Persistence rates for all UHMauC students from fall to spring semesters have dropped over</p>	<p>obligations, 3 (23%) will have attended the financial literacy workshop and motioned into the match savings program or other arrangements to suffice their obligation.</p> <ul style="list-style-type: none"> Of 26 students at least 3 (12%) will return to UH Maui College, Molokai in Fall 2018. Out of 47 students who chose not to participate in the support activities, 16 were unable to persist on their own. CTE Coordinator will encourage all 16 to come again and at least 3 (19%) will return to UH Maui College, Molokai in Fall 2018. All CTE students enrolled at UH Maui College, Molokai in Fall 2018 will have received one-on-one assistance with setting up STAR GPS pathway and will have developed an academic plan that allows them to earn their certificate or degree in 150% graduation timeframe. (ex. three years to associate). Enrollment of 20 or more CTE students into the job simulation and self-exploration activity and/or job readiness and placement activities. <p>Expected Outcome(s)</p> <ul style="list-style-type: none"> Increase by 10% (96 to 106) the number of certificates awarded to CTE students. 50% (15 of 30) students will enroll in the Kahua Waiwai 	<p>\$163,375</p>
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	<p>attainment, credentialing, graduation rates and job assistance efforts.</p> <p>Activity(ies) Provide continued funding for WinCC to strengthen partnerships with the local high schools for the Certificate of Competence in Plant-Food Production and Technology (CO PFPaT) program, refine course / institutional offerings, and develop a sustainable model for the program.</p>	<p>4% from academic year 2014-2015 to 2016-2017. Furthermore, the decline in student persistence rates for CTE programs has decreased considerably semester to semester.</p> <p>Supporting Activity(ies)</p> <ul style="list-style-type: none"> • Provide an Academic Readiness and College Guidance workshop. This workshop will teach students the fundamentals needed to promote academic success, connecting with the UHCC Strategic Plan Goals by increasing participation and completion of students. • Provide Financial Literacy to students via the Kahua Waiwai training. <p>Analysis To ensure that graduates of the Agripharmatech program attain high wage jobs, and to evaluate the program for sustaining the CO PFPaT, the program will evaluate future opportunities for the program, and assist students with their career and/or college advancement.</p> <p>Supporting Activity(ies) Evaluate and develop future sustainable opportunities for the CO PFPaT and assist students in career placement or college advancement.</p>	<p>training.</p> <ul style="list-style-type: none"> • Increase from 47 to 57 the number of CTE students graduating in the program year. <p>Expected Outcome(s)</p> <ul style="list-style-type: none"> • 31 students from local area high schools will be recruited into the program, and course completion and success rates are expected to be more than 80% (1P1). • More than 80% of students will complete the 9-credit program and receive the CO of PFPaT (2P1). • More than 80% of students will go into workforce or continue their higher education in college (3P1, 4P1). 	<p>\$115,745</p>
<p>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;</p>	<p>Activity(ies) Provide funding for HawCC to purchase automatic tool changers and a digital camera for each of the two milling machines in the Machine, Welding</p>	<p>Analysis Currently there are four CNC milling machines and twelve students, so there are three students per mill. This is the ideal maximum number of students per machine, but with the expectation of higher enrollment, would not be ideal with more students. Fluctuating enrollment has, in the past, been a challenge when there are 4-5 students per machine. At least 15 minutes per class per student will be saved in set-up time, or 30 minutes per student each week. It is anticipated that student</p>	<p>Expected Outcome(s)</p> <ul style="list-style-type: none"> • Increase by at least 15% (from 9 to 12) in student retention (persistence from fall to spring). • Increase by 5% (from 9 to 10) in student placement. • At least 2 nontraditional students will participate in the program. 	<p>\$15,564</p>

	<p>and Industrial Mechanics Technologies (MWIM) program.</p> <p>Activity(ies) Provide funding for HawCC to purchase industry-standard equipment (energy efficient refrigerator and combination cooker) for the culinary program.</p> <p>Activity(ies) Provide funding for</p>	<p>learning will increase by at least 5% because of the additional time available to develop their skills.</p> <p>Supporting Activity(ies) The incorporation of upgraded digital cameras and a tool changing device for the milling machines will allow students to use their time more efficiently without spending hours for measurement inputs, ultimately allowing each student more time working the machine. The students will do less set-up and more production, resulting in in-depth understanding of the fundamentals of the machine and its capabilities.</p> <p>Analysis Skills attained from industry-standard equipment will facilitate a broader skill set for the students and will provide a more competitive edge within a global industry, resulting in increases in student job placements.</p> <p>The equipment to be purchased are commonly used within the culinary departments of large hotels, hospitals, schools, restaurant chains, and resorts. Students who gain proficiency in the use and knowledge of these types of equipment hold an advantage over someone without these skills.</p> <p>Supporting Activity(ies) The energy efficient refrigerator will be used by all students for all CULN courses, and will address the ACF's "Energy Efficient Equipment" competencies.</p> <p>The combination cooker, validated as industry-standard by the program's advisory council, will be incorporated into the curriculum for multiple courses -- CULN130 (Intermediate Cookery), CULN 270 (Food and Beverage Cost Control), and CULN 220 (Advanced Cooking). The combi-oven is a versatile tool in today's commercial kitchen, using cutting edge technology. It can perform various cooking processes, has huge benefits (i.e. reduced shrinkage with raw meat products), and allows for multi-tasking.</p> <p>Analysis AutoDesk, the leading software provider for the architectural,</p>	<p>• At least 2 nontraditional students will complete the program.</p> <p>Expected Outcome(s) • Increase by 3% (from 66.25% to 68.24%) in 4P1: Student Placement.</p> <p>Expected Outcome(s) • 75% of the students (between</p>	<p>\$58,580</p> <p>\$66,384</p>
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	<p>HonCC's Architectural Engineering & CAD Tech (AEC) program to purchase industry-standard laser scanners, and develop learning units in the use of these scanners.</p> <p>Activity(ies) Provide funding for HawCC to ensure that students with disabilities (SWDs) receive appropriate academic accommodations to participate fully and meaningfully in their</p>	<p>engineering, and construction industries, says that in five years they expect 70% of architectural and engineering firms will have in-house scanning capabilities (up from 15% today). It also estimates that 90% of construction companies will have scanning capabilities. But both the national and local surveyors association predicts a shortage of qualified surveying technicians in the next two years, and a shortage of personnel trained in the use of the laser scanner is imminent.</p> <p>The construction industry is currently dependent on in-house training in surveying and the use of the equipment. HonCC is the sole public provider of surveying instruction on Oahu.</p> <p>This project will open accessibility to equipment that, with proper training, can be a tremendous asset to traditional as well as nontraditional students. By developing learning units for laser scanners, students from diverse backgrounds will be able to receive high quality, up-to-date curriculum designed to meet industry needs. Skills taught will offer requisite aptitudes for job placement, advancement, security, and portability in fields such as construction and engineering.</p> <p>Supporting Activity(ies)</p> <ul style="list-style-type: none"> • Instructors will be trained in the use of the LIDAR scanner equipment. These instructors will then integrate this technology into existing courses (AEC 264 Advanced Modeling; AEC 263 Virtual Construction; and AEC 278 Land Surveying II). • A new three-credit course will be created specifically for 3-D laser scanning, BIM software, and virtual reality systems. <p>Analysis When compared to their non-disabled peers, SWDs have a higher dropout rate, higher unemployment rate, and higher under-employment rate. Some factors that may influence SWDs' low success rate are repeating courses, low academic achievement, inability to self-advocate, poor life skills development, and personal problems.</p> <p>In addition to their educational barriers, SWDs struggle with life skills development in the areas of social skills, organizational skills, self-advocacy skills, and low self-esteem. These skills need to be taught</p>	<p>12-15 students per semester) will score 80% or more on assessments based on the unit learning objectives in the use of the laser scanners.</p> <ul style="list-style-type: none"> • Participation by nontraditional students will increase by 15% (8-10 new students). • Participation by Native Hawaiian students will increase by 15% (3-5 new students). <p>Expected Outcome(s) Increase by 1% (from 81.90% to 82.72%) 3P1: Student Retention or Transfer.</p>	<p>\$13,050</p>
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	<p>educational programs.</p> <p>Activity(ies) Provide funding for HawCC to provide nursing students with the academic and skill acquisition support critical to success in such rigorous programs. Upgrading and supplying the Nursing Learning Resource Center (NLRC) with industry-standard equipment will facilitate student learning and improve persistence, retention,</p>	<p>and reinforced so that SWDs are able to utilize them in their everyday life, which will contribute to their academic success.</p> <p>Qualitative studies reviewed by Eisenmann (2000) imply that integration of academic and vocational curricula promoted meaningful engagement of students with disabilities by increasing persistence, academic achievement, and post-secondary engagement.</p> <p>Supporting Activity(ies)</p> <ul style="list-style-type: none"> • Note taking services and/or technology will be used to assist SWDs. • ASL interpreters' services will be provided to students who are deaf or hard of hearing. • Testing accommodations will provide a "distraction free" zone to reduce audio and visual stimuli for SWDs. • Peer mentors will support the SWDs in the first year with life-skill development, self-advocacy training, and in the facilitation of individual and/or group activities to support test preparation, note-taking, and listening comprehension; problems with organizational skills; difficulties with social interaction; deficits in specific academic areas (reading comprehension and written composition); and low self-esteem. <p>Analysis Historically, nursing programs have experienced high attrition due to the rigor of nursing education and admitting students who are not adequately academically prepared for this course of study.</p> <p>Supporting Activity(ies)</p> <ul style="list-style-type: none"> • This upgraded NLRC will provide critical skills practice that is crucial to student success as they are evaluated in the clinical practice setting, utilizing learned skills on real patients. • Professional development opportunities will be provided to NURS faculty to attend national conferences to acquire information on critical issues that leads to creating a nursing curriculum and support system that facilitates student success. There is also an opportunity for faculty to attend a conference designed specifically to address the needs of men in nursing education and as nurses. 	<p>Expected Outcome(s)</p> <ul style="list-style-type: none"> • Increase to 85% of students who complete the program within four semesters. • Increase by 5% the number of students who graduate from the program. 	<p>\$80,528</p>
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	<p>and completion.</p> <p>Activity(ies) Provide funding for HonCC to purchase additional industry standard equipment to increase student access, maximize instruction time, and allow the necessary practice students need to improve their overall achievement and attainment of National Automotive Technicians Education Foundation (NATEF) required tasks.</p>	<p>Analysis The A/C systems of today are changing due to the Global Warming Potential (GWP) that R-134a has (refrigerant used since 1996). Recently the Environmental Protection Agency (EPA) passed a bill stating that by 2021, all light duty vehicles that are manufactured need to be equipped with A/C systems that use R1234yf refrigerant, a refrigerant that is ranked with a GWP of 4 versus our present refrigerant R-134a, which has a GWP of 1430. Manufactures started this changeover process on their vehicles in 2017, and because of this bill, the need for increased technician capacity with regard to AC machines is imperative. In addition to updates with regard to refrigerants used in vehicles, computer systems are also in the process of transitioning. The dealership scanners of yesterday are unable to communicate with today's vehicles.</p> <p>The challenges that HonCC faces due to the lack of updated equipment have resulted in modifications to instruction like delaying shop time so that all the students can cycle through the tasks. In the present state, everyone suffers from the loss of instructional time and unrealistic wait time.</p> <p>Supporting Activity(ies) Purchase and installation of industry-standard equipment will provide an adequate shop environment for the AMT program, and the curriculum will be revised to facilitate instructions for the new equipment.</p>	<p>Expected Outcome(s)</p> <ul style="list-style-type: none"> • Increase to 85% of students who complete the program within four semesters. • Increase by 5% the number of students who graduate from the program. 	<p>\$34,738</p>
	<p>Activity(ies) Provide funding for KauCC to purchase industry standard equipment to upgrade the welding equipment and to upgrade curriculum to meet industry standards for certification through the</p>	<p>Analysis Due to changes and upgrades in industry standards, safety protocols, and educational needs, current facilities at KauCC do not currently meet minimum requirements for the certification and instruction of welding students, and the current air ventilation system does not meet safety and industry standards. By upgrading these systems to industry standards, the welding program will be able to better prepare students to qualify as trained, entry-level welders in a globally competitive field following AWS standards.</p>	<p>Expected Outcome(s)</p> <ul style="list-style-type: none"> • Increase by 75% over the availability of equipment for students to train for industry certification. • Increase by 100% (from 1 to 2) course offerings. • Increase by 250% (from 2 to 5) students enrolled in the welding courses. 	<p>\$30,150</p>

	American Welding Society (AWS).	<p>Supporting Activity(ies)</p> <ul style="list-style-type: none"> • Focus on standardizing welding coursework and obtaining equipment that meets industry training and certification requirements, while also meeting teaching needs for Kauai CC welding certifications. • Equipment and supplies will be procured for teaching the AWS mandatory skills, and will allow students the option to qualify for certification on-site at Kauai CC using industry-standard facilities. • Requirements for additional, advanced certifications will be documented, and equipment specifications will be prepared to meet teaching requirements. 	<ul style="list-style-type: none"> • Increase from 73% to 90% in student retention. 	
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 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;	<p>Activity(ies)</p> <p>Provide funding for KauCC to purchase a suite of lab equipment that can be loaned out to students to conduct electric experiments at home.</p>	<p>Analysis</p> <p>Students' abilities to attend classes depend on other life responsibilities such as jobs and family, especially among non-traditional students. What is missing for them is the chance to continue education even when jobs and life circumstances intervene. Most are highly motivated but lack the opportunity to enroll in trade classes that require laboratory specific time-of-day commitments. The result is that students withdraw or quit hoping to take it up later which becomes more difficult.</p> <p>Supporting Activity(ies)</p> <ul style="list-style-type: none"> • Develop lab kits to loan to students to conduct electric experiments at home. • Refine existing experiments for basic electronics courses so kits can be loaned to students for home use. • Conduct outreach to recruit underrepresented students for the CTE electronics programs. 	<p>Expected Outcome(s)</p> <ul style="list-style-type: none"> • 30%-50% (4-7) of the 14 experiments will be conducted by students at home. • Increase by 10% (from 10-15 to 11-16) underrepresented students entering into the trades electronic program. 	\$29,245

<p>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 students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and (D) other initiatives - to encourage the pursuit of a baccalaureate degree; and to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;</p>				
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<p>11. To provide activities to support entrepreneurship education and training;</p>	<p>Activity(ies) Provide funding for KauCC to increase</p>	<p>Analysis Honey bees are critical to global food production but since 2006 have been dying at a rate of 40%/year, due mainly to the parasitic Varroa</p>	<p>Expected Outcome(s) • Create a bee keeping Certificate of Competence (CO).</p>	<p>\$87,225</p>
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	<p>nontraditional and traditional participation in the apiary enterprising program in order to ultimately increase nontrad placement in a made-in-Kaua`i sustainable queen bee rearing business programs.</p>	<p>mite and commercial agricultural. It is critically important to preserve the Varroa free status of Kaua'i, both as a national resource and as pollinators for Kaua'i's agriculture. Supporting beekeeping on Kaua'i not only protects the island, but supports sustainable agricultural practices that protect bees and our future. KauCC has become a resource to the community for bees and bee keeping education.</p> <p>Supporting Activity(ies)</p> <ul style="list-style-type: none"> • Students will be provided with a strong experience and understanding of all aspects of the specific industry of queen bee production. The students will spend time in Kaua`i CC's apiary, visit a local commercial apiary, and visit a queen rearing apiary on the Big Island. • Students will focus on business development, entrepreneurship, and accounting systems for the apiary. 	<ul style="list-style-type: none"> • Increase student participation in apiary from 4 part-time internships to 4 students enrolled in the bee keeping certificate. 	
<p>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;</p>				
<p>13. To develop and support small, personalized career-themed learning communities;</p>				

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 in automotive technologies;				
19. To pool a portion of such funds with a portion of funds available to not less than 1 other eligible				

<p>recipient for innovative initiatives, 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</p>				
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<p>20. To support other career and technical educational activities that are consistent with the purpose of this Act.</p>	<p>Activity(ies) Provide funding for LeeCC to develop a multi-faceted extended orientation for students' first year in college.</p>	<p>Analysis A better understanding of one's program and degree, with clear end goals in mind, needs to take place early and often within the first year. Unfortunately, this is not always the case as incoming students are still trying to understand what it takes to be successful. This calls for a more in-depth orientation process to not only add what it takes to be successful, but help students better understand their program and degree. Orientation is typically seen as a one-day or several-days long event, when it realistically should be a series of events throughout a student's first year.</p> <p>Supporting Activity(ies) Traditional and nontraditional students will be reached through Leeward CC's feeder schools such as Campbell, Mililani, Pearl City, Waipahu and Kapolei High Schools. This approach will start well before their first semester and will involve the following:</p> <ul style="list-style-type: none"> • Students will matriculate into the Management Program full time after they graduate from their high school. • Outreach to high schools will be done to present information on all four Leeward CC Business Programs. 	<p>Expected Outcome(s)</p> <ul style="list-style-type: none"> • Increase the number of students completing a certificate or degree from 92. • Increase the number of students that continue postsecondary enrollment or transfer from 255 to 261. • Increase the number of students who are placed or retained in employment from 99 to 129. 	<p>\$109,759</p>
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	<p>Activity(ies) Continue to provide funding for KapCC's Culinary Arts Department to provide a for credit culinary program at the Women's Community Correctional Center.</p>	<ul style="list-style-type: none"> • Assistance with the application process will be offered for any high school making this request. • Important information will be disseminated to parents and family support networks to better support their student(s). • A general campus orientation and overview of the Leeward CC campus is required and will work in concert with the efforts outlined here. • Advising and counseling session will provide an in-depth look at each individual program, degrees, certificates and requirements. • Meet & Greet sessions will be coordinated to answer any questions incoming students may have regarding their programs, degrees and future employment within the industry. • Check-ins throughout the semester will be done by Peer Mentors to provide any support services that may be needed. • Important information will be shared with the student's support network. A sampling of information shared will be things such as add/drop dates, explanation of the class withdrawal process, how to check financial aid status, etc. <p>Analysis Studies have shown that helping incarcerated women and girls explore, pursue and excel in nontraditional careers that pay a livable wage will decrease the level of recidivism.</p>	<p>Expected Outcome(s) 75% of all students enrolled in the WCCC program will complete the culinary course.</p>	<p>\$6,000</p>

UHCCS State Office Level

Administrative	Subtotal	Total
Salary	76,000	
Fringe	44,893	
Office Equipment		
Office Supplies	1,000	
Mileage	3,877	
Subtotal	125,770	125,770
Program Improvement Activities		
Salary	1,216,596	
Fringe	385,187	
Meeting Facilities		
Supplies	262,306	
Printing	6,000	
Equipment	270,328	
Curriculum Development / Implementation	47,194	
Evaluation / Assessment		
Contractual	5,400	
Research		
Equipment		
Professional Development	56,955	
Travel	139,655	
District RT Support		
Allocated Directly to Schools		
Subtotal	2,389,621	2,389,621
TOTAL		2,515,391

Department of Public Safety

CARL D.PERKINS VOCATIONAL AND TECHNICAL EDUCATION IMPROVEMENT ACT 2006 BASIC GRANT APPLICATION FISCAL YEAR 2019

INTRODUCTION

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

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

The more advanced curricula offer options for High School Equivalency (HSE), credit and non-credit technical training certification and opportunities for college credit courses and industry specific certification.

PROGRAM PLAN

The Corrections Education Program Services (CPSE) is currently working in partnership with the University of Hawaii Community Colleges: Hawaii Community College, Honolulu Community College, Kapiolani Community College, Leeward Community College, Maui Community College, and Windward Community College; GEDTS and Pearson Vue Testing; Hawaii Department of Education Adult Community Schools; and the National Center of Construction Education and Research (NCCER). These partnerships provide a rich opportunity for offenders to gain work-ready skills and career-ready technical training that lead to certificates of completion in

occupational concentrations within a career pathway. Offenders exiting prison leave better skilled and prepared for employment or further education and/or training.

Currently, CPSE follows four career pathways (Agriculture, Business, Public and Human Services, Industrial and Engineering Technology) to serve as the basis for both applied academic education and career technical training. Within each occupational pathway cluster, credit and non-credit certificate courses in agriculture, marketing and business technology, service and hospitality, building and construction and electronic and computer systems will be offered through the UH Community Colleges and NCCER. Participants who complete and pass in the programs delivered by the Community Colleges are issued Certificate of Professional Development. Sustainable Horticulture and Construction Trades get college credit upon inmates' enrollment in the college.

CPSE has been offering GED testing through Pearson Vue computerized testing in the correctional facilities. Computerized GED provide on demand access for offenders ready for the GED examination. CPSE has offered another high school equivalency programs, HiSET or High School Equivalency Test that is available in the jails or community centers. Offenders who are unable to take the High School Equivalency (HSE) option in prison will have greater opportunity through the adult community school center in their community.

PROGRAM REQUEST

Culinary Arts, Women's Community Correctional Center \$22, 500.00

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

Certification of Professional Development in Office Worker Business Applications Program, Halawa Correctional Facility, Waiawa Correctional Facility and Women's Community Correctional Center \$35,545.00

The Office Worker Business Application program is comprised of modules designed to prepare students interested in entering careers in the business environment. The program provides instruction, hands-on-training and exercises to reinforce and apply computer skills. The program focuses on the following training modules: Introduction to World of Computers; Microsoft Word 2013 for the Business World, Levels I and 2; Business Applications Using Microsoft Excel 2013, Level 1 and 2; Business Presentations Using Microsoft PowerPoint Level 1. Completion of the program gives the student the foundation and preparation to take the

Microsoft Office Specialist Certification Examination. Additionally, the students who complete and pass the program earn a Certificate of Professional Development from the community college.

PROGRAM GOALS AND OBJECTIVES

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

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

Performance Measures

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

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

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

BUDGET SUMMARY

Culinary Arts: Women's Community Correctional Center	\$22,500.00
Supplemental funding for culinary arts instructors	

Office Worker Business Applications	\$35,545.00
Funding for instruction	

TOTAL	\$58,045.00
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