Notice of Meeting
UNIVERSITY OF HAWAI‘I
STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

Date: Thursday, January 16, 2020
Time: 9:30 a.m.
Place: Windward Community College
45-720 Kea‘ahala Road
Hale Akoakoa 101 & 103
Kāne‘ohe, Hawai‘i 96744

AGENDA

I. Call Meeting to Order
II. Approval of the Minutes of the September 26, 2019 Meeting
III. Public Comment Period for Agenda Items: All written testimony on agenda items received after posting of this agenda and up to 24 hours in advance of the meeting will be distributed to the board. Late testimony on agenda items will be distributed to the board within 24 hours of receipt. Written testimony may be submitted via US mail, email at bor.testimony@hawaii.edu, or facsimile at 956-5156. Individuals submitting written testimony are not automatically signed up for oral testimony. Registration for oral testimony on agenda items will be provided at the meeting location 15 minutes prior to the meeting and closed once the meeting begins. Oral testimony is limited to three (3) minutes. All written testimony submitted are public documents. Therefore, any testimony that is submitted verbally or in writing, electronically or in person, for use in the public meeting process is public information and will be posted on the board’s website.

IV. Agenda Items
A. Updates on the Perkins V 4-Year State Plan

V. Adjournment

For disability accommodations, contact the Board Office at 956-8213 or bor@hawaii.edu. Advance notice requested five (5) days in advance of the meeting.
I. CALL MEETING TO ORDER

Chair Benjamin Kudo called the meeting to order at 9:35 a.m. on Thursday, September 26, 2019, at the University of Hawai‘i Maui College (UHMC), Ka‘a’ike Building, Room 105B/C/D, 310 West Ka‘ahumanu Ave., Kahului, Hawai‘i 96732.

Quorum (9): Chair Benjamin Kudo; Vice-Chair Jan Sullivan; Regent Simeon Acoba; Regent Kelli Acopan; Regent Michael McEnerney; Regent Randy Moore; Regent Michelle Tagorda; Regent Robert Westerman; and Regent Ernest Wilson Jr.

Excused (3): Vice-Chair Wayne Higaki; Regent Eugene Bal; and Regent Alapaki Nahale-a.

Others in attendance: President David Lassner; Vice President (VP) for Administration Jan Gouveia; Interim Vice President for Community Colleges Erika Lacro; Vice President for Legal Affairs/University General Counsel Carrie Okinaga; Vice President for Academic Planning and Policy Donald Straney; Vice President for Research and Innovation Vassilis Syrmos; Vice President for Budget and Finance/Chief Financial Officer Kalbert Young; Vice President for Advancement/UH Foundation Chief Executive Officer Tim Dolan; University of Hawai‘i at Hilo Chancellor Bonnie Irwin; UHMC Chancellor Lui Hokoana; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Kendra Oishi; and others as noted.

II. APPROVAL OF MINUTES OF THE MAY 16, 2019 MEETING

Regent Westerman moved to approve the minutes of the May 16, 2019, meeting, seconded by Regent Wilson, and the motion carried unanimously.

III. PUBLIC COMMENT PERIOD

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

IV. AGENDA ITEMS

A. Overview of Career and Technical Education

B. Federal and State Career and Technical Education Updates
Bernadette Howard, State Director for Career and Technical Education (CTE), explained that there were no action items today but would spend time bringing the board up to date on the four-year plan. She explained that state data became available after materials were submitted and that information on the four-year plan would be provided.

C. Updates on the State Perkins V Plan

Ms. Howard stated that they had been meeting regularly with stakeholders. The federal program officer is scheduled to come in October to review the draft plan and provide technical assistance. A final draft will be presented to the board in November. In January, it will go out to public hearing and then to the Governor’s office.

Ms. Howard explained the need to build an integrated system in order to implement high-quality CTE programs and career pathways aligned with economic and industry needs and address equity across the state. The State Department of Education, community colleges, and workforce system need to work together to create an integrated system. She described how funds are leveraged for greater impact.

Kelly Miyamura, Pathways Strategy Director for Hawai‘i P-20 Partnerships for Education, spoke on the Regional Pathways Initiative that was launched in partnership with CTE. The initiative involves a partnership across various sectors and developing tools to demonstrate high-quality career pathways. She explained five components essential to high-quality pathways: (1) rigorous academics, including early college and dual-credit courses; (2) work-based learning; (3) college and career advising and counseling; (4) alignment to labor market data; and (5) leadership structure and cross-sector partnerships.

Ms. Howard explained how the intent is to work on the structure over the next few years. She added that they are working on getting entrepreneurship into career pathways and embedding it into the four-year plan.

Vice-Chair Sullivan shared her thoughts that a portion of the funds should be used on computer science and that the funds should be used to most effectively prepare students for the jobs of the future.

V. ADJOURNMENT

There being no further business, Regent Wilson moved to adjourn, and Regent Sullivan seconded, and with unanimous approval, the meeting was adjourned at 9:53 a.m.

Respectfully Submitted,

Kendra Oishi
Executive Administrator and Secretary
of the Board of Regents
“Strengthening Career & Technical Education for the 21st Century Act” (Perkins V)

State of Hawai‘i Draft Plan
January 16, 2020
WHAT ARE WE TRYING TO ACHIEVE WITH CTE & PERKINS V?

Career & Technical Education

- High-quality grades 6-16 formal learning experiences paired with work-based learning experiences that provide all learners the knowledge, skills, and competencies to fully participate in, contribute to, and benefit from Hawai‘i’s economy and our communities.

Perkins V

- Strengthen CTE systems and systems capacities to continuously improve, innovate, and transform Hawai‘i’s programs and programs of study in grades 6-14 that ensure equitable access and outcomes for all learners in in-demand, high-skill, high-wage pathways.

- Ensure students have equitable access to high-quality CTE programs (those programs that meet size, scope, and quality criteria).
- Increase participation and improve the equity of participation in high-quality CTE programs.
- Improve educational and workforce outcomes of CTE program participants and improve the equity of those outcomes.
PERKINS V PLAN SUMMARY

STRATEGIC GOALS

- Ensure students have equitable access to high-quality CTE programs (those programs that meet size, scope, and quality criteria).
- Increase participation and improve the equity of participation in high-quality CTE programs.
- Improve educational and workforce outcomes of CTE program participants and improve the equity of those outcomes.

ACHEIVED THROUGH CONTINUAL IMPROVEMENT, INNOVATION, & TRANSFORMATION OF CTE SYSTEMS

- Size, Scope, & Quality Components.
- Capacities and Capabilities.
- Civic Infrastructure and Culture.
- Conditions.
OPERATIONALIZING COORDINATION, COLLABORATION, & IMPROVEMENT
### OUR TYPICAL IMPROVEMENT EFFORTS: IMPROVING THE PIECES (DOING MORE)

<table>
<thead>
<tr>
<th>Category</th>
<th>Emergent</th>
<th>Developing</th>
<th>Accomplished</th>
<th>Exemplary</th>
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<td>Properly Sequenced Courses Leading to a Degree, Certificate, Credential</td>
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<td>Integrated Academics</td>
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<td>Employability/Transferable Skills</td>
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<td>Qualified Personnel &amp; PD</td>
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<td>Facilities and Equipment</td>
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<td>Employer Engagement</td>
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<td>Industry Approved Standards</td>
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<td>Economic and Workforce Alignment</td>
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<td>Work-Based Learning Opportunities</td>
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<td>Counseling and Advising</td>
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<td>Acceleration/Early College/Dual Credit Option</td>
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<td>Accountability</td>
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Complex systems are driven by the quality of the interactions between the parts, not the quality of the parts. Working on discrete parts or processes can properly bugger up the performance at a system level. Never fiddle with a part unless it also improves the system.

@ComplexWales
ACHIEVING OUR GOALS: WHAT NEEDS TO BE TRUE?

➢ **Size, Scope, & Quality Components.**
  - Design, development, & improvement of individual components
    - Advising & counseling continuum from middle school through college
    - Work-based learning continuum
    - Employability/transferable skills
  - Innovation & transformation through integration of interconnected and interdependent components & coordination across agencies

➢ **Capacities and Capabilities.**
  - Leadership at the intersections/interdependencies; the need for boundary spanners and connectors
  - Design, adaptation, uptake, and delivery of components through formal and informal learning experiences and supports
  - Continuous improvement, innovation, & transformation of CTE programming
<table>
<thead>
<tr>
<th>PROPERLY SEQUENCED COURSES LEADING TO A DEGREE, CERTIFICATE, CREDENTIAL</th>
<th>INTEGRATED ACADEMICS</th>
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<tbody>
<tr>
<td>EMPLOYABILITY/TRANSFERABLE SKILLS</td>
<td>QUALIFIED PERSONNEL &amp; PD</td>
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<td>FACILITIES AND EQUIPMENT</td>
<td>EMPLOYER ENGAGEMENT</td>
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<td>INDUSTRY APPROVED STANDARDS</td>
<td>ECONOMIC AND WORKFORCE ALIGNMENT</td>
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<td>WORK-BASED LEARNING OPPORTUNITIES</td>
<td>MULTIPLE ENTRY AND EXIT POINTS</td>
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<td>COUNSELING AND ADVISING</td>
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<td>ACCELERATION/EARLY COLLEGE/DUAL CREDIT OPTION</td>
<td>MONITORING AND EVALUATION</td>
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<th>Systemic &amp; systematic interactions, intersections, &amp; interdependencies</th>
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<tr>
<td>Structures, Processes, Policies, Relationships, Norms</td>
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<td>STRENGTHENING ELEMENTS* Establish &amp; strengthen individual elements &amp; their delivery</td>
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<tr>
<td>BUILDING SYSTEM CAPACITIES** Professional development &amp; capacity building</td>
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*STRENGTHENING ELEMENTS* Establish & strengthen individual elements & their delivery

**SYSTEMS BUILDING** Integrate & coordinate design & delivery between elements --> Intra-agency --> Inter-agencies/stakeholder partnerships
ACHIEVING OUR PURPOSE: WHAT NEEDS TO BE TRUE?

- **Civic Infrastructure and Culture.**
  - Partnership – coordination, co-design, co-implementation
  - Power; mindsets and mental models

- **Conditions.**
  - Formal and informal structures, policies, and processes for institutionalization, systemic delivery & impact (*scalability...does not mean replication!*), and sustainability
  - “Question whether processes should be improved, eliminated, or disrupted.” – Ron Ashkenas
  - Many of our structures, policies, & processes were created to solve yesterday’s challenges and problems.
  - Supporting coordination, collaboration, and partnership
QUALIFIED PERSONNEL & PROFESSIONAL DEVELOPMENT

- Partner with IHEs to increase the number of highly qualified educators and counselors.
- Leverage existing bodies such as the Teacher Education Coordinating Committee.
- Coordinate with Hawai‘i Teachers Standards Board.
- Systemwide PD for CTE and non-CTE teachers, counselors, administrators, and support personnel.
- Coordinated and integrated support that is in-depth, sustained, job-embedded.
LOCAL APPLICATIONS from HIDOE & UHCCS: THREE-YEAR IMPLEMENTATION PLANS

- Systemic & systematic development and integration of three CTE program components.
  - Counseling & advising (grades 6-14)
  - Work-based learning continuum
  - Employability/transferable skills

- Systematic continual improvement, innovation, & transformation of CTE programs.
  - Address disparities, misalignments, & inequities in program offerings and participation (access) & outcomes (success)
  - Attend to interactions, intersections, & interdependencies of program components, within and across agencies and workforce development partners

- Building system capacities (professional development) to continually improve, innovate, & transform.
The simplest way to increase the odds of a successful ‘change effort’ is to stop talking about change all together. Change is not the goal; the goal is the goal.
MAHALO!

For more information or to leave additional comments, visit:

https://www.hawaii.edu/cte/