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

Date: Thursday, September 15, 2022

Time: 9:15 a.m.

Place: Windward Community College
Hale Akoakoa 101-103
45-720 Kea'ahala Road
Kāne'ohe, HI 96744

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

AGENDA

- I. Call Meeting to Order**
- II. Approval of the Minutes of the May 15, 2022 Meeting**
- III. Public Comment Period for Agenda Items:**

Individuals who are unable to provide testimony at this time will be allowed an opportunity to testify when specific agenda items are called.

All written testimony on agenda items received after posting of this agenda and up to 24 hours in advance of the meeting will be distributed to the board. Late testimony on agenda items will be distributed to the board within 24 hours of receipt. Written testimony may be submitted via the board's website through the testimony link provided on the Meeting Agendas, Minutes and Materials page. Testimony may also be submitted via email at bor.testimony@hawaii.edu, U.S. mail at 2444 Dole Street, Bachman 209, Honolulu, HI 96822, or facsimile at (808) 956-5156.

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

All written testimony submitted are public documents. Therefore, any testimony that is submitted orally or in writing, electronically or in person, for use in the public meeting process is public information and will be posted on the board's website.

- IV. Agenda Items**
 - A. Review of Perkins V State-Determined Performance Levels
 - B. Perkins Comprehensive Local Needs Assessment 2023

For disability accommodations, contact the Board Office at (808) 956-8213 or bor@hawaii.edu.
Advance notice requested five (5) days in advance of the meeting.

- C. Update on Industry-Recognized Credentials, Pursuant to Section 304A-304, Hawai'i Revised Statutes
- D. University of Hawai'i and Hawai'i State Department of Education Collaboration
 - 1. Memorandum of Understanding
 - 2. Career and Technical Education Collaboration Committee
- E. Career Pathway Alignment Mapping

V. Adjournment

DISCLAIMER – THE FOLLOWING ARE DRAFT MINUTES AND ARE SUBJECT TO FURTHER REVIEW AND CHANGE UPON APPROVAL BY THE BOARD

MINUTES

STATE BOARD FOR CAREER AND TECHNICAL EDUCATION MEETING

May 19, 2022

I. CALL TO ORDER

Vice-Chair Nahale-a called the meeting to order at 9:02 a.m. on Thursday, May 19, 2022, with regents participating from various locations.

Quorum (10): Chair Randy Moore; Vice-Chair Alapaki Nahale-a; Vice-Chair Benjamin Kudo; Regent Simeon Acoba; Regent Kelli Acopan; Regent Eugene Bal; Regent William Haning; Regent Wayne Higaki; Regent Diane Paloma; and Regent Ernest Wilson.

Excused (1): Regent Robert Westerman.

Others in attendance: President David Lassner; Vice President (VP) for Administration Jan Gouveia; VP for Legal Affairs/University General Counsel Carrie Okinaga; VP for Academic Strategy Debora Halbert; VP for Research and Innovation Vassilis Syrmos; VP for Information Technology/Chief Information Officer Garret Yoshimi; Vice President for Advancement/UH Foundation Chief Executive Officer Tim Dolan; UH Mānoa Provost Michael Bruno; UH Hilo Chancellor Bonnie Irwin; UH West O‘ahu Chancellor Maenette Benham; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Kendra Oishi; and others as noted.

II. APPROVAL OF THE MINUTES

Vice-Chair Nahale-a inquired if there were any corrections to the minutes of the November 18, 2021, committee meeting which had been distributed. Hearing none, the minutes were approved.

III. PUBLIC COMMENT PERIOD

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

IV. AGENDA ITEMS

A. Review and Approval of the Career and Technical Education (CTE) Annual Report for the 2020-2021 Fiscal Year (Annual Report)

Stephen Schatz, Executive Director of the Hawai‘i P-20 Partnerships for Education (Hawaii P-20) and State Director for CTE, explained that the Annual Report is a report on the management of federal CTE funds that is required to be submitted to the United States Department of Education under the Perkins V Act (Perkins V), as well as to the

Governor, under the Hawai'i Revised Statutes. He stated that, prior to submission to the Governor, the Annual Report requires formal approval by the board.

Executive Director Schatz discussed several changes to the end-of-year reporting requirements under Perkins V that were made over the past year; provided a snapshot of CTE funding provided to the state as well as student participation and concentrator data; and reviewed Perkins V core indicators of performance for both the Hawai'i State Department of Education (HiDOE) and the University of Hawai'i Community College System (UHCC) noting that some HiDOE performance indicator data was unavailable due to circumstances attributed to the COVID-19 pandemic. He also highlighted that HiDOE and UHCC exceeded all core performance indicator goals and noted his intentions to work with the CTE Advisory Council to determine whether the established metrics and goals were sufficiently rigorous to adequately measure CTE successes.

Regent Wilson questioned whether the established CTE performance goals were longstanding or contemporary. Executive Director Schatz replied that, although the assessment of CTE metrics to gauge program success has occurred in the past, this is the first year that performance is being measured against officially established goals and targets.

Regent Acoba asked if there was an explanation for the decrease in CTE participants and concentrators in the 2021 academic year as compared to 2020. Executive Director Schatz stated that he would have to conduct an analysis of the data to determine the rationale for this decrease because the percentage of students who are participants or concentrators in CTE programs is increasing. He noted that the number of students in this year's graduating class is smaller which could be a factor in the lower figures.

Vice-Chair Nahale-a inquired about impacts felt due to the lack of conducting language arts and math testing for K-12 students this past academic year. Executive Director Schatz replied that the focus on test scores as a gauge of student success has waned over the past few years and that there is greater appreciation for the variety of metrics needed to accurately assess student achievement. However, he did express his concerns with the decline in high school American College Testing scores which serves as an indicator of college readiness.

Regent Wilson moved to approve the Annual Report, seconded by Regent Acoba, and noting the excused absences of Chair Moore and Regent Westerman, the motion carried with all members present voting in the affirmative.

B. CTE Highlights and New Directions

Executive Director Schatz reported on some of the new directions being taken by Hawai'i P-20 with respect to CTE. He spoke about efforts to promote an early college CTE door-opener program that will not only pique a high school student's interest in obtaining a post-secondary education but provide them with guidance on post-secondary courses and career pathways that will lead to living-wage, high-demand careers. The door-opener program also aims to provide high schools and high school

counselors with clear guidance on high-leverage, early college CTE courses that align with post-secondary programs which will assist students in achieving their career objectives. Hawai'i P-20 is hopeful that these actions will not only encourage more students to pursue CTE careers but also create an enrollment pipeline for UHCC.

Hawai'i P-20 also continues to work with HiDOE and UHCC to develop and expand the use of shared online early college classes. Executive Director Schatz noted the benefits of this endeavor, stressed its importance in providing access to early college courses for student and schools in rural or remote areas of the state, and discussed ongoing and future work on this matter.

Executive Director Schatz highlighted the Automotive Mechanic Technology Early College (AMTEC) Pilot Program at Kealakehe High School on Hawai'i Island stating that this was a first-of-a-kind innovative program involving partnerships between Hawai'i P-20, Hawai'i Community College (HawCC), Kealakehe High School, and automotive businesses. Through AMTEC, Kealakehe High School students were afforded the ability to earn college credits toward an Associate of Applied Science (AAS) degree in Automotive Mechanics Technology at HawCC, with majority of students in the program's first cohort finishing approximately half the degree requirements by the time they graduated from high school in 2021. AMTEC students then completed their AAS degrees through a combination of work-based learning at Kona automotive shops as well as classes at HawCC, essentially earning a post-secondary degree in one year. Although the offering of early college courses in high school has become more prevalent, AMTEC is unique in that it is CTE focused providing students with valuable training in a specific skilled trade while also supporting local workforce and business needs.

Regent Haning asked about the depth of the availability of career counseling resources for high school students, particularly those enrolled in early college courses. Executive Director Schatz replied that Hawai'i P-20 has been engaging with HiDOE on counseling and career advising through a partnership with its curriculum office. Hawai'i P-20 has also assisted with professional development for high school counselors and is working to educate students and counselors about the types of programs that are available across the various campuses of the university.

Chair Moore arrived at 9:29 a.m.

Regent Wilson stressed the importance of general education (Gen Ed) requirements and inquired as to their incorporation in curriculum design for programs such as AMTEC. Executive Director Schatz agreed on the importance of high school students successfully completing their Gen Ed coursework. He stated that ensuring completion of Gen Ed courses can occur at the high school level through the offering of early college courses in these subjects as well as through programs such as AMTEC. He also noted efforts that have already been undertaken by the university to develop Gen Ed co-requisite classes which are embedded with academic support such as tutoring.

Vice-Chair Nahale-a questioned the role of industry with respect to the early college and CTE programs. Executive Director Schatz stated that a number of industries

appear to be more willing to collaboratively engage with the university and K-12 educational system on establishing educational pipelines to meet current, as well as future workforce development and community needs. Vice-Chair Nahale-a asked if there was anything that the university or SBCTE could do to encourage industries to continue this engagement. Executive Director Schatz opined that educational systems need to be cognizant of the business aspects of this engagement and understand that industry has a bottom-line that must be met. Concomitantly, businesses have to think less about the immediate impacts of the educational system on workforce needs and more about its long-term impacts which requires patience.

Regent Acoba asked if there was coordination occurring between HiDOE and UHCC in terms of industry certification programs. Executive Director Schatz replied in the affirmative stating that a more focused effort on gathering and analyzing data with respect to the conferring of industry-recognized credentials represents a new area of data collection and analysis for Hawai'i P-20 that was brought about by a recently enacted law. He also noted the Promising Credentials project which was developed in collaboration with the university and community partners to identify high-value industry-recognized credentials in the State and the educational pathways necessary to attain these credentials.

V. ADJOURNMENT

There being no further business, Vice-Chair Nahale-a adjourned the meeting at 9:36 a.m.

Respectfully Submitted,

Kendra Oishi
Executive Administrator and Secretary
of the Board of Regents



State CTE Office Report to the State Board for CTE September 15, 2022

Review of Perkins V State-Determined Performance Levels

The 2021 Annual CTE Report, which was approved by the State Board for CTE in May 2022, was the first time all states reported performance on the new Perkins V Performance Indicators. The Hawai'i report showed that both the Hawai'i Department of Education (HIDOE) and the University of Hawai'i Community Colleges (UHCC) met all State-Determined Performance Levels (SDPL) at the state level as set in the Hawai'i Perkins V State Plan; however, there were some subgroups and special populations who did not meet all SDPLs. In the discussions at the May 2021 State Board for CTE meeting, we agreed to re-examine the SDPLs to determine if we had enough rigor.

The CTE Coordinating Advisory Council (CTECAC) met on August 29, 2022, and discussed the Hawai'i Perkins State Plan's SDPLs. HIDOE and UHCC both provided insight into how the levels were established, discussed the unknown impact of the pandemic, and detailed how individual campuses were performing. The CTECAC also examined comparisons between SDPLs in other states and Hawai'i. After reviewing the resources provided and their possible implications, the CTECAC recommended that no changes to the formal SDLP be made at this time. They also recommended that future Annual CTE Reports include performance measures and trend analyses. The position of the CTECAC is that reporting on trends and changes over time would be more useful in evaluating overall performance than large changes to the SDPLs.

Perkins Comprehensive Local Needs Assessment

Perkins V requires a comprehensive local needs assessment (CLNA) every two years. Hawai'i's last CLNA was completed in June 2021. In the past, the CLNA was contracted to the UH College of Education Curriculum Research and Design Group (CRDG) and the report was written using an external evaluator approach. For the 2023 CLNA, we are moving to a strategic planning approach for the CLNA to identify top priority areas within CTE. By identifying priority need areas, the CLNA will drive the Perkins funding decisions as required by the legislation. The next CLNA will begin in Fall 2022 and continue through Spring 2023 with a target completion date of June 2023. Using best practices from other states and the support of a consultant, Hawai'i P-20 will be developing a process to ensure that the CLNA results reflect the needs of CTE in Hawai'i and are actionable utilizing Perkins funding.

Act 163 (21) HRS 304A-304: Industry-recognized credentials; data collection

Signed into law in 2021, [Act 163 \(HRS 304A-304\)](#) set forth that the State Board for CTE will report on student attainment of industry-recognized credentials that have value to the holder in the labor market. The report must be disaggregated for Hawai'i's population. The Promising Credentials in Hawai'i Report,

published in 2020, set forth a list of industry-recognized credentials that have verifiable Hawai'i labor market value. In the creation of the report, a rigorous process was employed to ensure occupations met set demand and wage thresholds, were being asked for by employers through job ads, and was vetted through employer surveys, focus groups, and one-on-one interviews. The Promising Credentials in Hawai'i Report was specifically referenced in [Act 163](#) and will be used as the list of credentials to be included for the reporting requirement by Act 163 (HRS 304A-304). The first report of credential attainment will include data from the 2022-2023 academic year.

Through the 2021-2022 academic year, Hawai'i P-20 has been working closely with HIDOE and UHCC to set up data collection systems and processes to be able to gather and analyze this information. The challenge is that, in most cases, UHCC and HIDOE do not own this data and have never previously attempted to collect it. Various strategies are being explored that include student self-reporting and possible data sharing agreements with credentialing vendors. Additional challenges with asking students to self-report credential attainment include the need for processes to validate data and encourage accurate reporting which are crucial to the precision of the report.

HIDOE has begun preparations to utilize its student data system, Infinite Campus, to add credentials to official student records. An area that will be addressed early this academic year is the creation of a process to collect evidence and to validate self-reported credential attainment. Professional development and training around the procedures and processes will be designed once processes have been established.

UHCC has examined the Promising Credentials in Hawai'i Report and worked with their CTE Deans and program faculty to identify which credentials their programs prepare students for. It has been determined the UHCC specifically prepares students for 28 of these credentials. To obtain self-reported credential data, UHCC plans to create a login-protected portal for students to submit credential attainment information and evidence. The incentive component for students is still being developed.

Promising Credentials in Hawai'i Report - Update 2023

Originally published in October 2020, the [Promising Credentials in Hawai'i Report](#) was a snapshot in time. The landscape of industry-recognized credentials is constantly changing and evolving. To provide relevant guidance on the credentials with real labor market value in Hawai'i, Hawai'i P-20 has set out to revise the report with a target publication date of March 2023. Hawai'i P-20 is currently in the process of finalizing a contract to help facilitate the update of the Promising Credentials in Hawai'i Report. This report is critical to the reporting responsibility of the State Board for CTE on the attainment of industry-recognized credentials in [HRS 304A-304](#) as well as other related legislation.

UH & HIDOE Collaboration Memorandum of Understanding

A new "[Collaboration Memorandum of Understanding \(MOU\)](#)" between UH and HIDOE signed in March 2023 affirmed the shared goal of preparing students for lifelong success in postsecondary education and training, the workforce, and in their communities. In the MOU, UH and HIDOE committed to working collaboratively to support the successful transition of students from HIDOE to their next steps after graduation.

With the new collaboration MOU in place, Hawai'i P-20 convened senior HIDOE and UH leadership to identify priority collaborative initiatives to focus on. The leadership group identified various

opportunities in advising, transition and connection to college, preparation, and aspirations through exploration. As next steps, the group identified the following areas to start work on:

1. UH-HIDOE CTE Collaboration
2. Connecting HIDOE and UHCC counselors and advisors on admission requirements and preparation discussions
3. Using technology for college and career advising from secondary to postsecondary
4. Fast Pass for class of 2023 and beyond

This UH and HIDOE leadership group agreed to meet quarterly to ensure progress is made on collaborative initiatives.

UH & HIDOE CTE Collaboration Efforts

With the support of UH and HIDOE senior leadership, Hawai'i P-20 convened CTE leadership from HIDOE and UHCC on July 25, 2022 at the UH Mānoa Innovation Center. In attendance were top-level leadership including Superintendent Keith Hayashi, Assistant Superintendent Teri Ushijima, UHCC Associate VP for Academic Affairs Tammi Oyadomari-Chun, UHCC Director of Academic Programs Della Teraoka, as well as CTE specialists, CTE Deans, and mid-level administrators. This was the first of regular CTE collaboration meetings to come.

The goal of this first collaboration meeting was to 1) improve communication between HIDOE and UHCC, 2) gain an understanding of the work being done in career pathway development, and 3) identify best practices, misalignments, possible solutions, and collaboration opportunities. The meeting had a very ambitious agenda and sought to discuss the structure and design of career pathways and CTE programs, industry engagement, industry-recognized credentials, and work-based learning. There was a very robust discussion on the first two agenda items on the structure and design of career pathways and CTE programs and industry engagement.

The group identified two major areas to get work started. The first is on program alignment mapping between HIDOE and UHCC and the second was piloting a state-level pathway advisory for the Information Technology career pathway. The work is currently underway.

Career Pathway Alignment Maps

Hawai'i P-20 has allocated resources to develop Career Pathway Alignment Maps that connect secondary to postsecondary to Hawai'i workforce needs for all career pathways. Work on the first two career pathways have begun in Information Technology and Healthcare. The maps will illustrate educational alignment to the workforce and education requirements to upskill within the workforce. The goal of these maps is to provide clear guidance to all current and potential students on the various career pathways that lead to various jobs in Hawai'i. This project is in the beginning stages and we are currently meeting with other organizations working on career pathway alignment projects. Hawai'i P-20's project on Early College CTE Door Openers is being rolled into this larger Career Pathway Alignment Maps project. All maps will be vetted by postsecondary program faculty and Hawai'i employers. The first career pathway alignment maps have a tentative completion date of December 2022.

Reports and Updates for Hawai'i State Board for CTE

September 15, 2022



Agenda

- Review of Perkins V State-Determined Performance Levels
- Perkins Comprehensive Local Needs Assessment 2023
- Update on [Act 163](#), [HRS 304A-304](#): Industry Recognized Credentials
 - Update to Promising Credentials in Hawaii Report - Spring 2023
- UH & HIDOE Collaboration
 - Memorandum of Understanding
 - CTE Collaboration Committee
- Career Pathway Alignment Mapping



Perkins V State-Determined Levels of Performance



Overview

- Perkins V Core Indicators of Performance reported for the first time in 2021 ([Summary](#))
 - Disaggregation of state-level outcomes ([2021 Annual CTE Report](#))
 - Gender, race/ethnicity, special populations, career clusters
- State-Determined Performance Levels (SDPL) for each indicator were set in the Perkins V State Plan
- 2021 Outcomes: HIDOE and UHCC exceeded all [State-Determined Performance Levels](#)
- As a result of meeting all performance levels, the CTECAC discussed whether revising targets was necessary



CTE Coordinating Advisory Council

- The CTE Coordinating Advisory Council recommends:
 - We commit to monitoring and reporting changes in trajectory of performance, regardless of whether we meet benchmark in any particular metric
 - No need to officially amend the State-Determined Performance Levels in the Perkins V State Plan
 - Changes in annual performance to be added to the 2022 Annual CTE Report



Perkins Comprehensive Local Needs Assessment for 2023



Comprehensive Local Needs Assessment

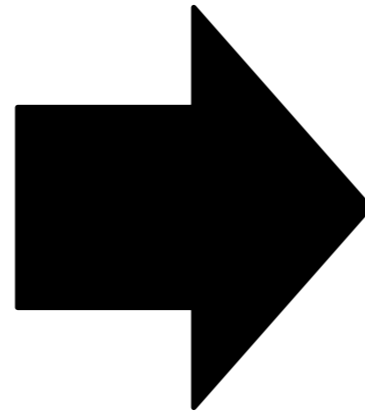
- Background Information
 - Perkins V requires a CLNA be completed every two years
 - Perkins spending must align to CLNA and State Perkins V Plan
 - CLNA for 2019 & 2021 completed by Curriculum Research & Development Group (CRDG) at the UH College of Education
 - Hawai'i is unique in the nation with one secondary and postsecondary agency
 - CLNA is completed as a state-level assessment



Change in Approach to CLNA

2021

**External
Evaluator
Approach of
Entire
Program**



2023

**Strategic
Planning
Approach**

Identify
Priorities to
Evaluate



Update on Act 163, HRS 304A-304: Industry Recognized Credentials



Overview

- Act 163 (HRS 304-304A)
 - Requires the SBCTE to report on student attainment of industry recognized credentials that have value to the holder in the labor market
 - Must be disaggregated for Hawai'i's population
 - Promising Credentials in Hawai'i Report
 - List of credentials that will be reported for the 2022-2023 academic year
 - Revisions to occur every two years



Challenges

- Basic infrastructure is needed for safe and reliable collection to begin
- HIDOE and UH do not own much of this data and will primarily rely on students to self-report or agreements with vendors to share data
- Validating self-reported credential attainment will be difficult



Progress Update

- HIDOE
 - HIDOE has begun preparations to utilize its student data system, Infinite Campus, to add credentials to official student records.
- UHCC
 - Examined the Promising Credentials in Hawai'i Report and identified programs preparing students for those credentials
 - Narrowed list to 28 specific credentials that UHCC CTE programs are preparing students
 - Exploring the creation of a UH login protected website for students to submit their credential attainment/attempted data and attach evidence



Career Pathway Alignment Maps



Updates on Career Pathway Alignment Maps

- Work has begun on the creation of career pathway maps from secondary to postsecondary to workforce
- Early College CTE Door Opener courses are being included in alignment maps
- IT and Healthcare career pathway maps to be completed by December 2022



Other Hawaii P-20 Pathways Work on the Ground



Other Career Pathways Work

- Working directly with 7 high schools with a regional partnership consisting of UH campuses and industry on career pathway development in targeted programs
- Work-Based Learning Intermediaries
 - Facilitate the WBL Intermediary Collaborative that went from serving 11 high schools in April 2021 to 18 high schools in 5 districts today
 - 2022-2023: Federally funded GEAR-UP state grant funded three work-based learning intermediaries on Kauai and Oahu to work with 6 middle and high schools
- Provide statewide leadership and professional development for Work-Based Learning, Counseling and Advising, and Early College

