

MINUTES

STATE BOARD FOR CAREER AND TECHNICAL EDUCATION MEETING

MARCH 22, 2018

I. CALL TO ORDER

Chair Jan Sullivan called the meeting to order at 9:16 a.m. on Thursday, March 22, 2018, at Kapi'olani Community College, Ka 'Ikena Room, 'Ōhelo Building, 4303 Diamond Head Road, Honolulu, HI 96816.

Quorum (14): Chair Jan Sullivan; Vice Chair Ben Kudo; Vice Chair Randy Moore; Regent Simeon Acoba; Regent Eugene Bal; Regent Brandon Marc Higa; Regent Wayne Higaki; Regent Michael McEnerney; Regent Jeffrey Portnoy; Regent Lee Putnam; Regent Douglas Shinsato; Regent Michelle Tagorda; Regent Ernest Wilson Jr.; and Regent Stanford Yuen.

Others in attendance: President/Interim UH-Mānoa (UHM) Chancellor David Lassner; Vice President for Community Colleges John Morton; Vice President for Legal Affairs/University General Counsel Carrie Okinaga; Vice President for Academic Planning & Policy Donald Straney; Vice President for Information Technology/Chief Information Officer Garret Yoshimi; Vice President for Budget & Finance/Chief Financial Officer Kalbert Young; UH-West O'ahu (UHWO) Chancellor Maenette Benham; Interim Kapi'olani Community College (KapCC) Chancellor Louise Pagotto; Executive Administrator and Secretary to the Board of Regents Kendra Oishi; and others as noted.

II. APPROVAL OF MINUTES OF SEPTEMBER 21, 2017 MEETING

Upon motion by Board Vice Chair Moore and seconded by Regent Tagorda, the minutes of the September 21, 2017 meeting were unanimously approved.

III. PUBLIC COMMENT PERIOD

Executive Administrator and Secretary to the Board Kendra Oishi announced that the Board Office received no written testimony, and no individuals had signed up to give oral testimony.

IV. AGENDA ITEMS

A. For Information

1. Presentation of Career & Technical Education materials requested by the Board

Bernadette Howard, Career and Technical Education (CTE) Director, thanked the board for expressing interest and concern about CTE planning and the use of Perkins funds in Hawai'i. She provided background information and a handout on the scope of CTE work; how the funds have been used for the past three years, including required

and permissive uses; examples of CTE programs by career cluster; the strategic priorities for CTE in Hawai'i for 2018 to 2020: program excellence, teaching excellence, and driving systemic change; and the criteria used to determine which proposals are funded.

Ms. Howard reported that all seven community college campuses and 35 of the 43 high schools have programs related to digital media and digital media arts; it is the most popular program at the secondary level. Perkins funds were used for the development and maintenance of all of those programs in all the schools. Information on the cybersecurity program career pathway (Attachment 1) was provided to regents and it was noted that it was developed by UH in partnership with CyberHawai'i. No Perkins funds were used for this program as other resources were available. However, Perkins funds have been used over the years to support the development and growth of information technology programs in high schools and community colleges, especially curriculum development, professional development, and equipment purchases.

Questions were raised regarding the numbers of students served and who earned a degree, the significance of those numbers, and the variance compared to prior years. Ms. Howard indicated that the report to the Governor contained comparison data for the past three years showing a decrease in the number of participants for this year, which would be explained in further detail during the next agenda item.

B. For Action

1. Review & Approval of Report to the Governor, pursuant to Section 304A-302, Hawai'i Revised Statutes

Ms. Howard requested the board approve the report to the Governor, pursuant to Section 304A-302, Hawai'i Revised Statutes, which had been unanimously approved by the CTE Advisory Council. She reported that the state met all of its performance indicators, expended all grant funds timely and appropriately, no funds were returned, and Hawai'i is in good standing with both the federal government and the state Department of Education.

Regent Tagorda moved to approve the report to the Governor, seconded by Board Vice Chair Moore.

Questions were raised regarding the decrease in the number of students participating in CTE programs at the high school and community college levels; how Hawai'i's CTE programs compared with other states; and the significance of the ratios for academic attainment and placement on page 47 of the report.

Ms. Howard explained there was a significant drop in the number of CTE participants at the secondary level (e.g., those students who take at least one CTE class). At the secondary level, one reason for the decrease in participants is there are not enough CTE teachers, so some principals have chosen to offer the courses at the end of the program rather than start a new cohort. Another possible reason for the decrease is that prior to this year, an outside vendor was analyzing the data. The data

in this year's report was analyzed by the Hawai'i Data eXchange Partnership at UH and should be more accurate. This matter will be investigated further, and she will report back to the board if there are any other changes. At the post-secondary level, the low unemployment rate is a factor. The national trend is toward declining enrollment, and perhaps prospective students are seeking education outside of Hawai'i. Ms. Howard shared a concern that fewer students are starting programs, while at the same time, there is an increase in the number of programs that need to be offered to address changes in the economy and job market.

Regarding how Hawai'i compares to other states, Ms. Howard reported that Hawai'i is a little above average and having one system for the entire state makes it easier to collaborate. Graduation rates for high school CTE students in Hawai'i for the past seven years has been at least 98%, compared to 82% of regular high school students. The focus is always on increasing the opportunities for students to accelerate through the programs to get more completers. CTE is engaged in various strategic initiatives around the state such as the 55 by '25 campaign, and tries to align program funding accordingly.

Ms. Howard explained that the federal government sets the definitions, and the numerators and denominators in the ratios. For 1S1: Academic Attainment: Reading/Language Arts, the goal was 72.25 and the actual was 75.51. This measures the success of students at the high school on the standard English proficiency test, and the same is done for math. The significance of this is that academics are equally important in the success of a student in the CTE program, it is not just about technical skills. For 5S1: Placement, the term "located" is used in the numerator description because it is not always possible to locate students after they leave. The National Clearinghouse database is used, but that particular indicator does not help much as it always comes out 100% because that represents the number of the students they could find.

There having been a motion that was moved and seconded, the motion was put to a vote and carried unanimously.

V. ADJOURNMENT

There being no further business, Regent Tagorda moved to adjourn, and Board Vice Chair Moore seconded, and with unanimous approval, the meeting was adjourned at 9:30 a.m.

Respectfully Submitted,

/S/

Kendra Oishi
Executive Administrator and Secretary
to the Board of Regents