

July 12, 2000

**MEMORANDUM**

**TO:** Board Secretary David Iha

**FROM:** Rodney Sakaguchi

**SUBJECT: COPY OF APPROVED REORGANIZATION FOR THE OFFICE OF THE STATE  
DIRECTOR FOR CAREER AND TECHNICAL EDUCATION**

Enclosed for the information of the Board of Regents is a copy of a reorganization approved on July 5, 2000 for the Office of the State Director for Career and Technical Education. The purpose of this reorganization is explained in the accompanying executive summary and proposal narrative.

If there are any questions regarding this matter, please call State Director Karla Jones at 956-7461.

Attachment

UNIVERSITY OF HAWAII

UNIV. OF HAWAII  
ON BUDGET OFFICE


Office of the State Director for Career and Technical Education

TO JUL -7 P1:26

July 6, 2000

MEMORANDUM

**TO:** The Honorable Mazie K. Hirono  
Lieutenant Governor, State of Hawai'i

**FROM:** Karla A. Jones   
State Director for Career and Technical Education

**SUBJECT:** NOTIFICATION OF APPROVED REORGANIZATION,  
UNIVERSITY OF HAWAII, OFFICE OF THE STATE DIRECTOR  
FOR CAREER AND TECHNICAL EDUCATION

Enclosed for your files is a copy of the reorganization which was approved by the State Director for Career and Technical Education. The purpose of the reorganization is explained in the accompanying executive summary.

If there are any questions regarding this matter, please call me at 956-7461.

Enclosure

- c The Honorable Neal Miyahira  
Director of Finance
- The Honorable Mike McCartney  
Director, Department of Human Resource Development
- Joyce S. Tsunoda  
Sr. Vice President, University of Hawai'i and  
Chancellor for Community Colleges
- Peggy S. Hong  
System Director, Office of Human Resources
- ✓ Rodney T. Sakaguchi  
Director, Budget Office

**MINUTES OF THE MEETING OF THE  
STATE BOARD FOR CAREER AND TECHNICAL EDUCATION**

**October 20, 2000**

**I. CALL TO ORDER**

The meeting of the State Board for Career and Technical Education was called to order by Chairperson Lily K. Yao on Friday, October 20, 2000, at 8:15 a.m., at the Hawai'i Community College Cafeteria.

**Attendance**

Present were Board Members Billy Bergin, Allan K. Ikawa, Charles K. Kawakami, Sat Khalsa, Donald C.W. Kim, Ah Quon McElrath, Walter Nunokawa, Administrative Officer Kenneth P. Mortimer; Secretary of the Board David Iha; and Carl Makino, Board of Regents staff. Board Members Everett R. Dowling, Bert A. Kobayashi, Nainoa Thompson, and Sharon R. Weiner were excused.

Also present were Dr. Karla A. Jones, State Director for Career and Technical Education; Senior Vice President and Executive Vice Chancellor Dean O. Smith, Dr. Joyce Tsunoda, Senior Vice President and Chancellor for Community Colleges; Dr. Rose Tseng, Senior Vice President and Chancellor, UH-Hilo; Mr. Walter S. Kirimitsu, Senior Vice President and General Counsel; Mr. Eugene S. Imai, Senior Vice President for Administration; Dr. Alan H. Teramura, Senior Vice President for Research and Dean of the Graduate Division; Dr. Doris Ching, Vice President for Student Affairs; Dr. Colleen Sathre, Vice President for Planning and Policy; Dr. William A. Pearman, Chancellor, UH-West O'ahu; Ms. Joanne Clark, Executive Director for University and Community Relations; Ms. Sandra Sakaguchi, Provost, Hawai'i Community College; Mr. Harold Masumoto, Special Advisor to the President; Dr. Judith Inazu, Executive Assistant to the President; Mr. Patrick McFadden, President, UH Foundation; Mr. James Yamaguchi, APT President; Ms. Helen Hamada, APT representative; and others.

**II. APPROVAL OF MINUTES**

Upon motion by Board Member Khalsa and second by Board Member Kim the Board unanimously approved the minutes of its meeting held on June 16, 2000, as circulated.

**Reorganization of the Office of the State Director for Career and Technical Education**

Director Jones informed that after two years of researching other states' models, talking with her staff, other operating agencies, the community, and in consultation with HGEA, the budget office and the office of human resources, a new organizational chart and functional statements were approved in July of this year. Dr. Barbara White, coordinator for research and development will assume additional duties as the Associate Director to help with the day-to-day operations of the office. The area of planning and evaluation is strengthened with the reclassification of a vacant existing position to an institutional analyst to assist with the accountability and data collection. An existing position was redescribed to assume a role with resource development, public relations and marketing. A staff was hired to input, edit, design and lay out numerous brochures and reports that the office produces.

In response to Chairperson Yao's question, Director Jones said there are eleven people employed in her unit.

**Update on Approval of "The Vocational Education Multi-Year Plan for Hawai'i"**

Director Jones informed that on July 3, 2000, Hawai'i received confirmation that its multi-year state plan was approved except that the adjusted performance level for the core indicators are approved for only one year.

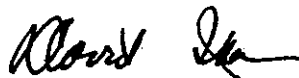
This year, U.S. DOE's allocation to the States was handled differently than in years past. All States received 25% of their allocation on July 1, 2000 and pending the final negotiations on the baseline and adjusted performance levels for the core indicators, States could not expect to receive the remaining 75% until October 1, 2000.

On September 25, Hawai'i reached final agreement with the Office of Vocational and Adult Education and subsequently received the remainder of funds. In addition, due to technicalities with the reserve of Perkins III for incentive grants for this year only, some States received an increase in their basic grant allocation. Hawai'i received approximately \$28,000 more as that reserve was redistributed back to the States. The operating agencies have been notified that the additional funding is available.

**IV. ADJOURNMENT**

There being no further business before the Board, the meeting was adjourned at 8:25 a.m.

Respectfully submitted,



David Iha, Secretary

STATE OF HAWAII  
UNIVERSITY OF HAWAII  
OFFICE OF THE STATE DIRECTOR FOR  
CAREER AND TECHNICAL EDUCATION (OSDCTE)  
EXECUTIVE SUMMARY

The semi-reorganization proposes to be more efficient, effective, and accountable for the operations of the State Director for Career and Technical Education by accommodating individual workloads to allow for flexibility and to comply with federal legislation that mandates that certain functions be performed.

The semi-reorganization will be accomplished in the following manner:

1. Creating an Associate Director's position to assist the State Director in the day-to-day operations.
2. Eliminating the career education function and merging the position (#80910) with planning and evaluation.
3. Redescrining the personnel development position (#81333) to assist in the planning and development of conferences and workshops; seeking and writing grants for additional external funding; and disseminating career and technical education materials and resources to appropriate entities.
4. Redescrining the special services position (#80556) to more appropriately reflect the duties and responsibilities stipulated in the 1998 federal legislation.
5. Reclassifying and redescrining the Clerk Stenographer II position (#22184) to enable the Office of the State Director to do its own design work for the brochures and reports that are needed.
6. Realigning the fiscal services function to reflect total Office support.
7. Realigning the Clerk Typist II (#29665) position for more effective Office support.

The two temporary positions -- Clerk Typist II (#29665) and Account Clerk (#37880) will be required as long as there are federal dollars coming to the Office. The first piece of federal vocational funding was in 1917 and has been continuously reauthorized, the latest reauthorization occurring on October 31, 1998.

This semi-reorganization may involve costs of between \$0 to \$4000 depending on the establishment and classification of an Associate Directorship. Funding will be obtained through internal reallocation.

STATE OF HAWAI'I  
UNIVERSITY OF HAWAI'I  
OFFICE OF THE STATE DIRECTOR FOR  
CAREER AND TECHNICAL EDUCATION (OSDCTE)

History

The University of Hawai'i Board of Regents is designated as the State Board for Vocational Education (HRS 305A). The State Board in this State is eligible to receive federal funding authorized under the Carl D. Perkins Vocational and Technical Education Act Amendments of 1998 (the most recent reauthorization of the Act). The President of the University of Hawai'i is the Administrative Officer of the State Board, and the Office of the State Director provides the administrative support to the State Board. As such, the Office of the State Director does not directly impact students or programs, but passes federal funds through to the Hawai'i State Department of Education, the University of Hawai'i Community Colleges, and the Hawai'i State Department of Public Safety for program improvement.

Vocational Education Coordinating  
Advisory Council

Created by HRS 305A is the Vocational Education Coordinating Advisory Council (VECAC). This 11-member advisory council is comprised of three representatives from the Board of Education; three representatives from the Board of Regents; three representatives from the Workforce Development Council (formerly the State Advisory Council on Vocational Education); and the Superintendent of Education and the President of the University serve as ex-officio voting members.

The Council is advisory to the State Board on all funding and policy matters.

State Advisory Council on Vocational Education  
(Manpower Commission)

The 1990 Carl Perkins legislation stipulated that the State Advisory Council be "utilized" in the development of the "Vocational Education Multi-Year State Plan" that is mandated by law. (The exact title of the State Plan is specified in law.) The State Advisory Council served in an advisory capacity to the State Board by providing input into the writing of the State Plan. The 1998 Carl D. Perkins Vocational and Technical Education Act repealed this authority and is no longer a requirement.

Name Change

There is a national dilemma surrounding the term "vocational education" as it relates to our educational community and the outcomes expected from our students. In the traditional sense, vocational education means hands-on training for a specific skill or occupation. However, in this technology-based economy, educators and the community at large can no longer ignore the importance of academic rigor in conjunction with the technical skill achievement in order for students to gain those high-skill, high-wage jobs.

Hawai'i followed a national trend to change all State titles referencing "vocational education" to a name more reflective of the knowledge and skill sets that students must attain. In Hawai'i, it is the State Board for Vocational Education that is the recognized leader in promoting career and technical education. On January 21, 2000, the State Board for Vocational Education approved that the Office of the State Director for Vocational Education be changed to the Office of the State Director for Career and Technical Education. The State Board also approved that their name be changed to the State Board for Career and Technical Education and the Vocational Education Coordinating Advisory Council be changed to the Career and Technical Education

Coordinating Advisory Council, and that State legislation be introduced to affect this change where necessary.

In the 2000 Legislative Session, legislation was introduced to effect the change. The Governor has signed the bill and is now Act 58.

With this name change, Hawai'i will move forward in being able to deliver the career and technical education and training that is more indicative of the knowledge and skills that are needed by students preparing to enter the workforce and planning to pursue some form of postsecondary education.

### Organizational Structure

The major functions of the Office are 1) research and development; 2) planning and evaluation; 3) educational equity; 4) civil rights compliance; and 5) articulation and coordination of programs and services between lower and higher education. An explanation and rationale for each functional area follows.

#### Research and Development

The Office has access to and can participate in national research and development studies. In addition, there are numerous materials and resources citing research that are available for dissemination. For example, curriculum development, effective teaching methodologies and techniques, infusion of state-of-the art equipment, and technology training can have a significant impact on the way the State delivers career and technical education programs. Yet classroom teachers are usually too busy with their day-to-day lessons that they do not have the opportunity to keep current in their profession. Through the Office of the State Director, teachers, counselors, and administrators can be made aware of these studies and have the opportunity to participate in some national projects.

#### Planning and Evaluation

Federal law requires that the states submit a multi-year plan for vocational education. A major priority within this multi-year plan is student outcomes measurement and continuous program improvement. Through proper planning, monitoring, and annual evaluations of secondary and postsecondary students, services, activities, and programs, targets and benchmarks can be met to satisfy the federal requirements. Planning and evaluation is an on-going, continuous process that depends on data collection and analysis to record student performance and document program improvement.

#### Educational Equity

The federal law specifically defines "special populations" as individuals with disabilities, individuals from economically disadvantaged families, individuals preparing for nontraditional training and employment, single parents, displaced homemakers, and individuals with other barriers to educational achievement. By definition, programmatic attention must be given to this group of students to ensure that they have equal access to all career and technical education services, activities, and programs and are not discriminated against in achieving their educational goals.

#### Civil Rights Compliance

As a recipient of federal funds, federal regulations and guidelines for eliminating discrimination and denial of services on the basis of race, color, national origin, sex and handicap must be adhered to. Desk audits, onsite compliance reviews, facilities inspections, and technical assistance must be provided. Any findings must be reported to the school administrators and negotiations for compliance are authorized.

#### Articulation and Coordination of Programs and Services Between Lower and Higher Education

A major focus of federal legislation is to strengthen and align career and technical education programs between lower and higher education. This also includes professional

development opportunities to assist teachers, counselors, and administrators to better deliver, understand, and promote career and technical education.

Curriculum alignment is based on “programs of study.” The law states that secondary education and postsecondary education must have an articulation agreement that formalizes the state’s commitment to develop and administer this process. This connectivity is called Tech Prep education and receives a separate line of funding in the Carl D. Perkins Vocational and Technical Education Act of 1998.

#### Present Organization

The Office of the State Director currently has 13 positions: 7 general funded positions and 6 federal funded positions. Ten positions are filled, two positions have never been filled due to lack of funds, and one position has been vacant since January 1999 due to a retirement. The functions are defined either by federal mandate or by services that must be coordinated for statewide implementation. A copy of the current organization chart for the Office of the State Director is attached as Chart I. The positions, in line with the organizational functions, are as follows:

Classification	Source of funds	PN	Title	Status
E5	G	89084	State Director	filled
Secretary III, SR-16	G	18959	Secretary to the Director	filled
UH Educational Specialist III, P-9	F	81302	Tech Prep Education	never filled
UH Institutional Analyst II, P-8	F	80910	Career Education	vacant since 01/99
UH Institutional Analyst III, P-10	G	81023	Planning and Evaluation	filled
UH Educational Specialist IV, P-12	G	80221	Research and Development	filled
UH Educational Specialist IV, P-12	G	81385	Management Information & Civil Rights	filled
UH Educational Specialist III, P-9	G	81333	Personnel Development	filled
UH Educational Specialist IV, P-12 (F)	F	80556	Special Services	filled
UH Fiscal Accounting Spec III, P-7 (F)	F	80144	Fiscal Services	filled
Account Clerk II, SR-8 (F)	F	37880	Fiscal Services	filled
Clerk Typist II, SR-8 (F)	F	29665		filled
Clerk Steno II, SR-9	G	22184		never filled

#### Proposed Semi-Reorganization

This semi-reorganization will allow the Office to be more effective, efficient, and accountable in the performance of the scope of functions deemed necessary either through federal legislation or for the advancement of career and technical education statewide.

A semi-reorganization is proposed as opposed to a full reorganization for the following reasons:

1. The basic structure of the Office of the State Director is still appropriate.
2. Operationally, the Office of the State Director has limited functions with respect to how the federal law mandates the implementation of programs, activities and services. In other words, the scope of work remains the same.
3. The relevance of some of the duties and responsibilities need to be aligned with the intent and implications of the law. To the extent that the duties and responsibilities



impact the ability of the current staff, workload adjustments can be made and positions redescribed.

This semi-reorganization is proposed to not only be in compliance with the law but also to better manage existing resources. The 1998 federal legislation has imposed some different requirements on the Office. Within the current organizational structure, duties and responsibilities need to be redescribed and realigned. Some of the existing duties and responsibilities are tied to federal legislative requirements as far back as 1968. Four factors entered into the decision to reorganize:

1. the number of the current staff;
2. the capacity of the current staff to perform necessary functions;
3. limited resources to expand operations; and
4. future capacity to expand operations.

This semi-reorganization is being proposed to expand the capacity within some of the functional areas. It may involve costs of between \$0 to \$4000 depending on the establishment and classification of an Associate Directorship. Funding will be obtained through internal reallocation.

#### State Director

The State Director provides leadership, direction, and coordination for vocational education in the State; assists the State Board in the development of policies, procedures, objectives, and priorities for the administration of vocational education funds; and serves as Executive Secretary to the Career and Technical Education Coordinating Advisory Council.

The State Director supervises the Office staff; assists in the preparation of budgets, reports, and testimony for State and Federal governments; promotes the development and continuance of in-service and pre-service education for career and technical educators; directs evaluation of programs and activities in accordance with federal regulations.

The State Director cooperates with other government agencies, labor unions, business and industry in planning and developing career and technical education programs; prepares various State plans for career and technical education and assists with the articulation among secondary and higher education institutions.

The State Director disseminates information to educators, legislators, employer groups, union leaders, and community organizations; assists in coordinating promotional activities.

The State Director acts as liaison officer representing the State Board for Career and Technical Education.

In a typical work week, 55% of the State Director's time is consumed out of the office: attending meetings; conducting presentations; serving as a board and/or advisory committee member; consulting with the Department of Education and the Community Colleges; and promoting career and technical education to business and industry. In addition, the State Director travels to the Mainland (minimum of three times per year) to attend the State Directors' meeting where all the state directors convene to network and discuss issues and problems surrounding career and technical education and to share best practices, not only with other states directors, but is the only opportunity to meet with personnel from the U.S. Department of Education for technical assistance. Thirty percent of the time is spent in the office writing compliance reports and synthesizing and editing documents written by staff. Fifteen percent of the State Director's time is spent on phone calls, meeting with staff, and handling any emergencies that arise. Weekends are occasionally obligated for special educational functions.

### Career Education

The function is no longer needed. The function was specifically outlined to satisfy 1990 federal legislation. The Office of the State Director for Career and Technical Education, by nature of its title, as a whole, is involved in career education. Career education is part of the duties and responsibilities of all staff and should not be assigned to just one position.

The vacant position (#80910) should be merged with the planning and evaluation function to assist with data collection and analysis. This is a critical compliance component that this state must address.

### Planning and Evaluation

The 1998 Perkins legislation mandates that the states be more accountable for student outcomes and progress. Data collection and analysis must now be included as part of planning and evaluation. The law specifically dictates how and what data states must collect to show student achievement and improvement. Two tasks complement each other: the Institutional Analyst III (#81023) is responsible for developing evaluation instruments to assess program effectiveness and to write periodic reports to the U.S. Department of Education that documents program improvement and progress; the UH Institutional Analyst II (#80910) is needed for collecting and analyzing data needed for evaluative purposes.

### Research and Development

While the function remains, there is the need for assistance to the state director. The Office of the State Director operates on a statewide basis. While the state director provides the overall leadership, direction, and coordination for all career and technical education in the State and cooperates with other institutions or agencies engaged in career and technical education, there are day-to-day operations that need attention.

An associate director must be familiar with the extent and extant of federal legislation and familiarity with tasks assigned to individual staff. In addition, the associate director must 1) make recommendations and assist in the development of policies and procedures for the administration of career and technical education; 2) assist in the improvement of articulation among operating agencies and various stakeholders; 3) administer the accountability section of the state's multi-year plan to ensure that core indicators and measures of performance are achieved; 4) handle day-to-day operations; and 5) represent the state director in his/her absence.

PN 80221 will be redescribed and appropriately classified.

### Personnel Development

The function is no longer needed. Federal state leadership funds are passed through to the Hawai'i Department of Education and the University of Hawai'i Community Colleges for professional/staff development. The agencies are responsible for addressing their own needs to assist faculty, teachers, counselors, and administrators to become updated and more effective in delivering career and technical education programs, activities, and services.

The Office must become more entrepreneurial and not continue to depend solely on general funds and the Perkins allocation. More statewide exposure is needed. And more statewide activities must be coordinated. The position is responsible for 1) planning and developing workshops, conferences, and meetings that relate to statewide awareness of career and technical education; 2) seeking and writing grants for additional external funding; 3) performing in a public relations capacity to market, research, investigate, and disseminate information about career and technical education; and 4) performing other duties as requested by the state director.

PN 81333 will be redescribed.

### Special Services

The function remains the same. However, the Carl D. Perkins Vocational and Technical Education Act of 1998 redefined the scope of duties and responsibilities. The 1990 legislation mandated, and provided separate line items, for a gender equity coordinator responsible for the administration of funds relating the single parents, displaced homemakers, and sex equity.

Those line items and the designation of a gender equity coordinator have been removed from the current law. However, in its place, the law requires that a portion of the states' allocation in the State Leadership category be devoted to programs, activities, and services for special population students (individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional training and employment; single parents, including single pregnant women; displaced homemakers; and individuals with other barriers to educational achievement, including individuals with limited English proficiency.

PN 80556 will be redescribed.

### Clerk Typist II (#29665)

Because the federal mandate for a gender equity coordinator (#80556) has been removed and there is no longer a need for a coordinator for professional development (#81333), there is no need for a dedicated clerical position that services these two positions.

The entire Office can operate more efficiently if PN 29665 reports to the Secretary III (#18959). PN 29665 will be redescribed.

### Clerk Stenographer II (#22184)

The position has never been filled due to lack of funding but is needed should the funding become available to expand future capacity of the Office. The small size of the Office does not warrant another clerical position. The function has changed from a clerical classification to a professional classification that provides the Office with the media support necessary to promote career and technical education—e.g., brochure layout and design; graphics and design; report editing and formatting; and technical editing of manuscripts to be submitted to professional journals.

The vacant position (#22184) will be redescribed and appropriately classified.

### Summary

The levels of supervision have been revised and kept to a minimum in order to facilitate workflow and communications: the Clerk Typist II (#29665) position reports to the Secretary III (#18959) rather than an APT; and the Fiscal Services function aligned to designate total Office support rather than on a level reporting line with the APTs. The size of the Office and the scope of functions dictate that there is no room for duplication of effort.

This is not a complete reorganization. This semi-reorganization is an alternative solution to a full reorganization. Changes in duties and responsibilities, work methods, and procedures will be redescribed in the duties and responsibilities of the current staff. This semi-reorganization will also better accommodate individual workloads and allows for some flexibility in individual workloads.

This will be accomplished in the following manner:

1. Creating an Associate Director's position to assist the State Director in the day-to-day operations.
2. Eliminating the career education function and merging the vacant position into planning and evaluation.

3. Redescrining the personnel development position (#81333) to assist in the planning and development of conferences and workshops and seeking and writing grants for additional external funding; and disseminating career and technical education materials and resources to appropriate entities.
4. Redescrining the special services position (#80556) to more appropriately reflect the duties and responsibilities stipulated in the 1998 federal legislation.
5. Reclassifying and redescrining the Clerk Stenographer II position (#22184) to enable the Office of the State Director to do its own design work for the brochures and reports that are needed. All inputting, editing, formatting, and designing have been done by any outside vendor. By having the media support function internal rather than external to the Office, quality, quantity, and monitoring for accuracy is more efficient and cost-effective.

The two temporary positions -- Clerk Typist II (#29665) and Account Clerk (#37880) will be required as long as there are federal dollars coming to the Office. The first piece of federal vocational funding was in 1917 and has been continuously reauthorized, the latest reauthorization occurring on October 31, 1998.

#### Costs/Savings

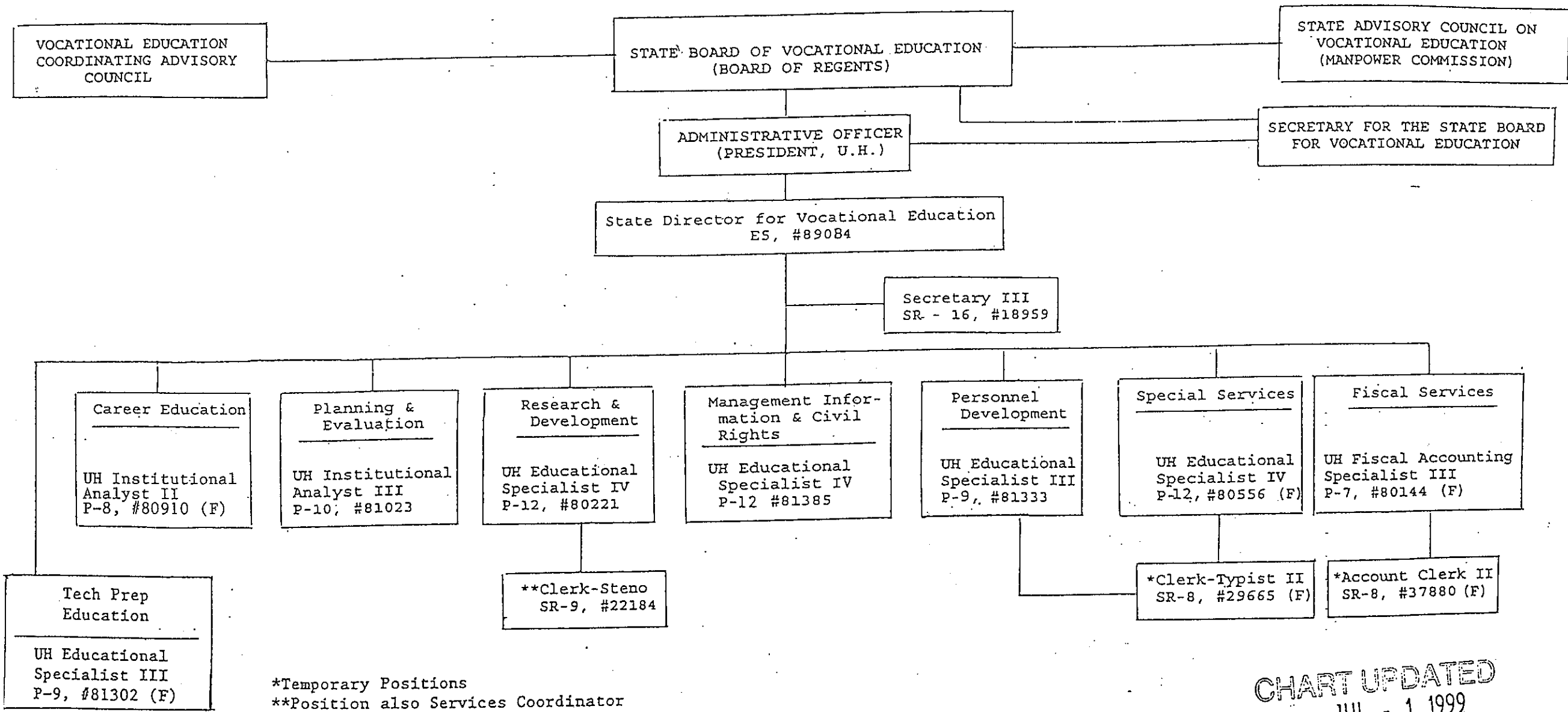
The only additional cost that may be incurred as a result of the semi-reorganization is if an Associate Directorship is established. This may involve costs of between \$0 and \$4000. Funding will be obtained through internal reallocation. The incumbent PN 80221 is a UH Educational Specialist IV.

#### Alternatives Considered

In developing this semi-reorganization, the State Director consulted with current staff, especially affected employees, to accommodate all viewpoints. With limited resources and positions, the conclusion was that the Office needed to become more entrepreneurial. The alternative to preserve the existing organizational structure would impede the ability of the Office to comply with federal regulations to the fullest extent possible.

PREVIOUS ORGANIZATIONAL CHARTS  
AND  
FUNCTIONAL STATEMENTS

# ORGANIZATION CHART



\*Temporary Positions  
\*\*Position also Services Coordinator  
for Planning and Evaluation

CHART UPDATED  
DATE JUL - 1 1999

## FUNCTIONAL STATEMENT

### OFFICE OF THE STATE DIRECTOR FOR VOCATIONAL EDUCATION

The Office of the State Director for Vocational Education shall provide leadership, direction, and coordination for all vocational education in the State and cooperate with other institutions or agencies engaged in vocational education. Some of the specific duties are:

1. Prepare and revise as necessary the State Plan for Vocational Education.
2. Direct and evaluate programs in accordance with the provisions of the approved State Plan, including the preparation of the Annual Accountability Report.
3. Oversee the allocations of federal funds to various State agencies and prepare and submit budgets and reports to State and Federal authorities for the continuance, promotion, and advancement of vocational education programs.
4. Establish objectives and priorities consistent with State Board policies.
5. Make recommendations and assist in the development of policies and procedures for the administration of vocational education in the State.
6. Plan, develop, and administer statewide vocational education research and projects which relate to vocational education in the State.
7. Provide direction and coordination of statewide personnel development activities in vocational education.
8. Coordinate the collection of local vocational education data.
9. Promote and ensure civil rights compliance and sex equity activities with regard to federal and state requirements.

10. Provide career/vocational education resources and services to vocational educators in the State.
11. Coordinate and submit project proposals to obtain additional federal funds for specific purposes.
12. Assist in the improvement of articulation between high schools and community colleges and between community colleges and four-year institutions.

Approved by: Laurence G. Smith

Title: Director, Office of the State Director for Vocational Education

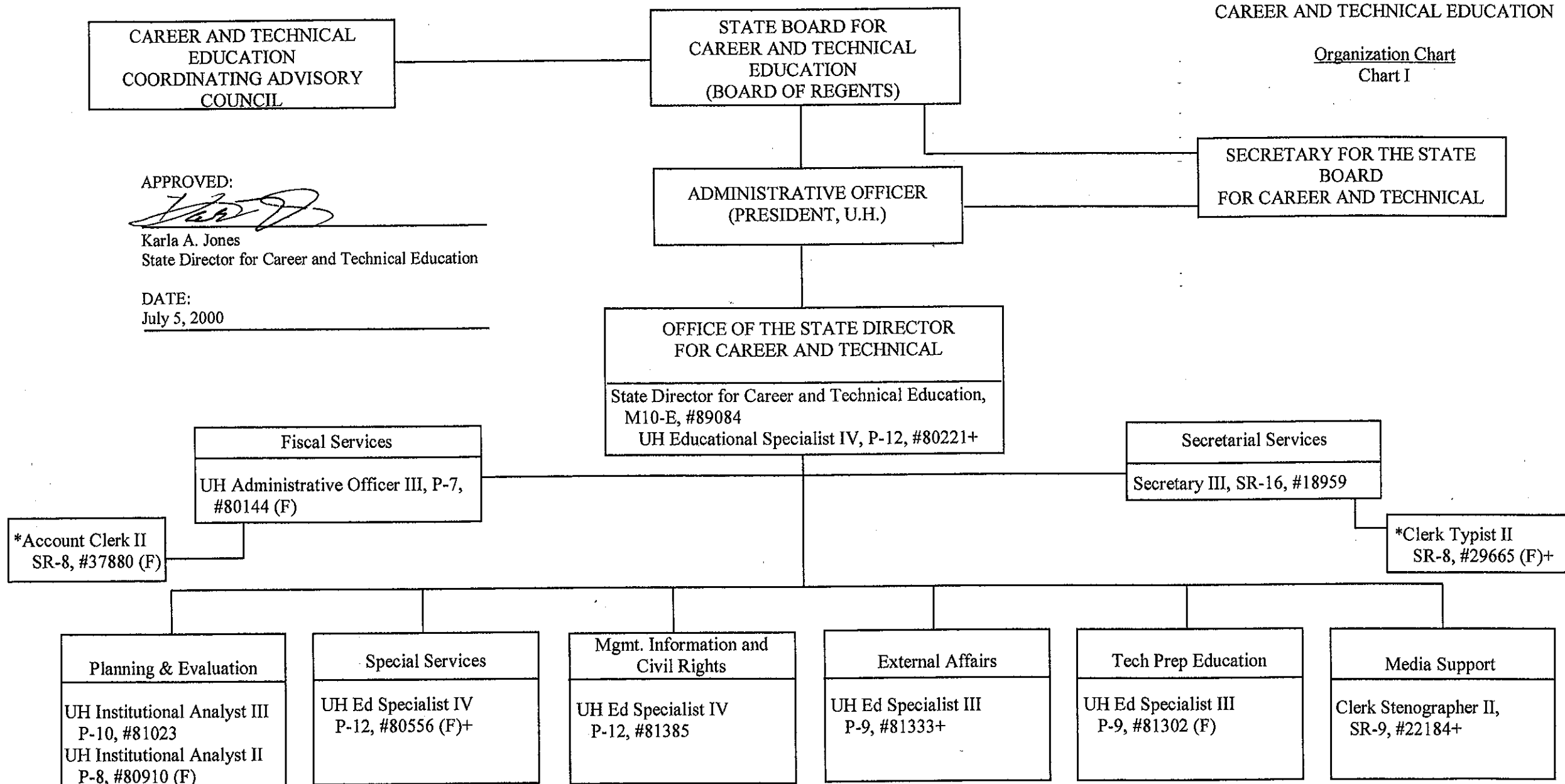
Date: October 16, 1987



**NEW ORGANIZATIONAL CHARTS  
AND  
FUNCTIONAL STATEMENTS**

STATE OF HAWAII  
UNIVERSITY OF HAWAII  
OFFICE OF THE STATE DIRECTOR FOR  
CAREER AND TECHNICAL EDUCATION

Organization Chart  
Chart I



G = 7

N = 6

\* = Temporary Positions

+ = to be redescribed

STATE OF HAWAII  
UNIVERSITY OF HAWAII  
OFFICE OF STATE DIRECTOR FOR  
CAREER AND TECHNICAL EDUCATION

FUNCTIONAL STATEMENT

CAREER AND TECHNICAL EDUCATION  
COORDINATING ADVISORY COUNCIL

Makes recommendations to the State Board for Career and Technical Education and assists in the development of policies and procedures for the administration of career and technical education in the State.

OFFICE OF THE STATE DIRECTOR FOR CAREER  
AND TECHNICAL EDUCATION

Provides leadership, direction, and coordination for all career and technical education in the State and cooperates with other institutions or agencies engaged in career and technical education.

- Prepares and revises as necessary the State Plan for Vocational Education.
- Establishes objectives and priorities consistent with the State Board policies.
- Oversees the allocations of Federal funds to various State agencies and prepares and submits budgets and reports to State and Federal authorities for the continuance, promotion, and advancement of career and technical education programs.
- Assists in the improvement of articulation among operating agencies and various stakeholders.
- Administers the accountability of core indicators and measures of performance.
- Plans, develops, and administers statewide career and technical education research projects which relate to career and technical education in the State.

Secretarial Services

- Provides the clerical support and assistance to the Office.

Planning and Evaluation

- Coordinates the evaluation of career and technical education programs in accordance with the provisions of the approved State Plan, including the preparation of the Annual Performance Report.
- Coordinates the linkage of existing data base systems to support State accountability indicators.
- Assists in the creation of a State data collection system as it pertains to career and technical education student data.

#### Special Services

- Coordinates programs, activities, and services relating to special populations and nontraditional employment and training.
- Assists in the promotion of programs, activities, and services relating to equity in education.

#### Management Information and Civil Rights

- Promotes and ensures civil rights compliance with regard to federal and State requirements.

#### External Affairs

- Coordinates the planning, development, and logistics of statewide workshops/conferences/meetings designed to improve career and technical education programs.
- Seeks and writes grants to obtain external funding to support career and technical education program improvement.
- Handles public relations matters pertaining to the Office and delivery of career and technical education programs, activities, and services.
- Researches, investigates, and disseminates information about career and technical education to various constituencies at the local, state, and national levels.

#### Tech Prep Education

- Coordinates the articulation of programs, services, and activities between secondary and postsecondary education.

#### Media Support

- Assists in the design and development of various publications needed to support the Office.

#### Fiscal Services

- Provides the budgetary and fiscal support to the Office and reports financial statements to appropriate federal, University, and State entities.
- Assists in management of human resource policies and procedures.