

Consolidated Annual Report, Program Year 2012 - 2013 Hawaii

Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

Yes

The UHCCS supported the hiring of a consultant to develop and test assessment instruments for Business Technology Program courses at the community colleges. Development of assessment instruments is ongoing.

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

No

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Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

The University of Hawai'i Community Colleges System (UHCCS) Annual Reports of Program Data (ARPD) are posted on a website (<http://www.hawaii.edu/offices/cc/arpd/index.php>.) The ARPD includes specific strategies to improve performance. Program and student level Core Indicator Data were distributed to each college for use in establishing benchmarks and evaluations.

The UHCCS maintained services from Economic Modeling Specialists, Inc. (EMSI). EMSI data were essential in determining employment demands, skills/training required, and wage information for specific occupations in the State and counties of Hawai'i with emphasis on work that incorporates career and technical education within the State Data Longitudinal System.

The Hawai'i State Department of Education's (HSDOE) Carl D. Perkins funded evaluator compiled and analyzed data necessary for the completion of the Consolidated Annual Report. During the reporting year, the Evaluator was also responsible for maintaining the assessment system. Duties included scheduling students for the on-line program of study assessments, updating the program of study test bank, and providing data and reports for teacher instruction analysis of career and technical education students' performance on program of study assessments. Additional Evaluator duties included overseeing the installation of a new server, an upgrade of the assessment software, and the purchase of additional student on-line licenses. The new server and on-line licenses resulted in a 22 percent increase in students tested on the system.

Under the direction of the Perkins Evaluator, on-site monitoring was conducted at 50 percent of the state's high schools during the reporting year. During the monitoring visit, discussions centered on program successes and recommendations for career and technical education program improvement. The monitoring reports highlighted how each school utilized Perkins funding to focus on one or more of the Perkins Required Uses and gave an overview of career and technical education program successes, challenges, and concerns. Final monitoring reports included corrective action where necessary.

All schools receiving Perkins funding were required to complete an End-of-Year Report that was reviewed for project implementation, student learning outcomes, compliance, and fiscal accountability. On-line program of study assessments have been completed for each Career Pathway Core Course and for programs of study in the areas of Animation, Digital Media, Design Technology, Entrepreneurship, Marketing, Retail, Clinical Health, Natural Resource Production I, Culinary I, Explorations in Education, and Hospitality - Hotel Operations. These statewide assessments are administered to students who have completed all required coursework in their programs of study.

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

The UHCCS supported the continued use of tablet computers for student assessments in culinary programs. The rubrics used for the assessments provided instant feedback on student competency achievement and immediately raised student performance levels in meeting assignments as demonstrated during assessments of those activities. The technology assisted faculty in restructuring program course Student Learning Outcomes (SLOs) and competencies while keeping American Culinary Federation (ACF) competencies as the foundation of instruction; assisted teachers in tracking competencies and analysis of assessment scoring based on established program and accreditation standards; assisted culinary program faculty to implement curricular changes and assessment systems for program and student success; provided a map of how the ACF competencies coordinate with course SLOs, Program Learning Outcomes, and Campus Outcomes; and provided a real-time performance assessment that articulated the students' performances related to the desired outcomes and requirements for the course, program, and campus.

The HSDOE provided three week-long summer workshops to improve the AutoCAD software skills of teachers from the Industrial and Engineering Technology Pathway. Additionally, career and technical education teachers who attended one of the six Career Pathway professional development sessions established accounts on an online social learning platform to be used as an avenue to collaborate and share ideas with their peers from across the state. The professional development sessions focused on student learning outcomes, instructional strategies and assessment of and for learning that integrates common core and career and technical education content into the Career Pathway Curriculum. The in-service training focused on fusing problem-based learning into the context of career and technical education standards.

No funds were expended for Online System Programming Services due to requested revisions from the project collaborator. This change delayed the development of the online system. Funds for this activity were reallocated to the next reporting year.

3. During the reporting year, what professional development programs did your state offer, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels? On what topics?

The Office of the State Director for Career and Technical Education (OSDCTE) provided funds for UHCCS faculty members to attend two conferences: the National Alliance for Partnerships in Equity and the Institute for Women in Trades, Technology and Science. These conferences provided attendees with information on equity issues and recommendations on tools to use for the purposes of recruiting, promoting, and retaining women in non-traditional fields. The OSDCTE also supported a statewide summit to improve the use of technology as an instructional and management tool in both high school and community college classrooms as well as a national speaker who provided guidance on making the best use of certificates, certifications, and licensures.

The UHCCS supported The Real World in Academics Cohort 3 that was organized for career and technical education faculty to incorporate "real world" applications, strategies, and techniques into academic and career and technical education courses. Twenty-six faculty members (cross campus/cross discipline) were grouped into six groups (4-5 faculty members per group plus one facilitator). Over the course of the year, the groups met to develop, implement and assess their applied/integrated academics projects/strategies into their classroom. Faculty worked with consultants from business and industry representing Administration of Justice, Business Technology, Information and Computer Sciences, Electrical Installation and Maintenance Technology, and Hospitality and Tourism.

During the reporting period, the HSDOE offered professional development sessions for each of the state's six Career Pathways. The sessions focused on the integration of Common Core Literacy Standards, effective utilization of classroom assessments, and teaching strategies such as Thinking Maps that promote thinking and working with complex ideas and situations through the use of visual patterns. Industry partners participated in workshops that exposed teachers to rigorous classroom activities that challenged students to apply 21st Century career-readiness skills such as the application of academic and technical skills, problem-solving, critical thinking, collaboration, and time management. Teachers then emulated the same rigorous activities in their classrooms to help students improve their learning outcomes and performances. Results of this in-service are evidenced by a 46.6 percent increase of students who met statewide performance-based proficiency.

4. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?

The OSDCTE and the Maui Economic Development Board Women in Technology Office co-sponsored a statewide STEM conference attended by 350 participants. More than 75 industry partners provided training for both teachers and students. The conference provided opportunities for conference participants to engage in one-on-one time with industry partners.

The OSDCTE also designed and printed or purchased brochures and pamphlets for use by both the secondary and postsecondary systems. The OSDCTE supported Hawai'i State Department of Education efforts to promote non-traditional programs of study by purchasing non-traditional occupation banners. The OSDCTE supported the University of Hawai'i Community Colleges System non-traditional programs by purchasing tool kits for use in the recruiting and retaining of females in automotive courses.

The UHCCS supported the hiring of “Pre-Reach Ambassadors” (students who were enrolled in non-traditional career and technical education programs such as auto body, refrigeration and air conditioning, aeronautic maintenance technology, and welding technology). The ambassadors conducted presentations at four high schools and assisted with on-campus community college tours for high school students, evening outreach activities, and new student orientation and registration.

Non-traditional students in the HSDOE are provided the same education and educational opportunities as all other students. The instructional strategies used in the classroom are effective for all students. The HSDOE focused its efforts on recruitment of students into career and technical education courses and programs of study that are non-traditional for their gender. This year, the HSDOE purchased non-traditional informational material for dissemination throughout the state.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

The UHCCS hired personnel in non-traditional fields to support special education students who are challenged with learning disabilities. Interpreters in American Sign Language (ASL), note taking for students with sensory impairment (deaf and hard of hearing, blind or visually impaired) and assistive technology such as ECHO (for students who are deaf and do not use sign language) were available to and used by career and technical education students with disabilities.

The intent of the HSDOE career and technical education Career Pathway system development is to encourage all students to prepare for emerging professions within each Career Pathway, including special population students. All Career Pathway program of study activities encourage special population students to participate in and prepare for emerging professions within each Career Pathway. Separate activities specifically targeting special population students are implemented at the school level.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

The UHCCS Office provided system support through campus visits at which time technology information was disseminated.

As needs are determined by complexes and specific high schools, the HSDOE career and technical education staff structure their support efforts to meet the identified needs of the programs and the schools. Technical assistance is provided to all schools via District Resource Teachers, HSDOE career and technical education staff, and through professional development sessions and on-site monitoring visits. The HSDOE career and technical education staff members conduct on-going and regular professional development sessions that are structured by pathway and programs of study to continually improve classroom instruction and program effectiveness.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

55236

Number of students participating in Perkins CTE programs in state correctional institutions:

53

Describe the CTE services and activities carried out in state correctional institutions.

The Hawai'i Department of Public Safety (HDPS) utilized its Carl D. Perkins allocation to provide programs for incarcerated women at the Women's Community Correctional Center. Partnering with local community colleges, the HDPS enrolled 34 students in Culinary Arts courses. All of the students completed their coursework; 5 were awarded certificates. Another four women enrolled in and completed a new Facility Maintenance and Green Technologies training program. Fifteen female offenders enrolled in and completed an “I Can” career development program. This program provides soft skills workplace training and opportunities for employment searches and on-line job applications.

HSDOE did not allocate funds to students serving in State Correctional institutions or students in State Institutions Serving Individuals with Disabilities. However, state Creativity Academy resources were used to support the secondary career and technical education Arts and Communication Career Pathway at Olomana School, the State Correctional institution for incarcerated youth.

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

0

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

0

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

N/A

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

No

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

No

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

No

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

No

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

No

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Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education?

Based on a needs survey, the OSDCTE conducted professional development workshops for the managers and counselors of the Department of Labor One Stop Centers. These workshops were one of the components of an ongoing plan to improve communication between the One Stop Centers and the UHCCS in order to streamline operations, increase access, improve services, and enhance the success of clients and students.

The UHCCS continued to support Dental Assisting Program faculty and students in the use of the ePortfolio system. ePortfolio offers an assessment system where faculty monitored student achievement and improved tracking of student needs. The students took an active role in their educational goals by self-monitoring their mastery of student learning outcomes and program competencies through the use of ePortfolio technology.

Based on business and industry input, HSDOE developed statewide Career Pathway standards for the Graphic Design, Animation, Finance, Travel Industry Management, and Culinary I Programs of Study. The HSDOE provided professional development for career and technical education teachers to reinforce the integration of academic and technical skills in the implementation of these programs of study standards.

End-of-program of study assessments were developed to measure student proficiency of these standards through on-line assessments of content knowledge and performance-based assessments that challenge students to apply their skills and knowledge to solve real-world problems presented by local businesses.

The high-level integration of academic and career and technical education resulted in a career and technical education concentrators' graduation rate that was 21 percent higher than the state's overall graduation rate of 81.9 percent. Concentrators also performed slightly higher (68.34 percent) in the Hawai'i State Assessment for Reading/Language Arts than all students (66.00 percent).

2. During the reporting year, how did your state support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills.

The UHCCS continued support for the summer culinary boot camp program for secondary-level teachers. The program provided secondary-level teachers high-quality professional development and training so that they can provide their students the strong foundation in culinary and pastry arts necessary for a smooth transition into postsecondary culinary programs.

The HSDOE career and technical education staff continued to develop partnerships among local educational agencies, institutions of higher education, and business and industry by utilizing industry experts and postsecondary partners to develop standards and assessments reflecting both rigor and relevance. Notably, performance-based assessment scenarios utilize actual issues and/or problems faced by an organization. These scenarios are crosswalked to Career Pathway standards and benchmarks as well as common core standards.

Statewide Pathway Advisory Councils (PACs) and PAC workgroups were also convened to provide the necessary expertise for both standards and system development. As a result, a dual credit agreement, which grants free community college credit for applicable career and technical education coursework completed at the high school level, was approved for the Explorations in Education Program of Study and several other agreements are in the final stages of the approval process.

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

No

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

Yes

The OSDCTE provided support for the Jump Start program that allows high school students to register and attend community college career and technical education programs, earning both high school and community college credits.

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

No

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

No

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

No

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

No

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

No

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

No

11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?

No

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

No

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Step 4: Technical Skills Assessment

Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.

The Hawai'i Career Pathway System is expected to have 16-25 programs of study (PoS) with standards and benchmarks at the secondary level by the end of the SY2013-2014 school year. For each PoS, both written assessments and performance-based assessments will be developed. The Department of Education passed a policy for which students completing a PoS and related performance and written assessments at specified levels of mastery will receive a special CTE honors designation. The HSDOE will develop strategies to continually increase the number of students assessed and the number of students that meet proficiency.

Post-secondary is committed to seek, where appropriate, external industry or accreditation. CTE programs have been accredited by external commissions such as the American Culinary Federation (ACF) and the National Automotive Technicians Education Foundation (NATEF) and will continue to support programs that desire similar industry recognition.

NOTE: For the purpose of this report, and at the direction of our RAS, the UH Community Colleges have selected GPA as the type of technical skills assessment for all of their programs since their measure of 1P1 has a numerator and denominator definition that is based on GPA.

However, there is concern on the part of our postsecondary representatives, that using only GPA paints a false picture of the system's total quality. The seven campuses of the UH system annually conduct rigorous evaluations of each of their programs in line with campus and ACCJC Standards. This includes a regular review of curriculum and instruction by faculty and advisory councils. Though in the end what they measure is GPA, that GPA is based on state and local assessments and, where available, 3rd party assessment of student technical skills.

All of this has led to a healthy discussion of the FAUPL, the definitions, and the measurement of technical skills attainment for our postsecondary agency. The results of these discussions will be reflected in future CARs.

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.

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Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

Your state has met at least 90% of the state adjusted level of performance for all core indicators of performance. You do not need to provide state program improvement plans.

Secondary Program Improvement Plans

None required

Local Program Improvement Plans

NA