

Consolidated Annual Report, Program Year 2014 - 2015 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

Postsecondary: Leadership funds were not used for this activity.

Secondary: Leadership funds supported the expansion, enhancement, and implementation of the CTE on-line assessment system for state-approved CTE program courses. CTE program course assessments were administered via this statewide on-line testing system. Because the use of the on-line course assessment system was expanded so that all high schools are able to access the system, there was an increase in the number of students assessed. Performance-based assessments were also implemented to measure the ability of students to apply academic and technical knowledge and skills and learning outcomes in each of the State-approved CTE programs. All assessments are linked to standards that have been approved by statewide Pathway Advisory Councils.

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?

Postsecondary: 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 compiles and provides data in online data templates which include the metrics to assess program health in the areas of demand, efficiency, effectiveness and overall.

The UHCCS maintained services from Economic Modeling Specialists, Inc. (EMSI). The EMSI data, augmented by Labor Market Information tools, were essential to determining the current and future demands, skills/training required, and wage information for specific occupations in the State and counties of Hawaii.

All campuses receiving Perkins funding were required to complete an end-of-year Completion Report that was reviewed for project implementation, outcomes of performance measures, impact (qualitative and quantitative), and fiscal accountability.

Secondary: All high schools receiving Perkins funding were required to complete a CTE end-of-year report that was reviewed by district CTE staff for project implementation, measurable student learning outcomes, qualitative impact, and fiscal accountability and compliance. The HIDOE state CTE staff also conducted on-site technical assistance visits to schools. During the reporting year, 19 on-site technical assistance visits were conducted (almost half of the high schools in the state) that resulted in commendations and recommendations to assist schools in enhancing the CTE program improvement initiatives at each school. Finally, the assessment of CTE programs was enhanced by contracted data analyses of CTE participant and concentrator results on the performance indicators. Longitudinal data are shared with schools to use for CTE program improvement planning.

Office of the State Director for Career and Technical Education: The State Office contracted a consultant to conduct a statewide assessment of CTE programs funded under Perkins.

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

Postsecondary: The UHCCS supported the continued funding of the LiveText Assessment System (LTAS) software for the Instructional Assessment and ePortfolio (IAEP) program. The program showed a direct map of how student competencies pointed to course Student Learning Outcomes (SLOs) and up to Program Learning Outcomes (PLOs) that were essential to systemic program evaluation and success. Recording and monitoring of students' skills were facilitated on a mobile technology platform that ensured efficiency and immediate assessment.

Secondary: Technology continues to be integrated into statewide performance-based assessments. Students participating in the CTE performance-based assessments demonstrated proficiency in the use of current industry-based technology. Also during the CTE performance-based assessment event, teachers attended professional development sessions where industry representatives shared technological advances and opportunities for partnerships. The HIDOE also explored the feasibility of utilizing the latest on-line automotive technology curriculum and assessment for high school programs. Unfortunately, the vendor was not able to receive Hawaii Tax Compliance within the implementation window. Funds that were set aside for this project were used to expand support for the CTE performance-based assessment event.

Postsecondary: The UHCCS continued to support UHCCS Prior Learning Assessment Consortium faculty training and professional development in integrated academics through their attendance at workshops that were held by The Council for Adult and Experiential Learning (CAEL) Conference. The workshops provided faculty with current, critical knowledge that is needed to dramatically increase adult learners' success through prior learning assessments.

Secondary: Leadership funds were used to develop and conduct statewide professional development activities for CTE teachers. Of particular note was a series of workshops involving experienced CTE teachers who worked collaboratively to develop a model for teaching and learning in CTE courses. Leadership funds were also used to support professional development workshops for teachers during the CTE performance-based assessment events. These workshops focused on current and emerging trends in Hawaii-based industries. Funds were used to contract personnel from the University of Hawaii's Pacific Asian Center for Entrepreneurship and hire a part-time teacher to support partnership development, pathway advisory councils, and professional development for the continued enhancement of the Business and Arts and Communications Pathways.

Office of the State Director for Career and Technical Education: During the reporting period, the State Office used Leadership funds to support training and professional development for the director and all staff members.

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?

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Office of the State Director for Career and Technical Education: During the reporting period, the State Office used Leadership funds to support training and professional development for the director and all staff members.

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?

Postsecondary: The UHCCS funded a series of focus group meetings in which participants identified Health Services clinical instruction practices and issues and then determined best practices to address these issues. Representatives from the advisory committees of the Health Sciences programs, clinical preceptors, and faculty participated in the meetings. The meetings allowed faculty and institutions that hire Health Sciences graduates to better understand how graduates successfully meet clinical competencies and validated why they are valued as highly skilled professionals.

Secondary: Leadership funds were not used for this activity. Preparation for non-traditional fields is integrated with other program efforts at each school.

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?

Postsecondary: The UHCCS continued to provide funding for staff to support special education students with disabilities. Note taking; video-captioning software; individualized mentoring in reading, writing, and math were among the services offered to students in both individualized and group settings. Mentoring and cohort instruction activities were created and made available in an assistive technology lab. Cohorts met on a scheduled basis and reviewed materials presented in their classes, including any transcribed materials. These services provided equal opportunity for individuals with disabilities to persist in their studies and to gain the maximum benefit from their educational/learning experience by participating fully in CTE programs that lead to high skill, high wage and high demand occupations.

Secondary: Leadership funds were not used for this activity. Support for programs for special populations is integrated with other program efforts at each school.

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

Postsecondary: The UHCCS Office continued to provide system support through campus visits (one visit to all campuses per semester). The visits helped to ensure that proposals were aligned with Perkins data and requirements, supported student achievements in technical assessments, and supported placement of students in competitive employment.

Secondary: Funds initially set aside for a Job Pool project were instead used to develop and beta test an on-line grant request and reporting system to support schools' CTE program improvement efforts. The CTE on-line grant system was designed to allow individual schools to track usage of funds and student outcomes.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

54948

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

61

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

Postsecondary: The UHCCS continued to support a full-credit culinary program offered at the Women's Community Correctional Center in collaboration with a community college. Women inmates who completed the program with a "C" or better were awarded a Certificate of Completion (CC) in Culinary Arts. Credits earned from these courses can be applied to a culinary program at any community college within the UHCCS.

Secondary: Leadership funds were not used for this activity.

Department of Public Safety: Leadership funds were not used for this activity. The Culinary Arts program offered by the Department of Public Safety through a partnership with the UHCCS included 4 modules. Introduction to Culinary Industry (Module 1) enrolled 13 women; 12 completed the module. Of the 14 women who enrolled in Module 2: Food Safety and Sanitation, 12 completed the module and earned a nationally recognized Serv-Sav certificate. All 10 of the women enrolled in Fundamentals of Cookery completed this third module. Of the 8 women who enrolled in Intermediate Cookery (Module 4), 6 were completers.

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.

NA

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?

Postsecondary: Leadership funds were not used for this activity.

Secondary: Personnel were contracted to write curriculum standards for Emergency Medical Services and Automotive Technology courses. The standards integrate academic and technical skill content and are cross-walked with Common Core math, language art and/or next generation science standards.

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.

Postsecondary: The UHCCS provided funding for a cooperative initiative between the shipbuilding and repair manufacturing sector, the State of Hawaii Department of Labor and Industrial Relations and the UHCCS. The program targeted high school graduates, dislocated workers identified as being in high compatibility occupations (using EMSI/ONET compatibility index), and community colleges students who were interested in employment in the shipbuilding and repair industry.

Secondary: Partnerships are key to the strength of the secondary-level CTE program. Pathway Advisory Councils that exist for each pathway are comprised of a majority of industry partners and a minority of postsecondary and secondary representatives. CTE program planning and implementation is coordinated with industry. The partnerships have been instrumental in the development of course standards and assessments as well as guiding teacher training to enable students to meet academic standards and gain technical skills. Industry partners play a vital role in the performance-based assessments. Industry professionals from local business and industry assess the technical skills at the performance-based assessment to ensure that students meet the standards expected in the CTE program.

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?

No

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?

Yes

Postsecondary: Leadership funds were not used for this activity.

Secondary: Due to the impending changes in the HIDEO's email system, a proposed Job Pool pilot project was postponed until the new email system can be implemented. Funding originally budgeted for the job pool project was used to develop and beta test an on-line grant request and reporting system to support schools' CTE program improvement efforts.

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?

Yes

Postsecondary: Leadership funds were not used for this activity.

Secondary: Leadership funds were not used for this activity.

Office of the State Director for Career and Technical Education: The State Office used Leadership funds as partial support for a staff member to collaborate with the State's P20 Task Force on dual credit opportunities for HIDEO CTE students.

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.

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.

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students			
Postsecondary Students			

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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.

Local Program Improvement Plans

All indicators were met at least at the 90% level.