

Consolidated Annual Report, Program Year 2016 - 2017 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

Secondary: Funds were expended to support the refinement of the Performance-Based Assessment (PBA) Implementation Guide, including the addition of assessment rubrics with qualitative and quantitative descriptive levels of student performance. Districts and/or schools use the PBA Guide when assessing the technical skills attainment of CTE students.

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: Statewide services were provided by Economic Modeling Specialists, Inc. to augment Labor Market Information tools that are essential to determine the current and future demands, skills/training required, and wage information for specific occupations in Hawaii. Dialog among CTE stakeholders was increased through surveys and focus groups to review data, expand the culture of evidence and inquiry, and provide leadership and training on data and predictive analytics to strengthen CTE performance. The UHCCS worked with UH-IRAO to incorporate FEDES and UI data into the Hawaii SLDS to allow additional use of the data. Currently, the MOUs for FEDES and UI data are limited to UHCCS for Perkins CAR reporting

Secondary: State Leadership funds supported 25% of the salary of the Hawaii Department of Education (HIDOE) Perkins Administrator who led the state school monitoring teams in their annual review of schools receiving Perkins funds. Monitoring team members interviewed teachers and students, assessed facilities, evaluated the schools' CTE improvement plans, and made recommendations for improvement. Monitoring teams also provided technical assistance to facilitate the improvement of CTE.

High schools receiving Perkins funds are required to complete an End-of-Year Report that is reviewed by HIDOE staff and the Perkins Administrator for the attainment of funded project goals and fiscal accountability. This review allows for assessment of individual school's CTE programs.

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

Postsecondary: State Leadership funds were not used for this activity.

Secondary: HIDOE offered professional development for CTE teachers to learn the fundamentals of Autodesk Revit Architecture. Teachers applied their understanding of relationships between building plans within a parametric environment and integrated pertinent quantitative and materials concepts to generate models and construction documents. They also created photo-realistic renderings of architectural projects.

Teachers participating in the Hawaii Curriculum for Agricultural Science Education (CASE) Institute learned to use tools such as pH meters and sensors to better integrate technology and science and math concepts into their programs.

State Office: State Leadership funds were used to provide 175 secondary CTE teachers with a Nepris company license. Nepris is a platform that connects industry experts around the country to k12 classrooms for live interactive sessions. Hawaii CTE teachers used the licenses for career exploration and for assessment of student projects.

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?

Postsecondary: State Leadership funds were used to support the Hawaii Great Teachers Seminar where participants were provided the tools and knowledge to implement curricular changes in CTE and CTE related courses to create and implement job preparation and placement practices or activities into their courses and programs. State Leadership funds were also used for travel expenses to attend the National Consortium of Health Sciences Education meeting and the Health Career Pathway Symposium.

Secondary: State Leadership funds were used to support the cost of substitute teachers, travel, and stipends of CTE teachers participating in professional development opportunities offered by the HIDOE. Professional development included interaction with industry professionals to improve the integration of industry standards and CTE curriculum and assessment.

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: State Leadership funds were used to enhance and improve the University of Hawaii Community Colleges System (UHCCS) websites that provide resources, tools, and services to assist CTE students in navigating through the myriad of CTE program options available to them. New data analytic tools that map workforce demands in various industry sectors were added to the website to provide users with more information about industry demand, wages, and projected growth. The non-traditional careers microsite was redesigned to highlight UHCCS' non-traditional list of CTE programs.

Secondary: State Leadership funds were not used for this activity.

State Office: State Leadership funds were used to conduct 4 Excite Camps, 3 Introduce a Girl to Engineering Days, and 1 Introduce a Girl to Astronomy Day. One hundred-sixty 8th grade girls across the State were exposed to careers in STEM fields.

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: State Leadership funds were not used for this activity.

Secondary: State Leadership funds were not used for this activity.

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

Postsecondary: UHCCS personnel travel to the neighbor islands to provide technical support through campus visits was supported by State Leadership funds. These on-site visits assure that subrecipient proposals for use of Perkins funds are aligned with Perkins data and requirements and support student achievement in CTE programs.

Secondary: The HIDOE Perkins Administrator provided technical assistance to school CTE coordinators as well as individual teachers and complex personnel requesting specialized training. Guidance was provided to CTE teachers to assist them in improving and identifying supplemental and innovative uses of Perkins funds through "Target-Method-Match" practices.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

54776

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

73

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

Postsecondary: State Leadership funds were not used for this activity

Secondary: State Leadership funds were not used for this activity.

Department of Public Safety: State Leadership funds were used by the Department of Public Safety's Corrections Education Program Services to provide Culinary Arts Program modules for incarcerated women at the Women's Community Correctional Center (WCCC) and an Office Worker Business Application Program for incarcerated women and men at Waiawa Correctional Facility.

Specifically, State Leadership funds supported Culinary Arts Module 1 (Introduction to the Culinary Industry) and Module 2 (Safety and Sanitation). Because these modules are offered in partnership with Kapiolani Community College, credits earned at WCCC are transferrable to the college.

Of the 14 women enrolled in Module 1, 12 (86%) completed the module. Module 2 was completed by 12 of the 14 (93%) women enrolled. Nine women completed the Safety and Sanitation Module, passed the certification exam and received the Serv-Safe nationally recognized certificate.

The three Office Worker Business Application Program modules supported by Perkins State Leadership funds and offered in partnership with Windward Community College included Introduction to the World of Computers, Microsoft Word 2013 for the Business World, and Business Presentations Using Microsoft PowerPoint.

Of the 30 men enrolled in the Office Worker Business Application Program, 22 (73%) completed the program. The program was completed by 21 of the 29 women (73%) women enrolled in the program. Those who completed and passed all the modules received a Certificate of Professional Development from the Windward Community College Continuing and Workforce Development Office.

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: State Leadership funds supported travel for community college deans to attend CTE Deans' meetings. These meetings promote open discussion and allow for systemwide decision making to determine priorities for the use of Perkins funds based on the requirements of the law, system strategic outcomes and initiatives, campus data, and the state's workforce needs. Travel for CTE Deans and faculty to attend Program Coordinating Council (PCC) meetings was also supported with State Leadership funds. PCCs promote sytemwide program and curriculum alignment.

Secondary: State Leadership funds were used to support professional development activities focused on integrating Common Core Language Arts standards and CTE curriculum and assessment. Rubrics were developed to improve the evaluation of student work completed during Performance Based Assessments. Similarly, State Leadership funds supported a Math Integration Workshop for IET teachers and a Writing Integration Workshop for all CTE teachers.

The Curriculum for Agricultural Science Education (CASE) Institute provided opportunities for teachers to increase their skills in integrating academic core content into agricultural, food, and natural resources classes. Teachers received instructional materials such as lecture slides and notes, examples of lab projects, and teaching tools to support strategies for delivering CASE curriculum in their classrooms.

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: State Leadership funds were not used for this activity.

Secondary: State Leadership funds supported professional development sessions where CTE teachers interacted with industry professionals to better understand business and industry expectations of individuals entering the workforce.

The Perkins Administrator participated in Pathway Advisory Council meetings and collaborated with teachers and representatives from business and industry to identify and/or refine industry-defined standards.

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?

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