October 30, 2012

TO: Noreen Yamane, Chancellor
Hawaii Community College

SUBJECT: Career & Technical Education Award

Hawaii Community College is awarded $7,417 in 2011-2012 Title I Career and Technical Education Carryover funds to support the entitled project:

Upgrade Trainers EIMT 20 & 22 $7,417

The award period for the project is from July 1, 2012 to June 30, 2013 and the award number for the project is: HAW2011/12(2)-T1-07 and should be referenced on all future correspondence and reports. These funds must be expended and goods received by June 30, 2013. A completion report is due on October 10, 2013.

Please call Dominic (Nic) Estrella at 956-3865 if you have questions.

Sincerely,

[Signature]
Peter Quigley
Assoc. Vice President for Academic Affairs

Cc: J. Onishi, VCAA
J. Yoshida, VCAA
J. Hamasaki, CTE Dean
N. Kanoho, FA
L. Tshuako, FA
S. Robinson, Dir. of Academic Programs
CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 2006

Perkins IV Intervention Strategy Proposal Form
(revised August 2012)

<table>
<thead>
<tr>
<th>Campus Priority Number:</th>
<th>1 of 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Carryover funds from 2011-12</td>
<td></td>
</tr>
<tr>
<td>1. College:</td>
<td>Hawaii Community College</td>
</tr>
<tr>
<td>2. (Descriptive) Strategy Title:</td>
<td>Upgrade Trainers EIMT 20 &amp; 22</td>
</tr>
<tr>
<td>3. Proposer's Name:</td>
<td>Renee A.K. Dela Cruz</td>
</tr>
<tr>
<td></td>
<td>New Proposal</td>
</tr>
<tr>
<td></td>
<td>Resubmitted/Revised Proposal</td>
</tr>
<tr>
<td>5. Total Amount Requested:</td>
<td>$7,417</td>
</tr>
</tbody>
</table>

6. Proposal meets the following requirement for uses of funds or permissible use of funds (also describe how it meets this criterion):

The use of training equipment in the Electrical Installation and Maintenance program will prepare students for their real world Model Home project. Ultimately this will improve Perkins performance indicator 1P1 Technical Skill Attainment.

7. Brief Statement of identified problem area and reason for selection:
   a) Provide relevant program and/or college data to support the need to address this problem.
   b) Describe alignment of problem to one or more Perkins Performance Indicators, and as appropriate, goals from the UHCC Strategic Plan, Achieving the Dream, and/or other UHCC projects. (See pg. 2 of Instructions)
   c) Include narrative that is supported by data. Be brief and succinct.

After a 5-year absence, the Electrical Installation and Maintenance (EIMT) program has rejoined HawCC's construction trades in building a Model Home in conjunction with the Department of Hawaiian Home Lands. During the program's absence from this project the National Electrical Codes (NEC) were updated creating new industry standards.

EIMT campus based trainers are old, outdated and deteriorating. This past year students had a very difficult time making the transition from the outdated campus training equipment to the actual model home during installation of residential wiring and circuit breakers. In addition to residential wiring, first year EIMT courses emphasize installation of photovoltaic systems, currently in high demand in our local community. The program does not have up to date tools for PV installations such as cordless metal saws, wiring equipment, ladders, tools, and fall protection equipment. At a recent Model Home visit by one of the industry partners (to conduct assessment of program learning outcomes), he commented how pleased he was to see our students using metal circular cordless power tools on site, something now commonly used in the electrical installation field. He commented that all of his workers use cordless power tools on a daily basis. At that time he was unaware that the tools used by the students during his visit were loaned to the program by a local electrical contractor and were not the property of the College.

b) Describe alignment of problem to one or more Perkins Core Indicators, and as
appropriate, goals from the UHCC Strategic Plan, Achieving the Dream, and/or other UHCC projects. (See pg. 2 of Instructions)

The EIMT program has failed to meet Perkins Technical Skills Attainment Indicator 1P1 goals over the past several years. The 2009-10 goal was 90.05 vs. EIMT program 88.89 and 2010-11 goal was 90.10 vs. EIMT program 79.17. The program's deficiency also contributed to the campus shortcomings in 1P1 data during 2009-10 (90.05 vs. 87.4) and 2010-11(90.10 vs. 86.80). The acquisition and use of up to date equipment addresses 1P1 Technical Skill Attainment.

Upgrading the equipment used in the student's learning experience also addresses Hawaii Community College's Strategic Plan Outcome B. Globally Competitive Workforce - Address critical workforce shortages and prepare students for effective engagement and leadership in a global environment.

c) Include narrative that is supported by data. Be brief and succinct.

According to the latest National Solar Jobs Census 2011, the job market for photovoltaic labor for US solar jobs shows a 24% projected employment growth, creating approximately 24,000 new jobs by 2012. New technology requires educational programs to remain current with training practices. The requested trainer kits, cordless saws, tools, and safety equipment will provide updated campus based learning opportunities in preparation for the real world experience of building the Model Home. This is the second year that Department of Hawaiian Homelands has incorporated a 4.6 KW DC PV system into their Model Home Project.

8. Brief Strategy Description: (Be succinct)
   - Answer the question: What do you want to do based on information provided in item #7 above?
   - If this strategy is a continuation of a current strategy, indicate rationale for continuance.
   - Include supporting data i.e. effectiveness measures. Data on student needs, student impact (number served last year and anticipated number to be served in current year), and effectiveness must be provided below.
   - Evidence of industry support.

The trainers, saws, tools and safety equipment will be used over two semesters in first year courses EIMT 20 & 22 enabling much greater efficiency and effectiveness of learning prior to actual installation at the job site. Campus based residential wiring and PV projects, assisted with the new materials, will be more realistic to the model home building experience. Current industry standard equipment will enable students to more easily transition from campus based learning to real world application.

EIMT student capacity is twenty. Seven trainer stations would allow each student to spend an adequate amount of time practicing skills during class labs. A trainer station includes load centers, a disconnect, a meter main, arc fault circuit breaker, wire spinner, and Burndy crimping tool.

EIMT program advisory council members expressed their agreement that Photovoltaic technology instruction is valuable to the electrical trade locally and that PV should continue to be incorporated into the program. There is currently a high demand on Hawaii Island for skilled workers in this area.
9. Calendar of Planned Activities: (add or delete rows as appropriate)
   In chronological order, briefly describe the procedures/activities planned to achieve stated goal(s) or outcome(s)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Month(s) the Activity will take place</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receive Trainer Kits, saws, etc.</td>
<td>October 2012</td>
</tr>
<tr>
<td>Install Trainer Kits into campus lab and begin basic instruction</td>
<td>October 2012</td>
</tr>
<tr>
<td>Instruct students in safe use of tools and safety gear</td>
<td>October 2012</td>
</tr>
<tr>
<td>Assess students on safety &amp; use of power tools</td>
<td>November 2012 to May 2013</td>
</tr>
<tr>
<td>Assess student performance on trainers and use of safety gear</td>
<td>November 2012 to May 2013</td>
</tr>
<tr>
<td>Apply skills and assess student learning during construction of Model Home</td>
<td>January to May 2013</td>
</tr>
</tbody>
</table>

Click here to enter text.

10. Effectiveness Measures: (Refer to the identified problem – item #7), and describe the anticipated quantitative outcomes expected from the implementation of the strategy. Where appropriate, indicate the effectiveness measures that will be reported after year one, year two, etc.) **State the effectiveness measures clearly and in assessable terms.** The outcomes stated here must be addressed later in the completion report. Confer with your IR office to ensure the appropriateness of the measurement of outcomes.

   All EIMT 20 students enrolled in Fall 2012 and EIMT 22 students enrolled Spring 2013 will be tested on safety, code compliance installation, and knowledge of proper material use. Students will be assessed by the instructor and invited industry experts using an updated rubric. All students will achieve 100% on the instructor created rubric used for performance assessment on campus and at the building site. Assessment will take place in the campus-based lab and at the Model Home construction site.

   The first cohort to complete training using the kits and cordless saws will achieve 90% (or a score of 81% of the 90.10% performance goal for 2010-11) of the Perkins 1P1 Technical Skills Attainment Indicator. This performance will only reflect the first year cohort group of students. Program data for indicator attainment includes a two-cohort make-up of the program’s first and second year students. But only first year students will benefit from the use of upgraded equipment in the first year of implementation. One year after the initial implementation of the trainer, after the second cohort has utilized the trainer, the program will meet Perkins 1P1 Core indicator for that year.
11. Budget Summary  (Double click to activate worksheet. Scroll back to top when done and click outside the sheet). Itemize all items $500 and over.
<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Subtotal</td>
<td>$ -</td>
</tr>
<tr>
<td>Services</td>
<td>$ -</td>
</tr>
<tr>
<td>Material &amp; Supplies</td>
<td>$7,417</td>
</tr>
<tr>
<td>Travel</td>
<td></td>
</tr>
<tr>
<td>Rentals</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td></td>
</tr>
<tr>
<td>TOTAL COSTS</td>
<td>$ 7,417</td>
</tr>
</tbody>
</table>

Fringe Benefit Rates (as of) 7/20/12
- Faculty/Staff: 44.21%
- Casual Hire/Overload: 2.06%
- Student: 0.46%
12. Budget Elements:

- Personnel - Please include a short description on all proposed personnel to be paid for by these funds. The description should include the FTE, if the hire is regular or casual, title (counselor, lecturer, APT, etc.), their job duties that will benefit the project (cite narrative), the monthly salary and fringe, and the number of months of funding. Please take into consideration the recruitment time for new hires.

Click here to enter text.

- Material & Supplies - Itemize supplies purchased that cost more than $500 and have a shelf life of 1 year or longer. These items constitute a major upgrade of campus based training materials and safety equipment for the EIMT program. All materials and supplies will be retained by the campus EIMT program for repeated use by students each semester.

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Quantity</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bucket of Safe-Tie Kit</td>
<td>7</td>
<td>$1134</td>
</tr>
<tr>
<td>Wire spinner caddy</td>
<td>4</td>
<td>$732</td>
</tr>
<tr>
<td>Wire basket (stacker for caddy)</td>
<td>4</td>
<td>$536</td>
</tr>
<tr>
<td>Trainer Kits consisting of:</td>
<td></td>
<td>$1064</td>
</tr>
<tr>
<td>150Amp 32 Crt MLO Load Center</td>
<td>1</td>
<td>$152</td>
</tr>
<tr>
<td>125Amp 8Crt MLO Load Center</td>
<td>1</td>
<td>$100</td>
</tr>
<tr>
<td>30Amp 2 pole NF Disconnect</td>
<td>1</td>
<td>$55</td>
</tr>
<tr>
<td>125Amp 2/4 Crt MLO Meter Main</td>
<td>1</td>
<td>$90</td>
</tr>
<tr>
<td>PSQI-Press Hytool Series Burndy</td>
<td>1</td>
<td>$318</td>
</tr>
<tr>
<td>Mechanical Tool Crimp Die Burndy</td>
<td>1</td>
<td>$72</td>
</tr>
<tr>
<td>Fiberglass 6ft. ladder 300 lb capacity</td>
<td>1</td>
<td>$130</td>
</tr>
<tr>
<td>Cordless metal saw set</td>
<td>7</td>
<td>$936</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
<td><strong>$7,417</strong></td>
</tr>
</tbody>
</table>

- Travel – Breakdown the estimated cost including airfare, lodging, per diem, conference fees, and ground transportation. Include the conference name, description, location, and dates. If possible, include conference flyer and/or agenda.

Click here to enter text.

- Services – If you know the name of the specific vendor you would like to hire, please include. Also a breakdown of service cost (cost per day, hour, etc.)

Click here to enter text.

- Other – Includes items such as software, printing, rentals, etc. Each item must be listed and described as to how it will enhance the project.

Click here to enter text.

- Equipment, whose description is an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost which equals or exceeds $5,000.

Click here to enter text.
13. Indicate which Perkins requirements are covered by this proposal? (Check no more than three categories that best describe your proposal):

- ☑ 1. Building of the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or high demand occupations in current or emerging professions

- ☐ 2. Promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instructions, and that link secondary education and postsecondary education for participating career and technical education students

- ☑ 3. Increasing State and local flexibility in providing services and activities designed to develop, implement and improve career and technical education, including tech prep education

- ☐ 4. Conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, services, and activities

- ☐ 5. Providing technical assistance that –
  - (a) Promotes leadership, initial preparation, and professional development at the State and local levels; and
  - (b) Improves the quality of career and technical education teachers, faculty, administrators and counselors

- ☐ 6. Supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries

- ☑ 7. Providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive

12. Certifications:

I certify that this proposal, budget, and certifications are accurate and complete and that this project will be conducted in accordance to Perkins Policies, Federal, State, and University requirements. I certify that this proposal has been reviewed by the fiscal office.

Proposer's Signature: ___________________________ Date: 9-21-12