October 16, 2013

TO: Erika Lacro, Chancellor
Honolulu Community College

SUBJECT: Career & Technical Education Award

Honolulu Community College is awarded $19,011 in 2012-13 Title I Career and Technical Education Carryover funds to support the titled project:

| CTE General Education Accelerated English 60/100 | $19,011 |
| Library Research Sources |

The award period for the project is from July 1, 2013 to June 30, 2014 and the award number for the project is: **HON2012/13(2)-T1-16** and should be referenced on all future correspondence and reports. These funds must be expended and goods received by June 30, 2014. A completion report is due on **October 10, 2014**.

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

Sincerely,

[Signature]

Peter Quigley
Assoc. Vice President for Academic Affairs

Cc: B. Furuto, VCAS
R. Uyeno, VCAA, CTE Dean
D. Inafuku, FA
L. Tsuchako, FA
S. Robinson, Dir. of Academic Programs
6. Proposal meets the following requirement for uses of funds or permissible use of funds (see Appendix section on page 8 from UHCC College Plan Guidelines for FY 2013-14 (also describe how it meets this criterion):

This proposal directly meets the requirement to use Perkins funds in section B, paragraph 1, as follows:

(1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in--

(A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and

(B) career and technical education subjects;

7. Brief Statement of identified problem area and reason for selection:

This proposal will provide library resources to support career and technical education (CTE) students who now must take English 100 (Composition I) to meet the Written Communication requirement.

The Accrediting Commission for Community and Junior Colleges placed Honolulu Community College on warning during its recent evaluation, citing inconsistent levels in general education course requirements.

To address this deficiency, the college will ensure general education courses, particularly for the written communication requirement for AAS and AS degrees, are consistent in quality and rigor appropriate to higher education. For written communication, this means English 100 (Composition I).

With more and more CTE students joining ENG 100 (college-level composition) classes, the English department designed for these students an ENG 100 accelerated class that combines ENG 60 (technical writing) and ENG 100 (Composition I). This course allows students to complete the two courses in one semester. Two of these courses are being taught in Fall 2013.
and at least three are planned for Spring 2014.

But one of the problems in designing such courses is that the library does not have the wide-range of technical and vocational resources to support CTE subjects.

One key student learning outcome (SLO) of ENG 100 calls for research using library resources, and students must write analytical research papers using citations and references.

To make this research in ENG 100 meaningful and instructive to CTE students, this proposal would add library vocational-focused databases, technical and trade publications, and instruction devices to support these classes. The databases and publications would be chosen to match the CTE programs that HCC offers.

The English Department offered twenty-six non-accelerated ENG 100 classes in Fall 2013 and many CTE students also are in these courses. Based on the mix of ENG 60 (technical writing) and ENG 22 (introduction to expository writing), which are the prerequisite courses to ENG 100, about 33% are CTE students.

The research component for ENG 100 courses generally accounts for about 20% of the overall grade. Students must do a research paper to pass this course.

The CTE-focused ENG 100 accelerated courses, for example, have four library assignments including two research papers and two article analysis papers. These assignments are geared for students to learn to use the library databases, books, and periodicals to cite and reference in their papers.

CTE students in ENG 100 classes will be encouraged to research topics in the fields they are pursuing as careers. This education makes general education more meaningful for them and teaches them skills that they can use even after they graduate.

The focus for addressing the Accreditation problem best fits the Perkins Core indicator 3P1: Student Retention and Transfer and the support for a Globally Competitive Workforce item in the UHCC Strategic Plan. Skills in written communication have been emphasized as important general education components of Associate Degrees. Honolulu Community College’s policy on general education, approved in April 2012 (HCCP #5.213), lists demonstrated competence in writing and computational skills as a learning outcome. A revision on this policy (March 2013) notes that the general education component for all associate degrees must be college level. At the Honolulu College Committee on Programs and Curricula meeting on February 15, 2013, the Chancellor defined “college level” as transfer to another general education category for a baccalaureate degree or as an elective.

8. Brief Strategy Description: (Be succinct)

This library resource project would enhance ENG 100 courses for Career and Technical Education (CTE) students, allowing them to work on research topics related to the fields they are pursuing.

To make this happen, the library would purchase books and periodicals that update the collection of references for research of CTE topics and subscribe to EBSCO and Gale databases that focus on technical and vocational subjects.
Also part of the strategy is for the library to assist ENG 100 classes with workshops on research of the technical books, periodicals, and databases. Often these workshops are held in the ENG 100 classrooms and three iPads would allow the library faculty to provide these workshops.

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>
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</thead>
<tbody>
<tr>
<td>Identify technical and vocational databases</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Identify and order books and publications</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Discuss planning of research criteria with English faculty</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Prepare CTE-focus research workshops</td>
<td>Fall 2013</td>
</tr>
<tr>
<td>Provide CTE focus workshops</td>
<td>Spring 2014</td>
</tr>
</tbody>
</table>

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.

   A. Prepare books, publications, databases.
   B. Offer 8 workshops on CTE-focused research in Spring semester.
   C. Evaluate effectiveness of new workshops on CTE-focused research through student evaluations.
   D. Evaluate effectiveness of workshops on CTE-focused research through evaluations from English instructors.

   The workshops will give the students the skills to do research with books, periodicals, and databases.

   The English department is teaching two accelerated ENG 100 courses all enrolled with students in the career and technical programs. We have a target of 80% of the students completing the research papers to pass the course.

   For the other thirty ENG 100 classes, the CTE students are mixed with liberal arts students, but we target 80% of the students in those courses also completing the research papers to pass the courses.

   As for research papers focusing on subjects related to the careers of CTE students, currently there are nearly zero.

   With this project we aim to increase the number of research papers in Fall 2013 to 24, and increase this number to 50 in Spring 2014, once we have the technical and vocational databases and publications, and begin offering the workshops.
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>Item</th>
<th>Cost</th>
<th>Subtotal</th>
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<tbody>
<tr>
<td>Fringe Total</td>
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<td>-</td>
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<tr>
<td>Personnel Subtotal</td>
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<td>-</td>
</tr>
<tr>
<td>Services</td>
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<tr>
<td>Material &amp; Supplies</td>
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<td>Travel</td>
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<tr>
<td>Rentals</td>
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<tr>
<td>Equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>State of Hawaii Sales Tax @ 4.167%</td>
<td>$761</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL COSTS</strong></td>
<td><strong>$19,011</strong></td>
<td></td>
</tr>
</tbody>
</table>

Fringe Benefit Rates (as of) 7/15/11
- Faculty/Staff: 40.25%
- Casual Hire/Overload: 2.17%
- Student: 0.52%

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.

Not applicable.

- Material & Supplies - Itemize supplies purchased that cost more than $500 and have a shelf life of 1 year or longer.

  3 iPads (with adapters and warranties) @ $850 per set that will be used by library faculty to deliver training on site at ENG class locations and program sites.

- 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.

  Not applicable.

- 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.)

  Not applicable.

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

  $15,700 in various library materials (including subscriptions) specifically for CTE students.

- 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.

  Not applicable.
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: _________