



UNIVERSITY
of HAWAII®
SYSTEM

November 5, 2013

TO: Leon Richards, Chancellor
Kapi'olani Community College

SUBJECT: **Revisions** in funding source and funding amount for Career & Technical
Education Award

The funding source and funding amount for the following award are amended as follows:

Summer Culinary Boot Camp for Secondary Teachers – Account KA 5600530


FROM: 2013-2014 Title I \$13,000

TO: 2013-2014 Title IB Leadership \$4,286

The award period for the project is from July 1, 2013 to June 30, 2014 and the **new** award number for the project is: **KAP2013/14(1)-1B-02** 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,


for Peter Quigley
Assoc. Vice President for Academic Affairs

Cc: L. Pagotto, VCAA
M. Higa, VCAS
F. Haas, CTE Dean
C. Masutani, FA
L. Tzuhako, FA
S. Robinson, Dir. of Academic Programs

**CARL D. PERKINS VOCATIONAL AND TECHNICAL
EDUCATION ACT OF 2006**

Perkins IV Intervention Strategy Proposal Form

(revised February 2013)

**Strategy # KCC Culinary #2
Program Year 2013-14**

1. **College:** Kapiolani Community College
2. **(Descriptive) Strategy Title:** Summer Culinary Boot Camp for Secondary Teachers
3. **Proposer's Name:** Ronald Takahashi **E-Mail:** rtakahas@hawaii.edu
4. **Proposal Period:** July 1, 2013 through June 30, 2016

Is this proposal a part of a multiple-year strategy? Yes

If this is a multiple-year strategy, for what year is this proposal requesting funding?

Year 1

5. 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 Core Indicators, and as appropriate, goals from the UHCC Strategic Plan, Achieving the Dream, and/or other UHCC projects. (See pages 2 - 4 of UHCC College Plan Guidelines for FY 2013-14)
- c) Include narrative that is supported by data. Be brief and succinct.

Problem Statement: Many secondary education teachers assigned to teach Culinary Arts in their schools have not undergone either formal education and/or training in culinary basics, leading to a low caliber of culinary education. While they may have the breadth of knowledge required to teach within the Public and Human Services Pathway, they often lack the depth of knowledge that is required to provide their students with high quality instruction in Culinary and Pastry Arts. This lack of knowledge and subsequent low quality of hands-on instruction makes it difficult to articulate their programs with postsecondary institutions, which would help increase both enrollment and success at the Community Colleges.

To increase student success in college, it is important that post-secondary culinary programs take the lead in providing secondary teachers who feed into culinary programs with the high quality professional development and training that are required to provide students with a strong foundation in culinary and pastry arts. This Perkins IV proposal seeks to provide DOE food service teachers with a regular series of Basic Training Summer Camps, which is consistent with the requirement that funds be utilized to *“provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including-- support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry.”*

As this program will be open to all secondary teachers within the State, it attempts to

make improvement to the Perkins Core Indicator 1P1 for all Culinary Arts programs within the UHCC system. This program should also positively impact Perkins Core Indicator 4P1 for according to the report titled, Experiences and Lessons of the School-to-Work/Youth Apprenticeship Demonstration sponsored by the United States Department of Labor, *“Creating pathways that facilitate students’ transition from secondary education to postsecondary education and training is key to achieving successful school-to-work outcomes. Technological transformations in the economy have raised skill requirements for many jobs, placing a premium on workers with a range of competencies and the ability to reason, make decisions, and learn quickly. Although the foundation for these skills is set during high school, many students need to acquire more advanced academic and/or technical competencies at the postsecondary level in order to achieve their career objectives.”*

6. Strategy Description:

- Answer the question: What do you want to do based on information provided in item #5 above?
- If this strategy is a continuation of a current strategy, indicate rationale for continuance. **Strategies will not be considered for continued funding unless supporting data and rationale demonstrate impact effectiveness.**
- 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.
- Include a short description on all proposed personnel to be paid for by these funds. The description should include:
 - the position(s) FTE,
 - if the hire will be regular or casual,
 - the position’s/positions’ classification(s) (e.g., counselor, lecturer, APT, etc.),
 - the position’s/positions’ job duties and how the duties will benefit the project,
 - the intended number of months of funding for each position. Please take into consideration the recruitment time for new hires.
- Itemize supplies valued at more than \$500 and have a shelf life of 1 year or longer.
- Itemize 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.
- For travel, provide a 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 the conference flyer and/or agenda.
- For services, if the name of the specific vendor is known, please include that information. Also include a breakdown of service cost (cost per day, hour, etc.)
- For software, include the type of software package, the estimated costs and how the software will enhance the project.

KCC Culinary has conducted several individual non-Perkins funded Summer Camps for K-12 DOE Instructors in the past with excellence results. While the secondary teachers have greatly appreciated these camps, they requested that we institute a regular summer professional development series that would provide them with training in all aspects of culinary training including: Fundamentals of Cookery, Fundamentals of Baking, Sanitation and Safety, Culinary Nutrition, and Culinary Math. Enrollment will be limited to 20 students

for each boot camp with priority provided to DOE secondary teachers of Culinary Academies. The Summer Culinary “Boot Camp” Series would include:

- **2014 –Sanitation and Safety / Culinary Math (10 days – 40 hours)**
 Instructor Cost – 2 Casual Hire Instructors @ 25 hours each
 Textbooks –20 ServSafe texts, 20 ea Culinary Math texts
 (Texts will be kept by the department and be utilized in our contract training program.)
- **2015 – Fundamentals of Cookery (10 days – 60 hours)**
(This request will be submitted in May 2014)
 Instructor Cost – 1 Casual Hire Instructor @ 80 hours
 Student Assistants – 2 student hires @ 80 hours each
 Textbooks – (will utilize Department’s Etextbooks)
 (Texts will be kept by the department and be utilized in our contract training program.)
 Materials & Supplies – \$15 pp/per day
- **2016 – Nutrition (10 days, 30 hours)**
This request will be submitted in May 2015)
 Instructor Cost – 1 Casual Hire Instructor @ 40 hours
 Textbook – (will utilize Department’s Etextbooks)
 (Texts will be kept by the department and be utilized in our contract training program.)

7. 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)

Activity	Month(s) the Activity will take place
Summer Boot Camp I	June 2014
Summer Boot Camp II	June 2015
Summer Boot Camp III	June 2016

8. Effectiveness Measures: (Refer to the identified problem – item #5, 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.

Students will participate in both formative and summative assessment utilizing a course portfolio. Submission of a learning results portfolio is required for Hawaii Department of Education teachers seeking Professional Development Credit. The department will consult with the DOE to ensure that the portfolio assessment is appropriate for the goals of the DOE. Participants will also be asked to participate in a reaction assessment via a course evaluation which will be administered upon completion of the workshop.

Benchmark for the course evaluation will be an average of 3.0 on a scale of 1 to 4, measuring usefulness of the course content and applicability to DOE programs.

9. Budget Summary: For system projects, the budget must include a breakdown of costs by campus along with a total system budget. (Double-click to access Excel Worksheet).

Personnel (List all positions separately)	Budget	Category	
2 ea Casual Hire Instructors	\$ 1,750	Casual Hire/Overload	
Personnel Subtotal	\$ 1,750		
Fringe Benefits (List per position)			
2 ea Casual Hire Instructors	\$ 36	Casual Hire/Overload	
	0 \$ -	0	
	0 \$ -	0	
	0 \$ -	0	
	0 \$ -	0	
	0 \$ -	0	
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	0 \$ -	0	
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	0 \$ -	0	
Fringe Total	\$ 36		
Personnel Subtotal	\$ 1,786		
Services			
Material & Supplies	2500		
Travel			
Rentals			
Other			
Equipment			
TOTAL COSTS	\$ 4,286		
Fringe Benefit Rates (as of)			7/20/12
Faculty/Staff			44.21%
Casual Hire/Overload			2.06%
Student			0.46%

10. Indicate which Perkins requirements are covered by this proposal? (Check no more than three categories that best describe your proposal):

<input type="checkbox"/>	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
<input checked="" type="checkbox"/>	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
<input type="checkbox"/>	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
<input type="checkbox"/>	4. Conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, services, and activities
<input checked="" type="checkbox"/>	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
<input checked="" type="checkbox"/>	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
<input type="checkbox"/>	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

11. 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 and Federal, State, and University regulations and requirements.

I also certify that I have consulted with the appropriate Institutional Research, Business Office and Human Resources Office personnel and that they have reviewed all budgets and resource commitments and have found that they comply with Perkins, Federal, State, and University requirements and policies.

Proposer's Signature: _____ Date: July 5, 2013
Print name: Ron Takahashi