

## LEGISLATIVE REPORT

- SUBJECT:** Report to the legislature on the progress of activities between the Department of Education and the University of Hawaii Community Colleges.
- REFERENCE:** House Concurrent Resolution 158, *Requesting that the Department of Education and the University of Hawaii Community Colleges Initiate a Collaborative Partnership to Improve services for Adults and Expand Opportunities for High School Students that will Result in Substantive Outcomes for the Two Entities.*
- ACTION REQUESTED:** The Superintendent is requested to submit an annual report to the legislature on the progress of activities between the Department of Education and the University of Hawaii Community Colleges.
- DOE REPORT:** **Background**  
In House Concurrent Resolution 158 (see Exhibit A), the 2000 Legislature of the State of Hawaii directed that the Department of Education and the University of Hawaii Community Colleges initiate a collaborative partnership to improve services for adults and expand opportunities for high school students that will result in substantive outcomes for the two entities.

Specifically, the resolution directed that the collaborative partnership:

- Plan and implement curricula and programs;
- Develop procedures for student referral;
- Develop procedures to promote effective sharing of resources to assure efficient coordination and delivery of remedial and basic literacy courses; and
- Develop assessment strategies to better prepare adults without high school diplomas and individuals age 16 and older, currently in high school who are seeking further educational options, with the basic skills to function effectively in the workplace and in their daily lives, for either continued education and training or employment.

Following the passage of HCR 158 in 2000, former Superintendent Paul LeMahieu and Community Colleges Chancellor Joyce Tsunoda appointed the following staff positions to a joint DOE/UHCC “Collaborative Partnership Leadership Group”:

### **Department of Education**

Deputy Superintendent  
Assistant Superintendent  
Complex Area Superintendent  
Director of Curriculum and Instruction  
Principal Community School for Adults

## LEGISLATIVE REPORT

**DOE REPORT: University of Hawaii Community Colleges  
(Continued)**  
Vice Chancellor for Academic Affairs  
Provost, Honolulu Community College  
Provost, Leeward Community College  
Dean of Instruction  
Dean of Student Services

### **Recap of Previous Reports to Legislature**

The first of four annual reports was submitted to the 2001 Legislature. This is the third annual report. The 2001 Report addressed assessment of existing initiatives between the DOE and the Community Colleges; an update on a 1996 BOE/BOR Task Force Report on Student Preparation; a discussion of current issues; and a delineation of planned actions to be taken in FY 2001 in four broad categories: improve services for adults, reduce the preparation gap, improve student assessment and tracking, and expand opportunities for high school students.

During this second reporting year, the members of the DOE/UHCC “Leadership Group” worked together to draft a Memorandum of Agreement between the Department of Education and the University of Hawaii Community Colleges (Exhibit B), which was signed by Superintendent LeMahieu and Chancellor Tsunoda in Fall 2001. In addition, this group drew up specifications for a permanent DOE/UHCC Coordinating Council (Exhibit C) whose purpose is to develop and implement the processes and procedures necessary for carrying out the Memorandum of Agreement.

Membership in this Coordinating Council is defined in terms of roles; specific individuals were named to fulfill those roles in November of 2001. This Coordinating Council addressed tasks through the formation of *ad hoc* task forces.

### **Implementation During FY 2002**

Membership of the DOE/UHCC Coordinating Council consisted of the following:

#### **Department of Education**

Deputy Superintendent, Clayton Fujie  
Assistant Superintendent, Kathy Kawaguchi  
Complex Area Superintendent, Maui, Donna Whitford  
Director of Curriculum and Instruction, Ann Mahi  
Principal Community School for Adults, Aileen Hokama

## LEGISLATIVE REPORT

**DOE REPORT: University of Hawaii Community Colleges**  
**(Continued)** Vice Chancellor for Academic Affairs, Mike Rota  
Provost, Honolulu Community College, Ramsey Pedersen  
Provost, Leeward Community College, Mark Stillman  
Dean of Instruction, Harry Kawamura  
Dean of Student Services, Mona Lee

The 2002 Legislative Report provides updates on the following *ad hoc* task forces:

Adult Basic Education and Remediation  
Curriculum Articulation  
Running Start  
Teacher Education and Certification

### ***1. Task Force on Adult Basic Education (ABE) and Remediation***

Adult learners in our community demonstrate a wide range of learning needs. A statewide network of eleven Community Schools for Adults is charged with the provision of remedial and developmental programs that address the following:

- Literacy skills for those in the very early stages of development as well as those seeking greater literacy proficiency.
- Remediation for those whose reading, writing, and numeracy skills are below the ninth grade level.
- Developmental courses for those whose skills are above the ninth grade but are still insufficient to meet the challenge of college courses.

The UHCC's also provide developmental ("Remedial" or "Basic Skills") programs aimed particularly at students who seek admission to their post-secondary institutions but whose skill are demonstrably inadequate to assure academic success. Presently, students in need of "Remedial" or "Basic Skills" courses for successful entry into a post-secondary institution may be served either by the DOE Community Schools for Adults or by the developmental programs of the UHCC's.

Although instruction at the "Basic Skills" level is available from both the DOE and the UHCC's, the members of the ABE Task Force believe that there are significant differences between the student population of the Community Schools for Adults and the students population of the UHCC'. These differences involve demographics, ability levels and educational goals.

Previous anecdotal evidence has shown that students of the Community School for Adults include a significantly larger number of non-native

## LEGISLATIVE REPORT

**DOE REPORT:** speakers. The educational goals of these students are short-term “survival” goals. They need to master basic language skills in order to get a job, conduct business transactions, and communicate with such essential personnel as their doctors, their children’s teachers, etc. By contrast, the educational goals of “Basic Skills” students who come to a community college are more academically focused. These students plan to pursue post-secondary instruction over an extended period – two, four or more semesters – in order to obtain a certificate or a degree. The nature of speaking, reading and writing instruction, which they require, is related to these long-range educational goals.

**(Continued)**

In order to test this belief, members of the Task Force for Adult Basic Education and Remediation initiated a pilot study to investigate the competency levels of students in the Community School for Adults and students who were enrolled in the Community College’s “Remedial” or “Basic Skills” courses. The purpose of this pilot study is to identify demographic data, educational goals and competency levels of students at both institutions. Upon completion of this study, such concrete data can then be used to strengthen both the DOE and UHCC programs, as well as to provide collaborative program offerings in the DOE and UHCC settings.

The students investigated were enrolled in English Literacy and Adult Basic Education (ABE) classes for the Department of Education. The students that participated from the University of Hawaii Community Colleges (UHCC) were enrolled in “non-credit” English Speakers of a Second Language (ESOL) and Adult Basic Education (three different levels of “Remedial” English and Math). UHCC students who had taken the COMPASS screening assessment and obtained a score that placed them in “Remedial” or “Basic Skills” level of instructions were administered the Reading section of the CASAS (Comprehensive Adult Student Assessment System).

The next portion of the pilot study is to post-test the Community College population with the CASAS after an estimated 40 hours of instruction.

Also, administering the COMPASS to the Community School for Adults population

### **Highlights during 2002**

- Initiated pilot study to confirm performance levels of students that attend the Community Schools for Adults and University of Hawaii’s Community Colleges by administering similar assessment instruments to both sets of students.

## LEGISLATIVE REPORT

### **DOE REPORT: Challenges during 2002 (Continued)**

- Identifying population to be studied.
- Utilizing instructional time for assessment at the Community College level.

#### **Looking ahead to 2003**

- Post-testing of students after 40 hours of instruction.
- Examining alternatives for the Community School for Adults population to be administered the COMPASS.
- Analyzing the data for program and placement options at the two institutions.

### **2. Task Force on Curriculum Articulation**

School-to-Work and Tech-Prep provide education based on career pathways, which focuses students on real-world experiences through contextual learning. The joint development of Career Pathways, originated through the School-to-Work federal grant which included the participation of both DOE teachers and UH faculty. This provided a venue to articulate the sequence of courses from secondary coordinators.

#### **Highlights during 2002**

- Developed of Career Pathways.
- Provided opportunities for several high school faculty members to take COMPASS test, thus gaining a better understanding of what is expected of students.

#### **Challenges during 2002**

- More opportunities are needed to bring secondary and post-secondary faculty together in order to develop articulated curricula.

#### **Looking ahead to 2003**

- Career pathways that have been identified, need to be implemented.

### **3. Task Force on Running Start**

The Running Start Program began in Hawaii as a result of Act 236, passed by the Hawaii State Legislature in June 2000. This program enables academically qualified high school juniors and seniors to receive dual credits, from both their high school and the University of Hawaii, when they enroll in any of several approved courses at the community college campus. Credits earned through the Running Start Program may be transferred to any campus of the University of Hawaii.

## LEGISLATIVE REPORT

### DOE REPORT: Highlights during 2002 (Continued)

- Expanded course offerings from 8 to 23 courses.
- Identified Running Start Counselors at each UHCC campus and UHH.
- Secured resource personnel from State of Washington to facilitate statewide implementation.
- Enrolled approximately 200 students, generating approximately 700 credit hours.
- Created Running Start website. ([www.hawaii.edu/runningstart/](http://www.hawaii.edu/runningstart/)).

### Challenges during 2002

- Continue to align and expand the number of RS courses.
- Identify courses that are aligned to High school career pathways.
- Continue the alignment of UHCC courses to Authorized Course Code Number (ACCN) to the Department.

### Looking ahead to 2003

- Determining how best to provide access to career and technical courses in a dual credit environment; possible.
- Expanding delivery to include Distance Education.

### *4. Task Force on Teacher Education and Certification*

The UH Community Colleges has collaborated with the Department of Education to enhance access to those courses which will prepare a greater number of teachers for certification. An existing Teacher Education Certification Council, whose members are comprised of individuals from the DOE and from the UH Manoa College of Education, will be expanded to form this task force.

### Highlights during 2002

- Defined curriculum pathways for Educational Assistant's in special education classrooms and for literacy Educational Assistant's in primary grades.
- Obtained a "Transition to Teaching" grant which involves collaboration of DOE, UH College of Ed, UH Community Colleges and others.
- Initiated discussion with Teacher Education Coordinating Council to facilitate student transitions from UHCC's to teacher education programs at senior institutions.

## LEGISLATIVE REPORT

### **DOE REPORT: Challenges during 2002**

**(Continued)**

- Placement Testing indicates that many currently-employed Educational Assistant's will need remediation services from Community Adult Schools before qualifying for enrollment in college-level courses.

### **Looking ahead to 2003**

- It is hoped that TECC can provide the equivalent of a "task force" for teacher education, in same way that Career and Technical Education group is doing for curriculum articulation.

The Coordinating Council wishes to acknowledge the members of the ad hoc task forces for their extensive efforts and support in expanding learning opportunities for high school students, preparation for post secondary education and the improvement of services for adult learner.

Questions regarding this joint report maybe addressed to Mr. Michael Rota, Chair, DOE/UHCC Coordinating Council at 956-7471. Also, questions may be directed to DOE/UHCC staff, Ms. Kathy Jaycox, Director of Ka Pilina Program (UHCC) at 845-9122 or Ms. Ann Mahi, Director of School and Community Leadership Branch (DOE) at 586-3124.

### Attachments:

- Exhibit A House Concurrent Resolution 158
- Exhibit B Memorandum of Agreement, DOE Superintendent and UHCC Chancellor
- Exhibit C DOE/UHCC Coordinating Council

**LEGISLATIVE REPORT**

**A Report to the 2003 Legislature  
re: FY 2002 Collaborative Activities  
Between  
the Department of Education and  
the University of Hawai`i Community Colleges**

**Exhibit A**

**House Concurrent Resolution 158**

HOUSE OF REPRESENTATIVES  
TWENTIETH LEGISLATURE, 2000  
STATE OF HAWAII

H.C.R. NO.

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HOUSE CONCURRENT  
RESOLUTION

REQUESTING THAT THE DEPARTMENT OF EDUCATION AND THE UNIVERSITY OF  
HAWAII COMMUNITY COLLEGES INITIATE A COLLABORATIVE  
PARTNERSHIP TO IMPROVE SERVICES FOR ADULTS AND EXPAND  
OPPORTUNITIES FOR HIGH SCHOOL STUDENTS THAT WILL RESULT IN  
SUBSTANTIVE OUTCOMES FOR THE TWO ENTITIES.

1           WHEREAS, a survey by the Office of Children and Youth  
2 reported that as much as one in five adults in Hawaii may be  
3 functionally illiterate and that an estimated 60,000 are in the  
4 workforce; and

5  
6           WHEREAS, the University of Hawaii Community Colleges  
7 (UHCC), which is open to all individuals 18 years of age or  
8 older, annually enrolls a significant number of adults who lack  
9 the basic skills to function effectively in the workplace and  
10 in their daily lives; and

11  
12           WHEREAS, the UHCC's diverse programs deliver quality  
13 postsecondary education and offer students a chance to learn  
14 high technology skills that will enable them to meet the  
15 demands of the 21st century; and

16  
17           WHEREAS, at the same time, the affordability and  
18 accessibility of adult community school courses, especially in  
19 the rural communities of the state, also provide important  
20 services to the people of the State; and

21  
22           WHEREAS, as a result the Legislature has expressed concerns  
23 overlapping adult education responsibilities, services, and  
24 resources expended on the adult community schools of the  
25 Department of Education (DOE) and the community service  
26 programs of the UHCC; and

27  
28           WHEREAS, the Legislature has heard the competing interests  
29 in adult education and literacy and wishes to have the  
30 appropriate agencies work toward solutions that will best serve  
31 the needs of the employers and the workforce; and,

32  
33           WHEREAS, the federal Workforce Investment Act of 1998  
34 provides Hawaii with the opportunity to implement a unified

1 workforce plan, including basic adult education and literacy,  
2 which are critical to workforce preparation and skill training;  
3 now, therefore,  
4

5 BE IT RESOLVED by the House of Representatives of the  
6 Twentieth Legislature of the State of Hawaii, Regular Session  
7 of 2000, the Senate concurring, that the DOE and the UHCC are  
8 requested to initiate a collaborative partnership to improve  
9 services for adults and expand opportunities for high school  
10 students that will result in substantive outcomes for the two  
11 entities; and  
12

13 BE IT FURTHER RESOLVED that the partnership:

- 14 (1) Plan and implement curricula and programs;  
15  
16 (2) Develop procedures for student referral;  
17  
18 (3) Develop procedures to promote effective sharing of  
19 resources to assure efficient coordination and  
20 delivery of remedial and basic literacy courses; and  
21  
22 (4) Develop assessment strategies to better prepare adults  
23 without high school diplomas and individuals age 16  
24 and older, currently in high school who are seeking  
25 further educational options, with the basic skills to  
26 function effectively in the workplace and in their  
27 daily lives, for either continued education and  
28 training or employment;  
29

30 and  
31  
32

33 BE IT FURTHER RESOLVED that for the years 2001 through  
34 2004, the DOE and UHCC are requested to jointly submit to the  
35 Legislature an annual report detailing the progress made in  
36 implementing the provisions of the partnership no later than  
37 twenty days prior to each legislative session; and  
38

39 BE IT FURTHER RESOLVED that certified copies of this  
40 Concurrent Resolution be transmitted to the Superintendent of  
41 Education and the Chancellor of the UHCC.  
42  
43  
44  
45

OFFERED BY: \_\_\_\_\_

**LEGISLATIVE REPORT**

**A Report to the 2003 Legislature  
re: FY 2002 Collaborative Activities  
Between  
the Department of Education and  
the University of Hawai`i Community Colleges**

**Exhibit B**

**2001 Memorandum of Agreement  
DOE and UHCC's**

Memorandum of Agreement  
Between  
Department of Education  
And  
University of Hawai`i Community Colleges

The purpose of this Memorandum of Agreement between the State Department of Education (DOE) and the University of Hawai`i Community Colleges (UHCC) is to develop a coordinated and collaborative education delivery system which provides effective learning opportunities and prepares a highly skilled and educated workforce.

#### BACKGROUND

- The 1994 School-To-Work Act, 1998 Perkins Act (including Tech-Prep Education), and 1998 Workforce Investment Act support the development of a vocational education system that delivers a highly skilled and educated workforce.
- HRS 304-67.5, Running Start Program, was established by the 2000 State of Hawai`i Legislature. This program allows public high school juniors and seniors to attend college classes and earn both high school and college credits.
- The Workforce Investment Act (WIA), Title II, of 1998, “Adult Education and Family Literacy Act” requires that partnerships be created to provide adult and family literacy services in order to:
  1. Assist adults to become literate and obtain knowledge and skills necessary for employment and self-sufficiency;
  2. Assist adults who are parents to obtain the educational skills necessary to become full partners in the educational development of their children; and
  3. Assist adults in the completion of a secondary school education.
- The DOE is the agency responsible for administering and carrying out the purpose of WIA, Title II. Furthermore, Hawai`i Revised Statute Section 302A-432 places the responsibility for adult basic education programs in Hawai`i with the DOE.
- The 2000 State of Hawai`i Legislature recognized, with the adoption of House Concurrent Resolution No. 158, that services to Hawai`i’s adult community could be enhanced by initiating a collaborative partnership between the Department of Education and the University of Hawai`i Community Colleges.

- HRS 302A-1004, Educational accountability system; annual reports, amended by the 2000 State of Hawai'i Legislature, requires continuous professional growth and development of teachers and administrators. The Department of Education's Strategic Plan for Standards-based Reform, September 1999, also identifies teacher education and in-service training as necessary supports for the implementation of the Hawai'i Content and Performance Standards.
- HRS 302A-1132, Relating to Compulsory School Attendance Exceptions (Act 162), allows sixteen-year old students to be released from high schools under specified conditions. These students may now enroll in the Community Schools for Adults and earn a high school diploma.

## POLICIES AND PROCEDURES

The Superintendent of Education and the Chancellor for the University of Hawai'i Community Colleges will appoint a Task Group. The Task Group will develop processes that support:

- curriculum articulation;
- dual credit programs;
- student tracking;
- career development program;
- adult education/remedial services
- teacher pre-service;
- a continuum of in-service opportunities for teachers; and
- a coordination of technology management systems and learning programs.

The Group will specifically address adult basic education program coordination within the two agencies and other adult basic education providers for a more effective adult and career development program.

The Task Group will formulate the following: the purpose and function of the Group; the development of operational procedures; the process for identifying and resolving issues facing both agencies; the process for implementation of recommended solutions as agreed to by both agencies; and the identification of appropriate membership for the Group and any adhoc committees.

The Task Group will address the following in addition to other identified issues:

1. Development of a tracking system relating to student transfer and career development for assessment and accountability purposes.

2. The use of technology to facilitate student transfer and coordinate services and programs.
3. The formulation of a career development system that is articulated, implemented and monitored.
4. The establishment of a curriculum articulation process, between the DOE and UHCC, that facilitates: student transfer; career development; transition of alienated youth; dual credit for K-12 and Adult Basic Education programs (utilizing the Equipped For the Future Content Standards for Adult Literacy); the use of technology in the content and/or delivery of programs.
5. The coordination of adult basic education and remedial services between the DOE, UHCC and other agencies.
6. The development of a teacher pre-service/in-service program to increase the availability of endorsements for teachers in identified shortage and emerging program areas.
7. The coordination of staff development activities which meet the needs of both agencies.
8. The development of a set of measures to evaluate whether the collaborative processes and programs are effective and efficient.
9. The development of legislation identified as necessary to effectively carryout the plans and processes.

To sustain this collaborative effort, both agencies will commit to this project by assigning this function to respective permanent staff.

This Memorandum of Agreement can be modified or terminated with the mutual agreement of the Superintendent of Education and Chancellor for the University of Hawai`i Community Colleges.

Signed: \_\_\_\_\_  
Dr. Paul G. LeMahieu  
Superintendent of Education

Signed: \_\_\_\_\_  
Dr. Joyce S. Tsunoda  
Senior Vice President, University of Hawai`i  
and Chancellor for Community Colleges

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**LEGISLATIVE REPORT**

**A Report to the 2003 Legislature  
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Between  
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**Exhibit C**

**DOE/UHCC Coordinating Council**

October, 2001

## DOE/UHCC COORDINATING COUNCIL

The Memorandum of Agreement between the Department of Education (DOE) and the University of Hawai'i Community Colleges (UHCC), signed jointly by DOE Superintendent Paul LeMahieu and UH Community Colleges Chancellor Joyce Tsunoda in Fall 2001, calls for the appointment of a Task Group. The document herein is intended to identify the composition, purpose and procedures of this Task Group.

### *Name*

This Task Group will be known as the DOE/UHCC Coordinating Council.

### *Purpose*

The purpose of this Coordinating Council is to develop processes that will support:

- curriculum articulation;
- dual credit programs;
- student tracking;
- career development program;
- adult education/remedial services;
- teacher pre-service;
- a continuum of in-service opportunities for teachers; and
- a coordination of technology management systems and learning programs.

The Coordinating Council will specifically address collaborative initiatives between the two agencies, which can result in more coordinated, integrated and seamless services for the youth and adult learners of Hawai'i. Such initiatives would include, but not be limited to, the coordination of adult basic education programs between the two agencies and with other adult basic education providers.

The Coordinating Council will carry out the directives of the Memorandum of Agreement and will provide annual reports to the Legislature in accord with the requirements of House Concurrent Resolution 158.

### *Make-Up*

The DOE/UHCC Coordinating Council shall consist of ten permanent members, including neighbor island representation, plus additional *ad hoc* members as needed, and two staff, one from DOE and one from UHCC's. Five members will be appointed by the DOE Superintendent; five by the UHCC Chancellor, as follows:

October, 2001

from the DOE

from the UHCC's

- |   |   |
|---|---|
| 1. Deputy Superintendent or Designee      | 1. Vice Chancellor for Academic Affairs |
| 2. Assistant Superintendent, DLTSS        | 2. a provost                            |
| 3. a district superintendent              | 3. a second provost                     |
| 4. Director of Curriculum and Instruction | 4. a dean of instruction                |
| 5. a principal, Community & Adult Schools | 5. a dean of student services           |

***Operational Procedures***

1. The Coordinating Council will address tasks by forming *ad hoc* task forces, which will “sunset” appropriately upon completion of their assignments.
  - As these *ad hoc* groups generate procedures, processes and/or policy proposals, the proposals will be forwarded to the Coordinating Council.
  - The Coordinating Council will review proposals and determine feasibility of implementation.
  - After review by the Coordinating Council, proposals will be forwarded (with or without recommendation) to the respective administrations as follows: 1) DOE – forwarded to Superintendent for implementation and approval, with informational report to the BOE; 2) UHCC's – forwarded to Executive Staff for review and implementation.
2. The Coordinating Council will meet monthly.
3. Initial issues to be addressed by the Coordinating Council, per the Memorandum of Agreement, include:
  - Development of a tracking system relating to student transfer and career development for assessment and accountability purposes.
  - The use of technology to facilitate student transfer and coordinate services and programs.
  - The formulation of a career development system that is articulated, implemented and monitored.
  - The establishment of a curriculum articulation process, between the DOE and UHCC, that facilitates: student transfer; career development; transition of alienated youth; dual credit for K-12 and Adult Basic Education programs

- (utilizing the Equipped For the Future Content Standards for Adult Literacy); the use of technology in the content and/or delivery of programs.
- The coordination of adult basic education and remedial services between the DOE, UHCC and other agencies.
- The development of a teacher pre-service/in-service program to increase the availability of endorsements for teachers in identified shortage and emerging program areas.
- The coordination of staff development activities which meet the needs of both agencies.
- The development of a set of measures to evaluate whether the collaborative processes and programs are effective and efficient.
- The development of legislation identified as necessary to effectively carry out the plans and processes.

Additional issues may be brought before the Coordinating Council by individuals from the DOE, from the UHCC's or from community constituents.

### ***Process for Identifying and Resolving Issues***

#### *Identification*

As noted above, issues may be identified by individuals from the Department of Education or from the UH Community Colleges, or by members of the community.

#### *Resolution*

Refer to Step #1 of "Operational Procedures."

For the Department of Education, implementation of recommended solutions will be through the Superintendent. For the UH Community Colleges, through the Executive Staff.

#### *Ad Hoc Task Forces*

In their handling of issues, each *ad hoc* task force will be expected to **design** an implementable solution, to **identify criteria** by which to evaluate the success of such implementation, to **evaluate** initial implementation, and to revise and modify processes, procedures and policies and recommend changes to the Coordinating Council before sunseting.

#### ***Initial Ad Hoc Task Forces Needed***

It is recommended that the work of the Coordinating Council begin with formation of the following three Task Forces, each composed jointly of DOE and UHCC members:

- Adult Basic Education and Remediation
- Running Start
- Teacher Education and Certification

In addition, it is recommended that an existing joint DOE/UHCC Tech Prep Steering Committee serve as the Task Force on Curriculum Articulation.

**DOE/UHCC Coordinating Council**  
Appointed November, 2001

<b>Name</b>	<b>Agency</b>	<b>Phone</b>	<b>Fax</b>	<b>E-mail</b>
Clayton Fujie	DOE	586-3313	586-3320	<a href="mailto:Clayton_fujie@notes.k12.hi.us">Clayton_fujie@notes.k12.hi.us</a>
Aileen Hokama	DOE	837-8466	831-7928	<a href="mailto:Aileen_hokama@notes.k12.hi.us">Aileen_hokama@notes.k12.hi.us</a>
Kathy Jaycox	UHCC's	956-3872	956-3763	<a href="mailto:jaycox@hawaii.edu">jaycox@hawaii.edu</a>
Harry Kawamura	Hawaii CC	974-7592	974-7770	<a href="mailto:hkawamur@hawaii.edu">hkawamur@hawaii.edu</a>
Mona Lee	Kapiolani CC	734-9522	734-9456	<a href="mailto:monal@hwaii.edu">monal@hwaii.edu</a>
Ann Mahi	DOE	394-1300	394-1304	<a href="mailto:Ann_mahi@notes.k12.hi.us">Ann_mahi@notes.k12.hi.us</a>
Stephen Miyasato	DOE	594-0170	594-0181	<a href="mailto:Stephen_miyasato@notes.k12.hi.us">Stephen_miyasato@notes.k12.hi.us</a>
Diana Oshiro	DOE	586-3307	586-3645	<a href="mailto:Diana_oshiro@notes.k12.hi.us">Diana_oshiro@notes.k12.hi.us</a>
Ramsey Pedersen	Honolulu CC			
Michael Rota	UHCC's	956-7471	956-3763	<a href="mailto:mrota@hawaii.edu">mrota@hawaii.edu</a>
Mark Silliman	Leeward CC	455-0215	455-0641	<a href="mailto:silliman@hawaii.edu">silliman@hawaii.edu</a>
Gwen Ueoka	DOE	984-8000	984-8008	<a href="mailto:Gwen_ueoka@notes.k12.hi.us">Gwen_ueoka@notes.k12.hi.us</a>