

Career and Technical Education Notification

Comprehensive Career and Technical Education programs are designed to help students develop the technical, academic, employability and life skills needed for post-secondary education and high-skill careers. At the secondary level, schools shall offer programs of study that integrate academic and career and technical skills organized with career pathways. Programs of study within each career pathway shall include a coherent sequence of courses based on industry-driven career pathway standards.

The Career Pathways provide a curriculum framework and delivery system for Career and Technical Education and is the basis for the Career and Technical Education Honors Designation. The Six Career Pathways are:

- **Arts and Communication Career Pathway—**
The Arts and Communication Career Pathway includes careers and programs of study related to fashion and media technology. These may include creative or technical writing, illustrating, graphic design, radio and television broadcasting, advertising and fashion design. Programs of study in the Arts and Communication pathway are designed to address the creative and communication aspects of a variety of media and creative industries.
- **Business Career Pathway—**
The Business Career Pathway includes careers and programs of study related to marketing, finance, accounting, information processing, management and entrepreneurship. Programs of study in the Business pathway are designed to address the constantly changing business trends and environment.
- **Health Services Career Pathway—**
The Health Services Career Pathway includes careers and programs of study related to clinical health, medical biotechnology, entry-level health professions and health/nutrition. Programs of study in the Health Services pathway are designed to provide learners with a strong foundation for further study in health careers.
- **Industrial and Engineering Technology Career Pathway—**
The Industrial and Engineering Technology Career Pathway includes careers and programs of study relating to building and construction, computer networking, design and innovation, electricity and electronics, manufacturing, pre-engineering and transportation technology. Programs of study in the Industrial and Engineering Technology pathway are designed to provide learners with processes necessary to solve practical problems of design, product development, and technological systems.
- **Public and Human Services Career Pathway—**
The Public and Human Services Career Pathway includes career and programs of study related to economic, political and social systems such as child care, education, hospitality and social services. Programs of study in the Public and Human Services pathway are

designed to provide learners with a strong foundation for entry into service careers and occupations.

- Natural Resources Career Pathway—
The Natural Resources Career Pathway includes career and programs of study related to natural sciences, agriculture, and the environment such as agriculture production, environmental resource management, horticulture/plant systems, aquaculture and agri-business. Programs of study in the Natural Resources pathway are designed to prepare students for careers and occupations that focus on food production/distribution as well as natural resources conservation and management.

There are no admission criteria for the vocational education programs.

All vocational opportunities will be offered without regard to race, color, national origin, sex or handicap. Certain laws prohibit discrimination on the basis of race, color, and national origin (Title VI of the Civil Rights Act of 1964), sex (Title IX of the Education Amendments of 1972), and disability (Section 504 of the Rehabilitation Act of 1973 and Title II of the Americans with Disabilities Act of 1990).

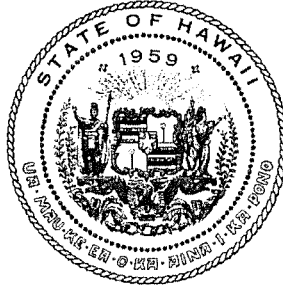
Director Susan H. Kitsu is the primary person responsible for coordinating the Department of Education's ("DOE") compliance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Title II of the Americans with Disabilities Act of 1990. Ms. Kitsu's contact information is as follows:

Susan H. Kitsu, Director of the Civil Rights Compliance Office
Civil Rights Compliance Office
Mailing Address: P.O. Box 2360,
Honolulu, Hawaii 96804.
Physical Address: 1390 Miller Street, Room 416
Honolulu, Hawaii 96813
Phone: (808) 586-3322 or via relay

Educational Specialist Lyndia Uchimura is responsible for coordinating the DOE's compliance with Section 504 of the Rehabilitation Act of 1973. Ms. Uchimura's contact information is as follows:

Lyndia Uchimura, Educational Specialist
Comprehensive Student Support Services Section
Address: 475 22nd Avenue, Building 302, Room 204
Honolulu, Hawaii 96816
Phone: (808) 203-5515 or via relay

The DOE will take steps to assure that the lack of English language skills will not be a barrier to admission and participation in vocational education programs.



STATE OF HAWAII

DEPARTMENT OF EDUCATION

The Department of Education is committed to providing equal opportunity in education to all of Hawaii's students. Pursuant to Federal Law, the Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. In addition, please check Board of Education Policy #4211 for other rights and protections afforded to students.

The following person has been designated to handle inquiries, complaints, and/or investigations regarding the non-discrimination policy:

Susan H. Kitsu
Director of the Civil Rights Compliance Office
Hawaii State Department of Education
Civil Rights Compliance Office
Address: P.O. Box 2360,
Honolulu, Hawaii 96804.
Phone: (808) 586-3322 or via relay
Facsimile: (808) 586-3331
Email: susan_kitsu@notes.k12.hi.us

English	If you need assistance understanding this document, please contact the principal of the school that your child is attending.
Ilokano	No kasapulam ti tulong tapno maawatam daytoy a sinurat, mabalinmo a kasarita ti prinsipal ti pagadalan a sumsumrekan ti anakmo.
Tagalog	Kung kailangan mo ang tulong upang maintindihan mo ang dokumentong ito, kausapin ang prinsipal ng paaralang pinapasukan ng iyong anak.
Japanese	該当ファイルに関わる内容について興味のある方は、子供さんが通っている学校の校長様にお聞きください。
Chinese – Mandarin	如果您想了解有关这份文件的更多内容，请您咨询您小孩所在学校的校长。
Chinese - Cantonese	如果您想瞭解有關這份檔的更多內容，請您諮詢您小孩所在學校的校長。
Korean	다음 문장에 대한 구체적인 내용에 관심이 계신 분은 학생분이 다니시는 학교 교장선생님한테 확인 부탁드립니다.
Marshallese	Elaññe kwōj aikuj jibañ ñan mejeje leta in, joi j im kōnnaanik būrinjibōl eo an mōn jikuul eo me ajiri eo nejūm ej jikuul ie.
Spanish	Si necesita asistencia para comprender el contenido del presente documento, póngase en contacto con el director de la escuela de su hijo/hija.
Vietnamese	Nếu quý vị cần giúp đỡ để hiểu tài liệu này, vui lòng liên hệ với hiệu trưởng nhà trường mà con em quý vị hiện đang theo học.
Hawaiian	Inā makemake 'oe i kōkua no ka ho'omaopopo 'ana i kēia palapala nei, 'olu'olu e hui a i 'ole e kelepono i ka po'okumu a ke kula a kāu keiki e hele nei.
Tongan	Kapau 'oku ke fiema'u ha tokoni ke mahino 'a e tohi ni, fakamolemole fetu'utaki ki he puleako 'o e ako 'oku ako ai ho'o tamasi'/ta'ahine.
Visayan (Cebuano)	Kon nagkinahanglan kag abag pagsabot niining maong dokumento, palihog kontaka ang prinsipal sa tulunghaan nga gitunghaan sa imong anak.
Chuukese	Iká kopwe mwochen áninnis ómw kopwe wewefichiiti unusen masowen ei taropwe, kose mwochen kopwe chuuri ewe meinapen eán noumw ewe semiriit chónn sukuun ewe neenien sukun (principal).
Samoan	Afai e mana'omia se fesoasoani ia e malamalama ai i lenei tusi, faafesoota' i le pule o le a'oga lea e a'oga ai lau tama faamolemole.