The newly authorized Perkins IV became law on August 12, 2006. Under the law, 2007-08 has been identified as the transition year. Hawai’i has opted to submit a transition year plan, followed by a 5-year plan (versus a 6-year plan for the period beginning July 1, 2007.)

**Purpose of Perkins IV (Public Law 109-270)**

As stated in the law, “The purpose of this Act is to develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs, by--

(1) building on 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 instruction, 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; and

(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.”

The Required and Permissive Uses of Funds

Each eligible recipient that receives funds shall use the Perkins funds to improve career and technical education programs. Section 135, Local Uses of Funds, further outlines the Requirements for Uses of Funds and Permissive Uses of Funds.

**(b) REQUIREMENTS FOR USES OF FUNDS**- Funds made available to eligible recipients under this part shall be used to support career and technical education programs that--

(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;
(2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);

(3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;

(4) develop, improve, or expand the use of technology in career and technical education, which may include--
   (A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
   (B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
   (C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;

(5) 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--
   (A) in-service and pre-service training on--
      (i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
      (ii) effective teaching skills based on research that includes promising practices;
      (iii) effective practices to improve parental and community involvement; and
      (iv) effective use of scientifically based research and data to improve instruction;
   (B) 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;
   (C) internship programs that provide relevant business experience; and
   (D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;

(6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;

(7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;

(8) provide services and activities that are of sufficient size, scope, and quality to be effective; and

(9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.
(c) **PERMISSIVE**- Funds made available to an eligible recipient under this title may be used--

(1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;

(2) to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that--
   (A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and
   (B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;

(3) for local education and business (including small business) partnerships, including for-
   (A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
   (B) adjunct faculty arrangements for qualified industry professionals; and
   (C) industry experience for teachers and faculty;

(4) to provide programs for special populations;

(5) to assist career and technical student organizations;

(6) for mentoring and support services;

(7) for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;

(8) for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;

(9) to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;

(10) to develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including--
   (A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
   (B) postsecondary dual and concurrent enrollment programs;
   (C) academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
(D) other initiatives--
   (i) to encourage the pursuit of a baccalaureate degree; and
   (ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;

(11) to provide activities to support entrepreneurship education and training;

(12) for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;

(13) to develop and support small, personalized career-themed learning communities;

(14) to provide support for family and consumer sciences programs;

(15) to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;

(16) to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105-220 (29 U.S.C. 2801 et seq.);

(17) to support training and activities (such as mentoring and outreach) in non-traditional fields;

(18) to provide support for training programs in automotive technologies;

(19) to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative innovations, which may include-
   (A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
   (B) establishing, enhancing, or supporting systems for-
      (i) accountability data collection under this Act; or
      (ii) reporting data under this Act;
   (C) implementing career and technical programs of study described in section 122(C)(1)(A); or
   (D) implementing technical assessments; and

(20) to support other career and technical education activities that are consistent with the purposes of this Act.
Core Indicators of Performance

Currently, State’s adjusted postsecondary performance standards for academic year 2006-07 are:

<table>
<thead>
<tr>
<th>Accountability Core Indicators of Performance</th>
<th>06-07 Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1P1: student attainment of challenging State established academic skill proficiencies</td>
<td>81.87</td>
</tr>
<tr>
<td>1P2: student attainment of challenging State established vocational and technical skill proficiencies</td>
<td>90.42</td>
</tr>
<tr>
<td>2P1: student attainment of a post-secondary degree or credential</td>
<td>38.17</td>
</tr>
<tr>
<td>3P1: student placement into further education, employment, or the military</td>
<td>71.07</td>
</tr>
<tr>
<td>3P2: student retention in employment</td>
<td>92.00</td>
</tr>
<tr>
<td>4P1: student participation in vocational and technical education programs that lead to nontraditional training and employment</td>
<td>14.60</td>
</tr>
<tr>
<td>4P2: student completion of vocational and technical education programs that lead to nontraditional training and employment</td>
<td>12.19</td>
</tr>
</tbody>
</table>

Perkins IV has reduced the number of core indicators that are required for postsecondary institutions. States are no longer required to report on (1P1) Academic Attainment. Thus, effective 2007-08 the indicators have been renumbered as indicated below.

1P1: Technical Skills Attainment -- “Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate”.

2P1: Industry Certificate Attainment -- “Student attainment of an industry-recognized credential, a certificate, or a degree”.

3P1: Student Retention -- “Student retention in postsecondary education or transfer to a baccalaureate degree program”.

4P1: Student Placement -- “Student Placement in military service or apprenticeship programs, or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions”.

5P1: Non-traditional Participation -- “Student participation in career and technical education programs that lead to employment in non-traditional fields”.

5P2: Non-Traditional Completion -- “Student completion of career and technical education programs that lead to employment in non-traditional fields”.

The UHCC will work with the Office of the State Director Career Technical Education (OSDCTE) in negotiating the new performance goals with the federal Office of Adult and Vocational Education (OVAE)
**Perkins IV College Plans and Strategies**

To be considered for funding, participating colleges must submit a Perkins IV plan along with the submission of proposed activities/strategies by **April 20, 2007**. The college plans must include the following items:

- **A description of the planning process and the participants involved; and a list of significant resources used (e.g. research studies and/or consultants).**

- **Data tables or charts of college performance on core indicators relative to the pre-established goal levels.** Be sure to include data on the performance of special populations. **And when strategies are intended to address program weaknesses, be sure to include the relevant data.**

- **An analysis of the college’s progress in achieving the goal levels of performance on the core indicators, including the performance for special populations. Each core indicator must be addressed even if the college did not receive funds for all core indicators.**

- **A summary statement of how the proposed strategies are designed to address the performance indicators and a brief statement of how the needs of under-performing programs and/or special populations will be addressed.**

**Intervention Strategies**

To meet the requirements of the Carl D. Perkins Career and Technical Education Act of 2006, strategies should be developed around the following themes:

- Creating and supporting learning communities and other similar strategies that integrate instruction, counseling, academic support, and work experience. (addressing Perkins Act, Section 135 (b) Required Uses #s 1, 3, 4, and 5)
- Developing articulated Programs of Study with a technology component. Articulation may involve other post-secondary campuses, secondary institutions, or business and industry. (addressing Perkins Act, Section 135 (b) Required Uses #s 2, 4, and 7)
- Developing and implementing a program review model that ensures consistency of data elements and data definitions across the system. (addressing Perkins Act, Section 135 (b) Required Use # 6)
- Supporting initiatives that provide better data on special populations and ensuring follow-up with the identified students to provide them the career counseling (especially in high skill, high wage, and/or high demand fields) and other support services they need. (addressing Perkins Act, Section 135 (b) Required Uses #s 6 and 9)

As a consortium, the UHCC meet the “sufficient size, scope, and quality requirement” (Perkins Act, Section 135 (b) Required Use # 8).

The UHCC will also pursue system-wide projects that are designed to address the core indicators where the UHCC has fallen short of its performance goals.

Intervention strategies should include counseling and general education support activities that are integral to the success of any program. As appropriate, proposals should include data and outcomes of similar or related strategies from the previous year(s) and an explanation of how the current proposal adds to or is different from those strategies.

The rationale should clearly outline **how** the planned intervention strategies will affect the
performance indicators. It should include data on student needs, student impact (number served last year and anticipated number to be served in current year), and effectiveness experience; and an explanation of why the selected strategy is most appropriate for addressing the under-performing indicator.

A budget is required for each strategy. The budget should include general categories of planned expenditures in the area of personnel, equipment, supplies and services. All expenditures should be supported in the narrative of the plan. Personnel expenditures should include the calculations of salary/hourly wage, FTE/planned hours of work, and fringe percentage. A format for the budget is provided in the attachment.

Budget Summary

A summarized budget should be included with the plan. This budget should be a roll-up of the budgets of all of the strategy budgets.

Processing Budget Changes after the Plan is Submitted

Substantial changes to approved plans should be submitted to the Principal Investigator for review and approval. In general, the following would constitute substantial changes:

- budget changes between categories, or changes within categories that might affect the expected outcomes
- expenditures not on original budget
- expenditures that exceed activity levels in original plan

Completion Reports

The University of Hawai‘i Community Colleges (UHCC) System is required to submit an annual report to the State Director for Career and Technical Education. This report is typically due in early December. To assist in the completion of the UHCC’s annual report, each college shall submit completion reports for the projects undertaken in the previous fiscal year by September 15, 2008. A format for the completion reports is attached.

Note: When preparing the completion reports, colleges should refer to their original strategy worksheet(s) that outlines the effectiveness measures they identified for each strategy.
Perkins IV Intervention Strategy Worksheet
(revised February 2007)
Strategy # _____
Fiscal Year 2007-2008

College: _________________________________________

(Descriptive) Strategy Title: _________________________________________

Amount Requested: ______________

Identified problem area, and reason for selection: (Typically 1-2 sentences)

Brief Strategy Description: (Typically no more than one paragraph)

<table>
<thead>
<tr>
<th>Strategy Themes</th>
<th>(check at least one)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Creating and supporting learning communities and other similar strategies that integrate instruction, counseling, academic support, and work experience. (addressing Perkins Act, Section 135 (b) Required Uses #s 1, 3, 4, and 5)</td>
<td></td>
</tr>
<tr>
<td>Developing articulated Programs of Study with a technology component. Articulation may involve other post-secondary campuses, secondary institutions, or business and industry. (addressing Perkins Act, Section 135 (b) Required Uses #s 2, 4, and 7)</td>
<td></td>
</tr>
<tr>
<td>Developing and implementing a program review model that ensures consistency of data elements and data definitions across the system. (addressing Perkins Act, Section 135 (b) Required Use # 6)</td>
<td></td>
</tr>
<tr>
<td>Supporting initiatives that provide better data on special populations and ensuring follow-up with the identified students to provide them the career counseling (especially in high skill, high wage, and/or high demand fields) and other support services they need. (addressing Perkins Act, Section 135 (b) Required Uses #s 6 and 9)</td>
<td></td>
</tr>
</tbody>
</table>
Effectiveness Measures: (Indicate the numerical outcomes projected from the implementation of the strategy. Where appropriate, indicate the effectiveness measures that will be reported after year one.)

Rationale: (If this strategy is a continuation of a current strategy, indicate rationale for continuance. Include supporting data i.e. effectiveness measures. Strategies will not be considered for continued funding unless supporting data and rationale demonstrate impact effectiveness.)
### Budget Summary

(Insert or delete rows as needed.)

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
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<tbody>
<tr>
<td></td>
<td>Total</td>
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<tr>
<td>A</td>
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<tr>
<td>PERSONNEL</td>
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<tr>
<td>(Indicate fringe* percentage and cost as a separate line item)</td>
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<td>A-L</td>
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<td>A-O</td>
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</tbody>
</table>

**TOTAL PERSONNEL SERVICES**

| B                 |        |     |     |     |     |
| OTHER CURRENT EXPENSES |        |     |     |     |     |
| (List by Object Symbol and Description) |     |     |     |     |     |

**TOTAL OTHER CURRENT EXPENSES**

| C                 |        |     |     |     |     |
| EQUIPMENT         |        |     |     |     |     |
| (Itemize)         |        |     |     |     |     |

**TOTAL EQUIPMENT**

| M                 |        |     |     |     |     |
| MOTOR VEHICLES    |        |     |     |     |     |

**TOTAL OPERATING COSTS**

* 2006 Fringe Benefits Rates  (updated 12/22/06)

- Faculty: 39.19%
- Staff: 36.94%
- Casual Hire: 2.53%
- Student: 1.08%
- Overload: 2.53%
CARL D. PERKINS CAREER AND TECHNICAL
EDUCATION ACT OF 2006

RECIPIENT ASSURANCES

Upon receipt of a Perkins award, I assure that:

1) The campus has submitted an Achieving Standards annual plan and Achieving Standards strategies, a Program Improvement plan and project proposals, and/or Leadership proposals that comply with the applicable requirements of the Perkins Act and the University of Hawai‘i Vocational Education State Plan. The campus also understands that these and all other pertinent documents relating to the receipt of Carl D. Perkins funds are subject to a financial audit of funds received under the Act and may be included as part of an audit of other Federal or State programs. The requirements of the campus plans are listed in the Achieving Standards guidelines. The requirements of the Achieving Standards strategies, and the Program Improvement and Leadership proposals are contained in their respective guidelines documents.

2) None of the funds expended will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interest of the purchasing entity, the employee of the purchasing entity, or any affiliate of such an organization.

3) The campus will collect and maintain in the UH student information system (Banner) complete, accurate, and timely special populations data using the definitions established by the University of Hawai‘i Community Colleges.

4) The campus will conduct an annual assessment of all of its degree and certificate programs using the Program Health Indicators model and submit a copy of those assessments to the Associate Vice President for Academic Affairs, CC by April 15 or the system deadline, whichever is earlier.

5) The campus will submit a completion report for each Achieving Standards, Program Improvement, or Leadership project funded with Carl D. Perkins monies. The report shall include: (a) a brief summary of activities completed, (b) results of the activities and (c) the impact of the activities, and (d) an expenditure report. The report is due to the Associate Vice President for Academic Affairs by September 1.

6) Chancellors may amend Achieving Standards budgets provided such changes (a) do not exceed 1% of the campus’ total Achieving Standards budgets and (b) are made within the designated budget categories (i.e., salary to salary, equipment to equipment, supplies to supplies). All changes must be highlighted in the project completion reports.

NAME OF COLLEGE: _______________________________________________

NAME OF CHANCELLOR (Print): ___________________________________________________________________

SIGNATURE: ___________________________ DATE: ________________
Completion Report Form for Achieving Standards, Program Improvement, and Leadership Strategies and Projects

One report should be completed for each strategy or project.

A. Campus ________________________________

B. Strategy/Project Funding (check one)
   - Achieving Standards Strategy
   - Program Improvement Project
   - Leadership Project

C. Strategy/Project Description (short description, from approved proposal)

D. Activities Planned/Completed (Extract from proposal)

<table>
<thead>
<tr>
<th>Activities Planned (abbreviated)</th>
<th>Completed?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

If some activities in the plan were not completed, the campus should provide a brief explanation of why (e.g., after x recruitments a qualified counselor could not be found, delays in hiring, delays in purchasing, major personnel changes on campus, etc.)

E. Performance Indicators Addressed, Effectiveness Measures, and Expected Outcomes (Be sure to include all “effectiveness measures” that were identified in the approved proposal)

<table>
<thead>
<tr>
<th>Performance Indicators, Effectiveness Measures, Expected Outcomes</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

If the results were less than expected or something other than expected, the campus should provide a brief statement as to why the results did not match the anticipated outcomes (e.g., the faculty member who was intended to lead the project was reassigned to x, a key piece of equipment or software is no longer available, not enough students opted to utilize the service/program, etc.)
F. Impact (qualitative and quantitative)
   e.g. A ___% increase (from # to #) in students that passed x.
   A ___% increase in students used a particular service (from x to y).
   A decrease in the number of students who dropped out of x.
   A decrease in the number of complaints re: …. (from x/sem to y/sem)
   More comments from students about their satisfaction with ….

G. Expenditure Report  (Suggestion: use original budget spreadsheet and add a column to show actual expenses and total). Be sure to highlight or notate changes from original budget plan.

<table>
<thead>
<tr>
<th></th>
<th>Amount Budgeted</th>
<th>Amount Expended</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Personnel</td>
<td></td>
<td></td>
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<tr>
<td>(Itemization optional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Other Current Expenses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Itemization optional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Equipment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Itemization optional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
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</tbody>
</table>