Perkins IV became law on August 12, 2006. Under the law, 2007-08 was identified as the transition year, and 2008-09 as the first year of implementation. Thus as eligible recipients of Perkins funds, in the coming year the University of Hawai‘i Community Colleges must fully address the goals of the Career and Technical Education Act of 2006 and comply with the federal and state requirements of the Act.

I. 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.”
II. Core Indicators of Performance

The new postsecondary core indicators of performance for academic year 2008-09 will be based on students with 12 or more CTE credits. The indicators are:

<table>
<thead>
<tr>
<th>Accountability Core Indicators of Performance</th>
<th>Perkins Core Indicators</th>
<th>Alignment with</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>UHCC Strategic Plan Goals</td>
</tr>
<tr>
<td>1P1: Technical Skill Attainment</td>
<td>“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”. Perkins Act of 2006, 113(b)(2)(B)(i)</td>
<td></td>
</tr>
<tr>
<td>2P1: Credential, Certificate, or Degree</td>
<td>“Student attainment of an industry-recognized credential, a certificate, or a degree”. Perkins Act of 2006, 113(b)(2)(B)(ii)</td>
<td>1.4 Transfer 2.3 Degree 2.4 Transfer 3.1 High Wage 4.1 High Wage, High Demand</td>
</tr>
<tr>
<td>3P1: Student Retention or Transfer</td>
<td>“Student retention in postsecondary education or transfer to a baccalaureate degree program”. Perkins Act of 2006, 113(b)(2)(B)(iii)</td>
<td>1.3 Degree 1.4 Transfer 2.3 Degree 2.4 Transfer</td>
</tr>
<tr>
<td>4P1: Student Placement</td>
<td>“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”. Perkins Act of 2006, 113(b)(2)(B)(iv)</td>
<td>3.2 High skill, High Wage, or Job Placement</td>
</tr>
<tr>
<td>5P1: Nontraditional Participation</td>
<td>“Student participation in career and technical education programs that lead to employment in non-traditional fields”. Perkins Act of 2006, 113(b)(2)(B)(v)</td>
<td></td>
</tr>
<tr>
<td>5P2: Nontraditional Completion</td>
<td>“Student completion of career and technical education programs that lead to employment in non-traditional fields”. Perkins Act of 2006, 113(b)(2)(B)(v)</td>
<td>1.4 Transfer 2.3 Degree 2.4 Transfer 3.1 High Wage 4.1 High Wage, High Demand</td>
</tr>
<tr>
<td>1.4 Transfer 2.3 Degree 2.4 Transfer 3.1 High Wage 4.1 High Wage, High Demand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.3 Degree 2.4 Transfer 3.1 High Wage 4.1 High Wage, High Demand</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Accountability Core Indicators of Performance

(*2008-09 Performance Definitions and Goals are currently being negotiated)

<table>
<thead>
<tr>
<th>Perkins Core Indicators</th>
<th>Measurement Definition</th>
<th>Performance Goals for 2008-09*</th>
</tr>
</thead>
</table>
| 1P1: Technical Skill Attainment | **Numerator:** Number of concentrators who have a cumulative GPA $\geq 2.00$ in Career and Technical Education courses and who have stopped program participation in the year reported.  
**Denominator:** Number of concentrators who have stopped program participation in the year reported. | 90.00 |
| 2P1: Credential, Certificate, or Degree | **Numerator:** Number of concentrators who received a degree or certificate in a Career and Technical Education program and who have stopped program participation in the year reported.  
**Denominator:** Number of concentrators who have stopped program participation in the year reported. | 44.00 |
| 3P1: Student Retention or Transfer | **Numerator:** Number of concentrators in the year reported who have not completed a program and who continue postsecondary enrollment or who have transferred to a baccalaureate degree program.  
**Denominator:** Number of concentrators in the year reported who have not completed a program. | 55.00 |
| 4P1: Student Placement | **Numerator:** Number of concentrators in the year reported (previous Perkins year) who have stopped program participation and who are placed or retained in employment, military service, or an apprenticeship program within UI quarter following program completion.  
**Denominator:** Number of concentrators in the year reported (previous Perkins year) who have stopped program participation | 50.00 |
| 5P1: Nontraditional Participation | **Numerator:** Number of participants from underrepresented groups who participated in a program that leads to employment in nontraditional fields during the reporting year.  
**Denominator:** Number of participants who participated in a program that leads to employment in nontraditional fields during the reporting year. | 15.60 |
| 5P2: Nontraditional Completion | **Numerator:** Number of concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.  
**Denominator:** Number of concentrators who completed a program that leads to employment in nontraditional fields during the reporting year. | 15.25 |

*The UHCC is working 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)*

### III. Perkins IV College Plans
To be considered for funding, participating colleges must submit a plan along with proposed activities/strategies that support the plan. The college plans are due **Friday, April 18, 2008**, and 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).

- Previous years' data on the college's and programs' performance on core indicators of performance relative to the pre-established goal levels. **Be sure to Include data on the performance of special populations. And when proposed 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 core indicators and a brief statement of how the college plans to address the needs of under-performing programs and/or special populations.

- A summarized budget, i.e., a roll-up of the budgets of all of the strategies.

### IV. Perkins IV Intervention Strategies

To meet the requirements of the Carl D. Perkins Career and Technical Education Act of 2006, strategies should be developed around the core indicators outlined on page 2 of this document. A list of required and permissive uses of funds is included in the Appendix. **Priority will be given to those strategies that address multiple goals from multiple initiatives the Perkins core indicators and other UHCC goals (e.g., UHCC Strategic Plan, Achieving the Dream, etc.), or a college’s specific area(s) of weakness.**

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 described and supported in the narrative of the proposal. 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.

### V. 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
VI. Non Expenditure of Funds

All funds must be expended by the June 30, the end of the program year. During mid-Spring of the program year colleges may be asked to return funds not likely to be spent by June 30. Be sure to inform your college's CTE-Perkins Dean if there are unusual circumstances as to why large amounts of an award have not been spent.

VII. Completion Reports

The University of Hawaiʻi 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.

Failure to file the completion reports on time may jeopardize approval of the College’s future grant proposals.
APPENDIX

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 22(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.
Perkins IV Intervention Strategy Proposal Form  
(revised January 2008)  
**Strategy # _____**  
Program Year 2008-2009

1. College:  

2. (Descriptive) Strategy Title:  

3. Amount Requested:  

4. 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.

5. **Brief Strategy Description:** (Typically no more than one or two paragraphs)
### Perkins Core Indicators

<table>
<thead>
<tr>
<th>Perkins Core Indicators</th>
<th>UHCC Strategic Plan Goals</th>
<th>Achieving the Dream Goals</th>
<th>Check ☑ Indicators/Goals being addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1P1: Technical Skill Attainment</td>
<td>Goal 3: Course completion</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2P1: Credential, Certificate, or Degree</td>
<td>1.4 Transfer 2.3 Degree 2.4 Transfer 3.1 High Wage 4.1 High Wage, High Demand</td>
<td>Goal 5: Native Hawaiians in CTE programs</td>
<td></td>
</tr>
<tr>
<td>3P1: Student Retention or Transfer</td>
<td>1.3 Degree 1.4 Transfer 2.3 Degree 2.4 Transfer</td>
<td>Goal 4: Persistence</td>
<td></td>
</tr>
<tr>
<td>4P1: Student Placement</td>
<td>3.2 High skill, High Wage, or Job Placement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5P1: Nontraditional Participation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5P2: Nontraditional Completion</td>
<td>1.4 Transfer 2.3 Degree 2.4 Transfer 3.1 High Wage 4.1 High Wage, High Demand</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 6. Planned Activities:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Month(s) the Activity will take place</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

#### 7. Effectiveness Measures:

(Refer back to the identified problem – item #4, and describe the numerical outcomes projected from the implementation of the strategy. Where appropriate, indicate the effectiveness measures that will be reported after year one, year two, etc.)
8. Rationale: (If this strategy is a continuation of a current strategy, indicate rationale for
continuance. 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. Strategies will not be considered for continued funding unless
supporting data and rationale demonstrate impact effectiveness.)

9. Budget Summary  (Insert or delete rows as needed.)

<table>
<thead>
<tr>
<th>Description</th>
<th>Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Total</td>
</tr>
<tr>
<td></td>
<td>Q1</td>
</tr>
<tr>
<td></td>
<td>Q2</td>
</tr>
<tr>
<td></td>
<td>Q3</td>
</tr>
<tr>
<td></td>
<td>Q4</td>
</tr>
</tbody>
</table>

A  PERSONNEL
(Indicate fringe* percentage and cost as a separate line item)

A-L

A-1

A-O

TOTAL PERSONNEL SERVICES

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

TOTAL OTHER CURRENT EXPENSES

C  EQUIPMENT (Itemize)

TOTAL EQUIPMENT
<table>
<thead>
<tr>
<th>M</th>
<th>MOTOR VEHICLES</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>TOTAL OPERATING COSTS</td>
</tr>
</tbody>
</table>

*Fringe Benefits Rates (as of June 19, 2007)*

- Faculty: 38.26%
- Staff: 38.26%
- Casual Hire: 1.57%
- Student: 0.12%
- Overload: 1.57%
# Checklist/Rating Form for Intervention Strategies

(Complete and submit one form for each strategy)

(To be completed by college-level reviewers – either the chair of the program from where the proposal was initiated, the CTE–Perkins Dean, or other appropriate administrator)

**College** ________________________________ **Program Year:** 20__ - 20____

**Strategy No.** ____  **Title** ____________________________________________

<table>
<thead>
<tr>
<th>Y or N</th>
<th>Comments</th>
</tr>
</thead>
</table>

## 1. Identified Problem Area, and Reason for Selection:

a) Is the identified problem clearly stated?

b) Is the problem supported by the data?

c) Does the reason for selecting the problem make sense?

d) Does the problem address one of the core indicators? *

## 2. Strategy Description:

a) Does the strategy (as described) address the problem?

b) Does the strategy address one of the core indicators? *

## 3. Planned Activities:

a) Are the planned activities consistent with the strategy?

b) Are they doable in the time frame provided?

## 4. Effectiveness Measures:

a) Do the effectiveness measures address the stated problem?

b) Are the effectiveness measures consistent with the described strategy?

c) Are the effectiveness measures measurable? Do they answer the questions: how much? how soon?

## 5. Rationale for Continued Funding

a) As appropriate, does the Rationale for continued funding adequately support the strategy? (If this is not the first year of this strategy, does the college indicate how many years it has been funded, how successful it has been thus far, and how many more years they plan to ask for funding?)

## 6. Budget

a) Does the budget make sense relative to the description of the strategy?

b) Are all budgeted items adequately addressed/explained in the proposal?

## 7. Completeness of Proposal

a) Is the proposal complete?

**Overall Comments**

*If the answer to any question above is “no”, the strategy should be rejected or rewritten.*
CARL D. PERKINS VOCATIONAL AND TECHNICAL
EDUCATION ACT OF 1998

RECIPIENT ASSURANCES

Upon receipt of an Achieving Standards, Program Improvement, or Leadership 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 Career and Technical 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 Title I guidelines.

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 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 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 Community Colleges, Academic Affairs by September 15, 2008.

6) Chancellors may amend project 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)
   □ Title I (formerly Achieving Standards) Strategy
   □ Innovation or Program Improvement Project
   □ Leadership Project

C. Strategy Title  __________________________________________

D. Project Description  (from approved proposal, abbreviated)

E. Activities Planned/Completed  (Extract activities from proposal. Add/Delete lines as necessary)

<table>
<thead>
<tr>
<th>Activities Planned (abbreviated)</th>
<th>Completed?</th>
</tr>
</thead>
<tbody>
<tr>
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</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, etc.)

F. Performance Indicators Addressed, Effectiveness Measures, and Expected Outcomes  (Extract from proposal)

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

If the results were less than expected or something other than expected, e.g., a key piece of equipment or software is no longer available, not enough students opted to utilize the service/program, etc.)
G. 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 …. 

H. 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>
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<td></td>
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<td></td>
<td>(Itemization optional)</td>
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<tr>
<td>B. Other Current Expenses</td>
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<td></td>
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<tr>
<td></td>
<td>(Itemization optional)</td>
<td></td>
</tr>
<tr>
<td>C. Equipment</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>(Itemization optional)</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
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</tbody>
</table>