

HAWAI'I

14

CAREER AND TECHNICAL EDUCATION  
**ANNUAL REPORT**





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# INTRODUCTION

The State of Hawai'i is required by the Carl D. Perkins Act of 2006 to report annually on its management of federal Career and Technical Education (CTE) funds. The legislation requires that the funds provided to the State be used for the development, implementation, and expansion of high quality CTE programs for the State's secondary and postsecondary students. For the period of this report, July 1, 2013 through June 30, 2014, Hawai'i complied with all criteria for use of Perkins funds. All eight federal performance indicators required at the secondary level were met. All but one of the six federal performance indicators required at the postsecondary level were met.

This report is divided into four sections. The first section provides a picture of the State's total outlay of funding for CTE and some significant indicators that demonstrate the State's successes over a three-year period.

Perkins funding is essentially divided into two major categories, the Basic Grant and Leadership. Each has a list of required and permissive uses of the funds. Section II, Part 1 addresses the use of Basic Grant funds. These funds, which account for 85% of the State's award, are divided equally between the Hawai'i State Department of Education (HIDOE) and the University of Hawai'i Community Colleges System (UHCCS). This section presents the Basic Grant Annual Plans as submitted by the HIDOE and the UHCCS. The outcomes of the activities proposed in these plans are described in the last column of each Basic Grant Annual Plan.

Part 2 of Section II includes a report of the UHCCS' and HIDOE's results for the required Perkins Basic Grant performance indicators over a three-year period. Performance goals for each of the indicators are negotiated on an annual basis between the Office of Career, Technical, and Adult Education (OCTAE) and the Office of the State Director for Career and Technical Education (OSDCTE) with input from UHCCS and HIDOE.

Section III presents the results of the State's use of Leadership funds for the reporting year. Approximately 10% of the States Perkins Grant award, Leadership funds are allocated among HIDOE, UHCCS, OSDCTE, and the Department of Public Safety to carry out required and permissive statewide CTE initiatives.

Section IV, the appendix, contains the official Consolidated Annual Report as submitted to OCTAE and includes Financial Status Report Forms, Student Enrollment Forms, and Student Accountability Forms.





# SECTION I

This section provides a picture of the State's total outlay of funding for CTE and some significant indicators that demonstrate the State's successes over a three-year period.



# A SNAPSHOT OF CTE IN HAWAII

OCTAE's Consolidated Annual Reporting (CAR) Year	2012	2013	2014
<b>FUNDING</b>			
Perkins Grant Amount - Hawaii	\$6,121,450	\$5,519,365	\$5,523,624
State Funding for CTE	\$46,856,964	\$46,811,854	\$45,459,406
TOTAL State and Federal CTE Funding	\$52,978,414	\$52,331,219	\$50,983,030
<b>STUDENT PARTICIPATION</b>			
<b>Participants*</b>			
Secondary	27,852	27,733	27,017
Postsecondary	10,072	9,970	9,714
Total Number of Participants	37,924	37,703	36,731
<b>Concentrators**</b>			
Secondary	2,778	3,777	4,365
Postsecondary	6,702	6,603	6,918
Total Number of Concentrators	9,480	10,380	11,283
<b>CTE DEGREES, CERTIFICATES, AND DIPLOMAS</b>			
<b>Secondary</b>			
Concentrators Earning a Diploma	2,618 (94%)	3,560 (94%)	4,299 (98%)
<b>Postsecondary</b>			
Concentrators Earning a CTE Degree or Certificate	1,358 (20%)	1,494 (23%)	1,594 (23%)
<b>PLACEMENT</b>			
<b>Secondary</b>			
***Concentrators Who Enrolled in Postsecondary Education	1,300	1,711	2,056
<b>Postsecondary</b>			
Concentrators (from previous reporting year) Placed in Employment, Military, or Apprenticeship Program	1,892	1,948	1,468

## \*Participants

Secondary Participant: A secondary student who has earned one or more credits in any career and technical education program area.

Postsecondary Participant: A postsecondary student in a declared career and technical (CTE) program who has completed at least one credit or the equivalent in a CTE program.

## \*\*Concentrators

Secondary Concentrator: A 12<sup>th</sup> grade student who has completed the requirements for her/his selected State Certificated Career and Technical Education Program of Study. A Program of Study includes at least two Carnegie units in the proper sequence in a single career pathway program area plus one required academic course.

Postsecondary Concentrator: A postsecondary student in a declared career and technical education (CTE) program who has completed at least twelve credits or the equivalent in a CTE program.

\*\*\*Data are limited to students who were identified through the National Clearinghouse Database



## SECTION II : BASIC GRANT

### PART 1: ANNUAL PLANS

The Carl D. Perkins Act of 2006 stipulates that 85% of the State's annual award must be used for specified Basic Grant required and permissive activities. The funds are divided equally between the Hawai'i Department of Education (HIDOE) and the University of Hawai'i Community Colleges System (UHCCS).

This section of the report includes the Basic Grant Annual Plans as submitted by the HIDOE and UHCCS. The outcomes of the activities are described in the last column of each Basic Grant Annual Plan. These plans present a comprehensive picture of the federally funded CTE activities conducted by the two agencies.

# UNIVERSITY OF HAWAI'I COMMUNITY COLLEGES SYSTEM (UHCCS)

## **PURPOSE:**

These funds are made available to eligible recipients (Hawai'i Department of Education and the University of Hawai'i Community College System) desiring assistance under the Carl D. Perkins Career and Technical Education Improvement Act of 2006 and are for the purpose of improving career and technical education programs designed to

1. meet or exceed the State-adjusted levels of performance as described in Section 113
2. enhance Hawai'i's Career Pathway system
3. implement programs of study

Complete the section: Required Uses of Funds.

**NOTE:** It is not necessary to complete the section on Permissive Uses of Funds. Only when the required uses have been addressed, may the agency consider permissive uses.

Required Uses of Funds [Sec. 135(b) of the Perkins Act]	Proposed Activity	Purpose Addressed (1, 2, or 3) as listed under "purpose"
1. Strengthen the academic, career and technical skills of students participating in career and technical education programs by strengthening the academic, and career and technical 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 the core academic subjects and career and technical education subjects;	The CTE programs in the UHCC system will strengthen the academic career and technical skills of the students through the alignment of programs with external accreditation standards such as NATEF and ACF. The UHCC system will continue to review CTE program curricula and consult with industry to ensure programs address employers' needs and align to their standards. Local colleges will continue to create credit and non-credit programs that meet workforce and community needs and target unemployed and underemployed adults.	1,2
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);	Horizontal articulation in CTE programs such as Accounting, Agriculture, Auto Mechanics Technology, Hospitality and Tourism, and Information Technology are among the on-going projects. The horizontal articulation agreements will then serve as the bases for development of dual credit articulation in career and technical programs of study.	1,2 3

<p><b>Rationale: Use core indicator performance data as well as any other appropriate data to substantiate the need for the proposed activity and describe how the proposed activity supports the required uses of funds and purpose.</b></p>	<p><b>Expected Outcomes (evidence that the activities support the required uses of funds and purpose)</b></p>	<p><b>Actual Outcomes</b></p>
<p>The activities address Section 135 (b) Required Uses of Funds item (1) by strengthening the career and technical education components. Providing students with academic skills that allow them to enter community college degree programs with no more than one semester of developmental education, reducing the number of semesters needed to complete a degree or certificate program. The UHCC system 2011-12 performance on Perkins indicator 1P1 was 92.56%, exceeding its goal of 9%.</p>	<p>Continue meeting or exceeding UHCC 2013-14 performance goal.</p> <p><b>Goal</b> 1P1 = 91.00%.</p>	<p><b>UHCC</b> 1P1 = 91.91% (exceeded)</p>
<p>The activities address Section 135 (b) Required Uses of Funds item (2) by: aligning postsecondary courses across the UH system to ensure seamless articulation between postsecondary institutions; and to develop the assessments and procedures to ensure all Hawai'i students are afforded the opportunity to receive articulated credit from the UH system colleges offering the articulated course.</p>	<p><b>GOAL</b> Dual Credit Articulated Program of Study Agreements.</p>	<p><b>UHCC</b> ACC: Horizontal articulation completed September 2014. Articulation agreement being drafted.</p> <p>AG: Horizontal articulation in progress.</p> <p>AMT: Horizontal articulation completed October 2014. Articulation agreement is pending approval and signatures.</p>

3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;	Students will understand all aspects of an industry such as the culinary field through their classroom experience which ties classroom student learning outcomes (SLOs) to accreditation standards which are linked to industry expectations.	1,2
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 state-of-the-art 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;	CTE faculty will be provided professional development opportunities to ensure currency (knowledge and implementation) in technology and distance learning. STEM-related initiatives will continue to be supported via distance and other technologies in such programs as Nursing, Automotive Technologies, and Electronics. Faculty members will continue to be trained in the use of using educational technology resources to identify, design, deliver and evaluate instructional effectiveness. Internships, externships, and practicum experiences will enable more students to take advantage of meaningful workplace experiences.	1,2
5. Provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, career guidance and academic counselors who are involved in integrated career and technical education programs, including (A) in-service and pre-service training on effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent	Faculty members will be provided opportunities through such activities as the Great Teachers seminars to collaborate with peers, HI DOE teachers, and industry representatives to develop curricula that integrate STEM and writing with their CTE content. Activities will also include providing training for faculty, staff, and administrators in such areas as: (a) integrated academics; (b) best practices in teaching, learning, and assessment; (c) industry and workplace needs; (d) advancements in technology that affect learning and assessment; and value of certificates. Faculty members will continue to attend professional meetings/conferences to	1,2



		<p>HOST: Horizontal articulation being updated.</p> <p>IT: Horizontal articulation completed October 2014. Articulation agreement is pending approval and signatures.</p>
<p>The activities address Section 135 (b) Required Uses of Funds item (3) by: providing students with access to different careers. The UHCC system's 2011-12 performance on indicator 4P1 was 66.29%, exceeding its goal of 60.00%.</p>	<p>Continue meeting or exceeding UHCC 2013-14 performance goal.</p> <p><b>GOAL</b> 4P1 = 68.92%</p>	<p><b>UHCC</b> 4P1 = 50.83% (did not meet) A Program Improvement plan to address the 4P1 shortfall was submitted to the State Director's Office. The 2015-2016 Perkins RFP will be sent to the campuses with a strong recommendation to submit proposals that address Perkins Indicator 4P1. Those proposals will be given high priority considerations. Also, each Campus Plan will need to include emphasis on strategies that address how they will improve 4P1.</p>
<p>The activities address Section 135 (b) Required Uses of Funds item (4) by making courses available to more students through online methods will enable students to meet career goals. Also using online methods will provide students with needed academic skills that will enable them to be successful in challenging STEM careers. In 2011-12 the UHCC system exceeded its goals on all performance indicators, except for 2P1.</p>	<p>Continue meeting or exceeding UHCC 2013-14 performance goals.</p> <p><b>GOAL</b> 1P1 = 91.00% 2P1 = 47.00% 3P1 = 75.21%</p>	<p><b>UHCC</b> 1P1 = 91.91% (exceeded) 2P1 = 51.77% (exceeded) 3P1 = 83.63% (exceeded)</p>
<p>The activities address Section 135 (b) Required Uses of Funds item (5) by: providing relevant training opportunities through system-coordinated training that is open to all UHCC faculty, staff, and administrators, joint secondary and postsecondary workshops, and national and regional conferences and training programs. In 2011-12 the UHCC system exceeded all its goals on all performance indicators, except for 2P1.</p>	<p>Continue meeting or exceeding UHCC 2013-14 performance goals.</p> <p><b>GOAL</b> 1P1 = 91.00% 2P1 = 47.00% 3P1 = 75.21% 4P1 = 68.92%</p>	<p><b>UHCC</b> 1P1 = 91.91% (exceeded) 2P1 = 51.77% (exceeded) 3P1 = 83.63% (exceeded) 4P1 = 50.83% (did not meet)</p>

<p>practicable; effective teaching skills based on research that includes promising practices; effective practices to improve parental and community involvement; and effective use of scientifically based research and data to improve instruction;</p> <p>(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;</p> <p>(C) internship programs that provide business experience; and</p> <p>(D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction use and application of technology to improve instruction;</p>	<p>ensure program curricula are aligned to industry standards and students have access to state-of-the-art instructional tools.</p>	
<p>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;</p>	<p>All UHCC CTE programs are reviewed annually. Program reviews include Perkins Performance Indicators, UHCC Strategic Plan goals, Achieving the Dream goals, and individual college and program goals. Some programs must also be sure to address external accreditation or licensure requirements. In all cases, the needs of special populations are considered.</p>	<p>1,2</p>
<p>7. Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;</p>	<p>Support for external accreditation of such programs as the automotive technology program and the business program will ensure improving and modernizing of their programs. In addition, programs will continue to incorporate green and sustainability initiatives to ensure our students are well prepared to address the workplace issues they will most certainly be faced with in their career. CTE programs will continue to be supported with state-of-the-art equipment and technology. Faculty will also be: (a) pursuing the acquisition of industry-recognized equipment and software to train students, (b) seeking and obtaining external/industry accreditation for CTE programs, and modifying and adapting curricula to integrate real world expectations and requirements in instructional exercises and assignments.</p>	<p>1,2</p>

		<p>A Program Improvement plan to address the 4P1 shortfall was submitted to the State Director's Office. The 2015-2016 Perkins RFP will be sent to the campuses with a strong recommendation to submit proposals that address Perkins Indicator 4P1. Those proposals will be given high priority considerations. Also, each Campus Plan will need to include emphasis on strategies that address how they will improve 4P1.</p>
<p>The activities address Section 135 (b) Required Uses of Funds item (6) by: having the programs assessed and where appropriate external accredited, ensure high quality programs for students, increasing their employability. In 2011-12 the UHCC system exceeded all its goals on all performance indicators, except for 2P1.</p>	<p>Continue meeting or exceeding UHCC 2013-14 performance goals.</p> <p><b>GOAL</b>  1P1 = 91.00%  5P1 = 17.50%  5P2 = 16.00%</p>	<p><b>UHCC</b>  1P = 91.91% (exceeded)  5P1 = 23.90% (exceeded)  5P2 = 23.07% (exceeded)</p>
<p>The activities address Section 135 (b) Required Uses of Funds item (3) by: reaching out to industry to identify opportunities and help "market" our students will strengthen our programs. It will improve placement in poorly performing programs and raise system performance in attaining the Perkins placement goals. In 2011-12 the UHCC system exceeded all its goals on all performance indicators, except for 2P1.</p>	<p>Continue meeting or exceeding UHCC 2013-14 performance goals.</p> <p><b>GOAL</b>  1P1 = 91.00%  2P1 = 47.00%  4P1 = 68.92%</p>	<p><b>UHCC</b>  1P1 = 91.91% (exceeded)  2P1 = 51.77% (exceeded)  4P1 = 50.83% (did not meet)  A Program Improvement plan to address the 4P1 shortfall was submitted to the State Director's Office. The 2015-2016 Perkins RFP will be sent to the campuses with a strong recommendation to submit proposals that address Perkins Indicator 4P1. Those proposals will be given high priority considerations. Also, each Campus Plan will need to include emphasis on strategies that address how they will improve 4P1.</p>

<p>8. Provide services and activities that are of sufficient size, scope, and quality to be effective;</p>	<p>All seven colleges in the UH Community College system are impacted by the activities in this plan. System wide programs that provide professional development for faculty and staff in improving student learning, student assessment, workforce development, distance technology, and other areas of statewide interest will be funded. Campuses will continue collaborating on sharing resources and technologies that improve the services provided to students with disabilities.</p>	<p>1,2</p>
<p>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.</p>	<p>Projects and programs focused on serving special populations will maintain activities such as: (a) efforts to identify and assist military members, veterans, and former special population students to bring them back to college, especially if they have CTE-related prior learning experiences, which may be applied to the college credits; (b) focused counseling and academic support services that address persistence issues; and (c) providing students with disabilities the accommodations and services they need to raise retention and completion rates. Technology-assisted accommodations will be sought to prepare special populations with skills to reach the ultimate goal of ensuring student success in college, leading to certificates and/or degrees in high-demand, high skill, high wage occupations.</p>	<p>1,2</p>



<b>Permissive uses of funds [section 13(c) of the Perkins Act]</b>	<b>Proposed Activity</b>	<b>Purpose Addressed (1, 2, or 3 as listed under "purpose")</b>
<p>3. For local education and business (including small business) partnerships, including for 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; adjunct faculty arrangements for qualified industry professionals; and industry experience for teachers and faculty;</p>	<p>A Plant-food production and technology program will offer courses leading to preparation for immediate employment in the agriculture biotech industry. Students will be trained in the use of lab and farm equipment through hands on training and they will be able to participate in mentoring programs with local industry partners.</p>	<p>1,2</p>
<p>6. For mentoring and support services;</p>	<p>Mentoring will be provided support to new students in CTE programs during new student orientation and student-to-student interactive presentations to introduce non-traditional majors and careers.</p>	<p>1,2</p>
<p>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;</p>	<p>Basic programming skills will be taught to students training to be electronic technicians and computer technicians in the Electronics Technology Program, and students transferring to a baccalaureate program. Programming skills are required to transfer into the Bachelors of Engineering Technology program. At the onset of this course offering, students of the Electronics Technology AS program will be impacted, however, students in the AA program, destined for STEM careers, will likely also enroll in the course; therefore enrollment is expected to increase.</p>	<p>1,2</p>



<p>17. To support training and activities (such as mentoring and outreach) in non-traditional fields;</p>	<p>Recruitment and outreach is planned to: feature employed local males in the nursing profession to increase male recruitment into pre-nursing courses and the nursing program. A minimum of four outreach events in academic year 2013-2014 are planned, using a minimum of eight male "role models"; provide professional development opportunities for UHCC nursing faculty in teaching-learning strategies to increase male nursing student retention and program completion in all UHCC system nursing programs.</p>	<p>1,2</p>
<p>18. To provide support for training in automotive technologies;</p>	<p>A new certificate program will offer three new courses: 1) HEV I-Introduction to Hybrid and Electric Vehicle Technology; 2) HEV II-Preventive Maintenance and Repair; and 3) HEV III-Diagnostic and Repair. Specialized training in Hybrid and Electric vehicle maintenance and repair is required to meet industry needs as vehicle manufacturers comply with the goal to produce electric vehicles and address the fuel-economy and carbon-pollution standards.</p>	<p>1,2,3</p>



<p>The activities address Section 13 (c) item (17) Permissive Uses of funds by providing mentoring and outreach in non-traditional fields.</p>	<p>Continue meeting or exceeding UHCC 2013-14 performance goals.</p> <p><u>GOAL</u> 1P1 = 91.00%</p> <p>2P1 = 47.00%</p> <p>3P1 = 75.21%</p> <p>5P1 = 17.50%</p> <p>5P2 = 16.00%</p>	<p><u>UHCC</u> 1P1 = 91.91 % (exceeded)</p> <p>2P1 = 51.77% (exceeded)</p> <p>3P1 = 83.63% (exceeded)</p> <p>5P1 = 23.90% (exceeded)</p> <p>5P2 = 23.07 % (exceeded)</p>
<p>The activities address Section 13 (c) Permissive Uses of funds by: improving technical skills attainment; promoting workforce and economic development (by providing trained entry-level technician in a globally competitive field following NATEF standards); integrating academics with career and technical training by applying competency based tasks with updated technology; improving, expanding and modernizing the quality of the CTE automotive program including relevant sustainable technology.</p>	<p>Continue meeting or exceeding UHCC 2013-14 performance goals.</p> <p><u>GOAL</u> 1P1 = 91.00%</p> <p>2P1 = 47.00%</p> <p>3P1 = 75.21%</p> <p>4P1 = 68.92%</p>	<p><u>UHCC</u> 1P1 = 91.91 % (exceeded)</p> <p>2P1 = 51.77% (exceeded)</p> <p>3P1 = 83.63% (exceeded)</p> <p>4P1 = 50.83% (did not meet) A Program Improvement plan to address the 4P1 shortfall was submitted to the State Director's Office. The 2015-2016 Perkins RFP will be sent to the campuses with a strong recommendation to submit proposals that address Perkins Indicator 4P1. Those proposals will be given high priority considerations. Also, each Campus Plan will need to include emphasis on strategies that address how they will improve 4P1.</p>

# HAWAI'I STATE DEPARTMENT OF EDUCATION (HSDOE)

## **PURPOSE:**

These funds are made available to eligible recipients (Hawai'i Department of Education and the University of Hawai'i Community College System) desiring assistance under the Carl D. Perkins Career and Technical Education Improvement Act of 2006 and are for the purpose of improving career and technical education programs designed to

1. meet or exceed the State-adjusted levels of performance as described in Section 113
2. enhance Hawai'i's Career Pathway system
3. implement programs of study

Complete the section: Required Uses of Funds.

NOTE: It is not necessary to complete the section on Permissive Uses of Funds. Only when the required uses have been addressed, may the agency consider permissive uses.

Required Uses of Funds [Sec. 135(b) of the Perkins Act]	Proposed Activity	Purpose Addressed (1, 2, or 3) as listed under "purpose"
1. Strengthen the academic, career and technical skills of students participating in career and technical education programs by strengthening the academic, and career and technical 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 the core academic subjects and career and technical education subjects;	The Hawaii State Department of Education (HSDOE), along with its postsecondary and business/industry partners, will continue to develop, finalize and implement Career Pathway standards that reflect the application of rigorous academic standards, Common Core standards, technical skill standards, and industry standards. All Career Pathway standards are cross walked to and integrated with the Hawaii Content and Performance Standards III (HCPS III) and will be cross walked to and integrated with Common Core standards, industry standards and the State's General Learner Outcomes (GLOs). In addition to the development of standards, end-of-program-of-study assessments will be developed to enhance the overall Career Pathway System to support the implementation of the Career and Technical Education (CTE) Diploma Designation.	1, 2, 3
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);	The standards in each pathway are the basis to determine dual credit articulation opportunities for students. Emphasis will be placed on the expanded development of dual credit articulation opportunities for Career Pathway Programs of Study that have approved standards. As standards are developed and approved by the designated Pathway Advisory Council's (PACs), Dual Credit Articulation Program of Study (DCAPS) agreements will be established and implemented.	2, 3

Rationale: Use core indicator performance data as well as any other appropriate data to substantiate the need for the proposed activity and describe how the proposed activity supports the required uses of funds and purpose.	Expected Outcomes (evidence that the activities support the required uses of funds and purpose)	Budget (Use the categories on the attached Budget Summary)	Actual Outcomes (evidence that the activities support the required uses of funds and purpose)
<ul style="list-style-type: none"> <li>✓ 1S1--Reading Proficiency. Hawaii's performance rate for this indicator increased, however, work needs to be done to align with common core standards.</li> <li>✓ 1S2--Math Proficiency. Hawaii's performance rate for this indicator was increased but needs further gains to continue to meet targeted goals.</li> <li>✓ 2S1--Technical Skill Attainment. Hawaii is continuing to initiate the use statewide end-of-program-of-study assessments to support the development and implementation of DCAPS agreements in each Career Pathway.</li> </ul>	<ul style="list-style-type: none"> <li>∞ Cluster standards for at least six programs-of-study (at least four of which is addresses programs of study) with an alignment to common core standards.</li> <li>∞ At least six programs-of-study assessments. <ul style="list-style-type: none"> <li>• Environmental Resource Management</li> <li>• Travel Industry Management</li> <li>• Accounting</li> <li>• Engineering</li> <li>• Electronics</li> <li>• Health Informatics</li> <li>• Health Science and Nutrition</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>* Meeting Facilities</li> <li>* Salary and Fringe (Resource Teachers Program Administrator)</li> <li>* Contracts</li> <li>* Evaluation/Assessment</li> <li>* Curriculum (Standards) Development/Implementation</li> </ul>	<ul style="list-style-type: none"> <li>∞ Cluster standards for two programs of study, one of which is related to a STEM program of study) including alignment to common core standards.</li> <li>∞ Statewide programs-of-study assessments were developed for: <ul style="list-style-type: none"> <li>• Environmental Resource Management</li> <li>• Travel Industry Management</li> <li>• Hotel Operations</li> <li>• Clinical Health</li> <li>• Graphic Design</li> <li>• Explorations in Education</li> <li>• Culinary</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>✓ 2S1--Technical Skill Attainment. Hawaii is continuing to initiate the use statewide end-of-program-of-study assessments to support the development and implementation of DCAPS agreements in each Career Pathway.</li> </ul>	<ul style="list-style-type: none"> <li>∞ At least one DCAPS agreement will be completed for three pathways.</li> </ul>	<ul style="list-style-type: none"> <li>* Meeting Facilities</li> <li>* Salary and Fringe (Resource Teachers)</li> <li>* Contracts</li> <li>* Evaluation/Assessment</li> <li>* Curriculum Development/Implementation</li> <li>* Travel</li> </ul>	<ul style="list-style-type: none"> <li>∞ Two DCAPS agreements, UH West Oahu and Hawaii Pacific University, in the Business Pathway were formalized.</li> </ul>

<p>3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;</p>	<p>Expansion of state and district-level performance-based assessments (PBAs) will be the focus this year. The goal will be to expand the number of programs-of-study PBAs. PBAs are designed to provide students with strong experience in and understanding of all aspects of an industry. Work-based learning experience will be encouraged through participation in cooperative education, through senior project or capstone experiences and/or field trips.</p>	<p>2</p>
<p>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 state-of-the-art 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;</p>	<p>Technology and Science, Technology, Engineering and Math (STEM) concepts will be an integral part of the CTE programs of study needed to prepare for postsecondary employment and/or education. Schools will be able to access HSDOE and Carl D. Perkins CTE resources to allow teachers to develop, improve, or expand the use of technology in order to achieve the standards that will lead to articulated dual credits. Equipment purchases and/or professional development activities will be expected to support program-of-study development and implementation.</p> <p>The HSDOE will continue to make available distance-learning opportunities for students. Additionally, support and training for the use and implementation of current technology will be ongoing as feasible.</p> <p>The HSDOE will be looking to expanding the number of on-line tests that will be administered to facilitate career pathway programs-of-study assessment implementation. Assessments will be designed to measure attainment of technical and applied academic skills.</p>	<p>2, 3</p>
<p>5. Provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, career guidance and academic counselors who are involved in integrated career and technical education programs, including (A) in-service and preservice training on effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable; effective teaching skills based on research that includes promising practices; effective practices to improve parental and community involvement; and 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 business experience; and</p>	<p>Professional development activities will be on-going and linked to Career Pathway, DCAPS, and the HSDOE seven strategies (common core, formative instruction, response to intervention, induction mentoring, educator effectiveness system, and the academic response team) initiatives. Schools are encouraged to bring integrated teams including counselors and other school-level partners.</p> <p>Career pathway workshops, career pathway meetings, and training sessions will provide opportunities for teachers to stay current with all aspects of an industry. Teacher-learning sessions may include teacher internships and opportunities to learn from industry experts, business leaders and postsecondary partners.</p> <p>PAC members will examine ways to link businesses with education to expand internship and training opportunities for teachers and students.</p> <p>Each career pathway will provide in-service training to teachers on the latest technology and processes. HSDOE schools and CTE teachers are encouraged to seek out professional development opportunities that keep them up-to-date. As the HSDOE CTE team researches emerging and/or growth sectors within the economy, specific certifications will be identified and teachers will be encouraged to secure certification(s).</p>	<p>1, 2, 3</p>

<ul style="list-style-type: none"> <li>✓ 1S1--Reading Proficiency. Hawaii's performance rate for this indicator increased, however, work needs to be done to align with common core standards.</li> <li>✓ 1S2--Math Proficiency. Hawaii's performance rate for this indicator was increased but needs further gains to continue to meet targeted goals.</li> <li>✓ 2S1--Technical Skill Attainment. Hawaii is continuing to initiate the use statewide end-of-program-of-study assessments to support the development and implementation of DCAPS agreements in each Career Pathway.</li> <li>✓ 3S1--School Completion.</li> </ul>	<ul style="list-style-type: none"> <li>∞ At least 60% of the PBA participants will meet proficiency as measured by a state-generated rubric.</li> </ul>	<ul style="list-style-type: none"> <li>* Meeting Facilities</li> <li>* Salary and Fringe (Resource Teachers)</li> <li>* Contracts</li> <li>* Evaluation/ Assessment</li> <li>* Curriculum Development/ Implementation</li> <li>* Travel</li> </ul>	<ul style="list-style-type: none"> <li>∞ Approximately 79 percent of the PBA participants met proficiency as measured by a state-generated rubric.</li> </ul> <p>Of the students participating in the SY14 performance-based assessment, 139 were seniors completing a program of study. Of the 139 seniors, 111 met proficiency on the assessment. The proficiency rate increased from 59.46 percent to 79.86 percent.</p>
<ul style="list-style-type: none"> <li>✓ 2S1--Technical Skill Attainment. Hawaii is continuing to initiate the use statewide end-of-program-of-study assessments to support the development and implementation of DCAPS agreements in each Career Pathway.</li> </ul>	<ul style="list-style-type: none"> <li>∞ At least 50% of student participants will score a 60% or better on PBA written assessments for student performance-based assessment events.</li> <li>∞ At least 60% of CTE students taking the CTE statewide program of study course assessments will show at least a 10% improvement in proficiency based on pre- and post-test scores on CTE end-of-course written assessments measuring achievement of pathway standards and benchmarks.</li> </ul>	<ul style="list-style-type: none"> <li>* Meeting Facilities</li> <li>* Salary and Fringe (Resource Teachers)</li> <li>* Contracts</li> <li>* Evaluation/ Assessment</li> <li>* Curriculum Development/ Implementation</li> <li>* Travel</li> <li>* Equipment</li> <li>* Supplies</li> <li>* Software</li> <li>* Printing</li> <li>* Professional Services</li> </ul>	<ul style="list-style-type: none"> <li>∞ Forty-five percent of student participants scored 60% or better on PBA written cluster-level assessments for student performance-based assessment events.</li> <li>∞ Due to limitations in the online assessment system, pre- and post-tests were not administered. Participating schools either participated in pre- or post-tests but not both.</li> </ul>
<ul style="list-style-type: none"> <li>✓ 1S1--Reading Proficiency.</li> <li>✓ 1S2--Math Proficiency.</li> <li>✓ 2S1--Technical Skill Attainment.</li> <li>✓ 6S1--Non-Traditional Participation.</li> <li>✓ 6S2--Non-Traditional Completion.</li> </ul> <p>Professional development and training of teachers may include teacher internships and opportunities that will enable postsecondary and industry partners to interact with teachers to enhance secondary teachers' understanding of the skills needed for student success.</p>	<ul style="list-style-type: none"> <li>∞ At least 50% of student participants will score a 60% or better on PBA written assessments for student performance-based assessment events.</li> <li>∞ At least 60% of CTE students taking the CTE statewide program of study course assessments will show at least a 10% improvement in proficiency based on pre- and post-test scores on CTE end-of-course written assessments measuring achievement of pathway standards and benchmarks.</li> </ul>	<ul style="list-style-type: none"> <li>* Meeting Facilities</li> <li>* Salary and Fringe (Resource Teachers)</li> <li>* Contracts</li> <li>* Evaluation/ Assessment</li> <li>* Travel</li> <li>* Supplies</li> <li>* Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>∞ Forty-five percent of student participants scored 60% or better on PBA written cluster-level assessments for student performance-based assessment events.</li> <li>∞ Due to limitations in the online assessment system, pre- and post-tests were not administered. Participating schools either participated in pre- or post tests but not both.</li> </ul>

(D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction 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;	<p>Through the collaborative efforts of HSDOE and the Information Resource Management Branch (IRMB), a transcript system will be developed to document the achievement of CTE students. In addition to overall CTE program evaluations, the HSDOE CTE team will also collect dual credit program of study articulation data and information. Assessments to determine the earning of dual credit(s) will be used to evaluate the effectiveness of CTE programs of study, as well as areas of need and/or improvement. The goal for the HSDOE is to increase the number of students earning articulated dual credit(s) each year.</p> <p>Data collected through IRMB will be disaggregated according to special population groups.</p>	1, 2, 3
7. Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;	CTE programs are expected to align to the HSDOE strategic plan and the school's improvement goals and priorities and utilize the data to identify/address need areas in each school's Academic and Financial Plan (AFP) and CTE One-Year Plans. The HSDOE CTE team assists schools in the process of creating their CTE One-Year Plans. The Quality Indicators Rubric (Appendix A) is a tool developed by the HSDOE CTE team to provide a framework and guide for CTE program improvement and the implementation of dual-credit articulated programs-of-study. Through the career pathway initiative, expectations for increased and improved rigor, relevance and relationships are continually being established and implemented.	1, 2
8. Provide services and activities that are of sufficient size, scope, and quality to be effective;	The focus of the HSDOE is student achievement. As such, CTE school reform efforts are aligned with the overall efforts of the HSDOE. CTE plans and reports focus schools on providing high-quality learning environments for all CTE students. CTE programs are expected to reinforce and apply HCPS III content standards/Common Core standards, as well as, the technical skill standards that lead to a career or occupation. The district and state leadership in CTE will review all plans prior to the allocation of funds to ensure that services and activities meet the requirements for program improvement (Quadrant D learning lessons), and are also aligned to HSDOE CTE goals and the requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006.	1, 2

<ul style="list-style-type: none"> <li>✓ 5S1--Placement. Through the DCAPS initiative, Hawaii goal is to have more CTE students move on to postsecondary programs.</li> <li>✓ 6S2--Non-Traditional Completion. The expectations for non-traditional students and special population students are the same as for all CTE students.</li> </ul>	<ul style="list-style-type: none"> <li>∞ At least 80% of the students completing a program-of-study assessment will have graduated. Data from the P-20 data project is available, and may be used, in part, for placement results.</li> </ul>	<ul style="list-style-type: none"> <li>* Meeting Facilities</li> <li>* Salary and Fringe (Resource Teachers)</li> <li>* Contracts</li> <li>* Evaluation/Assessment</li> <li>* Travel</li> <li>* Supplies</li> <li>* Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>∞ Approximately 98 percent of the students completing a program-of-Study assessment were awarded a diploma.  3S1: Completion 98.49%</li> <li>∞ One hundred percent of the students located in the National Clearinghouse Database were placed in either 2-year or 4-year postsecondary institutions.  5S1: Placement 100% (Of Students Located)</li> </ul>
<ul style="list-style-type: none"> <li>✓ 1S1--Reading Proficiency.</li> <li>✓ 1S2--Math Proficiency.</li> <li>✓ 2S1--Technical Skill Attainment.</li> <li>✓ 4S1--Student Graduation Rates.</li> <li>✓ 6S1--Non-Traditional Participation.</li> </ul> <p>Through professional development and training of teachers, Hawaii is working to raise the level of rigor for CTE courses through the implementation of the career pathway standards and the program-of-study assessments. Up-to-Date will be used to facilitate the creation and implementation of curriculum, instruction and assessment that support rigor and relevance in the classroom. This should lead to increased performance against the aforementioned indicators.</p>	<ul style="list-style-type: none"> <li>∞ At least 80% of the CTE One-Year Plans from each district reflect the planned implementation of career pathway programs-of-study.</li> <li>∞ At least 80% of the activities delineated in the CTE one-year plans reflect Quadrant D-type lessons.</li> <li>∞ At least 80% of CTE One-Year Plans from each district will reflect Student Learning Objectives and Target, Method Match goals aligned to support the Educator Effectiveness system.</li> </ul>	<ul style="list-style-type: none"> <li>* Meeting Facilities</li> <li>* Salary and Fringe (Resource Teachers)</li> <li>* Contracts</li> <li>* Evaluation/Assessment</li> <li>* Travel</li> <li>* Supplies</li> <li>* Professional Development</li> <li>* Stipends</li> </ul>	<ul style="list-style-type: none"> <li>∞ At least 80% of the CTE One-Year Plans from each district reflected the planned implementation of career pathway programs of study.</li> <li>∞ At least 80% of the activities delineated in the CTE one-year plans reflected Quadrant D-type lessons.</li> <li>∞ At least 80% of CTE One-Year Plans from each district reflected Student Learning Objectives and Target, Method, Match goals aligned to support the Educator Effectiveness system.</li> </ul>
<ul style="list-style-type: none"> <li>✓ 1S1--Reading Proficiency.</li> <li>✓ 1S2--Math Proficiency.</li> <li>✓ 2S1--Technical Skill Attainment.</li> <li>✓ 3S1--School Completion.</li> <li>✓ 4S1--Student Graduation Rates.</li> <li>✓ 6S1--Non-Traditional Participation.</li> <li>✓ 6S2--Non-Traditional Completion.</li> </ul> <p>Through the allocation of Federal resources, planning and accountability requirements such as the one-year planning process, Hawaii has increased the level of rigor for CTE courses. Schools must demonstrate the implementation of career pathway standards and the program-of-study assessments. This should lead to increased performance against the aforementioned indicators.</p>	<ul style="list-style-type: none"> <li>∞ School and student participation and assessment scores for student performance-based assessments. At least 70% of the students will meet proficiency based on scoring rubrics for each performance-based assessment.</li> </ul>	<ul style="list-style-type: none"> <li>* Meeting Facilities</li> <li>* Salary and Fringe (Resource Teachers)</li> <li>* Contracts</li> <li>* Evaluation/Assessment</li> <li>* Travel</li> <li>* Supplies</li> <li>* Professional Development</li> </ul>	<ul style="list-style-type: none"> <li>∞ Student participation in Performance-Based Assessments at both the state and district levels increased in SY2014 by approximately 13 percent based on SY2013 baseline data.  *Student Participation: SY14, 337 SY13, 260</li> <li>∞ Of the students participating in the SY14 performance-based assessment, 139 were seniors completing a program of study. Of the 139 seniors, 111 met proficiency on the assessment. The proficiency rate increased from 59.46 in SY13 percent to 79.86 percent in SY14.</li> </ul>

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.	The Career Pathway system is designed to encourage all students, including special population students, to achieve rigorous academic and technical skills and knowledge. All teachers are expected to utilize rigor and relevance techniques to facilitate students' achievement of the standards. Accommodations and modifications for special population students are also an expectation of the classroom teacher. To assist in this effort, the HSDOE CTE team is continuing to collaborate with Comprehensive Student Support System personnel to strengthen services and support for special population students. CTE personnel will be encouraged to contact the state director's office to request resources, services and training to better address the needs of the non-traditional learner. All CTE teachers are expected to establish a system of analyzing data to determine CTE program strengths, limitations, and gaps in meeting the needs of special population students.	1, 2



<ul style="list-style-type: none"> <li>✓ 1S1--Reading Proficiency.</li> <li>✓ 1S2--Math Proficiency.</li> <li>✓ 2S1--Technical Skill Attainment.</li> <li>✓ 3S1--School Completion.</li> <li>✓ 4S1--Student Graduation Rates.</li> <li>✓ 6S1--Non-Traditional Participation.</li> <li>✓ 6S2--Non-Traditional Completion.</li> </ul> <p>Through the allocation of Federal resources and the planning/accountability expectations, such as the CTE One-Year Planning process, Hawaii is working to raise the level of rigor for CTE courses. Schools must demonstrate the implementation of career pathway standards and the program-of-study assessments. Schools are expected to provide accommodations and modifications to ensure the success of special population students, including the non-traditional student. All activities should lead to increased performance against the aforementioned indicators.</p>	<p>∞ School and student participation and assessment scores for student performance-based assessments. At least 70% of the students will meet proficiency based on scoring rubrics for each performance-based assessment. Special population and non-traditional students will perform at the same rate as all other students.</p>	<ul style="list-style-type: none"> <li>* Meeting Facilities</li> <li>* Salary and Fringe (Resource Teachers)</li> <li>* Contracts</li> <li>* Evaluation/Assessment</li> <li>* Curriculum Development/Implementation</li> <li>* Travel</li> <li>* Equipment</li> <li>* Supplies</li> <li>* Printing</li> <li>* Professional Development</li> </ul>	<p>∞ Of the students participating in the SY14 performance-based assessment, 139 were seniors completing a program of study. Of the 139 seniors, 111 met proficiency on the assessment. The proficiency rate increased from 59.46 in SY13 percent to 79.86 percent in SY14.</p> <p>Special population students as a group performed at approximately 11 percent lower than the overall CTE population with 68.89 percent meeting Proficiency. The sub-group of non-traditional students performed better than the overall CTE population with 81.82 percent meeting proficiency.</p>
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## SECTION II : BASIC GRANT

### PART 2 : PERFORMANCE INDICATORS

#### **Performance Indicator Longitudinal Data**

The Perkins Act requires states to report data for specified performance indicators: six for the University of Community Colleges System (UHCCS) and eight for the Hawai'i Department of Education (HIDOE). Performance goals for each of the indicators are negotiated on an annual basis between the U.S. Department of Education's Office of Career, Technical, and Adult Education and the Office of the State Director for Career and Technical Education with input from UHCCS and HIDOE.

The performance indicators measure outcomes of two categories of students for both the UHCCS and the HIDOE. These two categories are "participant" and "concentrator". The definitions for these two categories of students for the UHCCS and HIDOE are as follows:

**UHCCS Participant:** A postsecondary student in a declared career and technical (CTE) program who has completed at least one credit or the equivalent in a CTE program.

**UHCCS Concentrator:** A postsecondary student in a declared career and technical education (CTE) program who has completed at least twelve credits or the equivalent in a CTE program.

**HIDOE Participant:** A secondary student who has earned one or more credits in any career and technical education program area.

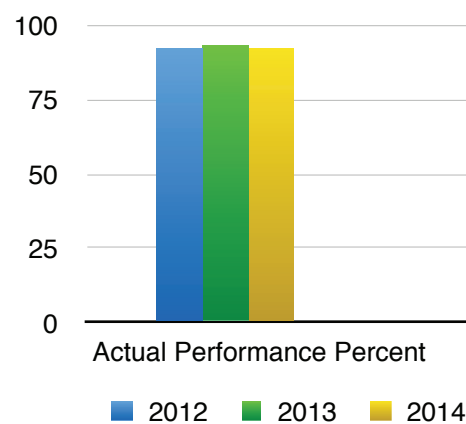
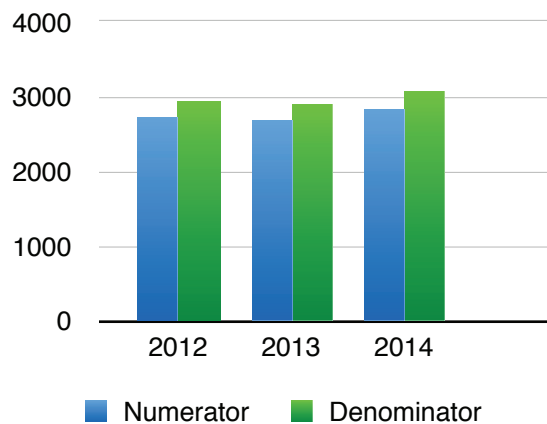
**HIDOE Concentrator:** A 12th grade student who has completed the requirements for her/his selected State Certificated Career and Technical Education Program of Study. A Program of Study includes at least two Carnegie units in the proper sequence in a single career pathway program area plus one required academic course.

The following depicts (1) the number of students in the numerator and denominator for each of the UHCCS and HIDOE required performance indicators, (2) the negotiated performance goal percentage, and (3) the actual performance percentage for each of the UHCCS and HIDOE required performance indicators over a three-year time span from program year 2012 through program year 2014.

## University of Hawai'i Community Colleges System Performance Indicators

<b>1P1: Technical Skill Attainment</b>				
<b>Numerator:</b> Number of concentrators who have a cumulative GPA > or 2.00 in CTE courses and who have stopped program participation in the year  <b>Denominator:</b> Number of concentrators who have stopped program participation in the year reported				
Program Year	Numerator Number	Denominator Number	Negotiated Performance Goal Percent	Actual Performance Percent
2012	2,699	2,916	90.00	92.56
2013	2,696	2,888	90.00	93.35
2014	2,830	3,079	91.00	91.91

- ✓ Number of students achieving a 2.00 GPA or better in CTE courses increased by 134 students from 2013 to 2014



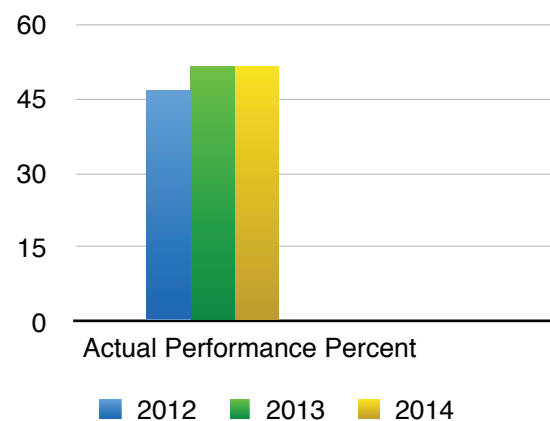
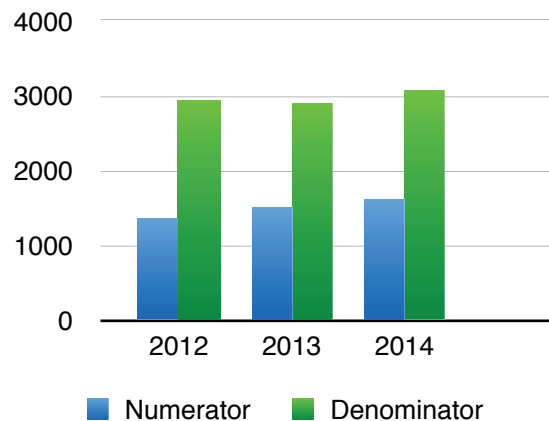
## 2P1: Credential, Certificate, or Degree

**Numerator:** Number of concentrators who received a degree or certificate in a CTE program and who have stopped program participation in the year reported

**Denominator:** Number of concentrators who have stopped program participation in the year reported

Program Year	Numerator Number	Denominator Number	Negotiated Performance Goal Percent	Actual Performance Percent
2012	1,358	2,916	50.00	46.57
2013	1,494	2,888	55.00	51.73
2014	1,594	3,079	47.00	51.77

- ✓ Number of concentrators leaving with a degree or certificate in a CTE program has increased by 236 students (17.38%) over the three-year period



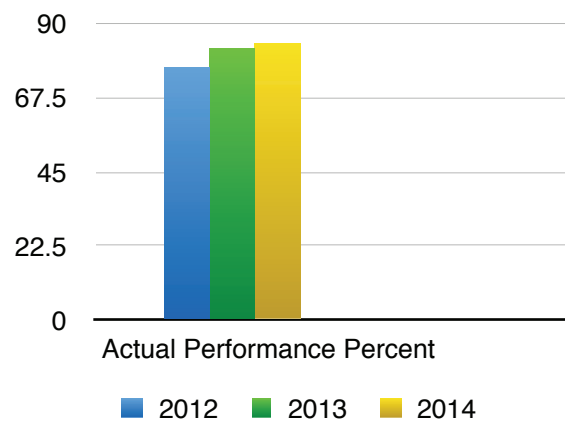
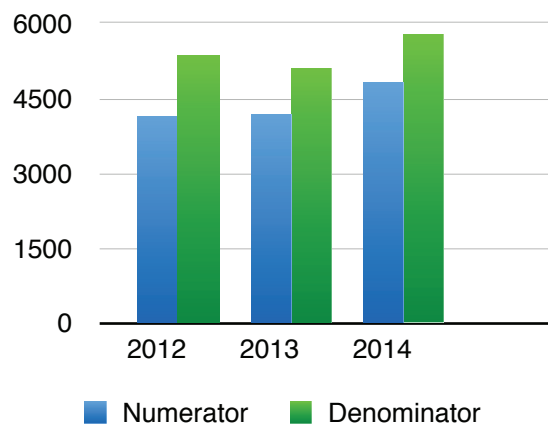
### 3P1: Student Retention or Transfer

**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

Program Year	Numerator Number	Denominator Number	Negotiated Performance Goal Percent	Actual Performance Percent
2012	4,106	5,344	74.25	76.83
2013	4,179	5,109	74.50	81.80
2014	4,822	5,766	75.21	83.63

- ✓ Actual performance percentage has increased by nearly 7 percentage points from 2012 to 2014
- ✓ Number of students who have not completed a program and who continue in postsecondary education has increased by 716 students (17.44%) over the three-year period



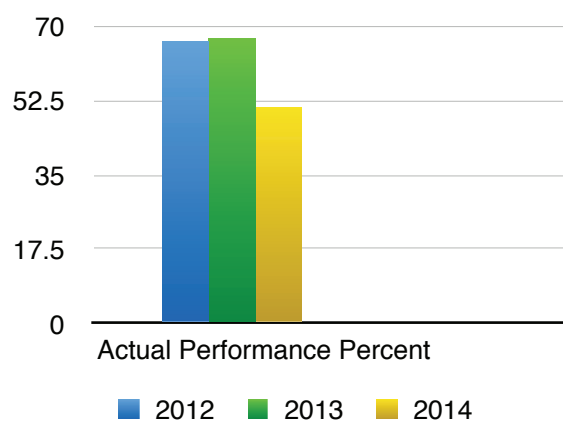
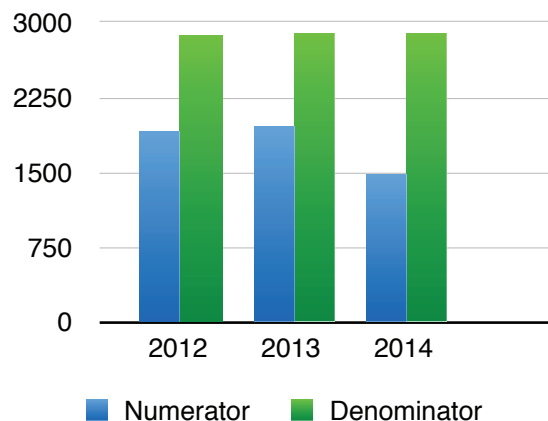
#### 4P1: Student Placement

**Numerator:** Number of concentrators in the year reported (previous Perkins year) who have stopped program 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 (previous Perkins year) who have stopped program participation

Program Year	Numerator Number	Denominator Number	Negotiated Performance Goal Percent	Actual Performance Percent
2012	1,892	2,854	60.00	66.29
2013	1,948	2,906	65.00	67.03
2014	1,468	2,888	68.92	50.83

- ✓ Section 123(a)(1) of the Carl D. Perkins Career and Technical Education Act of 2006 requires that a State that fails to meet at least 90 percent of a State negotiated performance level for any of the core indicators of performance must develop and implement a program improvement plan for each such indicator. To attain 90 percent of the negotiated performance level (68.92 percent) for 4P1, the UHCC would have had to attain actual performance of at least 62.03 percent. Because the actual performance (50.83 percent) was less than the 90 percent threshold (62.03 percent), a program improvement plan is required. The UHCCS is developing a program improvement plan for performance indicator 4P1: Student Placement for submission to the U.S. Department of Education's Office of Career, Technical, and Adult Education in compliance with guidelines provided by that office.



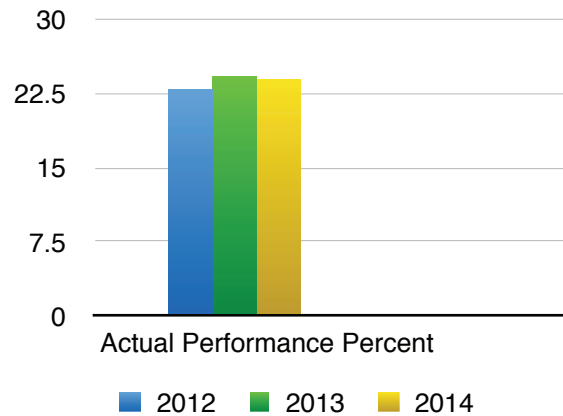
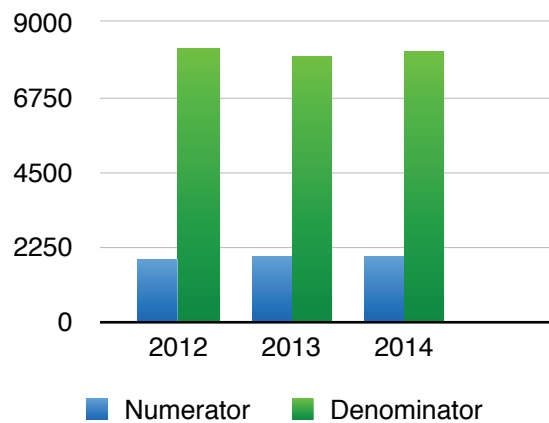
### 5P1: Nontraditional Participation

**Numerator:** Number of participants from underrepresented gender 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

Program Year	Numerator Number	Denominator Number	Negotiated Performance Goal Percent	Actual Performance Percent
2012	1,876	8,198	17.00	22.88
2013	1,919	7,934	17.25	24.19
2014	1,941	8,121	17.50	23.90

- ✓ Number of participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields increased by 65 students from 2012 to 2014.





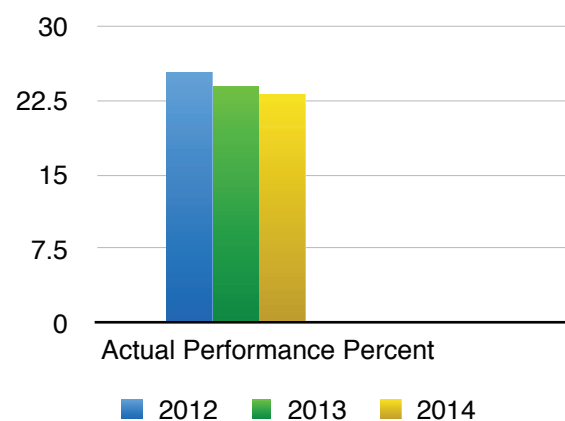
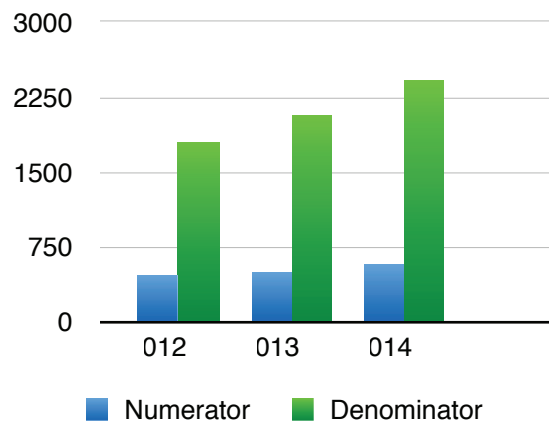
## 5P2: Nontraditional Completion

**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

Program Year	Numerator Number	Denominator Number	Negotiated Performance Goal Percent	Actual Performance Percent
2012	451	1,790	15.25	25.20
2013	493	2,067	15.50	23.85
2014	556	2,410	16.00	23.07

- ✓ Number of concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields has increased by 105 students or 23.28% from 2012 to 2014



## Hawai'i State Department of Education Performance Indicators

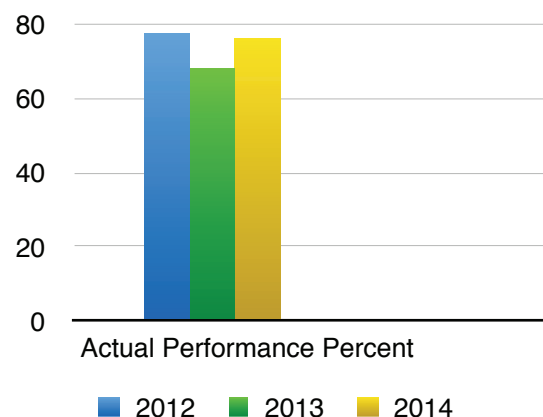
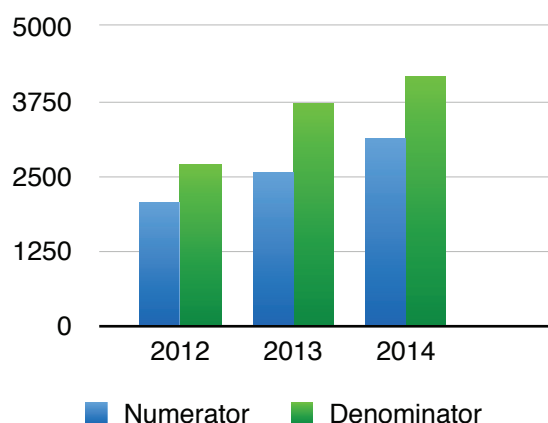
### 1S1: Academic Attainment: Reading/Language Arts

**Numerator:** Number of concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State based on the scores that were included in the State's computation of adequate yearly progress and who, in the reporting year, left secondary education

**Denominator:** Number of concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State's computation of adequately yearly progress and who, in the reporting year, left secondary education

Program Year	Numerator Number	Denominator Number	Negotiated Performance Goal Percent	Actual Performance Percent
2012	2,074	2,694	58.00	76.99
2013	2,538	3,714	72.00	68.34
2014	3,129	4,133	72.25	75.71

- ✓ Number of CTE concentrators who met proficiency or better on the Statewide high school reading/language arts assessment has increased by 1,055 (50.87%) from 2012 to 2014
- ✓ Percentage of CTE concentrators (75.71) who met proficiency or better on the Statewide high school reading/language arts assessment is 6.21 percentage points higher than the percentage of all DOE students (69.50) who met proficiency or better



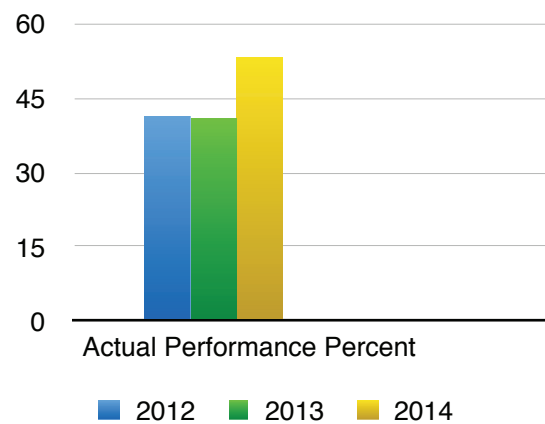
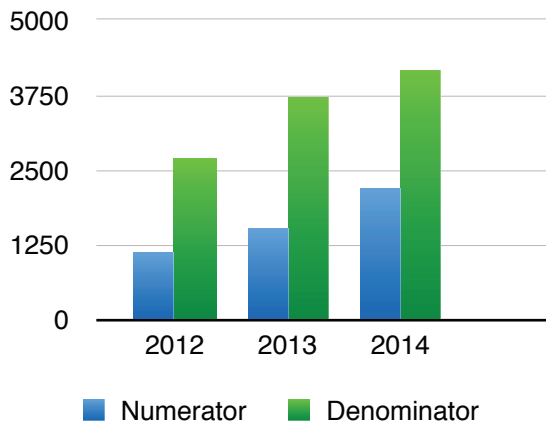
## 1S2: Academic Attainment: Mathematics

**Numerator:** Number of concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State based on the scores that were included in the State's computation of adequate yearly progress and who, in the reporting year, left secondary education

**Denominator:** Number of concentrators who took the ESEA assessments in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, have left secondary education

Program Year	Numerator Number	Denominator Number	Negotiated Performance Goal Percent	Actual Performance Percent
2012	1,113	2,693	41.80	41.33
2013	1,511	3,715	40.25	40.67
2014	2,197	4,131	41.45	53.18

- ✓ Number of CTE concentrators who met proficiency or better on the Statewide high school mathematics assessment increased by 1,084 students (97.39%) from 2012 to 2014
- ✓ Percentage of CTE concentrators (53.18) who met proficiency or better on the Statewide high school reading/language arts assessment is 8.08 percentage points higher than the percentage of all DOE students (45.10) who met proficiency or better



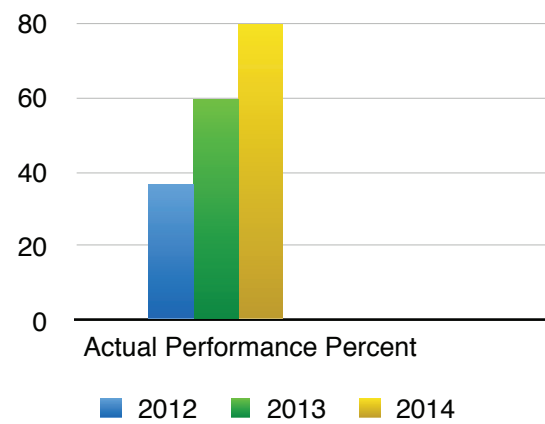
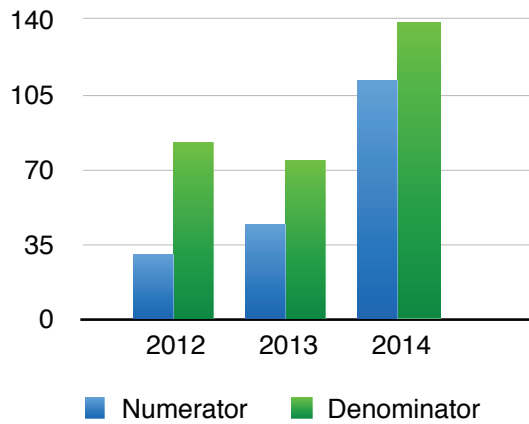
## 2S1: Technical Skill Assessment

**Numerator:** Number of concentrators who passed technical skill assessments that are aligned with industry-recognized standards

**Denominator:** Number of concentrators who took the assessments during the reporting year

Program Year	Numerator Number	Denominator Number	Negotiated Performance Goal Percent	Actual Performance Percent
2012	30	82	30.00	36.59
2013	44	74	30.50	59.46
2014	111	139	30.75	79.86

- ✓ Number of concentrators participating in the statewide technical skill assessments increased by 81 students (270%) over the three-year period
- ✓ Number of concentrators who passed technical skill assessments increased by 57 students (69.51%) from 2012 to 2014



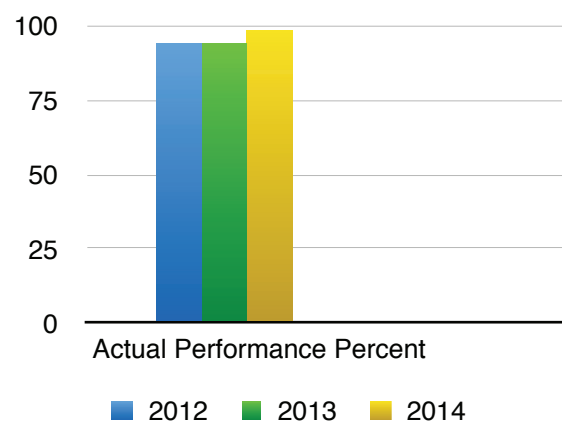
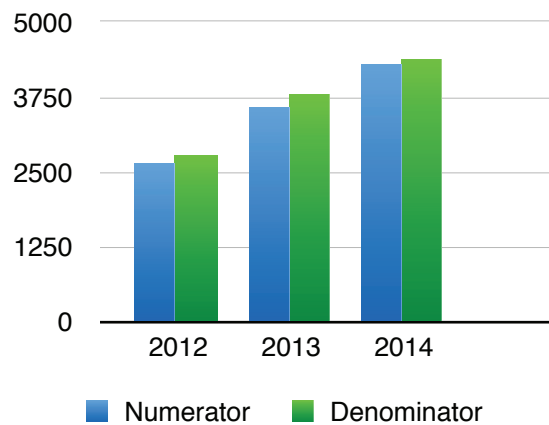
### 3S1: Secondary School Completion

**Numerator:** Number of concentrators who earned a regular secondary school diploma during the reporting year

**Denominator:** Number of concentrators who left secondary education during the reporting year

Program Year	Numerator Number	Denominator Number	Negotiated Performance Goal Percent	Actual Performance Percent
2012	2,618	2,778	90.00	94.24
2013	3,560	3,777	90.00	94.25
2014	4,299	4,365	91.00	98.49

- ✓ Percentage of CTE concentrators (98.49) who earned a regular secondary school diploma higher than the percentage of all DOE students (97.30) who earned a regular secondary school diploma
- ✓ Number of CTE concentrators who earned a regular secondary school diploma has increased by 1,681 students (64.21%) from 2012 to 2014



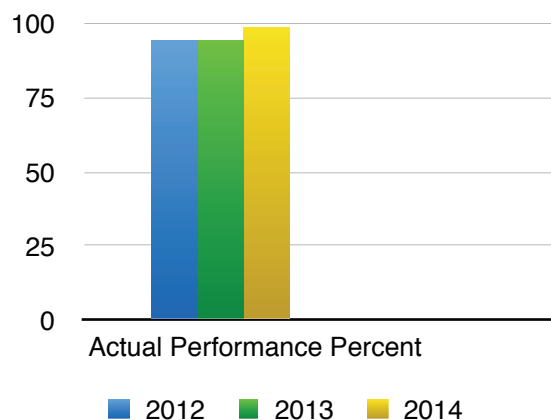
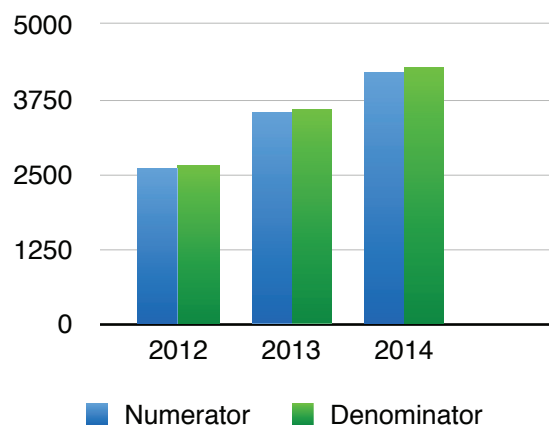
#### 4S1: Student Graduation Rate

**Numerator:** Number of concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(c)(vi) of the ESEA

**Denominator:** Number of concentrators who, in the reporting year, were included in the State's computation of its graduation rate as described in Section 1111(9b)(2)(c)(iv) of the ESEA

Program Year	Numerator Number	Denominator Number	Negotiated Performance Goal Percent	Actual Performance Percent
2012	2,593	2,632	85.00	98.52
2013	3,518	3,554	90.00	98.99
2014	4,215	4,270	90.00	98.71

- ✓ Percentage of CTE concentrators (98.71) who graduated is 16.91 percentage points higher than the percentage of all DOE students (81.80) who graduated
- ✓ Number of CTE concentrators who graduated has increased by 1,622 students (62.55%) from 2012 to 2014



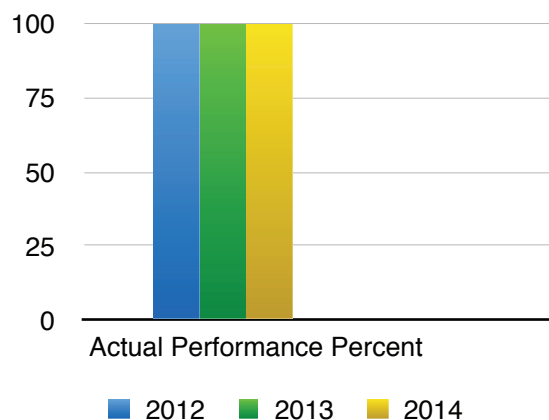
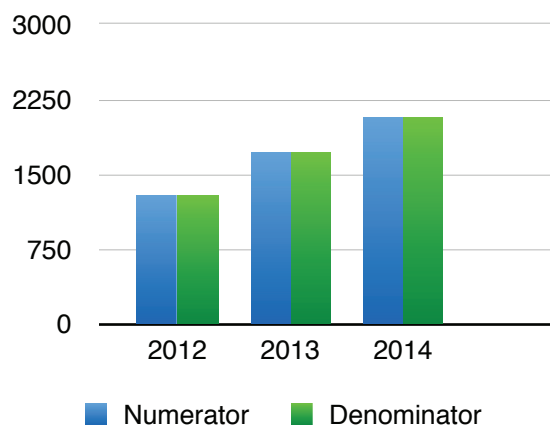
## 5S1: Placement

**Numerator:** Number of concentrators who left secondary education during the reporting year and who were located and included in the National Clearinghouse Database as enrolled in postsecondary education

**Denominator:** Number of concentrators who left secondary education during the reporting year and who were included in the National Clearinghouse Database as enrolled in postsecondary education

Program Year	Numerator Number	Denominator Number	Negotiated Performance Goal Percent	Actual Performance Percent
2012	1,300	1,300	85.00	100.00
2013	1,711	1,711	90.00	100.00
2014	2,056	2,056	92.00	100.00

- ✓ Number of students placed in postsecondary education has increased by 648 (49.85%) from 2012 to 2014
- ✓ Of the 2,056 students placed in postsecondary education, 980 or 47.67% were in a two-year institution and 1,076 or 52.33% were in a four-year institution



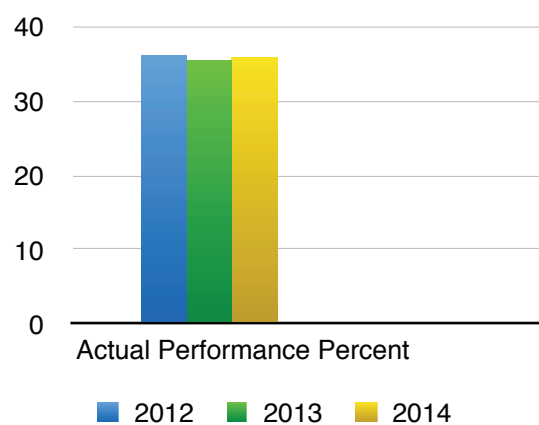
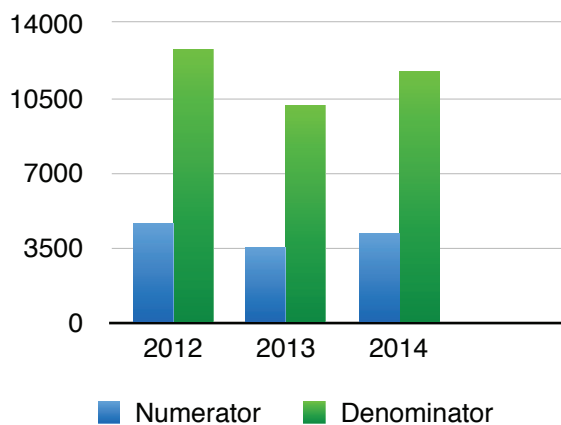
## 6S1: Nontraditional Participation

**Numerator:** Number of participants from underrepresented gender 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

Program Year	Numerator Number	Denominator Number	Negotiated Performance Goal Percent	Actual Performance Percent
2012	4,589	12,749	29.00	35.99
2013	3,564	10,089	29.75	35.33
2014	4,182	11,688	29.75	35.78

- ✓ The negotiated performance goal percentage has been exceeded consistently from 2012 through 2014
- ✓ Approximately one-third of all participants in programs that lead to employment in nontraditional fields have been from underrepresented gender groups from 2012 through 2014





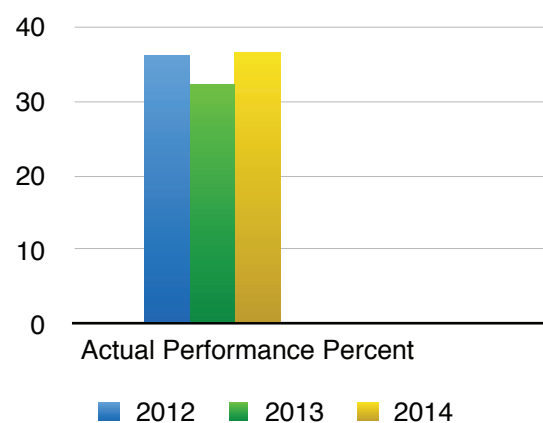
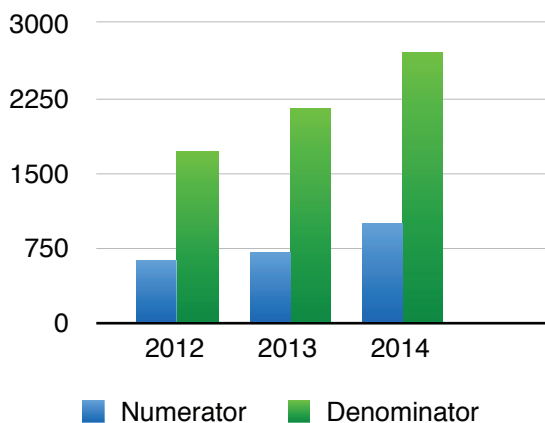
## 6S2: Nontraditional Completion

**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

Program Year	Numerator Number	Denominator Number	Negotiated Performance Goal Percent	Actual Performance Percent
2012	621	1,718	29.75	36.15
2013	688	2,144	30.25	32.09
2014	990	2,713	30.25	36.49

- ✓ Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields has increased by 369 students (59.42%) over the three-year period from 2012 through 2014
- ✓ The negotiated performance goal percentage has been exceeded consistently from 2012 through 2014





## SECTION III : LEADERSHIP

Approximately 10% of the State's Perkins Grant annual award, Leadership funds are allocated among HIDOE, UHCCS, OSDCTE, and the Department of Public Safety. The Act requires that these funds be used for statewide career and technical education Leadership activities. What follows, in a question-and-answer format, is a summary of Hawai'i's results in addressing each of the required and permissive uses of Leadership funds during the reporting year.



## 3A. USE OF FUNDS

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

**Postsecondary:** Not applicable.

**Secondary:** Funds were expended to support the development of assessments for secondary courses within state-approved CTE programs. The Perkins Evaluator coordinated the development of the assessments and the implementation of the on-line testing system. Performance-based assessments were also implemented to measure the ability of students to apply the academic and technical knowledge and skills and learning outcomes included in each of the State-approved CTE programs.

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

**Postsecondary:** Not applicable.

**Secondary:** Funds were expended to support data reporting and analysis. The Perkins Evaluator coordinated the gathering and reporting of data for students in State-approved CTE programs. These data are provided to and used by schools, DOE leadership, and community partners. Included in the aggregate data were technical-skill assessment results from a pilot program as well as enrollment and demographic data. The pilot program was an online assessment project where each school selected one teacher, one course, and one section of students in a State-approved CTE program to be tested. The results were used to identify system and test item bank issues. These results were also used to provide rough preliminary baseline data. The information obtained from this pilot project was used to expand the number of students assessed this year and to improve the questions in the item bank.

## 3B. USE OF FUNDS

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

**Postsecondary:** The University of Hawai'i Community Colleges System (UHCCS) Annual Reports of Program Data (ARPD) are posted on a website (<http://www.hawaii.edu/offices/cc/arpd/index.php>.) The ARPD includes specific strategies to improve performance.

Program and student level Core Indicator Data were distributed to each college for use in establishing benchmarks and evaluations.

The UHCCS maintained services from Economic Modeling Specialists, Inc. (EMSI). EMSI data were essential in determining employment demands, skills/training required, and wage information for specific occupations in the State and counties of Hawai'i with emphasis on work that incorporates CTE within the SLDS.

All campuses receiving Perkins funding were required to complete an end-of-year Completion Report that was reviewed for project implementation, measured outcomes, impact (qualitative and quantitative), and fiscal accountability.

**Secondary:** All high schools receiving Perkins funding were required to complete an end-of-year report that was reviewed for project implementation, measurable student learning outcomes, qualitative impact, and fiscal accountability. The DOE State CTE office staff conducted 22 onsite monitoring visits (approximately half of the high schools in the state) that resulted in commendations and recommendations to help schools improve their CTE programs.

**2. During the reporting year, how did your state develop, improve, or expand the use of technology in career and technical education?**

**Postsecondary:** The UHCCS supported the continued use of tablet computers for student assessments in culinary and dental assisting programs. The tablet computer technology engaged instructors and administrators in their efforts to improve intra- and intercampus quality of teaching and learning. The program served as a base model for other campus-wide programs for course development, re-design, delivery, and assessment processes and objectives. Rubrics used for the assessments provided instant feedback on student competency achievement, and immediately raised student performance levels in meeting assignments. Accurate assessments of skill competencies ensured improved instruction and alignment of competencies/industry standards to instructional methodologies of the CTE programs, which supports the re-accreditation process, ensures delivery of nationally accepted industry standards, and may serve to standardize instruction across all UHCC CTE program.

**Secondary:** Through professional development sessions, teachers (and in some instances students), were introduced to new technology in a variety of State-approved CTE Career Pathway programs. Teachers and students in the Arts and Communication Pathway and the Industrial and Engineering Pathway were introduced to QR codes, Augmented Reality and Aurasma tools. The workshops included examples of how creative media messages could be shared using these tools. Students from State-approved CTE programs who participated in the performance-based assessments were asked to design a creative media message for an actual business in the community that wanted to use

the Augmented Reality tool as a means to communicate their brand image. Design Technology students were asked to design a 3D Augmented Reality marker that would be included in the business's décor and could be scanned to play the digital message.

In the Natural Resources Pathway, teachers were trained on the use of mini-aquaponic systems to enhance natural resource production classroom instruction. The training included a protocol-process that would allow for differentiation in instruction for students with special needs.

Use of technology training also included application of tablets and software for formative assessments, prior learning assessments, and differentiated instruction.

**3. During the reporting year, what professional development programs did your state offer, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels?**

**State Office:** During the reporting year, the State Office used Leadership funds to support training for our newly-assigned Civil Rights Compliance staff member, for grants management training updates for our fiscal officer, and for three members of the state's CTE Jump Start Program Committee to attend and present at the national ACTE Conference.

**Postsecondary:** The UHCCS supported faculty training and professional development in integrated academics. Faculty received tools and insight to best serve students in their institutions and to act as internal advocates for principles of good practice. The Council for Adult and Experiential Learning (CAEL) workshops for the UHCCS Prior Learning Assessment program is an example of continuous and systemic professional development opportunities for faculty.

**Secondary:** Professional development sessions for the Business and Health Services Pathways addressed gap areas that were identified using data from both online and performance-based assessments. Areas of emphasis for the Business Pathway included economic and finance concepts (obtaining capital and globalization). Areas of emphasis for Health Services included formative assessments and instructional strategies to address standards.

For the Public and Human Services Pathway and the Business Pathway, standards were recently developed for Hotel Operations and Travel Industry Management State-approved CTE programs. In partnership with the Hawaii Tourism Authority and the members of the business community, professional development sessions focused on assisting teachers in understanding the rigor and relevance of the standards and

learning from industry experts how these standards are applied in the “real world”. Areas of emphasis included the Law of Aloha, the Hawaiian culture, customer service, communication and operations.

In addition to pathway workshops, the DOE State CTE office also conducted professional development sessions for the CTE coordinators from all high schools. During the 2013-14 reporting year, professional development focused on the deconstruction of standards and the concept of “Target, Method, Match.” Building on the learning opportunities from the previous year, these sessions emphasized data-driven decision-making and financial accountability, especially when using Federal funds.

**4. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?**

**Postsecondary:** Funding supported a planned hands-on training for nursing and medical assistant students (including non-traditional male students and students of ethnic minorities) in the industry practice of using electronic health records (EHR) to research, review and document patient health records in a clinical office setting.

**Secondary:** During this reporting year, the secondary level focused on the recruitment of students into programs that were not gender balanced. Resources were purchased to promote the marketing efforts of high schools to recruit non-traditional students into various non-traditional programs. At the high school level, some of the schools chose to expend funds for part-time teachers to support the achievement of non-traditional students in the classroom.

**5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?**

**Postsecondary:** The UHCCS continued to fund staff to support special education students with learning disabilities. Note taking for students with sensory impairment (deaf and hard of hearing, blind or visually impaired), video captioning software, and small cohort groups were coordinated through an assistive technology lab. The students with disabilities showed improvements in Reading, Writing, and Math. For the students who participated in the Math Support Groups, they passed their classes with a “C” or better. There was an overall course success rate of 80% among all the identified SWD in CTE programs. The better qualitative results included their increase in confidence and skills in the subject area. Over the course of the semester, relationships among the students were established to help each other with understanding the materials. The persistence rate increased from 83% in AY2013 to 85% in AY2014.



**Secondary:** Most secondary schools utilized Perkins funds to acquire part-time teacher services to support the achievement of special population students. Support included tutoring and extra instructional assistance to increase achievement of academic and technical skills.

**6. During the reporting year, how did your state offer technical assistance for eligible recipients?**

**Postsecondary:** The UHCCS Office continued to provide system support through campus visits (one per semester) at which time technology information was disseminated.

**Secondary:** In addition to conducting on-site monitoring visits to nearly half of the high schools in the system, the DOE State CTE office provided technical assistance to individual schools and complexes that requested specialized training. Support was either provided onsite or via the Webex system depending on the type of assistance requested.

**7. Serving Students in State Correctional Institutions & Students in State Institutions Serving Individuals with Disabilities.**

**Postsecondary:** The UHCC continued to support the culinary program, a full-credit program, offered in collaboration with a community college (as described in a Memorandum of Agreement with the Hawai'i Department of Public Safety) at Oahu's Women's Community Correctional Center. In lieu of the technical training programs, inmates were provided tuition and book fees for distance learning which included remedial and core courses in English, math and social sciences required for college certificate programs including culinary arts, pre-apprenticeship and AA degree programs.

**Secondary:** Olomana school, which services juveniles in the correctional system, receives Perkins funding to support students in CTE courses. Instructors from Olomana who are teaching the CTE courses are included in all professional development sessions and other statewide CTE initiatives.

**Department of Public Safety:** The Department of Public Safety funded three programs to serve incarcerated women. The first was a three-module Culinary Arts program where 27 out of 28 participants completed at least one module. Four of these participants earned a certificate of completion and twelve earned SERVSAFE certification. A second program, Facilities Maintenance, included three modules providing instruction in carpentry skills; removing and installing electrical devices; removing, installing, and repairing plumbing fixtures; installing and repairing drywall; masonry repair; and painting. Of the 15 participants, 6 completed the program and 8 completed at least one course and earned a certificate of completion. A third program enrolled 41 female offenders preparing for parole release. These participants were provided instruction to improve their reading, writing, math, and computer skills in preparation for a

new career. Participants had an option to receive career readiness training through a workplace contextualized curriculum and achieve a National Career Readiness Certificate or to prepare for a college entry placement test. Of the 41 participants enrolled, 27 were awarded a National Career Readiness Certificate.

- 8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?**

**Postsecondary:** Not applicable.

**Secondary:** Not applicable. No public charter school requested funding.

- 9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?**

**Postsecondary:** Not applicable.

**Secondary:** Not applicable.

- 10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use of innovative initiatives under Sec. 135(c)(19) of Perkins IV?**

**Postsecondary:** Not applicable.

**Secondary:** Not applicable.

- 11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?**

**Postsecondary:** Not applicable.

**Secondary:** Not applicable.

- 12. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?**

**Postsecondary:** Not applicable.

**Secondary:** Not applicable.

## 3C. USE OF FUNDS

1. **During the reporting year, how did your state provide support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education?**

**Postsecondary:** The Culinary and Dental Assisting programs at the UHCCs have integrated academics with the technical skills through the Instructional Assessment and ePortfolio Project (IAEP), which assesses students' competencies in achieving the course SLOs and program PLOs. The ePortfolio tool, used by faculty and students, provides key artifacts that collect "real time" rubric-based assessment data in specific areas – course skills competencies and program PLO requirements. Faculty members are able to provide feedback to students about the quality of work. Students can then self-assess their myriad assignments and have a permanent digital copy of their portfolios, which they then can share with potential employers using the LiveText Visitor Pass feature. The assessments also provide an opportunity for faculty to evaluate students' critical thinking skills, which the students then apply to their reading, writing, and math assignments.

**Secondary:** At the secondary level, State-approved CTE program courses have standards and benchmarks that have been developed with input from local business and industry representatives. These standards and benchmarks serve as the foundation for classroom instruction and learning and are aligned to the Common Core standards to ensure the integration of academic and technical skill content in all State-approved CTE programs. Online tools were developed to facilitate technical writing within State-approved CTE programs. Academic and technical-skill content and performance-based assessments are part of all professional development sessions conducted by the State CTE office.

2. **During the reporting year, how did your state support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills.**

**Postsecondary:** The UHCCS continued support for the summer culinary boot camp workshop for secondary-level teachers. The program provided secondary-level teachers high-quality professional development and training to provide their students strong foundations in culinary and pastry arts, necessary for a smooth transition into postsecondary culinary programs. Faculty participated in both formative and summative assessments, utilizing a course portfolio to validate their readiness, and to provide effective culinary training at the high school level. A submission of a learning results portfolio is required for Hawaii Department of Education teachers seeking Professional Development Credit. Boot camp

participants were asked to participate in a reaction assessment (via a course evaluation) that was administered upon completion of the workshop. On a scale of 1 to 4, the average course assessment was 3.8. All (100%) boot camp participants reported an increase in knowledge gained in the subject matter. All (100%) boot camp participants obtained ServSafe Certificates with a score of 75% or higher on the national certification exam.

**Secondary:** Partnerships are key to the strength of the secondary-level CTE program. Pathway Advisory Councils (PACs) that exist for each pathway are comprised of a majority of industry partners and a minority of postsecondary and secondary representatives. CTE program planning and implementation is coordinated with industry and postsecondary partners. In the Public and Human Services and Business Pathways, the DOE is working with the Hawaii Tourism Authority to strengthen the pipeline from education into the tourism industry sector. For the Business Pathway, the DOE has partnered with the Shidler College of Business at the University of Hawaii at Manoa, the University of Hawaii at West Oahu, and Hawaii Pacific University to implement activities such as the creation of business plans, marketing plans and a variety of professional development events. In the Industrial and Engineering Technology Pathway, Chaminade University, the Office of Naval Research and selected school sites are collaborating to build an engineering pipeline from kindergarten to the University of Hawaii at Manoa. Collaboration with the University of Hawaii at Manoa Curriculum Research Development Group, the Farm Bureau, and other natural resources organization has led to the development and implementation of a mini-aquaponic system for the Natural Resources Pathway. The Health Services Pathway partners with staff from a variety of organizations to strengthen the academic and technical skills of the student. Partnerships include the U.S. Army Tripler Hospital, John A Burns School of Medicine, and Hawaii Pacific Health.

**3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?**

**Postsecondary:** The UHCCS continued to support retention, completion, and placement activities on several campuses. Campus specialists (workforce development, retention, and peer mentors) engaged and built relationships with students to help them achieve academic success and to guide them to employment opportunities. Activities include, but were not limited to, conducting and/or participating in: interventions for at-risk students; workshops (registration, financial literacy, time management, study skills); class presentations; campus CTE outreach fairs; campus career fairs; and working with employment partners.

**Secondary:** Not applicable

**4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?**

**Postsecondary:** Not applicable.

**Secondary:** At the secondary level, two articulation agreements were developed to connect the University of Hawaii at West Oahu and Hawaii Pacific University's marketing programs with the DOE's State-approved CTE program for marketing. With support from the Hawaii Tourism Authority, an articulation agreement was developed for the Travel Industry Management Program. An articulation agreement was also developed between the University of Hawaii Community College System and the DOE for the education program.

5. **During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?**

**Postsecondary:** Not applicable.

**Secondary:** Not applicable.

6. **During the reporting year, did your state use Perkins funds to support career and technical education student organizations?**

**Postsecondary:** Not applicable.

**Secondary:** Not applicable.

7. **During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?**

**Postsecondary:** Not applicable.

**Secondary:** Not applicable.

8. **During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?**

**Postsecondary:** Not applicable.

**Secondary:** Not applicable.

9. **During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?**

**State Office:** The State Office used Perkins funds to support a position charged with serving on the P20 College Task Force to oversee the creation of a chart aligning all Community College CTE program requirements with High School Diploma requirements and assisting high schools with career academies to implement a CTE Pathway via the Early College model on their campuses.

**Postsecondary:** Not applicable.

**Secondary:** At the secondary level, courses with industry-approved standards were developed for Human Resource Management and Engineering I.

**10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?**

**Postsecondary:** Not applicable.

**Secondary:** Entrepreneurship is a secondary-level State-approved CTE program. Professional development sessions, online assessments, and performance-based assessments are all activities that support entrepreneurship education and training.

**11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?**

**Postsecondary:** Not applicable.

**Secondary:** Not applicable.

**12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?**

**Postsecondary:** The UHCC supported a system-wide Job Center CTE Assistant. The CTE Assistant partnered with CTE Program Counselors, CTE Program Retention Specialists, Faculty, and other existing Perkins projects, facilitating dialogue to address needs in workforce development and career advising. CTE students were offered career exploration, career assessment and job preparation activities. Additional career advising was offered through individual appointments to review soft skills, resumes and cover letters, and to practice interviewing. The CTE Assistant helped to administer various career assessment tools that aided CTE students in making realistic career choices, and recommended applicable internship, career shadowing or volunteer opportunities. At-risk CTE students, who were in need of additional support to complete their certificates or degrees, were identified and referred to Retention Specialists. The CTE Assistant also worked with the Retention Specialist from each CTE program to administer the Key Train pre-test and curriculum to at-risk CTE students. Course and Career Maps for every CTE major were available online and on paper. The Course Map was completed in collaboration with program coordinators and counselors. The CTE Assistant provided training on: managing student, employer and employment data; the development and implementation of surveys; and managing career events (registration and payments). The CTE Assistant created reports showing student and employer utilization.

**Secondary:** Not applicable.

## **SECTION IV : APPENDIX**

This section contains the official Consolidated Annual Report as submitted to OVAE.





# COVER SHEET

## CONSOLIDATED ANNUAL REPORT UNDER THE CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 2006 (PERKINS IV)

### 1. RECIPIENT ORGANIZATION:

Organization	The University of Hawai'i
Address 1	Office of the State Director for Career and Technical Education
Address 2	Lunalilo Portable 1 - Lower Campus Road
City	Honolulu
State	Hawai'i
Zip Code	96822

### 2. PERIOD COVERED BY THIS REPORT (MM/DD/YY):

From:	07/01/13
To:	06/30/14

### 3. PR/AWARD NUMBERS:

Basic Grant to States	V048A130011
Tech-Prep Education	N/P

### 4. TITLE II CONSOLIDATION (CHECK ONE):

- ☐ The State has not consolidated any of its Title II grant with its Title I grant during the program year covered by this report.
- ☒ The State has consolidated all, or a portion of its Title II grant with its Title I grant during the program year covered by this report.

### 5. STATE CAREER AND TECHNICAL EDUCATION (CTE) DIRECTOR INFORMATION:

Name:	M. Bernadette Howard
Title:	State Director for Career and Technical Education
Agency:	Office of the State Director for Career and Technical Education
Telephone:	808.956.4791
E-Mail:	mbhoward@hawaii.edu

### 6. REMARKS: (ATTACH ANY EXPLANATION DEEMED NECESSARY OR INFORMATION REQUIRED BY FEDERAL SPONSORING AGENCY IN COMPLIANCE WITH GOVERNING LEGISLATION)

### 7. CERTIFICATION:

I certify to the best of my knowledge and belief that this report, consisting of narrative performance information, financial status reports (FSRs)\*, and performance data, is accurate and complete. I understand that the U.S. Department of Education will use only the performance data that it receives by the December 31 submission deadline each year to determine whether my State has met at least 90 percent of its agreed upon State adjusted performance levels for each of the core indicators of performance under section 113 of Title I of the Act or whether the State must submit a program improvement plan as required in section 123(a)(1) of Perkins IV. I further understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit

#### SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL:

(Please go to the CAR website to certify by PIN electronically after uploading the report.)

#### TYPED OR PRINTED NAME AND TITLE:

M. Bernadette Howard, State Director for Career and Technical Education

#### DATE REPORT SUBMITTED:

12/30/14

#### TELEPHONE (Including Area Code):

(808) 956-4791



# FINANCIAL STATUS REPORT FORMS

INTERIM & FINAL FINANCIAL FORMS

## INTERIM FINANCIAL STATUS REPORT (FSR) FORM

<b>I: State Name:</b>	<b>HAWAII</b>
<b>II: Federal Funding Period:</b>	07/01/13-09/30/14
<b>III: Reporting Period:</b>	07/01/13-09/30/14
<b>IV: Accounting Basis:</b>	Accrual
<b>V: Grant Award Numbers: State Basic Grant (Title I):</b>	V048A130011
<b>Tech Prep Grant (Title II):</b>	
<b>VI: Title I Grant Award Amount:</b>	5,235,475
<b>VII: Title II Grant Award Amount:</b>	
<b>VIII: Title II Funds Consolidated with Title I Funds:</b>	
<b>IX: Total Title I Funds (Title I Award + Title II Consolidated Funds):</b>	5,235,475
<b>X. Total Title II Funds Remaining (Title II - Title II Consolidated Funds):</b>	
<b>* XI. Amended Interim FSR:</b>	<input type="checkbox"/> <b>Date of Filing Amended FSR:</b>

**\* Note:** Block XI is optional. It needs to be completed only if the state is amending/revising its financial status report after a final submission.

		1 Net Outlays Previously Reported	2 Total Outlays this Report Period	3 Program Income Credit	4 Net outlays this report period (Columns 2 - 3)
<b>A</b>	<b>* TOTAL TITLE I FUNDS *</b>				
<b>B</b>	<b>LOCAL USE OF FUNDS</b>				
<b>C</b>	<b>RESERVE</b>				
<b>D</b>	Secondary Eligible Recipients	\$0.00	\$0.00	\$0.00	\$0.00
<b>E</b>	Postsecondary Eligible Recipients	\$0.00	\$0.00	\$0.00	\$0.00
<b>F</b>	<b>Total (Row D + E)</b>	\$0.00	\$0.00	\$0.00	\$0.00
<b>G</b>	<b>FORMULA DISTRIBUTION</b>				
<b>H</b>	Funds for Secondary Recipients	\$0.00	\$7,689,233.63	\$0.00	\$7,689,233.63
<b>I</b>	Funds for Postsecondary Recipients	\$0.00	\$31,762,103.41	\$0.00	\$31,762,103.41
<b>J</b>	<b>Total (Row H + I)</b>	\$0.00	\$39,451,337.04	\$0.00	\$39,451,337.04
<b>K</b>	<b>TOTAL LOCAL USES OF FUNDS (Row F + J)</b>	\$0.00	\$39,451,337.04	\$0.00	\$39,451,337.04
<b>L</b>	<b>STATE LEADERSHIP</b>				
<b>M</b>	Nontraditional Training and Employment	\$0.00	\$21,400.00	\$0.00	\$21,400.00
<b>N</b>	State Institutions	\$0.00	\$52,355.00	\$0.00	\$52,355.00
<b>O</b>	Other Leadership Activities	\$0.00	\$239,808.88	\$0.00	\$239,808.88
<b>P</b>	<b>TOTAL STATE LEADERSHIP (Row M + N + O)</b>	\$0.00	\$313,563.88	\$0.00	\$313,563.88
<b>Q</b>	<b>STATE ADMINISTRATION</b>				
<b>R</b>	TOTAL STATE ADMINISTRATION	0.00	436,260.06	0.00	\$436,260.06
<b>S</b>	<b>TOTAL TITLE I FUNDS (Row K + P + R)</b>	\$0.00	\$40,201,160.98	\$0.00	\$40,201,160.98
<b>T</b>	<b>* TOTAL TITLE II FUNDS *</b>				
<b>U</b>	Funds for State Administration	\$0.00	\$0.00	\$0.00	\$0.00
<b>V</b>	Funds for Local Consortia	\$0.00	\$0.00	\$0.00	\$0.00
<b>W</b>	<b>TOTAL TITLE II FUNDS (Row U + V)</b>	\$0.00	\$0.00	\$0.00	\$0.00

**Additional Information:**

**XII: Certification:** I certify to the best of my knowledge and belief that this financial status report is accurate and complete.

**Signature of Authorized Individual:** Joyce Clapp

**Title/Agency:** Fiscal Administrator~Office of the State Director for Career & Tech Ed



## FINAL FINANCIAL STATUS REPORT (FSR) FORM

<b>I: State Name:</b>	Hawaii
<b>II: Federal Funding Period:</b>	07/01/2012-09/30/2014
<b>III: Reporting Period:</b>	07/01/2012-09/30/2014
<b>IV: Accounting Basis:</b>	Cash
<b>V: Grant Award Numbers: State Basic Grant (Title I):</b>	V048120011
<b>Tech Prep Grant (Title II):</b>	
<b>VI: Title I Grant Award Amount:</b>	5,523,624
<b>VII: Title II Grant Award Amount:</b>	
<b>VIII: Title II Funds Consolidated with Title I Funds:</b>	
<b>IX: Total Title I Funds (Title I Award + Title II Consolidated Funds):</b>	5,523,624
<b>X. Total Title II Funds Remaining (Title II - Title II Consolidated Funds):</b>	
<b>* XI. Amended Interim FSR:</b>	<input type="checkbox"/> Date of Filing Amended FSR:

\* **Note:** Block XI is optional. It needs to be completed only if the state is amending/revising its financial status report after a final submission.

	1	2	3	4	
	Net Outlays Previously Reported	Total Outlays this Report Period	Program Income Credit	Net outlays this report period (Columns 2 - 3)	
A	* TOTAL TITLE I FUNDS *				
B	Local Uses of Funds				
C	RESERVE				
D	Secondary Eligible Recipients	\$0.00	\$45,000.00	\$0.00	\$45,000.00
E	Postsecondary Eligible Recipients	\$0.00	\$45,000.00	\$0.00	\$45,000.00
F	Total (Row D + E)	\$0.00	\$90,000.00	\$0.00	\$90,000.00
G	FORMULA DISTRIBUTION				
H	Funds for Secondary Recipients	\$17,638,582.92	\$349,330.75	\$0.00	\$349,330.75
I	Funds for Postsecondary Recipients	\$30,883,146.40	\$824,683.90	\$0.00	\$824,683.90
J	Total (Row H + I)	\$48,521,729.32	\$1,174,014.65	\$0.00	\$1,174,014.65
K	TOTAL LOCAL USES OF FUNDS (Row F + J)	\$48,521,729.32	\$1,264,014.65	\$0.00	\$1,264,014.65
L	STATE LEADERSHIP				
M	Nontraditional Training and Employment	\$3,177.50	\$56,822.50	\$0.00	\$56,822.50
N	State Institutions	\$55,236.00	\$0.00	\$0.00	\$0.00
O	Other Leadership Activities	\$204,852.25	\$142,274.00	\$0.00	\$142,274.00
P	TOTAL STATE LEADERSHIP (Row M + N + O)	\$263,265.75	\$199,096.50	\$0.00	\$199,096.50
Q	STATE ADMINISTRATION				
R	TOTAL STATE ADMINISTRATION	529,313.91	205,609.60		\$205,609.60
S	TOTAL TITLE I FUNDS (Row K + P + R)	\$49,314,308.98	\$1,668,720.75	\$0.00	\$1,668,720.75
T	* TOTAL TITLE II FUNDS *				
U	Funds for State Administration	\$0.00	\$0.00	\$0.00	\$0.00
V	Funds for Local Consortia	\$0.00	\$0.00	\$0.00	\$0.00
W	TOTAL TITLE II FUNDS (Row U + V)	\$0.00	\$0.00	\$0.00	\$0.00

**Additional Information:**

**XII: Certification:** I certify to the best of my knowledge and belief that this financial status report is accurate and complete.

**Signature of Authorized Individual:** Joyce Clapp

**Title/Agency:** Fiscal Administrator--Office of the State Director for Career & Tech Ed







# STUDENT ENROLLMENT FORMS

## CTE PARTICIPANTS & CONCENTRATORS



STATE: Hawaii

PROGRAM YEAR: 2013-2014

☐ Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

		A	B	C	D	E
Line	Population	Number of Secondary Students	Number of Postsecondary Students	Number of Adult Students	Number of Secondary Tech Prep Students	Number of Postsecondary Tech Prep Students
1	<b>GRAND TOTAL</b>	27017	9714	0	0	0
2	<b>GENDER</b>					
3	Male	14,940	4,888			
4	Female	12,077	4,826			
5	<b>RACE/ETHNICITY* (1977 Standards)</b>					
6	American Indian or Alaskan Native					
7	Asian or Pacific Islander					
8	Black (not Hispanic)					
9	Hispanic					
10	White					
11	Unknown					
12	<b>RACE/ETHNICITY* (1997 Revised Standards)</b>					
13	American Indian or Alaska Native	122	38			
14	Asian	11082	3,925			
15	Black or African American	425	136			
16	Hispanic/Latino	1503	158			
17	Native Hawaiian or Other Pacific Islander	8912	2,835			
18	White	3161	1,392			
19	Two or More Races	1812	1,183			
20	Unknown (Postsecondary Only)		47			
21	<b>SPECIAL POPULATION AND OTHER STUDENT CATEGORIES</b>					
22	Individuals With Disabilities (ADA)		451			
23	Disability Status (ESEA/IDEA) (Secondary Only)	2732				
24	Economically Disadvantaged	13081	5,036			
25	Single Parents	0	585			
26	Displaced Homemakers	0	296			
27	Limited English Proficient	1637	463			
28	Migrant Status	0				
29	Nontraditional Enrollees	4182	1,917			

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

**Additional Information:**

**Student Enrollment Forms  
Enrollment of CTE Concentrators**

STATE: Hawaii

PROGRAM YEAR: 2013-2014

☐ Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

Line	Population	A Agri. Food & Nat. Resources	B Architecture & Const.	C Arts, A/V Tech. & Comm.	D Bus., Mgt. & Admin.	E Education & Training	F Finance	G Gov't & Pub. Admin.
1	<b>SECONDARY</b>							
2	Female	106	33	652	93	45	50	
3	Male	219	359	497	70	10	42	
4	<b>Total</b>	<b>325</b>	<b>392</b>	<b>1149</b>	<b>163</b>	<b>55</b>	<b>92</b>	<b>0</b>
5	<b>POSTSECONDARY</b>							
6	Female	248	53	90	480	218	355	N/P
7	Male	90	374	111	207	12	107	N/P
8	<b>Total</b>	<b>338</b>	<b>427</b>	<b>201</b>	<b>687</b>	<b>230</b>	<b>462</b>	<b>0</b>
9	<b>ADULT</b>							
10	Female							
11	Male							
12	<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
13	<b>GRAND TOTAL (Lines 4+8+12)</b>	<b>663</b>	<b>819</b>	<b>1350</b>	<b>850</b>	<b>285</b>	<b>554</b>	<b>0</b>

<b>Additional Information:</b>





# STUDENT ACCOUNTABILITY FORMS

## POSTSECONDARY LEVEL

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
**POSTSECONDARY LEVEL**  
**1P1: TECHNICAL SKILL ATTAINMENT**

STATE: HAWAII

PROGRAM YEAR: SY2014

☐ Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	GRAND TOTAL	2830	3079	91.00%	91.91%	E	Y
2	GENDER						
3	Male	1347	1488		90.52%		
4	Female	1483	1591		93.21%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	8	8		100.00%		
14	Asian	1160	1252		92.65%		
15	Black or African American	35	47		74.47%		
16	Hispanic/Latino	46	48		95.83%		
17	Native Hawaiian or Other Pacific Islander	779	863		90.27%		
18	White	441	473		93.23%		
19	Two or More Races	347	374		92.78%		
20	Unknown	14	14		100.00%		
21	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	105	121		86.78%		
23	Economically Disadvantaged	1452	1599		90.81%		
24	Single Parents	141	153		92.16%		
25	Displaced Homemakers	61	67		91.04%		
26	Limited English Proficient	125	127		98.43%		
27	Nontraditional Enrollees	509	560		90.89%		
28	Tech Prep				0.00%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:



Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
POSTSECONDARY LEVEL  
2P1: CREDENTIAL, CERTIFICATE, OR DEGREE

STATE: HAWAII

PROGRAM YEAR: SY2014

☐ Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	GRAND TOTAL	1594	3079	47.00%	51.77%	E	Y
2	GENDER						
3	Male	767	1488		51.55%		
4	Female	827	1591		51.98%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	4	8		50.00%		
14	Asian	728	1252		58.15%		
15	Black or African American	18	47		38.30%		
16	Hispanic/Latino	28	48		58.33%		
17	Native Hawaii or Other Pacific Islander	396	863		45.89%		
18	White	240	473		50.74%		
19	Two or More Races	174	374		46.52%		
20	Unknown	6	14		42.86%		
21	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	64	121		52.89%		
23	Economically Disadvantaged	793	1599		49.59%		
24	Single Parents	70	153		45.75%		
25	Displaced Homemakers	29	67		43.28%		
26	Limited English Proficient	85	127		66.93%		
27	Nontraditional Enrollees	317	560		56.61%		
28	Tech Prep				0.00%		
29	DISAGGREGATE INDICATORS						
30	Credential				0.00%		
31	Certificate	390			0.00%		
32	Degree	1204			0.00%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)**  
**POSTSECONDARY LEVEL**  
**3P1: STUDENT RETENTION OR TRANSFER**

STATE: HAWAII

PROGRAM YEAR: SY2014

☐ Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	GRAND TOTAL	4822	5766	75.21%	83.63%	E	Y
2	GENDER						
3	Male	2074	2542		81.59%		
4	Female	2748	3224		85.24%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	24	27		88.89%		
14	Asian	1871	2193		85.32%		
15	Black or African American	63	86		73.26%		
16	Hispanic/Latino	98	112		87.50%		
17	Native Hawaiian or Other Pacific Islander	1324	1634		81.03%		
18	White	771	917		84.08%		
19	Two or More Races	657	778		84.45%		
20	Unknown	14	19		73.68%		
21	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	215	254		84.65%		
23	Economically Disadvantaged	2643	3158		83.69%		
24	Single Parents	244	304		80.26%		
25	Displaced Homemakers	150	174		86.21%		
26	Limited English Proficient	204	234		87.18%		
27	Nontraditional Enrollees	865	1027		84.23%		
28	Tech Prep				0.00%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
POSTSECONDARY LEVEL  
4P1: STUDENT PLACEMENT

STATE: HAWAII

PROGRAM YEAR: SY2014

☐ Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	GRAND TOTAL	1468	2888	68.92%	50.83%	D	N
2	GENDER						
3	Male	732	1394		52.51%		
4	Female	736	1494		49.26%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	6	22		27.27%		
14	Asian	618	1138		54.31%		
15	Black or African American	12	34		35.29%		
16	Hispanic/Latino	20	51		39.22%		
17	Native Hawaii or Other Pacific Islander	467	845		55.27%		
18	White	173	466		37.12%		
19	Two or More Races	164	311		52.73%		
20	Unknown	8	21		38.10%		
21	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	43	111		38.74%		
23	Economically Disadvantaged	729	1467		49.69%		
24	Single Parents	50	104		48.08%		
25	Displaced Homemakers	6	33		18.18%		
26	Limited English Proficient	41	134		30.60%		
27	Nontraditional Enrollees	278	556		50.00%		
28	Tech Prep				0.00%		
29	DISAGGREGATE INDICATORS						
30	Apprenticeship				0.00%		
31	Employment	1339			0.00%		
32	Military	141			0.00%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)**  
**POSTSECONDARY LEVEL**  
**5P1: NONTRADITIONAL PARTICIPATION**

STATE: HAWAII

PROGRAM YEAR: SY2014

☐ Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	GRAND TOTAL	1941	8121	17.50%	23.90%	E	Y
2	GENDER						
3	Male	607	4366		13.90%		
4	Female	1334	3755		35.53%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	7	32		21.88%		
14	Asian	689	3175		21.70%		
15	Black or African American	46	115		40.00%		
16	Hispanic/Latino	51	141		36.17%		
17	Native Hawaii or Other Pacific Islander	572	2359		24.25%		
18	White	293	1186		24.70%		
19	Two or More Races	275	1080		25.46%		
20	Unknown	8	33		24.24%		
21	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	110	373		29.49%		
23	Economically Disadvantaged	1015	4172		24.33%		
24	Single Parents	139	422		32.94%		
25	Displaced Homemakers	76	217		35.02%		
26	Limited English Proficient	63	227		27.75%		
27	Tech Prep				0.00%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

<b>Additional Information:</b>     
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**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)**  
**POSTSECONDARY LEVEL**  
**5P2: NONTRADITIONALCOMPLETION**

STATE: HAWAII

PROGRAM YEAR: SY2014

☐ Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	GRAND TOTAL	556	2410	16.00%	23.07%	E	Y
2	GENDER						
3	Male	124	1125		11.02%		
4	Female	432	1285		33.62%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	2	10		20.00%		
14	Asian	230	992		23.19%		
15	Black or African American	10	32		31.25%		
16	Hispanic/Latino	12	37		32.43%		
17	Native Hawaii or Other Pacific Islander	137	613		22.35%		
18	White	86	403		21.34%		
19	Two or More Races	78	315		24.76%		
20	Unknown	1	8		12.50%		
21	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	31	110		28.18%		
23	Economically Disadvantaged	285	1240		22.98%		
24	Single Parents	34	109		31.19%		
25	Displaced Homemakers	21	49		42.86%		
26	Limited English Proficient	23	63		36.51%		
27	Tech Prep				0.00%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:



# STUDENT ACCOUNTABILITY FORMS

## SECONDARY LEVEL

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)**  
**SECONDARY LEVEL**  
**1S1: ATTAINMENT OF ACADEMIC SKILLS - READING/LANGUAGE ARTS**

STATE: HAWAII  
PROGRAM YEAR: SY2014

☐ Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	GRAND TOTAL	3129	4133	72.25%	75.71%	E	Y
2	GENDER						
3	Male	1537	2121		72.47%		
4	Female	1592	2012		79.13%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	9	10		90.00%		
14	Asian	1520	1890		80.42%		
15	Black or African American	34	47		72.34%		
16	Hispanic/Latino	137	178		76.97%		
17	Native Hawaii or Other Pacific Islander	844	1296		65.12%		
18	White	403	484		83.26%		
19	Two or More Races	182	228		79.82%		
20	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)	N/P	N/P		XXX%		
22	Disability Status (ESEA/IDEA)	67	278		24.10%		
23	Economically Disadvantaged	1180	1762		66.97%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	6	106		5.66%		
27	Migrant Status	N/P	N/P		XXX%		
28	Nontraditional Enrollees	713	934		76.34%		
29	Tech Prep	3129	4133		75.71%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:



Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
SECONDARY LEVEL  
1S2: ATTAINMENT OF ACADEMIC SKILLS - MATHEMATICS

STATE: HAWAII  
PROGRAM YEAR: SY2014

☐ Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	GRAND TOTAL	2197	4131	41.45%	53.18%	E	Y
2	GENDER						
3	Male	1050	2119		49.55%		
4	Female	1147	2012		57.01%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	5	10		50.00%		
14	Asian	1219	1890		64.50%		
15	Black or African American	23	46		50.00%		
16	Hispanic/Latino	87	178		48.88%		
17	Native Hawaii or Other Pacific Islander	474	1295		36.60%		
18	White	260	484		53.72%		
19	Two or More Races	129	228		56.58%		
20	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)	N/P	N/P		XXX%		
22	Disability Status (ESEA/IDEA)	30	277		10.83%		
23	Economically Disadvantaged	786	1760		44.66%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	16	106		15.09%		
27	Migrant Status	N/P	N/P		XXX%		
28	Nontraditional Enrollees	514	934		55.03%		
29	Tech Prep	2197	4131		53.18%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)**  
**SECONDARY LEVEL**  
**2S1: TECHNICAL SKILL ATTAINMENT**

STATE: HAWAII

PROGRAM YEAR: SY2014

☐ Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	GRAND TOTAL	111	139	30.75%	79.86%	E	Y
2	GENDER						
3	Male	32	45		71.11%		
4	Female	79	94		84.04%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	1	1		100.00%		
14	Asian	59	75		78.67%		
15	Black or African American	4	5		80.00%		
16	Hispanic/Latino	5	6		83.33%		
17	Native Hawaii or Other Pacific Islander	24	30		80.00%		
18	White	13	16		81.25%		
19	Two or More Races	5	6		83.33%		
20	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)	0	1		0.00%		
23	Economically Disadvantaged	31	45		68.89%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	0	0		#DIV/0!		
27	Migrant Status	N/P	N/P		XXX%		
28	Nontraditional Enrollees	18	22		81.82%		
29	Tech Prep	111	139		79.86%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)**  
**SECONDARY LEVEL**  
**3S1: SCHOOL COMPLETION**

STATE: HAWAII

PROGRAM YEAR: SY2014

☐ Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	GRAND TOTAL	4299	4365	91.00%	98.49%	E	Y
2	GENDER						
3	Male	2200	2244		98.04%		
4	Female	2099	2121		98.96%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	12	12		100.00%		
14	Asian	1931	1945		99.28%		
15	Black or African American	53	54		98.15%		
16	Hispanic/Latino	195	198		98.48%		
17	Native Hawaii or Other Pacific Islander	1359	1391		97.70%		
18	White	510	519		98.27%		
19	Two or More Races	239	246		97.15%		
20	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)	N/P	N/P		XXX%		
22	Disability Status (ESEA/IDEA)	296	309		95.79%		
23	Economically Disadvantaged	1853	1894		97.84%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	125	126		99.21%		
27	Migrant Status	N/P	N/P		XXX%		
28	Nontraditional Enrollees	976	990		98.59%		
29	Tech Prep	4299	4365		98.49%		
30	DISAGGREGATE INDICATORS						
31	General Education Development (GED)	N/P	N/P		XXX%		
32	Diploma	4296	4299		99.93%		
33	Certificate	3	4299		0.07%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)**  
**SECONDARY LEVEL**  
**4S1: STUDENT GRADUATION RATES**

STATE: HAWAII  
PROGRAM YEAR: SY2014

☐ Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	GRAND TOTAL	4215	4270	90.00%	98.71%	E	Y
2	GENDER						
3	Male	2160	2198		98.27%		
4	Female	2055	2072		99.18%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	11	11		100.00%		
14	Asian	1915	1927		99.38%		
15	Black or African American	51	52		98.08%		
16	Hispanic/Latino	187	189		98.94%		
17	Native Hawaii or Other Pacific Islander	1327	1355		97.93%		
18	White	496	502		98.80%		
19	Two or More Races	228	234		97.44%		
20	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)	283	292		96.92%		
23	Economically Disadvantaged	1797	1832		98.09%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	120	121		99.17%		
27	Migrant Status	N/P	N/P		XXX%		
28	Nontraditional Enrollees	954	963		99.07%		
29	Tech Prep	4215	4270		98.71%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
SECONDARY LEVEL  
5S1: PLACEMENT

STATE: HAWAII

PROGRAM YEAR: SY2014

☐ Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	GRAND TOTAL	2056	2056	92.00%	100.00%	E	Y
2	GENDER						
3	Male	1071	1071		100.00%		
4	Female	985	985		100.00%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	4	4		100.00%		
14	Asian	1098	1095		100.27%		
15	Black or African American	26	26		100.00%		
16	Hispanic/Latino	80	80		100.00%		
17	Native Hawaii or Other Pacific Islander	524	524		100.00%		
18	White	246	246		100.00%		
19	Two or More Races	78	78		100.00%		
20	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)	81	81		100.00%		
23	Economically Disadvantaged	731	731		100.00%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	45	45		100.00%		
27	Migrant Status	N/P	N/P		XXX%		
28	Nontraditional Enrollees	662	662		100.00%		
29	Tech Prep	2056	2056		100.00%		
30	DISAGGREGATE INDICATORS						
31	Advanced Training & Postsecondary Education	2056	2056		100.00%		
32	Employment	N/P	N/P		XXX%		
33	Military	N/P	N/P		XXX%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)  
SECONDARY LEVEL  
6S1: NONTRADITIONAL PARTICIPATION

STATE: HAWAII

PROGRAM YEAR: SY2014

☐ Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

		A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	GRAND TOTAL	4182	11688	29.75%	35.78%	E	Y
2	GENDER						
3	Male	1598	7257		22.02%		
4	Female	2584	4431		58.32%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	14	36		38.89%		
14	Asian	1809	5007		36.13%		
15	Black or African American	59	163		36.20%		
16	Hispanic/Latino	227	628		36.15%		
17	Native Hawaii or Other Pacific Islander	1302	3791		34.34%		
18	White	468	1316		35.56%		
19	Two or More Races	303	747		40.56%		
20	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)	375	1346		27.86%		
23	Economically Disadvantaged	2011	5659		35.54%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	218	663		32.88%		
27	Migrant Status	N/P	N/P		XXX%		
28	Tech Prep	4182	11688		35.78%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)**  
**SECONDARY LEVEL**  
**6S2: NONTRADITIONAL COMPLETION**

STATE: HAWAII  
PROGRAM YEAR: SY2014

☐ Amended Performance Data

Date of Filing Amended Data: \_\_\_\_\_

Line	Population	A Number of Students in the Numerator	B Number of Students in the Denominator	C State Adjusted Level of Performance	D Actual Level of Performance	E Adjusted vs. Actual Level of Performance	F Met 90% of Adjusted Level of Performance (Y,N)
1	GRAND TOTAL	990	2713	30.25%	36.49%	E	Y
2	GENDER						
3	Male	291	1592		18.28%		
4	Female	699	1121		62.36%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	1	3		33.33%		
14	Asian	429	1123		38.20%		
15	Black or African American	13	34		38.24%		
16	Hispanic/Latino	47	141		33.33%		
17	Native Hawaii or Other Pacific Islander	306	895		34.19%		
18	White	130	358		36.31%		
19	Two or More Races	64	159		40.25%		
20	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)	64	246		26.02%		
23	Economically Disadvantaged	429	1248		34.38%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	36	103		34.95%		
27	Migrant Status	N/P	N/P		XXX%		
28	Tech Prep	990	2713		36.49%		

\*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:







