

HAWAI'I

15



CAREER AND TECHNICAL EDUCATION
ANNUAL REPORT

JULY 1, 2014 - JUNE 30, 2015



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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, 2014 through June 30, 2015, Hawai'i complied with all criteria for use of Perkins funds. All eight federal performance indicators required at the secondary level met or exceeded negotiated performance goals. At the postsecondary level, five of the six indicators exceeded the negotiated performance goals. Although one postsecondary indicator did not meet the negotiated performance goal, actual performance was within 90% of the goal and therefore does not require a program improvement plan.

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 State Leadership. Each has a list of required and permissive uses of the funds. Section Two 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.

Following the Annual Plans in Section Two is a report of the UHCCS's and HIDOE's results on the required Perkins 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 Three presents a summary of activities carried out with State Leadership funds during the reporting year. Approximately 10% of the States Perkins Grant award, State Leadership funds are allocated among HIDOE, UHCCS, OSDCTE, and the Department of Public Safety to carry out required and permissive uses of the funds.

Section Four is the appendix which contains the official Consolidated Annual Report as submitted to OCTAE.

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	2013	2014	2015
FUNDING			
Perkins Grant Amount - Hawaii	\$5,519,365	\$5,523,624	\$5,496,906
State Funding for CTE: HDOE and UHCCS	\$46,811,854	\$45,459,406	\$52,809,857
TOTAL State and Federal CTE Funding	\$52,331,219	\$50,983,030	\$58,306,763
STUDENT PARTICIPATION			
Participants*			
Secondary	27,733	27,017	29,356
Postsecondary	9,970	9,714	9,251
Total Number of Participants	37,703	36,731	38,607
Concentrators**			
Secondary	3,777	4,365	4,557
Postsecondary	6,603	6,918	6,322
Total Number of Concentrators	10,380	11,283	10,879
POSTSECONDARY CTE DEGREES AND CERTIFICATES OF ACHIEVEMENT AND HIGH SCHOOL DIPLOMAS			
Secondary			
Concentrators** Earning a Diploma	3,560 (94%)	4,299 (98%)	4,505 (99%)
Postsecondary			
Concentrators** Earning a CTE Degree or CA	1,494 (52%)	1,594 (52%)	1,488 (52%)
PLACEMENT			
Secondary			
Concentrators** Located through National Clearinghouse Database Enrolled in Postsecondary Education	1,711 (100%)	2,056 (100%)	2,579 (100%)
Postsecondary			
Concentrators** (from previous reporting year) Placed in Employment, Military, or Apprenticeship Program	1,948 (67%)	1,468 (51%)	2,106 (68%)

***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 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.

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.

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:

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

Required Uses of Funds [Sec. 135(b) of the Perkins Act]	Proposed Activity	Purpose Addressed (1, 2, or 3) as listed under "purpose"
<p>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;</p>	<p>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 National Automotive Technicians Education Foundation (NATEF), Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM), American Veterinary Medical Association (AVMA), and American Culinary Federation (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.</p>	<p>1,2</p>

<p>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.</p>	<p>Expected Outcomes (evidence that the activities support the required uses of funds and purpose)</p>	<p>Actual Outcomes</p> <p>(E) = Exceeded</p> <p>(M) = Met (by at least 90% of goal)</p> <p>(D) = Did Not Meet</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.</p>	<p>Continue meeting or exceeding UHCC performance goal for 1P1. The 2014-15 goal is 91.00%.</p> <p>Goal 1P1 = 91.00%</p> <p>Expected effectiveness measures outcome:</p> <ol style="list-style-type: none"> 1. Maintenance of accreditation for accredited CTE programs. 2. Alignment of programs with employers' needs and standards. 	<p>UHCC 1P1 = 93.85% (E)</p> <ol style="list-style-type: none"> 1. Maintained accreditation through the purchase/use of industry-standard wheel alignment equipment (NATEF), expansion of Registered Health Information Technology (HIT) program to include specializations in Privacy and Security, Coding and Tumor Registry (CAHIIM candidacy), upgrade of the Vet Tech program's equipment and supplies (AVMA), and creation of assessment grids (that map all ACF competencies) at additional campuses that offer culinary programs (ACF). 2. Aligned programs (see activities above) with employers' needs and standards.

Required Uses of Funds (continued)	Proposed Activity (continued)	Purpose Addressed (continued)
	<p>The Health Information Technology (HIT) program is pending CAHIIM review and site visit, initial feedback is promising. Upon accreditation, the program must immediately begin evaluation and development to adapt to Reality/Vision 2016's model of curriculum. Reality 2016 expands from a generalist degree where students may attain a Registered Health Information Technologist (RHIT) credential to additional specializations in Privacy and Security, Coding and Tumor Registry. These additional credentials assist in making graduates more employable. Additional efforts will focus on expanding the HIT program by offering it online.</p> <p>The Veterinary Technology program will use equipment that will help with the training of the WCC Veterinary Technology students in the latest technologies found in veterinary practices in the community. It puts theory into practice, allowing a student to utilize technology that will enhance their performance in the job field. The AVMA accreditation team deemed this equipment essential to maintain accreditation.</p>	

Rationale (continued)	Expected Outcomes (continued)	Actual Outcomes (continued)
	<p>Continue meeting or exceeding UHCC performance goals for 1P1, 2P1, 3P1, 4P1, 5P1, and 5P2. The 2014-2015 goals for these indicators are 91.00%, 47.00%, 75.21%, 68.92%, 17.50%, and 16.00% respectively.</p> <p>Goal 1P1 = 91.00% 2P1 = 47.00% 3P1 = 75.21% 4P1 = 68.92% 5P1 = 17.50% 5P2 = 16.00%</p> <p>Expected effectiveness measures outcomes are:</p> <ol style="list-style-type: none"> 1. 40% increase (from 117 to 146) of declared HIT majors. 2. 75% of students will take and pass their Registered Health Information Technician (RHIT) in their final semester. 3. 80% of students enrolled in HIT online classes will complete the course with a "C" or better. 4. 75% of the students enrolled in HIT courses will persist to the next semester. <p>Continue meeting or exceeding UHCC performance goals for 1P1, 2P1 and 4P1. The 2014-15 goals for these indicators are 91.00%, 47.00%, and 68.92%, respectively.</p> <p>Goal 1P1 = 91.00% 2P1 = 47.00% 4P1 = 68.92%</p> <p>Expected effectiveness measures outcomes are:</p> <ol style="list-style-type: none"> 1. Increase in instructional efficiency and student skills "practice" time by 200%. 2. Increase in student skills proficiency by >50%. 3. Increase job placement of graduates by 10% (80% overall). 	<p>UHCC 1P1 = 93.85% (E) 2P1 = 52.30% (E) 3P1 = 83.24% (E) 4P1 = 68.40% (M) 5P1 = 23.88% (E) 5P2 = 22.35% (E)</p> <ol style="list-style-type: none"> 1. 760% increase (from 28 to 213) of students who declared HIT as their major. 2. 100% of students purchased the exam and 100% of students passed the mock exam during the study prep course. The students will take the exam in their final semester. 3. 97% of students who enrolled online obtained better than a "C" grade. 4. 94% of HIT students persisted from one semester to the next. <p>UHCC 1P1 = 93.85% (E) 2P1 = 52.30% (E) 4P1 = 68.40% (M)</p> <ol style="list-style-type: none"> 1. Increased practice time by 400%. 2. Increased proficiency by 25%. 3. Pending survey results. 4. Pending survey results.

Required Uses of Funds (continued)	Proposed Activity (continued)	Purpose Addressed (continued)
<p>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);</p>	<p>Expand the invitation to high school CTE coordinators, and/or Advancement Via Individual Determination (AVID) coordinators, and other interested staff to participate with counselors. By extending the invitation to these groups, the dissemination of information will be more effective and will introduce other high school personnel to the currently established programs at Honolulu Community College. These programs will be organized under the Six Career Pathways. Many high schools are organized in smaller learning communities organized under CTE's Career Pathway System. By structuring the event by Career Pathway, both counselors, AVID and CTE teachers will better to see the relevance and be better able to communicate with their students about programs at Honolulu Community College.</p> <p>Continue activities involving horizontal articulation in CTE programs such as Accounting, Agriculture, Auto Mechanics Technology, Hospitality and Tourism, and Information Technology. The horizontal articulation agreements will then serve as the bases for development of dual credit articulation in career and technical programs of study.</p>	<p>1,2 3</p>
<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>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 that are linked to industry expectations.</p>	<p>1,2</p>

Rationale (continued)	Expected Outcomes (continued)	Actual Outcomes (continued)
	3. Increase in satisfaction of employers and veterinary preceptors by >20%.	
<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>Improve by 3-5% performance of indicators 5P1 and 5P2. The 2014-15 goals for these indicators are 17.50% and 16.00%, respectively.</p> <p>Goal 5P1 = 17.50% 5P2 = 16.00%</p> <p>Expected effectiveness measures outcomes are:</p> <ol style="list-style-type: none"> 1. Increase in non-traditional student enrollment between 10-15%. 2. Increase in CTE Non- Traditional persistence rates by 3-5%. 3. Increase by 5% the number of applicants for admission to CTE programs. <p>Expected effectiveness measures outcome:</p> <ol style="list-style-type: none"> 1. New dual credit articulated program of study agreements 	<p>UHCC 5P1 = 23.88% (E) 5P2 = 22.35% (E)</p> <ol style="list-style-type: none"> 1. Increased non-traditional student enrollment by 2%*. 2. Decreased* in CTE Non-Traditional persistence rates by 4.9%. 3. Increased by 2.6%* the number of applicants for admission to CTE programs. <p>*The work accomplished by this project will have longer lasting effects and that projected increases noted above, although short of the project goals, will continue in the near future as the college builds on the initiatives and successes supported by this project.</p> <ol style="list-style-type: none"> 1. Ongoing, through Program Coordinating Council (PCC) meetings.
<p>The activities address Section 135 (b) Required Uses of Funds item (3) by: providing students with access to different careers.</p>	<p>Continue meeting or exceeding UHCC performance goal for 4P1. The 2014-15 goal is 68.92%.</p> <p>Goal 4P1 = 68.92%</p> <p>Expected effectiveness measures outcome:</p> <ol style="list-style-type: none"> 1. Increase in students' understanding of industry expectations, through classroom experiences. 	<p>UHCC 4P1 = 68.40% (M)</p> <ol style="list-style-type: none"> 1. On-going.

Required Uses of Funds (continued)	Proposed Activity (continued)	Purpose Addressed (continued)
<p>4. Develop, improve, or expand the use of technology in career and technical education, which may include</p> <p>(A) training of career and technical education teachers, faculty, and administrators to use state-of-the-art technology, which may include distance learning;</p> <p>(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</p> <p>(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>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 Electronics (ATE). Faculty members will continue to be trained in the use of 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.</p>	<p>1,2</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</p> <p>(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;</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</p>	<p>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.</p>	<p>1,2</p>

Rationale <i>(continued)</i>	Expected Outcomes <i>(continued)</i>	Actual Outcomes <i>(continued)</i>
<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</p>	<p>Continue meeting or exceeding UHCC performance goals for 1P1, 2P1, and 3P1. The 2014-15 goals for these indicators are 91.00%, 47.00%, and 75.21% respectively.</p> <p>Goal 1P1 = 91.00% 2P1 = 47.00% 3P1 = 75.21%</p> <p>Expected effectiveness measures:</p> <ol style="list-style-type: none"> 1. Maintenance and advancement of faculty knowledge and implementation in technology and distance learning, through professional development and training. 2. Maintenance of support for STEM-related initiatives, by distance and other technologies. 3. Increase the number of internships, externships, and practicum experiences. 	<p>UHCC 1P1 = 93.85% (E) 2P1 = 52.30% (E) 3P1 = 83.24% (E)</p> <ol style="list-style-type: none"> 1. Completed (Nursing). 2. Completed (Nursing). 3. Early Childhood Education (ECE) students learned and applied the latest child assessment technology utilizing tablets outfitted with a nationally normed child assessment software tool.
<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.</p>	<p>Expected effectiveness measures outcomes are:</p> <ol style="list-style-type: none"> 1. 90% of the respondents will agree or strongly agree that the Hawaii National Great Teachers Seminar was valuable. 2. Implementation of curricular changes in at least one CTE/CTE related class taught by seminar participants. 3. 90% of the 14 teachers who attend the Hawaii National Great Teachers Seminar will report that the seminar had a positive influence on their approach to teaching and learning. 4. Students' self-reporting on the value of the implemented curricular change will show that 90% of the students in the class of the participating teacher will agree/strongly agree that the modification helped them learn. 	<ol style="list-style-type: none"> 1. 100% of the participants agreed (17%) and strongly agreed (83%) that the HNGTS was valuable. 2. 83% of the participants said that they implemented at least one curricular change in their classes inspired by the seminar. (One response was neutral – 17%) 3. 100% of the participants agreed (17%) and strongly agreed (83%) that the seminar had a positive influence on their approach to teaching and learning. 4. Collecting student self reports on the value of the implemented curricular change proved to be difficult to accomplish in a consistent manner in the classes / workshops. In place of this

Required Uses of Funds <i>(continued)</i>	Proposed Activity <i>(continued)</i>	Purpose Addressed <i>(continued)</i>
<p>use and application of technology to improve instruction;</p>	<p>Faculty members will continue to attend other professional meetings/conferences to 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>See: "1." (above) See: "9." (immediately below) See: "7." (below, under Permissive uses of funds)</p>	

Rationale (continued)	Expected Outcomes (continued)	Actual Outcomes (continued)
	<p>Continue meeting or exceeding UHCC performance goals for 1P1, 2P1, 3P1, and 4P1. The 2014-15 goals for these indicators are 91.00%, 47.00%, 75.21%, and 68.92% respectively.</p> <p>Goal 1P1 = 91.00% 2P1 = 47.00% 3P1 = 75.21% 4P1 = 68.92%</p> <p>Expected effectiveness measures outcome: 1. Attendance of faculty at professional meetings and conferences.</p>	<p>measure, participants shared their curricular / classroom changes and improvements at the follow-up meeting. These self-reports included student responses from the instructor's perspective.</p> <p>UHCC 1P1 = 93.85% (E) 2P1 = 52.30% (E) 3P1 = 83.24% (E) 4P1 = 68.40% (M)</p> <p>1. Faculty from BUSN, CTE English, HOST, and health sciences attended conferences to ensure program curricula were aligned to industry standards.</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.</p>	<p>Continue meeting or exceeding UHCC performance goals for 1P1, 5P1, and 5P2. The 2014-15 goals for these indicators are 91.00%, 17.50%, and 16.00% respectively.</p> <p>Goal 1P1 = 91.00% 5P1 = 17.50% 5P2 = 16.00%</p> <p>Expected effectiveness measures outcome: 1. Completion of annual review of CTE programs.</p>	<p>UHCC 1P1 = 93.85% (E) 5P1 = 23.88% (E) 5P2 = 22.35% (E)</p> <p>1. Completed all 2014-15 Annual Review of Program Data, in November 2015. The CTE Deans will review the data from the ARPD report and make future plans accordingly.</p>
<p>See: "1." (above) See: "9." (immediately below) See: "7." (below, under Permissive uses of funds)</p>		

Required Uses of Funds <i>(continued)</i>	Proposed Activity <i>(continued)</i>	Purpose Addressed <i>(continued)</i>
<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 to improve student success in CTE programs; and (c) providing students with disabilities with the accommodations and services they need to raise retention and completion rates, as well as an optimum supportive learning environment.</p>	<p>1,2</p>

Rationale <i>(continued)</i>	Expected Outcomes <i>(continued)</i>	Actual Outcomes <i>(continued)</i>
<p>The activities address Section 135 (b) Required Uses of Funds item (8): providing services that are sufficient in size, scope, and quality to be effective. Accessing students' prior experience and knowledge will enable them to achieve a certificate in a shorter period of time and be able to enter the workforce with a post-secondary certificate</p>	<p>Continue meeting or exceeding UHCC performance goals for 1P1, 2P1, and 3P1. The 2014-15 goals for these indicators are 91.00%, 47.00%, and 75.21% respectively.</p> <p>Goal 1P1 = 91.00% 2P1 = 47.00% 3P1 = 75.21%</p> <p>Expected effectiveness measures outcomes:</p> <ol style="list-style-type: none"> 1. Participation of faculty in professional development activities. 2. Collaboration and sharing of resources among campuses to improve services provided to students with disabilities. 	<p>UHCC 1P1 = 93.85% (E) 2P1 = 52.30% (E) 3P1 = 83.24% (E)</p> <ol style="list-style-type: none"> 1. Ongoing. 2. Ongoing.
<p>The activities address Section 135 (b) Required Uses of Funds item (9) by: providing accommodations for special needs students and support services for other special populations students so that they may all succeed on their chosen CTE field.</p>	<p>Continue meeting or exceeding UHCC performance goals for 1P1, 2P1, 3P1, 4P1, 5P1, and 5P2. The 2014-2015 goals for these indicators are 91.00%, 47.00%, 75.21%, 68.92%, 17.50%, and 16.00% respectively.</p> <p>Goal 1P1 = 91.00% 2P1 = 47.00% 3P1 = 75.21% 4P1 = 68.92% 5P1 = 17.50% 5P2 = 16.00%</p> <p>Expected effectiveness measures outcomes:</p> <ol style="list-style-type: none"> 1. Maintenance of services provided to special populations. 2. Maintenance of counseling and academic support that improved student success. 3. Increase in retention and completion rates for students with disabilities. 	<p>UHCC 1P1 = 93.85% (E) 2P1 = 52.30% (E) 3P1 = 83.24% (E) 4P1 = 68.40% (M) 5P1 = 23.88% (E) 5P2 = 22.35% (E)</p> <ol style="list-style-type: none"> 1. Students with disabilities (SWD) were provided ASL interpreting services and note-taking services. 2. SWD were provided remedial classes for math, reading and writing courses. One-on-one mentoring was also provided. 3. 82% of SWD completed their classes with a "C" or better; 46% persisted Fall 2014 to Spring 2015; and 51% persisted Spring 2015 to Fall 2015.

Required Uses of Funds (continued)	Proposed Activity (continued)	Purpose Addressed (continued)
	<p>Support and upgrade the full-fledged Veterans Resource Center through: 1) The Mil/Vet Counselor coordinator who acts as the campus liaison to the Education Officers on the local bases, as well as with the VA for purposes of local special program offerings as well as benefit approvals and certification issues that may rise above the level of the clerical staff currently assigned to those duties; 2) a textbook loan program that allows mil/vet students immediate access to the texts needed for any courses; and 3) Mil/Vet students hired as peer mentors to provide coverage of the Vet Center in addition to the Counselor/Coordinator, so that the physical location can be available to mil/vet students daily into the late afternoon and evening hours.</p> <p>Technology-assisted accommodations, including online accessibility and text-to-speech software for Hawaiian language, will prepare special populations with skills to ensuring student success in college, leading to certificates and/or degrees in high-demand, high skill, high wage occupations.</p>	

Rationale <i>(continued)</i>	Expected Outcomes <i>(continued)</i>	Actual Outcomes <i>(continued)</i>
	<p>Continue meeting or exceeding UHCC performance goals for 1P1 and 2P1 and 3P1. The 2014-15 goals for these indicators are 91.00%, 47.00%, and 75.21%, respectively.</p> <p>Goal 1P1 = 91.00% 2P1 = 47.00% 3P1 = 75.21%</p> <p>Expected effectiveness measures outcomes are:</p> <ol style="list-style-type: none"> 1. Achievement of at least 60% of Mil/Vet students who pass all CTE coursework with a grade of C or higher. 2. Achievement of at least 66% of all Mil/Vet students, enrolled for Fall 2014 and Spring 2015, who registered with the Veterans Resource Center (VRC). <p>Continue meeting or exceeding UHCC performance goals for 2P1, 5P1, and 5P2. The 2014-15 goals for these indicators are 47.00%, 17.50%, and 16.00% respectively.</p> <p>Goal 2P1 = 47.00% 5P1 = 17.50% 5P2 = 16.00%</p> <p>Expected effectiveness measures outcomes are:</p> <ol style="list-style-type: none"> 1. Increase in enrollment of nontraditional students with disabilities from 3% to 5%. 2. Evaluation of all online coursework and computer assisted learning Math coursework for accessibility 3. Completion of recommendations (or acknowledgement of accessible coursework) for all faculty teaching online and computer assisted Math coursework. 	<p>UHCC 1P1 = 93.85% (E) 2P1 = 52.30% (E) 3P1 = 83.24% (E)</p> <ol style="list-style-type: none"> 1. Achieved 64.4% Mil/Vet students who passed CTE coursework with a grade of C or higher. 2. Achieved 55.9% Mil/Vet students who enrolled for Fall 2014 and Spring 2015 registered with the VRC. <p>UHCC 2P1 = 52.30% (E) 5P1 = 23.80% (E) 5P2 = 22.35% (E)</p> <p>1., 2., 3.: Perkins funds were not used for these activities.</p>

Required Uses of Funds <i>(continued)</i>	Proposed Activity <i>(continued)</i>	Purpose Addressed <i>(continued)</i>
	<p>Mentoring and cohort instruction will be created and the group will meet in the assistive technology lab so that they may utilize all the resources available for their use. Cohorts will meet on a scheduled basis and will review materials presented in their classes, including any transcribed materials.</p> <p>Intrusive Advising will be integrated into this strategy to promote persistence and degree completion for Applied Technical Education (ATE) and Culinary Arts students, in particular the students At Risk of failure on the FY 2013-14 catalog who now have to complete 100 level general education courses including English and Math to meet graduation requirements.</p>	

Rationale <i>(continued)</i>	Expected Outcomes <i>(continued)</i>	Actual Outcomes <i>(continued)</i>
	<p>Continue meeting or exceeding UHCC performance goals for 1P1, 2P1, and 3P1. The 2014-15 goals for these indicators are 91.00%, 47.00% and 75.21%, respectively.</p> <p>Goal 1P1 = 91.00% 2P1 = 47.00% 3P1 = 75.21%</p> <p>Expected effectiveness measures outcomes: 1. Improvements by 3% in 1P1, 2P1, and 3P1.</p> <p>Continue meeting or exceeding UHCC performance goals for 1P1 and 2P1. The 2014-15 goals for these indicators are 91.00% and 47.00%, respectively.</p> <p>Goal 1P1 = 91.00% 2P1 = 47.00%</p> <p>Expected effectiveness measures outcome: 1. Improvement by 3% the number of ATE and Culinary Arts students who successfully progress in their classes including Math and English.</p>	<p>UHCC 1P1 = 93.85% (E) 2P1 = 52.30% (E) 3P1 = 83.24% (E)</p> <p>1. Did not meet 3% improvement in 1P1. SWD struggled to maintain at least a 2.0 GPA, especially this past year in which there was an overall decrease in the persistence and successful completion rate of SWD.</p> <p>2. There was a decrease in the amount of students who received a credential, certificate, or degree from the previous year. The need for more Math and English prerequisites may have impacted 2P1.</p> <p>3. 3% improvement in 3P1 was achieved.</p> <p>UHCC 1P1 = 93.85% (E) 2P1 = 52.30% (E)</p> <p>1. Perkins funds were not used for these activities.</p>

Permissive uses of funds [section 13(c) of the Perkins Act]	Proposed Activity	Purpose Addressed (1, 2, or 3 as listed under "purpose")
<p>1. To involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;</p>		
<p>2. To provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs that improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and provides assistance for postsecondary students, including adult students who are changing careers or updating skills;</p>	<p>Provide career guidance using a system-wide job center specialist to assist all campuses in training on how to manage student, employer, and position data; developing and implementing surveys; and managing career events (registration and payments).</p>	<p>1,2</p>
<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>Offer a Certificate of Competence in plant-food production and technology. The certificate is a credit certification program requiring a total of 9 credits. Each course offering can either be taken for credit programs (pursuant to a higher degree in a STEM field or a Certificate of Achievement in Agripharmatech: Ethnopharmacognosy, or a Certificate of Achievement in Agripharmatech: Plant Biotechnology, or a Certificate of Completion in Agricultural Technology), or an AA in Liberal Arts, in preparation for immediate employment in the agricultural biotech industry. After completing the certificate, students will be able to work with industry partners (with agricultural and food scientists in food, fiber, and plant research, production, and processing; and conduct tests and experiments to improve yield and quality of crops or to increase the resistance of plants to disease or insects).</p>	<p>1,2</p>

<p>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.</p>	<p>Expected Outcomes (evidence that the activities support the required uses of funds and purpose)</p>	<p>Actual Outcomes</p> <p>(E) = Exceeded</p> <p>(M) = Met (by at least 90% of goal)</p> <p>(D) = Did Not Meet</p>
<p>The activities address Section 135 (b) Local Uses of Funds, (c) Permissive, item (2) by: providing career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs.</p>	<p>Exceed UHCC performance goals for 2P1. The 2014-15 goal for this indicator is 47.00%.</p> <p>Goal 2P1 = 47.00%</p> <p>Expected system-wide effectiveness measure outcomes are:</p> <ol style="list-style-type: none"> 1. Increase of 10% in student registration for Fall 2014. 2. Increase of 10%, companies enrolled in Fall 2014. 3. Achievement of 100% participation of all campuses using the job center services. 4. Achievement of 50% of all campuses using additional job center features (e.g. career events, report or surveys). 5. Achievement of 80% of all campuses participating in training meetings or discussions. 	<p>UHCC 2P1 = 52.30% (E)</p> <p>1., 2., 3., 4., and 5.: Outcomes pending the project's extended end date of 12/31/15.</p>
<p>The activities address Section 13 (c) item (3) Permissive Uses of funds by providing work-related experiences with local business.</p>	<p>Continue meeting or exceeding UHCC performance goals for 1P1 and 2P1. The 2014-15 goals for these indicators are 91.00% and 47.00%, respectively.</p> <p>Goal 1P1 = 91.00% 2P1 = 47.00%</p> <p>Expected effectiveness measures outcomes:</p> <ol style="list-style-type: none"> 1. 80% of students (18 CoC graduates) will successfully complete the Certificate of Competence in PFPaT by Fall 2014. 2. Achievement of 70% of PFPaT students (15 CoC graduates) who enter the workforce and/or become agribioprocessing entrepreneurs. 	<p>UHCC 1P1 = 93.85% (E) 2P1 = 52.30% (E)</p> <ol style="list-style-type: none"> 1. 94% increase in students who obtained a CoC in Plant-Food Production and Technology (PFPaT). 2. Pending additional data.

Permissive uses of funds (continued)	Proposed Activity (continued)	Purpose Addressed (continued)
4. To provide programs for special populations;		
5. To assist career and technical student organizations;		
6. For mentoring and support services;	<p>A system-wide Early Alert program will: 1) identify and provide support for success of those students who are struggling in courses and most likely to leave college without earning a certificate or degree; and 2) detect those students who are not following a clear, coherent pathway toward completion and alert the students to see an academic counselor immediately for support and assistance to get back on track toward their degree or certificate.</p> <p>Retention specialists and peer mentors will lead students for the classes in the program area and assist other students with understanding and completing assignments, projects and meeting performance expectations. The specialists work with instructors and programs and provide guidance and support in the resolution of academic and other difficulties students may be experiencing. Peers serve as lead students for classes in the program area and assist other students with understanding and completing assignments, projects and meeting performance expectations.</p>	1,2

Rationale (continued)	Expected Outcomes (continued)	Actual Outcomes (continued)
	3. Achievement of 60% of PFPaT students (13 CoC graduates) who enter Agripharmatech or Agriculture Technology programs.	3. Achieved 70% of CoC PFPaT graduates who pursued a Certificate of Achievement in Agripharmatech.
<p>The activities address Section 13 (c) item (6) Permissive Uses of funds by providing mentoring and support services.</p>	<p>Improve UHCC performance from 93.35% to 95.00% for 1P1 and from 51.73% to 55.00% for 2P1. The 2014-15 goals for these indicators are 91.00% and 47.00%, respectively.</p> <p>Goal 1P1 = 91.00% 2P1 = 47.00%</p> <p>Expected effectiveness measures outcomes: 1. Increase in student retention and completion.</p> <p>Meet or exceed UHCC performance goals for 1P1 and 2P1. The 2014-15 goals for these indicators are 91.00% and 47.00%, respectively.</p> <p>Goal 1P1 = 91.00% 2P1 = 47.00%</p> <p>Expected effectiveness measures outcomes: 1. Achievement of students enrolled for all CTE classes (Fall and Spring 2014-2015) who remain enrolled at 95% rate or higher (retention within semester).</p>	<p>UHCC 1P1 = 93.85% (E) 2P1 = 52.30% (E)</p> <p>1. GPA, courses completed with a grade of "C" or above, and % of courses completed to courses attempted with a grade of "C" or above were all higher among students who were flagged and took advantage of any intervention even when students who were flagged but did not take advantage of any interventions were completing more courses with a grade of "C" or above as a group. Persistence data is not available until 2015-16.</p> <p>UHCC 1P1 = 93.85% (E) 2P1 = 52.30% (E)</p> <p>1. Achieved 95.6% retention rate for Fall 2014; 95.2% retention rate for Spring 2015.</p>

Permissive uses of funds <i>(continued)</i>	Proposed Activity <i>(continued)</i>	Purpose Addressed <i>(continued)</i>
	<p>Use the CTE Retention Cohort as a means of building trust and of customizing the students' experience to positively influence their college success. The college will also create a better system for identifying student educational goals, by assessing the validity of current definitions of a "degree-seeking student" in the context of UHMC's majority student population of part-time students, weavers (students who re-enroll in non-consecutive semesters), and lifelong learners.</p> <p>A plan to assist students with transitioning into the workforce will be developed and implemented on Molokai. A workforce transition plan can serve as a student's first step toward contributing to the stimulation of the local economy.</p>	

Rationale (continued)	Expected Outcomes (continued)	Actual Outcomes (continued)
	<p>2. Achievement of students enrolled (Fall 2014) in CTE classes who experience 79% success rate or higher (successful completion rate for Fall classes).</p> <p>3. Achievement of students enrolled (Fall 2014) in CTE classes who persist to Spring 2015 classes at a 75% rate or higher (Fall to Spring persistence).</p> <p>Meet or exceed UHCC performance goal for 2P1. The goal for this indicator is 47.00%.</p> <p>Goal 2P1 = 47.00%</p> <p>Expected effectiveness measures outcomes:</p> <p>1. Reduce the non-persistence by 5%, resulting in a non-persistence rate of 26%.</p> <p>2. Achievement by the end of the first project year (Spring 2015) 15 students from Cohort 1 and 25 from Cohort 2 who participated in referral services by June 2015.</p> <p>3. Achievement by the end of the first project year (Spring 2015) 5 students from each (Cohort 1 and Cohort 2, or 20%) who re-enroll for a class in Fall 2015.</p> <p>Meet or exceed UHCC performance goal for 2P1. The goal for this indicator is 47.00%.</p> <p>Goal 2P1 = 47.00%</p> <p>Expected effectiveness measures outcomes:</p> <p>1. Achievement of the workforce plan in assisting 10 CTE majors by the end of the academic year (Spring 2015) with the task of transitioning students from college life into the workforce.</p> <p>2. Achievement of overall student retention rate, at 63% or better by the end of the academic year (Spring 2015).</p>	<p>2. Achieved 82.5% success rate for Fall 2014.</p> <p>3. Achieved 68.9% persisted to Spring 2015; 70.3% persisted to Spring 2015 at other UH campuses.</p> <p>UHCC 2P1 = 52.30% (E)</p> <p>1. Reduced non-persistence by 4.8%, resulting in a lowered non-persistence rate of 21.2%.</p> <p>2. Achieved 15 students of Cohort 1 and 16 students of Cohort 2 who participated in referral services.</p> <p>3. Achieved 9 (29%) students from Cohort 1 and 12 (38.7%) students from Cohort 2 who re-enrolled for a class in Fall 2015.</p> <p>UHCC 2P1 = 52.30% (E)</p> <p>1. Achieved 11 CTE students who received workforce readiness services consisting of career and skill assessment tests, job listings, resume building, cover letter, job application, and mock interviews.</p> <p>2. Achieved a 76% retention rate for Fall 2014.</p>

Permissive uses of funds <i>(continued)</i>	Proposed Activity <i>(continued)</i>	Purpose Addressed <i>(continued)</i>
<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>Outdated computers in the Electronics Program at Kaua'i Community College will be upgraded to meet industry standards in drawing schematics, simulating electronic circuits, and translate to actual printed circuit board layouts.</p> <p>Digital radiography will increase the efficiency of the lab session, allowing more time for students to practice taking x-ray images if remediation is needed. The equipment would also reduce the cost to the college, as film and processing chemicals that are used up during every lab session are becoming more expensive due to lack of availability.</p>	<p>1,2</p>

Rationale <i>(continued)</i>	Expected Outcomes <i>(continued)</i>	Actual Outcomes <i>(continued)</i>
	3. Maintenance of student persistence rate of Fall 2013-Spring 2014 (73%), or better, by the end of the academic year (Spring 2015).	3. Achieved a 76% persistence rate for Fall 2014 to Spring 2015.
<p>The activities address Section 13 (c) item (7) Permissive Uses of funds by strengthening and supporting academic and technical skill achievement.</p>	<p>Continue meeting or exceeding UHCC performance goals for 1P1, 3P1 and, 4P1. The 2013-14 goals for these indicators are 91.00%, 75.21%, and 68.92% respectively.</p> <p>Goal 1P1 = 91.00% 3P1 = 75.21% 4P1 = 68.92%</p> <p>Expected effectiveness measures outcomes are:</p> <ol style="list-style-type: none"> 1. Reduction in student frustration level from a current average of 4.67 to level 3 (neutral) when doing circuit design and simulation. 2. Reduction of class wasted time from 35 minutes to less than 10 minutes, as measured using circuit simulation benchmarks (5 circuit simulations). <p>Continue meeting or exceeding UHCC performance goals for 1P1, 2P1, and 4P1. The 2014-2015 goals for these indicators are 91.00%, 47.00%, and 68.92%, respectively.</p> <p>Goal 1P1 = 91.00% 2P1 = 47.00% 4P1 = 68.92%</p> <p>Expected effectiveness measures outcomes are:</p> <ol style="list-style-type: none"> 1. Achievement of 100% of students who properly operate the system. 2. Achievement of 100% of students who define the difference between direct and indirect digital radiography. <p>Achievement of 100% of students who are able to a. discuss the use of silicon, selenium, gadolinium oxisulfide and cesium iodide as capture materials; b. explain capture, coupling and display in</p>	<p>UHCC 1P1 = 93.85% (E) 3P1 = 83.24% (E) 4P1 = 68.40% (M)</p> <ol style="list-style-type: none"> 1. Although students were not frustrated with the speed of the computers, they experienced frustration with learning the new software. 2. Reduced simulation times to less than 2 minutes. <p>UHCC 1P1 = 93.85% (E) 2P1 = 52.30% (E) 4P1 = 68.40% (M)</p> <p>1., 2., and 3.: Not completed, due to complications with the equipment vendor, resulting in non-delivery of the digital imaging plates.</p>

Permissive uses of funds <i>(continued)</i>	Proposed Activity <i>(continued)</i>	Purpose Addressed <i>(continued)</i>
<p>8. For teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals in business and industry;</p>		
<p>9. To develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;</p>	<p>Plan, organize, implement, and evaluate a one-day UHCC system-wide Distance Education Conference in March 2015. Participation will be open to all administrators, faculty, lecturers, and staff in the UHCC system that are currently involved in the delivery of DE courses or are interested in offering DE courses/support services. The conference will share best practices in DE courses models of assessment, and best practices in DE support services, with a focus on how the medium can be best used to maximize student learning.</p>	<p>1</p>

Rationale <i>(continued)</i>	Expected Outcomes <i>(continued)</i>	Actual Outcomes <i>(continued)</i>
	digital imaging devices; c. explain the effective dynamic range differences between digital and film imaging.	
<p>Sharing pedagogy, assessment, use of technology, support systems/services aim to improve teaching and learning in distance education classes and consequently improve student success, student retention and persistence, and student attainment of industry recognized certificates and degrees and student attainment of career and technical skills proficiencies.</p>	<p>Continue meeting or exceeding UHCC performance goal for 1P1, 2P1, and 3P1. The 2014-15 goals are 91.00%, 47.00%, and 75.21%, respectively.</p> <p>Goal 1P1 = 91.00% 2P1 = 47.00% 3P1 = 75.21%</p> <p>Expected effectiveness measures outcomes are:</p> <ol style="list-style-type: none"> 1. Achievement of 90% of participants who agree or strongly agree that the UHCC system-wide Distance Education Conference was valuable. 2. Achievement of 90% of participating teaching-faculty who reported that the UHCC system-wide Distance Education Conference had a positive influence on their own approach to teaching courses. 3. Achievement of 90% of participating teaching-faculty who reported that the UHCC system-wide Distance Education Conference provided the opportunity for valuable collaboration between faculty and staff across the system. 4. Achievement of 80% of participating teaching-faculty who identified at least one technique/strategy to incorporate into their own DE course. 5. Achievement of 50% of participating teaching-faculty, who volunteered to work with a follow-up facilitator, reported having implemented at least one technique/strategy to incorporate into their own DE course. 	<p>UHCC 1P1 = 93.85% (E) 2P1 = 52.30% (E) 3P1 = 83.24% (E)</p> <p>1., 2., 3., 4., and 5.: Perkins funds were not used for these activities</p>

Permissive uses of funds <i>(continued)</i>	Proposed Activity <i>(continued)</i>	Purpose Addressed <i>(continued)</i>
	<p>An online curriculum for all courses in the certificate of achievement in veterinary assisting will be developed.</p>	
<p>10. To develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including - (A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions; (B) postsecondary dual and concurrent enrollment programs; (C) academic and financial aid counseling for sub-baccalaureate career and technical education students that informs students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and (D) other initiatives - to encourage the pursuit of a baccalaureate degree; and to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;</p>		
<p>11. To provide activities to support entrepreneurship education and training;</p>		

Rationale <i>(continued)</i>	Expected Outcomes <i>(continued)</i>	Actual Outcomes <i>(continued)</i>
	<p>Continue meeting or exceeding UHCC performance goals for 1P1, 2P1 and 4P1. The 2014-15 goals for these indicators are 91.00%, 47.00%, and 68.92%, respectively.</p> <p>Goal 1P1 = 91.00% 2P1 = 47.00% 4P1 = 68.92%</p> <p>Expected effectiveness measures outcomes are:</p> <ol style="list-style-type: none"> 1. Increase instructional efficiency and student skills “practice” time by 200%. 2. Increase student skills proficiency by >50%. 3. Increase job placement of graduates by 10% (80% overall). Increase satisfaction of employers and veterinary preceptors by >20%. 	<p>UHCC 1P1 = 93.85% (E) 2P1 = 52.30% (E) 4P1 = 68.40% (M)</p> <p>1., 2., 3., and 4.: Perkins funds were not used for these activities.</p>

Permissive uses of funds (continued)	Proposed Activity (continued)	Purpose Addressed (continued)
12. For improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;		
13. To develop and support small, personalized career-themed learning communities;		
14. To provide support for family and consumer sciences programs;		
15. To provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;		
16. To provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105-220 (29 U.S.C. 2801 et. seq.);		
17. To support training and activities (such as mentoring and outreach) in non-traditional fields;	See: "1." (above, under Required Uses of Funds) See: "4." (above, under Required Uses of Funds) See: "9." (above, under Required Uses of Funds)	
18. To provide support for training in automotive technologies;	Acquire a wheel alignment system that combines computer-based training together with hands-on performance to enable students to perform 100% of NATEF tasks on alignment systems and comply with national standards.	1,2,3

Rationale (continued)	Expected Outcomes (continued)	Actual Outcomes (continued)
See: "1." (above, under Required Uses of Funds) See: "4." (above, under Required Uses of Funds) See: "9." (above, under Required Uses of Funds)		
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.	Continue meeting or exceeding UHCC performance goals for 1P1, 2P1, and 5P1. The 2013-14 goals for these indicators are 91.00%, 47.00 and 17.50% respectively. Goal 1P1 = 91.00% 2P1 = 47.00% 5P1 = 17.50% Expected effectiveness measures outcomes are: 1. Achievement of 100 % of all NATEF wheel alignment tasks performed on the wheel alignment system.	UHCC 1P1 = 93.85% (E) 2P1 = 52.30% (E) 5P1 = 23.88% (E) 1. Achieved 100% completion of tasks.

Permissive uses of funds (continued)	Proposed Activity (continued)	Purpose Addressed (continued)
<p>19. To pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include -</p> <p>(A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;</p> <p>(B) establishing, enhancing, or supporting systems for - (i) accountability data collection under this Act; or (ii) reporting data under this Act;</p> <p>(C) implementing career and technical programs of study described in section 122(c)(1)(A); or</p> <p>(D) implementing technical assessments; and</p>		
<p>20. To support other career and technical educational activities that are consistent with the purpose of this Act.</p>		

Rationale <i>(continued)</i>	Expected Outcomes <i>(continued)</i>	Actual Outcomes <i>(continued)</i>
	2. Achievement of 100 % of students who used and trained on wheel alignment in 2014 as compared to 0% trained in 2013, due to outdated/broken equipment. 3. Maintenance of current NATEF certification.	2. Achieved 100% participation of use and training on existing equipment. 3. Maintained NATEF certification.

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"	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.
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)(I) (A) to ensure learning in the core academic subjects and career and technical education subjects;	The Hawai'i State Department of Education (HSDOE), along with its postsecondary and business/industry partners, will continue to develop, finalize and implement Career Pathway System; including, 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 Hawai'i Content and Performance Standards III (HCPS III) and will be cross walked to and integrated with Common Core standards and industry standards. In addition to the development of standards, end-of- program-of-study assessments, including performance-based assessments (PBAs) will be developed to enhance the	1, 2, 3	<p>✓ 1S1-Reading Proficiency. Hawai'i's performance rate for this indicator decreased; therefore, work needs to be done to ensure common core standards are addressed.</p> <p>✓ 1S2-Math Proficiency. Hawai'i's performance rate for this indicator decreased by 66 percent; therefore, additional application of math skills through standards will need to be addressed.</p> <p>✓ 2S1-Technical Skill Attainment. Hawai'i is continuing to expand the use statewide end-of-program-of-study assessments to support the data-driven instruction and the implementation of DCAPS agreements in each Career Pathway.</p>

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 (E) = Exceeded (M) = Met (by at least 90% of goal) (D) = Did Not Meet
<ul style="list-style-type: none"> ∞ By the end of the school year, cluster-level standards for at least six programs-of study (at least two of which addresses STEM programs of study) with an alignment to common core standards will be completed as evidenced by posting on the CTE intranet website. ∞ By the end of the school year, at least six programs-of-study assessments will be completed as evidenced by assessment database item banks. <ul style="list-style-type: none"> • Plant Systems • Accounting • Engineering I or Building and Construction • Early Childhood Education • Health Science and Nutrition • Gaming or Broadcast Media 	<ul style="list-style-type: none"> * Salary and Fringe (Resource Teachers Program Administrator) Contractual (or Part-Time Teachers) 	<p>Goal was met (M)</p> <ul style="list-style-type: none"> ∞ Standards for Fashion Design and Accounting I were created and are awaiting approval from the PAC. Standards for Clinical Health, Engineering II, and Human Resources Management were approved and posted. ∞ The assessments for Plant Systems, Travel Industry Management, Web Design, Hospitality and Broadcast Media were created.

Required Uses of Funds <i>(continued)</i>	Proposed Activity <i>(continued)</i>	Purpose Addressed <i>(continued)</i>	Rationale <i>(continued)</i>
	overall Career Pathway System to support the implementation of the Career and Technical Education (CTE) Diploma Designation.		✓ 4S1-Student Graduation Rates. Although Hawai'i's graduation rate has consistently exceeded 90 percent, work still needs to be done to increase the number of students receiving the CTE Honor's Designation through the use statewide end-of- program-of-study assessments and PBAs that lead to high-skill, high-wage opportunities.
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. In addition, a model for the transition of students from secondary to postsecondary will be developed using the Career Pathway framework.	2, 3	✓ 1S1-Reading Proficiency. Hawai'i's performance rate for this indicator decreased; therefore, work needs to be done to ensure common core standards are addressed through the implementation of programs of study and the development of a model. ✓ 1S2-Math Proficiency. Hawai'i's performance rate for this indicator decreased by .66 percent; therefore, additional application of math skills through standards will need to be addressed and implemented within programs of study and the pathway model. ✓ 2S1--Technical Skill Attainment. Hawai'i is continuing to expand the use statewide end-of-program-of-study assessments to support the data-driven instruction and the implementation of DCAPS agreements in each Career Pathway. ✓ 3S1-School Completion. Although Hawai'i's graduation rate has consistently exceeded 90 percent, work still needs to be done to increase the number of students receiving the CTE Honor's Designation and Dual Credits.

Expected Outcomes <i>(continued)</i>	Budget <i>(continued)</i>	Actual Outcomes <i>(continued)</i>
<ul style="list-style-type: none"> ∞ By the end of the school year, at least one DCAPS agreement will be completed for three pathways as evidenced by posting on the CTE Center's website. ∞ By the end of the school year, the number of students receiving the CTE Honors Designation or Dual Credit information will increase by five percent, as evidenced by CTE data and reports. Increase will use SY2013 data as the baseline. 	<ul style="list-style-type: none"> * Salary and Fringe (Resource Teachers) * Contractual (or Part-Time Teachers) * Evaluation/ Assessment (Systems) * Travel * Professional Development 	<p>Goal was not met (D)</p> <ul style="list-style-type: none"> ∞ No new DCAPS agreements were completed <p>Goal was met (M)</p> <ul style="list-style-type: none"> ∞ 51 students earned CTE honors. This was a 70% increase from the 30 students that earned the CTE honors designation in 2013

Required Uses of Funds <i>(continued)</i>	Proposed Activity <i>(continued)</i>	Purpose Addressed <i>(continued)</i>	Rationale <i>(continued)</i>
<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. The creation of a job pool will also be explored to link the knowledge/skills gained through programs of study to occupations within the community.</p>	<p>2,3</p>	<p>√ 2S1-Technical Skill Attainment. Hawai'i is continuing to expand the use statewide end-of-program-of-study assessments to support the data-driven instruction and the implementation of DCAPS agreements in each Career Pathway.</p> <p>√ 3S1-School Completion Although Hawai'i's graduation rate has consistently exceeded 90 percent, work still needs to be done to increase the number of students receiving the CTE Honor's Designation and Dual Credits.</p>
<p>4. Develop, improve, or expand the use of technology in career and technical education, which may include</p> <p>(A) training of career and technical education teachers, faculty, and administrators to use state-of-the-art technology, which may include distance learning;</p> <p>(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 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 are an integral part of the CTE programs of study. Technological skills are 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 classrooms to achieve the standards that will lead to increased student achievement of standards. Equipment purchases and/or professional development activities will be used to support program-of-study development, implementation and assessment of student achievement of Career Pathway standards/ benchmarks.</p>	<p>1, 2, 3</p>	<p>√ 2S1 Technical Skill Attainment. Hawai'i is continuing to expand the use of statewide end-of-program-of-study</p>

Expected Outcomes <i>(continued)</i>	Budget <i>(continued)</i>	Actual Outcomes <i>(continued)</i>
<ul style="list-style-type: none"> ∞ By the end of state and district-level PBAs, at least 60 percent of the PBA participants will meet proficiency as measured by state-generated rubrics. ∞ By the end of the school year, a model for a job pool database will be completed as evidenced by documentation 	<ul style="list-style-type: none"> * Meeting * Facilities * Salary and Fringe (Resource Teachers) * Contractual (or Part-Time Teachers) * Evaluation/Assessment * Curriculum Development/ Implementation * Travel * Contractual (Professional Services) 	<p>Goal was exceeded (E)</p> <ul style="list-style-type: none"> ∞ 64% of the PBA participants met proficiency as measured by a state-generated rubric. • A Total of 372 students participated in State and District PBA and of these participants 239 met proficiency. <p>Goal was not met (D)</p> <ul style="list-style-type: none"> ∞ Because of the transition of the student information database, the contracts to build were not approved and the initiative was put on hold until the new database in place.
<ul style="list-style-type: none"> ∞ By the end of the year, at least 50 percent of student participants will score at least 60 percent or better on a Career Pathway program of study core and/or cluster written assessment(s) as measured by the state-administered online assessments. ∞ At least 60 percent of CTE students taking the CTE state- wide program-of-study course assessments will show at least a 10 percent improvement in proficiency based on pre- and post-test scores on CTE end- of-course written assessments measuring achievement of pathway standards and benchmarks. 	<ul style="list-style-type: none"> * Salary and Fringe (Resource Teachers) * Contractual (or Part-Time Teachers) * Evaluation/ Assessment * Development/ Implementation * Travel * Equipment * Supplies * Software * Printing * Contractual (Professional Services) 	<p>Goal was exceeded (E)</p> <ul style="list-style-type: none"> ∞ Greater than 50 percent of student PBA participants scored 60 percent or better on their core written assessment as measured by the state administered online assessment. <p>Goal was exceeded (E)</p> <ul style="list-style-type: none"> ∞ Greater than 50 percent of student PBA participants scored 60 percent or better on their cluster written assessment as measured by the state administered online assessment. <p>Goal was not met (D)</p> <ul style="list-style-type: none"> ∞ Pre and Post assessment were not administered. Only post assessments were administered.

Required Uses of Funds <i>(continued)</i>	Proposed Activity <i>(continued)</i>	Purpose Addressed <i>(continued)</i>	Rationale <i>(continued)</i>
	<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>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</p> <p>(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;</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</p>	<p>Professional development activities will be on-going and linked to Career Pathway, DCAPS, and the HSDOE six 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>1, 2, 3</p>	<p>✓ 1S1-Reading Proficiency. ✓ 1S2-Math Proficiency. ✓ 2S1-Technical Skill Attainment. ✓ 6S1-Non-Traditional Participation. ✓ 6S2-Non-Traditional Completion.</p> <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>

Expected Outcomes <i>(continued)</i>	Budget <i>(continued)</i>	Actual Outcomes <i>(continued)</i>
<p>∞ By the end of each Career Pathway professional development activity, there will be at least one level increase in the knowledge gained by teacher-participants as measured by session evaluations. Additionally, comments/ feedback will reflect increase in teacher learning(s).</p>	<ul style="list-style-type: none"> * Salary and Fringe (Resource Teachers) * Contractual (or Part-Time Teachers) * Travel * Supplies * Professional Development * Equipment * Supplies * Software * Printing * Contractual (Professional Services) * Meeting Facilities 	<p>Goal was met (M)</p> <p>∞ By the end of each Career Pathway professional development activity, there was at least one level increase in the knowledge gained by teacher-participants as measured by session evaluations. Additionally, comments/ feedback reflected an increase in teacher learning(s).</p>

Required Uses of Funds <i>(continued)</i>	Proposed Activity <i>(continued)</i>	Purpose Addressed <i>(continued)</i>	Rationale <i>(continued)</i>
<p>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; 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>Each career pathway will also provide in-service training to teachers and/or students on the latest technology and processes.</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>Through the collaborative efforts of HSDOE and the state longitudinal data system Career Pathway program evaluation system(s) will be developed. 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 dual credit(s) and CTE Honors Designation eligibility will also 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) and/or CTE Honors Designations each year.</p>	<p>1, 2, 3</p>	<p>✓ 2S1-Placement. Through the DCAPS initiative, Hawai'i's goal is to have more CTE students move on to postsecondary programs.</p> <p>✓ 6S2-Non-Traditional Completion. The expectations for non-traditional students and special population students are the same as for all CTE students.</p>

Expected Outcomes <i>(continued)</i>	Budget <i>(continued)</i>	Actual Outcomes <i>(continued)</i>
<p>∞ By the end of the school year, at least 80 percent of the students completing a program-of-study assessment will have graduated as measured by transcript data. Data from the P-20 data project is available, and may be used, in part, for placement results.</p>	<ul style="list-style-type: none"> * Salary and Fringe (Resource Teachers) * Contractual (or Part-Time Teachers) * Evaluation/ Assessment * Travel * Supplies 	<p>At least 80% of the students completing a program-of-study assessment will have graduated.</p> <p>Goal was exceeded (E)</p> <p>∞ 3S1: Completion 98.86%</p> <p>∞ 5S1: Placement 100% (Of Students Located)</p>

Required Uses of Funds <i>(continued)</i>	Proposed Activity <i>(continued)</i>	Purpose Addressed <i>(continued)</i>	Rationale <i>(continued)</i>
<p>7. Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;</p>	<p>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 Plan. 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 DCAPS. Through the career pathway initiative, expectations for increased and improved rigor, relevance and relationships are continually being established and implemented.</p>	<p>1,2</p>	<p> ✓ 1S1-Reading Proficiency. ✓ 1S2-Math Proficiency. ✓ 2S1-Technical Skill Attainment. ✓ 4S1-Student Graduation Rates. ✓ 6S1-Non-Traditional Participation. </p> <p>Through professional development and training of teachers, Hawai'i 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 standards/ benchmarks will be used as the basis to create and implement curriculum, instruction and assessment that support rigor and relevance in the classroom. Emphasis will be placed on Quadrant D types of instructional strategies. This should lead to increased performance against the aforementioned indicators.</p>
<p>8. Provide services and activities that are of sufficient size, scope, and quality to be effective;</p>	<p>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. 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 (including size, quality and Quadrant D type/standards-based instruction), and are also aligned to HSDOE CTE</p>	<p>1,2</p>	<p> ✓ 1S1-Reading Proficiency . ✓ 1S2-Math Proficiency. ✓ 2S1-Technical Skill Attainment. ✓ 3S1-School Completion. ✓ 4S1-Student Graduation Rates. ✓ 6S1-Non-Traditional Participation. ✓ 6S2-Non-Traditional Completion. </p> <p>Through the allocation of Federal resources, planning and accountability requirements such as the one-year planning process, Hawai'i has increased the level of rigor for CTE courses. Schools must demonstrate the implementation of career</p>

Expected Outcomes <i>(continued)</i>	Budget <i>(continued)</i>	Actual Outcomes <i>(continued)</i>
<ul style="list-style-type: none"> ∞ Upon review of each school's CTE One-Year Plan, at least one program of study from each school will reflect Quadrant D-type instructional strategies/lessons. ∞ By the end of the school year, at least one Student Learning Objective (SLO) sample reflecting rigor and relevant student learning outcomes will be collected from each Career Pathway as measured by documents. 	<ul style="list-style-type: none"> * Salary and Fringe (Resource Teachers) * Contractual (or Part-Time Teachers) * Evaluation/ Assessment * Travel * Supplies Professional * Development Stipends 	<p>Goal was met (M)</p> <ul style="list-style-type: none"> ∞ At least 80% of the activities delineated in the CTE one-year plans reflected Quadrant D-type lessons. <p>Samples for Students Learning Objectives were collected from each pathway.</p>
<ul style="list-style-type: none"> ∞ By the end of state and district-level PBAs, at least 60 percent of the PBA participants will meet proficiency as measured by state generated rubrics. ∞ At least 60 percent of CTE students taking the CTE state- wide program-of-study course assessments will show at least a 10 percent improvement in proficiency based on pre- and post-test scores on CTE end- of-course written assessments measuring achievement of pathway standards and benchmarks. 	<ul style="list-style-type: none"> * Meeting Facilities * Salary and Fringe (Resource Teachers) * Contractual (or Part-Time Teachers) * Evaluation /Assessment * Travel * Professional Development * Supplies 	<p>Goal was exceeded (E)</p> <ul style="list-style-type: none"> ∞ 64% of the PBA participants met proficiency as measured by a state-generated rubric. Proficiency was based on 70% or better on the PBA <ul style="list-style-type: none"> • A Total of 372 students participated in State and District PBA and of these participants 239 met proficiency. <p>Goal was not met (D)</p> <ul style="list-style-type: none"> ∞ Pre and Post assessment were not administered. Only post assessments were administered

Required Uses of Funds <i>(continued)</i>	Proposed Activity <i>(continued)</i>	Purpose Addressed <i>(continued)</i>	Rationale <i>(continued)</i>
	goals and the requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006.		pathway standards and the program-of-study assessments. This is expected to lead to increased performance against the aforementioned indicators.
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>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 the 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.</p>	1,2	<p> ✓ 1S1-Reading Proficiency. ✓ 1S2-Math Proficiency . ✓ 2S1-Technical Skill Attainment. ✓ 3S1-School Completion . ✓ 4S1-Student Graduation Rates. ✓ 6S1-Non-Traditional Participation. ✓ 6S2-Non-Traditional Completion. </p> <p>Through the allocation of Federal resources and the planning/accountability expectations, such as the CTE One-Year Planning process, Hawai'i 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>

Expected Outcomes <i>(continued)</i>	Budget <i>(continued)</i>	Actual Outcomes <i>(continued)</i>
<p>∞ By the end of the reporting period, special population students and non-traditional students will show performance levels similar to those of all students or within 80 percent of the total CTE population included in the data, as measured by the indicators of performance.</p>	<ul style="list-style-type: none"> * Meeting Facilities * Salary and Fringe (Resource Teachers) * Contractual (or Part-Time Teachers) * Evaluation /Assessment * Travel * Professional Development * Supplies 	<p>Goal was not met (D)</p> <p>∞ On average, special population students performed at approximately 7.02 percent lower than the overall CTE population with 85.50 percent meeting proficiency, however, non-traditional students performed better than the overall CTE population with 87.50 percent meeting proficiency.</p>

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 credit(s) 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. A CTE Program includes at least two Carnegie units in the proper sequence in a single career pathway program area plus one required academic course.

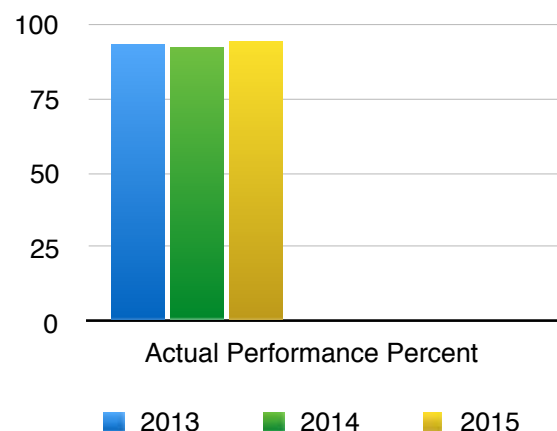
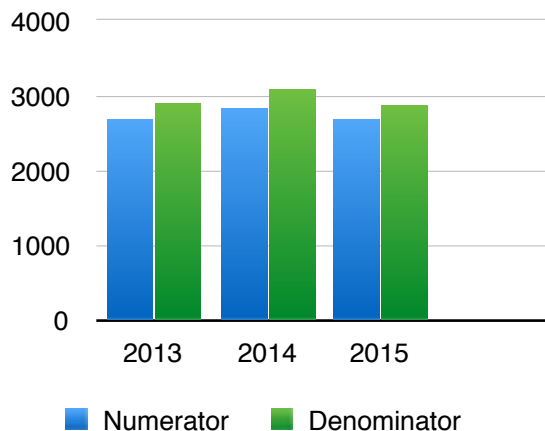
Performance Indicator Longitudinal Data

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 2013 through program year 2015.

University of Hawai'i Community Colleges System Performance Indicators

1P1: Technical Skill Attainment				
Numerator: Number of concentrators who have a cumulative GPA>or 2.00 in CTE courses and who have stopped program participation in the year 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
2013	2,696	2,888	90.00	93.35
2014	2,830	3,079	91.00	91.91
2015	2,670	2,845	91.00	93.85

- ✓ Percentage of students achieving a 2.00 GPA or better in CTE courses increased by 1.94 percentage points from 2014 to 2015.



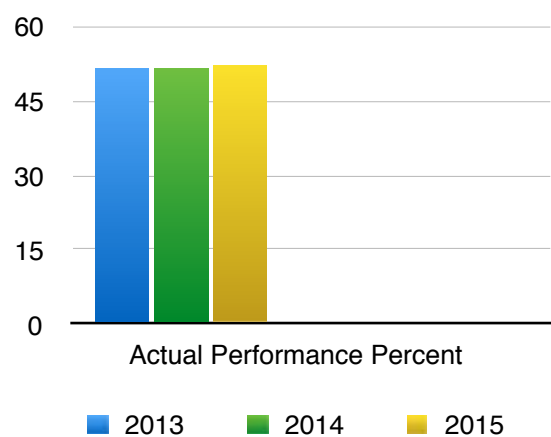
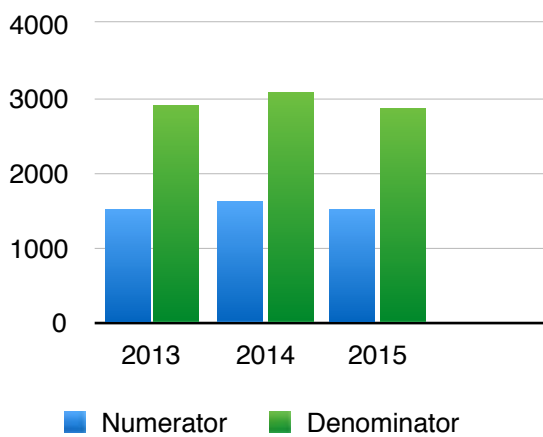
2P1: Credential, Certificate, or Degree

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
2013	1,494	2,888	55.00	51.73
2014	1,594	3,079	47.00	51.77
2015	1,488	2,845	50.30	52.30

- ✓ Percentage of concentrators leaving with a degree or certificate in a CTE program has increased by .53 percentage points from 2014 to 2015.



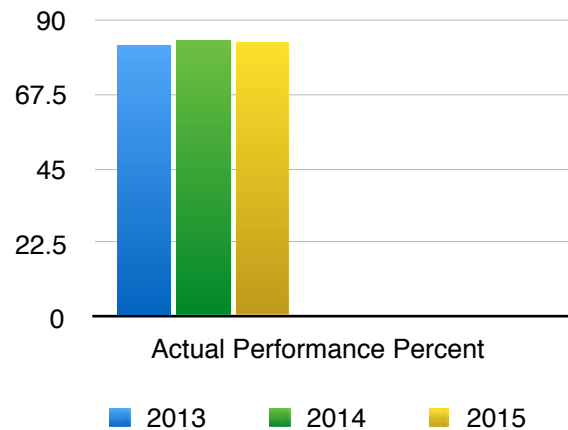
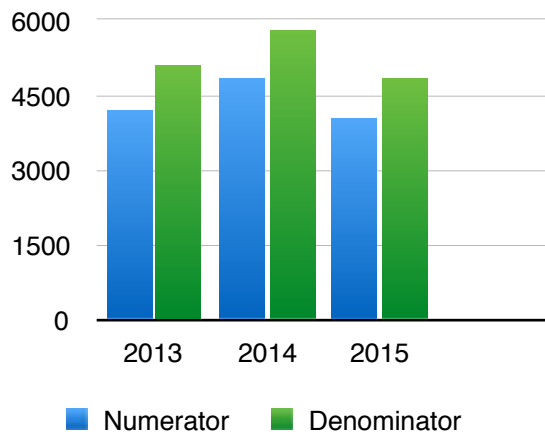
3P1: Student Retention or Transfer

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
2013	4,179	5,109	74.50	81.80
2014	4,822	5,766	75.21	83.63
2015	4,024	4,834	76.72	83.24

- ✓ Actual performance percentage has been maintained in the 83 percent range for the last two years.



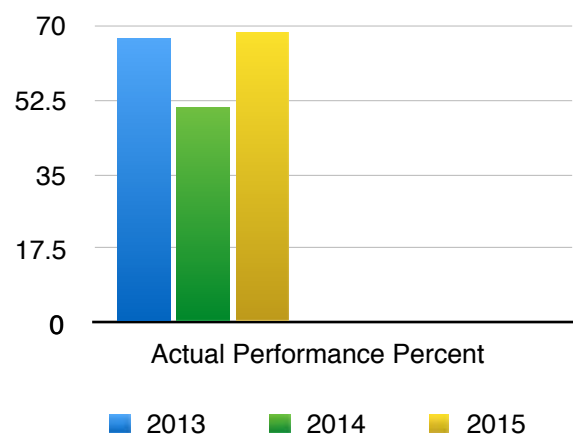
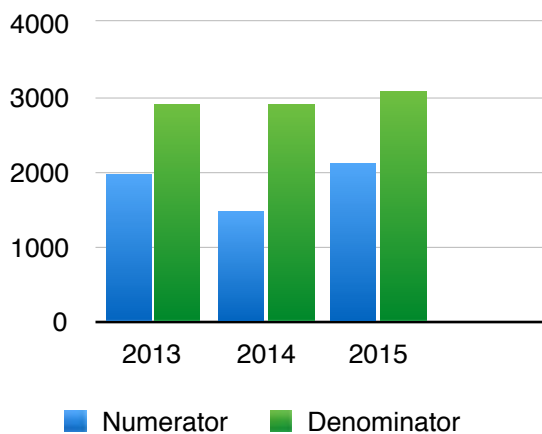
4P1: Student Placement

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
2013	1,948	2,906	65.00	67.03
2014	1,468	2,888	68.92	50.83
2015	2,106	3,079	69.00	68.40

- ✓ Number of concentrators in the numerator increased by 638 students or 43.46 percent from 2014 to 2015.
- ✓ Percentage of concentrators who were placed or retained in employment, military service or an apprenticeship program increased by 17.57 percentage points from 2014 to 2015.



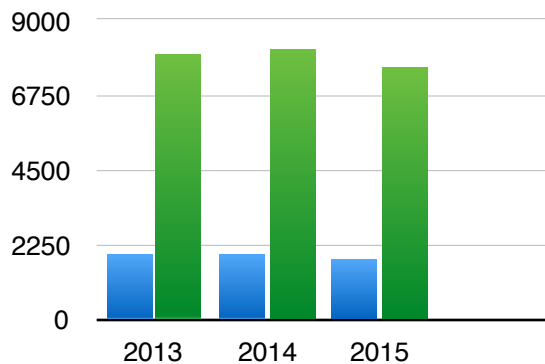
5P1: Nontraditional Participation

Numerator: Number of participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year

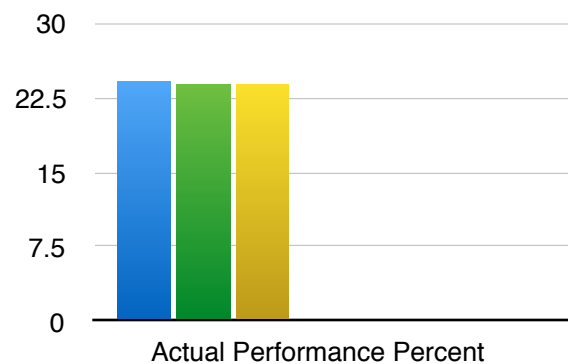
Denominator: Number of participants who participated in a program that leads to employment in nontraditional fields during the reporting year

Program Year	Numerator Number	Denominator Number	Negotiated Performance Goal Percent	Actual Performance Percent
2013	1,919	7,934	17.25	24.19
2014	1,941	8,121	17.50	23.90
2015	1,805	7,559	19.69	23.88

- ✓ Actual performance percentage has been maintained in the 24 percent range over a three-year period.



■ Numerator ■ Denominator



■ 2013 ■ 2014 ■ 2015

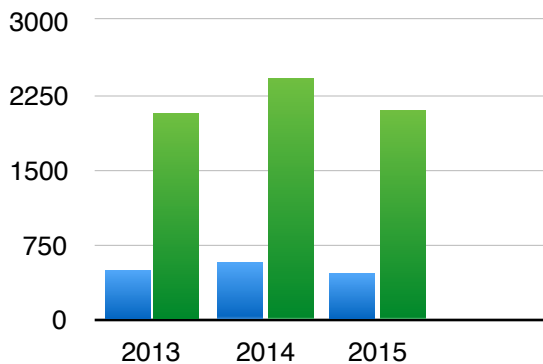
5P2: Nontraditional Completion

Numerator: Number of concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year

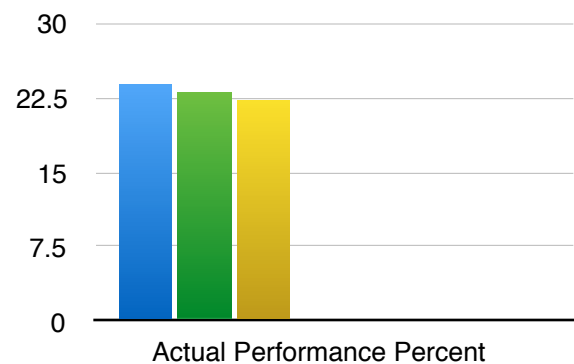
Denominator: Number of concentrators who completed a program that leads to employment in nontraditional fields during the reporting year

Program Year	Numerator Number	Denominator Number	Negotiated Performance Goal Percent	Actual Performance Percent
2013	493	2,067	15.50	23.85
2014	556	2,410	16.00	23.07
2015	469	2,098	19.36	22.35

- ✓ The actual performance percent has exceeded the negotiated performance percent over the three-year period.



■ Numerator ■ Denominator



■ 2013 ■ 2014 ■ 2015

Hawai'i State Department of Education Performance Indicators

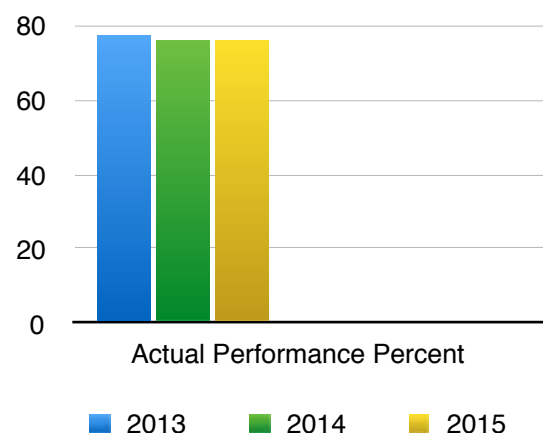
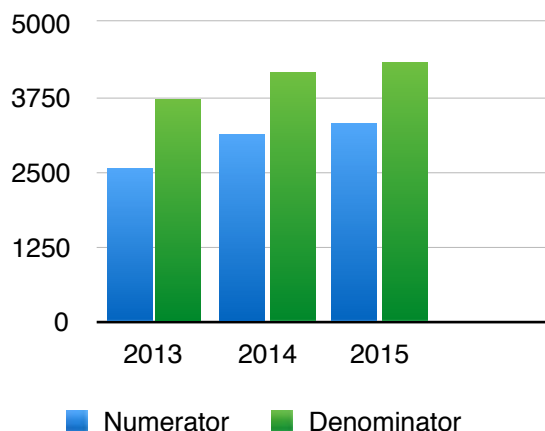
1S1: Academic Attainment: Reading/Language Arts

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
2013	2,538	3,714	72.00	76.99
2014	3,129	4,133	72.25	75.71
2015	3,285	4,321	72.25	76.02

- ✓ Percentage of CTE concentrators (76.02) who met proficiency or better on the Statewide high school reading/language arts assessment is 6.12 percentage points higher than the 69.90 percentage of all DOE students who met proficiency or better



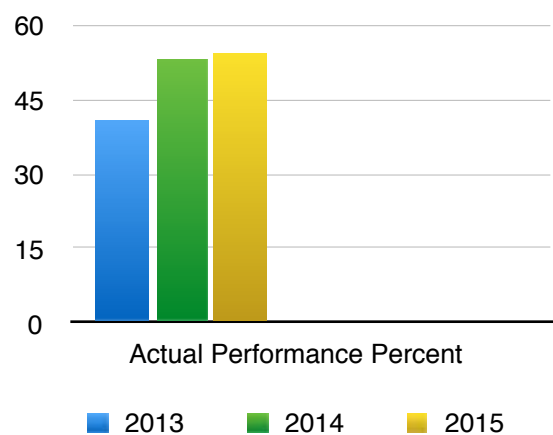
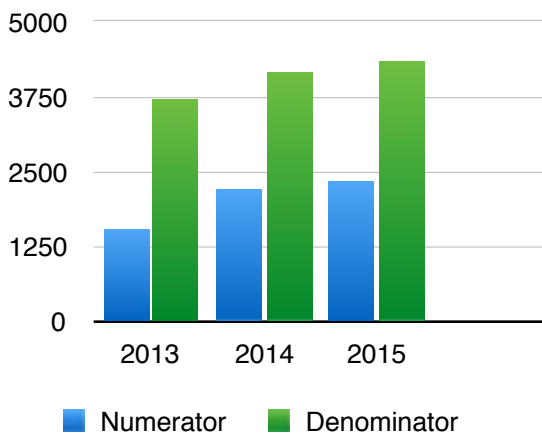
1S2: Academic Attainment: Mathematics

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 assessment 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
2013	1,511	3,715	40.25	40.67
2014	2,197	4,131	41.45	53.18
2015	2,343	4,316	41.00	54.29

- ✓ Percentage of CTE concentrators (54.29) who met proficiency or better on the Statewide high school reading/language arts assessment is 8.09 percentage points higher than the 46.20 percentage of all DOE students who met proficiency or better



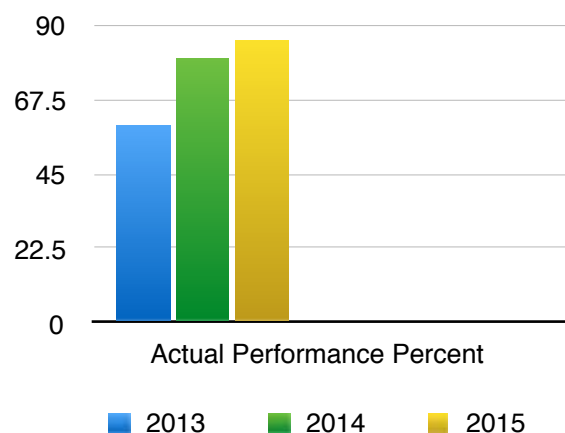
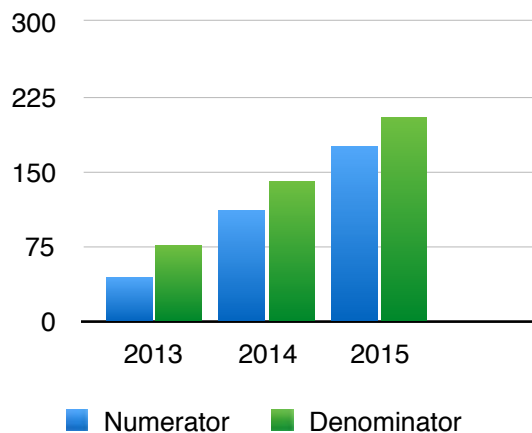
2S1: Technical Skill Assessment

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
2013	44	74	30.50	59.46
2014	111	139	30.75	79.86
2015	171	200	39.00	85.50

- ✓ Number of concentrators participating in the statewide technical skill assessments increased by 126 students over the three-year period
- ✓ Number of concentrators who passed technical skill assessments increased by 127 students from 2013 to 2015



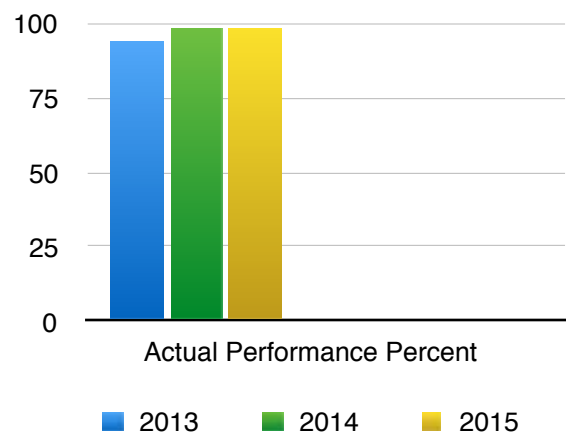
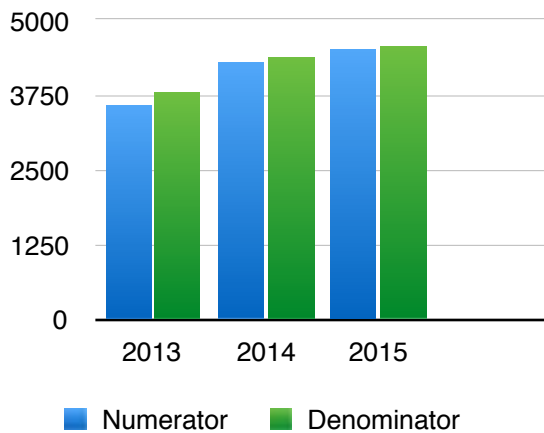
3S1: Secondary School Completion

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
2013	3,560	3,777	90.00	94.25
2014	4,299	4,365	91.00	98.49
2015	4,505	4,557	91.00	98.86

- ✓ Number of CTE concentrators who earned a regular secondary school diploma has increased by 945 students from 2013 to 2015



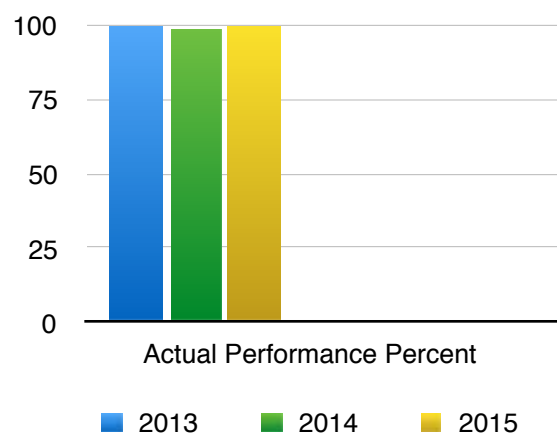
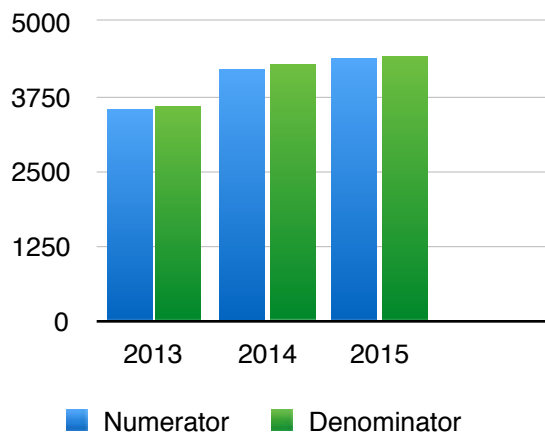
4S1: Student Graduation Rate

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
2013	3,518	3,554	90.00	98.99
2014	4,215	4,270	90.00	98.71
2015	4,385	4,439	90.00	98.78

- ✓ Percentage of CTE concentrators (98.78) who graduated is 17.28 percentage points higher than the percentage of all DOE students (81.50) who graduated



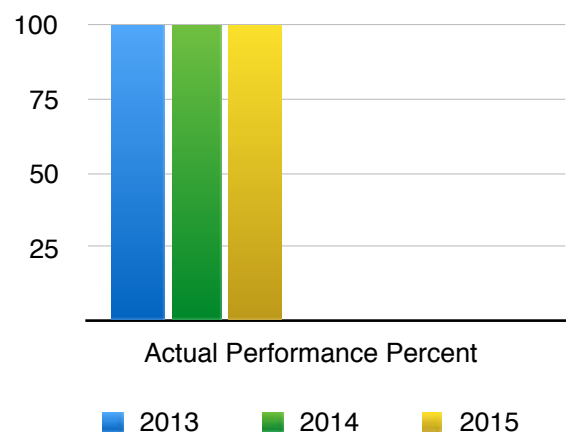
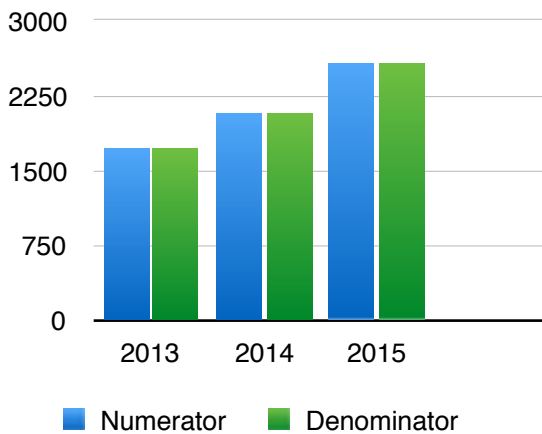
5S1: Placement

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
2013	1,711	1,711	90.00	100.00
2014	2,056	2,056	92.00	100.00
2015	2,579	2,579	92.00	100.00

- ✓ Number of students placed in postsecondary education has increased by 868 (50.73%) from 2013 to 2015
- ✓ Of the 2,579 students placed in postsecondary education, 1,148 or 44.51% were in a two-year institution and 1,431 or 55.49% were in a four-year institution



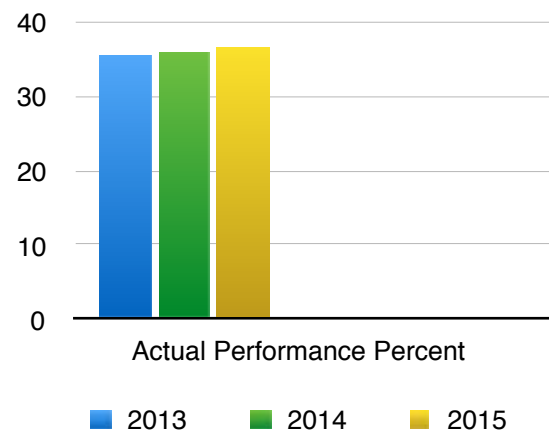
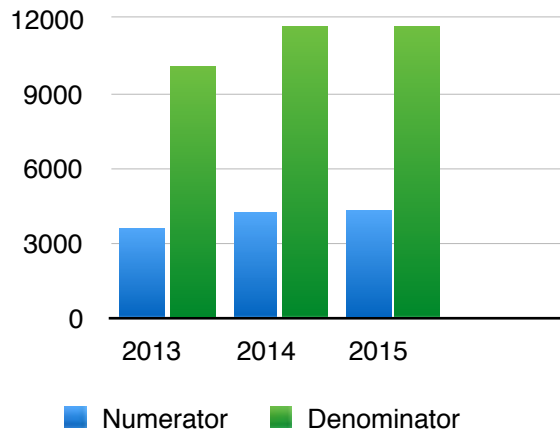
6S1: Nontraditional Participation

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
2013	3,564	10,089	29.75	35.33
2014	4,182	11,688	29.75	35.78
2015	4,240	11,651	34.00	36.39

- ✓ The negotiated performance goal percentage has been exceeded consistently from 2013 through 2015
- ✓ Approximately one-third of all participants in programs that lead to employment in nontraditional fields have been from underrepresented gender groups from 2013 through 2015



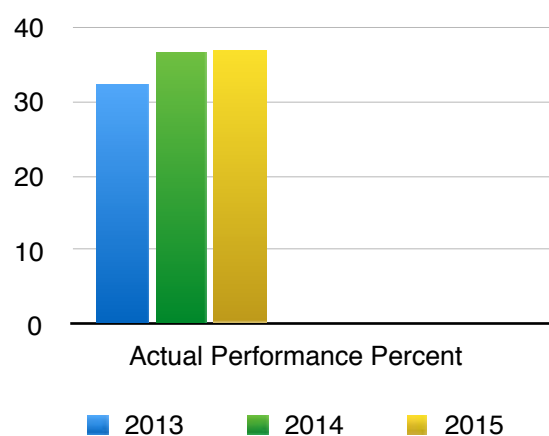
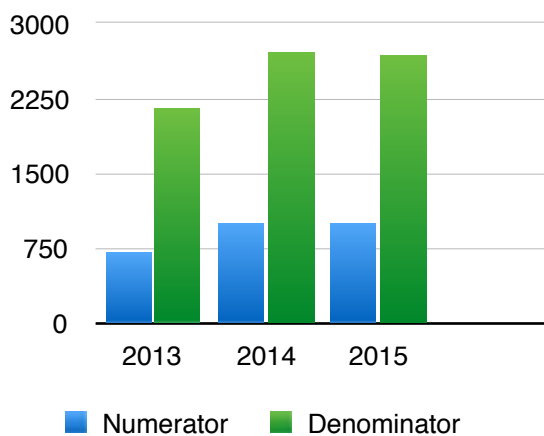
6S2: Nontraditional Completion

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
2013	688	2,144	30.25	32.09
2014	990	2,713	30.25	36.49
2015	987	2,682	30.30	36.80

- ✓ The negotiated performance goal percentage has been exceeded consistently from 2013 through 2015



SECTION III : STATE LEADERSHIP

Approximately 10 percent of the State's Perkins Grant annual award, State Leadership funds are allocated among the Hawai'i Department of Education, University of Hawai'i Community Colleges System, Office of the State Director for Career and Technical Education, and 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 the activities carried out for each of the required and permissive uses of State Leadership Activities 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: Leadership funds were not used for this activity.

Secondary: Leadership funds supported the expansion, enhancement, and implementation of the CTE on-line assessment system for state-approved CTE program courses. CTE program course assessments were administered via this statewide on-line testing system. Because the use of the on-line course assessment system was expanded so that all high schools are able to access the system, there was an increase in the number of students assessed. Performance-based assessments were also implemented to measure the ability of students to apply academic and technical knowledge and skills and learning outcomes in each of the State-approved CTE programs. All assessments are linked to standards that have been approved by statewide Pathway Advisory Councils.

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: Leadership funds were not used for this activity.

Secondary: Leadership funds were not used for this activity.

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 compiles and provides data in online data templates which include the metrics to assess program health in the areas of demand, efficiency, effectiveness and overall.

The UHCCS maintained services from Economic Modeling Specialists, Inc. (EMSI). The EMSI data, augmented by Labor Market Information tools, were essential to determining the current and future demands, skills/training required, and wage information for specific occupations in the State and counties of Hawai'i.

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

Secondary: All high schools receiving Perkins funding were required to complete a CTE end-of-year report that was reviewed by district CTE staff for project implementation, measurable student learning outcomes, qualitative impact, and fiscal accountability and compliance. The HIDOE state CTE staff also conducted on-site technical assistance visits to schools. During the reporting year, 19 on-site technical assistance visits were conducted (almost half of the high schools in the state) that resulted in commendations and recommendations to assist schools in enhancing the CTE program improvement initiatives at each school. Finally, the assessment of CTE programs was enhanced by contracted data analyses of CTE participant and concentrator results on the performance indicators. Longitudinal data are shared with schools to use for CTE program improvement planning.

Office of the State Director for Career and Technical Education: The State Office contracted a consultant to conduct a statewide assessment of CTE programs funded under Perkins.

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 funding of the LiveText Assessment System (LTAS) software for the Instructional Assessment and ePortfolio (IAEP) program. The program showed a direct map of how student competencies pointed to course Student Learning Outcomes (SLOs) and up to Program Learning Outcomes (PLOs) that were essential to systemic program evaluation and success. Recording and monitoring of students' skills were facilitated on a mobile technology platform that ensured efficiency and immediate assessment.

Secondary: Technology continues to be integrated into statewide performance-based assessments. Students participating in the CTE performance-based assessments demonstrated proficiency in the use of current industry-based technology. Also during the CTE performance-based assessment event, teachers attended professional development sessions where industry representatives shared technological advances and opportunities for partnerships. The HIDOE also explored the feasibility of utilizing the latest on-line automotive technology curriculum and assessment for high school programs. Unfortunately, the vendor was not able to receive Hawai'i Tax Compliance within the implementation window. Funds that were set aside for this project were used to expand support for the CTE performance-based assessment event.

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?**

Postsecondary: The UHCCS continued to support UHCCS Prior Learning Assessment Consortium faculty training and professional development in integrated academics through their attendance at workshops that were held by The Council for Adult and Experiential Learning (CAEL) Conference. The workshops provided faculty with current, critical knowledge that is needed to dramatically increase adult learners' success through prior learning assessments.

Secondary: Leadership funds were used to develop and conduct statewide professional development activities for CTE teachers. Of particular note was a series of workshops involving experienced CTE teachers who worked collaboratively to develop a model for teaching and learning in CTE courses. Leadership funds were also used to support professional development workshops for teachers during the CTE performance-based assessment events. These workshops focused on current and emerging trends in Hawai'i-based industries. Funds were used to contract personnel from the University of Hawai'i's Pacific Asian Center for Entrepreneurship and hire a part-time teacher to support partnership development, pathway advisory councils, and professional development for the continued enhancement of the Business and Arts and Communications Pathways.

Office of the State Director for Career and Technical Education: During the reporting period, the State Office used Leadership funds to support training and professional development for the director and all staff members.

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: The UHCCS funded a series of focus group meetings in which participants identified Health Services clinical instruction practices and issues and then determined best practices to address these issues. Representatives from the advisory committees of the Health Sciences programs, clinical preceptors, and faculty participated in the meetings. The meetings allowed faculty and institutions that hire Health Sciences graduates to better understand how graduates successfully meet clinical competencies and validated why they are valued as highly skilled professionals.

Secondary: Leadership funds were not used for this activity. Preparation for non-traditional fields is integrated with other program efforts at each school.

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 provide funding for staff to support special education students with disabilities. Note taking; video-captioning software; individualized mentoring in reading, writing, and math were among the services offered to students in both individualized and group settings. Mentoring and cohort instruction activities were created and made available in an assistive technology lab. Cohorts met on a scheduled basis and reviewed materials presented in their classes, including any transcribed materials. These services provided equal opportunity for individuals with disabilities to persist in their studies and to gain the maximum benefit from their educational/learning experience by participating fully in CTE programs that lead to high skill, high wage and high demand occupations.

Secondary: Leadership funds were not used for this activity. Support for programs for special populations is integrated with other program efforts at each school.

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 visit to all campuses per semester) at which time technology information was disseminated. The visits helped to ensure that proposals were aligned with Perkins data and requirements, supported student achievements in technical assessments, and supported placement of students in competitive employment.

Secondary: Funds initially set aside for a Job Pool project were instead used to develop and beta test an on-line grant request and reporting system to support schools' CTE program improvement efforts. The CTE on-line grant system was designed to allow individual schools to track usage of funds and student outcomes.

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

Postsecondary: The UHCCS continued to support a full-credit culinary program offered at the Women's Community Correctional Center in collaboration with a community college. Women inmates who completed the program with a "C" or better were awarded a Certificate of Completion (CC) in Culinary Arts. Credits earned from these courses can be applied to a culinary program at any community college within the UHCCS.

Secondary: Leadership funds were not used for this activity.

Department of Public Safety: Leadership funds were not used for this activity.

The Culinary Arts program offered by the Department of Public Safety through a partnership with the UHCCS included 4 modules. Introduction to Culinary Industry (Module 1) enrolled 13 women; 12 completed the module. Of the 14 women who enrolled in Module 2: Food Safety and Sanitation, 12 completed the module and earned a nationally recognized Serv-Sav certificate. All 10 of the women enrolled in Fundamentals of Cookery completed this third module. Of the 8 women who enrolled in Intermediate Cookery (Module 4), 6 were completers.

- 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: Leadership funds were not used for this activity.

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

Postsecondary: Not applicable.

Secondary: Leadership funds were not used for this activity.

- 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: Leadership funds were not used for this activity.

- 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: Leadership funds were not used for this activity.

- 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: Leadership funds were not used for this activity.

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: Leadership funds were not used for this activity.

Secondary: Personnel were contracted to write curriculum standards for Emergency Medical Services and Automotive Technology courses. The standards integrate academic and technical skill content and are cross-walked with Common Core math, language art and/or next generation science standards.

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 provided funding for a cooperative initiative between the shipbuilding and repair manufacturing sector, the State of Hawai'i Department of Labor and Industrial Relations and the UHCCS. The program targeted high school graduates, dislocated workers identified as being in high compatibility occupations (using EMSI/ ONET compatibility index), and community colleges students who were interested in employment in the shipbuilding and repair industry.

Secondary: Partnerships are key to the strength of the secondary-level CTE program. Pathway Advisory Councils 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. The partnerships have been instrumental in the development of course standards and assessments as well as guiding teacher training to enable students to meet academic standards and gain technical skills. Industry partners play a vital role in the performance-based assessments. Industry professionals from local business and industry assess the technical skills at the performance-based assessment to ensure that students meet the standards expected in the CTE program.

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

Postsecondary: Leadership funds were not used for this activity.

Secondary: Leadership funds were not used for this activity.

- 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: Leadership funds were not used for this activity.

Secondary: Leadership funds were not used for this activity.

- 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: Leadership funds were not used for this activity.

Secondary: Leadership funds were not used for this activity.

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

Postsecondary: Not applicable.

Secondary: Leadership funds were not used for this activity.

- 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: Leadership funds were not used for this activity.

Secondary: Leadership funds were not used for this activity.

- 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: Leadership funds were not used for this activity.

Secondary: Due to the impending changes in the HIDOE's email system, a proposed Job Pool pilot project was postponed until the new email system can be implemented. Funding originally budgeted for the job pool project was used to develop and beta test an on-line grant request and reporting system to support schools' CTE program improvement efforts.

- 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?**

Postsecondary: Leadership funds were not used for this activity.

Secondary: Leadership funds were not used for this activity.

Office of the State Director for Career and Technical Education: The State Office used Leadership funds as partial support for a staff member to collaborate with the State's P20 Task Force on dual credit opportunities for HIDOE CTE students.

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

Postsecondary: Leadership funds were not used for this activity.

Secondary: Leadership funds were not used for this activity.

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: Leadership funds were not used for this activity.

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

Postsecondary: Leadership funds were not used for this activity.

Secondary: Leadership funds were not used for this activity.

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:	07/01/14
To:	06/30/15

3. PR/AWARD NUMBERS:

Basic Grant to States	V048A140011
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:

02/08/16

TELEPHONE (Including Area Code):

(808) 956-4791

FINANCIAL STATUS REPORT FORMS

INTERIM & FINAL FINANCIAL FORMS

INTERIM FINANCIAL STATUS REPORT (FSR) FORM

I: State Name:	HAWAII	
II: Federal Funding Period:	07/01/14-09/30/15	
III: Reporting Period:	07/01/14-09/30/15	
IV: Accounting Basis:	Accrual	
V: Grant Award Numbers: State Basic Grant (Title I):	V048A140011	
Tech Prep Grant (Title II):		
VI: Title I Grant Award Amount:	5,496,906	
VII: Title II Grant Award Amount:	0	
VIII: Title II Funds Consolidated with Title I Funds:	0	
IX: Total Title I Funds (Title I Award + Title II Consolidated Funds):	5,496,906	
X. Total Title II Funds Remaining (Title II - Title II Consolidated Funds):	0	
* XI. Amended Interim FSR:	<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 Net Outlays Previously Reported	2 Total Outlays this Report Period	3 Program Income Credit	4 Net outlays this report period (Columns 2 - 3)
A	* TOTAL TITLE I FUNDS *				
B	LOCAL USE OF FUNDS				
C	RESERVE				
D	Secondary Eligible Recipients	\$0.00	\$0.00	\$0.00	\$0.00
E	Postsecondary Eligible Recipients	\$0.00	\$0.00	\$0.00	\$0.00
F	Total (Row D + E)	\$0.00	\$0.00	\$0.00	\$0.00
G	FORMULA DISTRIBUTION				
H	Funds for Secondary Recipients	\$0.00	\$7,817,711.82	\$0.00	\$7,817,711.82
I	Funds for Postsecondary Recipients	\$0.00	\$31,800,008.90	\$0.00	\$31,800,008.90
J	Total (Row H + I)	\$0.00	\$39,617,720.72	\$0.00	\$39,617,720.72
K	TOTAL LOCAL USES OF FUNDS (Row F + J)	\$0.00	\$39,617,720.72	\$0.00	\$39,617,720.72
L	STATE LEADERSHIP				
M	Nontraditional Training and Employment	\$0.00	\$1,096.81	\$0.00	\$1,096.81
N	State Institutions	\$0.00	\$0.00	\$0.00	\$0.00
O	Other Leadership Activities	\$0.00	\$257,790.65	\$0.00	\$257,790.65
P	TOTAL STATE LEADERSHIP (Row M + N + O)	\$0.00	\$258,887.46	\$0.00	\$258,887.46
Q	STATE ADMINISTRATION				
R	TOTAL STATE ADMINISTRATION	0.00	561,222.00	0.00	\$561,222.00
S	TOTAL TITLE I FUNDS (Row K + P + R)	\$0.00	\$40,437,830.18	\$0.00	\$40,437,830.18
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-Ofc of the St Director for Career & Tech Ed

5	6	7	8	9	10	11
Net outlays To Date (Columns 1 + 4)	Non-Federal share of outlays	Total Federal share of outlays (Columns 5 - 6)	Federal share of unliquidated obligations	Federal share of outlays and unliquidated obligations (Columns 7 + 8)	Federal Funds Authorized	Balance of Unobligated Federal funds (Columns 10 - 9)
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$7,817,711.82	\$5,746,758.98	\$2,070,952.84	\$50,347.56	\$2,121,300.40	\$2,412,637.00	\$291,336.60
\$31,800,008.90	\$30,263,540.00	\$1,536,468.90	\$869,505.05	\$2,405,973.95	\$2,412,637.00	\$6,663.05
\$39,617,720.72	\$36,010,298.98	\$3,607,421.74	\$919,852.61	\$4,527,274.35	\$4,825,274.00	\$297,999.65
\$39,617,720.72	\$36,010,298.98	\$3,607,421.74	\$919,852.61	\$4,527,274.35	\$4,825,274.00	\$297,999.65
\$1,096.81	\$0.00	\$1,096.81	\$0.00	\$1,096.81	\$60,000.00	\$58,903.19
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$54,948.00	\$54,948.00
\$257,790.65	\$0.00	\$257,790.65	\$2,940.30	\$260,730.95	\$434,527.00	\$173,796.05
\$258,887.46	\$0.00	\$258,887.46	\$2,940.30	\$261,827.76	\$549,475.00	\$287,647.24
\$561,222.00	439,065.00	\$122,157.00	0.00	\$122,157.00	122,157.00	\$0.00
\$40,437,830.18	\$36,449,363.98	\$3,988,466.20	\$922,792.91	\$4,911,259.11	\$5,496,906.00	\$585,646.89
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00		\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

FINAL FINANCIAL STATUS REPORT (FSR) FORM

I: State Name:	HAWAII
II: Federal Funding Period:	07/01/13-09/30/15
III: Reporting Period:	07/01/13-09/30/15
IV: Accounting Basis:	Cash
V: Grant Award Numbers: State Basic Grant (Title I):	V048A130011
Tech Prep Grant (Title II):	
VI: Title I Grant Award Amount:	5,235,475
VII: Title II Grant Award Amount:	0
VIII: Title II Funds Consolidated with Title I Funds:	5,235,475
IX: Total Title I Funds (Title I Award + Title II Consolidated Funds):	
X: Total Title II Funds Remaining (Title II - Title II Consolidated Funds):	
* XI: Amended Interim FSR:	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 Net Outlays Previously Reported	2 Total Outlays this Report Period	3 Program Income Credit	4 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	\$0.00	\$0.00	\$0.00
E	Postsecondary Eligible Recipients	\$0.00	\$0.00	\$0.00	\$0.00
F	Total (Row D + E)	\$0.00	\$0.00	\$0.00	\$0.00
G	FORMULA DISTRIBUTION				
H	Funds for Secondary Recipients	\$7,689,233.63	\$454,925.28	\$0.00	\$454,925.28
I	Funds for Postsecondary Recipients	\$31,762,103.41	\$642,600.59	\$0.00	\$642,600.59
J	Total (Row H + I)	\$39,451,337.04	\$1,097,525.87	\$0.00	\$1,097,525.87
K	TOTAL LOCAL USES OF FUNDS (Row F + J)	\$39,451,337.04	\$1,097,525.87	\$0.00	\$1,097,525.87
L	STATE LEADERSHIP				
M	Nontraditional Training and Employment	\$21,400.00	\$38,600.00	\$0.00	\$38,600.00
N	State Institutions	\$52,355.00	\$0.00	\$0.00	\$0.00
O	Other Leadership Activities	\$239,808.88	\$171,384.12	\$0.00	\$171,384.12
P	TOTAL STATE LEADERSHIP (Row M + N + O)	\$313,563.88	\$209,984.12	\$0.00	\$209,984.12
Q	STATE ADMINISTRATION				
R	TOTAL STATE ADMINISTRATION	436,260.06	68,774.94	0.00	\$68,774.94
S	TOTAL TITLE I FUNDS (Row K + P + R)	\$40,201,160.98	\$1,376,284.93	\$0.00	\$1,376,284.93
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

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STUDENT ENROLLMENT FORMS

CTE PARTICIPANTS & CONCENTRATORS

**Student Enrollment Forms
Enrollment of CTE Participants**

STATE: Hawaii

PROGRAM YEAR: 2014-2015

☐ 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	GRAND TOTAL	29356	9251	0	0	0
2	GENDER					
3	Male	16,165	4,718			
4	Female	13,191	4,533			
5	RACE/ETHNICITY* (1977 Standards)					
6	American Indian or Alaskan Native					
7	Asian or Pacific Islander					
8	Black (not Hispanic)					
9	Hispanic					
10	White					
11	Unknown					
12	RACE/ETHNICITY* (1997 Revised Standards)					
13	American Indian or Alaska Native	141	37			
14	Asian	11904	3,796			
15	Black or African American	474	118			
16	Hispanic/Latino	1819	166			
17	Native Hawaiian or Other Pacific Islander	9657	2,715			
18	White	3224	1,247			
19	Two or More Races	2137	1,118			
20	Unknown (Postsecondary Only)		54			
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES					
22	Individuals With Disabilities (ADA)		395			
23	Disability Status (ESEA/IDEA) (Secondary Only)	3004				
24	Economically Disadvantaged	14058	3,530			
25	Single Parents		574			
26	Displaced Homemakers		286			
27	Limited English Proficient	1636	382			
28	Migrant Status					
29	Nontraditional Enrollees	4240	1,795			

*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: 2014-2015

☐ Amended Performance Data

Date of Filing Amended Data: _____

		A	B	C	D	E	F	G
Line	Population	Agri. Food & Nat. Resources	Architecture & Const.	Arts, A/V Tech. & Comm.	Bus., Mgt. & Admin.	Education & Training	Finance	Gov't & Pub. Admin.
1	SECONDARY							
2	Female	95	47	724	131	38	19	0
3	Male	236	477	608	94	6	26	1
4	Total	331	524	1332	225	44	45	1
5	POSTSECONDARY							
6	Female	23	70	81	428	208	358	N/P
7	Male	64	393	95	178	8	114	N/P
8	Total	87	463	176	606	216	472	0
9	ADULT							
10	Female							
11	Male							
12	Total	0	0	0	0	0	0	0
13	GRAND TOTAL (Lines 4+8+12)	418	987	1508	831	260	517	1

Additional Information:

H	I	J	K	L	M	N	O	P	Q
Health Science	Hospitality & Tourism	Human Services	Info. Tech.	Law, Pub. Safety & Security	Manufac.	Mkt. Sales & Serv.	Sci., Tech, Engin. & Math.	Transp., Distrib. & Logistics	Total
638	376	0	3	0	2	49	11	15	2148
153	277	0	34	0	13	57	75	352	2409
791	653	0	37	0	15	106	86	367	4557
779	594	114	89	190	108	80	68	49	3239
219	474	46	392	355	214	37	4	490	3083
998	1068	160	481	545	322	117	72	539	6322
0	0	0	0	0	0	0	0	0	0
1789	1721	160	518	545	337	223	158	906	10879

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: SY 2015

☐ 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	2670	2845	91.00%	93.85%	E	Y
2	GENDER						
3	Male	1253	1356		92.40%		
4	Female	1417	1489		95.16%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	13	13		100.00%		
14	Asian	1091	1147		95.12%		
15	Black or African American	30	34		88.24%		
16	Hispanic/Latino	51	59		86.44%		
17	Native Hawaii or Other Pacific Islander	769	832		92.43%		
18	White	374	390		95.90%		
19	Two or More Races	333	361		92.24%		
20	Unknown	9	9		100.00%		
21	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	101	115		87.83%		
23	Economically Disadvantaged	1284	1366		94.00%		
24	Single Parents	154	167		92.22%		
25	Displaced Homemakers	73	83		87.95%		
26	Limited English Proficient	157	160		98.13%		
27	Nontraditional Enrollees	496	527		94.12%		
28	Tech Prep				0.00%		

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

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

STATE: Hawaii

PROGRAM YEAR: SY 2015

☐ 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	1488	2845	50.30%	52.30%	E	Y
2	GENDER						
3	Male	718	1356		52.95%		
4	Female	770	1489		51.71%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	7	13		53.85%		
14	Asian	679	1147		59.20%		
15	Black or African American	18	34		52.94%		
16	Hispanic/Latino	26	59		44.07%		
17	Native Hawaiian or Other Pacific Islander	392	832		47.12%		
18	White	188	390		48.21%		
19	Two or More Races	172	361		47.65%		
20	Unknown	6	9		66.67%		
21	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	46	115		40.00%		
23	Economically Disadvantaged	713	1366		52.20%		
24	Single Parents	75	167		44.91%		
25	Displaced Homemakers	30	83		36.14%		
26	Limited English Proficient	112	160		70.00%		
27	Nontraditional Enrollees	272	527		51.61%		
28	Tech Prep				0.00%		
29	DISAGGREGATE INDICATORS						
30	Credential	0			0.00%		
31	Certificate	386			0.00%		
32	Degree	1102			0.00%		

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

Additional Information:

3P1: STUDENT RETENTION OR TRANSFER

Hawaii

SY 2015

Date of Filing Amended Data:

*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: SY 2015

 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	2106	3079	69.00%	68.40%	N	Y
2	GENDER						
3	Male	1069	1488		71.84%		
4	Female	1037	1591		65.18%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	6	8		75.00%		
14	Asian	929	1252		74.20%		
15	Black or African American	19	47		40.43%		
16	Hispanic/Latino	29	48		60.42%		
17	Native Hawaii or Other Pacific Islander	615	863		71.26%		
18	White	235	473		49.68%		
19	Two or More Races	269	374		71.93%		
20	Unknown	4	14		28.57%		
21	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	56	121		46.28%		
23	Economically Disadvantaged	44	1044		4.21%		
24	Single Parents	96	153		62.75%		
25	Displaced Homemakers	33	67		49.25%		
26	Limited English Proficient	50	127		39.37%		
27	Nontraditional Enrollees	389	560		69.46%		
28	Tech Prep				0.00%		
29	DISAGGREGATE INDICATORS						
30	Apprenticeship		0		0.00%		
31	Employment		1939		0.00%		
32	Military		187		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: SY 2015

☐ 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	1805	7559	19.69%	23.88%	E	Y
2	GENDER						
3	Male	539	4209		12.81%		
4	Female	1266	3350		37.79%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	6	29		20.69%		
14	Asian	673	2970		22.66%		
15	Black or African American	27	101		26.73%		
16	Hispanic/Latino	50	148		33.78%		
17	Native Hawaii or Other Pacific Islander	533	2272		23.46%		
18	White	266	1028		25.88%		
19	Two or More Races	245	971		25.23%		
20	Unknown	5	40		12.50%		
21	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	83	316		26.27%		
23	Economically Disadvantaged	699	2877		24.30%		
24	Single Parents	121	423		28.61%		
25	Displaced Homemakers	56	206		27.18%		
26	Limited English Proficient	52	204		25.49%		
27	Tech Prep				0.00%		

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

Additional Information:

POSTSECONDARY LEVEL
5P2: NONTRADITIONALCOMPLETION

Hawaii

SY 2015

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	469	2098	19.36%	22.35%	E	Y
2	GENDER						
3	Male	152	1064		14.29%		
4	Female	317	1034		30.66%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	0	10		0.00%		
14	Asian	189	877		21.55%		
15	Black or African American	8	33		24.24%		
16	Hispanic/Latino	17	43		39.53%		
17	Native Hawaii or Other Pacific Islander	117	555		21.08%		
18	White	67	306		21.90%		
19	Two or More Races	70	269		26.02%		
20	Unknown	1	5		20.00%		
21	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
22	Individuals With Disabilities (ADA)	16	77		20.78%		
23	Economically Disadvantaged	207	963		21.50%		
24	Single Parents	25	97		25.77%		
25	Displaced Homemakers	15	54		27.78%		
26	Limited English Proficient	17	66		25.76%		
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: SY2015

☐ 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	3285	4321	72.25%	76.02%	E	Y
2	GENDER						
3	Male	1667	2272		73.37%		
4	Female	1618	2049		78.97%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	12	16		75.00%		
14	Asian	1598	1981		80.67%		
15	Black or African American	45	56		80.36%		
16	Hispanic/Latino	165	219		75.34%		
17	Native Hawaii or Other Pacific Islander	824	1311		62.85%		
18	White	412	466		88.41%		
19	Two or More Races	229	272		84.19%		
20	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)	N/P	N/P		XXX%		
22	Disability Status (ESEA/IDEA)	74	310		23.87%		
23	Economically Disadvantaged	1133	1689		67.08%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	12	97		12.37%		
27	Migrant Status	N/P	N/P		XXX%		
28	Nontraditional Enrollees	430	881		48.81%		
29	Tech Prep	3285	4321		76.02%		

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

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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: SY2015

☐ 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	2343	4316	41.00%	54.29%	E	Y
2	GENDER						
3	Male	1188	2269		52.36%		
4	Female	1155	2047		56.42%		
12	RACE/ETHNICITY* (1997 Revised Standards)		4316				
13	American Indian or Alaska Native	6	16		37.50%		
14	Asian	1280	1980		64.65%		
15	Black or African American	32	56		57.14%		
16	Hispanic/Latino	97	219		44.29%		
17	Native Hawaii or Other Pacific Islander	507	1308		38.76%		
18	White	265	466		56.87%		
19	Two or More Races	156	271		57.56%		
20	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES		4316				
21	Individuals With Disabilities (ADA)	N/P	N/P		XXX%		
22	Disability Status (ESEA/IDEA)	39	310		12.58%		
23	Economically Disadvantaged	778	1689		46.06%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	12	97		12.37%		
27	Migrant Status	N/P	N/P		XXX%		
28	Nontraditional Enrollees	462	881		52.44%		
29	Tech Prep	2343	4316		54.29%		

*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: SY2015

 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	171	200	65.00%	85.50%	E	Y
2	GENDER						
3	Male	67	82		81.71%		
4	Female	104	118		88.14%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	2	4		50.00%		
14	Asian	114	131		87.02%		
15	Black or African American	3	3		100.00%		
16	Hispanic/Latino	5	7		71.43%		
17	Native Hawaii or Other Pacific Islander	23	25		92.00%		
18	White	15	19		78.95%		
19	Two or More Races	9	11		81.82%		
20	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)	1	3		33.33%		
23	Economically Disadvantaged	39	51		76.47%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	1	1		100.00%		
27	Migrant Status	N/P	N/P		XXX%		
28	Nontraditional Enrollees	21	24		87.50%		
29	Tech Prep	171	200		85.50%		

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

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

STATE: HAWAII

PROGRAM YEAR: SY2015

☐ 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	4505	4557	91.00%	98.86%	E	Y
2	GENDER						
3	Male	2376	2409		98.63%		
4	Female	2129	2148		99.12%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	16	16		100.00%		
14	Asian	2023	2038		99.26%		
15	Black or African American	62	64		96.88%		
16	Hispanic/Latino	236	238		99.16%		
17	Native Hawaii or Other Pacific Islander	1378	1399		98.50%		
18	White	497	506		98.22%		
19	Two or More Races	293	296		98.99%		
20	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)	N/P	N/P		XXX%		
22	Disability Status (ESEA/IDEA)	328	336		97.62%		
23	Economically Disadvantaged	1771	1802		98.28%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	108	112		96.43%		
27	Migrant Status	N/P	N/P		XXX%		
28	Nontraditional Enrollees	922	924		99.78%		
29	Tech Prep	4505	4557		98.86%		
30	DISAGGREGATE INDICATORS						
31	General Education Development (GED)	N/P	N/P		XXX%		
32	Diploma	4504	4557		98.84%		
33	Certificate	1	4557		0.02%		

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

Additional Information:

4S1: STUDENT GRADUATION RATES

PROGRAM YEAR: **SY2015**

Date of Filing Amended Data:

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	4385	4439	90.00%	98.78%	E	Y
2	GENDER						
3	Male	2308	2342		98.55%		
4	Female	2077	2097		99.05%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	16	16		100.00%		
14	Asian	1999	2015		99.21%		
15	Black or African American	58	60		96.67%		
16	Hispanic/Latino	224	226		99.12%		
17	Native Hawaii or Other Pacific Islander	1334	1355		98.45%		
18	White	481	491		97.96%		
19	Two or More Races	273	276		98.91%		
20	SPECIAL POPULATIONS AND OTHER STUD	4385	4439				
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)	312	313		99.68%		
23	Economically Disadvantaged	1711	1728		99.02%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	100	101		99.01%		
27	Migrant Status	N/P	N/P		XXX%		
28	Nontraditional Enrollees	954	962		99.17%		
29	Tech Prep	4385	4439		98.78%		

*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
5S1: PLACEMENT

STATE: HAWAII

PROGRAM YEAR: SY2015

☐ 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	2579	2579	92.00%	100.00%	E	Y
2	GENDER						
3	Male	1184	1184		100.00%		
4	Female	1395	1395		100.00%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	6	6		100.00%		
14	Asian	1368	1368		100.00%		
15	Black or African American	37	37		100.00%		
16	Hispanic/Latino	131	131		100.00%		
17	Native Hawaii or Other Pacific Islander	577	577		100.00%		
18	White	294	294		100.00%		
19	Two or More Races	166	166		100.00%		
20	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)	72	72		100.00%		
23	Economically Disadvantaged	803	803		100.00%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	33	33		100.00%		
27	Migrant Status	N/P	N/P		XXX%		
28	Nontraditional Enrollees	539	539		100.00%		
29	Tech Prep	2579	2579		100.00%		
30	DISAGGREGATE INDICATORS						
31	Advanced Training & Postsecondary Educat	2579	2579		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: SY2015

☐ 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	4240	11651	34.00%	36.39%	E	Y
2	GENDER						
3	Male	1686	7076		23.83%		
4	Female	2554	4575		55.83%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	21	59		35.59%		
14	Asian	1786	4922		36.29%		
15	Black or African American	65	162		40.12%		
16	Hispanic/Latino	240	644		37.27%		
17	Native Hawaii or Other Pacific Islander	1369	3836		35.69%		
18	White	453	1225		36.98%		
19	Two or More Races	306	803		38.11%		
20	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)	431	1362		31.64%		
23	Economically Disadvantaged	2041	5658		36.07%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	180	560		32.14%		
27	Migrant Status	N/P	N/P		XXX%		
28	Tech Prep	4240	11651		36.39%		

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

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

STATE: HAWAII

PROGRAM YEAR: SY2015

☐ 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	987	2682	30.30%	36.80%	E	Y
2	GENDER						
3	Male	316	1553		20.35%		
4	Female	671	1129		59.43%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	4	9		44.44%		
14	Asian	393	1128		34.84%		
15	Black or African American	14	32		43.75%		
16	Hispanic/Latino	61	154		39.61%		
17	Native Hawaii or Other Pacific Islander	319	848		37.62%		
18	White	138	332		41.57%		
19	Two or More Races	58	179		32.40%		
20	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)				0.00%		
22	Disability Status (ESEA/IDEA)	55	220		25.00%		
23	Economically Disadvantaged	401	1091		36.76%		
24	Single Parents	N/P	N/P		XXX%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	31	74		41.89%		
27	Migrant Status	N/P	N/P		XXX%		
28	Tech Prep	987	2682		36.80%		

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

Additional Information:
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