

A. GENERAL PROGRAM QUALITY INDICATORS

A.1 College Career and Technical Education Plan for the Use of Perkins Funds The postsecondary subrecipient (individual college within the University of Hawaii Community Colleges System – UHCCS) has a plan for the use and allocation of Perkins funds to develop, improve, and implement Career and Technical Education (CTE) programs.	
Evidence	Check if Evidence is on File
A.1.1 The college CTE Plan incorporates pertinent elements of the Perkins Act, the Hawaii State Plan for Career and Technical Education, Hawaii’s Career Pathway System, and the UHCCS plan for the use of Perkins funds.	<input type="checkbox"/>
A1.2 The college CTE Plan reflects the use of data to identify gaps and students needs.	<input type="checkbox"/>
A.1.3 The college CTE Plan includes a timeline for expected outcomes.	<input type="checkbox"/>
A.1.4 The college CTE plan is reviewed annually and modifications are made in response to evolving conditions within the state and the needs of business and industry.	<input type="checkbox"/>
A.1.5 The college provides technical assistance and professional development to faculty, counselors, administrators, and others involved in carrying out campus CTE activities to assure understanding and implementation of the college CTE Plan.	<input type="checkbox"/>

A.1 Monitor Use Only		
<input type="checkbox"/> Conforms	<input type="checkbox"/> Does Not Conform	<input type="checkbox"/> Not Applicable
Comments:		

A.2 Hawaii Career Pathway System The postsecondary subrecipient has incorporated the Hawaii Career Pathway System into curriculum content and planning. The Hawaii Career Pathway System is an integral part of counseling/advisement programs and activities.	
Evidence	Check if Evidence is on File
A.2.1 The college promotes and expands the Hawaii Career Pathway System, including the in-servicing of faculty, counselors, and administrators on all aspects of Hawaii’s Career Pathway System.	<input type="checkbox"/>
A.2.2 The college handbook, course catalog, course syllabi,	<input type="checkbox"/>

website and informational materials incorporate Hawaii Career Pathway System terminology and organizational structure.	
A.2.3 CTE courses and programs are aligned to the Hawaii Career Pathway System.	<input type="checkbox"/>

A.2 Monitor Use Only		
<input type="checkbox"/> Conforms	<input type="checkbox"/> Does Not Conform	<input checked="" type="checkbox"/> Not Applicable
Comments:		

A.3 Career and Technical Education Course and Program Content The postsecondary subrecipient initiates, improves, expands, and modernizes quality career and technical education programs.	
Evidence	Check if Evidence is on File
A.3.1 The college reviews program offerings and curricular content for relevance to labor market needs, economic development priorities, and industry certification requirements.	<input type="checkbox"/>
A.3.2 Course assessments, including performance-based technical skill assessments, are aligned to Student Learning Outcomes.	<input type="checkbox"/>
A.3.3 The college crosswalks academic core and career and technical education student learning outcomes to assure a strong academic core that is contextually relevant to rigorous CTE course content.	<input type="checkbox"/>
A.3.4 College-level administrator review of CTE course content/student learning outcomes including administrator comments.	<input type="checkbox"/>
A.3.5 Student learning outcomes for employability skills such as the importance of persistence, accuracy, flexibility, integrity, and ethical conduct are apparent in CTE course content.	<input type="checkbox"/>
A.3.6 Student mastery of employability skills is measured in all CTE courses.	<input type="checkbox"/>

A.3 Monitor Use Only		
<input type="checkbox"/> Conforms	<input type="checkbox"/> Does Not Conform	<input type="checkbox"/> Not Applicable
Comments:		

A.4 Programs of Study
Programs of Study are non-duplicative sequence of courses that link secondary and postsecondary CTE programs. Programs of Study encompass rigorous content aligned with challenging academic standards and relevant technical knowledge and skills. The

State Plan approved Programs of Study are Dual Credit Articulated Program of Study Agreement for Travel Industry Management CTE programs and Jump Start students who successfully complete a Pathway core course at the high school and enroll in a community college CTE program in the same Pathway. (A third Program of Study in the State Plan, Early College, is currently being piloted.)	
Evidence	Check if implemented Evidence is on File
A.4.1 List of the State Plan approved Programs of Study available at the college and specific CTE program and courses included in the Program of Study.	<input type="checkbox"/>
A.4.2 The college has records of the number of students who have been admitted into a State Plan approved Program of Study including the specific CTE program and courses in which Program of Study students are enrolled.	<input type="checkbox"/>
A.4.3 The college has records of the number of students who have been admitted to and received DCAPS, Jump Start, and Early College dual credits, including the number of credits and the specific program area.	<input type="checkbox"/>
A.4.4 The college provides information and/or guidance to future and incoming students regarding their opportunities and/or eligibility to receive dual credits.	<input type="checkbox"/>

A.4 Monitor Use Only		
<input type="checkbox"/> Conforms	<input type="checkbox"/> Does Not Conform	<input type="checkbox"/> Not Applicable
Comments:		

A.5 Professional Development The postsecondary subrecipient provides professional development for all aspects of CTE Program Quality indicators, Basic Grant and Leadership funding, State Adjusted Level of Performance Indicators, and fiscal and records management.	
Evidence	Check if implemented Evidence is on File
A.5.1 Data analysis identifying specific professional development needs including analysis and use of data, particularly special populations data.	<input type="checkbox"/>
A.5.2 Agendas and program materials from professional development activities.	<input type="checkbox"/>
A.5.3 Evaluation of professional development activities including identification of future professional development needs based on feedback from participants and assessment of the outcomes of the activities.	<input type="checkbox"/>

A.5.4 Specific outcomes/changes resulting from professional development activities.	<input type="checkbox"/>
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A.5 Monitor Use Only		
<input type="checkbox"/> Conforms	<input type="checkbox"/> Does Not Conform	<input type="checkbox"/> Not Applicable
Comments:		

A.6 Advisory Committees/Councils The postsecondary subrecipient involves students, faculty members, representatives of business and industry, representatives of special populations, and other interested individuals in developing, implementing, and evaluating Career and Technical Education programs.	
Evidence	Check if implemented Evidence is on File
A.6.1 Minutes of meetings with local business and industry representatives and community members for all CTE programs indicating a thorough discussion to determine needs, review proposed curriculum, and approve program and student learning outcomes. All minutes include names and affiliation of those in attendance.	<input type="checkbox"/>
A.6.2 Student Learning Outcomes for each CTE course, based on business and industry input, reflect the skills and knowledge required by employers.	<input type="checkbox"/>
A.6.3 Minutes of the college community-based program advisory committee meetings. All minutes include names and affiliation of those in attendance.	<input type="checkbox"/>
A.6.4 Identified needs resulting from A.6.3 and follow up actions.	<input type="checkbox"/>
A.6.5 Documentation that identified needs, recommendations, and other pertinent information from A.6.1 and A.6.3 are shared with all faculty members involved in the CTE program (academic and technical).	<input type="checkbox"/>

A.6 Monitor Use Only		
<input type="checkbox"/> Conforms	<input type="checkbox"/> Does Not Conform	<input type="checkbox"/> Not Applicable
Comments:		

A.7 Equal Access Career and technical education programs address equity issues and provide equal opportunities to individuals without discrimination on the basis of race, color, national
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origin, sex, marital status, disability, creed, or age. Reminder: Special Populations include individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for nontraditional fields, single parents (including single pregnant women), displaced homemakers, and individuals with limited English proficiency.	
Evidence	Check if implemented Evidence is on File
A.7.1 The college has developed outreach procedures, including eliminating barriers, for increasing the enrollment of special populations in CTE programs, e.g., scheduling, informational materials, newsletters, web site.	<input type="checkbox"/>
A.7.2 Data regarding student participation in and completion of CTE programs that lead to nontraditional training and employment are utilized to improve participation and completion.	<input type="checkbox"/>
A.7.3 Data regarding the participation and completion rate of all special population groups are utilized to improve participation and completion.	<input type="checkbox"/>
A.7.4 Staff development activities on diversity, including gender equity, are planned and implemented on an ongoing basis.	<input type="checkbox"/>
A.7.5 Action plans are in place and utilized to recruit and improve participation, retention, and completion of all special population groups and nontraditional students in CTE programs.	<input type="checkbox"/>

A.7 Monitor Use Only		
<input type="checkbox"/> Conforms	<input type="checkbox"/> Does Not Conform	<input type="checkbox"/> Not Applicable
Comments:		

B. BASIC GRANT FUNDS

B.1 Required Uses The postsecondary subrecipient conducts activities under the required uses of Perkins Basic Grant funds.	
Evidence	Check if implemented Evidence is on File
B.1.1 All funded activities and/or projects are directly linked to one or more of the State adjusted levels of performance.	<input type="checkbox"/>
B.1.2 All funded activities and/or projects are designed to meet or exceed the State adjusted levels of performance.	<input type="checkbox"/>
B.1.3 Projects/activities that meet the required uses of Basic Grant funds are based on data analysis and support the college CTE plan.	<input type="checkbox"/>

B.1.4 Documentation of and products resulting from projects and/or activities exists for each required use.	<input type="checkbox"/>
B.1.5 Analyses of data and outcomes from previously funded required Basic Grant activities/projects are used to amend the College CTE Plan and inform future use of Basic Grant funds.	<input type="checkbox"/>
B.1.6 There is on file an end-of-year report comparing proposed activities with actual outcomes and results.	<input type="checkbox"/>
B.1.7 There is on file an end-of-year report linking requested funds for each activity to actual fund expenditures for each activity.	<input type="checkbox"/>
B.1.8 End-of-year reports for Basic Grant funds are kept on file for 5 years.	<input type="checkbox"/>

B.1 Monitor Use Only		
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not Meet	<input type="checkbox"/> Not Applicable
Comments:		

B.2 Permissive Uses The postsecondary subrecipient may conduct activities under the permissive uses of Basic Grant funds.	
Evidence	Check if implemented Evidence is on File
B.2.1 All funded activities and/or projects are directly linked to one or more of the State adjusted levels of performance.	<input type="checkbox"/>
B.2.2 All funded activities and/or projects are designed to meet or exceed the State adjust levels of performance.	<input type="checkbox"/>
B.2.3 Documentation of and products resulting from projects and activities exists for each permissive Basic Grant element funded.	<input type="checkbox"/>
B.2.4 Projects/activities that meet the permissive uses of Basic Grant funds are based on data analysis and support the college CTE plan.	<input type="checkbox"/>
B.2.5 Analyses of data and outcomes from previously funded Basic Grant permissive activities/projects are used to amend the College CTE Plan and inform future use of Basic Grant funds.	<input type="checkbox"/>
B.2.6 There is on file an end-of-year report comparing proposed activities with actual outcomes and results.	<input type="checkbox"/>
B.2.7 There is on file an end-of-year report linking requested funds for each activity to actual fund expenditures for each activity.	<input type="checkbox"/>
B.2.8 End-of-year reports for Basic Grant funds are kept on file for 5 years.	<input type="checkbox"/>

B.2 Monitor Use Only		
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not Meet	<input type="checkbox"/> Not Applicable
Comments:		

C. STATE-ADJUSTED LEVELS OF PERFORMANCE

C.1 State-Adjusted Levels of Performance Data Reporting Data for State-adjusted levels of performance as required for the Consolidated Annual Report (CAR) must be reported for all courses/programs that are defined as Career and Technical Education whether or not the courses/programs receive Perkins funds.	
Evidence	Check if implemented Evidence is on File
C.1.1 The college has aligned all courses/programs offered to the UHCCS definition of a CTE course/program, including a list of courses/programs that are included by the definition and those courses/programs that are excluded by the definition.	<input type="checkbox"/>
C.1.2 There is an alignment of reporting data by all courses/programs meeting the UHCCS definition of CTE course/program.	<input type="checkbox"/>
C.1.3 State-adjusted levels of performance data are reported for the CAR for all courses/programs included in the UHCCS definition of a CTE course/program.	<input type="checkbox"/>
C.1.4 Documentation that technical assistance and professional development regarding the UHCCS definition of CTE courses/programs is provided.	<input type="checkbox"/>

C.1 Monitor Use Only		
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not Meet	<input type="checkbox"/> Not Applicable
Comments:		

C.2 Validity and Reliability of Data Policies and procedures ensure that data reported by the postsecondary subrecipient are complete, accurate, and reliable.	
Evidence	Check if implemented Evidence is on File
C.2.1 The college uses UHCCS management and/or training manuals describing data entry processes and procedures.	<input type="checkbox"/>

C.2.2 The college has oversight processes and procedures to ensure accuracy.	<input type="checkbox"/>
C.2.3 The college has procedures to correct inconsistencies or problems.	<input type="checkbox"/>
C.2.4 The college has administrative rules regarding data security.	<input type="checkbox"/>
C.2.5 The college uses UHCCS approved policies and procedures for ensuring that data reported are accurate and reliable.	<input type="checkbox"/>
C.2.6 Documentation that technical assistance and professional development regarding data accuracy and reliability is provided.	<input type="checkbox"/>

C.2 Monitor Use Only		
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not Meet	<input type="checkbox"/> Not Applicable
Comments:		

C.3 Data Analysis The postsecondary subrecipient uses the results of State-adjusted levels of performance data analyses to improve CTE programs.	
Evidence	Check if implemented Evidence is on File
C.3.1 Data analysis performed by the college describes positive and negative movement of all indicators over time.	<input type="checkbox"/>
C.3.2 The college has performance analysis reports with disaggregated data sets for all special population groups and gender and race.	<input type="checkbox"/>
C.3.3 The college has analyzed the quality and significance of performance data as they relate to program development, implementation, size, scope, and quality.	<input type="checkbox"/>
C.3.4 The college uses UHCCS data analysis reports for each performance indicator to compare results among colleges and programs.	<input type="checkbox"/>
C.3.5 Documentation that technical assistance and professional development regarding the use of analyses of State-adjusted levels of performance is provided.	<input type="checkbox"/>

C.3 Monitor Use Only		
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not Meet	<input type="checkbox"/> Not Applicable
Comments:		

C.4 Data Maintenance and Storage The postsecondary subrecipient has policies and procedures for maintaining and storing data, and security controls to ensure the integrity of data.	
Evidence	Check if implemented Evidence is on File
C.4.1 Policy and procedure manual, memoranda and/or administrative rules regarding the maintenance and storing of secured and reliable data.	<input type="checkbox"/>
C.4.2 Procedures for security control.	<input type="checkbox"/>
C.4.3 Documentation that technical assistance and professional development regarding data maintenance and storage is provided.	<input type="checkbox"/>
C.4.4 Monitoring reports regarding data maintenance and storage exist.	<input type="checkbox"/>

C.4 Monitor Use Only		
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not Meet	<input type="checkbox"/> Not Applicable
Comments:		

D. FINANCIAL MANAGEMENT

D.1 Fiscal Control/Accounting Procedures The postsecondary subrecipient has policies and procedures for maintaining and storing data, and security controls to ensure the integrity of data.	
Evidence	Check if implemented Evidence is on File
D.1.1 Policies and procedures exist to ensure that the college follows all federal, state, and local procurement protocols.	<input type="checkbox"/>
D.1.2 Policies and procedures exist to ensure accuracy in all fiscal transactions.	<input type="checkbox"/>
D.1.3 A separate account with a maximum budget is established for each approved proposal and each identified funding source.	<input type="checkbox"/>
D.1.4 Perkins funds are used only for courses that are included in the UHCCS definition of a CTE course.	<input type="checkbox"/>

D.1 Monitor Use Only		
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not Meet	<input type="checkbox"/> Not Applicable
Comments:		

D.2 Time and Effort Time and effort is recorded for all who are paid with Perkins funding or who are considered in meeting the matching requirement.	
Evidence	Check if implemented Evidence is on File
D.2.1 Time and effort certifications for any employee paid in whole or in part with Perkins funds are completed semi-annually for those working on one cost objective OR monthly if the employee is working on more than one cost objective.	<input type="checkbox"/>
D.2.2 Time and effort certifications are signed by the employee or a supervisor with direct knowledge of the employee's actions.	<input type="checkbox"/>

D.1 Monitor Use Only		
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not Meet	<input type="checkbox"/> Not Applicable
Comments:		

D.3 Conflict of Interest Organizations representing the interests of UHCCS, its campuses or its employees or any affiliate of UHCCS may not directly benefit financially from funds used to acquire any equipment (including computer software).	
Evidence	Check if implemented Evidence is on File
D.3.1 Policies and procedures exist to address a specific conflict of interest assurance.	<input type="checkbox"/>
D.3.2 Accounting records will assure where and how funds are used.	<input type="checkbox"/>

D.3 Monitor Use Only		
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not Meet	<input type="checkbox"/> Not Applicable
Comments:		

D.4 Supplanting Perkins funds are to be used to supplement, not supplant, state funds or other extra-mural funds, for career and technical education.	
Evidence	Check if implemented Evidence is on File
D.4.1 Accounting records track expenditure of Perkins funds	<input type="checkbox"/>

expended under one-year plans approved by UHCCS.	
D.4.2 Activities/Services supported by Perkins funds are new or significant modifications of previous activities that focus on CTE program improvement.	<input type="checkbox"/>

D.4 Monitor Use Only		
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not Meet	<input type="checkbox"/> Not Applicable
Comments:		

D.5 Inventory Physical inventory of equipment purchased with Perkins funds	
Evidence	Check if implemented Evidence is on File
D.5.1 Equipment purchased with Perkins funds is appropriately placed in CTE classrooms/offices. Hardware is clearly marked with an inventory sticker indicating the source of funding.	<input type="checkbox"/>
D.5.2 Physical inventory is completed at a minimum of every two years.	<input type="checkbox"/>
D.5.3 Physical inventory forms are signed by a third party not in charge of the equipment to verify the location (including building and room number) and that all are still in use for CTE purposes.	<input type="checkbox"/>

D.5 Monitor Use Only		
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not Meet	<input type="checkbox"/> Not Applicable
Comments:		

D.6 Records Management The postsecondary subrecipient submits required statistical, financial, and descriptive reports to UHCCS such as, but not all inclusive: request for proposals (RFP) responses, all amendments and approval of those amendments, budgets for initial and amended projects, carryover budget, year-end comparison of proposed projects to actual projects, etc.	
Evidence	Check if implemented Evidence is on File
D.6.1 Required reports have been submitted, reviewed, and approved by UHCCS.	<input type="checkbox"/>
D.6.2 Full and complete records of expenditures connected with the approved application are maintained. Copies of primary	<input type="checkbox"/>

source documents such as purchase orders, paid invoices, and related correspondence are on file and available upon request for monitoring and state and federal audits.	
D.6.3 Records are maintained for five (5) years from the end of the grant.	<input type="checkbox"/>
D.6.4 Perkins funds are used only for courses that are included in the UHCCS definition of a CTE course.	<input type="checkbox"/>

D.6 Monitor Use Only		
<input type="checkbox"/> Meets	<input type="checkbox"/> Does Not Meet	<input type="checkbox"/> Not Applicable
Comments:		