

NOTICE OF
STATE BOARD FOR CAREER AND TECHNICAL EDUCATION MEETING

Date: Thursday, March 22, 2018

Time: 9:15 a.m.

Place: Kapi'olani Community College
Ka 'Ikena Room, 'Ōhelo Building
4303 Diamond Head Road
Honolulu, HI 96816

AGENDA

- I. Call Meeting to Order**
- II. Approval of Minutes of September 21, 2017 Meeting**
- III. Public Comment Period:** All written testimony on agenda items received after posting of this agenda and up to 24 hours in advance of the meeting will be distributed to the board. Late testimony on agenda items will be distributed to the board within 24 hours of receipt. Written testimony may be submitted via US mail, email at bor@hawaii.edu, or facsimile at 956-5156. Individuals submitting written testimony are not automatically signed up for oral testimony. Registration for oral testimony on agenda items will be provided at the meeting location 15 minutes prior to the meeting and closed once the meeting begins. Oral testimony is limited to three (3) minutes. All written testimony submitted are public documents. Therefore, any testimony that is submitted verbally or in writing, electronically or in person, for use in the public meeting process is public information.
- IV. Agenda Items**
 - A. For Information
 1. Presentation of Career & Technical Education materials requested by the Board
 - B. For Action
 1. Review & Approval of Report to the Governor, pursuant to Section 304A-302, Hawai'i Revised Statutes
- V. Adjournment**

Item IV.A.1.

**Presentation of CTE
Materials Requested
by the Board**

MATERIALS

State Board for CTE

March 22, 2018



Strategic Priorities for CTE in Hawaii 2018-2020



Priority 1

High Quality programs available to all

- Align programs with economic and workplace needs of the state – current and projected.
- Implement rigorous program review and approval processes and policies.
- Implement processes for employers to inform, validate, and participate in the implementation of CTE programs

Note: special focus will be on the development of entrepreneurship within all pathways



Priority 2

Knowledgeable experts to facilitate learning

- Provide high quality in-person and virtual professional development offerings and resources that strengthen the content knowledge and the pedagogy of current CTE teachers
- Build and support a pool of business and industry experts who can supplement learning
- Support the pipeline for new teachers



Priority 3

Systemic cohesion that puts learners first

- Develop and sustain strategic partnerships with key stakeholders
- Establish a statewide commitment to providing all learners with a meaningful career pathway
- Coordinate policies, programs, and resources to maximize investments and reduce inefficiencies.
- Build indicators of career readiness into our accountability systems.



Criteria used for the approval of funding

- Proposals must align with the agency's strategic plans for education and workforce development for Hawaii.
- They must align to the economic needs of the state
- They must address the Perkins indicators and the State CTE priorities
- They must be allowable by the terms of the legislation and by federal grant management.

However.....



In the end we must balance the need to support small and rural schools so that there is equity and opportunity for all students.



Implementing Federally Funded Career and Technical Education in Hawai'i

Preparing Hawai'i's Students for the Workforce and Further Education

SCOPE

Over 100 Career and Technical Education programs are offered by 7 community colleges and 43 public high schools. (See page 2)

	Students Served	Students Earning a Degree, Certificate of Achievement, or Diploma
Secondary:	25,964	4,582
Postsecondary:	8,640	1,751

Data Source: July 1, 2016 – June 30, 2017 Consolidated Annual Report (CAR)

USE OF FUNDS

There are 9 required uses for Perkins funds (See pages 3-6 for details of required and permissive uses of funds)

- Strengthen academic and CTE skills of students
- Link secondary and postsecondary CTE programs
- Provide students with experience in and understanding of all aspects of an industry
- Improve and expand the use of technology in CTE
- Provide professional development to CTE teachers, administrators, and counselors
- Evaluate CTE programs, including how the needs of special population students are met
- Initiate, improve, expand, and modernize CTE programs
- Provide services/activities that are of sufficient size, scope, and quality
- Prepare special population students for high skill, high wage, or high demand occupations that lead to self sufficiency

Examples of required uses of Perkins Funds, 2016-2017 (See page 7)

Annual spending

Perkins Grant Amount:	\$5,496,906
State Funding:	\$54,373,263
TOTAL:	\$59,870,169

CAREER AND TECHNICAL EDUCATION

EXAMPLES OF CTE PROGRAMS BY CAREER CLUSTER

AGRICULTURE, FOOD INNOVATION, AND NATURAL RESOURCES

- Animal Systems
- Plant Systems / Plant Bioscience Tech
- Tropical Forestry
- Agroforestry Management and Sustainability
- Environmental Resource Management
- Fisheries
- Agriculture Technology
- Natural Resource Business Development
- Natural Resources Biotech

BUSINESS, MARKETING, AND FINANCE

- Accounting
- Advertising
- Marketing
- Finance
- Business / Business Tech
- Business Law
- Human Resource Management
- Retail, Marketing and Merchandising

HEALTH SCIENCES AND SERVICES

- Nursing
- Biotechnician
- Medical Biotechnology
- Dental Hygienist / Assistant
- Emergency Medical Services
- Occupational Therapy Assistant
- Physical Therapy Assistant
- Respiratory Care Practitioner
- Medical Lab Technician, Med Assist
- Clinical Health
- Community Health Worker
- Veterinary Technician / Assistant
- Health Information Technology
- Exercise and Sports Science
- Cosmetology

INFORMATION TECHNOLOGY

- Electronics
- Engineering Technology
- Information and Computer Science
- Cybersecurity
- A+ / CISCO / ORACLE Certification

ART, CREATIVE MEDIA, AND COMMUNICATION

- Digital Media Arts and Production
- Broadcast Media
- Entrepreneurship
- Web Design
- Television Production
- Game Design
- Graphic Design
- Fashion Design

CULINARY, HOSPITALITY, AND TOURISM

- Culinary Arts
- Baking and Pastry Arts
- Hotel Operations
- Hospitality and Tourism
- Travel Management

EDUCATION

- Explorations in Education
- Early Childhood / Elementary / Secondary Education

INDUSTRIAL AND ENGINEERING TECHNOLOGY

- Aeronautics Maintenance Technology
- Auto Technician / Body Repair / Diesel Mechanics
- Carpentry
- Commercial Aviation
- Construction Management
- Electrical Installation
- Design Technology
- Engineering Technology
- Facilities Engineering
- Metal Working Technology
- Refrigeration & Air Conditioning
- Sheet Metal and Plastics
- Small Vessel Fabrication and Repair
- Sustainable Construction Technology
- Welding Technology

LAW, GOVERNMENT AND PUBLIC SAFETY

- Administration of Justice
- Fire and Environmental Emergency Response
- Fire Science
- Occupational and Environmental Safety Management
- Paralegal
- Human Services
- Substance Abuse Counseling

The Required and Permissive Uses of Funds

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

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

- (1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in-
 - (A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
 - (B) career and technical education subjects;
- (2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);
- (3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
- (4) develop, improve, or expand the use of technology in career and technical education, which may include-
 - (A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
 - (B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
 - (C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;

- (5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including-
 - (A) in-service and pre-service training on- (i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable; (ii) effective teaching skills based on research that includes promising practices; (iii) effective practices to improve parental and community involvement; and (iv) effective use of scientifically based research and data to improve instruction;
 - (B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - (C) internship programs that provide relevant business experience; and (D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
- (6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
- (7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
- (8) provide services and activities that are of sufficient size, scope, and quality to be effective; and
- (9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

(c) PERMISSIVE - Funds made available to an eligible recipient under this title may be used-

- (1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
- (2) to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that-
 - (A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and
 - (B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;

- (3) for local education and business (including small business) partnerships, including for-
 - (A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
 - (B) adjunct faculty arrangements for qualified industry professionals; and (C) industry experience for teachers and faculty;
- (4) to provide programs for special populations;
- (5) to assist career and technical student organizations;
- (6) for mentoring and support services;
- (7) for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
- (8) for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;
- (9) to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;
- (10) to develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including-
 - (A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
 - (B) postsecondary dual and concurrent enrollment programs;
 - (C) academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
 - (D) other initiatives- (i) to encourage the pursuit of a baccalaureate degree; and (ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;
- (11) to provide activities to support entrepreneurship education and training;
- (12) for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;

- (13) to develop and support small, personalized career-themed learning communities;
- (14) to provide support for family and consumer sciences programs;
- (15) to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;
- (16) to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105-220 (29 U.S.C. 2801 et seq.);
- (17) to support training and activities (such as mentoring and outreach) in non-traditional fields;
- (18) to provide support for training programs in automotive technologies;
- (19) to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative innovations, which may include-
 - (A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
 - (B) establishing, enhancing, or supporting systems for- (i) accountability data collection under this Act; or (ii) reporting data under this Act; (C) implementing career and technical programs of study described in section 122(C)(1)(A); or (D) implementing technical assessments; and
- (20) to support other career and technical education activities that are consistent with the purposes of this Act.

from Perkins IV (Public Law 109-270)

Examples of Use of Perkins Basic Grant Funds Program Years July 1, 2013 through June 30, 2016

University of Hawai'i Community Colleges System and Hawai'i Department of Education

Articulation, Recruitment, and Retention	Students with Special Needs	Curriculum Development	Professional Development	State-of-the Art Equipment
Student transition from school to college and/or workplace	Peer advising and mentoring	Integration of STEM and CTE	Career Pathways Implementation	<ul style="list-style-type: none"> • Architectural, Engineering & Cad Technologies
Linkages among high school and community college CTE programs	Recruitment and retention of students in programs nontraditional for their gender	Dual credit high school/ community college courses	Distance learning and education	<ul style="list-style-type: none"> • Auto Body Repair & Welding • Automotive Mechanics • Business Technology • Culinary Arts
Counseling and advising to improve persistence	Technology-assisted accommodations	On-line education such as the Veterinary Assisting program	Use of technology in the classroom	<ul style="list-style-type: none"> • Diagnostic Medical Imaging • Diesel Mechanics & Technology
Mentoring via local business partners	Focused counseling and support groups	Integration of employability skills	Best practices in teaching	<ul style="list-style-type: none"> • Digital Radiography • Electronic Health Records • Electronics Technology
Milestone checks of student progress	Comprehensive student support	Workforce-linked academic requirements	Assessment methodology	<ul style="list-style-type: none"> • Machinists • New Media Arts • Plant and Food Production
Tracking placement of graduates	Veterans Resource Center	Program content alignment to industry standards	Analysis of data to identify issues and solutions	<ul style="list-style-type: none"> • Respiratory Simulation

HAWAI'I

17

JULY 1, 2016 - JUNE 30, 2017

CAREER AND TECHNICAL EDUCATION

Annual Report



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STATE BOARD FOR CAREER AND TECHNICAL EDUCATION (SBCTE)

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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, 2016 through June 30, 2017, Hawai'i complied with all criteria for use of Perkins funds.

Although there are eight federal performance indicators for the postsecondary level and six for the secondary level, data for one of the indicators, Technical Skills Achievement, were not reported in 2017 per instructions from the U.S. Department of Education's Office of Career, Technical and Adult Education. Of the remaining performance indicators, the secondary level exceeded all of their performance indicator goals. At the postsecondary level, actual performance for four of the remaining five indicators exceeded the negotiated performance goals. Although one postsecondary indicator did not meet the negotiated performance goal, actual performance was within 90 percent of the goal and therefore does not require a program improvement plan per Section 123 (a)(1) of the Perkins Act.

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 percent 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 submitted by the HIDOE and the UHCCS including an end-of-year summary of the outcomes of the proposed activities and actual expenditures for each of the proposed activities.

Following the Annual Plans in Section Two is a summary of the UHCCS and HIDOE actual performance 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 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 Office of the State Director for Career and Technical Education is charged with conducting activities to address the required and permissive uses of State Leadership funds. These funds comprise approximately 10 percent of the State's award. A summary of activities carried out with State Leadership funds is presented in Section Three.

The official Consolidated Annual Report data forms submitted to the U.S. Department of Education's Office of Career, Technical and Adult Education are in Section Four, the Appendix. Included are the Interim and Final Financial Forms, Student Enrollment Forms by Career and Technical Education Participants and Concentrators, and the Student Accountability Forms that provide outcome data for the postsecondary and secondary negotiated performance indicators.

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 HAWAI'I

Consolidated Annual Reporting (CAR) Year	2015	2016	2017
FUNDING			
Perkins Grant Amount - Hawaii	\$5,496,906	\$5,496,906	\$5,496,906
State Funding for CTE: HIDOE and UHCCS	\$53,535,767	\$53,711,456	\$54,373,263
TOTAL State and Federal CTE Funding	\$59,032,673	\$59,308,362	\$59,870,169
STUDENT PARTICIPATION			
Participants*			
Secondary	29,356	29,654	25,964
Postsecondary	9,251	8,935	8,640
Total Number of Participants	38,607	38,589	34,604
Concentrators**			
Secondary	4,557	4,302	4,631
Postsecondary	6,322	6,167	5,910
Total Number of Concentrators	10,879	10,469	10,541
POSTSECONDARY CTE DEGREES AND CERTIFICATES OF ACHIEVEMENT AND HIGH SCHOOL DIPLOMAS			
Secondary			
Concentrators** Earning a Diploma	4,505 (99%)	4,261 (99%)	4,582 (99%)
Postsecondary			
Concentrators** Earning a CTE Degree or Certificate of Achievement	1,488 (52%)	1,559 (55%)	1,751 (61%)
PLACEMENT			
Secondary			
Concentrators** Located through National Clearinghouse Database Enrolled in Postsecondary Education	2,579 (100%)	2,600 (100%)	2,862 (100%)
Postsecondary			
Concentrators** (from previous reporting year) Placed in Employment, Military, or Apprenticeship Program	2,106 (68%)	1,183 (66%)	1,775 (62%)

***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. These plans present a comprehensive picture of the federally funded CTE activities conducted by the two agencies.

CARL D. PERKINS
CAREER AND TECHNICAL EDUCATION ACT OF 2006
University of Hawaii Community Colleges
Plan Guidelines for FY 2016-17

Perkins IV became law on August 12, 2006. The University of Hawaii Community Colleges System (UHCCS) is an eligible recipient of Perkins funds for the year 2016-17. In order to receive funds, the department must fully address the goals of the Career and Technical Education Act of 2006 and comply with the federal and state requirements of the Act.

This packet contains the necessary forms for electronic submittal. The plans are due **Monday, April 15, 2016** to the Office of the State Director for CTE and must include the following items:

- Section I: An analysis of last year's outcomes. Data for the Performance Indicators have been provided for your agency.
- Section II. A description of how the agency will improve CTE programs and activities in AY 2016-17 with funds received under this title. Funds must be used for programs and activities designed to support the state's Career Pathway model and to meet or exceed the State-adjusted levels of performance.
- Section III. A completed budget sheet.
- Section IV: An Assurance form signed by the VPCC.

Questions may be directed to mbhoward@hawaii.edu or call 956-4791

Section I. In the space provided, analyze last year’s progress in achieving the goal levels of performance on the core indicators. This information should drive where the 2016-17 funds will be focused as you complete Section II. For your reference, below are the Perkins’ performance goals and actuals for 2014-15.

Perkins Core Indicators	Measurement Definition	Performance Percent 2016-2017 Goal / Actual
1P1: Technical Skill Attainment	Numerator: Number of concentrators who have a cumulative GPA > or = 2.00 in Career and Technical Education courses and who have stopped program participation in the year reported. Denominator: Number of concentrators who have stopped program participation in the year reported.	99.00/93.85
2P1: Credential, Certificate, or Degree	Numerator: Number of concentrators who received a degree or certificate in a Career and Technical Education program and who have stopped program participation in the year reported. Denominator: Number of concentrators who have stopped program participation in the year reported.	50.30/52.30
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.	76.72/83.24
4P1: Student Placement	Numerator: Number of concentrators in the year reported (previous Perkins year) who have stopped program participation and who are placed or retained in employment, military service, or an apprenticeship program within UI quarter following program completion. Denominator: Number of concentrators in the year reported (previous Perkins year) who have stopped program participation	69.00/68.40
5P1: Nontraditional Participation	Numerator: Number of participants from underrepresented groups who participated in a program that leads to employment in nontraditional fields during the reporting year. Denominator: Number of participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	19.69/23.88
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.	19.36/22.35

RESPONSE:

The UHCCS performance on the 2014-15 Perkins Performance Indicators exceed the goals in five of the six indicators. This validates the activities for the 2014-15 UHCCS plan. The UHCCS will continue to support activities associated with these indicators for AY 2016-17.

One indicator, 4P1, was met by 99.1%. This is of particular note because this goal was not met in the prior year. To rectify this shortcoming, activities that were supported in 2015-16 included strategies that placed a high priority on addressing 4P1.

Section II. Addressing each of the requirements outlined in Section 134 of the Act (sections A-J below), describe how the agency will improve CTE programs and activities in AY 2016-17 with funds received under this title.

Funds must be used to support programs and activities that enhance the state's Career Pathway model through Programs of Study, and to meet or exceed the State-adjusted levels of performance.

Where appropriate, include proposed activities, expected outcomes, and budget categories that support the activity.

For reference, the 2015-16 performance goals are listed below:

Perkins Core Indicators	Performance Percent Goals for 2016-2017
1P1: Technical Skill Attainment	92.00
2P1: Credential, Certificate, or Degree	51.00
3P1: Student Retention or Transfer	81.00
4P1: Student Placement	63.87
5P1: Nontraditional Participation	22.00
5P2: Nontraditional Completion	22.00

A. Describe how the agency will:

1. offer the relevant elements of not less than 1 career and technical program of study;
2. strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in –
 - a) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
 - b) career and technical education subjects;
3. provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
4. ensure that students who participate in such CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students;
5. encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965);

Definitions:

- Program Quality Indicator(s) are statements that are transcribed directly from source documents that are administrative and/or system policies of the University of Hawaii system and/or the UHCCS.
- Proposed Activity(ies) are derived from campus or system proposals.

RESPONSE:

1. offer the relevant elements of not less than 1 career and technical program of study;
 - Program Quality Indicator(s): Secondary and postsecondary systems link career and technical education programs through statewide dual credit agreements. Programs of Study are developed that create secondary and postsecondary system-wide linkages for dual credit.
 - Programs of Study are developed that create secondary and postsecondary system-wide linkages for dual credit.
 - Horizontal articulation agreements for CTE courses and programs of study among all colleges within the UHCCS are being developed.
 - UHCCS will record the number of students who have been admitted to and received dual credits at the postsecondary level.
2. strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in –
 - a) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
 - b) career and technical education subjects;
- Proposed Activity(ies): The UHCC system will continue to strengthen the academic career and technical skills of the students through the alignment of CTE programs with external accreditation standards such as those of the Commission on Accreditation for Respiratory Care (CoARC), American Culinary Federation (ACF), National Restaurant Association (NRA), and American Veterinary Medical Association (AVMA). The UHCC system will continue to review CTE program curricula and consult with industry, to ensure that programs address employers' needs and align to their standards.

Expected Outcome(s):

- Continue meeting or exceeding UHCCS performance indicators for 1P1, 2P1, and 4P1. The 2015-16 goals are 92.00%, 51.00% and 63.87%, respectively.

Results			
UHCC	2016-17 Goal	2016-17 Actual	Comments
1P1	92.92	94.69	Exceeded goal by 1.9%.
2P1	51.51	60.82	Exceeded goal by 18.1%.
4P1	64.51	62.43	Met goal within 96.8%. [This is the net result of 2014-15 activities that were outlined in the UHCC program improvement plan to improve 4P1 (not met 2013-14).]

- Proposed Activity(ies): Support funding for KapCC's development of online and distance education options for students in the A.S. Respiratory Care (ASRC) program.
 - The addition of online courses allows alternative educational opportunities for students that desire to either start a career in respiratory care, or expand their existing career through advanced degrees and credentialing.
 - Neighbor island students will be able to remain in their own communities and complete a significant portion of the ASRC program online. They will also be able to do their clinical practice at the clinical affiliate hospitals on their neighbor island.
 - Students will save money from not being required to spend a full two (2) years on Oahu. Their travel and living expenses will be significantly reduced.
 - Development of distance education options for the ASRC RCP program at KCC allows the program to reach out to underserved communities that exist on neighbor islands and potentially other Pacific Basin Island communities. Graduates of the program that utilize distance education options will be fully qualified to sit for their National Board for Respiratory Care (NBRC) credentialing exams.

Expected Outcome(s):

- Of the 16-18 students that are enrolled each year into the ASRC program, the addition of a distance education component provides 3-5 graduates per year for the neighbor islands that will complete their program utilizing distance education.
- All graduates (100%) of the ASRC program at KapCC will obtain their national/state credential as a Registered Respiratory Therapist (RRT) soon after they complete the program.

Results	
Of the 16-18 students that are enrolled each year into the ASRC program, the addition of a distance education component provides 3-5 graduates per year for the neighbor islands that will complete their program utilizing distance education.	Did not meet (reached 0.5% of goal). 1 student is actively enrolled as of July 2017 for the in the ASRC program from a distance. Program completion for the student will be in summer 2018.
All graduates (100%) of the ASRC program at KapCC will obtain their national/state credential as a Registered Respiratory Therapist (RRT) soon after they complete the program.	Pending (national credential testing result will become available after June 2018).

Budget Category(ies) that Support the Activity(ies): Salary, Supplies, Contractual, & Travel.

Awarded	Spent
\$113,242	\$100,821

- Proposed Activity(ies): Continue to support funding for WinCC’s development of new and expanded curricula for Asian cuisines training and food service operations training.
 - In the current year of support, WinCC’s Agriculture Program’s Plant Food Technology certificate (CoC PFT) pathway is aligning with a new workforce training initiative in Food Service and Work-Based Training. Students are learning chemical techniques to extract plant food nutrients and enhancements, along with participating in worked-based training in learning how to use their plant food extracts in cooking, product creation, and packaging. This latticed modeling of the two disciplines allows students to gain additional workforce credentials as they prepare entry into the CoC PFT pathway, or employment.
 - For the 2016-17 academic year, focus will be on increasing internships and on-the-job opportunities; increasing students technical skills with a new oven technique called “impingement” (using “touch controls” with cloud-based Wi-Fi); adding of instructions in purchasing, receiving, inventory control, and sales; designing of a Service Learning Certificate for fall 2016; engaging students in plant identification in the Bio-Medical Garden Complex; and kitchen and restaurant operations.

Expected Outcome(s):

- 2P1 (Goal: 51.51), Increase by 30% (15 courses to 20 courses) the number of courses offered through HFSTP (Asian Cuisines, Foodservice Operations & Sustainability, ServSafe Food Handler, Look at Me - WinWay Resume & Soft Skills, Numeracy & Literacy).

- 4P1 (Goal: 64.51), UHCC Educational capital – An increase in student job placements or promotions in HFSTP-Kitchen Knowledge & Skills and Kitchen Work-based Training from 4 to 25.
- 4P1 (Goal: 64.51), UHCC Educational capital – Increase enrollment in ServSafe Food Safety and Sanitation and ServSafe Food Handler courses by 30% (114 students to 149 students).

Results	
<p>2P1- Goal 51.51</p> <p>Increasing by 30% (15 courses to 20 courses) the number of courses offered through HFSTP (Asian Cuisines, Foodservice Operations & Sustainability, ServSafe Food Handler, Look at Me - WinWay Resume & Soft Skills, Numeracy & Literacy).</p>	<p>Actual = 100% Exceeded goal by 96.1%.</p> <p>September 2016 curriculum was developed for Asian Cuisines and Foodservice Operations Safety & Sustainability courses. Curriculum for Asian Cuisines was developed and taught in April 2017. Foodservice Operations Safety & Sustainability will be offered in Spring 2018</p>
<p>4P1 – Goal 64.51</p> <p>UHCC Educational capital – An increase in student job placements or promotions in HFSTP-Kitchen Knowledge & Skills and Kitchen Work-based Training from 4 to 25.</p>	<p>Actual = 100% Exceeded goal by 55%.</p> <p>March 2017, 17 Culinary Certification students graduate from 11-month training and receive, OJT and job placement.</p> <p>5 Incumbent employees received promotions and raises. 3 received OJT and were hired. 4 students were hired at local restaurants.</p>
<p>4P1 – Goal 64.51</p> <p>UHCC Educational capital – Increase enrollment in ServSafe Food Safety and Sanitation and ServSafe Food Handler courses by 30% (114 students to 149 students).</p>	<p>Actual = 100% Exceeded goal by 55%.</p> <p>ServeSafe Food Handler training was replaced with more advanced ServSafe Course training. March 2017 ServSafe Course taught at Castle High School to 7 students and 2 instructors, 7 food industry personnel, and 4 Woodward Community College students. All were trained and received national certification.</p>

Budget Category(ies) that Support the Activity(ies): Salary, Supplies, Equipment & Travel.

Awarded	Spent
\$145,793	\$145,793

- Proposed Activity(ies): Continue to support funding for WinCC’s Veterinary Technology program to expand delivery of the hybrid Certificate of Achievement in Veterinary Assisting (CAVETA) program to HawCC’s Palamanui Campus.
 - In the current year of support, the hybrid program is home-based at WinCC and is serving UHMauC. Students at UHMauC are taking courses online, completing hands-on tasks under the direct supervision of an adjunct instructor at local animal shelters, and participating in accelerated fast-track labs taught by visiting WinCC-based instructors.
 - For the 2016-17 academic year, the hybrid program will be expanded to include HawCC Palamanui. Focus will be on program planning, networking, developing, and student recruitment for launch at HawCC Palamanui.

Expected Outcome(s):

- Networking and student recruitment will result in 90% fill rate or enrollment in the HawCC CAVETA program.
- 100% of HawCC cohort students will have access to appropriate student services including counseling, adequate resources, and technologies thus allowing them to succeed in the CAVETA program.
- 4P1 (Goal: 64.51), Students completing the HawCC cohort will be prepared to enter the workforce and will have attained the necessary skills deemed essential by prospective employers.

Results	
Maui cohort: Retention rate for hybrid program will be comparable to face-to-face program (at least 70%).	Actual = 50% retention rate Did not meet (reached 71% of project goal). There were 18 students that started in Spring, 10 that started the Summer, and 9 that completed the program.
Maui cohort: Satisfactory completion of hybrid program courses will be comparable to face-to-face courses.	Actual = 100% Met goal. All remaining nine students completed all ANSC classes for the CAVETA program.
Maui cohort: Approximately 60% of enrolled students will graduate with their CA.	Did not meet. 50% graduated with their CA.

Maui cohort: At least 70% of hybrid program graduates will obtain employment in the Veterinary field within three months of graduation or seek admission to the A.S. in veterinary technology program.	Exceeded goal by 18.8%. Of the 9 graduates, 8 (88.89%) attained employment shortly before or within 1 month of graduating from the program, and 1 student was accepted into the Vet Technology Program at WCC.
Hawai'i Island cohort: Work to achieve a 90% Fill rate (18 STUDENTS) in the HAWCC CAVETA cohort	Exceeded goal by 27.78%. 23 (127.78%) students enrolled into the program, including two male students (9%).
Hawai'i Island cohort: 100% of HawCC cohort students will have access to instructional resources, student services including; counseling, and technologies equivalent to WCC's face to face program.	Met goal (100%). At both HawCC and PalamanuiCC all students have access to instruction resources, counseling, and the technologies that the WCC face-to-face program provides.
Hawai'i Island cohort: MOU with HawCC Palamanui Campus will be created.	Met goal. The MOU, with the Palamanui Campus and Hilo Campus, was completed.
4P1 (Goal: 64.51) Hawai'i Island cohort: 70% or greater of students completing the HawCC cohort will demonstrate proficiency technical skills and thus be prepared to enter the workforce.	Pending (data will become available after the students complete the program).

Budget Category(ies) that Support the Activity(ies): Salary, Fringe, Supplies, Contractual & Travel.

Awarded	Spent
\$95,545	\$100,551

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

- Proposed Activity(ies): Support funding for HawCC to add a truck simulator to its Diesel program. The simulator will be used by students enrolled in the program by helping them make connections between the course material, the technical work in their labs, and the actual experience of driving a commercial truck, without the liability and consumable costs of the real thing. Graduates who enter the workforce are often required to obtain their CDL license; the use of the simulator will provide students with skills that will help them earn their license.

Expected Outcome(s):

- Student Placement (4P1) will be maintained at achieving goal or at least 9 out of 13 completers will be placed.
- At least five nontraditional students will participate in the program representing a 2.31% increase. At least two nontraditional students will participate in the program.
- At least one nontraditional student will complete the program representing a 100% increase in completion.

Results	
Student Placement (4P1 Goal: 64.51) will be maintained at achieving goal or at least 9 out of 13 completers will be placed.	Pending (data will become available after the students complete the program).
At least five nontraditional students will participate in the program representing a 2.31% increase.	Did not meet. There were no non-traditional students enrolled in the course. However, since this was the first time the course was offered, the percentage of non-traditional students should increase in the future.
At least one nontraditional student will complete the program representing a 100% increase in completion.	Did not meet. There were no non-traditional students enrolled in the course, This will improve after the course has run through several cycles, along with increased public awareness through continued outreach activities.

Budget Category(ies) that Support the Activity(ies): Supplies.

Awarded	Spent
\$121,000	\$99,499

- Proposed Activity(ies): Support funding for HawCC to add tools and equipment for the health and safety of students during hands-on training in fire suppression operations of the Fire Sciences Program courses. The tools and equipment will enhance students' safety skills and proficiencies when conducting fire suppression activities. The knowledge and skills attained will increase employment opportunities for students.

Expected Outcome(s):

- Increase UHCCS performance indicator 1P1 from 92.31% to 95.00%. The goal for this performance indicator is 92.00%
- Increase UHCCS performance indicator 2P1 from 35.90% to 50.30%. The goal for this indicator is 51.00%
- Increase UHCCS performance indicator 5P2 from 0.00% to within ninety percent of the 2015-16 goal of 22.00%

Results			
HawCC	2016-17 Goal	2016-17 Actual	Comments
1P1	92.92	93.33	Exceeded goal by .01%
2P1	51.51	42.44	Did not meet Reached within 82.4% of goal.
5P2	22.22	11.54	Did not meet Reached within 51.9% of goal.

Budget Category(ies) that Support the Activity(ies): Equipment.

Awarded	Spent
\$24,605	\$23,847

- Proposed Activity(ies): Support funding for KapCC to develop iOS software to decrease the time of clinical feedback in its Nursing, Health Sciences, and EMT programs.
 - By decreasing the time of the clinical feedback to faculty and students from the clinical preceptors, students will be able to receive the critical support needed to practice skills. Creating a user-friendly platform for providing feedback on student performance will improve the experience for the clinical/fieldwork supervisors.
 - Each program will have unique rubrics for unique skillsets and therefore customized software will be developed for each program. The iOS software will be a familiar tool for those who have smartphones and stay instep with

- current technology and trends for mobile accessibility. The detailed rubrics are expected to provide greater inter-rater reliability and produce more consistent, less subjective assessments of student performance.
- Clinical/fieldwork instructors and preceptors will have the ability to access the software on mobile devices, thereby providing real-time feedback to the students and faculty. Remediation can be provided to students in a more timely fashion.
 - An increase in skill level will hopefully translate to higher employability for graduates. For those programs that are externally accredited, the rubrics will be linked to course competencies and program learning outcomes designated by accreditation standards. The data that is gathered from the reports can be submitted to accrediting bodies as part of annual reporting or self-studies.

Expected Outcome(s):

- A 5% increase in UHCCS performance indicator 4P1. The goal for this indicator is 63.87%

Results			
KapCC	2016-17 Goal	2016-17 Actual	Comments
4P1	64.51	60.03	Met Reached 93.1% of goal.

Budget Category(ies) that Support the Activity(ies): Supplies, Contractual, Other & Travel.

Awarded	Spent
\$57,900	\$29,980

- Proposed Activity(ies): Continue to support funding for LeeCC in development of the two year AS degree in Plant Biology and Tropical Agriculture (PBT) along with shorter credentials (Certificate of Competence, Certificate of Achievement, and Academic Subject Certificate). Funding will support the program courses to be offered for current and incoming students, ensure the continuing use of the living lab and student garden, and facilitate education outreach activities. The funds will help with student recruitment/retention and provide opportunities for students to be involved in sustainable agriculture and food production.
 - In the current year of support, students in the PBT program pathway are using LeeCC’s “living laboratory” as part of their learning in the areas of agriculture, food production, conservation and restoration, plant and soil sciences, horticulture, sustainable crop production, crop improvement and agribusiness.
 - For the 2016-17 academic year, focus will be on recruitment of new students into the program, adding living laboratory experiences with irrigation, small farm equipment, nutrient management, pest management, crop management, and day-long training in sustainable food production practices.

Expected Outcome(s):

- A 50% increase of incoming students in the program (from 34 to 51).
- A 30% increase of second-year student’s retention in the program (from 27 to 35) by providing student support services such as tutoring and intrusive counseling/advising.
- A 50% increase of timely graduates (from 10 to 15) by offering more PBT courses via full-time instructor and lecturers.

Results	
A 50% increase of incoming students in the program (from 34 to 51).	Met goal. There was an increase from 34 students to 51 students.
A 30% increase of second-year student’s retention in the program (from 27 to 35) by providing student support services such as tutoring and intrusive counseling and advising.	Did not meet. Reached goal within 83.3% (30 of 36 students) of retention.
A 50% increase of timely graduates (from 10 to 15) by offering more PBT courses via full-time instructor and lecturers.	Did not meet. 4 (33.3%) of 12 students completed a PBS degree or certificate.

Budget Category(ies) that Support the Activity(ies): Salary & Fringe.

Awarded	Spent
\$112,687	\$106,727

4. ensure that students who participate in such CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students;
 - Program Quality Indicator(s): The UHCCS has a clearly articulated mission and vision for Career and Technical Education that is consistent with the Hawaii State Plan, Hawaii’s Career Pathway System, and the requirements of Perkins legislation. A consolidated set of policies and procedures exists for translating the mission/vision into action.
 - The mission statements (below) accurately reflect the purpose of career and technical education, individuals served, the services offered, and the outcomes expected.
 - The mission and vision are consistent with the Hawaii State Plan and Hawaii’s Career Pathway System and meet the requirements of the Perkins legislation.

- The mission communicates that all students can meet high standards of academic and technical excellence as well as engage in active, productive learning.
 - The mission and policies/procedures relevant to CTE are reviewed periodically to ensure relevance; modifications are made to reflect the evolving knowledge base of CTE.
 - University of Hawai'i Community Colleges Mission
 - The UH Community Colleges were established by State law in 1964 as an integral part of the University of Hawai'i. That mission was further defined in the Strategic Plan 1996-2007 as approved by the Board of Regents in November 1996. Within the overall mission of the University of Hawai'i, the Community College, have as their special mission:
 - Access: To broaden access to postsecondary education in Hawai'i, regionally, and internationally by providing open-door opportunities for students to enter quality educational programs within their own communities.
 - Learning and Teaching: To specialize in the effective teaching of remedial/developmental education, general education, and other introductory liberal arts, pre-professional, and selected baccalaureate courses and programs.
 - Work Force Development: To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs, which prepare students for immediate employment and career advancement.
 - Personal Development: To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.
 - Community Development: To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services; and by providing opportunities for community members to develop their creativity and appreciate the creative endeavors of others.
 - Diversity: By building upon Hawai'i's unique multi-cultural environment and geographic location, through efforts in curriculum development, and productive relationships with international counterparts in Asia and the Pacific, UHCCS students' learning experiences will prepare them for the global workplace.
5. encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965);
- Proposed Activity(ies): Support funding for WinCC's partnership with a local area high school to provide its students with an integrated bridge program to earn a Certificate of Competency in WinCC's Plant Food Production and

Technology program (CO PFPaT). Four courses have been selected from the curriculum of the CO PFPaT that meet the 9-credit certificate requirement. Using WinCC faculty, three of the courses will be taught at the high school and one course will be offered as an independent studies course. Completion of the CO PFPaT will provide students with knowledge/skills for immediate employment in agriculture, biotech, tissue culture, horticulture, plant nursery industries, and also serves as a pathway for higher-level credentials and transfer to upper-division institutes.

Expected Outcome(s):

- Nine of twelve (75%) students will complete the 9-credit program and receive the CO PFPaT.
- Nine of twelve (75%) students will complete the 9-credit program will go into the workforce, or continue their higher education in college.

Results	
Nine of twelve (75%) students will complete the 9-credit program and receive the CO PFPaT.	Exceeded goal by 17.0%. Eleven (92%) completed all three courses (a total of 9 credits) and received Certificates of Competence in Plant-Food Production and Technology.
Nine of twelve (75%) students will complete the 9-credit program will go into the workforce, or continue their higher education in college.	Met. Nine (75%) of twelve of students continued their higher education.

Budget Category(ies) that Support the Activity(ies): Salary, Fringe, Supplies, Contractual & Travel.

Awarded	Spent
\$74,813	\$58,295

- Proposed Activity(ies): Support funding for HonCC’s AEC Technology program to coordinate with DOE teachers, high school, and middle school students to make them aware of the 3-D Building Information Modeling (BIM) career path, and how it differs from that of a traditional Computer Aided Design (CAD) drafter. Two 3-D BIM seminars will be offered during the summer of 2017 for DOE instructors in high schools and in middle schools. Project staff will visit four high schools to demonstrate the concepts of 3-D BIM and career opportunities that are available. Curriculum changes will occur for a least two of HonCC’s AEC first-year courses to emphasize major 3-D BIM concepts that were not introduced until the second year.

Expected Outcome(s):

- 75% positive survey responses from DOE instructors who attended the seminars.

- Increase by 3-5% UHCCS performance indicator 4P1. The 2015-16 goal for this indicator is 63.87%.
- Increase fall-to-fall persistence by 3% (from 53.4% to 56.4%).
- Increase first and second year course completion rates by 3-5%.

Results	
75% positive survey responses from DOE instructors who attended the seminars.	Did not meet. There was a 67% response rate.
4P1 (Goal: 64.51), Increase by 3-5% UHCCS performance indicator 4P1.	Exceeded goal by 9.85%
Increase fall-to-fall persistence by 3% (from 53.4% to 56.4%).	Did not meet. Fall to fall student persistence dropped from 53.4% to 48.5% (4.9% decrease).
Increase first and second year course completion rates by 3-5%.	Pending (data will become available fall 2018).

Budget Category(ies) that Support the Activity(ies): Salary, Fringe, and Equipment.

Awarded	Spent
\$69,773	\$61,830

B. Describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development);

RESPONSE:

- Proposed Activity(ies): Continue to support funding for faculty members 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. These are project- and campus-based activities.

Expected Outcome(s):

- Continue meeting or exceeding UHCCS performance goals for 1P1, 2P1, 3P1, and 4P1. The 2015-16 goals for these indicators are 92.00%, 51.00%, 81.00%, and 63.87% respectively.
- Professional development and training for faculty will maintain/advance their knowledge to improve their approach to teaching and learning in the classroom.

Results			
UHCC	2016-17 Goal	2016-17 Actual	Comments
1P1	92.92	94.69	Exceeded goal by 1.9%
2P1	51.51	60.82	Exceeded goal by 18.1%
3P1	81.81	85.79	Exceeded goal by 4.9%
4P1	64.51	62.43	Met goal within 96.8% [This is the net result of 2014-15 activities that were outlined in the UHCC program improvement plan to improve 4P1 (not met 2013-14).]
Professional development and training for faculty will maintain and/or advance their knowledge to improve their approach to teaching and learning in the classroom.			The results will be actualized in future outcomes for 1P1 & 2P1.

Budget Category(ies) that Support the Activity(ies): Salary, Fringe, Supplies, & Travel.

Awarded	Spent
\$1,000	\$999

C. Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105–220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study;

RESPONSE:

- Program Quality Indicator(s): Students, faculty members, representatives of business and industry, representatives of special populations, and other interested individuals are involved in developing, implementing, and evaluating Career Pathway System and Programs of Study.

D. Provide assurances that the agency will provide CTE programs that are of sufficient size, scope, and quality to bring about improvement in the quality of CTE programs;

RESPONSE:

- Program Quality Indicator(s): The UHCCS initiates, improves, expands, and modernizes quality career and technical education programs. The UHCCS assures that career and technical education programs are of such size, scope and quality as to bring about improvement in the quality of education offered.
 - CTE program offerings and curricular content are reviewed periodically by faculty for relevance to labor market needs and economic development priorities.
 - CTE programs include an advisory committee and/or a program-specific advisory council.
 - CTE program offerings reflect the Hawaii Career Pathway System and business and industry-approved student learning outcomes and assessments.
 - Application for funds reflects analysis of data. Data sources used to make informed decisions about program development and implementation are:
 - Perkins performance measures
 - Licensure/Certification exams and/or end of program exams
 - Rigorous course-taking patterns
 - Dual credit data
 - Acquiring and maintaining program accreditations/certifications; and/or
 - Meeting established business/industry standards.
 - Funded CTE courses/programs lead to an approved associates degree (AS or AAS) or certificate.
 - Funded CTE courses/programs meet minimum enrollment requirements to offer instruction as established by the UHCCS.
 - The UHCCS annually submits program data, including all elements necessary for calculating progress toward meeting Perkins IV postsecondary performance targets.
 - The UHCCS employs faculty that meet the minimum credential requirements as established by UH BOR policy.

E. Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient;

RESPONSE:

- Ongoing: The Academic Planning, Assessment, and Policy Analysis (APAPA) provides leadership in internal operational policy making that has impact on the development and implementation of community college system wide academic plans, goals, objectives, and assessments. In consultation with community

college staff, APAPA initiates and develops policies and procedures that require coordination among the UH Community Colleges. The office provides assistance to colleges in their pursuit of their educational goals including" academic planning, program development, and institutional assessment. The Office of Academic Planning, Assessment, and Policy Analysis:

- Coordinates the development of the academic program planning process
 - Facilitates the completion of planning and evaluation activities including the University Strategic Plan, Community Colleges Strategic Development Plans, Campus Academic Development Plans, Accreditation Self-studies, and Program Reviews
 - Prepares reports to facilitate the management of academic programs
 - Supports program planning and evaluation
 - Conducts selected policy analysis studies
- Program Quality Indicator(s): The UHCCS has a process for developing a program improvement plan for performance core indicators that fail to meet 90 percent of the agreed upon State adjusted levels of performance. The program improvement plan will be submitted for inclusion in the Consolidated Annual Report (CAR).

F. Describe how the eligible recipient will—

- a) review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;
- b) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and
- c) provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency;

RESPONSE:

- a) review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;
- Program Quality Indicator(s): Career and technical education programs address equity issues and provide equal opportunities to individuals without discrimination on the basis of race, color, national origin, sex, marital status, disability, creed, or age.
- The UHCCS has developed outreach procedures, including eliminating barriers, for increasing the enrollment of special populations in CTE programs, e.g., scheduling, marketing materials, newsletters, web site.

- Staff development activities on diversity, including gender equity, are planned and implemented on an ongoing basis.
 - Action plans are in place and utilized to recruit and improve participation, retention, and completion of nontraditional students in CTE programs.
- b) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and
- Proposed Activity(ies): Continue to support funding for the aquaponics agribusiness program consortium to expand to other campuses.
 - In the current year of support, aquaponics technology is being used to develop a two course Certificate of Competence (CO) in agribusiness microenterprise for implementation at KapCC, KauCC, and UHMauC.
 - For the 2016-17 academic year, focus will be on implementation at the remaining 4 (of 7) campuses and creation of a secondary-to-postsecondary alignment towards a natural resources production program of study between the DOE & UHCC system. Students of Native Hawaiian ancestry, students with disabilities, low-income, and other under-served students will participate in the program. Students will participate in credit courses that lead toward a CO in Aquaponics agribusiness development with an emphasis on entrepreneurship, business management, and Aquaponics lab training. An additional nine credits will total twelve credits for the CO.
 - Expected effectiveness measures outcomes are:
 - Aquaponics agribusiness program expanded from three to all seven campuses.
 - 100% increase in consortium activities related to outreach and recruitment to broader adult community learners, high school youth in transitions, especially Native Hawaiian adults and youths, and under-served populations.
 - Establish course offerings to 12 credits.
 - 100% of 60 students will enroll in the courses with a minimum of a C grade.

Results	
Aquaponics agribusiness program expanded from three to all seven campuses.	Did not meet. The program was extended from three to four campuses.
100% increase in consortium activities related to outreach and recruitment to broader adult community learners, high school youth in transitions, especially Native Hawaiian adults and youths, and under-served populations.	Did not meet. Consortium activities increased by 60%.
Establish course offerings to 12 credits.	Met. With The addition of three courses, there are a total of 12 credits for the program.
100% of 60 students will enroll in the courses with a minimum of a C grade.	Did not meet. Reached 75% (45 students) of goal (60 students).

Budget Category(ies) that Support the Activity(ies): Salary, Fringe, & Travel.

Awarded	Spent
\$151,419	\$35,990

- c) provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency;

RESPONSE:

- Proposed Activity(ies): Continue to support funding for projects and programs focused on serving special populations 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 the accommodations and services they need to raise retention and completion rates, as well as a supportive learning environment.

Expected Outcomes: Continue meeting or exceeding UHCCS performance goals for 1P1, 2P1, 3P1, 4P1, 5P1, and 5P2. The 2015-16 goals for these indicators are 92.00%, 51.00%, 81.00%, 63.87%, 22.00% and 22.00% respectively.

Results			
UHCC	2016-17 Goal	2016-17 Actual	Comments
1P1	92.92	94.69	Exceeded goal by 1.9%
2P1	51.51	60.82	Exceeded goal by 18.1%
3P1	81.81	85.79	Exceeded goal by 4.9%
4P1	64.51	62.43	Met goal within 96.8% [This is the net result of 2014-15 activities that were outlined in the UHCC program improvement plan to improve 4P1 (not met 2013-14).]
5P1	23.00	23.50	Exceeded goal by 2.2%
5P2	22.22	22.99	Exceeded goal by 3.5%

Budget Category(ies) that Support the Activity(ies): Salary, Fringe, Supplies, Printing, Other, & Travel.

Awarded	Spent
\$157,055	\$109,795

- Proposed Activity(ies): Support funding for LeeCC to: 1) develop an Advanced Professional Certificate (APC) in Special Education PK-12; 2) implement the academic curriculum to increase technical skills so that 95% of students completing the APC SPED will be considered highly qualified, completing all program requirements with a cumulative GPA of at least 2.0; and 3) implement program support strategies so that 90% of underrepresented students earn the APC SPED degree and 80% of underrepresented students become employed as SPED teachers.

Expected Outcome(s):

- An APC SPED enrollment of 20 will be of underrepresented students. (5P1).
- Of 20 APC SPED students, 19 (95%) will achieve a 2.0 cumulative GPA. (1P1).
- Of 20 APC SPED students, 18 (90%) will complete all program requirements. (2P1)

Results	
An APC SPED enrollment of 20 will be of underrepresented students. (5P1).	Exceeded goal by 60%. 32 students enrolled.
Of 20 APC SPED students, 19 (95%) will achieve a 2.0 cumulative GPA. (1P1).	Exceeded goal by 5%. 32 students completed courses with 2.0 cumulative or better GPA.
Of 20 APC SPED students, 18 (90%) will complete all program requirements. (2P1)	Pending (data will become available spring 2019).

Budget Category(ies) the Support the Activity(ies): Salary, Fringe & Travel.

Awarded	Spent
\$136,240	\$109,116

G. Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations;

RESPONSE:

- The University of Hawaii has the following Nondiscrimination Policy (<http://www.catalog.hawaii.edu/about-uh/campus-policies2.htm>):

UH Manoa is an equal opportunity/affirmative action institution and is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, status as a covered veteran, and domestic, or sexual violence victim status (includes stalking and dating violence) (Rev. 10/15). This policy covers admission and access to, and participation, treatment, and employment in UH Manoa's programs, activities, and services. With regard to employment, UH Mānoa is committed to equal opportunity in all personnel actions such as recruitment, hiring, promotion, and compensation. Sexual harassment and other forms of discriminatory harassment are prohibited under the UH Systemwide policy. (Revised 07/15)

H. Describe how funds will be used to promote preparation for non-traditional fields;

RESPONSE:

Although no Perkins funds will be used for section, the UHCCS has policies and procedures to address these activities. Concurrently, the UHCCS will continue to meet the performance indicators with Perkins-funded activities.

I. Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities;

RESPONSE:

- Proposed Activity(ies): Continue to support funding for HonCC's structured Ho'a coaching program, to provide entering CTE students with the necessary support from 2nd year CTE program students who will motivate and guide them through the intricacies of the program courses.
 - In the current year of funding, peer coaches work with students in identifying five focus areas that affect students' retention in college: academic goals; balancing life; health and wellness; community; and finances. Activities incorporate elements of job search, resume building and interviewing skills by using the Job Center Online software. In spring 2016 the focus is on providing peer coaching support for CTE students in CENT, ECED, AEC/Construction Management, and WELD.
 - For the 2016-17 academic year, peer coaches will continue to work with 100 CTE students. Also, peer coaches will provide support for entering CTE students enrolled in a 2016 summer Math Boot Camp. The boot camp is a three-week brush-up course designed to prepare students for the accelerated fall 2016 math course.

Expected Outcome(s):

- Increase the fall-to-fall persistence and completion rates by 5% for the non-traditional students (females: from 57% to 62%, males: from 58% to 63%) in the CTE programs.
- 90% (90 of 100) of the CTE students coached will be guided through the Job Center Online and will have the opportunity option to create a career profile with their peer coach.
- 80% (80 of 100) entering CTE students who are coached will persist from fall to fall.
- 90% (18 of 20) of the second-year CTE peer coaches will feel confident in developing the "soft" skills (effective communication, critical thinking, accountability, leadership, and dependability) needed to successfully apply in the career field.

Results	
Increase the fall-to-fall persistence and completion rates by 5% for the non-traditional students (females: from 57% to 62%, males: from 58% to 63%) in the CTE programs.	Exceeded. Females: 67% (171 out of 255 students). Did not meet. Males: 55% (15 out of 27).
90% of the (90 out of 100) CTE students coached will be guided through the Job Center Online and will have the option to create a career profile with their peer coach.	Did not meet. 57% (31 out of 54) have chosen to create an account.
80% (80 out of 100) entering CTE students who are coached will persist from Fall to Fall.	Met. 76% (29 out of 38) was within 95% of percentage goal.
90% (18 out of 20) of the 2nd year CTE peer coaches surveyed will feel confident in developing the “soft” skills needed to successfully apply in the career field. These soft skills will include effective communication, critical thinking, accountability, leadership and dependability.	Exceeded goal by 8.5%. 98.5% of CTE peer coaches surveyed felt that they gained more confidence in their soft skills.

Budget Category(ies) that Support the Activity(ies): Salary, Fringe & Travel.

Awarded	Spent
\$97,376	\$73,655

- Proposed Activity(ies): Support funding for HonCC to create a CTE outreach community to support a relationship between faculty, students, community stakeholders, and prospective students.
 - Student Assistants will be hired to support the day-to-day recruitment functions for CTE prospective students. These CTE Reach Ambassadors will be knowledgeable about all CTE program and avenues of recruitment beyond the high schools. They will support programming that recruits non-traditional students and help to refer CTE students to retention services.
 - With the assistance of department staff, current CTE students will be identified to represent their specific programs and to support CTE Reach Ambassadors and the Outreach office in their recruitments. They will help to develop specialized outreach strategies per program and targeted materials. Preference will be given to non-traditional students. These CTE student

- leaders will support increased applications into the program and informing practices to improve participation and completion within CTE programs.
- To build the capacity of the CTE Reach Ambassadors and student leaders, professional development opportunities will be provided such as skills-training workshop on customer service, public speaking, etc.
 - There will also be opportunities to network with professionals in their fields. Outreach materials tailored to CTE programs will be developed and printed. Specialized Outreach Travel Kits will also be created for CTE programs. These kits will be tools and resources for CTE-leaders, faculty and outreach team to implement engaging hands-on activities at Outreach Events. It is important that these CTE Outreach kits cater to not only the high school audience but also the non-traditional student population.
 - To provide more access for community members and individuals from high schools to learn about CTE programs, a campus-wide event will be conducted annually that showcases the CTE programs and students, while also building stronger relationships with community-based organizations. This networking with other organizations and unions with the HonCC community is imperative to ensure the recruitment of non-traditional students into CTE. This event will also allow the CTE outreach community to work collaboratively on a larger scale.

Expected Outcome(s):

- Increase between 5-7% (from 261 to 274-279) in the number of CTE Non-traditional students enrolled between 2015-16 and 2017-18.
- Increase of 3-5% (from 1831 to 1885-1922) in the number of applicants for CTE programs between 2015-16 and 2017-18.
- Increase performance indicator 5P1 by 2-5% (from 333 to 378-446) between 2013-14 and 2016-17.
- Increase performance indicator 5P2 by 2-5% (from 70 to 79-93) between 2013-14 and 2016-17.

Results	
Increase between 5-7% (from 261 to 274-279) in the number of CTE Non-traditional students enrolled between 2015-16 and 2017-18.	Did not meet. The yield rate increase was 1.5%.
Increase of 3-5% (from 1831 to 1885-1922) in the number of applicants for CTE programs between 2015-16 and 2017-18.	Did not meet. There was a 14% decrease of applicants.
Increase performance indicator 5P1 by 2-5% (from 333 to 378-446) between 2013-14 and 2016-17.	Did not meet. There was a decrease of 0.62%.
Increase performance indicator 5P2 by 2-5% (from 70 to 79-93) between 2013-14 and 2016-17.	Did not meet. There was a decrease of 0.55%.

Budget Category(ies) that Support the Activity(ies): Salary, Fringe, Supplies & Other.

Awarded	Spent
\$48,699	\$46,930

- Proposed Activity(ies): Support funding for the system-wide Early Alert program to leverage technology to make real-time feedback, intrusive advising, accelerated, flexible, and student-centered learning more available as advocated by Completion by Design. Additional features such as integration of Laulima grade book, online attendance, PAR Framework Predictive Analytics and STAR will further enhance the campuses' ability to proactively address students who may be in danger of not passing.

Expected Outcome(s):

- Improve 1P1 rate of student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate from 93.85% to 95% for all students carrying 12 or more CTE credits at the UHCC (all campuses) based on annual reported Perkins IV Core Indicators. That would increase from 5933 to 6006 of the 6,322 CTE Concentrators who are CTE majors and have completed 12 or more CTE credits during the reporting period if the number of CTE Concentrators stays exactly the same. This will increase the number of concentrators who have passed their CTE courses and move closer to earning their degree or certificate.

- Improve 2P1 rate of student attainment of an industry-recognized credential, a certificate, or a degree from 52.30% to 55% for all students carrying 12 or more CTE credits at the UHCC (all campuses) based on annual reported Perkins IV Core Indicators. That would increase from 3306 to 3477 of the 6,322 CTE Concentrators who are CTE majors and have completed 12 or more CTE credits during the reporting period if the number of CTE Concentrators stays exactly the same.

Results	
Improve 1P1 rate at the UHCC (all campuses) level from 93.85% to 95% as a means of increasing the number of concentrators who have pass their CTE courses and move closer to earning their degree or certificate.	Met. Reached within 97.8% of project goal of 95%.
Improve 2P1 rate at the UHCC (all campuses) level from 52.30% to 55%.	Exceeded project goal by 5.82%.

Budget Category(ies) the Support the Activity(ies): Salary, Fringe & Contractual.

Awarded	Spent
\$147,232	\$96,636

- Proposed Activity(ies): Continue to support funding for UHMauC to increase graduation rates of CTE program majors with increased focus/strategy on time-to-degree.
 - In the current year of funding, activities include increasing success of the CTE Retention Cohort through peer advising and mentoring; identifying students' educational goals through behavioral flags, such as number of credits taken in intended major and completion of college-level English, to better define degree-seeking students and their needs and enable them to graduate in a more timely manner; working with CTE counselors and program coordinators to strengthen student success initiatives such as cohorts, block scheduling, financial aid literacy, and college preparation.
 - In the 2016-17 academic year, focus will be on continuing to use peer advising and mentoring, with the addition of using the STAR Velocity review for the following CTE programs: Nursing, Business Careers, and Human Services. These CTE programs will undergo a study analysis to find out potential barriers that hinder student success and degree completion. These programs are feeder programs into Baccalaureate programs.

Expected Outcome(s):

- An increase of 3% (increase from 578 to 596 certificates) in graduation rates (applied for certificate or degree) for CTE programs.

Results	
An increase of 3% (increase from 578 to 596 certificates) in graduation rates (applied for certificate or degree) for CTE programs.	Exceeded goal by 1%. 604 Certificates were issued.

Budget Category(ies) that Support the Activity(ies): Salary, Fringe, Supplies & Others.

Awarded	Spent
\$87,147	\$83,848

- Proposed Activity(ies): Support funding for UHMauC to provide academic and employment support services to military members, veterans in CTE programs, and military dependents by using the established Veterans Resource Center (VRC) to help them transfer their life experiences or lack thereof into an academic degree and/or civilian career.

Expected Outcome(s):

- VRC visits will increase by a minimum of 10% (from 1700 to 1870).
- New patron/sign-ins will increase by a minimum of 10% (from 132 to 146).
- Retention, persistence, and completion/graduation rates for CTE veteran students will increase by 10% (baseline to be determined).
- CTE employment services will increase by 10% (baseline to be determined).

Results	
VRC visits will increase by a minimum of 10% (from 1700 to 1870).	Exceeded. VRC visits increased by 19% (from 1700 to 2085).
New patron/sign-ins will increase by a minimum of 10% (from 132 to 146).	Exceeded. New patron/sign-ins at the VRC has increased by 12% (from 132 to 150).
Retention, persistence, and completion/graduation rates for CTE veteran students will increase by 10% (baseline to be determined).	Pending (data will become available fall 2018).

CTE employment services will increase by 10% (baseline to be determined).	Pending (data will become available fall 2018).
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Budget Category(ies) that Support the Activity(ies): Salary, Fringe, Supplies & Others.

Awarded	Spent
\$53,016	\$33,992

- Proposed Activity(ies): Support funding for UHMauC to provide academic and employment support services to CTE students at UHMauC Molokai, through implementation of a comprehensive advising program that includes goal-setting activities, developing individualized academic planning models and early intervention strategies for students who are at-risk of deviation from their personal plan.

Expected Outcome(s):

- 15 students will participate in the advising program. Retention and persistence data will be tracked to measure the group's ability to achieve timely degree completion.
- Five program maps will be developed for the following majors: Agriculture (AG), Business Careers (BUSC), Business Technology (BTECH), Human Services (HSER), and Early Childhood Education(ECE). The program maps will include all the students currently enrolled at UHMauC Molokai and what courses the students need to take to ensure the completion of their targeted degree or certificate. This data will guide academic planning efforts by the site coordinator and department chairs to ensure that the courses that students need are scheduled to support timely degree completion.
- A report will be completed based on previously collected data that highlights the services desired by students as well as recommendations for institutionalizing a program that encompasses transitional support for graduates and alumni.

Results	
15 students will participate in the advising program. Retention and persistence data will be tracked to measure the group's ability to achieve timely degree completion.	Exceeded. 18 students participated in the comprehensive advising program.
Five program maps will be developed for the following majors: Agriculture (AG), Business Careers (BUSC), Business Technology (BTECH), Human Services (HSER), and Early Childhood Education(ECE). The program maps will include all the students currently enrolled at UHMauC Molokai and what courses the students need to take to ensure the completion of their targeted degree or certificate. This data will guide academic planning efforts by the site coordinator and department chairs to ensure that the courses that students need are scheduled to support timely degree completion.	Met. 5 program maps were created for: Agriculture (AG), Business Careers (BUSC), Business Technology (BTECH), Human Services (HSER), and Early Childhood Education (ECE).
A report will be completed based on previously collected data that highlights the services desired by students as well as recommendations for institutionalizing a program that encompasses transitional support for graduates and alumni.	Pending (data will become available fall 2018).

Budget Category(ies) that Support the Activity(ies): Salary, Fringe, & Travel.

Awarded	Spent
\$64,742	\$65,207

J. Describe efforts to improve the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and the transition to teaching from business and industry.

RESPONSE:

- Program Quality Indicator(s): The UHCCS Strategic Plan includes the goal to recognize and invest in human resources as the key to success and provides them with an inspiring work environment.
 - Recruit, renew, and retain a qualified, effective, and diverse faculty, staff, and leadership.
 - Increase the number and diversity of programs offered to or in underserved regions by increasing the number and types of programs by at least one program every two years that can be completed through distance learning technologies.
 - Increase the Community College Survey of Student Engagement (CCSSE) Benchmark percentile rank for Support for Learners benchmark to among the top performing institutions. Research shows that services that target, support, and assist students with academic and career planning, academic skill development, and other issues affect both learning and retention.

**CARL D. PERKINS
CAREER AND TECHNICAL EDUCATION ACT OF 2006
Hawaii State Department of Education
Plan Guidelines for FY 2016-17**

Perkins IV became law on August 12, 2006. The Hawaii State Department of Education (HIDOE) is an eligible recipient of Perkins funds for the year 2016-17. In order to receive funds, HIDOE must fully address the goals of the Career and Technical Education (CTE) Act of 2006 and comply with the federal and state requirements of the Act.

This packet contains the necessary forms for electronic submittal. The plans are due **Friday, April 15, 2016** to the Office of the State Director for CTE and must include the following items:

- Section I: An analysis of last year's outcomes. Data for the Performance Indicators have been provided for your agency.
- Section II. A description of how the agency will improve CTE programs and activities in Annual Year (AY) 2016-17 with funds received under this title. Funds must be used for programs and activities designed to support the state's Career Pathway model through Programs of Study (POS), and to meet or exceed the State-adjusted levels of performance. Of particular focus for 2016-17 is the teaching and measuring of employability skills of students in CTE programs.
- Section III. A completed budget sheet.
- Section IV: An Assurance form signed by the Superintendent.

Questions may be directed to mbhoward@hawaii.edu or call 956-4791.

Section I. In the space provided, analyze last year’s progress in achieving the goal levels of performance on the core indicators. This information should drive where the 2016-17 funds will be focused as you complete Section II. For your reference, below are the Perkins’ performance goals and actuals for 2016-17.

Perkins Core Indicators	Measurement Definition	Performance Percent 2016-17 Goal / Actual
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.	72.25 / 75.71
1S2: Academic Attainment: Mathematics	Numerator: Number of concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State based on the scores that were included in the State’s computation of adequate yearly progress and who, in the reporting year, left secondary education. Denominator: Number of concentrators who took the ESEA assessments in mathematics whose scores were included in the State’s computation of AYP and who, in the reporting year, have left secondary education.	41.45 / 53.18
2S1: Technical Skills 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.	30.75 / 79.86
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.	91.00 / 98.49
4S1: School 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	90.00 / 98.71
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	92.00 / 100.00
6S1: Non-traditional Participation	Numerator: Number of participants from underrepresented gender groups who participated in a program that leads to employment in Non-traditional fields during the reporting year. Denominator: Number of participants who participated in a program that leads to employment in non-traditional fields during the reporting year	35.78 / 29.75
6S2: Non-traditional Completion	Numerator: Number of concentrators from underrepresented gender groups who completed a program that leads to employment in non-traditional fields during the reporting year. Denominator: Number of concentrators who completed a program that leads to employment in non-traditional fields during the reporting year	30.25 / 36.49

RESPONSE:

HIDOE performance on the 2016-2017 Perkins Indicator Outcomes exceeded goals in seven of the eight indicators. This validates the activities used in the 2016-2017 plan. HIDOE will continue to utilize the same activities associated with these indicators to enhance and expand the career pathway model through POS.

The state was able to increase indicator, 6S1 non-traditional participation, by 6.64 percentage points which was a measure not met in the previous school year 2015-16. Efforts need to continue to ensure underrepresented gender groups are successful in the academic core courses associated with non-traditional POS. Professional development with administrators, counselors and teachers around recruitment and retention of non-traditional students will be provided and is explained in Section II H.

Perkins Core Indicators 1S1: Academic Attainment: Reading/Language Arts, 1S2: Academic Attainment: Mathematics, and 2S1: Technical Skills completion, will meet or exceed 2015-2016 goals using activities in Section II A, B, D, E, F, H and J.

Perkins Core Indicators 3S1: Secondary School Completion, 4S1: School Graduation Rate, and 5S1: Placement, will meet or exceed 2016-2017 goals using activities in Section II A, B, C, D, E, F, G, I and J.

Perkins Core Indicators 6S1: Non-traditional Participation and 6S2: Non-traditional Completion will meet or exceed goals using activities A, B, D, E, F, G, H, I, J.

Section II. Addressing each of the requirements outlined in Section 134 of the Act (sections A-J below), describe how the agency will improve CTE programs and activities in AY 2016-17 with funds received under this title.

Funds must be used to support programs and activities that enhance the state’s Career Pathway model through POS, and to meet or exceed the State-adjusted levels of performance. Of particular focus for 2016-17 will be teaching and measuring employability skills of students in CTE programs.

Include proposed activities, expected outcomes and where appropriate, budget categories that support the activity.

For reference, the 2016-17 performance goals are listed below:

Perkins Core Indicators	Performance Percent Goals for 2016-2017
1S1: Academic Attainment: Reading / Language Arts	75.00
1S2: Academic Attainment: Mathematics	44.00
2S1: Technical Skills Assessment	65.00
3S1: Secondary School Completion	95.00
4S1: School Graduation Rate	95.00
5S1: Placement	100.00
6S1: Non-traditional Participation	36.00
6S2: Non-traditional Completion	36.00

A. Describe how the agency will:

1. offer the relevant elements of not less than one career and technical POS.
2. strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in –
 - a) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
 - b) career and technical education subjects.
3. provide students with strong experience in, and understanding of, all aspects of an industry, which may include work-based learning experiences.
4. ensure that students who participate in such CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.
5. encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965).

RESPONSE:

Proposed Activities

In order to qualify for Perkins funds, a school's individual CTE improvement plan is required to implement at least one state-approved POS using the Hawaii Career Pathway System, address the integration of State academic standards and industry standards, address the State's economic development initiatives, comprehensive counseling and guidance, and transitions and partnerships with post-secondary and business and industry.

HIDOE will continue to develop and implement the Career Pathway System. This system provides the framework to integrate core academic subjects and CTE subjects. The business and industry-validated standards for the core, cluster and concentration levels of each pathway are cross-walked to Hawaii Content and Performance Standards to assure all secondary-level students who participate in CTE programs are taught to the same challenging academic proficiencies as taught to all other students. Assessment tools are used to measure technical skill attainment and math and reading

proficiency. The number of POS assessments will expand as part of the Career Pathway System development.

Employability skills will be added to the Career Pathway System and integrated with the Hawaii academic standards, industry standards, and General Learner Outcomes. Special consideration will be given to piloting the teaching and assessing of employability skills within the POS core and cluster classes.

All students, including those who are CTE students, are required to complete the same academic courses, complete the same number of credit hours, and maintain the same grade point average in order to graduate.

All secondary-level students are encouraged to enroll in a CTE pathway POS. These courses integrate technical skills with academic rigor.

Outcomes

- HIDOE exceeded the negotiated performance goals for all indicators.
- Employability skills are integrated and implemented as part of the Career Pathway System.

Approximately \$1,650,000 was spent by subrecipients to strengthen the academic and career and technical skills of students participating in career and technical education programs. Funds were spent on instructional equipment, salary and fringe for industry-knowledgeable part-time teachers, salary and fringe for state resource teachers for curriculum development and implementation, Perkins administrator for grant management and CTE monitoring and evaluation, and site visitations for students.

B. Describe how comprehensive professional development (including initial teacher preparation) for CTE, academic, guidance, and administrative personnel will be provided, that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE (including curriculum development).

RESPONSE:

Proposed Activities

Professional development activities will be ongoing and linked to the Career Pathway system, and the HIDOE six priority strategies (common core, formative instruction, response to intervention, induction mentoring, educator effectiveness system, and the academic response team). Participating school teams will be integrated and include CTE teachers, counselors and other school-level partners.

Career pathway workshops, career pathway meetings, and training sessions will provide opportunities for teachers to keep abreast of all aspects of an industry. Teacher-learning sessions may include teacher internships and opportunities to learn from industry experts, business leaders and post-secondary partners.

Pathway Advisory Council meetings will continue to be convened to ensure that the relationships are maintained and expanded.

Outcomes

- HIDOE exceeded the negotiated performance goals for all indicators.
- CTE teachers identified areas of need and interest for professional development opportunities in Health Services, Public and Human Services, Natural Resources, Arts and Communication, and Industrial and Engineering Technology. Areas for professional development were aligned with high-demand and high-need career choices.

Approximately \$178,000 was spent by subrecipients on professional development opportunities. Funds were spent on conference registration fees, air and ground travel, lodging, subsistence, salary and fringe for substitute teachers.

C. Describe how parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105–220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of CTE programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical POS.

RESPONSE:

Proposed Activities

HIDOE will continue to utilize each of Hawaii’s six Career Pathway Councils, comprised of local businesses (including small businesses), labor organizations, and CTE teachers and faculty to develop and/or approve Pathway core, cluster and concentration standards. These standards serve as the foundation for all the planning, development, implementation, and evaluation of CTE programs in the state.

Additionally, School Community Councils (SCCs) are actively involved in educational processes in HIDOE schools including the planning, development, implementation and

evaluation of CTE. The SCCs include parents, academic and CTE teachers, administrators, counselors, local businesses (including small businesses), and labor organizations from the surrounding communities.

The HIDOE also incorporates local CTE advisory committees and/or CTE student organization advisory committees in each of the secondary school's CTE programs. These committees are made up of business and industry specialists who provide direction for programmatic and curriculum improvement and expansion. Information regarding Career Pathway initiatives is shared via a CTE website and the HIDOE website.

Outcomes

- HIDOE exceeded the negotiated performance goals for all indicators.
- Partnerships with community organizations and with employers that support CTE programs and activities were cultivated.
- HIDOE CTE representatives participated in Business Sector Strategy Meetings to better understand the needs of industry and the challenges they face.
- CTE and HIDOE websites share current information regarding the Career Pathway System and initiatives.

Just over \$16,000 was spent to develop and implement evaluations of the career and technical education programs. Substitute teachers were hired so CTE teachers could participate in work sessions focused on planning for improvement/innovation, fiscal accountability, and impact on student learning. These evaluation and assessment initiatives were both proactive and responsively informed by data and CTE teachers' assessment of students' knowledge.

D. Provide assurances that the agency will provide CTE programs that are of sufficient size, scope, and quality to bring about improvement in the quality of CTE programs.

RESPONSE:

Proposed Activities

CTE school reform efforts are aligned with the overall efforts of the HIDOE. 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 services and activities meet the requirements for program improvement (including the approved CTE policy on size, scope and quality), and are also aligned to HIDOE CTE goals and the requirements of the Carl D. Perkins CTE Improvement Act of 2006.

Outcomes

- HIDOE exceeded the negotiated performance goals for all indicators.
- All funded CTE programs met the approved size, scope and quality criteria.

HIDOE schools expended \$107,000 to provide services and activities that are of sufficient size, scope, and quality to be effective. Part-time teachers with industry experience and expertise were hired to engage students and provide supplemental, innovative instruction in CTE classrooms. Instructional equipment was also purchased to improve the quality of instruction and the depth of students' knowledge and caliber of skills.

E. Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient.

RESPONSE:

Proposed Activities

Each school's Academic and Financial Plan (AFP) describes the overall school goals and the action steps necessary for improvement. Based on the school's AFP, the CTE department will use the identified goals to develop its CTE action plan (One-Year Plan) to fulfill CTE program requirements that augments the school's goals for student support and achievement.

Schools will be required to use data to identify gaps and student needs when implementing their individual school CTE improvement plan. Their plan includes CTE reform initiatives such as comprehensive counseling and guidance, integration of State academic and industry standards, and transitions and partnerships with post-secondary and business and industry.

The HIDOE CTE team will assist schools in the process of creating their CTE One-Year Plans. The Quality Indicators Rubric (Appendix A) is a tool developed by the HIDOE CTE team to provide a framework and guide for CTE program improvement and the implementation of the Career Pathway System through POS.

The policies, procedure, and protocols for monitoring the agencies and sub-recipients contain the mechanisms to ensure corrections of monitoring deficiencies and the procedure to close out adverse monitoring findings.

Outcomes

- HIDOE exceeded the negotiated performance goals for all indicators.
- Individual School CTE Improvement Plans include lessons with instructional strategies to address student needs identified from the use of data.

Approximately \$16,000 was used to hire substitutes so that CTE Coordinators could attend work sessions for planning for improvement/innovation, fiscal accountability, and impact using achievement connections and documentation. Some instructional equipment was also purchased.

F. Describe how the eligible recipient will —

- a) review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;
- b) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and
- c) provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

RESPONSE:

Proposed Activities

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 strategies from the HIDOE's six priority strategies, such as formative instruction to facilitate achievement of the standards for all students.

Accommodations and modifications for special population students are also an expectation of the classroom teacher. To assist in this effort, the Comprehensive Student Support System framework will be utilized 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.

CTE teachers are expected to establish a system of analyzing data such as Data Teams to determine CTE program strengths, limitations, and gaps in meeting the needs of special population students.

Outcomes

- HIDOE exceeded the negotiated performance goals for all indicators.
- Achievement gaps between Special population students and others were decreased.
- CTE teachers utilized systems of analyzing data such as Data Teams to determine CTE program strengths, limitations, and gaps in meeting the needs of special population students.

Approximately \$44,000 was used to hire part-time teachers for planning to strategize and develop plans for improvement/innovation, fiscal accountability, and impact on special population students using achievement connections and documentation.

G. Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.

RESPONSE:

Proposed Activities

Students are protected against discrimination by Hawaii State Board of Education (BOE) Policy 305.10, ANTI-HARASSMENT, ANTI-BULLYING, AND ANTI-DISCRIMINATION AGAINST STUDENT(S) BY EMPLOYEES POLICY (Appendix B).

Professional Development (described in Section II B) will include information regarding BOE Policy 305.10.

Outcomes

- Special population students have access to all program of studies.
- CTE teachers are informed and required to follow BOE Policy 305.10.

Part-time teachers were hired for improvement and innovation strategies that would impact special populations. These initiatives resulted in activities that prepare special population students enrolled in career and technical education programs for high-skill, high-wage, or high-demand occupations that lead to self-sufficiency.

H. Describe how funds will be used to promote preparation for non-traditional fields.

RESPONSE:

Proposed Activities

Individual School CTE Improvement Plans will include goals to promote preparation of non-traditional fields such as communicating job opportunities, careers, pay scale, and benefits to students to help them understand what is available. Targeted recruitment activities could include: presentations from persons working in non-traditional fields; hands-on problem-solving that exposes students to typical activities of a non-traditional field; industry and college campus field trips; career fairs; job shadow and intern opportunities; coaching on “next steps”; and mentoring.

Professional development for teachers and counselors around recruitment and retention of non-traditional students will be provided. This will include a thorough understanding of the 2017 HIDOE graduation requirements and the Academic, CTE and Science, Technology, Engineering and Mathematics (STEM) Honors recognition certificates. The additional requirements of the honors recognition certificates promote the preparation for non-traditional fields.

State and higher education officials, and business executives, are working together to raise high school standards, strengthen assessments and curriculum, and align expectations with the demands of college and work.

Outcomes

- HIDOE exceeded the negotiated performance goals for all indicators.
- Students in non-traditional fields was a focus in developing Individual School CTE Improvement Plans.

Schools spent \$44,000 on this Perkins required use. Part-time teachers were hired to develop improvement and innovation strategies to prepare special student populations in career and technical education programs for high-skill, high-wage, or high-demand occupations.

I. Describe how career guidance and academic counseling will be provided to CTE students, including linkages to future education and training opportunities.

RESPONSE:

Proposed Activities

The HIDOE prepares all students to be college and career ready. To accomplish this

goal, career guidance and academic counseling resources are implemented for all students in various forms. Some examples include the following:

Personal Transition Plan (PTP):

0.50 credit required for graduation. PTP is defined as an individually designed and custom tailored plan of action for each high school student to move successfully from high school to post-secondary and/or career venues.

GEAR UP Hawaii program services include:

- Improve college and career readiness through early academic preparation;
- Expand college-level learning opportunities for high school students;
- Increase access to post-secondary options for every student; and
- Increase post-secondary enrollment and successful first-year completion.

Hawaii P-20 - MyFutureHawaii portal:

- Available to all high schools, this portal is envisioned as a “one-stop shop” for students and families to explore careers, submit college applications online, and apply for financial aid.

ACT Aspire Assessment:

- ACT Aspire is designed to measure College and Career Readiness Benchmarks and standards necessary for successful transitions. This assessment is optional for schools and is administered in grades 8 to 10.

The POS has been aligned to the HIDOE graduation requirements. Students who receive a HIDOE diploma may enter the UHCCs and continue in their POS to the level of certificate and/or degree. The secondary and post-secondary components of the POS are linked and aligned to lead to an Associate of Science (AS), Associate of Applied Science (AAS), a CTE certificate and/or an industry credential. The POS also includes opportunities for secondary students to earn dual, concurrent, and articulated post-secondary credits prior to graduation, thereby reducing their time after high school to the completion of a post-secondary certificate or degree.

Individual School CTE Improvement Plans will include strategies to integrate HIDOE career guidance and academic counseling resources for career and technical education students including linkages to future education and training opportunities.

Outcomes

- HIDOE exceeded the negotiated performance goals for all indicators.
- Schools are including strategies to integrate career guidance and academic counseling for career and technical students in school improvement plans.

J. Describe efforts to improve the recruitment and retention of CTE teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and the transition to teaching from business and industry.

RESPONSE:

Proposed Activities

HIDOE provides opportunities for business and industry professionals seeking to enter into the field of education by accepting applicants who have completed a state-approved alternative licensure program. The Hawaii Teacher Standards Board also provides a CTE Special Permit to individuals to provide instruction in CTE in the HIDOE.

Promote HIDOE CTE employment opportunities on the CTE and HIDOE CTE website and increase communication and marketing of opportunities for industry professionals to enter the CTE teaching field.

Ongoing supports also include the HIDOE Induction and Mentoring program, which supports recruitment and retention of all teachers and provides a clear framework for beginning teacher induction in Hawaii to accelerate teacher effectiveness and student learning.

Ongoing professional development is provided throughout the year, focusing on improved implementation of the Career Pathway System.

Retention efforts also include increased professional development opportunities for current teachers and staff, focusing on professional learning communities to create a culture of continuous improvement and improved implementation of the Career Pathway System.

Outcomes

- HIDOE exceeded the negotiated performance goals for all indicators.
- Teachers with industry experience are being sought to enhance CTE programs.

Section III. The budget must support and relate to the plan in Section II.

NOTE: Each eligible recipient receiving funds shall not use more than five percent of the funds for administrative costs associated with the administration of activities assisted under this section.

DOE State Office Level

Administrative	Subtotal	Total
Salary	\$ 79,700	
Fringe (49.54%)	\$ 39,484	
Office Equipment		
Office Supplies		
Mileage		
		\$ 119,184
Program Improvement Activities		
Salary (3 Resource Teachers)	\$ 188,148	
	\$ 93,209	\$ 281,357
Fringe (49.54%)		
Meeting Facilities		
Supplies		
Printing		
Equipment		
Curriculum Development / Implementation		
Evaluation / Assessment		\$ 7,283
Contractual		
Research		
Equipment		
Professional Development		
Travel		
District RT Support		\$
Allocated Directly to Schools		\$ 1,978,284
TOTAL		\$ 2,386,108

Section IV. The assurance form must be signed by the Superintendent

THE ELIGIBLE RECIPIENT OF THESE FUNDS ASSURE THAT:

Top of Form

- The data reported are complete, accurate valid, and reliable.
- None of the information reported under Sec. 113 of the Act is duplicative.
- The data are disaggregated for each of the indicators of performance.
- Programs are of such, size, scope, and quality to bring about improvements in the quality of CTE.
- This application complies with the requirements of this title and the provisions of the State plan, including the provision of a financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs.
- None of the fund expended under this title will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interest of that purchasing entity, the employee of the purchasing entity, or any affiliate of such an origination.
- Programs of study are rigorous and aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary and postsecondary education to adequately prepare students, including special populations, to succeed in postsecondary education or entry into high skill, high wage, or high demand occupations in current or emerging occupations; and participating student will be made aware of such opportunities.
- Funds used under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators and other personnel in nonprofit private schools offering career and technical secondary education program located in the geographical area served by an eligible recipient.
- An eligible recipient receiving an allotment under this act will consult, upon written request, in a timely and meaningful manner, which representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this title, of secondary school student attending nonprofit private schools.

Superintendent

Date

Kathryn S. Matayoshi

Print Name

APPENDIX

[from Perkins IV (Public Law 109-270)]

The Required and Permissive Uses of Funds

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

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

- (1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in--
 - (A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and*
 - (B) career and technical education subjects;**
- (2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);*
- (3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;*
- (4) develop, improve, or expand the use of technology in career and technical education, which may include--
 - (A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;*
 - (B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or*
 - (C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;**
- (5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including--
 - (A) in-service and pre-service training on--
 - (i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;*
 - (ii) effective teaching skills based on research that includes promising practices;*
 - (iii) effective practices to improve parental and community involvement; and*
 - (iv) effective use of scientifically based research and data to improve instruction;**
 - (B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such**

- teachers and personnel stay current with all aspects of an industry;*
- (C) internship programs that provide relevant business experience; and*
- (D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;*

- (6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;*
- (7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;*
- (8) provide services and activities that are of sufficient size, scope, and quality to be effective; and*
- (9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.*

(c) PERMISSIVE- *Funds made available to an eligible recipient under this title may be used--*

- (1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;*
- (2) to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that--*
 - (A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and*
 - (B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;*
- (3) for local education and business (including small business) partnerships, including for--*
 - (A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;*
 - (B) adjunct faculty arrangements for qualified industry professionals; and*
 - (C) industry experience for teachers and faculty;*
- (4) to provide programs for special populations;*
- (5) to assist career and technical student organizations;*
- (6) for mentoring and support services;*
- (7) for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;*
- (8) for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;*
- (9) to develop and expand postsecondary program offerings at times and in formats that are*

accessible for students, including working students, including through the use of distance education;

- (10) to develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including--
 - (A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;*
 - (B) postsecondary dual and concurrent enrollment programs;*
 - (C) academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and*
 - (D) other initiatives--
 - (i) to encourage the pursuit of a baccalaureate degree; and*
 - (ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;***
- (11) to provide activities to support entrepreneurship education and training;*
- (12) for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;*
- (13) to develop and support small, personalized career-themed learning communities;*
- (14) to provide support for family and consumer sciences programs;*
- (15) to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;*
- (16) to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105-220 (29 U.S.C. 2801 et seq.);*
- (17) to support training and activities (such as mentoring and outreach) in non-traditional fields;*
- (18) to provide support for training programs in automotive technologies;*
- (19) to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative innovations, which may include--
 - (A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;*
 - (B) establishing, enhancing, or supporting systems for--
 - (i) accountability data collection under this Act; or*
 - (ii) reporting data under this Act;**
 - (C) implementing career and technical programs of study described in section 122(C)(1)(A); or*
 - (D) implementing technical assessments; and**
- (20) to support other career and technical education activities that are consistent with the purposes of this Act.*

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

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

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

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

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

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 2015 through program year 2017.

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 reported

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

- ✓ Data for 1P1 were not reported in 2017 per instructions from the U.S. Department of Education's Office of Career, Technical and Adult Education.

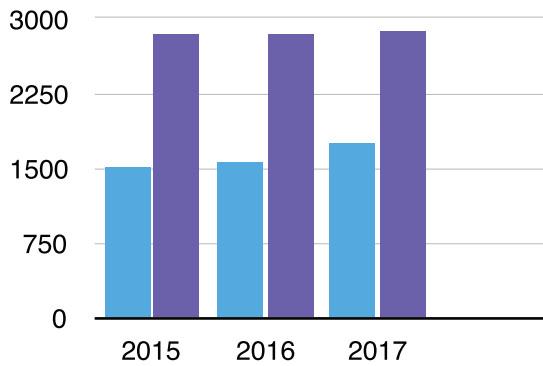
2P1: Credential, Certificate, or Degree

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

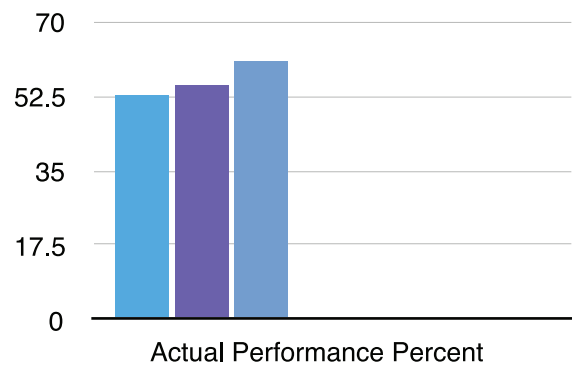
Denominator: Number of concentrators who have stopped program participation in the year reported

Program Year	Numerator Number	Denominator Number	Negotiated Performance Goal Percent	Actual Performance Percent
2015	1,488	2,845	50.30	52.30
2016	1,559	2,843	51.00	54.84
2017	1,751	2,879	51.51	60.82

- ✓ Percentage of concentrators leaving with a degree or certificate in a CTE program has increased by 8.52 percentage points from 2015 to 2017



■ Numerator ■ Denominator



■ 2015 ■ 2016 ■ 2017

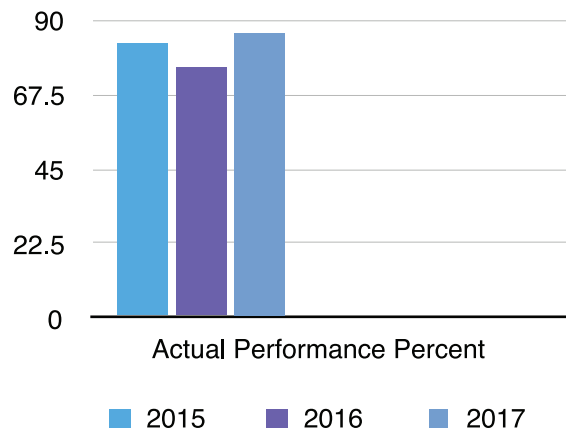
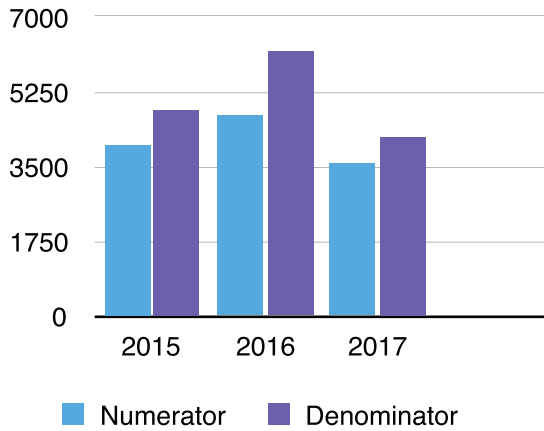
3P1: Student Retention or Transfer

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
2015	4,024	4,834	76.72	83.24
2016	4,659	6,167	81.00	75.55
2017	3,568	4,159	81.81	85.79

- ✓ Percentage of concentrators who continued postsecondary enrollment or transferred to a baccalaureate degree program increased 10.24 percentage points from 2016 to 2017.



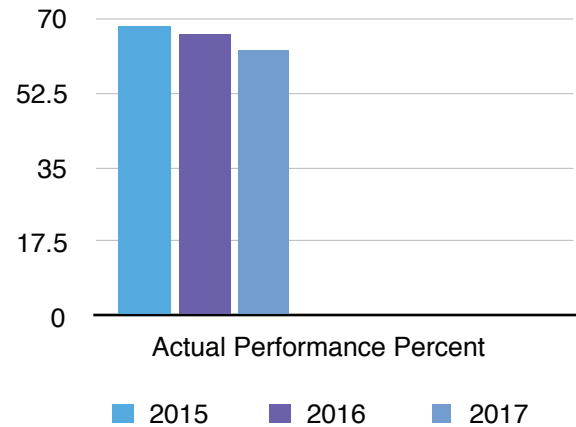
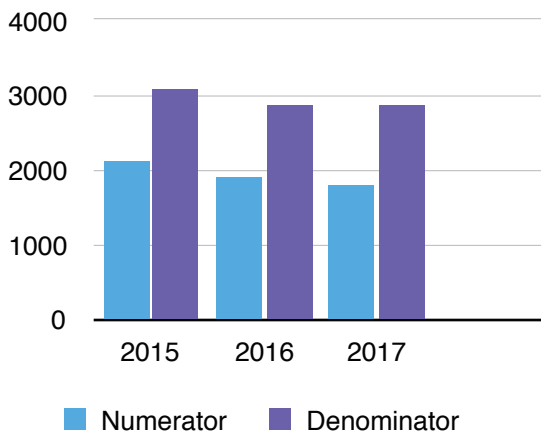
4P1: Student Placement

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
2015	2,106	3,079	69.00	68.40
2016	1,883	2,845	63.87	66.19
2017	1,775	2,843	64.51	62.43

- ✓ Although not meeting the negotiated performance goal, the actual performance was within 90 percent of that goal so a program improvement plan is not required.



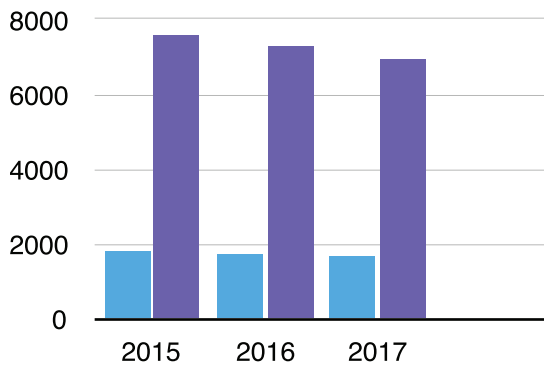
5P1: Nontraditional Participation

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

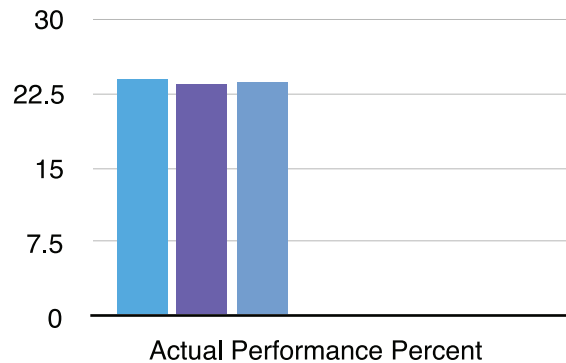
Denominator: Number of participants who participated in a program that leads to employment in nontraditional fields during the reporting year

Program Year	Numerator Number	Denominator Number	Negotiated Performance Goal Percent	Actual Performance Percent
2015	1,805	7,559	19.69	23.88
2016	1,688	7,260	22.00	23.25
2017	1,628	6,928	23.00	23.50

- ✓ Actual performance percentage has exceeded the negotiated performance goal percentage all three years from 2015 – 2017.



■ Numerator ■ Denominator



■ 2015 ■ 2016 ■ 2017

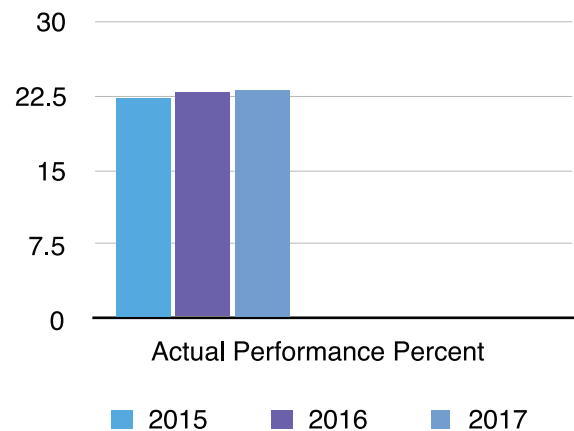
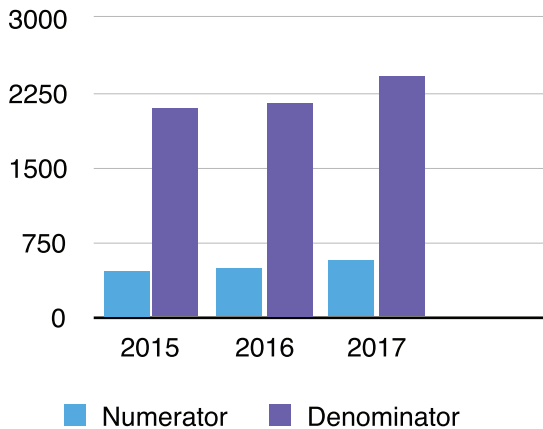
5P2: Nontraditional Completion

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
2015	469	2,098	19.36	22.35
2016	491	2,150	22.00	22.84
2017	556	2,418	22.22	22.99

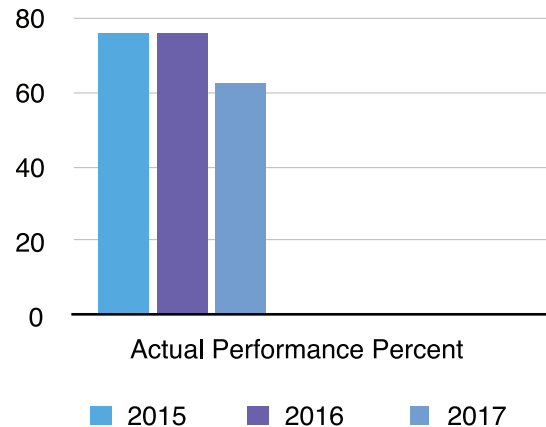
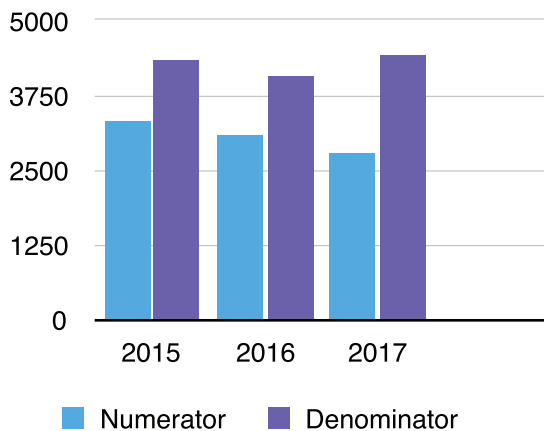
- ✓ Number of students completing a program that leads to employment in nontraditional fields has increased by 18.55 percent from 2015 to 2017.
- ✓ Percentage of students completing a program that leads to employment in nontraditional fields has continually increased over the three-year period from 2015 to 2017.



Hawai'i State Department of Education Performance Indicators

1S1: Academic Attainment: Reading/Language Arts				
<p>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</p> <p>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</p>				
Program Year	Numerator Number	Denominator Number	Negotiated Performance Goal Percent	Actual Performance Percent
2015	3,285	4,321	75.00	76.02
2016	3,101	4,085	75.00	75.91
2017	2,752	4,433	50.25	62.08

- ✓ Data reported for 2017 are the first from the newly implemented statewide Smarter Balanced Assessment of Academic Attainment: Reading/Language Arts.
- ✓ Actual performance percentage has exceeded the negotiated performance goal percentage all three years from 2015 – 2017.



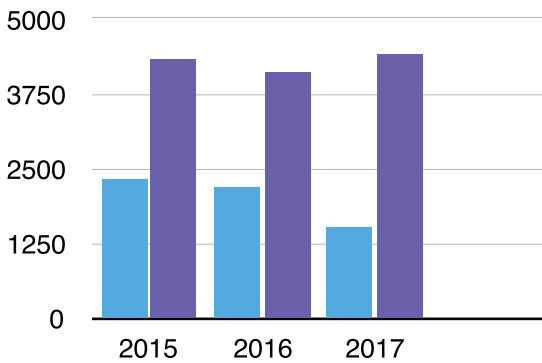
1S2: Academic Attainment: Mathematics

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

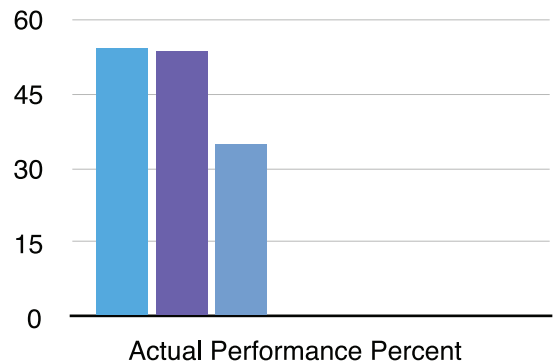
Denominator: Number of concentrators who took the ESEA assessment in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, have left secondary education

Program Year	Numerator Number	Denominator Number	Negotiated Performance Goal Percent	Actual Performance Percent
2015	2,343	4,316	44.00	54.29
2016	2,206	4,089	44.00	53.95
2017	1,534	4,407	23.00	34.81

- ✓ Data reported for 2017 are the first from a newly implemented statewide Smarter Balanced Assessment of Academic Attainment: Mathematics.
- ✓ Actual performance percentage has exceeded the negotiated performance goal percentage all three years from 2015 – 2017.



■ Numerator ■ Denominator



■ 2015 ■ 2016 ■ 2017

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

- ✓ Data for 2S1 were not reported in 2017 per instructions from the U.S. Department of Education's Office of Career, Technical and Adult Education.

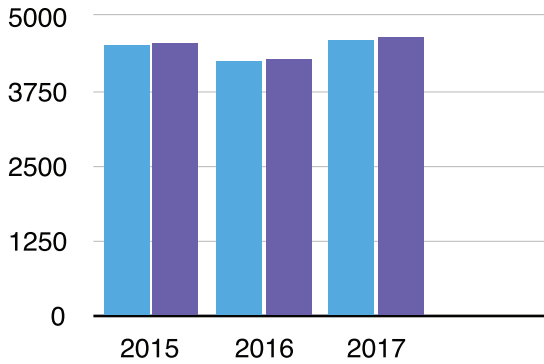
3S1: Secondary School Completion

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

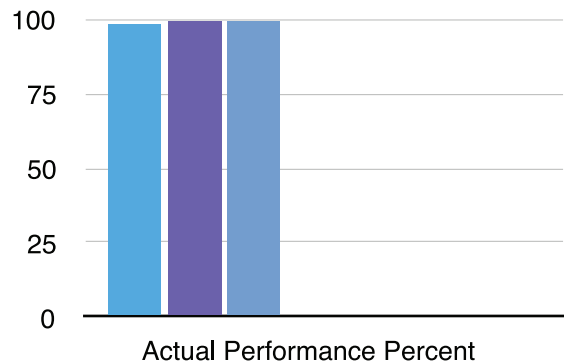
Denominator: Number of concentrators who left secondary education during the reporting year

Program Year	Numerator Number	Denominator Number	Negotiated Performance Goal Percent	Actual Performance Percent
2015	4,505	4,557	95.00	98.86
2016	4,261	4,302	95.00	99.05
2017	4,582	4,631	95.00	98.94

- ✓ Number of CTE concentrators who earned a regular secondary school diploma increased by 321 students from 2016 to 2017.



■ Numerator ■ Denominator



■ 2015 ■ 2016 ■ 2017

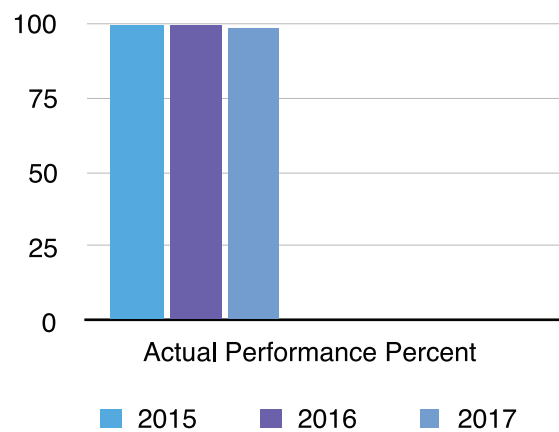
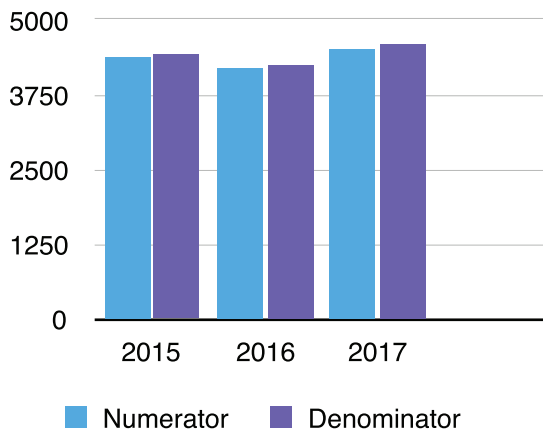
4S1: Student Graduation Rate

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
2015	4,385	4,418	95.00	99.25
2016	4,201	4,248	95.00	98.89
2017	4,526	4,579	95.00	98.84

- ✓ Percentage of CTE concentrators (98.84) who graduated is 16.34 percentage points higher than the percentage of all DOE students (82.5) who graduated.



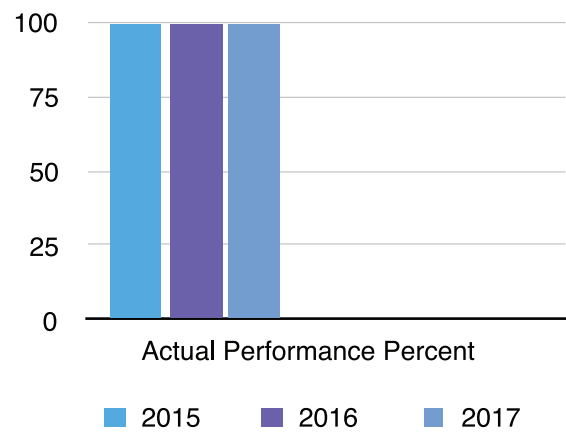
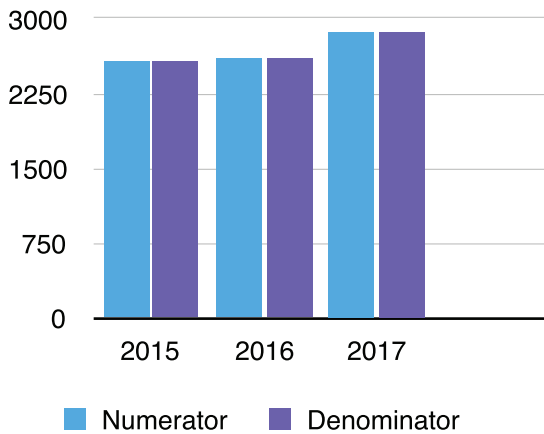
5S1: Placement

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
2015	2,579	2,579	100.00	100.00
2016	2,600	2,600	100.00	100.00
2017	2,862	2,862	100.00	100.00

- ✓ Number of students placed in postsecondary education has increased by 283 from 2015 to 2017.
- ✓ Of the 2,862 students placed in postsecondary education, 1,093 (38%) were in a two-year institution and 1,769 (62%) were in a four-year institution.



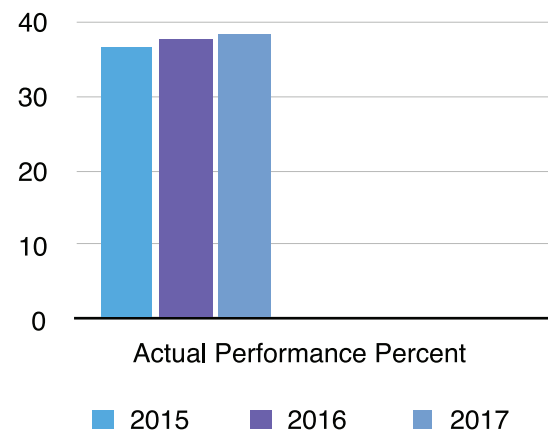
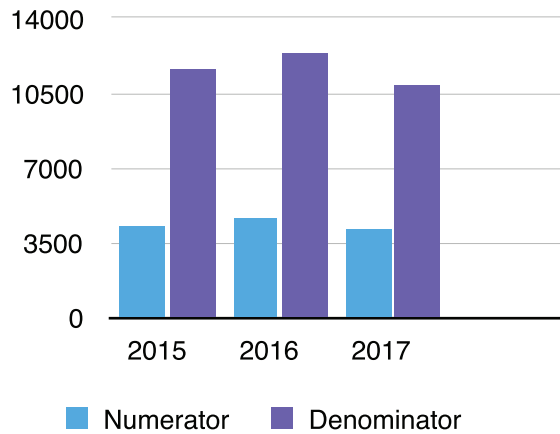
6S1: Nontraditional Participation

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
2015	4,240	11,651	36.00	36.39
2016	4,657	12,372	36.00	37.64
2017	4,131	10,834	36.00	38.13

- ✓ The negotiated performance goal percentage has been exceeded consistently from 2015 to 2017.



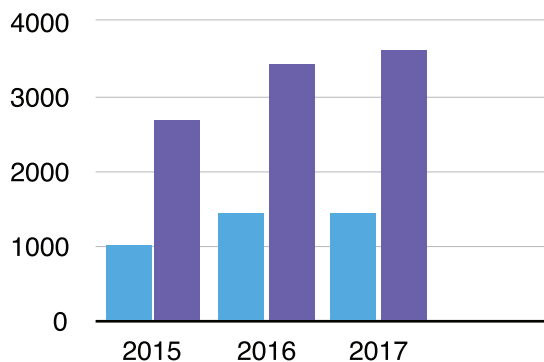
6S2: Nontraditional Completion

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

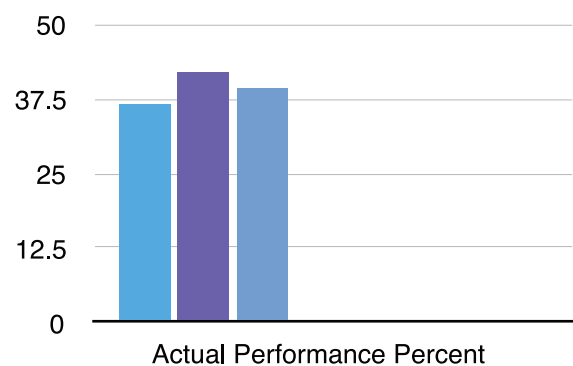
Denominator: Number of concentrators who completed a program that leads to employment in nontraditional fields during the reporting year

Program Year	Numerator Number	Denominator Number	Negotiated Performance Goal Percent	Actual Performance Percent
2015	987	2,682	36.00	36.80
2016	1,438	3,438	36.00	41.83
2017	1,414	3,602	36.00	39.26

- ✓ Number of concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields has increased by 427 students (43 percent) from 2015 to 2017.



■ Numerator ■ Denominator



■ 2015 ■ 2016 ■ 2017

SECTION III : STATE LEADERSHIP

Of the total Perkins funds awarded to the State, not more than ten percent must be used to carry out State Leadership activities. Not more than one percent of this amount must be made available to serve individuals in State institutions (such as State correctional institutions) and not less than \$60,000 or more than \$150,000 must be made available for services that prepare individuals for occupations that are nontraditional for their gender.

There are nine required uses of State Leadership funds and seventeen permissive uses of State Leadership funds. The eligible agency (the State Board for Career and Technical Education or the Office of the State Director for Career and Technical Education on its behalf) is responsible for conducting all of the required State Leadership Activities. What follows, in a question and answer format, is a summary of the activities carried out with State Leadership funds 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? (Permissive Use of Funds)**

Postsecondary: State Leadership funds were not used for this activity.

Secondary: Funds were expended to support the refinement of the Performance-Based Assessment (PBA) Implementation Guide, including the addition of assessment rubrics with qualitative and quantitative descriptive levels of student performance. Districts and/or schools use the PBA Guide when assessing the technical skills attainment of CTE students.

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? (Permissive Use of Funds)**

Postsecondary: State Leadership funds were not used for this activity.

Secondary: State 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? (Required Use of Funds)**

Postsecondary: Statewide services were provided by Economic Modeling Specialists, Inc. to augment Labor Market Information tools that are essential to determine the current and future demands, skills/training required, and wage information for specific occupations in Hawaii. Dialog among CTE stakeholders was increased through surveys and focus groups to review data, expand the culture of evidence and inquiry, and provide leadership and training on data and predictive analytics to strengthen CTE performance. The UHCCS worked with UH-IRAO to incorporate FEDES and UI data into the Hawaii SLDS to allow additional use of the data. Currently, the MOUs for FEDES and UI data are limited to UHCCS for Perkins CAR reporting

Secondary: State Leadership funds supported 25% of the salary of the Hawaii Department of Education (HIDOE) Perkins Administrator who led the state school monitoring teams in their annual review of schools receiving Perkins funds. Monitoring team members interviewed teachers and students, assessed facilities, evaluated the schools' CTE improvement plans, and made recommendations for improvement.

Monitoring teams also provided technical assistance to facilitate the improvement of CTE.

High schools receiving Perkins funds are required to complete an End-of-Year Report that is reviewed by HIDOE staff and the Perkins Administrator for the attainment of funded project goals and fiscal accountability. This review allows for assessment of individual school's CTE programs.

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

State Office: State Leadership funds were used to provide 175 secondary CTE teachers with a *Nepris* company license. *Nepris* is a platform that connects industry experts around the country to k12 classrooms for live interactive sessions. Hawaii CTE teachers used the licenses for career exploration and for assessment of student projects.

Postsecondary: State Leadership funds were not used for this activity.

Secondary: HIDOE offered professional development for CTE teachers to learn the fundamentals of Autodesk Revit Architecture. Teachers applied their understanding of relationships between building plans within a parametric environment and integrated pertinent quantitative and materials concepts to generate models and construction documents. They also created photo-realistic renderings of architectural projects.

Teachers participating in the Hawaii Curriculum for Agricultural Science Education (CASE) Institute learned to use tools such as pH meters and sensors to better integrate technology and science and math concepts into their programs.

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? (Required Use of Funds)

Postsecondary: State Leadership funds were used to support the Hawaii Great Teachers Seminar where participants were provided the tools and knowledge to implement curricular changes in CTE and CTE related courses to create and implement job preparation and placement practices or activities into their courses and programs. State Leadership funds were also used for travel expenses to attend the National Consortium of Health Sciences Education meeting and the Health Career Pathway Symposium.

Secondary: State Leadership funds were used to support the cost of substitute teachers, travel, and stipends of CTE teachers participating in professional development

opportunities offered by the HIDOE. Professional development included interaction with industry professionals to improve the integration of industry standards and CTE curriculum and assessment.

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? (Required Use of Funds)

State Office: State Leadership funds were used to conduct 4 Excite Camps, 3 Introduce a Girl to Engineering Days, and 1 Introduce a Girl to Astronomy Day. One hundred-sixty 8th grade girls across the State were exposed to careers in STEM fields.

Postsecondary: State Leadership funds were used to enhance and improve the University of Hawaii Community Colleges System (UHCCS) websites that provide resources, tools, and services to assist CTE students in navigating through the myriad of CTE program options available to them. New data analytic tools that map workforce demands in various industry sectors were added to the website to provide users with more information about industry demand, wages, and projected growth. The non-traditional careers microsite was redesigned to highlight UHCCS' non-traditional list of CTE programs.

Secondary: Leadership funds were not used for this activity.

5. During the reporting year, how did your state offer technical assistance for eligible recipients? (Required use of Funds)

Postsecondary: State Leadership funds were not used for this activity.

Secondary: State Leadership funds were not used for this activity.

6. During the reporting year, how did your state offer technical assistance for eligible recipients? (Required Use of Funds)

Postsecondary: UHCCS personnel travel to the neighbor islands to provide technical support through campus visits was supported by State Leadership funds. These on-site visits ensure that subrecipient proposals for use of Perkins funds are aligned with Perkins data and requirements and support student achievement in CTE programs.

Secondary: The HIDOE Perkins Administrator provided technical assistance to school CTE coordinators as well as individual teachers and complex personnel requesting specialized training. Guidance was provided to CTE teachers to assist them in improving and identifying supplemental and innovative uses of Perkins funds through "Target-Method-Match" practices.

7. Serving Students in State Correctional Institutions & Students in State Institutions Serving Individuals with Disabilities. (Required Use of Funds)

Postsecondary: State Leadership funds were not used for this activity.

Secondary: State Leadership funds were not used for this activity.

Department of Public Safety: State Leadership funds were used by the Department of Public Safety's Corrections Education Program Services to provide Culinary Arts Program modules for incarcerated women at the Women's Community Correctional Center (WCCC) and an Office Worker Business Application Program for incarcerated women and men at Waiawa Correctional Facility.

Specifically, State Leadership funds supported Culinary Arts Module 1 (Introduction to the Culinary Industry) and Module 2 (Safety and Sanitation). Because these modules are offered in partnership with Kapiolani Community College, credits earned at WCCC are transferrable to the college.

Of the 14 women enrolled in Module 1, 12 (86%) completed the module. Module 2 was completed by 12 of the 14 (93%) women enrolled. Nine women completed the Safety and Sanitation Module, passed the certification exam and received the Serv-Safe nationally recognized certificate.

The three Office Worker Business Application Program modules supported by Perkins State Leadership funds and offered in partnership with Windward Community College included Introduction to the World of Computers, Microsoft Word 2013 for the Business World, and Business Presentations Using Microsoft PowerPoint.

Of the 30 men enrolled in the Office Worker Business Application Program, 22 (73%) completed the program. The program was completed by 21 of the 29 women (73%) women enrolled in the program. Those who completed and passed all the modules received a Certificate of Professional Development from the Windward Community College Continuing and Workforce Development Office.

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs? (Permissive Use of Funds)

Postsecondary: State Leadership funds were not used for this activity.

Secondary: State 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? (Permissive Use of Funds)

Postsecondary: State Leadership funds were not used for this activity.
Secondary: State 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? (Permissive Use of Funds)**

Postsecondary: State Leadership funds were not used for this activity.
Secondary: State 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? (Permissive Use of Funds)**

Postsecondary: State Leadership funds were not used for this activity.
Secondary: State 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? (Permissive Use of Funds)**

Postsecondary: State Leadership funds were not used for this activity.
Secondary: State 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? (Required Use of Funds)**

Postsecondary: State Leadership funds supported travel for community college deans to attend CTE Deans' meetings. These meetings promote open discussion and allow for systemwide decision making to determine priorities for the use of Perkins funds based on the requirements of the law, system strategic outcomes and initiatives, campus data, and the state's workforce needs. Travel for CTE Deans and faculty to attend Program Coordinating Council (PCC) meetings was also supported with State Leadership funds. PCCs promote systemwide program and curriculum alignment.

Secondary: State Leadership funds were used to support professional development activities focused on integrating Common Core Language Arts standards and CTE curriculum and assessment. Rubrics were developed to improve the evaluation of student work completed during Performance Based Assessments. Similarly, State Leadership funds supported a Math Integration Workshop for IET teachers and a Writing Integration Workshop for all CTE teachers.

The Curriculum for Agricultural Science Education (CASE) Institute provided opportunities for teachers to increase their skills in integrating academic core content into agricultural, food, and natural resources classes. Teachers received instructional materials such as lecture slides and notes, examples of lab projects, and teaching tools to support strategies for delivering CASE curriculum in their classrooms.

- 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. (Required Use of Funds)**

Postsecondary: State Leadership funds were not used for this activity.

Secondary: State Leadership funds supported professional development sessions where CTE teachers interacted with industry professionals to better understand business and industry expectations of individuals entering the workforce.

The Perkins Administrator participated in Pathway Advisory Council meetings and collaborated with teachers and representatives from business and industry to identify and/or refine industry-defined standards.

- 3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs? (Permissive Use of Funds)**

Postsecondary: State Leadership funds were not used for this activity.

Secondary: State 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? (Permissive Use of Funds)**

Postsecondary: State Leadership funds were not used for this activity.

Secondary: State 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? (Permissive Use of Funds)

Postsecondary: State Leadership funds were not used for this activity.

Secondary: State 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? (Permissive Use of Funds)**

Postsecondary: State Leadership funds were not used for this activity.

Secondary: State 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? (Permissive Use of Funds)**

Postsecondary: State Leadership funds were not used for this activity.

Secondary: State 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? (Permissive Use of Funds)**

Postsecondary: State Leadership funds were not used for this activity.

Secondary: State Leadership funds were not used for this activity.

- 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?(Permissive Use of Funds)**

Postsecondary: State Leadership funds were not used for this activity.

Secondary: State Leadership funds were not used for this activity.

- 10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training? (Permissive Use of Funds)**

Postsecondary: State Leadership funds were not used for this activity.

Secondary: State 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? (Permissive Use of Funds)

Postsecondary: State Leadership funds were not used for this activity.

Secondary: State 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? (Permissive Use of Funds)

Postsecondary: State Leadership funds were not used for this activity.

Secondary: State Leadership funds were not used for this activity.

SECTION IV : APPENDIX

This section includes the official Consolidated Annual Report data forms submitted to the U.S. Department of Education's Office of Career, Technical and Adult Education

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:	07/01/16
To:	06/30/17

3. PR/AWARD NUMBERS:

Basic Grant to States	V048A150011
Tech-Prep Education	N/P

4. TITLE II CONSOLIDATION (CHECK ONE):

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

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

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

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

7. CERTIFICATION:

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

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL:

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

TYPED OR PRINTED NAME AND TITLE:

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

DATE REPORT SUBMITTED:

12/30/17

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:	7/01/2016-09/30/2017
III: Reporting Period:	7/01/2016-09/30/2017
IV: Accounting Basis:	Accrual
V: Grant Award Numbers: State Basic Grant (Title I):	V048A160011
Tech Prep Grant (Title II):	
VI: Title I Grant Award Amount:	5,496,906
VI: 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:	Date of Filing Amended FSR:

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

	1	2	3	4	5
	Net Outlays Previ- ously Reported	Total Outlays this Report Period	"Program Income Credit"	"Net outlays this report period (Columns 2 - 3)"	"Net outlays To Date (Columns 1 + 4)"
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		\$25,055,455.92	\$0.00	\$25,055,455.92
I	Funds for Postsecondary Recipients		\$33,176,783.71	\$0.00	\$33,176,783.71
J	Total (Row H + I)	\$0.00	\$58,232,239.63	\$0.00	\$58,232,239.63
K	TOTAL LOCAL USES OF FUNDS (Row F + J)	\$0.00	\$58,232,239.63	\$0.00	\$58,232,239.63
L	STATE LEADERSHIP				
M	Nontraditional Training and Employment		\$2,296.81	\$0.00	\$2,296.81
N	State Institutions	\$0.00	\$4,145.09	\$0.00	\$4,145.09
O	Other Leadership Activities		\$154,561.86	\$0.00	\$154,561.86
P	TOTAL STATE LEADERSHIP (Row M + N + O)	\$0.00	\$161,003.76	\$0.00	\$161,003.76
Q	STATE ADMINISTRATION				
R	TOTAL STATE ADMINISTRATION		587,976.78	0.00	\$587,976.78
S	TOTAL TITLE I FUNDS (Row K + P + R)	\$0.00	\$58,981,220.17	\$0.00	\$58,981,220.17
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 St Dir for Career & Technical Ed

6 Non-Federal share of outlays	7 "Total Federal share of outlays (Columns 5 - 6)"	8 Federal share of unliquidated obligations	9 "Federal share of outlays and unliquidated obligations (Columns 7 + 8)"	10 Federal Funds Authorized	11 "Balance of Unobli- gated 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
\$23,209,691.23	\$1,845,764.69	\$131,130.13	\$1,976,894.82	\$2,460,073.00	\$483,178.18
\$31,163,571.00	\$2,013,212.71	\$151.47	\$2,013,364.18	\$2,460,073.00	\$446,708.82
\$54,373,262.23	\$3,858,977.40	\$131,281.60	\$3,990,259.00	\$4,920,146.00	\$929,887.00
\$54,373,262.23	\$3,858,977.40	\$131,281.60	\$3,990,259.00	\$4,920,146.00	\$929,887.00
\$0.00	\$2,296.81	\$0.00	\$2,296.81	\$60,000.00	\$57,703.19
\$0.00	\$4,145.09	\$0.00	\$4,145.09	\$54,969.00	\$50,823.91
\$0.00	\$154,561.86	\$5,487.02	\$160,048.88	\$347,687.00	\$187,638.12
\$0.00	\$161,003.76	\$5,487.02	\$166,490.78	\$462,656.00	\$296,165.22
473,945.00	\$114,031.78	0.00	\$114,031.78	114,104.00	\$72.22
\$54,847,207.23	\$4,134,012.94	\$136,768.62	\$4,270,781.56	\$5,496,906.00	\$1,226,124.44
\$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

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FINAL FINANCIAL STATUS REPORT (FSR) FORM

I: State Name:	HAWAII
II: Federal Funding Period:	7/01/2015-9/30/2017
III: Reporting Period:	7/01/2015-9/30/2017
IV: Accounting Basis:	CASH
V: Grant Award Numbers: State Basic Grant (Title I):	V048A160011
Tech Prep Grant (Title II):	
VI: Title I Grant Award Amount:	5,496,906
VI: 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:	Date of Filing Amended FSR:

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

	1	2	3	4	5
	Net Outlays Previously Reported	Total Outlays this Report Period	"Program Income Credit"	"Net outlays this report period (Columns 2 - 3)"	"Net outlays To Date (Columns 1 + 4)"
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	\$25,331,867.93	\$460,729.36	\$0.00	\$25,792,597.29
I	Funds for Postsecondary Recipients	\$32,514,026.99	\$335,047.01	\$0.00	\$32,849,074.00
J	Total (Row H + I)	\$57,845,894.92	\$795,776.37	\$0.00	\$58,641,671.29
K	TOTAL LOCAL USES OF FUNDS (Row F + J)	\$57,845,894.92	\$795,776.37	\$0.00	\$58,641,671.29
L	STATE LEADERSHIP				
M	Nontraditional Training and Employment	\$1,596.81	\$58,403.19	\$0.00	\$60,000.00
N	State Institutions	\$3,119.00	\$51,850.00	\$0.00	\$54,969.00
O	Other Leadership Activities	\$201,215.23	\$110,505.77	\$0.00	\$311,721.00
P	TOTAL STATE LEADERSHIP (Row M + N + O)	\$205,931.04	\$220,758.96	\$0.00	\$426,690.00
Q	STATE ADMINISTRATION				
R	TOTAL STATE ADMINISTRATION	587,510.67	285.33	0.00	\$587,796.00
S	TOTAL TITLE I FUNDS (Row K + P + R)	\$58,639,336.63	\$1,016,820.66	\$0.00	\$59,656,157.29
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 St Dir for Career & Technical Ed

6	7	8	9	10	11
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
\$23,327,489.29	\$2,465,108.00	\$0.00	\$2,465,108.00	\$2,465,108.00	\$0.00
\$30,383,966.00	\$2,465,108.00	\$0.00	\$2,465,108.00	\$2,465,108.00	\$0.00
\$53,711,455.29	\$4,930,216.00	\$0.00	\$4,930,216.00	\$4,930,216.00	\$0.00
\$53,711,455.29	\$4,930,216.00	\$0.00	\$4,930,216.00	\$4,930,216.00	\$0.00
\$0.00	\$60,000.00	\$0.00	\$60,000.00	\$60,000.00	\$0.00
\$0.00	\$54,969.00	\$0.00	\$54,969.00	\$54,969.00	\$0.00
\$0.00	\$311,721.00	\$0.00	\$311,721.00	\$311,721.00	\$0.00
\$0.00	\$426,690.00	\$0.00	\$426,690.00	\$426,690.00	\$0.00
447,796.00	\$140,000.00	0.00	\$140,000.00	140,000.00	\$0.00
\$54,159,251.29	\$5,496,906.00	\$0.00	\$5,496,906.00	\$5,496,906.00	\$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

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STUDENT ENROLLMENT FORMS

CTE PARTICIPANTS & CONCENTRATORS

Enrollment Data for CTE Participants

HAWAII 2016–2017

Line	Population	Number of Secondary Students	Number of Postsecondary Students	Number of Adult Students
1	Grand Total	25964	8640	0
2	GENDER			
3	Male	14076	4505	0
4	Female	11888	4135	0
5	RACE/ETHNICITY* (1997 Revised Standards)			
6	American Indian or Alaskan Native	110	26	0
7	Asian	10662	3727	0
8	Black or African American	435	131	0
9	Hispanic/Latino	1864	152	0
10	Native Hawaiian or Other Pacific Islander	8123	2353	0
11	White	2784	1109	0
12	Two or More Races	1986	1078	0
13	Unknown		64	
14	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
15	Individuals With Disabilities (ADA)		340	0
16	Disability Status (ESEA/IDEA) (Secondary Only)	2282		
17	Economically Disadvantaged	10531	3142	0
18	Single Parents	0	457	0
19	Displaced Homemakers	0	245	0
20	Limited English Proficient	911	377	0
21	Migrant Status	0		
23	Nontraditional Enrollees	4131	1620	0

Secondary Definition for CTE Participants:

A student who has earned one or more credits in any CTE program area.

Postsecondary Definition for CTE Participants:

A student in a declared CTE program who has completed at least one credit or the equivalent in a CTE program.

Enrollment Data for CTE Concentrators

HAWAII 2016–2017

Line	Concentrator	SECONDARY			POSTSECONDARY			ADULT			Grand Total
		Male	Female	Total	Male	Female	Total	Male	Female	Total	
1	Agriculture, Food & Natural Resources	239	131	370	43	26	69	0	0	0	439
2	Architecture & Construction	520	68	588	387	69	456	0	0	0	1044
3	Arts, A/V Technology & Communication	455	578	1033	89	73	162	0	0	0	1195
4	Business, Marketing & Administration	59	93	152	137	297	434	0	0	0	586
5	Education & Training	13	73	86	7	189	196	0	0	0	282
6	Finance	7	11	18	90	288	378	0	0	0	396
7	Government & Public Administration	0	0	0	0	0	0	0	0	0	0
8	Health Science	161	625	786	177	730	907	0	0	0	1693
9	Hospitality & Tourism	328	529	857	436	577	1013	0	0	0	1870
10	Human Services	0	0	0	29	100	129	0	0	0	129
11	Information Technology	49	2	51	432	69	501	0	0	0	552
12	Law, Public Safety & Security	0	0	0	324	169	493	0	0	0	493
13	Manufacturing	21	4	25	333	133	466	0	0	0	491
14	Marketing Sales & Services	75	83	158	55	77	132	0	0	0	290
15	Science, Technology, Engineering & Math	163	13	176	8	81	89	0	0	0	265
16	Transportation, Distribution, & Logistics	313	18	331	458	27	485	0	0	0	816
17	Total	2403	2228	4631	3005	2905	5910	0	0	0	10541

Secondary Definition for CTE Concentrators:

A 12th grade student who has completed the requirements for her/his selected State Certificated CTE 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 Definition for CTE Concentrators:

A student in a CTE program who has completed at least twelve credits or the equivalent in a CTE program.

STUDENT ACCOUNTABILITY FORMS

POSTSECONDARY LEVEL

Postsecondary Performance Data - IP1: Technical Skill Attainment

HAWAII 2016–2017

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance	Actual Level of Performance	Difference Between State Actual & Target in Percentage	Met 90% of Adjusted Level of Performance (E,Y,N)
1	Grand Total	2726	2879	92.92%	94.69%	1.77	E
2	GENDER						
3	Male	1413	1498		94.33%		
4	Female	1313	1381		95.08%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	7	8		87.50%		
7	Asian	1167	1217		95.89%		
8	Black or African American	27	32		84.38%		
9	Hispanic/Latino	47	49		95.92%		
10	Native Hawaiian or Other Pacific Islander	715	772		92.62%		
11	White	396	410		96.59%		
12	Two or More Races	339	363		93.39%		
13	Unknown	28	28		100.00%		
14	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
15	Individuals With Disabilities (ADA)	91	106		85.85%		
16	Economically Disadvantaged	1254	1336		93.86%		
17	Single Parents	136	147		92.52%		
18	Displaced Homemakers	62	67		92.54%		
19	Limited English Proficient	139	143		97.20%		
20	Nontraditional Enrollees	448	512		87.50%		

Postsecondary Performance Data - 2P1: Credential, Certificate, or Degree

HAWAII 2016–2017

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance	Actual Level of Performance	Difference Between State Actual & Target in Percentage	Met 90% of Adjusted Level of Performance (E,Y,N)
1	Grand Total	1751	2879	51.51%	60.82%	9.31	E
2	GENDER						
3	Male	926	1498		61.82%		
4	Female	825	1381		59.74%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	3	8		37.50%		
7	Asian	811	1217		66.64%		
8	Black or African American	23	32		71.88%		
9	Hispanic/Latino	29	49		59.18%		
10	Native Hawaiian or Other Pacific Islander	424	772		54.92%		
11	White	224	410		54.63%		
12	Two or More Races	211	363		58.13%		
13	Unknown	26	28		92.86%		
14	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
15	Individuals With Disabilities (ADA)	60	106		56.60%		
16	Economically Disadvantaged	795	1336		59.51%		
17	Single Parents	77	147		52.38%		
18	Displaced Homemakers	37	67		55.22%		
19	Limited English Proficient	104	143		72.73%		
20	Nontraditional Enrollees	337	512		65.82%		
21	DISAGGREGATE INDICATORS						
22	Credential	0					
23	Certificate	447					
24	Degree	1304					

Postsecondary Performance Data - 3P1: Student Retention or Transfer

HAWAII 2016–2017

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance	Actual Level of Performance	Difference Between State Actual & Target in Percentage	Met 90% of Adjusted Level of Performance (E,Y,N)
1	Grand Total	3568	4159	81.81%	85.79%	3.98	E
2	GENDER						
3	Male	1751	2079		84.22%		
4	Female	1817	2080		87.36%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	11	15		73.33%		
7	Asian	1573	1804		87.20%		
8	Black or African American	48	53		90.57%		
9	Hispanic/Latino	63	73		86.30%		
10	Native Hawaiian or Other Pacific Islander	950	1125		84.44%		
11	White	475	556		85.43%		
12	Two or More Races	441	524		84.16%		
13	Unknown	7	9		77.78%		
14	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
15	Individuals With Disabilities (ADA)	147	170		86.47%		
16	Economically Disadvantaged	1475	1758		83.90%		
17	Single Parents	201	239		84.10%		
18	Displaced Homemakers	117	134		87.31%		
19	Limited English Proficient	170	200		85.00%		
20	Nontraditional Enrollees	654	741		88.26%		

Postsecondary Performance Data - 4P1: Student Placement

HAWAII 2016–2017

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance	Actual Level of Performance	Difference Between State Actual & Target in Percentage	Met 90% of Adjusted Level of Performance (E,Y,N)
1	Grand Total	1775	2843	64.51%	62.43%	-2.08	Y
2	GENDER						
3	Male	922	1390		66.33%		
4	Female	853	1453		58.71%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	2	8		25.00%		
7	Asian	793	1174		67.55%		
8	Black or African American	19	37		51.35%		
9	Hispanic/Latino	26	50		52.00%		
10	Native Hawaiian or Other Pacific Islander	514	794		64.74%		
11	White	203	443		45.82%		
12	Two or More Races	214	326		65.64%		
13	Unknown	4	11		36.36%		
14	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
15	Individuals With Disabilities (ADA)	48	100		48.00%		
16	Economically Disadvantaged	946	1498		63.15%		
17	Single Parents	98	167		58.68%		
18	Displaced Homemakers	33	86		38.37%		
19	Limited English Proficient	58	137		42.34%		
20	Nontraditional Enrollees	335	523		64.05%		
21	DISAGGREGATE INDICATORS						
22	Apprenticeship	0					
23	Employment	1579					
24	Military	221					

Postsecondary Performance Data - 5P1: Nontraditional Participation

HAWAII 2016–2017

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance	Actual Level of Performance	Difference Between State Actual & Target in Percentage	Met 90% of Adjusted Level of Performance (E,Y,N)
1	Grand Total	1628	6928	23.00%	23.50%	0.50	E
2	GENDER						
3	Male	464	3947		11.76%		
4	Female	1164	2981		39.05%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	6	15		40.00%		
7	Asian	649	2883		22.51%		
8	Black or African American	34	105		32.38%		
9	Hispanic/Latino	33	130		25.38%		
10	Native Hawaiian or Other Pacific Islander	461	1925		23.95%		
11	White	221	890		24.83%		
12	Two or More Races	217	928		23.38%		
13	Unknown	7	52		13.46%		
14	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
15	Individuals With Disabilities (ADA)	76	269		28.25%		
16	Economically Disadvantaged	603	2509		24.03%		
17	Single Parents	91	330		27.58%		
18	Displaced Homemakers	48	168		28.57%		
19	Limited English Proficient	57	198		28.79%		

ADDITIONAL INFORMATION:

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Postsecondary Performance Data - 5P2: Nontraditional Completion

HAWAII 2016–2017

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance	Actual Level of Performance	Difference Between State Actual & Target in Percentage	Met 90% of Adjusted Level of Performance (E,Y,N)
1	Grand Total	556	2418	22.22%	22.99%	0.77	E
2	GENDER						
3	Male	141	1302		10.83%		
4	Female	415	1116		37.19%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	3	7		42.86%		
7	Asian	234	1077		21.73%		
8	Black or African American	17	40		42.50%		
9	Hispanic/Latino	12	45		26.67%		
10	Native Hawaiian or Other Pacific Islander	138	575		24.00%		
11	White	71	323		21.98%		
12	Two or More Races	79	328		24.09%		
13	Unknown	2	23		8.70%		
14	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
15	Individuals With Disabilities (ADA)	28	91		30.77%		
16	Economically Disadvantaged	245	1053		23.27%		
17	Single Parents	32	104		30.77%		
18	Displaced Homemakers	17	56		30.36%		
19	Limited English Proficient	32	83		38.55%		

STUDENT ACCOUNTABILITY FORMS

SECONDARY LEVEL

Secondary Performance Data - 1S1: Attainment of Academic Skills - Reading/Language Arts

HAWAII 2016–2017

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance	Actual Level of Performance	Difference Between State Actual & Target in Percentage	Met 90% of Adjusted Level of Performance (E,Y,N)
1	Grand Total	2752	4433	50.25%	62.08%	11.83	E
2	GENDER						
3	Male	1271	2291		55.48%		
4	Female	1481	2142		69.14%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	14	22		63.64%		
7	Asian	1481	2102		70.46%		
8	Black or African American	25	47		53.19%		
9	Hispanic/Latino	150	260		57.69%		
10	Native Hawaiian or Other Pacific Islander	552	1252		44.09%		
11	White	327	453		72.19%		
12	Two or More Races	203	297		68.35%		
13	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
14	Individuals With Disabilities (ADA)	-9	-9		100.00%		
15	Disability Status (ESEA/IDEA)	28	280		10.00%		
16	Economically Disadvantaged	812	1461		55.58%		
17	Single Parents	0	0		0.00%		
18	Displaced Homemakers	-9	-9		100.00%		
19	Limited English Proficient	0	57		0.00%		
20	Migrant Status	0	0		0.00%		
21	Nontraditional Enrollees	839	1349		62.19%		

**Secondary Performance Data - 1S2: Attainment of Academic Skills -
Mathematics**

HAWAII 2016–2017

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance	Actual Level of Performance	Difference Between State Actual & Target in Percentage	Met 90% of Adjusted Level of Performance (E,Y,N)
1	Grand Total	1534	4407	23.00%	34.81%	11.81	E
2	GENDER						
3	Male	756	2289		33.03%		
4	Female	778	2118		36.73%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	8	21		38.10%		
7	Asian	951	2095		45.39%		
8	Black or African American	9	48		18.75%		
9	Hispanic/Latino	74	258		26.68%		
10	Native Hawaiian or Other Pacific Islander	207	1236		16.75%		
11	White	173	448		38.62%		
12	Two or More Races	112	301		37.21%		
13	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
14	Individuals With Disabilities (ADA)	-9	-9		100.00%		
15	Disability Status (ESEA/IDEA)	5	279		1.79%		
16	Economically Disadvantaged	410	1450		28.28%		
17	Single Parents	0	0		0.00%		
18	Displaced Homemakers	-9	-9		100.00%		
19	Limited English Proficient	3	57		5.26%		
20	Migrant Status	0	0		0.00%		
21	Nontraditional Enrollees	439	1330		33.01%		

Secondary Performance Data - 2S1: Technical Skill Attainment

HAWAII 2016–2017

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance	Actual Level of Performance	Difference Between State Actual & Target in Percentage	Met 90% of Adjusted Level of Performance (E,Y,N)
1	Grand Total	847	874	85.00%	96.91%	11.91	E
2	GENDER						
3	Male	343	359		95.54%		
4	Female	504	515		97.86%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	5	5		100.00%		
7	Asian	522	538		97.03%		
8	Black or African American	8	8		100.00%		
9	Hispanic/Latino	44	45		97.78%		
10	Native Hawaiian or Other Pacific Islander	135	143		94.41%		
11	White	80	82		97.56%		
12	Two or More Races	53	53		100.00%		
13	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
14	Individuals With Disabilities (ADA)	-9	-9		100.00%		
15	Disability Status (ESEA/IDEA)	14	15		93.33%		
16	Economically Disadvantaged	193	203		95.07%		
17	Single Parents	0	0		0.00%		
18	Displaced Homemakers	-9	-9		100.00%		
19	Limited English Proficient	3	3		100.00%		
20	Migrant Status	0	0		0.00%		
21	Nontraditional Enrollees	304	311		97.75%		

Secondary Performance Data - 3S1: School Completion

HAWAII 2016–2017

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance	Actual Level of Performance	Difference Between State Actual & Target in Percentage	Met 90% of Adjusted Level of Performance (E,Y,N)
1	Grand Total	4582	4631	95.00%	98.94%	3.94	E
2	GENDER						
3	Male	2374	2403		98.79%		
4	Female	2208	2228		99.10%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	22	23		95.65%		
7	Asian	2147	2155		99.63%		
8	Black or African American	49	50		98.00%		
9	Hispanic/Latino	270	276		97.83%		
10	Native Hawaiian or Other Pacific Islander	1314	1339		98.13%		
11	White	468	473		98.94%		
12	Two or More Races	312	315		99.05%		
13	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
14	Individuals With Disabilities (ADA)	-9	-9		100.00%		
15	Disability Status (ESEA/IDEA)	296	306		96.73%		
16	Economically Disadvantaged	1540	1560		98.72%		
17	Single Parents	0	0		0.00%		
18	Displaced Homemakers	-9	-9		100.00%		
19	Limited English Proficient	59	62		95.16%		
20	Migrant Status	0	0		0.00%		
21	Nontraditional Enrollees	1402	1414		99.15%		

Secondary Performance Data - 4S1: Student Graduation Rates

HAWAII 2016–2017

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance	Actual Level of Performance	Difference Between State Actual & Target in Percentage	Met 90% of Adjusted Level of Performance (E,Y,N)
1	Grand Total	4526	4579	95.00%	98.84%	3.84	E
2	GENDER						
3	Male	2342	2374		98.65%		
4	Female	2184	2205		99.05%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	22	23		95.65%		
7	Asian	2128	2136		99.63%		
8	Black or African American	48	49		97.96%		
9	Hispanic/Latino	266	272		97.79%		
10	Native Hawaiian or Other Pacific Islander	1296	1324		97.89%		
11	White	458	464		98.71%		
12	Two or More Races	308	311		99.04%		
13	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
14	Individuals With Disabilities (ADA)	-9	-9		100.00%		
15	Disability Status (ESEA/IDEA)	291	302		96.36%		
16	Economically Disadvantaged	1512	1532		98.69%		
17	Single Parents	0	0		0.00%		
18	Displaced Homemakers	-9	-9		100.00%		
19	Limited English Proficient	56	58		96.55%		
20	Migrant Status	0	0		0.00%		
21	Nontraditional Enrollees	1380	1394		99.00%		

Secondary Performance Data - 5S1: Placement

HAWAII 2016–2017

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance	Actual Level of Performance	Difference Between State Actual & Target in Percentage	Met 90% of Adjusted Level of Performance (E,Y,N)
1	Grand Total	2862	2862	100.00%	100.00%	0.00	E
2	GENDER						
3	Male	1313	1313		100.00%		
4	Female	1549	1549		100.00%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	12	12		100.00%		
7	Asian	1547	1547		100.00%		
8	Black or African American	23	23		100.00%		
9	Hispanic/Latino	158	158		100.00%		
10	Native Hawaiian or Other Pacific Islander	623	623		100.00%		
11	White	301	301		100.00%		
12	Two or More Races	198	198		100.00%		
13	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
14	Individuals With Disabilities (ADA)	-9	-9		100.00%		
15	Disability Status (ESEA/IDEA)	93	93		100.00%		
16	Economically Disadvantaged	811	811		100.00%		
17	Single Parents	0	0		0.00%		
18	Displaced Homemakers	-9	-9		100.00%		
19	Limited English Proficient	14	14		100.00%		
20	Migrant Status	0	0		0.00%		
21	Nontraditional Enrollees	901	901		100.00%		

Secondary Performance Data - 6S1: Nontraditional Participation

HAWAII 2016–2017

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance	Actual Level of Performance	Difference Between State Actual & Target in Percentage	Met 90% of Adjusted Level of Performance (E,Y,N)
1	Grand Total	4131	10834	36.00%	38.13%	2.13	E
2	GENDER						
3	Male	1018	6635		15.34%		
4	Female	3113	4199		74.14%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	24	55		43.64%		
7	Asian	1707	4597		37.13%		
8	Black or African American	59	145		40.69%		
9	Hispanic/Latino	263	712		36.94%		
10	Native Hawaiian or Other Pacific Islander	1324	3425		38.66%		
11	White	426	1090		39.08%		
12	Two or More Races	328	810		40.49%		
13	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
14	Individuals With Disabilities (ADA)	-9	-9		100.00%		
15	Disability Status (ESEA/IDEA)	292	1108		26.35%		
16	Economically Disadvantaged	1653	4434		37.28%		
17	Single Parents	0	0		0.00%		
18	Displaced Homemakers	-9	-9		100.00%		
19	Limited English Proficient	110	339		32.45%		
20	Migrant Status	0	0		0.00%		

Secondary Performance Data - 6S2: Nontraditional Completion

HAWAII 2016–2017

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Target Level of Performance	Actual Level of Performance	Difference Between State Actual & Target in Percentage	Met 90% of Adjusted Level of Performance (E,Y,N)
1	Grand Total	1414	3602	36.00%	39.26%	3.26	E
2	GENDER						
3	Male	232	2046		11.34%		
4	Female	1182	1556		75.96%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	10	23		43.48%		
7	Asian	599	1612		37.16%		
8	Black or African American	18	39		46.15%		
9	Hispanic/Latino	84	211		39.81%		
10	Native Hawaiian or Other Pacific Islander	449	1106		40.60%		
11	White	155	384		40.36%		
12	Two or More Races	99	227		43.61%		
13	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
14	Individuals With Disabilities (ADA)	-9	-9		100.00%		
15	Disability Status (ESEA/IDEA)	76	282		26.95%		
16	Economically Disadvantaged	518	518		100.00%		
17	Single Parents	0	0		0.00%		
18	Displaced Homemakers	-9	-9		100.00%		
19	Limited English Proficient	12	53		22.64%		
20	Migrant Status	0	0		0.00%		