

NOTICE OF
STATE BOARD FOR CAREER AND TECHNICAL EDUCATION MEETING

Date: Thursday, March 28, 2019

Time: 9:30 a.m.

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

AGENDA

- I. Call Meeting to Order**
- II. Approval of Minutes of November 15, 2018 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 and will be posted on the board's website.
- IV. Agenda Items**
 - A. Federal and State Updates
 - B. Review and Approval of Report to the Governor, pursuant to Section 304A-302, Hawai'i Revised Statutes
- V. Adjournment**

DISCLAIMER – THE FOLLOWING ARE DRAFT MINUTES AND ARE SUBJECT TO CHANGE UPON APPROVAL BY THE STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

MINUTES

STATE BOARD FOR CAREER AND TECHNICAL EDUCATION MEETING

NOVEMBER 15, 2018

I. CALL MEETING TO ORDER

Chair Lee Putnam called the meeting to order at 9:30 a.m. on Thursday, November 15, 2018, at Honolulu Community College, Norman W.H. Loui Conference Center, Building 2, Room 201, 874 Dillingham Blvd., Honolulu, Hawai'i 96817.

Quorum (11): Chair Lee Putnam; Vice Chair Jeffrey Portnoy; Vice Chair Wayne Higaki; Regent Simeon Acoba; Regent Eugene Bal; Regent Brandon Marc Higa; Regent Michael McEnerney; Regent Randy Moore; Regent Douglas Shinsato; Regent Ernest Wilson Jr.; and Regent Stanford Yuen.

Excused (3): Regent Ben Kudo; Regent Jan Sullivan; Regent Michelle Tagorda.

Others in attendance: President/Interim UH-Mānoa (UHM) Chancellor David Lassner; Vice President for Community Colleges John Morton; Vice President for Legal Affairs/University General Counsel Carrie Okinaga; Vice President for Academic Planning and Policy Donald Straney; Vice President for Research and Innovation Vassilis Syrmos; Vice President for Budget and Finance/Chief Financial Officer Kalbert Young; UHM Vice Chancellor for Research/Interim Vice Chancellor for Academic Affairs Michael Bruno; Interim UH-Hilo (UHH) Chancellor Marcia Sakai; UH-West O'ahu (UHWO) Chancellor Maenette Benham; Windward Community College (WinCC) Chancellor Douglas Dykstra; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Kendra Oishi; and others as noted.

II. APPROVAL OF MINUTES OF JUNE 7, 2018 MEETING

Regent Moore moved to approve the minutes of the June 7, 2018, meeting, seconded by Regent Wilson, and the motion carried unanimously.

III. PUBLIC COMMENT PERIOD

Board Secretary Oishi announced that the Board Office received no written testimony, and no individuals had signed up to provide oral testimony.

IV. AGENDA ITEMS

A. For Information

1. University of Hawai'i HINET – The Washington State Model Reducing Living

and Education Costs for Career Pathway Students

Bernadette Howard, State Director for Career and Technical Education (CTE), shared an update that the federal Perkins Act was reauthorized. The law aligns the Workforce Innovation and Opportunity Act (WIOA) and the Every Student Succeeds Act (ESSA), and planning and coordination will occur over the next year. In December, a team from Hawai'i will be going to the mainland to learn how to create the state plan and meet requirements. Periodic updates will be provided to the board.

Michael Moser, Director of Career and Community Education at WinCC, provided background on the HINET Ho'ōla Ike (Gift of Knowledge) initiative at WinCC, a partnership with the State Department of Human Services (DHS) that leverages federal, state, university, and community resources to improve academic and financial success, and helps program participants get into the workforce and earn a living wage. The HINET program is based on the Basic Food Employment and Training (BFET) program in Washington State.

Mr. Moser introduced Dr. Erin Frasier and Jennifer Dellinger of the Washington State Board for Community and Technical Colleges who provided an overview of the BFET program, which included community impact, students served, funding information, and policy and program highlights.

A question was raised regarding whether funds are allocated equitably or proportionately across the state. Dr. Frasier explained that BFET works with colleges to design a budget by identifying the need and resources that can be leveraged. BFET submits a budget request based on what the colleges think they can expend on students. The focus is not on urban and rural colleges, but rather when the programs started and which colleges have been successful in growing their programs.

A question was raised regarding the nature of community-based organizations (CBO). Dr. Frasier noted that the map included in the materials identifies all of the community and technical colleges and CBOs statewide. The services provided by CBOs varies, but can include career exploration, job search assistance, basic education such as lower English Language Acquisition, immigrant services, and short-term training programs. CBOs often work with participants to get them to a basic skill level and transition them to a college for vocational training.

Questions were raised regarding program staffing and reimbursements. Dr. Frasier indicated that there is generally one full-time equivalent employee at the colleges, but BFET is not always directly paying for the position. Often times the work is covered by leveraging other funding sources, and BFET bills for reimbursement out of a college's budget based on the time and effort spent specifically on BFET students. The colleges are reimbursed and can utilize those funds for other BFET services.

A question was raised regarding expansion of HINET to the other community colleges. Mr. Moser explained that WinCC piloted the program in 2014 and spent 1.5 years working with DHS on security protocols and training. With the exception of Kaua'i

Community College (KauCC), the other community colleges are actively participating or are in the start-up phase. KauCC's lack of participation is due to capacity-related issues. WinCC has moved into a consortium role and is providing support to the other campuses.

Mr. Moser recognized Scott Nakasone from DHS, who helped secure an additional \$650,000 in start-up funding this year. The program is now entering its third year. In the long-term, HINET needs to capitalize on reimbursements to relieve the financial burden from DHS.

It was noted that services provided by CBOs are not part of the traditional community college model, and a question was raised regarding the student population the community colleges are working with. Mr. Moser explained that students are primarily enrolled in CTE and non-credit workforce programs. HINET partners with the Department of Education Adult Basic Education for remediation. Several state agencies and CBOs refer people to HINET.

V. ADJOURNMENT

There being no further business, Regent Moore moved to adjourn, and Regent Wilson seconded, and with unanimous approval, the meeting was adjourned at 10:01 a.m.

Respectfully Submitted,

Kendra Oishi
Executive Administrator and Secretary
of the Board of Regents

Item IV.A.
Federal and State
Updates

**ITEM TO BE
DISCUSSED AT
MEETING**

HAWAI'I

18

JULY 1, 2017 - JUNE 30, 2018

CAREER AND TECHNICAL EDUCATION

ANNUAL REPORT



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STATE BOARD FOR CAREER AND TECHNICAL EDUCATION (SBCTE)

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President of the University of Hawai'i and Administrative Officer of the State Board for Career and Technical Education

Bernadette Howard

State Director for Career and Technical Education

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David Lassner, Ex-Officio
John Morton, Official Designee

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.

This report is divided into four sections. Section I provides a picture of the State's total outlay of funding for career and technical education as well as some significant indicators that demonstrate the State's successes over a three-year period.

Perkins funding is essentially divided into two major categories, State Leadership and Basic Grant. Each has a list of required and permissive uses of the funds. Section II addresses the use of State Leadership funds. 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 II.

The use of Perkins Basic Grant funds to address required and permissive activities is addressed in Section III, Part 1. 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.

The Perkins Act requires that the State negotiate and report on the success of meeting six performance indicators for the postsecondary level and eight for the secondary level. 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.

For the July 1, 2017 through June 30, 2018 reporting period, the postsecondary level exceeded the negotiated performance goal for four of the required performance indicators. Two postsecondary indicators (2P1: Number of concentrators earning a degree or certificate in a CTE program and 4P1: Number of concentrators who are placed or retained in employment, military service or an apprenticeship program) did not meet the negotiated performance goal. Similarly, at the secondary level, actual performance for six of the required performance indicators exceeded the negotiated performance goals. Two secondary indicators (6S1: Number of participants in underrepresented gender groups in programs leading to employment in nontraditional occupations and 6S2: Number of concentrators in underrepresented gender groups who completed programs leading to employment in

nontraditional occupations) did not meet the negotiated performance goal. Though these indicators did not meet the actual performance goal, all were within 90 percent of the goal and therefore do not require a program improvement plan per Section 123(a)(1) of the Perkins Act.

Section III, Part 2 provides a summary of the State's success in meeting the negotiated required performance indicators over a three-year period.

The official data reported in the Consolidated Annual Report and submitted to the U.S. Department of Education's Office of Career, Technical and Adult Education are in Section IV, the Appendix. Included are Interim and Final Financial Forms, Student Enrollment Forms by Career and Technical Education Participants and Concentrators, and 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	2016	2017	2018
FUNDING			
Perkins Grant Amount - Hawaii	\$5,496,906	\$5,496,906	\$5,496,906
State Funding for CTE: HDOE and UHCCS	\$53,711,456	\$54,373,263	\$55,462,670
TOTAL State and Federal CTE Funding	\$59,308,362	\$59,870,169	\$60,959,576
STUDENT PARTICIPATION			
Participants*			
Secondary	29,654	25,964	26,229
Postsecondary	8,935	8,640	8,303
Total Number of Participants	38,589	34,604	34,532
Concentrators**			
Secondary	4,302	4,631	6,556
Postsecondary	6,167	5,910	5,725
Total Number of Concentrators	10,469	10,541	12,281
POSTSECONDARY CTE DEGREES AND CERTIFICATES OF ACHIEVEMENT AND HIGH SCHOOL DIPLOMAS			
Secondary			
Concentrators** Earning a Diploma	4,261 (99%)	4,582 (99%)	6,476 (99%)
Postsecondary			
Concentrators** Earning a CTE Degree or Certificate of Achievement	1,559 (55%)	1,751 (61%)	1,417 (55%)
PLACEMENT			
Secondary			
Concentrators** Located through National Clearinghouse Database Enrolled in Postsecondary Education	2,600 (100%)	2,862 (100%)	3,635 (100%)
Postsecondary			
Concentrators** (from previous reporting year) Placed in Employment, Military, or Apprenticeship Program	1,183 (66%)	1,775 (62%)	1,865 (65%)

***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 : 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?**

State Leadership funds were not used for this activity.

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?**

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?**

Postsecondary: The advancement of the University of Hawai'i Community Colleges System (UHCCS) Strategic Plan was facilitated by major organization components including the UHCCS Strategic Planning Council, the UHCCS Student Success Council, the Instructional Program Review Council, and CTE Deans. To enhance CTE assessment and program improvement, all groups worked to tailor appropriate strategic directions and data reporting elements that support, inform, and strengthen CTE performance with emphases on aligning programs to occupations, career clusters and non-traditional occupational fields, pathways from K-12 to baccalaureate CTE programs and meeting identified, strategic Hawai'i workforce needs for high-skill/wage/demand occupations to include special populations. Services from Economic Modeling Specialists, Inc. augmented by Labor Market Information tools were essential to determining the current and future demands, skills/training required, and wage information for specific occupations in the State and counties of Hawai'i.

Secondary: State Leadership funds supported 25% of the salary of the Hawai'i Department of Education (HIDOE) Perkins Administrator who led monitoring teams in their annual review of schools receiving Perkins funds. Funds were also used for travel and transportation expenses for monitoring team members.

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

Secondary: State Leadership funds were used for the development and implementation of a professional development course on the Nepris web-based system to connect industry experts with CTE classroom teachers and students.

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

Postsecondary: State Leadership funds were used to support the Hawai'i Great Teachers Seminar where participants identified new teaching and learning strategies or activities that benefit students from special populations and planned to create and implement this teaching and learning practice or activity in their courses or program. Funds were also used for travel for a CTE Dean and the Perkins Specialist to attend the 2018 Advance CTE Spring Meeting and travel for the Perkins Specialist to attend the 2018 Advance CTE Fall Meeting.

Secondary: State Leadership funds were used to offer a professional development session for CTE teachers responsible for classroom implementation of core career pathway courses. Funds were also used to offer pathway-specific professional development in Arts and Communication and for national and local CTE conference attendance by CTE state office staff.

- 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?**

Office of the State Director for Career and Technical Education: State Leadership funds were used for membership in the National Alliance for Partnerships in Equity, an organization that has provided technical assistance in non-traditional program issues including the development of a CTE data dashboard that will assist the State in determining equity gaps. State Leadership funds also funded the Maui Economic Development Board efforts to provide awareness of occupations non-traditional to females through activities for 7th and 8th grade girls. The activities were expansive, including female students from private schools as well as the Hawai'i Department of Education, and featured three Excite Camps where a total of 71 students were introduced to a variety of non-traditional careers as well a workshop to Introduce a Girl to Astronomy Day (60 students) and another to Introduce a Girl to Engineering Day (41 students).

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

Postsecondary: State Leadership funds were used to support the Hawai'i National Great Teachers Seminar. Participants identified new teaching and learning strategies or activities that benefit students from special populations and planned to create and implement this teaching and learning practice or activity in their course or program.

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

Postsecondary: State Leadership funds were used to support travel to the neighbor islands for the Perkins Specialist to provide technical support through campus visits (one visit to all campuses per semester). The visits help to ensure that proposals were aligned with Perkins data and requirements and support student achievement in CTE programs.

Secondary: State Leadership funds were used for travel and transportation expenses to provide technical assistance to schools.

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

Department of Public Safety: The Department of Public Safety's Corrections Program Services Education Branch is responsible for the development and instruction of academic and career and technical training courses that lead to employment for offenders upon release. During the 2017-18 reporting year, the department used State Leadership funds to offer a Culinary Arts program for those incarcerated at the Women's Community Correctional Center (WCCC) and an Office Worker Business Application program for the men and women at the Halawa Correctional Facility (HCF) and the Waiawa Correctional Facility (WCF). Both facilities house minimum custody inmates who will soon be furloughed or paroled.

The culinary training program at the Women's Community Correctional Center provides a quality education in culinary arts. It is a credited program so credits earned are transferrable for those women who finish the program and enter the University of Hawai'i Community Colleges System Culinary Program. There are four modules covered: Module 1: Introduction to Culinary Industry, Module 2: Safety and Sanitation, Module 3: Fundamentals of Cookery, and Module 4: Intermediate Cookery. During the 2017-18 reporting year, Perkins funds were used to support Module 3. Seven women enrolled in and completed the course and earned five college credits.

The Office Worker Business Application Program is comprised of modules designed to prepare students interested in entering careers in the business environment. The modules include Introduction to the World of Computers, Microsoft Word for the Business World, Business Applications Using Microsoft Excel, and Business Presentations Using Microsoft PowerPoint. Windward Community College awarded Certificates of Completion to those who completed and passed each module and Certificates of Professional Development to those who passed all of the modules.

A total of 56 students were served with a 100 percent completion rate for those enrolled in the programs at Waiawa Correctional Facility and the Women's Community Correctional Center and a 52 percent completion rate for those enrolled in the program at Halawa Correctional Facility.

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

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?

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?

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?

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?

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?**

Postsecondary: State Leadership funds supported travel for CTE deans to attend CTE Deans meetings. These meetings allow for open discussion and decision making to ensure that the establishment of priorities for the use of Perkins funds was based on the requirements of the law, system strategic outcomes, system initiatives, campus data, and the state's workforce needs. State Leadership funds were also used to support travel for CTE Deans and faculty to attend Program Coordinating Council (PCC) meetings. PCCs are recommending bodies that help system-wide postsecondary programs align with the programs' curriculum.

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.**

State Leadership funds were not used for this activity.

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

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?**

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?**

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?**

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?**

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?**

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?**

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?**

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?**

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?**

State Leadership funds were not used for this activity.

SECTION III : 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 2017-18**

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 2017-18. 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 21, 2017 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 2017-18 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 2017-18 funds will be focused as you complete Section II. For your reference, below are the Perkins' performance goals and actuals for 2017-18.

Perkins Core Indicators	Measurement Definition	Performance Percent 2017-2018 Goal / Actual
1P1: Technical Skill Attainment	<p>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.</p> <p>Denominator: Number of concentrators who have stopped program participation in the year reported</p>	93.00/93.51
2P1: Credential, Certificate, or Degree	<p>Numerator: Number of concentrators who received a degree or certificate in a CTE program and who have stopped program participation in the year reported.</p> <p>Denominator: Number of concentrators who have stopped program participation in the year reported.</p>	55.00/54.73
3P1: Student Retention or Transfer	<p>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.</p> <p>Denominator: Number of concentrators in the year reported who have not completed a program.</p>	81.90/87.37
4P1: Student Placement	<p>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.</p> <p>Denominator: Number of concentrators in the year (previous Perkins year) who have stopped program participation.</p>	66.25/64.78
5P1: Nontraditional Participation	<p>Numerator: Number of participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	23.50/24.39
5P2: Nontraditional Completion	<p>Numerator: Number of concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	23.00/23.39

RESPONSE:

The UHCCS performance on the 2017-18 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 2017-18 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.

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 2017-18 with funds received under this title.

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

For reference, the 2017-18 performance goals are listed below:

Perkins Core Indicators	Performance Percent Goals for 2017-2018
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

REQUIRED ELEMENTS OF SECT 134 OF THE PERKINS ACT

- I. Describe how the agency will:
 - A. offer the relevant elements of not less than 1 career and technical program of study;
 - B. 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 –
 - 1) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
 - 2) career and technical education subjects;
 - C. provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
 - D. 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;
 - E. encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subject s (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:

A. offer the relevant elements of not less than 1 career and technical program of study;

1. Proposed Activity(ies):

- 1.1 Provide funding for KauCC to create and evaluate POSs for three CTE programs: Business Technology, Early Childhood Education, and Building Construction Technology (combination A.A.S. to replace Facility Engineering, Carpentry, and Electrical Installation and Technology A.A.S. degrees).

These six guiding principles encompass: 1) leadership, organization, and support (POS are developed, supported, and guided by collaborative partnerships); 2) access, equity, and opportunity (all students have access to equitable opportunities and student success services); 3) alignment and transition (longitudinal curricula alignment for seamless transition through the educational pipeline); 4) enhanced curriculum and instruction (relevancy to enhance learning for attainment of technical skills and credentials); 5) professional preparation and development (comprehensive, continuous, and relevant professional development is offered to recruit, prepare, and maintain CTE faculty and staff); and 6) program improvement and accountability (data are collected, shared, and used to improve program outcomes and demonstrate accountability; Kirby and Bragg 2015).

2. Expected Outcome(s):

- 2.1 Increase the CTE POSs at KauCC from zero to three.

Increase breadth of advisory board membership within the CTE programs participating in POS development. The magnitude of partnership diversification that will occur is unique to each program and will be reported in the final report.

Develop recruiting materials to disseminate to the three Kaua'i County DOE high schools, McKinley Adult School, and KCC counselors/recruiters. Enrollment in CTE programs by high school graduates will increase by at least 25% for each of the POS programs.

The non-traditional participation (5P1) metric in Early Childhood

Education (e.g., 5.71) and Building Construction Technology (e.g., new program but the average of the three CA's that ladder into this A.A.S. is 7.78) will increase by at least 30% (i.e., 7.42 and 10.11, respectively). Business Technology met this goal in 2015-2016.

Retention and transfer (3P1) will increase at least 15% in two CA programs that ladder into the Building Construction Technology A.A.S. (e.g., Carpentry: 57.14% to 65.71% and Facilities Engineering: 46.67% to 53.67%) and Business Technology (e.g., 67.65% to 77.80%). Early Childhood Education met this goal in 2015-2016.

Develop a model that can be adopted by other CTE programs at the college and within the UHCC system.

3. Actual Outcome(s):

3.1 (Did not meet): There were no outcomes for this project, due no success in hiring personnel needed to carry out the bulk of the project.

- B. 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;

1. Activity(ies)

1.1 The UHCCS 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).

UHCCS will record the number of students who have been admitted to and received dual credits at the postsecondary level.

1.2 Provide continued funding for year 3 of WinCC's Veterinary Technology program to expand delivery of WinCC's hybrid Certificate of Achievement in Veterinary Assisting (CAVETA) program to HawCC's Palamanui Campus.

Because no formal training program is available on-island, all staff must be trained on-the-job at great expense to the veterinary

practice. Given the lack of a formal training program on the island, this project will offer the CAVETA certificate on Hawaii Island during AY 2017-2018.

- 1.3 Provide continued funding year 2 of WinCC's expanded curricula for Agripharmatech program at WinCC and local area high schools.

The Perkins grant FY 2016-17 funded the Early College CO in Plant-Food Production and Technology (PFPaT) offering at Kailua High School (KHS). This project is ongoing and expected to produce 11 graduates by Summer 2017. Perkins grant FY 2017 - 2018 will expand this Early College certificate program offering to KHS, Castle High School (CHS) and Kamehameha School (KS). It is hoped that there will be a big increase in the number of students pursuing agribiosciences and entering STEM-related workforce.

2. Expected Outcome(s):

- 2.1 By June 30, 2018, meet or exceed 2017-18 Perkins performance indicators

- 2.2 The number of Hawaii Island students enrolled in the program will increase from 0 to 18 (90% capacity, 100% increase).

100% of HawCC cohort students will have access to instructional resources (library books, anatomical models, etc.), student services including; counseling, and technologies equivalent to WCC's face-to-face Program, thus allowing them to succeed in the CAVETA program.

1P1: 70% or greater of students (12.6 of 18) enrolled in the HawCC cohort will demonstrate proficiency with Program technical skills and thus be prepared to enter the workforce.

2P1: The number of Hawaii Island students graduating from the program will increase from 0 to 9 (> 100% increase).

- 2.3 1P1: A maximum of 27 students (12 in KHS, 5 in CHS and 10 in KS) will be recruited into the program, and course completion and success rates are expected to be more than 75%.

2P1: More than 75% of students will complete the 9-credit program and receive a CO in PFPaT.

4P1: More than 75% of students will go into workforce or continue their higher education in college.

3. Actual Outcome(s)

3.1

Results			
UHCC	2017-18 Goal	2017-18 Actual	Comments
1P1	93.00	93.51	Exceeded goal by 0.55%.
2P1	55.00	54.73	Did not meet goal by 0.27%
3P1	81.90	87.37	Exceeded goal by 6.68%
4P1	64.51	62.43	Did not meet goal by 2.08%

3.2 (Exceeded): The first semester there were 22 students who enrolled in the program.

(Met): One set of all instructional resources were distributed to the UH Hilo Library and the library at Palamanui. In addition, technologies were used such as Canvas and other tools were purchased to offer students the equivalent of the WCC's face-to-face Program.

1P1: (Reached within 90% of goal): 14 of 22 (64%) students completed the skills checklist set by the AVMA and demonstrated proficiency with the program technical skills.

2P1: (Exceeded): At the end of the program, 14 students graduated with a Certificate of Achievement in Veterinary Assisting.

3.3 1P1: (Exceeded): A total of 43 students were recruited into the program (22 students from KS, 10 from KHS; 11 from HLC), and 42 of them successfully completed all courses they took. Success rate is 97%.

2P1: (Exceeded): 42 of 43 students (97%) completed the 9-credit program and received the COs of PFPaT.

4P1: (Not Met): 25 of 43 students (58%) continued into college or entered the workforce.

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

- E. 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);

1. Proposed Activity(ies):

- 1.1 Provide continued funding for year 3 of LeeCC's development of the two year AS degree in Plant Biology and Tropical Agriculture along with shorter credentials (Certificate of Competence, Certificate of Achievement, and Academic Subject Certificate).

2. Expected Outcome(s):

- 2.1 1P1: 12 students will attain 12 credits or higher and 90% of them will have attained the technical skills (higher than 2.0 cumulative GPA).

2P1: 6 students will receive degrees or certificates (100% increase over the previous year).

3P1: This measure was 100% in 2016, but the number was low (only 3 students). As the number of students grow, with students moving through the pipeline, the retention rate is expected to be close to the overall goal, about 85%.

Six students will graduate or transfer to four-year colleges.

3. Actual Outcome(s)

- 3.1 1P1: (Exceeded): The outcome was 14 students (116%) attaining 12 credits or higher.

2P1: (Exceeded): The outcome was 10 students (167%) received degrees or certificates.

3P1: (Reached within 90% of goal): The outcome was 80%.

(Exceeded): The outcome was 7 students (116.7%) graduated or transferred to a four-year college.

- II. 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);

- III. 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;
- IV. 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;
- V. Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient;
- VI. Describe how the eligible recipient will—
 1. 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;
 2. provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and
 3. 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;
 1. Proposed Activity(ies):
 - 1.1 Provide continued funding for year 2 of LeeCC’s Advanced Professional Certificate (APC) in Special Education (SPED) PK-12, to continue to implement effective outreach strategies to enroll and track an additional 17 underrepresented students, and to continue to 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.
 2. Expected Outcome(s):
 - 2.1 1P1: 95% (57 of the 60) APC SPED students will complete the program courses with a cumulative GPA of 2.0.
 - 5P1: 17 more underrepresented students will enroll in the APC SPED, to bring the total enrolled to 60 students.

3. Actual Outcome(s)

3.1 1P1: (Exceeded): The outcome was 98% (46 of the 47) students completed program courses with a GPA of 2.0 or better.

5P1: (Did not meet): The outcome was 4 more underrepresented students enrolled in APC SPED.

4. 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;
5. Describe how funds will be used to promote preparation for non-traditional fields;
6. Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities;

1. Proposed Activity(ies):

1.1 Provide continued funding for year 3 HonCC to apply its structured Ho'a coaching program to new students who will be entering CTE programs. Second-year students in CTE programs will serve as peer coaches to the new students, to motivate and guide them through the intricacies of CTE programs.

2. Expected Outcome(s):

2.1 2P1: 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.

3P1: 80% (80 out of 100) entering CTE students who are coached will persist from Fall to Fall.

4P1: 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.

5P1 & 5P2: Fall-to-Fall persistence and completion rates will increase by 5% for the nontraditional students in the CTE programs. The Fall 2015 to Fall 2016 showed that 191 out of 297 (64%) females and 18 out of 21 (86%) males in the non-traditional majors persisted into the following academic year. By providing coaching to this population of CTE students, persistence rates will increase for females from 297 to 307 and for males from 21 to 22 going into Fall 2018.

3. Actual Outcome(s)
 - 3.1 2P1: (Exceeded): The outcome was 95% (19 out of 20) felt confident in their soft skills.

3P1: (Did not meet): The outcome was 56% (10 out of 18) students were coached.

4P1: (Exceeded): The outcome was 100% of the students coached participated in the Job Center Online and created career profiles.

5P1 & 5P2: (Exceeded for females/Did not meet for males): The outcome was 68% (148 out of 217) for females and 58% (14 out of 24) for males.

1. Proposed Activity(ies):
 - 1.1 Provide continued funding for year 2 of HonCC's CTE outreach community to support a relationship between faculty, students, community stakeholders, and prospective students.
2. Expected Outcome(s):
 - 2.1 5P1: Increase between 5-7% (from 230 to 241-246) the number of non-traditional participation.

5P2: Increase by 2-5% (from 70 to 79-93) the number of CTE non-traditional completion.

3. Actual Outcome(s)
 - 3.1 5P1: (Did not meet): The outcome was 3% (223) non-traditional participation.

5P2: (Met): The outcome was an increase of 2.8% (from 70 to 90) non-traditional completion.

1. Proposed Activity(ies):
 - 1.1 Provide continued funding for LeeCC's Academic Specialists (peer mentors) to implement pre-employment and career development activities starting at the student's first semester.

Three Academic Specialists (1 Specialist for each of the 3 divisions that house the 11 CTE programs) will be responsible for implementing the strategies of this project.

According to the Annual Report of Program Data for 2015-2016, there are a total of 1,493 CTE students in the 11 programs above, and an average of 497:1 CTE students to Academic Specialist. This increased ratio justifies a need for the additional support of peer mentors in executing strategies.

2. Expected Outcome(s):

- 2.1 2P1: 55% of Fall 2017 and Spring 2018 incoming CTE students (533 of 969 projected) will participate in CTE orientation through various methods (e.g. in person, online, and/or phone) to increase understanding of their program, use of STAR GPS and to build relationships with Peer Mentors and Academic Specialist.

Introducing career planning and pathways to students during orientations will assist students in understanding their pathway to degree / certificates.

Degrees / Certificates (2P1) is expected to increase to 53.00 in year 3 compared to 2015-2016 performance standard of 49.09 for the Leeward campus overall.

3P1: Achieve 95% retention within semester rate. For Fall 2017, out of 960 (projected) CTE students enrolled in CTE classes, 95% or higher (912 out of 960 students or more) will remain enrolled.

4P1: Fall 2017 incoming CTE students (693 projected) will receive the career readiness checklist and at least 50% of the students (347 of 693 students or more) will complete at least two items from the career readiness checklist (Career Coach exploration, updated resume, mock interview, etc.) by the end of Spring 2018. Using these strategies, Student Placement (4P1) will continue to increase to seven programs (ACC, AMT, BTEC, CULN, ICS, MGT, TVPR) meeting the performance standard compared to the last two years. In 2014-2015, three programs met the performance standard, while five programs met the standard in 2015-2016.

3. Actual Outcome(s)

- 3.1 2P1: (Met): The outcome was 55% (479 of 876) of incoming students who participated in CTE orientation.

- (Exceeded): The outcome was a 59.31 increase;

3P1: (Exceeded): The outcome was 96.3% (916 out of 951) retention rate.

4P1: Results will be available December 2019, since 4P1 outcomes are one year behind.

1. Proposed Activity(ies):

- 1.1 Provide continued funding for year 2 for UHMauC, to increase graduation rates of CTE program majors with increased focus / strategy on time-to-degree.

2. Expected Outcome(s):
 - 2.1 2P1: Align with the Hawai'i Graduation Initiative as stated in the 2015-2021 UHCCS Strategic Plan by utilizing Automatic Conferral of Certificates, STAR Velocity, and STAR GPS to increase the amount of graduates. The effectiveness of this plan will be determined by a 3% increase in CTE graduation rates; from 306 (2015-2016 CTE graduates - IRAO) to 316 for all CTE programs in AY 2017-2018. The number of Certificates of Achievement will follow this 3% increase; from 96 (2015-2016 Certificates of Achievement - IRAO) to 99. Efforts will be made to ensure that the Admissions & Records office posts these certificates in a timely manner, in order to count toward IRAO data within the appropriate timeframe.

3. Actual Outcome(s)
 - 3.1 2P1: (Did not meet): The outcome was a 15% decrease of certificates issued, due no success in hiring personnel needed to carry out the bulk of the project.

1. Proposed Activity(ies):
 - 1.1 Provide continued funding for year 2 of UHMauC's project, 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.

2. Expected Outcome(s):
 - 2.1 3P1: Student veteran retention, persistence, and completion / graduation rates for CTE students will increase by 10%.

4P1: CTE employment services will increase by 10%.

5P1: Military members, veterans, and their dependents are classified as non-traditional students and/or employment seekers. Effectiveness will be measured by the increase in center usage and the number of new patrons. VRC visits will increase by a minimum of 10% from 1700 to 1870 for the AY 2017-2018. New patron/sign-ins at the VRC will increase by a minimum of 10% from 132 to 164 for the 2017-2018.

3. Actual Outcome(s)
 - 3.1 3P1: (Did not meet): Due to a technical issue, the data was lost and could not be recovered from the hard drive.

4P1: (Did not meet): Due to a technical issue, the data was lost and could not be recovered from the hard drive.

5P1: (Did not meet): Due to a technical issue, the data was lost and could not be recovered from the hard drive.

1. Proposed Activity(ies):

1.1 Provide continued funding for year 2 of UHMauC's project to provide academic and employment support services to CTE students at UHMauC Molokai. These services will be delivered through 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.

2. Expected Outcome(s):

2.1 2P1: Program maps will be created for at least 5 of the CTE pathways.

- The persistence rate of 61% (28 out of 46) will improve by 4% (30 out of 46).
- By spring 2017, 30 CTE students (includes the 12 who persisted from year 1) will be enrolled in the comprehensive advising program.
- All 30 students will receive one-on-one assistance with setting up STAR GPS pathway and will be encouraged to develop an academic plan.
- The persistence rate of these students will be equal to, or greater than, the overall CTE student population persistence rate of 61% (Fall 2016-Spring 2017).
- This equates to 19 or more (of the programs 30 participants) persisting in AY 2017-2018.

4P1: The CTE Coordinator will provide transitional services to 50% of CTE enrolled students, to increase job placements.

The CTE Coordinator will expand transitional services to include the 125 CTE alumni (2013-2016) and will get at least 12 (10%) of the CTE alumni population to participate in the services.

3. Actual Outcome(s)

3.1 2P1: (Met) Program maps were completed for 5 CTE pathways.

- 2P1: (Exceeded) The outcome was a 20% improvement.
- 2P1: (Exceeded) The outcome was 36 students were enrolled.
- 2P1: (Exceeded) The outcome was 36 students received one-on-one assistance for STAR.
- 2P1: (Exceeded) The outcome was 78% who persisted.

- 2P1: (Exceeded) The outcome was 28 who persisted.

4P1: (Exceeded): The outcome was 82% of CTE students were provided with transitional services.

- 4P1: (Exceeded): The outcome was 14 (11%) of the CTE alumni who received transitional services.
- 4P1: (Did not meet): The outcome was 6 students who participated in job simulation and self-exploration.

7. 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.

1. Proposed Activity(ies):

- 1.1 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.

PERMISSIVE USES OF FUNDS SECT 13(C) OF THE PERKINS ACT

- VII. 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;

1. Proposed Activity(ies):
 - 1.1 The UHCCS work with business and industry to encourage and promote economic growth and stability through state-of-the-art training, initiatives and partnerships.
2. Expected/Actual Outcome(s):
 - 2.1

Results			
UHCC	2017-18 Goal	2017-18 Actual	Comments
1P1	93.00	93.51	Exceeded goal by 0.55%.
2P1	55.00	54.73	Did not exceed goal by 0.27%
3P1	81.90	87.37	Exceeded goal by 6.68%
4P1	64.51	62.43	Did not exceed goal by 2.08%

- VIII. To provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs that improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and provides assistance for postsecondary students, including adult students who are changing careers or updating skills;
- IX. For local education and business (including small business) partnerships, including for work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs; adjunct faculty arrangements for qualified industry professionals; and industry experience for teachers and faculty;
- X. To provide programs for special populations;
- XI. To assist career and technical student organizations;
- XII. For mentoring and support services;
- XIII. 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;

1. Proposed Activity(ies):
 - 1.1 Provide funding for HawCC's Electronics Technology (ET) to purchase and implement technical tools for lab instruction.
2. Expected Outcome(s):
 - 2.1 1P1: 100% (10 out of 10) of students will attain an expected outcome of at least 70% on the grading rubrics for lab exercises in all lab courses listed.
3. Actual Outcome(s)
 - 3.1 1P1: (Exceeded): The average grading rubrics of students for lab exercises in all lab courses was 87%.

1. Proposed Activity(ies):
 - 1.1 Provide funding for HawCC's AMT program to become sustainable using green technology by: 1) purchasing industry-standard solvent tanks; and 2) purchasing waste oil heaters.
2. Expected Outcome(s):
 - 2.1 1P1: Increase from 90.48% to 91.00%.

3P1: Increase from 56.82% to 64.29%.
3. Actual Outcome(s)
 - 3.1 1P1: (Exceeded): The outcome was 100.00% increase.

3P1: (Exceeded): The outcome was 83.33% increase.

1. Proposed Activity(ies):
 - 1.1 Provide funding for HonCC's Architectural Engineering & CAD Tech (AEC) program to purchase/implement 3-D laser scanners.

Students will be learning current instrumentation. Skills attained will enable the student to obtain a high-skill, high-wage placement in the construction industry. According to O*net, current hourly wage for a surveying technician is \$19.07 per hour. (1P1)

The 3-D scanners will provide more nontraditional participation (5P1) in the industry as well as in nontraditional programs. This is mainly due to the low learning curve of the newer instrumentation relative to other types.

2. Expected Outcome(s):

2.1 4P1: Unit learning objectives will be created such that upon completion of the training, students will be able to demonstrate that they can use the instrument to industry standards. 75% of the students will score eighty percent or more on assessments based on the unit learning objectives in the use of the laser scanners.

5P1 & 5P2: Nontraditional participation will increase by 15%.

- 5P1 & 5P2: Native Hawaiian participation will also increase by 15%.

3. Actual Outcome(s)

3.1 4P1: (Exceeded): The outcome was 87% of the students scored eighty percent or more on their assessments.

5P1 & 5P2: (Did not meet): The outcome was an increase of 7.28%.

- 5P1 & 5P2: (Exceeded): The outcome was an increase of 20%.

1. Proposed Activity(ies):

1.1 Provide funding for KapCC to implement a virtual industry certification center for the Business, Legal and Technology Department (BLT).

2. Expected Outcome(s):

2.1 2P1: Ten (10) Information Technology students will enroll in certification preparation course.

- Seven (7) Accounting students will enroll in certification preparation course.
- Seven (7) Paralegal students will enroll in certification preparation course
- Eight (8) students will take certification examinations.
- Three (3) students will successfully obtain industry certification.
- 20% increase in Certificate of Achievement awarded from 2 to 15.

3P1: 10% increase (from 59 to 64) in students that persisted from fall to spring.

- 100% increase in students who used the ePortfolio service (from 0 to 30).
- Increase external licensing exams passed from 0 to 20 each semester.

3. Actual Outcome(s)

3.1 2P1: (Did not meet): The outcome was five (5) students who enrolled in the certification preparation course.

- (Exceeded): The outcome was eight (8) Accounting students who enrolled in the certification preparation course.
- (Did not meet): The outcome was five (5) students who enrolled in the certification preparation course.
- (Did not meet): The outcome was five (5) students who took the certification exams.
- (Exceeded): The outcome was five (5) students who successfully obtained industry certification.
- Data not available.

3P1: Data not available. No activities initiated.

1. Proposed Activity(ies):

1.1 Provide year 2 funding to KapCC to provide distance education for the Respiratory Care (RESPI) program, Shadow Health assessment for the Practical Nurse program, and development of an on-campus occupational therapy clinic for the Occupation Therapy Assistant (OTA) program.

2. Expected Outcome(s):

2.1 4P1: OTA

The on-campus clinical laboratory has already shown a 6% increase in the 4P1 Student Placement rate from 35% to approximately 42%. With the full implementation of the clinic, the expected increase in the ATI score will be an additional 7% to 48% for the cohort of 16 students.

- 4P1: RESPI
The program will have a student placement of >75%.

5P1: RESPI

The program enrollment for the ASRC degree will have 3-4 students

enrolled through the use of distance education components or a 19%-25% of the enrollment limit of the program set by program accreditation standards. Neighbor Island students who currently are unable to financially move to O'ahu and participate in the classroom-based program.

3. Actual Outcome(s)

3.1 4P1: The outcome was 62% placement rate.

- (Met): The outcome was a student placement rate of >75%.

5P1: (Did not meet): The outcome was 1 student (the only person who qualified and was accepted into the ASRC class) who used the distance education component.

1. Proposed Activity(ies):

- 1.1 Provide funding for KauCC's to purchase and implement industry-standard equipment for its Electrical Installation and Maintenance Technology (EIMT) program.

2. Expected Outcome(s):

- 2.1 A decrease in the number of complaints from Spring 2014 to Spring 2018: Survey questions will be given to students in ELEC 22 (Fall 17), ELEC 41 (Spring 18). The survey is written and administered in Google forms. In Spring 2017, students who have completed ELEC 30 and ELEC 40 (Spring 14) and are still at KauCC will be asked to participate in the survey, as they were the students that have experienced the frustrations of using equipment that were not at industry-standards. Additionally, the students will be quizzed, to ensure that they have attained a working knowledge of the simulation environment.

3. Actual Outcome(s)

- 3.1 (Met): The survey results showed higher scores and less negative comments and complaints.

XIV. For teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals in business and industry;

XV. 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;

- XVI. To develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including -
- A. articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
 - B. postsecondary dual and concurrent enrollment programs;
 - C. academic and financial aid counseling for sub-baccalaureate career and technical education students that informs students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
 - D. other initiatives - to encourage the pursuit of a baccalaureate degree; and to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;

XVII. To provide activities to support entrepreneurship education and training;

1. Proposed Activity(ies):

- 1.1 Provide continued funding for year 2 of KauCC's Sustainable Agriculture and Apiary program by: 1) improving students' place- and project-based agriculture education by providing support for the apiary; 2) aggressively target underrepresented students for apiary and farm projects; and 3) providing apiary support in order to enable and maintain a critical component of agriculture education.

2. Expected Outcome(s):

2.1 5P1: A 13.3% increase of male students in Business Technology.

- A 16.1% increase of female students in Electronics Technology.
- A 6.7% increase of female students in Facilities Engineering.

To measure the program's effectiveness, surveys will be administered to students to assess both subjective and objective observations of the farm and apiary as place- and problem-based learning environments.

3. Actual Outcome(s)

3.1 5P1: (Exceeded): The outcome was 14.29% of students were male.

- (Exceeded): The outcome was 16.10% of students were female.

- (Pending): The outcome was 14.29% of students were female.

(Met): Surveys were completed by the students and resulted in positive results.

- XVIII. 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;
- XIX. To develop and support small, personalized career-themed learning communities;
- XX. To provide support for family and consumer sciences programs;
- XXI. 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;
- XXII. 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.);
- XXIII. To support training and activities (such as mentoring and outreach) in non-traditional fields;
- XXIV. To provide support for training in automotive technologies;
- XXV. To pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include -
- 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

XXVI. To support other career and technical educational activities that are consistent with the purpose of this Act.

1. Proposed Activity(ies):

1.1 Continue to provide funding for KapCC's Culinary Arts Department to provide a for-credit culinary program at the Women's Community Correctional Center.

2. Expected Outcome(s):

2.1 75% of all students enrolled in the WCCC program will complete the culinary course.

3. Actual Outcome(s)

3.1 (Did not meet): The outcome was 66% of all students enrolled in the program completed the course.

**CARL D. PERKINS
CAREER AND TECHNICAL EDUCATION ACT OF 2006
Hawaii State Department of Education
Plan Guidelines for FY 2017-18**

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 2017-18. 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 April 21, 2017 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) 2017-18 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. Our particular focus for 2017-18 is to use data and research-based practices to improve our 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 2017-18 funds will be focused as you complete Section II. For your reference, below are the Perkins' performance goals and actuals for 2017-18.

Perkins Core Indicators	Measurement Definition	Performance Percent 2017-2018 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.	54.00 / 56.85
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.	26.00 / 31.49
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.	86.00 / 91.64
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.	95.25 / 98.78
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	98.00 / 98.70
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	100.00 / 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	38.00 / 37.84
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	42.00 / 38.72

RESPONSE:

HIDOE performance on the 2017-2018 Perkins Indicator Outcomes exceeded goals in six of the eight indicators. This validates the activities used in the 2017-2018 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 within the 90% threshold in indicators, 6S1 non-traditional participation and 6S2 non-traditional completers. 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, met or exceeded 2017-2018 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, met or exceeded 2017-2018 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 were within the 90% threshold 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 2017-18 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 2017-18 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 2017-18 performance goals are listed below:

Perkins Core Indicators	Performance Percent Goals for 2017-2018
1S1: Academic Attainment: Reading / Language Arts	54.00
1S2: Academic Attainment: Mathematics	26.00
2S1: Technical Skills Assessment	86.00
3S1: Secondary School Completion	95.25
4S1: School Graduation Rate	98.00
5S1: Placement	100.00
6S1: Non-traditional Participation	38.00
6S2: Non-traditional Completion	42.00

- I. Describe how the agency will:
 - A. offer the relevant elements of not less than one career and technical POS.
 - B. 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 –
 - 1) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
 - 2) career and technical education subjects.
 - C. provide students with strong experience in, and understanding of, all aspects of an industry, which may include work-based learning experiences.

- D. 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.
- E. 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:

1. Proposed Activities

- 1.1 High schools receiving Perkins funds will offer at least one POS with content aligned to core academic standards and POS industry standards.
- 1.2 The number of secondary-level students enrolled in a Career Pathway POS will increase.
- 1.3 The administration of the new Smarter Balanced Assessment (SBA), revised cut scores for the new academic indicators for Reading/ Language Arts and Mathematics were negotiated for SY 2017-2018. HIDOE will meet or exceed performance indicators 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2.
- 1.4 Achievement gaps for students with special needs will be narrowed.
- 1.5 Schools' number of concentrators will increase as students strive to understand all aspects of an industry.
- 1.6 Schools' English Language Arts (ELA) and Mathematics proficiency rates will increase.

2. Proposed Outcomes

- 2.1 All but 1 high school offering POS
- 2.2 2016-2017 Participants - 25,964 students
2017-2018 Participants - 26,229 students
265 increase in students = 1% increase
- 2.3 All performance indicators were met or exceeded except 6S1 & 6S2. Both 6S1 & 6S2 are within the 90% threshold
- 2.4 2016 - 2017 SPED Math Proficiency Rate 1.79%
2017 - 2018 SPED Math Proficiency Rate 2.35%
0.56% increase in Math

2.5 2016 - 2017 Concentrators - 4,631 students
2017 - 2018 Concentrators - 6,556 students
1,965 increase in students = 42.43% increase in concentrators

2.6 2017 - 2018 Reading/Language Arts Proficiency
- Performance Goal: 54.00%
- Actual Performance: 56.85%
- 2.85% above the performance goal

2016 - 2017 Mathematics Proficiency
- Math Performance Goal: 26.00%
- Math Actual Performance: 31.49%
- 5.49% above the performance goal

- II. 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:

1. Proposed Activities
 - 1.1 HIDOE will meet or exceed performance indicators 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2.
 - 1.2 Evidence of POS content and Career Pathway system integration with HIDOE's Strategic Plan.
2. Proposed Outcomes
 - 2.1 All performance indicators were met or exceeded except 6S1 & 6S2. Both 6S1 & 6S2 are within the 90% threshold
 - 2.2 HIDOE's Strategic Plan goal #9 – Career & Technical Education Concentrator 2016 Base 38% & 2020 Goal 50%

Funds were spent by subrecipients on professional development opportunities. Funds were used on conference registration fees, air and ground travel, lodging, subsistence, salary and fringe for substitute teachers.

- III. 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:

1. Proposed Activities
 - 1.1 HIDOE will meet or exceed performance indicators 3S1, 4S1, and 5S1.
 - 1.2 CTE and HIDOE websites that share current information regarding the Career Pathway System and initiatives
2. Proposed Outcomes
 - 2.1 HIDOE met or exceed performance indicators 3S1, 4S1, and 5S1.
 - 2.2 HIDOE website currently shares information regarding Career Pathway System initiatives. For more information visit: <http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/CTE/Pages/default.aspx>

IV. 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:

1. Proposed Activities
 - 1.1 HIDOE will meet or exceed performance indicators 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2.
2. Proposed Outcomes
 - 2.1 All performance indicators were met or exceeded except 6S1 & 6S2. Both 6S1 & 6S2 are within the 90% threshold

HIDOE schools used funds 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.

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

RESPONSE:

1. Proposed Activities

1.1 HIDOE will meet or exceed performance indicators 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2

1.2 HIDOE will provide support to schools in using data analyses to identify schools' and students' strengths and areas in need of improvement. HIDOE will help schools plan strategically to support CTE students' engagement, achievement, and growth.

2. Proposed Outcomes

2.1 All performance indicators were met or exceeded except 6S1 & 6S2. Both 6S1 & 6S2 are within the 90% threshold

2.2 HIDOE conducted formal school monitoring and technical assistance visitations. The focus of the monitoring will be on program improvement, assessment and evaluation, professional development, and the achievement and progress of students.

Funds were 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.

- VI. 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:

1. Proposed Activities
 - 1.1 HIDOE will meet or exceed performance indicators 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2
 - 1.2 CTE teachers will identify and include research-based practices in their OYPs that support students' need. Students will be taught in inclusive settings.
 - 1.3 Students who have special needs will perform at comparable levels as other students.
2. Proposed Outcomes
 - 2.1 All performance indicators were met or exceeded except 6S1 & 6S2. Both 6S1 & 6S2 are within the 90% threshold.
 - 2.2 Teachers attended professional development and conferences both in Hawaii and in other states. This allowed teachers to implement new, innovative and researched based practices in their classrooms.
 - 2.3 2016 - 2017 SPED Math Proficiency Rate 1.79%
2017 - 2018 SPED Math Proficiency Rate 2.35%
0.56% increase in Math for SPED

Funds 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.

VII. 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:

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

2. Proposed Outcomes
 - 2.1 Special population students have access to all program of studies.
 - 2.2 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.

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

RESPONSE:

1. Proposed Activities
 - 1.1 HIDOE will meet or exceed performance indicators 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2
 - 1.2 Schools will focus on preparing students for nontraditional fields in OYPs.
2. Proposed Outcomes
 - 2.1 All performance indicators were met or exceeded except 6S1 & 6S2. Both 6S1 & 6S2 are within the 90% threshold.
 - 2.2 Schools used field trips and guest speakers to target non-traditional pathways.

Funds were used for part-time teachers 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.

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

RESPONSE:

1. Proposed Activities
 - 1.1 HIDOE will meet or exceed performance indicators 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2
 - 1.2 Strategies to integrate career guidance and academic counseling for CTE students reflected in school improvement plans.
 - 1.3 CTE teachers, students and counselors will use C2C and Nepris as resources for future education and career guidance.
2. Proposed Outcomes
 - 2.1 HIDOE will meet or exceed performance indicators 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2
 - 2.2 Schools are using MyFutureHawaii, Personal Transition Plan and ACT Aspire for career guidance.
 - 2.3 Pilot schools are using Nepris for career exploration.
Teachers participated in a pilot C2C teacher externship program to provide career guidance and relevant classroom instruction to students.

- X. 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:

1. Proposed Activities
 - 1.1 HIDOE will meet or exceed performance indicators 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2
 - 1.2 Increase in teacher with industry experience
2. Proposed Outcomes
 - 2.1 HIDOE will meet or exceed performance indicators 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2
 - 2.2 Teachers participated in a pilot C2C teacher externship program to get industry experience.

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.

Administrative	\$119,354
Leadership	\$144,907
Program Improvement	
Allocated Directly to Schools	\$2,268,459
Allocated to OCISS – ISB – CRS	\$639,926
TOTAL	\$ 3,172,646

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 highs 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 are 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

MAY 3 2017

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 III : 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.

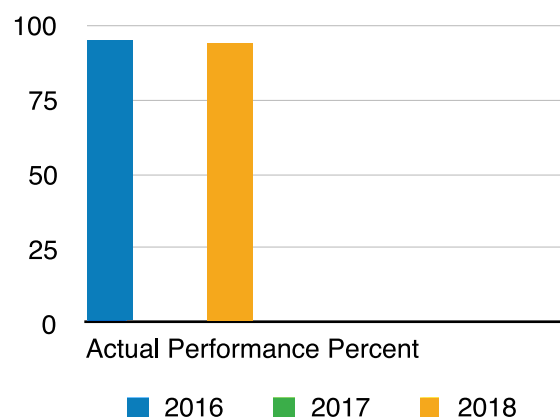
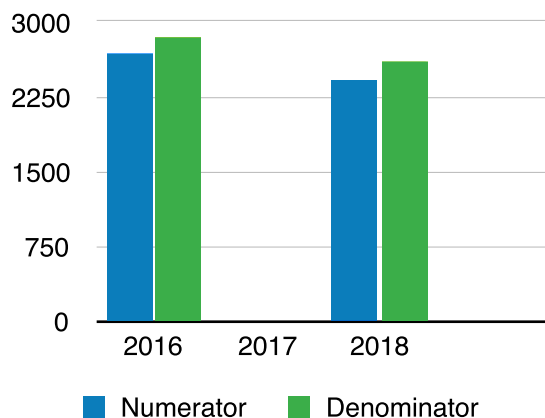
Performance Indicator Longitudinal Data

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 2016 through program year 2018.

University of Hawai'i Community Colleges System Performance Indicators

1P1: Technical Skill Attainment				
Numerator: Number of concentrators who have a cumulative GPA \geq 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				
Program Year	Numerator Number	Denominator Number	Negotiated Performance Goal Percent	Actual Performance Percent
2016	2,684	2,843	92.00	94.41
2017	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			
2018	2,421	2,598	93.00	93.51

- ✓ Actual performance percentage has consistently exceeded the negotiated performance goal percentage.



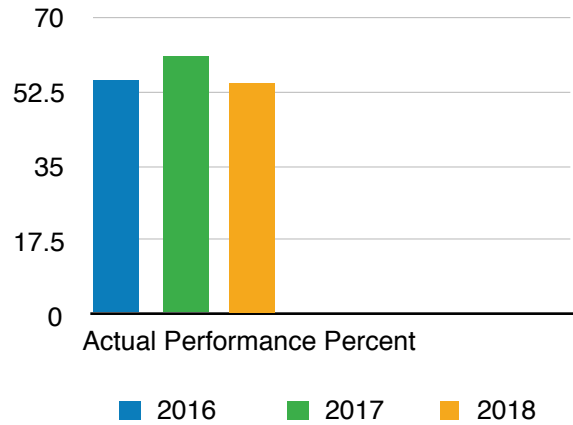
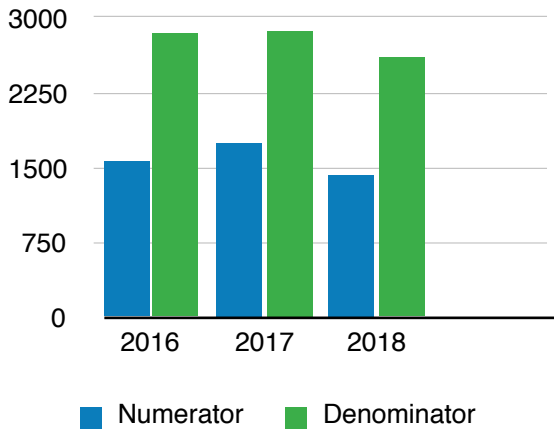
2P1: Credential, Certificate, or Degree

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
2016	1,559	2,843	51.00	54.84
2017	1,751	2,879	51.51	60.82
2018	1,417	2,589	55.00	54.73

- ✓ Negotiated performance goal was not met but came within 99 percent of the goal. (Program Improvement Plan not required).



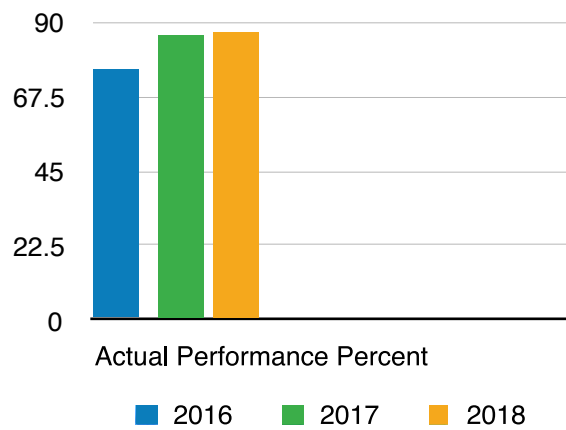
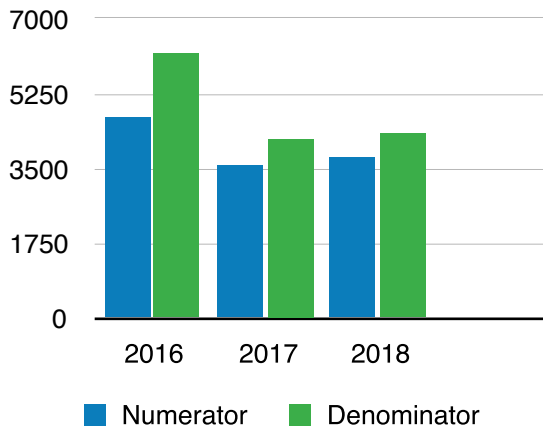
3P1: Student Retention or Transfer

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
2016	4,659	6,167	81.00	75.55
2017	3,568	4,159	81.81	85.79
2018	3,764	4,308	81.90	87.37

- ✓ Percentage of concentrators who continued postsecondary enrollment or transferred to a baccalaureate degree program increased 11.82 percentage points from 2016 to 2018.
- ✓ Number of students who completed a program and continued postsecondary enrollment or transferred to a baccalaureate degree program increased by 196 students from 2017 to 2018.



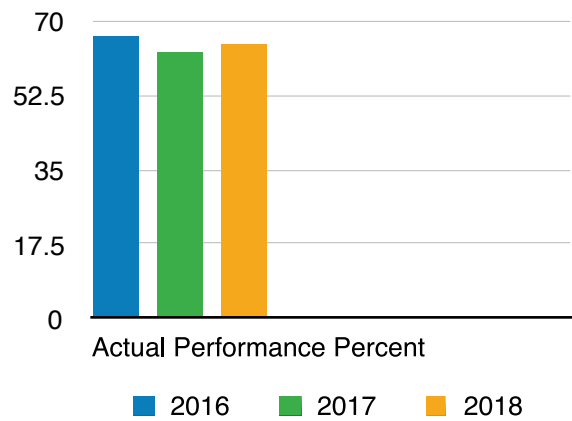
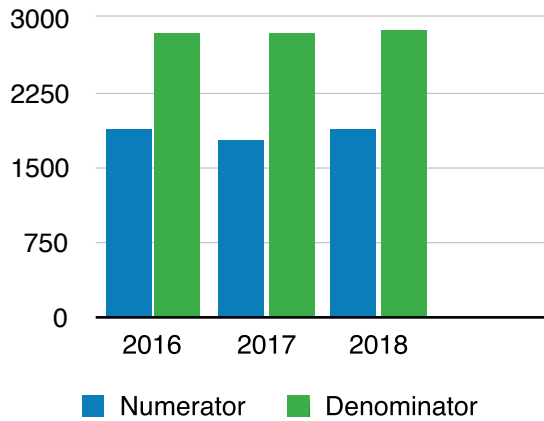
4P1: Student Placement

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
2016	1,883	2,845	63.87	66.19
2017	1,775	2,843	64.51	62.43
2018	1,865	2,879	66.25	64.78

- ✓ Performance goal was not met but was within 97.78 percent of the goal. (Program Improvement Plan not required).
- ✓ Actual number of students placed in employment increased by 90 students from 2017 to 2018.
- ✓ Actual Performance increased by 2.35 percentage points from 2017 to 2018.



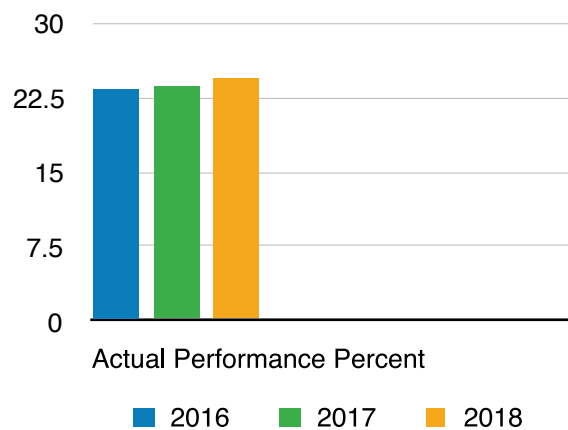
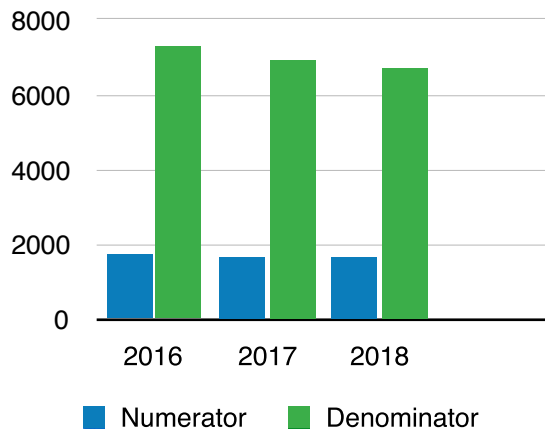
5P1: Nontraditional Participation

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
2016	1,688	7,260	22.00	23.25
2017	1,628	6,928	23.00	23.50
2018	1,637	6,713	23.50	24.39

- ✓ Actual performance percentage has exceeded the negotiated performance goal percentage all three years from 2016 – 2018.



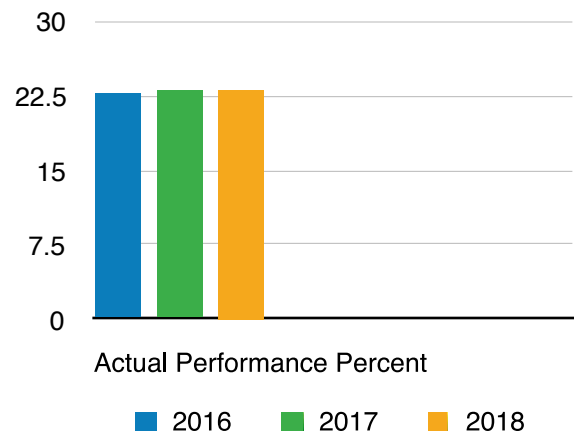
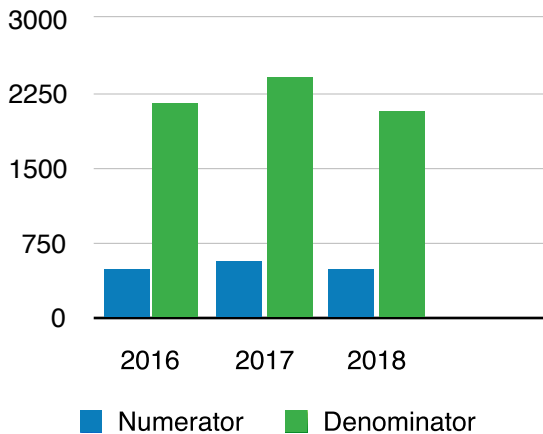
5P2: Nontraditional Completion

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
2016	491	2,150	22.00	22.84
2017	556	2,418	22.22	22.99
2018	481	2,056	23.00	23.39

- ✓ Actual performance has increased by .55 percentage points from 2016 to 2018.



Hawai'i State Department of Education Performance Indicators

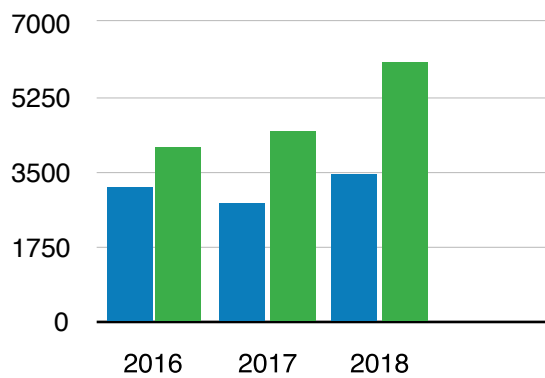
1S1: Academic Attainment: Reading/Language Arts

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

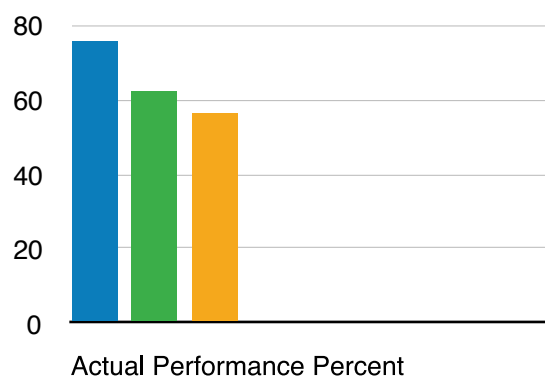
Denominator: Number of concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State's computation of adequately yearly progress and who, in the reporting year, left secondary education

Program Year	Numerator Number	Denominator Number	Negotiated Performance Goal Percent	Actual Performance Percent
2016	3,101	4,085	75.00	75.91
2017	2,752	4,433	50.25	62.08
2018	3,433	6,039	54.00	56.85

- ✓ Data reported for 2017 are the first from the newly implemented statewide Smarter Balance Assessment of Academic Attainment: Reading/Language Arts.
- ✓ Actual Performance Percent for all DOE students who met the proficient or advanced level on the assessment was 58.38 percent.
- ✓ Actual performance percentage has exceeded the negotiated performance goal percentage all three years from 2016 – 2018.



■ Numerator ■ Denominator



■ 2016 ■ 2017 ■ 2018

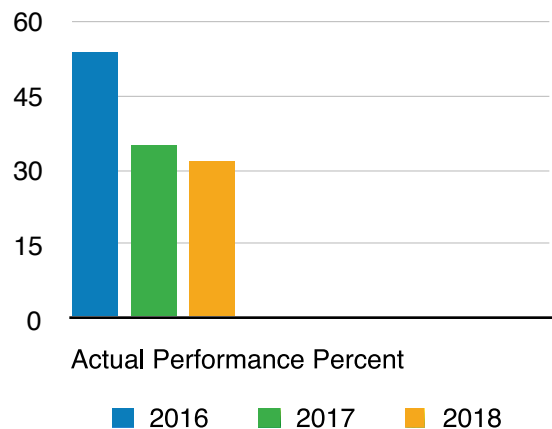
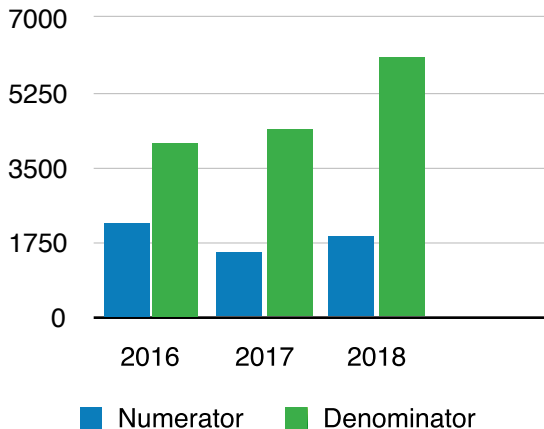
1S2: Academic Attainment: Mathematics

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
2016	2,206	4,089	44.00	53.95
2017	1,534	4,407	23.00	34.81
2018	1,904	6,047	26.00	31.49

- ✓ Data reported for 2017 are the first from a newly implemented statewide Smarter Balance Assessment of Academic Attainment: Mathematics.
- ✓ Actual performance percentage for all DOE students who met proficient or advanced level on the assessment was 32.27percent.
- ✓ Actual performance percentage has exceeded the negotiated performance goal percentage all three years from 2016 – 2018.



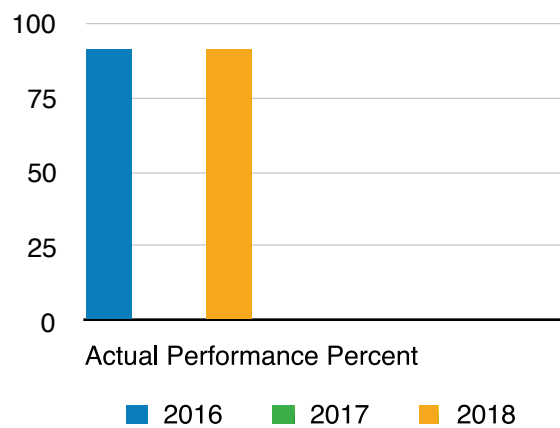
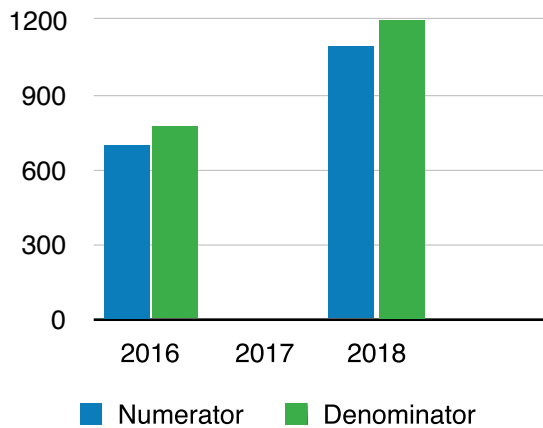
2S1: Technical Skill Assessment

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

Denominator: Number of Concentrators who took the assessments during the reporting year

Program Year	Numerator Number	Denominator Number	Negotiated Performance Goal Percent	Actual Performance Percent
2016	699	768	65.00	91.02
2017	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.			
2018	1,096	1,196	86.00	91.64

- ✓ Number of CTE concentrators who passed technical skill assessments increased by 397 (over a 50 percent increase) from 2016 to 2018.
- ✓ Actual performance percentage has consistently exceeded the negotiated performance goal percentage.



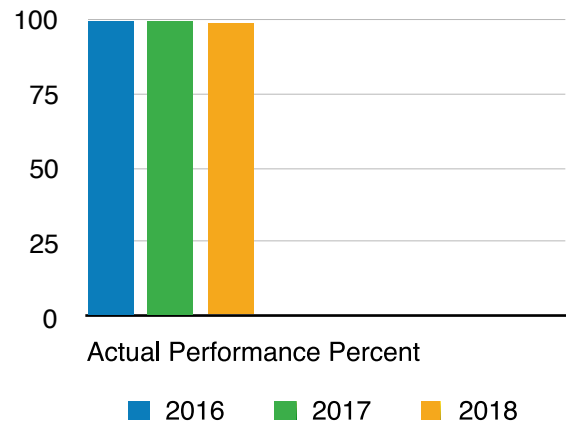
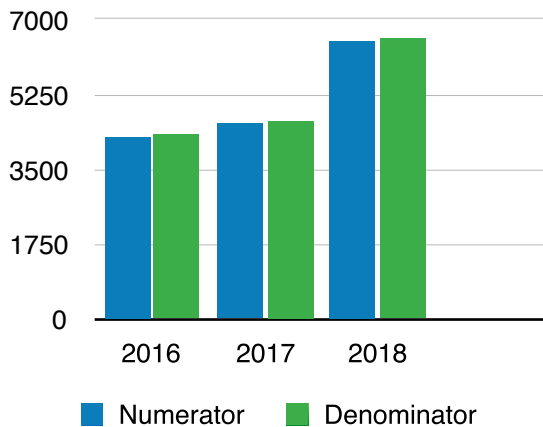
3S1: Secondary School Completion

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
2016	4,261	4,302	95.00	99.05
2017	4,582	4,631	95.00	98.94
2018	6,476	6,556	95.25	98.78

- ✓ Number of CTE concentrators who earned a regular secondary school diploma increased by 1,894 students from 2017 to 2018.
- ✓ Percentage of CTE concentrators (98.78) who earned a diploma is 2.57 percentage points higher than the percentage of all DOE students (96.21) who graduated.



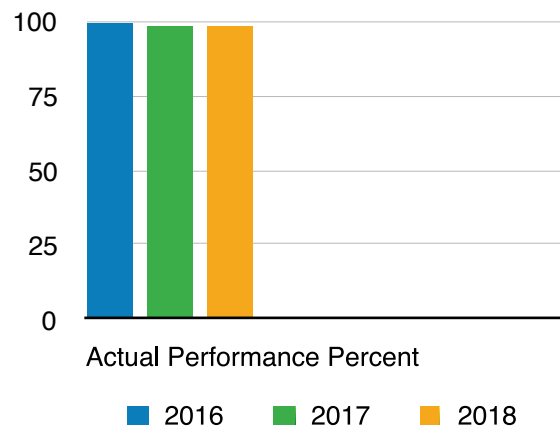
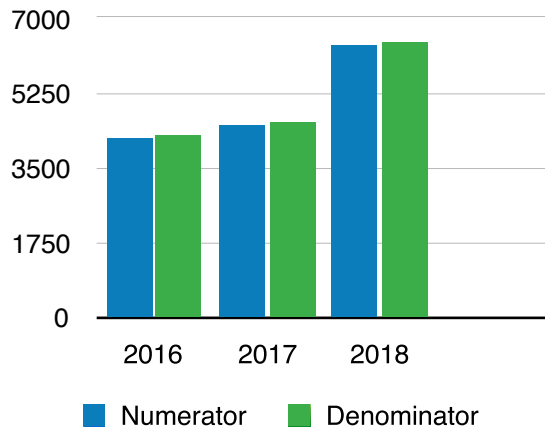
4S1: Student Graduation Rate

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
2016	4,201	4,248	95.00	98.89
2017	4,526	4,579	95.00	98.84
2018	6,374	6,458	98.00	98.70

- ✓ Number of CTE concentrators who graduated increased by 1,848 students from 2017 to 2018.
- ✓ Percentage of CTE concentrators (98.70) who graduated is 2.67 percentage points higher than the percentage of all DOE students (96.03) who graduated.



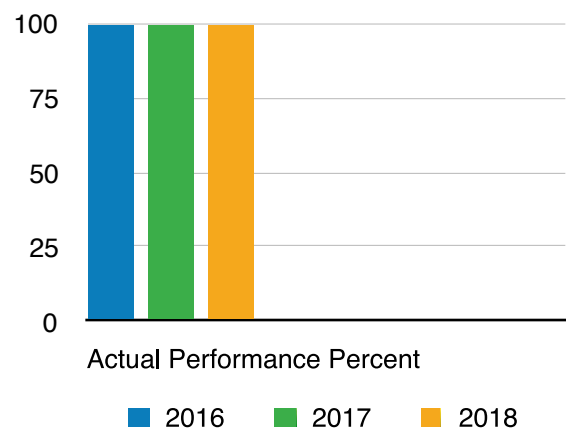
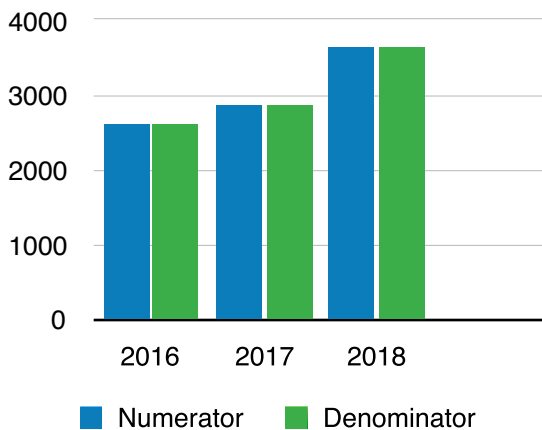
5S1: Placement

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
2016	2,600	2,600	100.00	100.00
2017	2,862	2,862	100.00	100.00
2018	3,635	3,635	100.00	100.00

- ✓ Number of CTE concentrators placed in postsecondary education has increased by 773 from 2017 to 2018.
- ✓ Of the 3,635 CTE concentrators placed in postsecondary education, 1,690 (46.49%) were in a two-year institution and 1,945 (53.50%) were in a four-year institution.
- ✓ Of the total number of DOE students placed in postsecondary education, 44.07% (2,636) were in a two-year institution and 55.93% (3,345) were in a four-year institution.



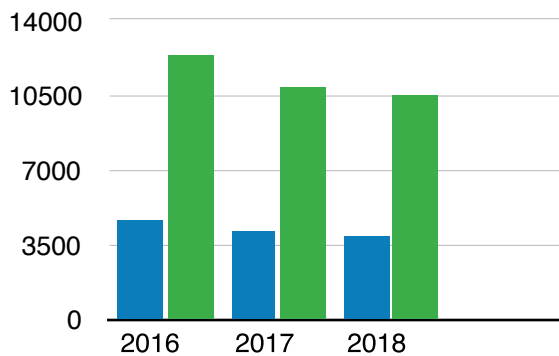
6S1: Nontraditional Participation

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

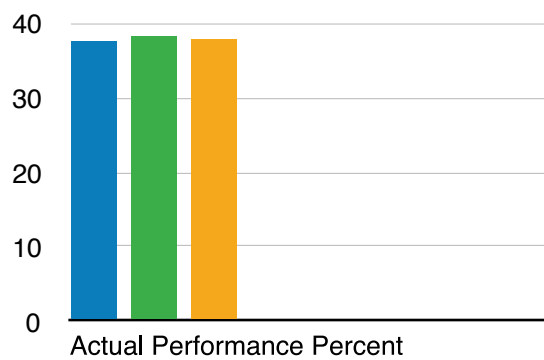
Denominator: Number of participants who participated in a program that leads to employment in nontraditional fields during the reporting year

Program Year	Numerator Number	Denominator Number	Negotiated Performance Goal Percent	Actual Performance Percent
2016	4,657	12,372	36.00	37.64
2017	4,131	10,834	36.00	38.13
2018	3,964	10,476	38.00	37.84

- ✓ The negotiated performance goal percentage was not met but came within 99.82 percent of the goal. (Program Improvement Plan not required).



■ Numerator ■ Denominator



■ 2016 ■ 2017 ■ 2018

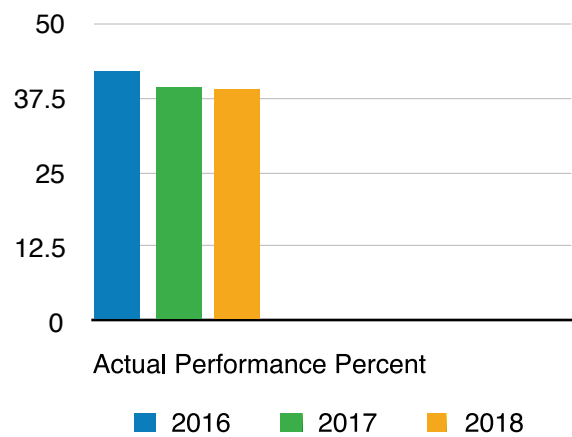
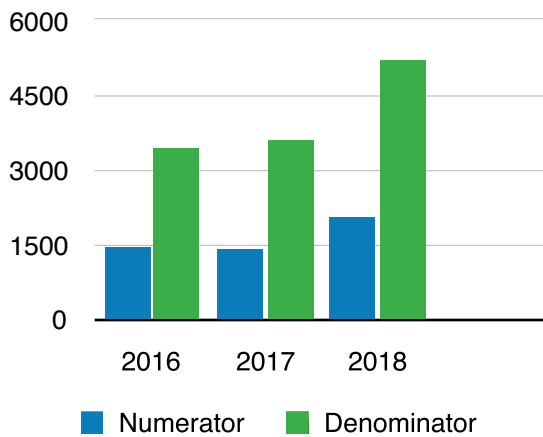
6S2: Nontraditional Completion

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
2016	1,438	3,438	36.00	41.83
2017	1,414	3,602	36.00	39.26
2018	2,014	5,202	42.00	38.72

- ✓ The negotiated performance goal was not met but came within 92.19 percent of the goal. (Program Improvement Plan not required).
- ✓ Number of concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields has increased by 600 students (70 percent) from 2017 to 2018.



SECTION IV : APPENDIX

This section includes the official Consolidated Annual Report data 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:	07/01/17
To:	06/30/18

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:

12/30/18

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:	7/01/2017-09/30/2018
III: Reporting Period:	7/01/2017-09/30/2018
IV: Accounting Basis:	Accrual
V: Grant Award Numbers: State Basic Grant (Title I):	V048A180011
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	\$0.00
E Postsecondary Eligible Recipients	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
F Total (Row D + E)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
G FORMULA DISTRIBUTION					
H Funds for Secondary Recipients	\$0.00	\$25,848,194.97	\$0.00	\$25,848,194.97	\$25,848,194.97
I Funds for Postsecondary Recipients	\$0.00	\$33,353,264.98	\$0.00	\$33,353,264.98	\$33,353,264.98
J Total (Row H + I)	\$0.00	\$59,201,459.95	\$0.00	\$59,201,459.95	\$59,201,459.95
K TOTAL LOCAL USES OF FUNDS (Row F + J)	\$0.00	\$59,201,459.95	\$0.00	\$59,201,459.95	\$59,201,459.95
L STATE LEADERSHIP					
M Nontraditional Training and Employment	\$0.00	\$4,796.81	\$0.00	\$4,796.81	\$4,796.81
N State Institutions	\$0.00	\$16,686.44	\$0.00	\$16,686.44	\$16,686.44
O Other Leadership Activities	\$0.00	\$105,083.64	\$0.00	\$105,083.64	\$105,083.64
P TOTAL STATE LEADERSHIP (Row M + N + O)	\$0.00	\$126,566.89	\$0.00	\$126,566.89	\$126,566.89
Q STATE ADMINISTRATION					
R TOTAL STATE ADMINISTRATION	0.00	576,624.12	0.00	\$576,624.12	\$576,624.12
S TOTAL TITLE I FUNDS (Row K + P + R)	\$0.00	\$59,904,650.96	\$0.00	\$59,904,650.96	\$59,904,650.96
T * TOTAL TITLE II FUNDS *					
U Funds for State Administration	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
V Funds for Local Consortia	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
W TOTAL TITLE II FUNDS (Row U + V)	\$0.00	\$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
\$23,955,056.84	\$1,893,138.13	\$73,664.35	\$1,966,802.48	\$2,387,073.00	\$420,270.52
\$31,507,613.00	\$1,845,651.98	\$6,675.01	\$1,852,326.99	\$2,387,073.00	\$534,746.01
\$55,462,669.84	\$3,738,790.11	\$80,339.36	\$3,819,129.47	\$4,774,146.00	\$955,016.53
\$55,462,669.84	\$3,738,790.11	\$80,339.36	\$3,819,129.47	\$4,774,146.00	\$955,016.53
\$0.00	\$4,796.81	\$0.00	\$4,796.81	\$60,000.00	\$55,203.19
\$0.00	\$16,686.44	\$0.00	\$16,686.44	\$54,969.00	\$38,282.56
\$0.00	\$105,083.64	\$5,199.84	\$110,283.48	\$432,344.00	\$322,060.52
\$0.00	\$126,566.89	\$5,199.84	\$131,766.73	\$547,313.00	\$415,546.27
480,658.00	\$95,966.12	0.00	\$95,966.12	175,447.00	\$79,480.88
\$55,943,327.84	\$3,961,323.12	\$85,539.20	\$4,046,862.32	\$5,496,906.00	\$1,450,043.68
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

FINAL FINANCIAL STATUS REPORT (FSR) FORM

I: State Name:	HAWAII
II: Federal Funding Period:	7/01/2016-9/30/2018
III: Reporting Period:	7/01/2016-9/30/2018
IV: Accounting Basis:	CASH
V: Grant Award Numbers: State Basic Grant (Title I):	V048A170011
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	\$0.00
E Postsecondary Eligible Recipients	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
F Total (Row D + E)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
G FORMULA DISTRIBUTION					
H Funds for Secondary Recipients	\$25,055,455.92	\$614,308.31	\$0.00	\$614,308.31	\$25,669,764.23
I Funds for Postsecondary Recipients	\$33,176,783.71	\$446,860.29	\$0.00	\$446,860.29	\$33,623,644.00
J Total (Row H + I)	\$58,232,239.63	\$1,061,168.60	\$0.00	\$1,061,168.60	\$59,293,408.23
K TOTAL LOCAL USES OF FUNDS (Row F + J)	\$58,232,239.63	\$1,061,168.60	\$0.00	\$1,061,168.60	\$59,293,408.23
L STATE LEADERSHIP					
M Nontraditional Training and Employment	\$2,296.81	\$57,703.19	\$0.00	\$57,703.19	\$60,000.00
N State Institutions	\$4,145.09	\$50,823.91	\$0.00	\$50,823.91	\$54,969.00
O Other Leadership Activities	\$154,561.86	\$193,125.14	\$0.00	\$193,125.14	\$347,687.00
P TOTAL STATE LEADERSHIP (Row M + N + O)	\$161,003.76	\$301,652.24	\$0.00	\$301,652.24	\$462,656.00
Q STATE ADMINISTRATION					
R TOTAL STATE ADMINISTRATION	\$587,976.78	\$72.22	0.00	\$72.22	\$588,049.00
S TOTAL TITLE I FUNDS (Row K + P + R)	\$58,981,220.17	\$1,362,893.06	\$0.00	\$1,362,893.06	\$60,344,113.23
T * TOTAL TITLE II FUNDS *					
U Funds for State Administration	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
V Funds for Local Consortia	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
W TOTAL TITLE II FUNDS (Row U + V)	\$0.00	\$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
\$23,209,691.23	\$2,460,073.00	\$0.00	\$2,460,073.00	\$2,460,073.00	\$0.00
\$31,163,571.00	\$2,460,073.00	\$0.00	\$2,460,073.00	\$2,460,073.00	\$0.00
\$54,373,262.23	\$4,920,146.00	\$0.00	\$4,920,146.00	\$4,920,146.00	\$0.00
\$54,373,262.23	\$4,920,146.00	\$0.00	\$4,920,146.00	\$4,920,146.00	\$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	\$347,687.00	\$0.00	\$347,687.00	\$347,687.00	\$0.00
\$0.00	\$462,656.00	\$0.00	\$462,656.00	\$462,656.00	\$0.00
473,945.00	\$114,104.00	0.00	\$114,104.00	114,104.00	\$0.00
\$54,847,207.23	\$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

STUDENT ENROLLMENT FORMS

CTE PARTICIPANTS & CONCENTRATORS

Enrollment Data for CTE Participants

HAWAII 2017–2018

Line	Population	Number of Secondary Students	Number of Postsecondary Students	Number of Adult Students
1	Grand Total	26229	8640	0
2	GENDER			
3	Male	14082	4,306	0
4	Female	12147	3,997	0
5	RACE/ETHNICITY* (1997 Revised Standards)			
6	American Indian or Alaskan Native	82	24	0
7	Asian	10854	3,585	0
8	Black or African American	429	117	0
9	Hispanic/Latino	1937	140	0
10	Native Hawaiian or Other Pacific Islander	8041	2,337	0
11	White	2739	1,047	0
12	Two or More Races	2147	1,008	0
13	Unknown	0	64	
14	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES			
15	Individuals With Disabilities (ADA)	0	252	0
16	Disability Status (ESEA/IDEA) (Secondary Only)	2152	0	0
17	Economically Disadvantaged	10456	2,194	0
18	Single Parents	0	332	0
19	Displaced Homemakers	0	181	0
20	Limited English Proficient	1144	265	0
21	Migrant Status	0	0	0
23	Nontraditional Enrollees	3964	1,629	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 2017–2018

Line	Concentrator	SECONDARY			POSTSECONDARY			ADULT			Grand Total
		Male	Female	Total	Male	Female	Total	Male	Female	Total	
1	Agriculture, Food & Natural Resources	406	178	584	41	27	68	0	0	0	652
2	Architecture & Construction	725	104	829	362	77	439	0	0	0	1268
3	Arts, A/V Technology & Communication	625	661	1286	109	60	169	0	0	0	1455
4	Business, Marketing & Administration	102	164	266	151	340	491	0	0	0	757
5	Education & Training	15	74	89	7	172	179	0	0	0	268
6	Finance	0	0	0	87	287	374	0	0	0	374
7	Government & Public Administration	0	0	0	0	0	0	0	0	0	0
8	Health Science	150	840	990	193	759	952	0	0	0	1942
9	Hospitality & Tourism	639	838	1477	402	577	979	0	0	0	2456
10	Human Services	0	0	0	33	137	170	0	0	0	170
11	Information Technology	95	13	108	437	75	512	0	0	0	620
12	Law, Public Safety & Security	0	0	0	310	173	483	0	0	0	483
13	Manufacturing	47	0	47	186	85	271	0	0	0	318
14	Marketing Sales & Services	61	76	137	56	92	148	0	0	0	285
15	Science, Technology, Engineering & Math	228	55	283	5	68	73	0	0	0	356
16	Transportation, Distribution, & Logistics	426	34	460	383	34	417	0	0	0	877
17	Total	3519	3037	6556	2762	2963	5725	0	0	0	12281

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 2017-2018

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	2421	2589	93%	94%	1	E
2	GENDER						
3	Male	1120	1214	93%	94%		
4	Female	1301	1375	93%	94%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	3	4	93%	94%		
7	Asian	1059	1126	93%	94%		
8	Black or African American	33	38	93%	94%		
9	Hispanic/Latino	49	56	93%	94%		
10	Native Hawaiian or Other Pacific Islander	651	705	93%	94%		
11	White	341	349	93%	94%		
12	Two or More Races	285	310	93%	94%		
13	Unknown	7	8	93%	94%		
14	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
15	Individuals With Disabilities (ADA)	78	83	93%	94%		
16	Economically Disadvantaged	923	990	93%	94%		
17	Single Parents	101	111	93%	94%		
18	Displaced Homemakers	61	65	93%	94%		
19	Limited English Proficient	114	121	93%	94%		
20	Nontraditional Enrollees	461	486	93%	94%		

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

HAWAII 2017-2018

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	1417	2589	55%	55%	0	E
2	GENDER						
3	Male	656	1,214	55%	55%		
4	Female	761	1,375	55%	55%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	2	4	55%	55%		
7	Asian	679	1,126	55%	55%		
8	Black or African American	20	38	55%	55%		
9	Hispanic/Latino	25	56	55%	55%		
10	Native Hawaiian or Other Pacific Islander	338	705	55%	55%		
11	White	182	349	55%	55%		
12	Two or More Races	168	310	55%	55%		
13	Unknown	5	8	55%	55%		
14	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
15	Individuals With Disabilities (ADA)	45	83	55%	55%		
16	Economically Disadvantaged	577	990	55%	55%		
17	Single Parents	57	111	55%	55%		
18	Displaced Homemakers	32	65	55%	55%		
19	Limited English Proficient	87	121	55%	55%		
20	Nontraditional Enrollees	275	486	55%	55%		
21	DISAGGREGATE INDICATORS						
22	Credential	0		55%	55%		
23	Certificate	351		55%	55%		
24	Degree	1,068		55%	55%		

Postsecondary Performance Data - 3P1: Student Retention or Transfer

HAWAII 2017–2018

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	3764	4308	82%	87%	5	E
2	GENDER						
3	Male	1,821	2,106	82%	87%		
4	Female	1,943	2,202	82%	87%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	16	16	82%	87%		
7	Asian	1,638	1,861	82%	87%		
8	Black or African American	52	57	82%	87%		
9	Hispanic/Latino	72	80	82%	87%		
10	Native Hawaiian or Other Pacific Islander	1,023	1,208	82%	87%		
11	White	508	566	82%	87%		
12	Two or More Races	452	517	82%	87%		
13	Unknown	11	13	82%	87%		
14	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
15	Individuals With Disabilities (ADA)	132	152	82%	87%		
16	Economically Disadvantaged	1,037	1,205	82%	87%		
17	Single Parents	166	198	82%	87%		
18	Displaced Homemakers	91	113	82%	87%		
19	Limited English Proficient	115	139	82%	87%		
20	Nontraditional Enrollees	763	847	82%	87%		

Postsecondary Performance Data - 4P1: Student Placement

HAWAII 2017-2018

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	1865	2879	66%	65%	1	Y
2	GENDER						
3	Male	939	1,498	66%	65%		
4	Female	926	1,381	66%	65%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	2	8	66%	65%		
7	Asian	822	1,217	66%	65%		
8	Black or African American	19	32	66%	65%		
9	Hispanic/Latino	25	49	66%	65%		
10	Native Hawaiian or Other Pacific Islander	516	772	66%	65%		
11	White	221	410	66%	65%		
12	Two or More Races	251	363	66%	65%		
13	Unknown	9	28	66%	65%		
14	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
15	Individuals With Disabilities (ADA)	54	106	66%	65%		
16	Economically Disadvantaged	932	1,336	66%	65%		
17	Single Parents	85	147	66%	65%		
18	Displaced Homemakers	33	67	66%	65%		
19	Limited English Proficient	61	143	66%	65%		
20	Nontraditional Enrollees	332	512	66%	65%		
21	DISAGGREGATE INDICATORS						
22	Apprenticeship	0		66%	65%		
23	Employment	1,804		66%	65%		
24	Military	69		66%	65%		

Postsecondary Performance Data - 5P1: Nontraditional Participation

HAWAII 2017-2018

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	1637	6713	24%	24%	0	E
2	GENDER						
3	Male	414	3,795	24%	24%		
4	Female	1,223	2,918	24%	24%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	5	17	24%	24%		
7	Asian	659	2,823	24%	24%		
8	Black or African American	35	98	24%	24%		
9	Hispanic/Latino	26	119	24%	24%		
10	Native Hawaiian or Other Pacific Islander	482	1,885	24%	24%		
11	White	227	872	24%	24%		
12	Two or More Races	195	861	24%	24%		
13	Unknown	8	55	24%	24%		
14	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
15	Individuals With Disabilities (ADA)	51	195	24%	24%		
16	Economically Disadvantaged	467	1,725	24%	24%		
17	Single Parents	76	236	24%	24%		
18	Displaced Homemakers	36	121	24%	24%		
19	Limited English Proficient	42	151	24%	24%		

ADDITIONAL INFORMATION:

Postsecondary Performance Data - 5P2: Nontraditional Completion

HAWAII 2017-2018

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	481	2056	23%	23%	0	E
2	GENDER						
3	Male	120	993	23%	23%		
4	Female	361	1,063	23%	23%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	2	8	23%	23%		
7	Asian	203	888	23%	23%		
8	Black or African American	14	34	23%	23%		
9	Hispanic/Latino	11	38	23%	23%		
10	Native Hawaiian or Other Pacific Islander	117	507	23%	23%		
11	White	70	300	23%	23%		
12	Two or More Races	62	278	23%	23%		
13	Unknown	2	6	23%	23%		
14	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
15	Individuals With Disabilities (ADA)	14	69	23%	23%		
16	Economically Disadvantaged	166	681	23%	23%		
17	Single Parents	18	74	23%	23%		
18	Displaced Homemakers	10	40	23%	23%		
19	Limited English Proficient	18	64	23%	23%		

STUDENT ACCOUNTABILITY FORMS

SECONDARY LEVEL

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

HAWAII 2017-2018

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	3433	6039	54%	57%	3	E
2	GENDER						
3	Male	1632	3226	54%	57%		
4	Female	1801	2813	54%	57%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	17	24	54%	57%		
7	Asian	1809	2821	54%	57%		
8	Black or African American	53	82	54%	57%		
9	Hispanic/Latino	213	388	54%	57%		
10	Native Hawaiian or Other Pacific Islander	696	1742	54%	57%		
11	White	376	545	54%	57%		
12	Two or More Races	269	437	54%	57%		
13	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
14	Individuals With Disabilities (ADA)	-9	-9	54%	57%		
15	Disability Status (ESEA/IDEA)	43	423	54%	57%		
16	Economically Disadvantaged	962	2,106	54%	57%		
17	Single Parents	0	0	54%	57%		
18	Displaced Homemakers	-9	-9	54%	57%		
19	Limited English Proficient	2	131	54%	57%		
20	Migrant Status	0	0	54%	57%		
21	Nontraditional Enrollees	1,087	1,846	54%	57%		
22	Tech Prep	3433	6039	54%	57%		

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

HAWAII 2017-2018

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	1904	6047	26%	31%	5	E
2	GENDER						
3	Male	935	3232	26%	31%		
4	Female	969	2815	26%	31%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	5	25	26%	31%		
7	Asian	1153	2826	26%	31%		
8	Black or African American	24	81	26%	31%		
9	Hispanic/Latino	91	392	26%	31%		
10	Native Hawaiian or Other Pacific Islander	284	1738	26%	31%		
11	White	198	543	26%	31%		
12	Two or More Races	149	442	26%	31%		
13	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
14	Individuals With Disabilities (ADA)	-9	-9	26%	31%		
15	Disability Status (ESEA/IDEA)	10	425	26%	31%		
16	Economically Disadvantaged	485	2,114	26%	31%		
17	Single Parents	0	0	26%	31%		
18	Displaced Homemakers	-9	-9	26%	31%		
19	Limited English Proficient	5	134	26%	31%		
20	Migrant Status	0	0	26%	31%		
21	Nontraditional Enrollees	566	1,841	26%	31%		
22	Tech Prep	1904	6047	26%	31%		

Secondary Performance Data - 2S1: Technical Skill Attainment

HAWAII 2017-2018

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	1096	1196	86%	92%	6	E
2	GENDER						
3	Male	473	536	86%	92%		
4	Female	623	660	86%	92%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	4	5	86%	92%		
7	Asian	589	624	86%	92%		
8	Black or African American	27	29	86%	92%		
9	Hispanic/Latino	82	96	86%	92%		
10	Native Hawaiian or Other Pacific Islander	208	233	86%	92%		
11	White	104	116	86%	92%		
12	Two or More Races	82	93	86%	92%		
13	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
14	Individuals With Disabilities (ADA)	-9	-9	86%	92%		
15	Disability Status (ESEA/IDEA)	35	45	86%	92%		
16	Economically Disadvantaged	267	299	86%	92%		
17	Single Parents	0	0	86%	92%		
18	Displaced Homemakers	-9	-9	86%	92%		
19	Limited English Proficient	3	5	86%	92%		
20	Migrant Status	0	0	86%	92%		
21	Nontraditional Enrollees	377	407	86%	92%		
22	Tech Prep	1096	1196	86%	92%		

Secondary Performance Data - 3S1: School Completion

HAWAII 2017-2018

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	6476	6556	95%	99%	4	E
2	GENDER						
3	Male	3468	3519	95%	99%		
4	Female	3008	3037	95%	99%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	26	26	95%	99%		
7	Asian	2919	2940	95%	99%		
8	Black or African American	89	89	95%	99%		
9	Hispanic/Latino	429	438	95%	99%		
10	Native Hawaiian or Other Pacific Islander	1944	1975	95%	99%		
11	White	589	599	95%	99%		
12	Two or More Races	481	489	95%	99%		
13	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
14	Individuals With Disabilities (ADA)	-9	-9	95%	99%		
15	Disability Status (ESEA/IDEA)	490	503	95%	99%		
16	Economically Disadvantaged	2,321	2,361	95%	99%		
17	Single Parents	0	0	95%	99%		
18	Displaced Homemakers	-9	-9	95%	99%		
19	Limited English Proficient	149	155	95%	99%		
20	Migrant Status	0	0	95%	99%		
21	Nontraditional Enrollees	1,989	2,014	95%	99%		
22	Tech Prep	6478	6556	95%	99%		

Secondary Performance Data - 4S1: Student Graduation Rates

HAWAII 2017-2018

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	6374	6458	98%	99%	1	E
2	GENDER						
3	Male	3420	3469	98%	99%		
4	Female	2954	2989	98%	99%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	26	26	98%	99%		
7	Asian	2897	2921	98%	99%		
8	Black or African American	87	87	98%	99%		
9	Hispanic/Latino	419	429	98%	99%		
10	Native Hawaiian or Other Pacific Islander	1902	1934	98%	99%		
11	White	574	584	98%	99%		
12	Two or More Races	469	477	98%	99%		
13	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
14	Individuals With Disabilities (ADA)	-9	-9	98%	99%		
15	Disability Status (ESEA/IDEA)	474	487	98%	99%		
16	Economically Disadvantaged	2,274	2,317	98%	99%		
17	Single Parents	0	0	98%	99%		
18	Displaced Homemakers	-9	-9	98%	99%		
19	Limited English Proficient	143	146	98%	99%		
20	Migrant Status	0	0	98%	99%		
21	Nontraditional Enrollees	1,962	1,977	98%	99%		
22	Tech Prep	6374	6458	98%	99%		

Secondary Performance Data - 5S1: Placement

HAWAII 2017-2018

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	3635	3635	100%	100%	0	E
2	GENDER						
3	Male	1686	1686	100%	100%		
4	Female	1949	1949	100%	100%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	9	9	100%	100%		
7	Asian	1951	1951	100%	100%		
8	Black or African American	56	56	100%	100%		
9	Hispanic/Latino	196	196	100%	100%		
10	Native Hawaiian or Other Pacific Islander	818	818	100%	100%		
11	White	324	324	100%	100%		
12	Two or More Races	281	281	100%	100%		
13	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
14	Individuals With Disabilities (ADA)	-9	-9	100%	100%		
15	Disability Status (ESEA/IDEA)	149	149	100%	100%		
16	Economically Disadvantaged	1,053	1,053	100%	100%		
17	Single Parents	0	0	100%	100%		
18	Displaced Homemakers	-9	-9	100%	100%		
19	Limited English Proficient	50	50	100%	100%		
20	Migrant Status	0	0	100%	100%		
21	Nontraditional Enrollees	1,158	1,158	100%	100%		
22	Tech Prep	3635	3625	100%	100%		

Secondary Performance Data - 6S1: Nontraditional Participation

HAWAII 2017-2018

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	3964	10476	38%	38%	1	E
2	GENDER						
3	Male	973	6388	38%	38%		
4	Female	2991	4088	38%	38%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	11	39	38%	38%		
7	Asian	1617	4367	38%	38%		
8	Black or African American	67	149	38%	38%		
9	Hispanic/Latino	303	756	38%	38%		
10	Native Hawaiian or Other Pacific Islander	1281	3349	38%	38%		
11	White	379	1004	38%	38%		
12	Two or More Races	306	812	38%	38%		
13	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
14	Individuals With Disabilities (ADA)	-9	-9	38%	38%		
15	Disability Status (ESEA/IDEA)	262	978	38%	38%		
16	Economically Disadvantaged	1,599	4,247	38%	38%		
17	Single Parents	0	0	38%	38%		
18	Displaced Homemakers	-9	-9	38%	38%		
19	Limited English Proficient	130	414	38%	38%		
20	Migrant Status	0	0	38%	38%		
21	Tech Prep	3964	10476	38%	38%		

Secondary Performance Data - 6S2: Nontraditional Completion

HAWAII 2017-2018

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	2014	5202	42%	39%	3	E
2	GENDER						
3	Male	305	3018	42%	39%		
4	Female	1709	2184	42%	39%		
5	RACE/ETHNICITY* (1997 Revised Standards)						
6	American Indian or Alaskan Native	11	24	42%	39%		
7	Asian	810	2245	42%	39%		
8	Black or African American	29	64	42%	39%		
9	Hispanic/Latino	142	365	42%	39%		
10	Native Hawaiian or Other Pacific Islander	656	1630	42%	39%		
11	White	204	487	42%	39%		
12	Two or More Races	162	387	42%	39%		
13	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES						
14	Individuals With Disabilities (ADA)	-9	-9	42%	39%		
15	Disability Status (ESEA/IDEA)	104	447	42%	39%		
16	Economically Disadvantaged	763	1,940	42%	39%		
17	Single Parents	0	0	42%	39%		
18	Displaced Homemakers	-9	-9	42%	39%		
19	Limited English Proficient	40	137	42%	39%		
20	Migrant Status	0	0	42%	39%		
21	Tech Prep	2014	5202	42%	39%		

