

## **I. REPORT ON STATE ADMINISTRATION [SECTION 121]**

and

## **III. DISTRIBUTION OF FUNDS AND LOCAL PLANS [SECTIONS 131 AND 134]**

As required by Public Law 105-332, the State of Hawai`i developed and submitted a Multi-Year Plan for the administration of vocational (career and technical) education for fiscal years 2001-2004. The four-year state plan was extended for the period of July 1, 2004 through June 30, 2005. On July 7, 2004, Final Agreed Upon Performance Levels for year six were negotiated and approved.

The Career and Technical Education Coordinating Advisory Council (The Council) who reports to the State Board for Career and Technical Education (The State Board) is the principal mechanism for a continuous review process of the Multi-Year Plan. The Council membership includes the Hawai`i State Board of Education, the University of Hawai`i Board of Regents (also The State Board), the Workforce Development Council (WIA administrator) with the Superintendent of Education and the President of the University of Hawai`i serving as ex-officio members. The President of the University is also the chief administrative officer for Perkins III. See Attachment A Organizational Chart.

There are two eligible recipients—the Hawai`i State Department of Education (HSDOE) and the University of Hawai`i System community colleges (UHScC). The Office of the State Director for Career and Technical Education (OSDCTE), on behalf of The State Board, administers all Perkins-related matters. The OSDCTE has a close working relationship with each operating agency and is able to assist on all matters. The collaboration enhances the state's ability to effectively and efficiently govern career and technical education. As evidenced by the "Application Requirements" in Attachment B, Hawaii has organized its programs around career pathways that combine rigorous academic and technical courses and offer a clear pathway into a postsecondary program leading to a technical certificate, associate or baccalaureate degree, apprenticeship, or a job.

## **II. REPORT ON STATE LEADERSHIP [SECTION 124]**

The following is a summary of the activities conducted under the eight required uses and permissive activities of state leadership funds. Although categorically reported, most activities addressed two or more required and/or permissive uses of funds.

### Assessment

At the secondary level, funds were used to support data collection, assessments, and program evaluation activities that contributed to the refinement of career and technical education (CTE) in the context of school reform initiatives. Specific initiatives included High Schools That Work, Career Pathways, Programs of Study and other best practice models. The HSDOE CTE staff continued to utilize the accountability and evaluation system to tie the allocation and budget expenditure system to program outcomes.

At the postsecondary level, funds were used to support institutional research activities at both the system and campus levels. At the system level funds were used to develop a Perkins III reporting capability to meet federal reporting requirements, compile program data for use by colleges in Program Health Indicator reports, and create and maintain databases. At the campus level, funds were used to support two campuses with IR personnel who assist with data-driven program decisions.

Program Improvement, Professional Development, and Use of Technology were also impacted.

### Use of Technology

The HSDOE continued its support of and extended the contract that provides online guidance tools and information by providing training for school staff and state personnel. Research and collaboration within HSDOE agencies resulted in linking Education and Career Opportunities System (ECOS) to the HSDOE's student information system. The DOE CTE website and Resource Exchange were maintained to facilitate communication with teachers, schools, and industry partners.

The UHScC continued the development of "Career Access," an interactive, web-based, job readiness tutorial program. The program provided job readiness instruction to help ease student transition from academic to professional careers.

Program Improvement and Professional Development were also impacted.

### Professional Development

The HSDOE held three CTE school coordinators workshops for on-going CTE and school reform efforts. The workshop highlighted schools that were awarded incentive funds via the new grant application method and their measurable outcomes.

HSDOE continued to sponsor leadership teams' training in national professional development in order to provide training statewide for the upcoming school year. Follow-up leadership series are planned for SY 05-06.

UHScc leadership funds made possible faculty participation in the Great Teachers Conference. Funds also provided for a key member of the Job Placement, Internship, and Co-operative Education Committee to attend the National Career Development Association Conference. Information gleaned from this conference was used in the development of the "Career Access" program.

Program Improvement was also impacted.

#### Program Improvement

HSDOE expanded literacy across the content area instructional strategy professional development sessions to include school-level staff development models. Online course curriculum and supplementary video instruction were revised to meet the needs of schools and align to the Hawaii Contents and Performance Standards (HCPS III). Program area workshops were also held to update teachers on the newest technology and career pathway standards with special emphasis on improving curriculum and utilizing effective differentiated instructional strategies and assessments. Through the career pathways development efforts, teachers were in-serviced on pathway standards and CTE programs of study. Attention was focused on providing support personnel at school and district levels with training in school improvement initiatives and collecting data through school monitoring visits to provide guidance in program improvement. HSDOE continued to develop and refine career pathway standards and worked to incorporate the career pathway system into the department's school reform initiatives.

A leadership workshop for all high schools was offered. The workshop was a follow-up in the leadership series that features creating a climate for high expectations. As a result of the professional development, schools sponsored more participants to the HSTW summer conference and pre-conference trainings.

In collaboration with the HSDOE Instructional Services Branch, the CTE staff also participated in on-site technical assistance visits to three HSTW participating schools. In addition, two quarterly HSTW training sessions and one site development workshop for a new HSTW school were held.

All UHSccs conducted program improvement and staff development activities, including a student learning outcomes workshop. In the fall workshop, faculty developed outcomes for six programs and outcome assessment rubrics were developed in the spring workshop.

Professional Development, Assessment, and Use of Technology were also impacted.

#### Nontraditional Training and Employment

HSDOE used the CTE website to disseminate to teachers and students information and resources promoting the participation of the underrepresented genders into programs of study.

At the postsecondary level, a nontrad specialist was hired (albeit for a brief two months) and was able to produce a manual of recruitment and retention resources for nontrad students at all campuses. Small grant awards were made to four colleges to cover the registration fees for a national gender equity conference; assist nontrad student with tuition, books or tool subsidies; print brochures and purchase supplies for recruitment visits to high schools; and develop informational flyers for career and college fairs. Leadership funds also supported the development of "Career Access," an interactive, web-based, job readiness tutorial program to ease student transition from academic to professional careers.

The OSDCTE Nontraditional Incubation Project was a major initiative aimed at meeting and exceeding the fourth core indicator numbers at the postsecondary level. Two faculty members from seven community college campuses attended a seminar in the recruitment and retention of women in technology-based occupational programs of study. Projects appropriate for each campus were developed with grant funds. A total of 136 faculty administrators, and staff attended one of four full-day seminars for system-wide professional development. Issues related to occupational segregation by gender, intervention and prevention strategies, and retention efforts were examined. Informational materials were developed to promote nontraditional occupations at secondary, postsecondary, and community venues. Tool purchases were made for nontraditional students.

Use of Technology, Support for Programs for Special Populations, Professional Development, and Program Improvement were all impacted.

#### Supporting Partnerships

HSDOE marketing and dissemination efforts included business partnerships with Obun Magazine and Hawaii USA. A publication, Transition! Magazine, that features career pathways, was distributed to all secondary schools at no dollar cost to HSDOE. The CTE office also participated in a career pathways promotion booth at the Financial Literacy Fair. ECOS was expanded to include career pathways designation for students. Career pathways convened work groups and met with advisory councils to plan and implement activities that promote an improved CTE curriculum and that support school reform initiatives.

The UHSc Workforce Development Office supported by leadership funds has been instrumental in bringing together business groups and the UHSc to facilitate the development of a specialized computer science curriculum and a first-line supervisor curriculum and provide other relevant training programs. Another project, the Student-to-Student Program, is a highly successful program that involves sending college students to high school campuses to talk about college offerings and experiences. Over 3,000 students were impacted by the presentations.

Program Improvement, Use of Technology, and Professional Development were also impacted.

#### Correctional Institutions

During fiscal year 2005, the Department of Public Safety provided eight certificate-training courses in ten-week intervals at three correctional facilities. Over a ten-month instructional period 135 inmates completed training courses totaling 3,731 instructional hours.

All certificate-training courses were offered through Hilo Community College, Leeward Community College and Windward Community College.

#### Support for Programs for Special Populations that Lead to High Skill, High Wage Jobs

Through the HSDOE Standards Implementation Design (SID) system and the CTE One-Year Planning process, schools were expected to support the needs of special population students who participated in career and technical education programs. School program reviews provided feedback for the continuation of professional development resource distribution to address meeting the needs of special populations in the next school year.

The UHSc used Achieving Standards strategies and career pathway articulation projects to promote high-wage and high-skill programs.

#### Permissible Uses of Funds

The HSDOE hosted the third Career and Technical Student Organization (CTSO) conference, which involved three of the four CTOS. Students were able to compete, interact with business and industry representatives, and attend informational breakout sessions.

OSDCTE provided training and technical assistance at statewide meetings for teachers of pregnant and parenting teens on issues related to nontraditional students.

#### Implications for Next Fiscal Year/State Plan

In the coming year, the HSDOE CTE staff will continue its design and implementation of the career pathway system as a model for school reform that addresses the requirements of the No Child Left Behind Act by working with district personnel to design an accountability structure to improve performance on the core indicators. As such, the HSDOE will be working to align the CTE One-Year Planning process with the State's direction for the Academic and Financial Plan as part of the Department's 2005-2008 Strategic Plan.

As a consortium, the UHSc will concentrate on supporting the continual improvement of the assessment systems, providing professional development opportunities that integrate academic and career and technical education technology, supporting partnerships among secondary and postsecondary education institutions and the communities served, and supporting special population programs (including nontraditional students) in high-demand, high-skill, and high-wage occupations.

#### Update on State Improvement Plan

To address the shortfalls in indicators 1P1, 1P2, 4P1, and 4P2, the UHSc's completed the first three steps of the plan: each campus was provided their 2003-04 data; the sources, definitions, and methodology for collection were discussed; and it was made clear to campus administrators that any new proposals for funding should address these indicators (and any others for which

the campus did not meet their goals) and that the 2003-04 data would be used as the baseline from which improvement would be determined.

In 2004-05, as a system, the UHScC's met all of their goals except for Job Placement (3P1). The system's performance on this indicator improved by 4.27 percentage points; however, the system still fell 1.43 percentage points short of its goal. In a state with the lowest unemployment rate in the nation (2.7%), the students are, more than likely, returning to school part-time while holding down (oftentimes several) jobs; thus, these students are not being captured in the numerator of the statistic.

For HSDOE, secondary schools were asked to revise their one-year plans to reflect the newly established performance goals. Each school listed activities, expected student outcomes, and resources needed to achieve the performance goals set by OVAE and the State. The CTE coordinators were in-serviced on the importance of meeting the established performance goals and their role in ensuring quality programs at the school level. The in-servicing also helped to increase the school's awareness of their role in the process. The Districts were also given the responsibility for monitoring and providing support to the schools as they strive to meet the targets.

#### IV. ACCOUNTABILITY [SECTION 113]

##### Program Performance – Secondary

At the secondary level, the performance goals were exceeded for four of the six indicators. All special population groups exceeded the performance goals for the two indicators concerning non-traditional participation and completion (4S1 and 4S2). For the other four performance indicators, performance was not consistent among special population groups.

When the present accountability system was established, the Department of Education was in the initial stages of implementing Career and Technical Education (CTE) reform initiatives, specifically Career Pathways. As Career Pathways have become established, more schools have adopted the structure as a way to provide better CTE programs for students. Evidence of the growing involvement in Career Pathways is reflected in the increase in the number of secondary-level participants, concentrators, and/or completers for each of the performance indicators in this year's accountability report.

INDICATOR IS1	ACADEMIC ATTAINMENT	PERFORMANCE GOAL 76.00%	ACTUAL PERFORMANCE 70.64%
Numerator: 611	A 12 <sup>th</sup> grade student who has completed the requirements for her/his selected State Certified Vocational Education Program of Study and received a cumulative grade point average of "2.0" or better in all language arts, math and science courses required for graduation. A program of study includes 2 Carnegie units in a single vocational program area plus 1 required academic course.		
Denominator: 865	A 12 <sup>th</sup> grade student who has completed the requirements for her/his selected State Certified Vocational Education Program of Study. A program of study includes 2 Carnegie units in a single vocational program area plus 1 required academic course.		
<b>a. PERFORMANCE SUMMARY</b>			
Overall	The actual performance goal was not met for this indicator which was partly a result of raising the performance goal from 48.42 percent to 76.00 percent. However, the actual performance of 70.64 percent exceeded last year's actual performance by 7.28 percent. The secondary schools continue to emphasize programs of study because they promote the integration and application of academic and technical skills. Efforts to tie curriculum and instruction to student academic performance continue through systemic school reform efforts such as smaller learning communities and career pathways. High schools are continuing to eliminate the lower-level academic courses that may mean that students may be placed in academic courses that are more challenging for them which may impact overall academic performance.		
Special Populations	Overall, special population students did not perform as well as other students for this measure except for the non-traditional enrollees whose actual performance exceeded the overall population's performance. With the continued elimination of lower-level academic courses, the special population students are finding it more difficult to achieve the stated targets. Pregnant and parenting teen data were not available by the filing deadline for this report.		
Tech Prep	Tech Prep and Vocational Education data are the same.		
<b>b. CONCENTRATOR AND TECH PREP STUDENT</b>			
Definition	A 12 <sup>th</sup> grade student who has completed the requirements for her/his selected State Certified Career and Technical Education Program of Study.		

<b>c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT</b>		
Approach	Academic Grade Point Average	
Quality Improvement Efforts	<i>Alignment to State Academic Standards</i>   <i>Quality Rating (1-3): 1</i> The state has disseminated documents and provided staff development on academic core content standards. The statewide standards assessment was given to 10 <sup>th</sup> graders and baseline data was collected. The State's academic standards are embedded in the career pathway standards that are developed, and all standards will be applied in CTE courses. Once a statewide system for academic assessment has been implemented, that measure can be used in place of course grades for assessing academic performance levels.	
	<i>Scope of Attainment Measurement</i>   <i>Quality Rating (1-3): 1</i> Statewide policies and systems are currently being established to ensure that all assessment systems provide representative coverage of all major components of language arts and mathematics content areas addressed by state academic standards and assessment systems. Academic courses included in this measurement are language arts, mathematics, and science. Also included in the measurement are the IMP math equivalency courses. Upon the implementation of the state's academic standards, an assessment system will be developed and utilized for measuring attainment of academic standards. The state has chosen not to include social studies because research does not indicate significant impact on CTE student performance.	
	<i>Timing of Attainment Measurement</i>   <i>Quality Rating (1-3): 3</i> Academic attainment is measured at the end of a student's senior year and after completion of a related CTE program of study.	
	<i>Reliability of Assessment Instruments</i>   <i>Quality Rating (1-3): 1</i> Attainment is measured by transcript analysis. Specific course expectations and grades are subject to teacher interpretation and professional judgment.	
	<i>Reliability of Assessment Administration</i>   <i>Quality Rating (1-3): 1</i> Because there is no statewide testing instrument of individual courses, each teacher assigns course grades as s/he believes appropriate.	
	<i>Student Coverage in Attainment Measurement</i>   <i>Quality Rating (1-3): 2</i> Every high school reports attainment outcomes for students who have reached the threshold level. However, data for one school were not included this year because the student tracking system was not compatible with the tracking system used by other schools in the State. Due to time constraints and the inability to match the fields, this schools data were not included in this year's report.	
	<b>d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR</b>	
	Strategy	Efforts to implement a standards-based system for all students at the school level are more eminent as a standards-based report card system is targeted for secondary implementation in SY06-07. The State is considering the implementation of end-of-course exams. Data from these exams may be used to report academic performance in the future.
	Activities Completed	The State conducted professional development workshops that required teachers to implement standards-based lessons in the classroom. Each teacher participant was also required to create a teaching portfolio of the unit. Each unit was required to include the integration of academic standards.
	Results	An emphasis on standards-based curriculum and assessment based on the Hawaii Content and Performance Standards (HCPS) is the focus of all schools. Increased requests for information and technical assistance regarding career pathways are evident.
Impact	While no formal studies have been conducted, schools are beginning to see the importance of career pathways in their school reform efforts. Many schools are structuring their reform efforts around career pathways and smaller learning communities as a means to provide students with the relevance for learning academics.	
<b>e. IMPROVEMENT STRATEGIES FOR NEXT YEAR</b>		
Strategy	The State will continue its efforts to encourage schools to improve the integration of academics in all CTE courses. CTE courses have been reorganized into career pathways and are the basis for the continued development of the career pathway system as well as all CTE reform efforts.	

INDICATOR	SKILL PROFICIENCIES	PERFORMANCE GOAL	ACTUAL PERFORMANCE
1S2		90.00%	93.87%
Numerator: 812	A 12 <sup>th</sup> grade student who has completed the requirements for her/his selected State Certified Vocational Education Program of Study and received a cumulative grade point average of "2.0" or better in all vocational courses in their State Certified Program of Study. A program of study includes 2 Carnegie units in a single vocational program area plus 1 required academic course.		
Denominator:	A 12 <sup>th</sup> grade student who has completed the requirements for her/his selected State Certified Vocational		

865	Education Program of Study. A program of study includes 2 Carnegie units in a single vocational program area plus 1 required academic course.	
<b>a. PERFORMANCE SUMMARY</b>		
Overall	The actual performance for this indicator exceeded the performance goal. In addition, the actual performance this year increased by 5.22 percent over last year's actual performance. Programs of study within career pathways are the focal point of all CTE reform efforts and an emphasis is being placed on implementing more rigorous and relevant career pathway standards in all CTE courses. The higher expectations also support the State's efforts to meet the adequate yearly progress requirements set forth under the "No Child Left Behind Act" (NCLB) as well as industries need for a better prepared workforce.	
Special Populations	With the exception of limited English speaking students, all of the special population groups exceeded the performance goals for this indicator. Pregnant and parenting teen data were not available by the filing deadline for this report.	
Tech Prep	Tech Prep and Vocational Education data are the same.	
<b>b. CONCENTRATOR AND TECH PREP STUDENT</b>		
Definition	A 12 <sup>th</sup> grade student who has completed the requirements for her/his selected State Certified Career and Technical Education Program of Study.	
<b>c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT</b>		
Approach	Vocational/Technical Grade Point Average	
Quality Improvement Efforts	<i>Alignment to Industry Standards</i>	<i>Quality Rating (1-3):</i>
	Career pathway system development initiatives allowed the State to complete core standards for all of the six career pathways. Cluster standards are now being developed in all career pathways. In addition, performance-based assessments have been field tested for one cluster area and are currently being researched for core or cluster standards in two other pathways. The goal is to use statewide performance-based assessments to measure student achievement of standards instead of course grades.	
	<i>Scope of Attainment Measurement</i>	<i>Quality Rating (1-3): 1</i>
	Statewide policies and systems have not been established in all programs of study to ensure that all assessment systems provide a representative coverage of state-established, industry-validated content standards in cooperation with industry and postsecondary. Currently, the career and technical education courses included in this measure are a sequence of at least two CTE courses in one program area and may or may not be based on a career pathway standard.	
	<i>Timing of Attainment Measurement</i>	<i>Quality Rating (1-3): 3</i>
	Attainment is measured after concentrated participation. CTE skill attainment is measured at the end of a student's senior year and after completion of a CTE program of study.	
	<i>Reliability of Assessment Instruments</i>	<i>Quality Rating (1-3): 1</i>
	Attainment is currently measured by transcript analysis. Specific course expectations and grades are subject to teacher interpretation and professional judgment.	
	<i>Reliability of Assessment Administration</i>	<i>Quality Rating (1-3): 1</i>
	Because there is no statewide testing instrument of individual courses, each teacher assigns course grades as s/he believes appropriate.	
<i>Student Coverage in Attainment Measurement</i>	<i>Quality Rating (1-3): 2</i>	
All schools report attainment outcomes for students who have reached the threshold level. However, data for one school were not included this year because their student tracking system was not compatible with the tracking system used by other schools in the State. Due to time constraints and the inability to match the fields, this school's data were not included in this year's report.		
<b>d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR</b>		
Strategy	The continued development and implementation of career pathway standards is the central focus for the continued improvement of CTE programs at the secondary level. The career pathway structure and standards will assist CTE with its efforts to have students move seamlessly through the system.	
Activities Completed	The State implemented a cluster area performance-based assessment for the business pathway. In addition, the State continued to develop and validate career pathway standards. The State also implemented a professional development system that involves the documentation of standards-based student work.	

Results	Student and teacher evaluations show an increase in learning using performance-based real-life assessments. In addition, evaluations from teachers attending staff development workshop(s) show an increased understanding of standards-based unit development and career pathway initiatives.
Impact	Career pathway initiatives have provided a solid foundation for increased rigor and relevance for students. Initial indicators show great potential for the continued improvement of CTE using career pathway standards.
<b>e. IMPROVEMENT STRATEGIES FOR NEXT YEAR</b>	
Strategy	The targeted goal for next year is to increase the number of schools that use career pathways as their reform structure. It is hoped that the increased emphasis on each school meeting each of the core indicators will contribute to this result.

INDICATOR 2S1	COMPLETION	PERFORMANCE GOAL 91.84%	ACTUAL PERFORMANCE 93.18%
Numerator: 806	A 12 <sup>th</sup> grade student who has completed the requirements for her/his selected State Certified Vocational Education Program of Study and has been awarded a high school diploma. A program of study includes 2 Carnegie units in a single vocational program area plus 1 required academic course.		
Denominator: 865	A 12 <sup>th</sup> grade student who has completed the requirements for her/his selected State Certified Vocational Education Program of Study. A program of study includes 2 Carnegie units in a single vocational program area plus 1 required academic course.		

<b>a. PERFORMANCE SUMMARY</b>	
Overall	<p>The performance goal was met for this indicator. The “No Child Left Behind Act” (NCLB) is the basis for each school’s efforts to have students complete all courses required for graduation and may have had a positive impact on the graduation rate of CTE students.</p> <p>The emphasis on guidance and the fact that more schools are structuring their reform efforts around career pathways seems to be having some impact on students completing programs of study. The data indicate that more students are completing more than one program of study within a career pathway.</p>
Special Populations	Although half of the special population groups did not meet the performance goal, they were relatively close in meeting the targeted goal. Pregnant and parenting teen data were not available by the filing deadline for this report.
Tech Prep	Tech Prep and Vocational Education data are the same.

<b>b. COMPLETER AND TECH PREP STUDENT</b>	
Definition	A 12 <sup>th</sup> grade student who has completed the requirements for her/his selected State Certified Career and Technical Education Program of Study and has been awarded a high school diploma.

<b>c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT</b>		
Approach	State/Local Administered Data	
Quality Improvement Efforts	<i>Alignment of Completion Measure to State Graduation Requirements</i>	<i>Quality Rating (1-3): 3</i>
	Completion measure includes only those students that meet all state requirements for high school graduation to receive a high school diploma.	
	<i>Scope of Completion Measurement</i>	<i>Quality Rating (1-3): 3</i>
	Completion measure includes all 12 <sup>th</sup> graders who completed a CTE program of study, not just seniors, who received a high school diploma.	
	<i>Timing of Completion Measurement</i>	<i>Quality Rating (1-3): 3</i>
	Completion is measured at the same time after the end of the school year by all schools.	
	<i>Reliability of Completion Measurement</i>	<i>Quality Rating (1-3): 3</i>
	The measure is consistent with the statewide definition of completion and is based on state-established criteria for graduation.	
<i>Student Coverage in Attainment Measurement</i>	<i>Quality Rating (1-3): 2</i>	
Completion data are reported by all but one school for all students reaching state thresholds.		

<b>d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR</b>	
Strategy	Continued emphasis was placed on career planning and preparation activities and staff development for schools to continue to use the Princeton Review’s ECOS system—an Internet-based career research, planning, and portfolio system as a means to inform students and teacher-mentors of programs of study and to monitor the completion of all graduation requirements. In addition, CTE took the lead to establish the

	process for the completion of students' transition plans and the requirements for students' senior projects.
Activities Completed	Continued professional development on the use of ECOS was conducted for all districts and expanded to include intermediate and middle schools. In addition, other school and district personnel were encouraged to learn about the ECOS system and to encourage its usage. These included State and District staff from other student support groups as well as counselors and curriculum coordinators.
Results	ECOS evaluation indicates increased use by schools and students. More schools have included ECOS in their CTE one-year plan, including dedicating personnel and implementing strategies to encourage students to select a program of study within established career pathways. Further, there is increased awareness and interest expressed by counselors at the school level.
Impact	Schools are still working to use ECOS systemically and purposefully. However, as a part of the career pathway initiative, guidance and counseling efforts will continue to be evaluated and revised. Recent changes to the graduation requirements will also help to emphasize the importance of yearly educational and career planning by students.
<b>e. IMPROVEMENT STRATEGIES FOR NEXT YEAR</b>	
Strategy	The State will ask key personnel from schools that have implemented systems to share their strategies with other schools (best practices). In addition, the State hopes that speakers from the International Leadership in Education will be able to increase the understanding of the need and urgency for continued school reform efforts in the State.

INDICATOR 3S1	PLACEMENT	PERFORMANCE GOAL 90.00%	ACTUAL PERFORMANCE 80.77%
Numerator: 21	Completers who responded to the placement survey who entered into postsecondary education, employment, or military within 6 months of graduation.		
Denominator: 26	Completers who responded to the placement survey.		

**a. PERFORMANCE SUMMARY**

Overall	Data for this indicator were obtained from the follow-up survey administered to the graduating class of 2004. The actual performance level decreased by 2.21 percent from last year. This is the second year that the actual performance has decreased; however, the rate of return is extremely low. As a result, the information provided is not a reliable indication of actual placement.
Special Populations	One pregnant and parenting teen met the performance level, however, none of the other special population groups performed better than the overall population. Again, the sample size was so small that the conclusions are not reliable.
Tech Prep	Tech Prep and Vocational Education data are the same.

**b. COMPLETER AND TECH PREP STUDENT**

Definition	A 12 <sup>th</sup> grade student who has completed the requirements for her/his selected State Certified Career and Technical Education Program of Study and has been awarded a high school diploma.
------------	--

**c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT**

Approach	State-Developed, School-Administered Surveys/Placement Records	
Quality Improvement Efforts	<i>Alignment to Definitions of Three Types of Placement</i>	<i>Quality Rating (1-3): 3</i>
	The Hawai`i State Department of Education has definitions for the three types of placement.	
	<i>Timing of Placement Measurement</i>	<i>Quality Rating (1-3): 3</i>
	Placement is defined as placement in postsecondary education, employment, and/or military 6 months after graduation. All completers are measured within the designated time period following graduation.	
	<i>Reliability of Placement Measurement</i>	<i>Quality Rating (1-3): 1</i>
	Although standardized statewide survey instruments and survey procedures are used to ensure the reliability of data, the response rate has been too low to be reliable.	
	<i>Student Coverage in Placement Measurement</i>	<i>Quality Rating (1-3): 1</i>
	All completers are mailed and e-mailed to all completers, but there is no follow up to solicit more responses.	
	<i>Response/Match Capacity</i>	<i>Quality Rating (1-3): 1</i>
The response to the follow-up survey is less than 25%.		
<i>Non-Duplicated Counts</i>	<i>Quality Rating (1-3): 3</i>	

	Placement measurement collects and reports placement information for each type of placement but reports only non-duplicated counts in calculating the overall performance level. One survey is sent to each completer, and each respondent is assigned to one placement type where applicable.
<b>d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR</b>	
Strategy	The State is continuing its efforts to research and design alternative means for collecting placement data.
Activities Completed	Implemented an electronic placement survey that was delivered via e-mail.
Results	Using an electronic e-mail mail survey did not increase the number of respondents.
Impact	Due to the low response rate, reliable conclusions regarding placement cannot be made.
<b>e. IMPROVEMENT STRATEGIES FOR NEXT YEAR</b>	
Strategy	Continue to administer the survey and explore other possibilities for data matching. The State is continuing to work on alternatives to collect this data, including establishing systems and partnerships with receiving agencies. However, because of the inability to use social security numbers, alternate solutions are difficult to coordinate and implement.

INDICATOR 4S1	PARTICIPATE NONTRAD	PERFORMANCE GOAL 29.01%	ACTUAL PERFORMANCE 34.37%
Numerator: 6,831	A student in the underrepresented gender group who has enrolled in Nontraditional vocational education course(s) identified with a "V" or "T" (other than "TC") in the HSDOE's authorized Course Code Number system.		
Denominator: 19,876	A student who has enrolled in Nontraditional vocational education course(s) identified with a "V" or "T" (other than "TC") in the HSDOE's Authorized Course Code Number system.		

<b>a. PERFORMANCE SUMMARY</b>	
Overall	The performance goal for this indicator was met.
Special Populations	All special population groups exceed the performance goal for this indicator. Pregnant and parenting teen data was not available this by the filing deadline for this report.
Tech Prep	Tech Prep and Vocational Education data are the same.

<b>b. PARTICIPANT AND TECH PREP STUDENT</b>	
Definition	A student who is enrolled in any vocational course(s) identified with a "V" or "T" (other than "TC") in the HSDOE's Authorized Course Code Number System.

<b>c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT</b>		
Approach	State/Local Administrative Data	
Quality Improvement Efforts	<i>Accurate Classification of Programs as Nontraditional</i>   <i>Quality Rating (1-3): 3</i>	
	Statewide policies and crosswalk systems have been established to ensure that the classification systems used by all schools are directly aligned to the state crosswalk system.	
	<i>Reliability of Participation Measurement</i>   <i>Quality Rating (1-3): 3</i>	
	Statewide policies and systems have been established to ensure that participation is measured in all schools using standard definitions of participation and standardized procedures for reporting participation.	
Student Coverage in Reporting Nontraditional Programs	<i>Quality Rating (1-3): 3</i>	
	The State implemented a revised course coding system. This system allowed CTE courses to be offered by career pathways. A number of courses were added for each pathway increasing the number of non-traditional courses for the State.	

<b>d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR</b>	
Strategy	Participation in nontraditional programs was encouraged at the individual school level. Teachers are aware of the need to recruit and maintain enrollment in their nontraditional courses.
Activities Completed	All schools are expected to include strategies in their one-year plan to address the special needs of nontraditional students. In addition, the State has established a partnership with a local magazine company to feature individuals in career pathway occupations. Both traditional and nontraditional employees are featured in the magazine's career pathway section.

Results	Comparative data by school are not available for this indicator.
Impact	As career pathways and programs of study are implemented, there will be increased awareness of career opportunities that are available to all students, including nontraditional occupations. The career pathway informational DVD features a nontraditional student in the early childhood program of study. The magazine featuring traditional and nontraditional individuals in career pathways seems to be having some impact on students' awareness of their career opportunities.
<b>e. IMPROVEMENT STRATEGIES FOR NEXT YEAR</b>	
Strategy	Through career pathway initiatives, schools are expected to increase students' awareness of career opportunities especially careers that are nontraditional.  The State is continuing to explore opportunities to feature nontraditional individuals in career pathways and to encourage students to explore all options.

INDICATOR 4S2	COMPLETION NONTRAD	PERFORMANCE GOAL 23.34%	ACTUAL PERFORMANCE 45.99%
Numerator: 356	A 12 <sup>th</sup> grade student in the underrepresented group who has completed the requirements in a Nontraditional State Certified Vocational Education Program of Study and has been awarded a high school diploma. A program of study includes 2 Carnegie units in a single vocational program area plus 1 required academic course.		
Denominator: 774	A 12 <sup>th</sup> grade student who has completed the requirements in a Nontraditional State Certified Vocational Education Program of Study and has been awarded a high school diploma. A program of study includes 2 Carnegie units in a single vocational program area plus 1 required academic course		

<b>a. PERFORMANCE SUMMARY</b>	
Overall	The actual performance for this indicator exceeded the performance goal. Courses with broad occupational content area matched to specific nontraditional occupations; therefore, a large number of courses are considered nontraditional. In addition, the State increased the number of CTE courses offered in each career pathway and this may have had an impact on the results.
Special Populations	All of the special population groups performed better than the established goal. Pregnant and parenting teen data were not available by the filing deadline for this report.
Tech Prep	Tech Prep and Vocational Education data are the same.

<b>b. COMPLETER AND TECH PREP STUDENT</b>	
Definition	A 12 <sup>th</sup> grade student who has completed the requirements for her/his selected State Certified Vocational Education Program of Study and has been awarded a high school diploma.

<b>c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT</b>		
Approach	State/Local Administrative Data	
Quality Improvement Efforts	<i>Accurate Classification of Programs as Nontraditional</i>   <i>Quality Rating (1-3): 3</i>	
	Statewide policies and crosswalk systems have been established to ensure that the classification systems used by all schools are directly aligned to the state crosswalk system.	
	<i>Reliability of Completion Measurement</i>   <i>Quality Rating (1-3): 3</i>	
	Statewide policies and systems have been established to ensure that participation is measured in all schools using standard definitions of participation and standardized procedures for reporting participation.	
	<i>Student Coverage in Reporting Nontraditional Programs</i>   <i>Quality Rating (1-3): 3</i>	
All schools provide data on at least 90% of CTE completers in nontraditional programs.		

<b>d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR</b>	
Strategy	Participation in nontraditional programs was encouraged at the individual school level. Teachers are aware of the need to recruit and maintain enrollment in their nontraditional courses.
Activities Completed	All schools are expected to include strategies in their one-year plan to address the special needs of nontraditional students. In addition, the State has established a partnership with a local magazine company to feature individuals in career pathway occupations. Both traditional and nontraditional employees are featured in the magazine's career pathway section.

Results	Comparative data by school are not available for this indicator.
Impact	As career pathways and programs of study are implemented, there will be increased awareness of career opportunities that are available to all students, including nontraditional occupations. The career pathway informational DVD features a nontraditional student in the early childhood program of study. The magazine featuring traditional and nontraditional individuals in career pathways seems to be having some impact on students' awareness of their career opportunities.
<b>e. IMPROVEMENT STRATEGIES FOR NEXT YEAR</b>	
Strategy	Through career pathway initiatives, schools are expected to increase students' awareness of career opportunities especially careers that are nontraditional.  The State is continuing to explore opportunities to feature nontraditional individuals in career pathways and to encourage students to explore all options.

### Program Performance – Postsecondary

Performance goals were met for all but one of the seven core measures required under Perkins III to evaluate improvement at the postsecondary level. The Completion Performance Measure (2P1) exceeded the performance goal by 3.96 percent. Three other performance goals (Skill Proficiencies, Retention, and Nontraditional Participation) each exceeded the performance goal by more than 1 percent.

While the majority of special populations groups met or exceeded the performance goals, performance was not consistent among groups for each indicator. However, even when a special population group did not meet the performance goal, there was generally improvement in numbers and/or percentages over last year's actual performance.

INDICATOR IP1	ACADEMIC ATTAINMENT	PERFORMANCE GOAL 81.81%	ACTUAL PERFORMANCE 82.57%
Numerator: 2,079	Concentrators who have a cumulative GPA > or = 2.00 in academic courses and who have stopped program participation in the year reported.		
Denominator: 2,518	Concentrators who have stopped program participation in the year reported.		
<b>a. PERFORMANCE SUMMARY</b>			
Overall	Postsecondary exceeded the performance goal.		
Special Populations	Nontraditional students, limited English proficient students, and single parents exceeded the performance goal. Although individuals with disabilities, displaced homemakers and economically disadvantaged students did not meet the goal; they did show strong improvement over the prior year		
Tech Prep	Tech Prep and Vocational Education data are the same.		
<b>b. CONCENTRATOR AND TECH PREP STUDENT</b>			
Definition	A student in a declared vocational program who has completed at least ten credits in her/his program.		
<b>c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT</b>			
Approach	Academic Grade Point Average		
Quality Improvement Efforts	<i>Alignment to Program-Defined Academic Standards</i>		<i>Quality Rating (1-3): 1</i>
	The state of Hawai'i does not have across-the-board, statewide standards for postsecondary program content and academic performance. Individual CTE programs have approved program content standards. There are Program Coordinating Councils for programs that are offered at more than one campus. Each campus has program advisory groups made up of industry representatives. The application of the academic grade point measure is statewide and assesses the same program academic content (all academic courses) for all concentrators in all CTE programs.		
	<i>Scope of Attainment Measurement</i>		<i>Quality Rating (1-3): 1</i>
	The state of Hawai'i does not have statewide postsecondary standards for academic program content and performance standards. There are standards for degrees and certificates, coordinated through a central postsecondary administrative unit and approved by a single Board of Regents. Attainment measurements are taken for all CTE completers who have academic course work (general education, not CTE). Successful achievement is set at 2.00.		
	<i>Timing of Attainment Measurement</i>		<i>Quality Rating (1-3): 2</i>

Hawai'i postsecondary attainment is measured concurrent with concentrated participation. The measure is taken in the fall for the preceding academic year (the year reported).	
<i>Reliability of Assessment Instruments</i>	<i>Quality Rating (1-3): 1</i>
Data are extracted directly from student transcript files. Programs created to extract the data have been tested to ensure accuracy. The measure reviews all academic coursework contained in the transcript file for all concentrators.	
<i>Reliability of Assessment Administration</i>	<i>Quality Rating (1-3): 1</i>
Standardized policies and systems have been developed to ensure that attainment is measured consistently for all institutions. A central office collects data directly from the source files at each institution, imports the data to a central file, and completes the measurement centrally.	
<i>Student Coverage in Attainment Measurement</i>	<i>Quality Rating (1-3): 3</i>
The measure includes concentrators in all CTE programs with the exception of one small center. The 90% threshold of vocational concentrators is exceeded.	

**d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR**

Strategy	Each community college submits a plan that includes analyses of programs and services based on core indicator data and strategies to address their respective areas of need in CTE. In this past year, the plans have included several strategies to increase the academic achievement of CTE students. Strategies included expanding options in providing remedial and developmental math and English instruction; designing and implementing college success courses; establishing cohorts for math, English, and college success courses; and providing peer tutoring and supplemental instruction services. Infused in the strategies for all performance indicators are support services provided to special populations students.
Activities Completed	Some examples of activities completed include the development and offering of college success courses and modular (1-credit) remedial math courses (that provided students the option of enrolling in only those modules that covered material they needed to master), peer tutoring and supplemental instruction programs, and professional development for a faculty member to learn innovative instructional techniques that might be useful in remedial and developmental math instruction for adults.  In addition to the services already provided to the colleges' special needs students, Perkins funding assisted campuses in providing drop-in, open-door services to special needs students, accommodations such as sign language interpreters for deaf and hard-of-hearing students, note-taking services and access to adaptive technology equipment, mobility assistance, etc. With assistance from a national expert, one campus developed ADA-complaint technical standards for entry to and exit from their CTE programs.
Results	Students participating in cohort-structured math, English and college success courses were surveyed and reported high satisfaction with group support and synergy and the support they received from faculty and counselors. Program goals for course completion, GPA, and identification of career and academic goals were all met. The offering of modular math classes has uncovered the need for more intervention for understanding fractions.  Increased completion rates in developmental Math 20 and English 20 courses have been attributed to the peer tutoring programs. Peer tutors reported that instructors who promoted the use of the peer tutors were very satisfied with the service and that the strategy positively benefited at-risk and LEP students. Eighty-three percent of the instructors at one campus whose students were served by the peer tutors reported improved academic performance of the students who took advantage of the peer tutoring sessions. All participating faculty at this campus want the program continued. Also, the math "manipulatives" and other instructional aids gathered from a national conference on math education were shared campus-wide and are being used in developmental math classes.
Impact	As a system, performance on this indicator has increased by almost two percentage points over the last year. Only one campus in the system fell below its performance in the previous year.

**e. IMPROVEMENT STRATEGIES FOR NEXT YEAR**

Strategy	Some campuses are focusing their efforts on assessing the math and English requirements of specific CTE programs and plan to develop programs to address the weaknesses they find in their current programs. Other campuses are expanding their case management and peer tutoring programs to serve students in more CTE programs.
----------	--

INDICATOR 1P2	SKILL PROFICIENCIES	PERFORMANCE GOAL 90.00%	ACTUAL PERFORMANCE 91.02%
------------------	---------------------	----------------------------	------------------------------

Numerator: 2,647	Concentrators who have a cumulative GPA > or = 2.00 in vocational courses and who have stopped program participation in the year reported.	
Denominator: 2,908	Concentrators who have stopped program participation in the year reported.	
<b>a. PERFORMANCE SUMMARY</b>		
Overall	Postsecondary exceeded the performance goal.	
Special Populations	Individuals with disabilities, single parents, and limited English proficient students exceeded the performance goal. Although the other three categories did not meet the performance goal, all increased the numbers of students meeting the goal and economically disadvantaged students increased their actual level of performance as well.	
Tech Prep	Tech Prep and Vocational Education data are the same.	
<b>b. CONCENTRATOR AND TECH PREP STUDENT</b>		
Definition	A student in a declared vocational program who has completed at least ten credits in her/his program.	
<b>c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT</b>		
Approach	Vocational/Technical Grade Point Average	
Quality Improvement Efforts	<i>Alignment to Industry Standards</i>	<i>Quality Rating (1-3): 1</i>
	The postsecondary system does not have across-the-board, statewide standards for program content and CTE performance. Individual programs do have approved program content standards. There are Program Coordination Councils for those programs that are offered at more than one institution. At the local level, there are CTE program groups made up of industry representatives. The application of the 1P2 measure is statewide and assesses the same program CTE content for all concentrators in like programs.	
	<i>Scope of Attainment Measurement</i>	<i>Quality Rating (1-3): 1</i>
	The postsecondary system does not have statewide CTE program content and performance standards. There are statewide (inclusive of all postsecondary) standards for all degrees and certificates. Attainment measures address the completion of a minimum of ten credits of CTE work, with at least a 2.00 grade point average.	
	<i>Timing of Attainment Measurement</i>	<i>Quality Rating (1-3): 2</i>
	Attainment is measured concurrent with concentrated participation (10 or more CTE credits) in a CTE program. The measure is taken in the fall for the preceding academic year.	
	<i>Reliability of Assessment Instruments</i>	<i>Quality Rating (1-3): 1</i>
	Data are extracted directly from student transcript files. Programs have been created by the central administrative office to extract data from the source files. The routines have been tested to ensure accuracy. The measures can be duplicated with the same results. The routine captures and measures all CTE coursework contained in the transcript file for all CTE concentrators.	
	<i>Reliability of Assessment Administration</i>	<i>Quality Rating (1-3): 1</i>
	Standardized policies and systems have been developed to ensure that attainment is measured consistently for all institutions. The central office collects data directly from the source files at each institution, imports the data to a central file, and completes the measurement centrally.	
<i>Student Coverage in Attainment Measurement</i>	<i>Quality Rating (1-3): 1</i>	
The measure includes concentrators in all CTE programs with the exception of one small, academic center. The 90% threshold of CTE concentrators is exceeded.		
<b>d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR</b>		
Strategy	In this past year, the campuses' plans have included several strategies to improve skills attainment in CTE programs. Some of the strategies implemented include addressing different learning styles, implementing case management and peer tutoring/assistance programs, supplemental instruction programs, developing work-based templates, developing new evaluation tools for clinical courses, and purchasing of state-of-the-art instructional materials and equipment. Infused in the strategies for all performance indicators are support services provided to special populations students.	
Activities Completed	Some of the activities completed include CTE faculty working with colleagues to develop multiple assignments for content areas to allow students to choose the assignments that best suited their individual learning styles; continued expansion of case management; the development or expansion, and implementation of peer tutoring/assistance and supplemental instruction programs; the modification of work-based templates for the culinary program and the development of new evaluation tools that meet the American Dental Association Commission on Accreditation standards.	

	<p>Also, state-of-the-art equipment, software, and/or instructional materials were purchased and incorporated in classroom instruction to provide students with relevant experience that will increase interest in current coursework and better prepare them for employment.</p> <p>See Activities Completed section in Academic Attainment (1P1) above for details on services provided to special needs students.</p>
Results	<p>See corresponding section in Academic Attainment (1P1) for Results of peer tutoring services. The students in the culinary program that implemented the work-based templates found greater success in the classroom, resulting in an 87.5% increase in the number of certificates issued. New evaluation tools for the Dental Assisting program likely contributed to the increase in student retention/completion (all full-time students completed the program) and students' successes on the Dental Assisting National Board examinations.</p> <p>There was a 50% increase in the graduates and less attrition from the Arch. Engin. program and increased student satisfaction was also reported. For at least one campus, the purchase of equipment and professional development training was necessary to ensure continued national certification (in Culinary and Automotive Technology).</p> <p>In addition to the special needs student services documented in Academic Attainment (1P1), the technical standards document is a tool that students and counselors now use in planning individual educational programs.</p>
Impact	<p>Modifications and enhancements to CTE programs through curriculum development, supplemental instruction, and equipment and materials acquisition have all contributed to the increase in the system's performance on this indicator.</p>
<b>e. IMPROVEMENT STRATEGIES FOR NEXT YEAR</b>	
Strategy	<p>The campuses are continuing to look at student readiness, skill needs assessment, and the development of strategies that will help students succeed in their CTE courses. Almost all of the campuses have embarked on strategies that include providing more individualized instructional and student services support to CTE students through expanded career and educational planning, peer tutoring/assistance, assessment, and curriculum redesign that will help students master the skills they will need when they enter the workforce.</p>

INDICATOR 2P1	COMPLETION	PERFORMANCE GOAL 36.00%	ACTUAL PERFORMANCE 39.96%
Numerator: 1,162	Concentrators who received a degree or certificate in a vocational program and who have stopped program participation in the year reported.		
Denominator: 2,908	Concentrators who have stopped program participation in the year reported.		

<b>a. PERFORMANCE SUMMARY</b>	
Overall	Postsecondary exceeded the performance goal.
Special Populations	All special populations, with the exception of individuals with disabilities, exceeded the goal. While individuals with disabilities did not meet the goal they did show a strong increase (3.52%) over the prior year.
Tech Prep	Tech Prep and Vocational Education data are the same.

<b>b. CONCENTRATOR AND TECH PREP STUDENT</b>	
Definition	A student in a declared vocational program who has completed at least ten credits in her/his program.

<b>c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT</b>			
Approach	State/Local Administrative Data		
Quality Improvement Efforts	<i>Alignment of Completion Measurement to Standards</i>		<i>Quality Rating (1-3): 3</i>
	Completion measures are directly aligned with program-defined content standards for both academic and industry standards. Completers include only those students who have been awarded an associate degree or certificate in a CTE program.		
	<i>Scope of Completion Measurement</i>		<i>Quality Rating (1-3): 3</i>
The measure includes all students reaching the defined threshold.			

	<i>Timing of Completion Measurement</i>	<i>Quality Rating (1-3): 3</i>
	A standardized academic calendar assures that start and end dates are consistent for all institutions. Degrees and credentials are awarded at the end of each academic term. Completion is measured at the end of each term for all institutions.	
	<i>Reliability of Completion Measurement</i>	<i>Quality Rating (1-3): 3</i>
	The definition of completion, the timing of the measure, and the source of the information are all consistent and standardized statewide.	
	<i>Student Coverage in Completion Measurement</i>	<i>Quality Rating (1-3): 3</i>
	Postsecondary completion data are for at least 90% of the students reaching state thresholds.	
<b>d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR</b>		
Strategy	Each community college submits a plan that include analyses of programs and services based on core indicator data and strategies to address their respective areas of need in CTE. Plans included several strategies to increase students' completion of degree and certificate programs. Some of the strategies implemented include case/education management programs, on-line student services, FAFSA peer advising, college success courses, industry-relevant tools development, a Retention Specialist, a student tracking system, and equipment and educational materials purchases. Infused in the strategies for all performance indicators are the support services provided to special populations students. Infused in the strategies for all performance indicators are the support services provided to special populations students.	
Activities Completed	<p>Activities completed include expansion of the case/education management system (which enables counselors to address individual students' multiple needs, from career counseling to financial aid to special support services. Some counselors are even able to provide "outreach" services to students, i.e., they visit the students in the classrooms, building stronger ties with the students and the CTE faculty); development of a webpage with the most requested student services information; hiring peer advisors to assist students with completing and submitting the financial aid form; development and implementation of a college success course that helped students with self knowledge and awareness, family and cultural awareness, communication skills, stress management, coping strategies, note-taking, test-taking strategies, etc.</p> <p>Other activities that contributed to students' completion of programs include: the modification of work-based templates for culinary programs and hiring a professional to implement the templates and assist students with completing their certification paperwork; the development of new evaluation tools that meet the American Dental Association Commission on Accreditation; the hiring of a specialist to research, develop, and implement initiatives to increase retention; the purchase of state-of-the-art equipment and instructional materials; and the use of a student tracking system (where templates of program requirements were developed, program coordinators and case management counselors were provided lists of current majors, and later were given the names of students who received credentials at the end of each semester.)</p> <p>See corresponding section of 1P1 and 1P2 for Activities Completed related to Special Populations.</p>	

<p>Results</p>	<p>Case management (education management) programs have been developed at several campuses resulting in a variety of benefits: “outreach” classroom visits have built stronger ties with the counselors, students, and the CTE faculty; more students appear to have created educational plans; the number of program completions has increased, sometimes merely by assisting students with the completion and submission of the necessary paperwork for their degree/certificate; student problems and needs are often identified earlier than before, etc.</p> <p>Progress has been made in providing more student services information on-line for 24/7 access. Assistance from FAFSA peer advisors resulted in more CTE students receiving financial aid, increasing their ability to stay in school and complete their programs.</p> <p>Students in the Learning Community program reported that they benefited academically, personally, and socially from the course, increasing the likelihood of their completing their programs. In this and similar programs, students received more program and employment information, and almost all have charted their own educational and career plans.</p> <p>The students in the culinary program that implemented the work-based templates found greater success in the classroom, resulting in an 87.5% increase in the number of certificates issued. The new evaluation tools for the Dental Assisting program likely contributed to the increase in student retention/completion (all full-time students completed the program), and successes on the Dental Assisting National Board examinations.</p> <p>The Retention Specialist instituted and provided various support services including counseling and advising at the campus skills center, following up with progress checks, referring students to campus and community resources, workshops and tours of programs, etc.</p> <p>The student tracking system enabled faculty and counselors to identify students who may have otherwise “fallen through the cracks”. With the information provided to the staff, students were assisted with a variety of services to help them return and/or complete their programs of study, apply for and receive certificates or degrees as appropriate.</p> <p>The acquisition of state-of-the-art equipment and instructional materials are cited as reasons for a 50% increase in the number of students graduating from a program and less attrition from year one to year two of the program. Students’ expressed increased satisfaction with their training and experiences in the program. Automotive faculty reported that upgraded troubleshooting scanners and Power Point presentations of textbook materials greatly increased the efficiency of students in troubleshooting the latest engine management systems of today’s vehicles. Students and industry technicians were also pleased with the new equipment and curriculum materials. Students were surprised with the quicker repair of vehicles and industry technicians were impressed by the improved student performance. For at least one campus, the purchase of equipment and professional development training was necessary to ensure continued national certification.</p> <p>An alliance with two local high schools and an industry partner in a small, rural island community led to the development of photonics courses, a basic photonics lab, and student internships for this new career pathway. The program has also seen a 19% increase in the number of majors from Fall 04 to Fall 05.</p> <p>The purchase of instructional materials and equipment has enabled students to “visualize” difficult electronics and other highly technical concepts more easily and has provided more students the opportunity for hands-on experiences with industry relevant equipment.</p> <p>See corresponding section of 1P1 and 1P2 for Results related to Special Populations.</p>
<p>Impact</p>	<p>The system has met the performance goal for this indicator in each of the past five years. The system’s performance on this indicator increased by about 1.5 points from last year.</p> <p>The system is especially pleased that all special populations, with the exception of Individuals with Disabilities, exceeded the goal. And while Individuals with Disabilities did not meet the goal they did show a strong increase (3.52%) over the prior year.</p>

<b>e. IMPROVEMENT STRATEGIES FOR NEXT YEAR</b>	
Strategy	<p>Several campuses expect higher percentages of students completing their degrees and certificates. Some completers may not be included in the data because they continue to take classes to improve their chances of advancement. Colleges are aware of their campus and program statistics and will continue to dedicate additional effort to increase the number of students applying for degrees and certificates and review programs with the community advisory committees to determine if there are short-term certificate programs that can be designed to meet employer needs.</p> <p>Some strategies in place this year includes institutional researcher assistance to help program faculty and administrator review and analyze data, expanded case management and supplemental instruction programs, continual upgrading of equipment and instructional materials to ensure relevant and meaningful instruction, etc.</p>

INDICATOR 3P1	PLACEMENT	PERFORMANCE GOAL 71.00%	ACTUAL PERFORMANCE 69.57%
Numerator: 743	Completers in the year reported (previous Perkins year) who have stopped program participation and who transferred or are employed within one UI quarter following program completion.		
Denominator: 1,068	Completers in the year reported (previous Perkins year) who have stopped program participation.		

<b>a. PERFORMANCE SUMMARY</b>	
Overall	The performance goal was not met but there was strong improvement (4.27%) over the prior year.
Special Populations	Economically disadvantaged and single parents met the performance goal. Individuals with disabilities and limited English proficient students increased in number. Individuals with disabilities showed a strong increase (13.09%) in performance.
Tech Prep	Tech Prep and Vocational Education data are the same.

<b>b. COMPLETERS AND TECH PREP STUDENT</b>	
Definition	A student who has been awarded a degree or credential in a vocational program.

<b>c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT</b>		
Approach	Administrative Record Exchanges/Matching of Administrative Records	
Quality Improvement Efforts	<i>Alignment to Definitions of Three Types of Placement</i>	<i>Quality Rating (1-3): 2</i>
	Records are matched and exchanged for employment and education. Definitions for all three types of placement have been developed but only employment and education placement are measured.	
	<i>Timing of Placement Measurement</i>	<i>Quality Rating (1-3): 3</i>
	Placement into employment is measured in the Unemployment Insurance quarter following the term in which students completed their program. Placement into education is measured using National Student Clearinghouse data for a term following the term in which students complete their program. As students complete at different periods in the year, the state collects and reports accordingly for these two types of placement.	
	<i>Reliability of Placement Measurement</i>	<i>Quality Rating (1-3): 2</i>
	A signed Memorandum of Agreement exists with the state Department of Labor, Unemployment Insurance Division, regarding the procedures for matching data. The state participates in Enrollment Search with the National Student Clearinghouse. The procedures are followed.	
	<i>Student Coverage in Placement Measurement</i>	<i>Quality Rating (1-3): 2</i>
	Social security numbers are matched with the Unemployment Insurance database. Postsecondary exceeds the threshold of 80%. Postsecondary submits all completers for matching. National Student Clearinghouse data include enrollments in more than 2,700 colleges and universities.	
	<i>Response/Match Capacity</i>	<i>Quality Rating (1-3): 2</i>
	Hawai'i UI records system matches against 86% in-state employer coverage. Hawai'i exceeds the suggested threshold of 60% match of in-state workers for a "satisfactory progress" score. Based on our greater statewide coverage and situation as an island state not having many workers crossing state lines, the response/match capacity is judged to be satisfactory. The Clearinghouse match includes enrollments in more than 2,700 colleges and universities.	
<i>Non-Duplicated Counts</i>	<i>Quality Rating (1-3): 3</i>	
Unduplicated placement information is collected and used to calculate the overall performance level.		

**d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR**

Strategy	Several campuses used Perkins funds to implement or expand job readiness, development, and placement programs. A University of Hawai'i system-wide Job Placement, Internship, and Co-operative (JPIC) education group continues to meet several times a year; their system-wide initiatives augment campus services. Special efforts have been made to ensure programs meet industry needs and prepare students for the workplace; such projects were undertaken in Culinary and Dental Assisting.
Activities Completed	<p>Job Placement/Development Coordinators/Counselors assist students with finding appropriate jobs that match their interests, availability, and qualifications; meet with community businesses to determine their needs and match their needs with the college program staff and students; develop and maintain employer and job databases and websites; design and implement career readiness activities for specific programs; meet with students individually to assist them with job placements and referrals; organize job fairs; host workshops for faculty and students about job opportunities and employer expectations; increase accessibility to information on co-operative education and internship opportunities; etc.</p> <p>The JPIC group has identified system needs (i.e., an on-line, interactive job readiness tutorial, and career exploration system, a system-wide job bank/referral system, a coordinated job fair calendar to maximize exposure to out-of-state employers) A five-module job readiness tutorial and an instructor "key" (that allows instructors to determine what part of the program their students need to complete and what "passing" scores they need to attain on each module) have been completed.</p> <p>Work-based templates for a culinary program were modified and a professional was hired to implement the templates. The work-based templates ensure that students are able to perform the skills industry professionals have identified as critical for success. New evaluation tools that meet the American Dental Association Commission on Accreditation were developed.</p>
Results	<p>One campus reported 15,577 hits to their job placement website in the one-year period from 7/1/04 –6/30/05. In the same period, they logged service to 3,736 users via job referrals and placement, job preparation assistance, on-line job search assistance, class presentations, workshops, etc. The community/employer contacts at another campus have resulted in a "significant" increase in the number of job postings. Another campus experienced a 34% increase in requests for various types of assistance.</p> <p>The 85.7% placement rate of students graduating from the program may be at least partially attributed to the success of the work-based learning template. The new evaluation tools for the Dental Assisting program likely contributed to the increase in student retention/ completion (all full-time students completed the program), and the students' successes on the Dental Assisting National Board examinations.</p>
Impact	All of the efforts around job placement helped the system to raise its performance on this indicator by 4.27 percentage points over the 2003-04 performance level. Further analysis of the system's performance on this indicator is needed as Hawai'i has the lowest unemployment rate in the nation. Information is needed to determine if there are significant numbers of completers re-locating outside of the State and therefore not being included in the performance count.

**e. IMPROVEMENT STRATEGIES FOR NEXT YEAR**

Strategy	<p>Campus-level efforts will continue. The job readiness on-line system is currently being rolled out to the campuses with on-site training and will be available to all CC faculty in spring 2006.</p> <p>Efforts to ensure that students receive relevant training in CTE will continue to be a priority.</p>
----------	---

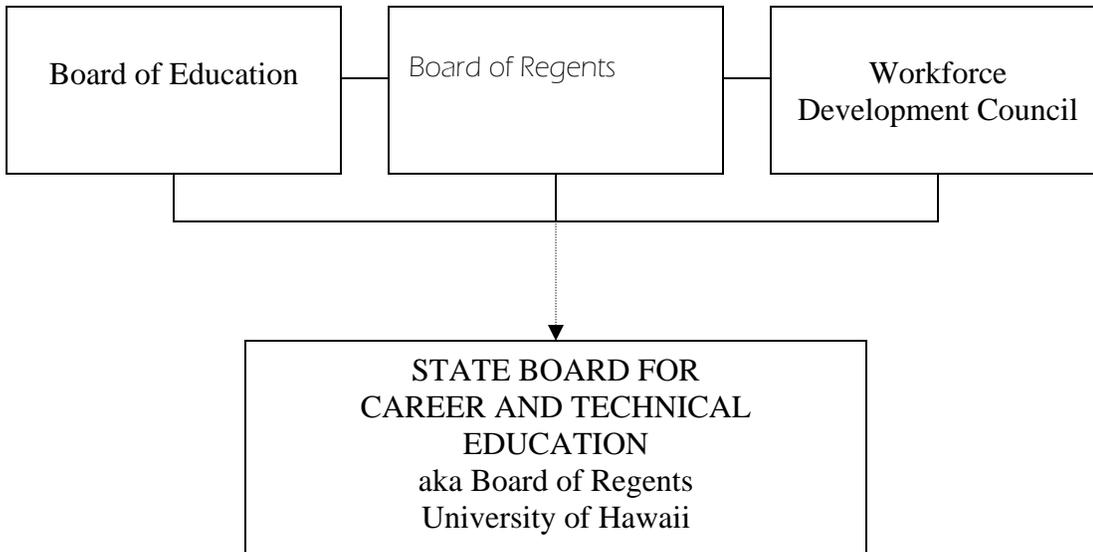
INDICATOR 4P1	PARTICIPATION	PERFORMANCE GOAL 14.18%	ACTUAL PERFORMANCE 15.21%
Numerator: 850	Underrepresented gender groups who participated in nontraditional programs in the year reported.		
Denominator: 5,589	Participants in nontraditional programs in the year reported.		
<b>a. PERFORMANCE SUMMARY</b>			
Overall	Postsecondary exceeded the performance goal.		
Special Populations	All special populations with the exception of single parents exceeded the performance goal. The single parent population did have a 1.16% improvement over the prior year.		
Tech Prep	Tech Prep and Vocational Education data are the same.		

<b>b. PARTICIPANTS AND TECH PREP STUDENT</b>	
Definition	A student in a declared vocational program who has completed at least one vocational credit in her or his program.
<b>c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT</b>	
Approach	State/Local Administrative Data
Quality Improvement Efforts	<i>Accurate Classification of Programs as Nontraditional</i> <span style="float: right;"><i>Quality Rating (1-3): 3</i></span>
	All Hawai'i postsecondary programs are included in a single, state crosswalk table. All existing programs are re-evaluated annually and new programs are evaluated as they are offered. Policies are in place to ensure that all colleges use the same state crosswalk table for their performance measures.
	<i>Reliability of Participation Measurement</i> <span style="float: right;"><i>Quality Rating (1-3): 3</i></span>
	All Hawai'i postsecondary institutions meet state policies and system requirements. The central postsecondary office annually distributes the state classification system. Local institutions produce their own institutional performance measures for local funding applications and reports. Overall, postsecondary measures are run from a central office that uses original source data.
	<i>Student Coverage in Reporting Nontraditional Programs</i> <span style="float: right;"><i>Quality Rating (1-3): 3</i></span>
Participation is reported by all colleges for at least 90% of vocational participants in nontraditional programs.	
<b>d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR</b>	
Strategy	Some strategies employed by campuses to attract minority gender students in nontraditional programs include faculty visits to middle and high schools; publicizing minority gender students in nontraditional programs in college publications; a summer technology program open to female high school students; etc.
Activities Completed	<p>The faculty from Automotive Mechanics and Nursing made campus visits to middle high school non-CTE classes to share information about their respective programs (and in the case of the Nursing faculty, a Men in Nursing video that was produced locally, was shown). An electronics faculty member obtained external funding to co-sponsor a women-in-technology summer workshop, and a counselor worked closely with non-traditional program faculty to promote the recruitment and retention of non-traditional students.</p> <p>The community colleges have made an effort to consistently advertise and promote minority gender students in nontraditional programs At college and career fairs across the State, in promotional brochures, in campus tours, etc.</p> <p>A counselor was hired to specifically service nontraditional students, providing academic advising, counseling and referral services, and assistance with financial aid.</p>
Results	<p>Three male students wrote thank you notes to the faculty member who spoke to them about men in nursing noting that they "learned that males can also be nurses."</p> <p>The number of female students in the Electronics program increased at the college with the summer workshop.</p>
Impact	The community college system met its performance goal for this indicator; only two campuses did not reach the performance goal.
<b>e. IMPROVEMENT STRATEGIES FOR NEXT YEAR</b>	
Strategy	<p>A pilot project that involved professional development for two representatives from each campus to develop a project for advancing the nontraditional student interest and participation in a program or programs at their respective campuses was successful and will be continued. A subgroup of those from the pilot project will develop a system plan for nontraditional student recruitment and retention.</p> <p>Work has already begun to develop posters to be placed in 500+ O'ahu public transport buses for three months of this fiscal year; expected audience/ridership is 1,000,000.</p>

INDICATOR 4P2	COMPLETION	PERFORMANCE GOAL 12.86%	ACTUAL PERFORMANCE 13.45%
Numerator: 145	Completers in underrepresented gender groups in nontraditional programs in the year reported.		
Denominator: 1,078	Completers in nontraditional programs in the year reported.		

<b>a. PERFORMANCE SUMMARY</b>		
Overall	Postsecondary exceeded the performance goal.	
Special Populations	All special populations with the exception of single parents and limited English proficient exceeded the goal.	
Tech Prep	Tech Prep and Vocational Education data are the same.	
<b>b. COMPLETER AND TECH PREP STUDENT</b>		
Definition	A concentrator who has been awarded a degree or certificate in a vocational program.	
<b>c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT</b>		
Approach	State/Local Administrative Data	
Quality Improvement Efforts	<i>Accurate Classification of Programs as Nontraditional</i>   <i>Quality Rating (1-3): 3</i>	
	All Hawai'i postsecondary programs are included in a single, state crosswalk table. All existing programs are re-evaluated annually and new programs are evaluated and classified at the time of origination. Policies are in place to ensure that all colleges use the same state crosswalk for their performance measures.	
	<i>Reliability of Completion Measurement</i>   <i>Quality Rating (1-3): 3</i>	
	All Hawai'i postsecondary institutions meet state policies and system requirements. The central postsecondary office annually distributes the state classification system. Local institutions produce their own institutional performance measures. Postsecondary measures are run from the central office that uses original source data (not compiled data).	
	<i>Student Coverage in Reporting Nontraditional Programs</i>   <i>Quality Rating (1-3): 3</i>	
Participation is reported by all colleges for at least 90% of vocational participants in nontraditional programs.		
<b>d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR</b>		
Strategy	In addition to the array of services provided to all students and special needs students, nontraditional students have been provided the opportunity to participate in a Women in Technology club (started at one campus), subsidies to assist them with the purchase of program tools and books, and a counselor dedicated to servicing them.	
Activities Completed	The Women in Technology club was designed as a support group for nontraditional career and technical education students and is facilitated and advised by a CTE counselor.  A counselor was hired to specifically service nontraditional students, providing academic advising, counseling and referral services, and assistance with financial aid. Success workshops, career choice information, financial information, academic counseling, etc. are provided to nontraditional students. Students have applied for and received tool subsidies and scholarships.	
Results	Participants in the Women in Technology Club have reported that the club has helped them overcome some of the barriers associated in being a female in a male-dominated program.  One campus reported that the nontraditional brochures they developed for recruiting minority gender students helped them to retain these students in nontraditional programs.	
Impact	The system (for the first time in five years) met or exceeded the standard/goal for this indicator. There is more awareness of the special needs and challenges faced by nontraditional students	
<b>e. IMPROVEMENT STRATEGIES FOR NEXT YEAR</b>		
Strategy	A pilot project that involved two representatives from each campus to develop a project for advancing nontraditional student interest and participation was very successful; therefore a subgroup will develop a system plan for nontraditional student recruitment and retention.  Work has already begun to develop posters to be placed in 500+ O'ahu public transport buses for three months of this fiscal year; expected audience/ridership is 1,000,000.	

**CAREER AND TECHNICAL EDUCATION  
COORDINATING ADVISORY COUNCIL**  
(Advisory to the State Board for Career and Technical Education)



**Board of Education:** The Hawaii State Board of Education has a dual mission: (1) to set education policies for the public school system, adopt student performance standards and the means to assess them, and monitor school success in order to enable all public school students to acquire the knowledge, skills, respect for learning and attributes necessary for life-long learning and productive and responsible citizenship, and (2) to set policies and standards for the public library system and monitor progress toward their attainment in order to enable the public libraries to provide all people with the products and services necessary for literacy and life-long learning.

**Board of Regents:** The Board of Regents manages and controls the affairs of the university and is responsible for the successful operation and achievement of our purposes as prescribed in the [Hawai'i Revised Statutes Chapter 304-3](#). The University of Hawai'i Board of Regents also serves as the [State Board for Career and Technical Education](#).

**Workforce Development Council:** The Hawaii Workforce Development Council is a private- sector led body responsible for advising the governor on workforce development to support economic development and employment opportunities for all. It is the State's advisory commission on employment and human resources as defined by the Hawaii Revised Statutes. The council is also the State Workforce Investment Board for purposes of the Workforce Investment Act (WIA) of 1998.

**TITLE I, PART C**

**APPLICATION REQUIREMENTS**

**CARL D. PERKINS VOCATIONAL AND TECHNICAL  
EDUCATION ACT OF 1998**

**NOTICE: ALLOCATION WILL BE MADE  
AVAILABLE AS SOON AS THE  
ALLOTMENT TABLE IS RECEIVED FROM OVAE**

Office of the State Director for  
Career and Technical Education

The University of Hawai`i  
Lunalilo Freeway Portable 1 – Lower Campus Road  
Honolulu, HI 96822

March 14, 2005

**CARL D. PERKINS VOCATIONAL AND TECHNICAL  
EDUCATION ACT OF 1998**

**Local Education Application Requirements  
Sec. 3, Sec. 113, Sec. 134(b)(1-10) and Sec. 135(b)(1-8)(c)(1-15)**

<b>PART</b>	<b>REQUIREMENTS / ASSURANCES</b>
<b>1</b>	<p><b>SECTION 3. DEFINITIONS.</b>  <b>VOCATIONAL AND TECHNICAL EDUCATION</b> means organized educational activities that—</p> <ul style="list-style-type: none"> <li>(A) offer a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers (other than careers requiring a baccalaureate, master’s, or doctoral degree) in current or emerging employment sectors; and</li> <li>(B) include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, of an individual.</li> </ul>
<b>2</b>	Describe what criteria the eligible recipient will use to determine whether career and technical programs, services, and activities are of sufficient size, scope, and quality to be effective.
<b>3</b>	<p><b>SECTION 122. STATE PLAN</b>  The purpose of this section is to prepare and submit to the Secretary a State plan for a 5-year period, together with such annual revisions as the eligible agency determines to be necessary. Sec 122 (c)(19) requires a description of how funds will be used effectively to link secondary and postsecondary education.</p> <ul style="list-style-type: none"> <li>(A) Describe what incentives will be provided to secondary/postsecondary sites to implement career pathways.</li> <li>(B) Describe what inservice will be provided to secondary/postsecondary personnel to more effectively implement the career pathway system.</li> </ul>
<b>4</b>	<p><b>SECTION 113. ACCOUNTABILITY</b>  The purpose of this section is to establish a State performance accountability system, comprised of the activities described in this section, to assess the effectiveness of the State in achieving statewide progress in vocational and technical education, and to optimize the return of investment of Federal funds in vocational and technical education activities.</p> <ul style="list-style-type: none"> <li>(A) [<b>SECONDARY ONLY</b>] Describe what incentives will be provided to secondary sites for activities to improve 1) academic attainment, 2) skills attainment, 3) completion, 4) placement, 5) nontraditonal participation, and 6) nontraditional completion.</li> <li>(B) [<b>POSTSECONDARY ONLY</b>] Describe what incentives will be provided to postsecondary sites for activities to improve 1) academic attainment, 2) skills attainment, 3) completion, 4) placement, 5) retention in employment, 6) nontraditonal participation, and 7) nontraditional completion.</li> </ul>
<b>5</b>	<p><b>REQUIREMENTS FOR USES OF FUNDS</b> -- Describe how the vocational and technical education programs required under Section 135(b) will be carried out with funds received under this title AND will support the development and implementation of Hawai`i’s Career Pathway System. Funds made available to eligible recipients under this part SHALL be used to support vocational and technical education programs that—</p>

- (1) strengthen the academic, vocational and technical skills of students participating in vocational and technical education programs by strengthening the academic, and vocational and technical, components of such programs through the integration of academics with vocational and technical education programs through a coherent sequence of courses to ensure learning in the core academic, and vocational and technical, subjects;
- (2) provide students with strong experience in and understanding of all aspects of an industry;
- (3) develop, improve, or expand the use of technology in vocational and technical education, which may include—
  - (A) training of vocational and technical education personnel to use state-of-the-art technology, which may include distance learning;
  - (B) providing vocational and technical education students with the academic, and vocational and technical, skills that lead to entry into the high technology and telecommunications field; or
  - (C) encouraging schools to work with high technology industries to offer voluntary internships and mentoring programs.
- (4) provide professional development programs to teachers, counselors, and administrators, including—
  - (A) inservice and preservice training in state-of-the-art vocational and technical education programs and techniques, in effective teaching skills based on research, and in effective practices to improve parental and community involvement;
  - (B) support of education programs for teachers of vocational and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to vocational and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
  - (C) internship programs that provide business experience to teachers; and
  - (D) programs designed to train teachers specifically in the use and application of technology.
- (5) develop and implement evaluations of the vocational and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
- (6) initiate, improve, expand, and modernize quality vocational and technical education programs;
- (7) provide services and activities that are of sufficient size, scope, and quality to be effective; and
- (8) link secondary vocational and technical education and postsecondary vocational and technical education, including implementing tech prep programs.

**PERMISSIVE**—funds made available to the 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 vocational 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 for students participating in vocational and technical education programs;
- (3) to provide work-related experience, such as internships, cooperative education, and school-based enterprises, entrepreneurship, and job shadowing that are related to vocational and technical education programs;
- (4) to provide programs for special populations;
- (5) for local education and business partnerships;
- (6) to assist vocational and technical student organizations;
- (7) for mentoring and support services;
- (8) for leasing, purchasing, upgrading or adapting equipment, including instructional aides;
- (9) for teacher preparation programs that assist individuals who are interested in becoming vocational and technical education instructors, including individuals with experience in business and industry;
- (10) for improving or developing new vocational and technical education courses;
- (11) to provide support for family and consumer sciences programs;
- (12) to provide vocational and technical education programs for adults and school dropouts to complete their secondary school education;

	<p>(13) to provide assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education;</p> <p>(14) to support nontraditional training and employment activities; and</p> <p>(15) to support other vocational and technical education activities that are consistent with the purpose of this Act.</p>
<b>6</b>	Describe how students who participate in career and technical education programs are taught to the same challenging academic proficiencies as are taught for all other students.
<b>7</b>	Describe the extent to which, and how, previous program performance is considered in evaluating program quality.
<b>8</b>	Describe the process that will be used to independently evaluate and continuously improve program performance.
<b>9</b>	Describe the process the eligible recipient uses to approve local plans AND the criteria used to evaluate local applications.
<b>10</b>	Describe how the eligible recipient— <ul style="list-style-type: none"> <li>(A) will review vocational 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; and</li> <li>(B) will provide programs that are designed to enable the special populations to meet the State adjusted levels of performance.</li> </ul>
<b>11</b>	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.
<b>12</b>	Describe how the funds will be used to promote preparation for nontraditional training and employment.

# 13

**ADMINISTRATIVE COSTS.** Each eligible recipient receiving funds under Sec. 135(b)(c) shall not use more than 5 percent of the funds for administrative costs associated with the administration of activities assisted under this section.

**DETAILED BUDGET**

1. DOE State/Chancellor's Office Level
  - Administration
    - Salary
    - Fringe
  - Program Improvement Activities
    - Equipment
    - Travel
    - Supplies
    - Miscellaneous
  
2. School/Campus Level
  - Administration
    - Salary
    - Fringe
  - Program Improvement Activities
    - Equipment
    - Travel
    - Supplies
    - Miscellaneous

***THE ATTACHED PLAN IS COMPLETE WITH RESPECT TO ADDRESSING ALL OF THE REQUIREMENTS AND ASSURANCES BELOW.***

**PLEASE SIGN AND RETURN THIS PAGE WITH YOUR APPLICATION**

<b>14</b>	<b>ASSURANCES</b> <ul style="list-style-type: none"><li>• Assure that the data reported are complete, accurate, and reliable.</li><li>• Assure that the 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.</li><li>• Assure that none of the funds 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 interests of the purchasing entity, the employee of the purchasing entity, or any affiliate of such an organization.</li></ul>
-----------	--

<b>NAME OF APPLICANT</b>	
<b>PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
<b>SIGNATURE</b>	<b>DATE</b>