

I. STATE ADMINISTRATION [Section 121]

A. Sole State Agency and Governance Structure

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 periods of July 1, 2004 through June 30, 2006. On March 21, 2005, Final Agreed Upon Performance Levels for year seven were negotiated and approved.

B. Organization of Vocational and Technical Programs

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.

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 the Hawai'i State Department of Education (HSDOE) and the University of Hawai'i Community College System (UHCCS)—the eligible recipients—and is able to assist on all matters. The collaboration enhances the state's ability to effectively and efficiently govern career and technical education. Hawai'i has organized its programs into six career pathways that combine rigorous academic and technical courses that offer a seamless pathway from secondary into postsecondary education leading to a technical certificate, associate or baccalaureate degree, apprenticeship, or a job.

II. REPORT ON STATE LEADERSHIP ACTIVITIES [SECTION 124]

A. Required Uses of Funds

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 that contributed to the refinement of Career and Technical Education (CTE) in the context of school reform initiatives, including High Schools That Work (HSTW), Career Pathways, Programs of Study and other best practices models. Staff continued to utilize the accountability and evaluation system to tie the allocation and budget expenditure system to program outcomes. Staff participation in OVAE sponsored Data Quality Workshops yielded information that will be used to revise expectations and accountability procedures.

At the postsecondary level, funds were used to support system-wide and college-level planning and assessment through improved data quality; professional development and training; assessment and program evaluation; and leadership and compliance. At the campus level, funds supported institutional research personnel. These personnel provided program review data to the administration, faculty, and staff to assist them in making sound, data-driven decisions.

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

Use of Technology

The HSDOE continued to support and furnish online guidance tools and information by providing training for school staff and state personnel. Research and collaboration within HSDOE branches resulted in linking Education and Career Opportunities System (ECOS) to the HSDOE's student information system. The CTE website was maintained to facilitate communication with teachers, schools, and industry partners. Suggestions for improvement were discussed among the staff and proposed changes will be implemented next year.

The UHCCS funded two projects. One project in the autobody/repair program supported student learner outcome alignment with certification. Funds also helped to complete the development of "Career Access", an interactive, web-based, job readiness tutorial program. The program provides critical job readiness instruction to students and helps ease the transition from academia to careers.

Program Improvement and Professional Development were also impacted.

Professional Development

The HSDOE held two CTE school coordinator workshops regarding on-going CTE and school reform efforts.

UHCCS used funds to help with registration and inter-island travel costs for CTE faculty to attend professional development conferences and workshops.

Program Improvement was also impacted.

Program Improvement

At the secondary level, program area workshops were held to update teachers on the newest technology and career pathway standards. Special emphasis was placed on improving curriculum and utilizing effective differentiated instructional strategies and assessments. Through career pathway development efforts, teachers were in-serviced on pathway standards and CTE programs of study. In collaboration with the State Instructional Services Branch, CTE staff participated in on-site technical assistance visits to three HSTW schools. Staff continued to develop and refine career pathway standards, curriculum maps, and benchmarks. Staff also worked to incorporate the career pathways system into the department's school reform efforts. Guidelines and implementation plans were developed for the Senior Project and Personal Transition Plan which support the development of career pathways.

At the postsecondary level, appropriate course prerequisites were reviewed. A task force investigated the creation and use of entrance exams and course modules for CTE program faculty to use in lieu of course and program prerequisites. Tests and mini-courses will be developed by faculty with support from the Center for Excellence in Learning and Teaching Technologies. Priority will be given to nontraditional and high wage/skill programs such as Nursing and Informational Technology. Another program improvement project focused on teaching faculty how to develop student learner outcomes. This system-wide training will continue for a second year with a focus on assessment.

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

Nontraditional Training and Employment

At the secondary level, information and resources to promote enrollment of nontraditional (by gender) students into nontraditional programs of study were provided to teachers and students via the CTE website.

At the postsecondary level, the development of a new computer program was initiated to enable students (and the public) to view information and videos on career options from a touch screen or on-line. The program highlights nontraditional careers, or "emerging careers". In a related promotional drive, posters were displayed in over 500 city busses to encourage women to consider careers in trades and technology (e.g., carpentry, automotive, and sciences).

The OSDCTE and the UHCCS partnered with private foundations and national institutes to sponsor workshops and train-the-trainer sessions such as preparing women and girls for high skill, high wage careers. The major focus of the OSDCTE state leadership funds was to increase access to and participation of students in nontraditional occupation preparation. Five of seven Hawai'i's community colleges received funds for programs and activities targeting student recruitment and retention in nontraditional CTE programs of study. Activities included the development and distribution of program specific posters and brochures, campus-based staff development, a student conference, a technology "open house," and direct support for nontraditional low-income students. Tools were purchased for nontraditional students who were also members of at least one other special population group. Women Tech, a nationally recognized professional development group, conducted training for teams from each college campus. OSDCTE collaborated in the Association of Gender Equity Leadership in Education (AGELE) annual conference and provided two presentations on best practices in nontraditional occupational development.

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

Supporting Partnerships

HSDOE conducted marketing promotion and dissemination efforts that included business partnerships with Transitions! Magazine, Hawai'i USA Federal Credit Union, and Hawai'i Business Magazine. ECOS expanded to include career pathway designation for students. Career Pathways managers convened work groups and met with respective advisory councils to plan and implement activities that promote an improved CTE curriculum that supports school reform initiatives.

The UHCCS Workforce Development Office supported by leadership funds was instrumental in bringing together business groups and the UHCCS to facilitate the development of a specialized computer science curriculum, establish 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 have attended these sessions.

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

Correctional Institutions

During fiscal year 2006, the Department of Public Safety provided six certificate-training courses in ten-week intervals at three correctional facilities. Perkins funds were dedicated for transition services to 120 offenders preparing for release from Oahu and Women's Community Correctional Centers. Over a ten-month instructional period, 187 inmates completed training courses. All certificate-training courses were offered through UHCCS

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

Through the HSDOE Academic and Financial Planning system and the CTE One-Year Planning process, schools supported the needs of special population students who participated in career and technical education programs. Special population students and employees were featured in career pathway marketing efforts. Professional development workshops focused on meeting the needs of special populations.

At the postsecondary level, through the Achieving Standards strategies at the campus-level and Career Pathways articulation projects, campuses promoted high wage and high skill programs and supported the students in them. Some of these occupations include nursing, automotive mechanics, skilled construction trades, electronics, and computer/network technology. Funds were used to promote recruitment and retention in these programs and assisted the special population students through accommodation services.

B. Permissible Activities [Section 124]

The HSDOE hosted the 4th Career and Technical Student Organization (CTSO) conference, which involved three of the four CTOSs. Students from all three CTOSs were able to compete, interact with business and industry representatives, and attend information breakout sessions.

OSDCTE provided technical assistance for nontraditional activities at statewide meetings for teachers, counselors and other community groups, including resources and technical assistance for GEMS (Girls Engaged in Math and Science). This community activity provides mentors and hands-on math and science experiences for girls.

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

A. Summary of State's Eligible Recipients

There are two eligible recipients—the Hawai'i State Department of Education (HSDOE) and the University of Hawai'i Community College System (UHCCS). Attachment B is the latest version of the local application to fund eligible recipients.

IV. ACCOUNTABILITY [SECTION 113]

Program Performance - Secondary

At the secondary level, performance goals were exceeded for three of the six required accountability indicators. Actual performance for the indicator measuring completion of nontraditional (by gender) programs by nontraditional students (4S2) exceeded the performance goal by nearly 10 percent. Likewise, the performance indicator that measures placement of students into employment/military and higher education (3S1) exceeded the performance goal by 8.96 percent. The third indicator with actual performance exceeding the performance goal was completion (2S1). This indicator reports the number of students who successfully complete a career and technical education program of study and graduate.

Actual performance for academic achievement (1S1) was within 94 percent of meeting the performance goal and actual performance for technical skill achievement (1S2) was within 98 percent of meeting the performance goal. The number of students included in these measures has increased by 257 students or 29.71 percent over the previous year. While this growth is healthy, it is challenging to simultaneously maintain (or improve) students' academic and technical skill grade point averages especially as the rigor of course content increases in compliance with No Child Left Behind. Actual performance for participation in nontraditional (by gender) programs also was not met but was within 95 percent of meeting the performance goal.

Special Populations, in general, performed as well as the overall population. Nontraditional students performed as well as or better than the overall population in five of the six performance indicators.

The following charts synthesize secondary level achievement in meeting the core indicators and provide a scoring rubric regarding measurement approaches and an evaluation of previous program year strategies as well as proposed strategies to improve core indicator performance.

Secondary Definitions

Participant: A student who has enrolled in a vocational education course identified with a “V” or “T” (other than “TC”) in the Hawai`i State Department of Education’s Course Code Number system.

Concentrator: A 12th grade student who has completed the requirements for her/his selected State Certified Vocational Education Program of Study. A program of study includes two Carnegie units in a single vocational program plus one required academic course.

Completer: A 12th 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 two Carnegie units in a single vocational education area plus one required academic course.

INDICATOR IS1	ACADEMIC ATTAINMENT	PERFORMANCE GOAL 71.62%	ACTUAL PERFORMANCE 67.02%
Numerator: 752	A 12 th 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 two Carnegie units in a single vocational program area plus one required academic course.		
Denominator: 1,122	A 12 th grade student who has completed the requirements for her/his selected State Certified Vocational Education Program of Study. A program of study includes two Carnegie units in a single vocational program area plus one required academic course.		
a. PERFORMANCE SUMMARY			
Overall	The performance goal was not met for this indicator. However, the number of concentrators included in the measure has increased by 257 students or 29.71% over the previous year. While this growth is healthy, there is a challenge to simultaneously maintaining (or improving) students’ academic grade point averages especially as the rigor of academic courses increases in compliance with No Child Left Behind. Hawai`i State Assessments (HSA) have been field tested and will be available for use under the new Perkins IV Act.		
Special Populations	Overall, special populations did not perform as well as other students for this measure except for the Nontraditional Enrollees whose actual performance exceeded the overall population’s performance. With the continued elimination of lower-level academic courses, special population students are finding it more difficult to achieve the stated targets.		
Tech Prep	Tech Prep and Vocational Education data are the same.		
b. CONCENTRATOR AND TECH PREP STUDENT			
Definition	A 12 th grade student who has completed the requirements for her/his selected State Certified Career and Technical Education Program of Study.		
c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT			
Approach	Academic Grade Point Average		
Quality Improvement Efforts	<i>Alignment to State Academic Standards</i>		Quality Rating (1-3): 1
	The state has disseminated documents and provided staff development on academic core content standards. The statewide standards assessment was given to 10 th graders and baseline data were collected. The State’s academic standards are embedded in the career pathway standards that are developed, and all standards are applied in CTE courses where standards have been developed. 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>		Quality Rating (1-3): 1
	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 students’ academic performance.		
Quality Improvement Efforts	<i>Timing of Attainment Measurement</i>		Quality Rating (1-3): 3
	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>	Quality Rating (1-3): 1
	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>	Quality Rating (1-3): 1
	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>	Quality Rating (1-3): 2
	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, data from this school were not included in this year's report. Data for another school were not included because their files were corrupted and there was not sufficient time to reconstruct the data files.	

d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR

Strategy	Efforts to implement a standards-based system for all students at the secondary level have been delayed. There are many variables to this change that have necessitated a longer timeline for implementation. There has been a 29.71 percent increase in the number of concentrators. In effect, more students are completing CTE programs of study. As secondary schools continue to make changes to meet the increasing expectations of the No Child Left Behind Act, students will need time to adjust to the changing expectations. It has been difficult to keep Career and Technical Education programs vital as more schools move toward "double dosing" of academics. However, the schools are encouraged to continue their emphasis on programs of study because the standards embedded within these courses promote the integration and application of rigorous academic skills.
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. Attendance at these workshops was minimal as the State implemented a new rule mandating that all training sessions be held during non-school hours. Problem-based student assessments such as the high school business plan and marketing plan competitions showed growth in academic and technical performance based on judges' comments and evaluations.
Results	An emphasis on standards-based curriculum and assessment based on Hawai'i Content and Performance Standards (HCPS) is the focus of all schools. Many schools are structuring their reform efforts around career pathways and smaller learning communities which is evidenced in the growing number of concentrators.
Impact	While no formal studies have been conducted, schools are beginning to see the importance of educational and career guidance and career pathways as a structure for school reform at the secondary level as evidenced by the State's implementation of the Personal Transition Plan and the senior project.

e. IMPROVEMENT STRATEGIES FOR NEXT YEAR

Strategy	The State is proceeding with the implementation of end-of-course exams. Data from these exams will be a more accurate measure for academic performance. It will also provide the State with information that may better assist in the identification of gap areas. In addition, the State is expecting all schools to focus on student learning outcomes as a requirement for the use of funds. 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. Schools submitting plans for the use of Perkins funds will be expected to identify measurable student learning outcomes as a means to focus resources for academic and technical skill attainment. 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.
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INDICATOR IS2	SKILL PROFICIENCIES	PERFORMANCE GOAL 91.23%	ACTUAL PERFORMANCE 89.75%
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Numerator: 1,007	A 12 th 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 two Carnegie units in a single vocational program area plus one required academic course.	
Denominator: 1,122	A 12 th grade student who has completed the requirements for her/his selected State Certified Vocational Education Program of Study. A program of study includes two Carnegie units in a single vocational program area plus one required academic course.	
a. PERFORMANCE SUMMARY		
Overall	The performance goal for this indicator was not met. The actual performance (89.75%) was within 98% of the performance goal.	
Special Populations	Overall, special populations did not perform as well as other students for this measure except for Nontraditional Enrollees whose actual performance exceeded the overall population’s performance. With the increased rigor expected in all CTE courses, the special population students are finding it more difficult to achieve the stated targets.	
Tech Prep	Tech Prep and Vocational Education data are the same.	
b. CONCENTRATOR AND TECH PREP STUDENT		
Definition	A 12 th grade student who has completed the requirements for her/his selected State Certified Career and Technical Education Program of Study.	
c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT		
Approach	Vocational/Technical Grade Point Average	
Quality Improvement Efforts	<i>Alignment to Industry Standards</i>	Quality Rating (1-3):
	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>	Quality Rating (1-3): 1
	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 CTE 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>	Quality Rating (1-3): 3
	Attainment is measured after concentrated participation. Vocational 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>	Quality Rating (1-3): 1
	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>	Quality Rating (1-3): 1
	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>	Quality Rating (1-3): 2	
All schools report 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, data from this school were not included in this year’s report. Data for another school were not included because the files were corrupted and there was not sufficient time to reconstruct the files.		
d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR		
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. As secondary schools continue to make changes to meet the increasing expectations of the No Child Left Behind Act, students will need time to adjust to the changing expectations. Schools were encouraged to continue their efforts to enroll students into programs of study because standards embedded within these courses promote the integration and application of rigorous technical skills. Through on-going professional development	

	sessions as well as CTE Coordinators meetings, CTE teachers have been encouraged to increase the rigor and relevance in all CTE courses.
Activities Completed	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 continued to provide 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 and assessments.
e. IMPROVEMENT STRATEGIES FOR NEXT YEAR	
Strategy	Efforts to tie curriculum and instruction to student academic and technical skill performance continue through systemic school reform efforts such as the implementation of smaller learning communities and career pathways. The targeted goal for next year is to increase the number of schools that use career pathways as their reform structure. In addition, there will be an increased emphasis on student learning outcomes and changes in instructional strategies to having a greater impact on student performance. Specifically, end-of-course assessments will be developed to ensure accountability and enhance efforts to articulate between secondary and postsecondary institutions. The career pathway structure and standards will assist CTE with its efforts to have students move seamlessly through the system. By allowing students who have already acquired knowledge and skill in a particular area to advance to the next level, students will have more opportunities to earn dual CTE credit and achieve a higher level of skill proficiency.

INDICATOR 2S1	COMPLETION	PERFORMANCE GOAL 92.50%	ACTUAL PERFORMANCE 93.23%
Numerator: 1,046	A 12 th 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 two Carnegie units in a single vocational program area plus one required academic course.		
Denominator: 1,122	A 12 th grade student who has completed the requirements for her/his selected State Certified Vocational Education Program of Study. A program of study includes two Carnegie units in a single vocational program area plus one required academic course.		

a. PERFORMANCE SUMMARY			
Overall	The performance goal was exceeded for this indicator. The “No Child Left Behind Act” is the basis for each school’s efforts to have each student complete all courses required for graduation and may have had a positive impact on the graduation rate of CTE students.		
Special Populations	Three out of the five special population groups exceeded the performance goal. The remaining two groups were within 96% of the performance goal.		
Tech Prep	Tech Prep and Vocational Education data are the same.		
b. COMPLETER AND TECH PREP STUDENT			
Definition	A 12 th 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/Local Administered Data		
Quality Improvement Efforts	<i>Alignment of Completion Measure to State Graduation Requirements</i>		Quality Rating (1-3): 3
	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>		Quality Rating (1-3): 3
	Completion measure includes all 12 th graders who completed a CTE program of study, not just seniors, who received a high school diploma.		
	<i>Timing of Completion Measurement</i>		Quality Rating (1-3): 3
Completion is measured at the same time after the end of the school year by all schools.			

	<i>Reliability of Completion Measurement</i>	Quality Rating (1-3): 3
	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>	Quality Rating (1-3): 2
	Completion data are reported by all but two schools for all students reaching state thresholds.	
d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR		
Strategy	<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. Data indicate that more students are completing more than one program of study within a career pathway. Career pathways create relevance for students and may contribute to students completing their high school course requirements and graduating.</p> <p>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 CTE programs of study and to monitor the completion of all graduation requirements. In addition, plans to establish the process for each student to develop a personal transition plan were completed. The requirements for senior projects were also developed and are currently being reviewed by the schools.</p>	
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, non CTE school and district personnel were encouraged to learn and participate. These included State and District staff from other student support groups as well as counselors and curriculum coordinators. Initial work on the Personal Transition Plan and Senior projects was completed.	
Results	ECOS reports show increased use by schools and students. More schools have included ECOS in their CTE one-year plan, including dedicated personnel and strategies to encourage students to select a program of study within established career pathways. Further, there is an increased awareness and interest expressed by counselors at the school level. All incoming freshman will be expected to develop a Personal Transition Plan as a graduation requirement.	
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 as necessary. Recent changes to the graduation requirements will also help to emphasize the importance of educational and career planning for students each year. In addition, students choosing to complete a Senior Project will be eligible to receive a Board of Education Special Recognition diploma.	
e. IMPROVEMENT STRATEGIES FOR NEXT YEAR		
Strategy	The State will ask key personnel from schools that have implemented systems to share their implementation strategies with other schools. In addition, the State is revising funding guidelines to support increased implementation and expansion of career pathway programs of study at each high school. Revised funding guidelines and requirements will focus on achievement of core indicators measures as well as CTE student learning outcomes.	

INDICATOR 3S1	PLACEMENT	PERFORMANCE GOAL 90.00%	ACTUAL PERFORMANCE 98.96%
Numerator: 95	Completers who responded to the placement survey who entered into postsecondary education, employment, or military within 6 months of graduation.		
Denominator: 96	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 2005. Actual performance increased by 18.19% over last year. This increase may be attributed to the fact that there were twice as many completers for the 2005 school year than there were in the 2004 school year; therefore, the population surveyed increased. However, the rate of return is still low—about 11%.		
Special Populations	All of the special population groups that responded to the survey exceeded the actual performance of the overall population.		
Tech Prep	Tech Prep and Vocational Education data are the same.		
b. COMPLETER AND TECH PREP STUDENT			

Definition	A 12 th 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>
	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>
	The survey instruments are mailed and emailed to all completers but there is no follow up to solicit more responses. All responses are included even if responses are received after the deadline.	
	<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.		
d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR		
Strategy	The State is continuing its efforts to research and design alternative means for collecting placement data. As the Department of Education moves toward implementing an electronic student information and transcript system, there will be an increased effort to link the Department's system with the University's system for the purpose of collecting student placement information.	
Activities Completed	An electronic placement survey was delivered via e-mail to every completer. In addition, hard copy surveys were also mailed to every completer.	
Results	Most of the respondents replied to the hard copy survey instead of the e-mail survey.	
Impact	Due to the low response rate, reliable conclusions regarding placement cannot be made.	
e. IMPROVEMENT STRATEGIES FOR NEXT YEAR		
Strategy	The Department of Education will consider shortening the survey to encourage more of the graduates to respond. In addition, the Department will explore other possibilities for data matching. Because of the inability to use social security numbers, alternate solutions are difficult to coordinate and implement. The Department, however, will continue to explore all options for the collection of this information.	

INDICATOR 4S1	PARTICIPATE NONRAD	PERFORMANCE GOAL 28.66%	ACTUAL PERFORMANCE 27.34%
Numerator: 5,334	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: 19,512	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.		
a. PERFORMANCE SUMMARY			
Overall	The performance goal for this indicator was not met.		
Special Populations	None of the special populations groups met the performance goal. Economically Disadvantaged and Nontraditional Enrollees met or exceeded the Actual Performance. Pregnant and parenting teen data were not available this by the filing deadline for this report.		
Tech Prep	Tech Prep and Vocational Education data are the same.		

b. PARTICIPANT AND TECH PREP STUDENT	
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.
c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT	
Approach	State/Local Administrative Data
Quality Improvement Efforts	<i>Accurate Classification of Programs as Nontraditional</i> Quality Rating (1-3): 3 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> Quality Rating (1-3): 3 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> Quality Rating (1-3): 3 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.
d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR	
Strategy	Participation in nontraditional programs was encouraged at the individual school level. Guidelines for each school’s one-year plan include addressing nontraditional programs. Teachers are made aware of the need to recruit and maintain enrollment in their nontraditional courses through professional development workshops held throughout the year.
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 publishing company to feature individuals in career pathway occupations. Both traditional and nontraditional employees are featured in the magazine’s career pathway section.
Results	A career pathway magazine featuring nontraditional employees in career pathways is distributed to each student in each high school. Schools have included strategies to recruit nontraditional students in the school’s one-year plan.
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.
e. IMPROVEMENT STRATEGIES FOR NEXT YEAR	
Strategy	Through career pathway initiatives and the implementation of the Personal Transition Plan, schools are expected to increase students’ awareness of career opportunities especially nontraditional careers. The State will continue to feature nontraditional students and employees in its Career Pathway marketing efforts. The State will also continue to explore opportunities to feature nontraditional individuals in career pathways and to encourage students to explore all options.

INDICATOR 4S2	COMPLETION NONTRAD	PERFORMANCE GOAL 24.00%	ACTUAL PERFORMANCE 33.67 %
Numerator: 336	A 12 th 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 two Carnegie units in a single vocational program area plus one required academic course.		
Denominator: 998	A 12 th 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 two Carnegie units in a single vocational program area plus one required academic course		
a. PERFORMANCE SUMMARY			
Overall	The actual performance for this indicator exceeded the performance goal. Courses with broad occupational content area are 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 which may have had an impact on the results.		

Special Populations	Three of the five special population groups exceeded the performance goal. Both Limited English Proficient and Nontraditional Enrollees performed the same or better than the overall population.	
Tech Prep	Tech Prep and Vocational Education data are the same.	
b. COMPLETER AND TECH PREP STUDENT		
Definition	A 12 th 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.	
c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT		
Approach	State/Local Administrative Data	
Quality Improvement Efforts	<i>Accurate Classification of Programs as Nontraditional</i>	Quality Rating (1-3): 3
	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>	Quality Rating (1-3): 3
	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>	Quality Rating (1-3): 3
All schools provide data for CTE completers in nontraditional programs.		
d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR		
Strategy	Participation in nontraditional programs was encouraged at the individual school level. Guidelines for each school's one-year plan include addressing nontraditional programs. Teachers are made aware of the need to recruit and maintain enrollment in their nontraditional courses through professional development workshops held throughout the year.	
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 publishing company to feature individuals in career pathway occupations. Both traditional and nontraditional employees are featured in the magazine's career pathway section.	
Results	A career pathway magazine featuring nontraditional employees in career pathways is distributed to each student in each high school. Schools have included strategies to recruit nontraditional students in the school's one-year plan.	
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.	
e. IMPROVEMENT STRATEGIES FOR NEXT YEAR		
Strategy	Through career pathway initiatives and the implementation of the Personal Transition Plan, schools are expected to increase students' awareness of career opportunities especially nontraditional careers. The State will continue to feature nontraditional students and employees in its Career Pathway marketing efforts. The State will also continue to explore opportunities to feature nontraditional individuals in career pathways and to encourage students to explore all options.	

Program Performance - Postsecondary

At the postsecondary level, performance goals were exceeded for five of the seven required accountability indicators. Actual performance for the indicator (2P1) measuring completion (students who received a degree or certificate in a career and technical education program) exceeded the performance goal by nearly 10 percent. The four other indicators with actual performance exceeding performance goals were student academic (1P1) and technical skills (1P2) achievement and participation in nontraditional (by gender) programs (4P1) and completion of nontraditional (by gender) programs (4P2).

Actual performance for placement in employment/military or transfer to a four-year institution (3P1) was within 99.78 percent of meeting the performance goal and improved 2 percentage points over last year, moving from 69.57 percent to 71.56 percent. The performance goal for retention in employment (3P2) also was not met. Actual performance for retention in employment was within 98.32 percent of meeting the performance goal.

Special Populations, in general, performed as well as the overall population. While Individuals with Disabilities did not meet performance goals for academic (1P1) and technical skills (1P2) achievement and placement (3P1), this same group did especially well in nontraditional participation (4P1) and nontraditional completion (4P2) with actual performance well above the overall actual performance in these two indicators.

The following charts synthesize postsecondary level achievement in meeting the core indicators and provide a scoring rubric regarding measurement approaches and an evaluation of previous program year strategies as well as proposed strategies to improve core indicator performance.

Postsecondary Definitions

Participant: A student in a declared vocational program who has completed at least one course in the program.

Concentrator: A participant who has completed at least ten credits in his or her program.

Completer: A concentrator who has been awarded an academic degree or credential (Associate of Science, Associate in Applied Science, Associate in Technical Studies, Certificate of Completion, or a Certificate of Achievement in a vocational program).

INDICATOR 1P1	ACADEMIC ATTAINMENT	PERFORMANCE GOAL 81.92%	ACTUAL PERFORMANCE 85.10%
Numerator: 1,891	Concentrators who have a cumulative GPA > or = 2.00 in academic courses and who have stopped program participation in the year reported.		
Denominator: 2,222	Concentrators who have stopped program participation in the year reported.		
a. PERFORMANCE SUMMARY			
Overall	Postsecondary exceeded the Performance Goal.		
Special Populations	All special populations, with the exception of Individuals with Disabilities, exceeded the Performance Goal.		
Tech Prep	Tech Prep and Vocational Education data are the same.		
b. CONCENTRATOR AND TECH PREP STUDENT			
Definition	A student in a declared vocational program who has completed at least ten credits or the equivalent in her/his program.		
c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT			
Approach	Academic Grade Point Average		
Quality Improvement Efforts	<i>Alignment to Program-Defined Academic Standards</i>		Quality Rating (1-3): 1
	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 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>		Quality Rating (1-3): 1
	Postsecondary standards for degrees and certificates are coordinated through a central 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>		Quality Rating (1-3): 2
	Hawai'i postsecondary attainment is measured concurrent with concentrator participation. The measure is taken in the fall for the preceding academic year (the year reported).		
	<i>Reliability of Assessment Instruments</i>		Quality Rating (1-3): 1
	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>		Quality Rating (1-3): 1
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>		Quality Rating (1-3): 3	

	The measure includes concentrators in all CTE programs.
d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR	
Strategy	The Community Colleges continued efforts in supplemental instruction, academic support and tutoring, curriculum review, and various programs to assist special needs students.
Activities Completed	Supplemental instruction programs were expanded to serve students in more CTE programs. Other academic support programs include peer tutoring, time management and success strategies workshops, and providing multiple math instruction modes for students to select from. Services to students with disabilities included mobility assistance, note taking services, sign language interpreter services, tutoring, classroom modification, alternate testing services, access to adaptive equipment, counseling services. Faculty also received training on services available to them and special needs students.
Results	Postsecondary increased course success rates with supplemental instruction and other instructional support programs. Data indicate that students who took advantage of these services received higher final course grades and course completion rates with the intervention of these programs.
<i>Impact</i>	Postsecondary has met this performance indicator in each of the last 6 years. In 2005-06 the Community Colleges improved on their performance over the previous year, with an increase of slightly more than 2.5 points. Postsecondary also exceeded the performance goal by 3 percentage points.
e. IMPROVEMENT STRATEGIES FOR NEXT YEAR	
Strategy	For 2006-07, the postsecondary institutions will convert several strategies (piloted with Perkins) to State funds, expand other successful strategies to allow for more faculty and student involvement, and embark on new strategies involving integrated academics and additional support for special populations. It is hoped that these actions will result in continued improvement on this indicator.

INDICATOR 1P2	SKILL PROFICIENCIES	PERFORMANCE GOAL 90.00%	ACTUAL PERFORMANCE 92.38%
Numerator: 2,412	Concentrators who have a cumulative GPA > or = 2.00 in vocational courses and who have stopped program participation in the year reported.		
Denominator: 2,611	Concentrators who have stopped program participation in the year reported.		

a. PERFORMANCE SUMMARY			
Overall	Postsecondary exceeded the Performance Goal.		
Special Populations	All special populations, with the exception of Individuals with Disabilities, exceeded the Performance Goal. Both Displaced Homemakers and Limited English Proficient exceeded the Actual Performance percentage.		
Tech Prep	Tech Prep and Vocational Education data are the same.		
b. CONCENTRATOR AND TECH PREP STUDENT			
Definition	A student in a declared vocational program who has completed at least ten credits or the equivalent in her/his program.		
c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT			
Approach	Vocational/Technical Grade Point Average		
Quality Improvement Efforts	<i>Alignment to Industry Standards</i>		Quality Rating (1-3): 1
	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>		Quality Rating (1-3): 1
	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 or the equivalent of CTE work, with at least a 2.00 grade point average.		

	<i>Timing of Attainment Measurement</i>	Quality Rating (1-3): 2
	Attainment is measured concurrent with concentrated participation (10 or more CTE credits or the equivalent) in a CTE program. The measure is taken in the fall for the preceding academic year.	
	<i>Reliability of Assessment Instruments</i>	Quality Rating (1-3): 1
	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>	Quality Rating (1-3): 1
	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>	Quality Rating (1-3): 1
	The measure includes concentrators in all CTE programs.	

d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR

Strategy	Several strategies were implemented to address this indicator. Postsecondary has relied on the expertise at the campuses to determine the specific needs of each campus, and wherever appropriate, the need for services that may benefit multiple programs and/or campuses. Strategies implemented include technical skills assessments, curriculum review, academic support for students, electronic portfolios, professional development for faculty, and equipment and software purchases.
Activities Completed	Industry-based programs to help assess students' proficiency and weaknesses in specific career areas in the early semesters of their programs were pilot-tested at some campuses. Identified weaknesses were addressed through curricular and course modifications based on changing industry requirements and student needs. Various forms of supplemental instruction and tutoring services were provided to students in career and technical education programs. An electronic portfolio system was tested on a small group of CTE students. Professional development training opportunities were made available to career and technical education faculty; e.g., system-wide workshops on the development and assessment of student learning outcomes and professionally certified training in hospitality education was sponsored with Perkins funds. Retention strategies training was made available to faculty at some campuses. State-of-the-art equipment and software were purchased to assist with technical instruction in classroom and labs.
Results	Faculty were able to identify and address student weaknesses early in the student's educational career; supplemental instructional services provided students with needed assistance in program-required classes; students developed writing and communication skills with the electronic portfolio project; industry-certified educator training was made available to faculty; instructional and industry-recognized equipment and software were purchased and made accessible to faculty and students.
Impact	Postsecondary performance increased by a little over 1.3 percentage points over last year to 92.38% and met the performance goal. It is notable that postsecondary continues to improve while already in the 90% range.

e. IMPROVEMENT STRATEGIES FOR NEXT YEAR

Strategy	Several pilot projects were funded to determine areas of program weakness and student need through the use of data collection and assessment. Other strategies involve instructional and counseling services for special needs students to assure they receive the type and level of support needed to be successful; and professional development and training as well as software and equipment purchases to enable faculty to remain current in their specialty areas and in educational pedagogy.
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INDICATOR 2P1	COMPLETION	PERFORMANCE GOAL 37.33%	ACTUAL PERFORMANCE 47.30%
Numerator: 1,235	Concentrators who received a degree or certificate in a vocational program and who have stopped program participation in the year reported.		
Denominator:	Concentrators who have stopped program participation in the year reported.		

2,611	
a. PERFORMANCE SUMMARY	
Overall	Postsecondary exceeded the Performance Goal.
Special Populations	All special populations exceeded the Performance Goal and most exceeded the Actual Performance percentage.
Tech Prep	Tech Prep and Vocational Education data are the same.
b. CONCENTRATOR AND TECH PREP STUDENT	
Definition	A student in a declared vocational program who has completed at least ten credits or the equivalent in her/his program.
c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT	
Approach	State/Local Administrative Data
Quality Improvement Efforts	<i>Alignment of Completion Measurement to Standards</i> Quality Rating (1-3): 3
	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> Quality Rating (1-3): 3
	The measure includes all students reaching the defined threshold.
	<i>Timing of Completion Measurement</i> Quality Rating (1-3): 3
	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> Quality Rating (1-3): 3
	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> Quality Rating (1-3): 3	
Postsecondary completion data are all CTE students.	
d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR	
Strategy	Many strategies and activities contribute to students' performance on this indicator: from ensuring students are adequately prepared for entry into a program, to the classroom where the instructional skills of the faculty and the relevance of the curricula are key, to the ongoing assessment and improvement of the program and its component parts, to the support services provided to students along the way, including individualized counseling and planning to address the course offering needs of the students for timely completion of program requirements. Postsecondary has relied on the expertise at the local level to identify the specific needs of the individual colleges and programs to improve program completion.
Activities Completed	Data on completers and non-completers, classes in which students had problems passing, course pre-requisites, course fill rates, use and impact of instructional support programs, and other useful information were collected and analyzed to help develop new strategies to address campus and program weaknesses. Instructional support services (as described in 1P1 and 1P2 above) and a variety of student support services contributed to the community colleges' improved performance in this area. Noteworthy are the individualized student (case) management systems that have been implemented at several campuses. Each has a slightly different emphasis, but all are intended to address student needs (and thus, retention and completion). In every case, students' progress through a program is tracked to assist with counseling and the development of the campus' course schedule, faculty/counselors meet with the students to discuss their progress through the program--addressing both academic and non-academic issues, and the student is provided or referred to the office or individual where they may find the needed services or assistance.
Results	The data collected enabled faculty and staff to better understand the educational challenges and needs of their students and make appropriate changes to support services, course offerings, and counseling practices to better serve students.
Impact	Postsecondary increased overall performance by more than 7 percentage points.
e. IMPROVEMENT STRATEGIES FOR NEXT YEAR	

Strategy	Through student career skills assessments, early intervention strategies, program readiness skill-building, curriculum review, professional development, case management and other student-directed services, postsecondary will continue to support strategies that improve student completion. The completion indicator as defined in Perkins has been included as one of the core measures in the system-wide annual and comprehensive program review process.
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INDICATOR 3P1	PLACEMENT	PERFORMANCE GOAL 71.72%	ACTUAL PERFORMANCE 71.56%
Numerator: 984	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: 1,375	Completers in the year reported (previous Perkins year) who have stopped program participation.		
a. PERFORMANCE SUMMARY			
Overall	Although the Performance Goal was not met, Actual Performance was within 90% of the Goal.		
Special Populations	All special populations, with the exception of Limited English Proficient, met the Performance Goal. The majority of Special Populations groups exceeded the Performance Goal.		
Tech Prep	Tech Prep and Vocational Education data are the same.		
b. COMPLETERS AND TECH PREP STUDENT			
Definition	A student who has been awarded a degree or credential in a vocational program.		
c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT			
Approach	Administrative Record Exchanges/Matching of Administrative Records		
Quality Improvement Efforts	<i>Alignment to Definitions of Three Types of Placement</i>		Quality Rating (1-3): 2
	Records are matched and exchanged for employment and education. Definitions for all three types of placement have been developed but only employment and education placements are measured.		
	<i>Timing of Placement Measurement</i>		Quality Rating (1-3): 3
	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>		Quality Rating (1-3): 2
	A signed Memorandum of Agreement exists with the Hawai'i Department of Labor, Unemployment Insurance Division, regarding the procedures for matching data. Postsecondary participates in Enrollment Search with the National Student Clearinghouse. The procedures are followed.		
	<i>Student Coverage in Placement Measurement</i>		Quality Rating (1-3): 2
	Individual student record files are matched with the Unemployment Insurance database. Hawai'i UI records exceed the threshold of 80% worker coverage. 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>		Quality Rating (1-3): 2
	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>		Quality Rating (1-3): 3	
Unduplicated placement information is collected and used to calculate the overall performance level.			
d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR			
Strategy	Strategies include making more connections with employers in the communities for job internships and employment prospects; supporting the statewide coordination and expansion of career/job fairs and other avenues for students to learn more about jobs and employment		

	opportunities; providing on-line job preparation training and job information services; and to make them more marketable, ensuring students receive current and relevant training in their chosen field.
Activities Completed	<p>Career Access, an on-line job preparation tutorial system was fully launched throughout the University of Hawai'i System in January 2006. The system, which includes instructional and interactive activities in locating a job, completing a job application, writing a resume and cover letter, and interviewing, has been widely used by students in both CTE and liberal arts courses across the system. The project also received a 2nd place Innovations Award and the development team received statewide recognition as the University's Team at the Governor's Awards ceremony. In the first 4 months of its release (from January through May 2006), the Career Access site logged in 111 faculty users and 639 students accounts representing 51 majors.</p> <p>State-of-the-art equipment and software in Culinary, Automotive Mechanics, Diesel Mechanics, Carpentry, Electrical Installation and Maintenance, Welding, Nursing, Fashion Technology, and other career and technical education areas were purchased to assure students have the kinds of hands-on experience with up-to-date equipment that employers would find valuable.</p>
Results	<p>Job Placement/Development counselors met several times during the year to hear from the State Department of Labor regarding workforce needs, to coordinate career and job fairs, to discuss best practices to better serve students and employers, to discuss internship and cooperative education issues, and to share information about creating a single job bank and data collection. Numerous job fairs were conducted throughout the State, and where possible, planners coordinated the dates to maximize the availability of employers from the mainland.</p> <p>Counselors also worked on creating a web page to facilitate the sharing of common resources and they continue to work on the development of an on-line career information system that will provide students with detailed information and videos on various careers and the local educational programs that will provide them training needed for each occupation.</p>
Impact	Thirty-two percent or 241 more completers were placed in employment in 2005-06 than in the prior year. Postsecondary performance improved by 2 percentage points over last year (from 69.57% to 71.56%). Though not meeting the goal, postsecondary performance achieved 99.78% of the performance goal.

e. IMPROVEMENT STRATEGIES FOR NEXT YEAR

Strategy	<p>Job placement services will continue to be made available on all major islands. A group of job placement professionals from across the University of Hawai'i system will continue their efforts to coordinate local job bank information and referral and placement data; to develop an on-line career information system; and to develop system procedures for liability coverage of cooperative education, practicum, and internship students. Postsecondary will also continue to bring employers onto campuses for career and job fairs, lectures, and other campus/community events.</p> <p>The State's inability to meet this indicator goal prompted questions and a discussion by campus CTE Deans, especially since Hawai'i has had the lowest unemployment rate of any State (under 3%) in the nation for some time. As a result of the discussion, efforts will be made to seek approval to match completer data against the federal employment data. It is expected that this would have a significant positive impact on our placement and retention statistics because the federal government is a major CTE employer in the State.</p>
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INDICATOR 3P2	RETENTION	PERFORMANCE GOAL 92.00%	ACTUAL PERFORMANCE 90.45%
Numerator: 890	Completers in the year reported who are no longer enrolled at the college and who are employed within one UI quarter following program completion and who are employed in the following UI quarter.		
Denominator: 984	Completers in the year reported who are no longer enrolled at the college and who are employed within one UI quarter following program completion (numerator for 3P1: employment).		
a. PERFORMANCE SUMMARY			
Overall	Postsecondary did not meet this Performance Goal.		

Special Populations	All special populations except Individuals with Disabilities and Nontraditional Enrollees exceeded the Performance Goal.		
Tech Prep	Tech Prep and Vocational Education data are the same.		
b. COMPLETER AND TECH PREP STUDENT			
Definition	A concentrator who has been awarded a degree or credential in a vocational program.		
c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT			
Approach	Administrative Record Exchanges/Matching of Administrative Records		
Quality Improvement Efforts	<i>Alignment to Definitions of Three Types of Retention</i>	Quality Rating (1-3): 1	
	Records are matched and exchanged only for placement and retention into employment. Definitions for all three types of placement have been developed but only employment retention is measured.		
	<i>Timing of Retention Measurement</i>	Quality Rating (1-3): 3	
	Retention in employment is measured at a standardized time following completion and a standardized time following placement into employment. Hawai'i postsecondary retention data does include retention for more than one period.		
	<i>Reliability of Retention Measurement</i>	Quality Rating (1-3): 2	
	A signed Memorandum of Agreement exists with the state Department of Labor, Unemployment Insurance Division, regarding the procedures for matching data. The procedures are followed.		
	<i>Student Coverage in Retention Measurement</i>	Quality Rating (1-3): 3	
	Individual student record data are matched with the Unemployment Insurance database. Records of all postsecondary completers are submitted for match.		
	<i>Response/Match Capacity</i>	Quality Rating (1-3): 2	
	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, but lacks the postsecondary match. 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.		
	<i>Non-Duplicated Counts</i>	Quality Rating (1-3): 3	
	Unduplicated retention information is collected and used to calculate the overall performance level.		
d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR			
Strategy	Strategies listed in 1P1, 1P2, and 3P1 are also relevant for this performance indicator. When students are properly trained (with appropriate and relevant academic and technical skills), receive proper career counseling (so that they are made aware of the technical and non-technical workplace demands and expectations), and receive appropriate job placement advice and referrals, they are most likely to succeed and remain employed. Thus, many of the consortium/campus strategies addressed this and other indicators. Such strategies include student/case management programs, skills assessment, job information and placement services, and equipment and instructional materials purchases, etc.		
Activities Completed	See summaries of Activities Completed in sections 1P1, 1P2, and 3P1.		
Results	See summaries of Results in sections 1P1, 1P2, and 3P1.		
Impact	The Community College's performance on this indicator fell slightly from last year, from 91.12% to 90.45%; and the Community College system failed to meet this year's goal of 92%. (Note that the Community Colleges' actual performance of 90.45% is 98.32% of the 92% performance goal)		
e. IMPROVEMENT STRATEGIES FOR NEXT YEAR			
Strategy	The State's inability to meet this indicator goal prompted questions and a discussion by campus CTE Deans, especially since Hawai'i has had the lowest unemployment rate of any State in the nation for over a year. As noted in 3P1 above, after the Community Colleges are able to access the federal employee database to match completer data, better performance on this indicator is expected.		

INDICATOR 4P1	NONTRAD PARTICIPATION	PERFORMANCE GOAL 14.60%	ACTUAL PERFORMANCE 16.33%
Numerator: 876	Underrepresented gender groups who participated in nontraditional programs in the year reported.		

Denominator: 5,364	Participants in nontraditional programs in the year reported.		
a. PERFORMANCE SUMMARY			
Overall	Postsecondary exceeded the Performance Goal.		
Special Populations	All special populations exceeded the Performance Goal. Individuals with Disabilities did especially well with a 33.50% Actual Performance.		
Tech Prep	Tech Prep and Vocational Education data are the same.		
b. PARTICIPANTS AND TECH PREP STUDENT			
Definition	A student in a declared vocational program who has completed at least one vocational credit in her or his program.		
c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT			
Approach	State/Local Administrative Data		
Quality Improvement Efforts	<i>Accurate Classification of Programs as Non-traditional</i>	Quality Rating (1-3): 3	
	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>	Quality Rating (1-3): 3	
	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 Non-traditional Programs</i>	Quality Rating (1-3): 3	
	Participation is reported for all vocational participants in non-traditional programs.		
d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR			
Strategy	Increase awareness of nontraditional programs and the need to coordinate and increase recruitment efforts within and among consortium campuses.		
Activities Completed	<p>The campuses developed nontraditional program posters and brochures. The posters were displayed across campuses; brochures were distributed at career and college fairs and made available to students and the public on campus. Special bus posters were created for display on all public transit O'ahu buses. Nontraditional student support groups were created and convened on campuses and special counseling and financial assistance were provided to non-traditional students.</p> <p>A joint effort with the State Director's Office Special Populations staff has resulted in the creation of a Community Colleges Nontraditional Student Task Force. The task force has been successful in completing various campus recruitment and retention projects and has shared their projects with all consortium campuses. The task force has developed a recruitment and retention plan for nontraditional students, established the priorities of the plan, and addressed several high priority areas.</p>		
Results	In addition to increased performance on the indicator there is increased awareness and emphasis on nontraditional student recruitment and retention efforts. Funding priority is given to those projects involving high demand programs and nontraditional program/student initiatives.		
Impact	Postsecondary met their goal on this indicator for the second year in a row. This year's performance is a 1.11 percentage improvement over last year.		
e. IMPROVEMENT STRATEGIES FOR NEXT YEAR			
Strategy	There are plans to continue to address the items in the Nontraditional Student Task Force plan and to network with colleagues nationally for new ideas to increase awareness of nontraditional employment opportunities in Hawai'i.		
INDICATOR 4P2	NONTRAD COMPLETION	PERFORMANCE GOAL 12.73%	ACTUAL PERFORMANCE 15.98%
Numerator: 183	Completers in underrepresented gender groups in nontraditional programs in the year reported.		
Denominator:	Completers in nontraditional programs in the year reported.		

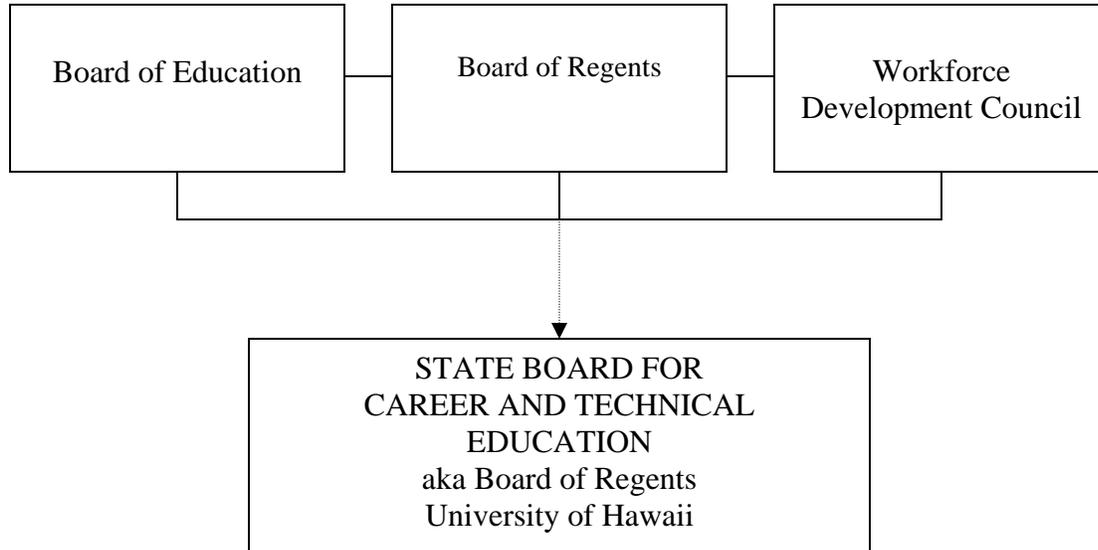
1,145	
a. PERFORMANCE SUMMARY	
Overall	Postsecondary exceeded the Performance Goal.
Special Populations	All special populations exceeded the Performance Goal. Individuals with Disabilities did especially well with a 36.14% Actual Performance.
Tech Prep	Tech Prep and Vocational Education data are the same.
b. COMPLETER AND TECH PREP STUDENT	
Definition	A concentrator who has been awarded a degree or certificate in a vocational program.
c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT	
Approach	State/Local Administrative Data
Quality Improvement Efforts	<i>Accurate Classification of Programs as Non-traditional</i> Quality Rating (1-3): 3
	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> Quality Rating (1-3): 3
	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 Non-traditional Programs</i> Quality Rating (1-3): 3
Completion is reported for all vocational participants in nontraditional programs.	
d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR	
Strategy	Increase awareness of the issues and barriers affecting nontraditional students' completion and the need to coordinate and increase retention efforts within and among consortium campuses.
Activities Completed	Created and convened a Nontraditional Student Task Force with representatives from all local community college campuses. Developed student support groups and provided special counseling and financial assistance to nontraditional students.
Results	In cooperation with the Special Populations staff member in the State Director's Office, a nontraditional student recruitment and retention plan has been developed and there has been a more organized effort to provide relevant professional development experiences for nontraditional program faculty. Faculty members have shared successful retention strategies.
Impact	There has been an increase in the proportion of minority gender students completing nontraditional programs system-wide. Postsecondary improved performance by 2.5 percentage points; meeting the performance goal for the second time in five years.
e. IMPROVEMENT STRATEGIES FOR NEXT YEAR	
Strategy	The system-wide Nontraditional Student Task Force will continue to address the action items in the recruitment and retention plan and work towards increasing the awareness of nontraditional fields and promote the recruitment and retention of minority gender students in those fields. Efforts to share successful retention strategies and especially support integrated academic initiatives will continue.

V. MONITORING FOLLOW-UP

Hawai'i had a Targeted Visit on May 1-2, 2006 and was cited with four findings. A timeline for corrective action was submitted on September 5, 2006. Corrective action was required by December 31, 2006 and was met. Policies and Procedures on administrative state match, maintenance of effort, indirect cost, and carryover funds were written and approved by The State Board. In addition, the HSDOE and UHCCS were required to submit documentation attesting to the level of state administrative match expended and their methodology for calculating maintenance of effort for the most recent three state fiscal years.

The following suggested improvement strategies will be pursued: 1) strengthen local application for state leadership dollars by aligning the required uses of funds to performance results; 2) establish ceilings and floors for key allowable and permissible expenditures; 3) use the reserve fund to target state priorities; and 3) require the LEAs to develop a budget that more closely aligns to the Perkins legislation.

**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**

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 17, 2006

**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)**

PART	REQUIREMENTS / ASSURANCES
1	<p><i>SECTION 3. DEFINITIONS.</i> VOCATIONAL AND TECHNICAL EDUCATION means organized educational activities that—</p> <ul style="list-style-type: none"> (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 (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.
2	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.
3	<p><i>SECTION 122. STATE PLAN</i> 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"> (A) Describe what incentives will be provided to secondary/postsecondary sites to implement career pathways. (B) Describe what inservice will be provided to secondary/postsecondary personnel to more effectively implement the career pathway system.
4	<p><i>SECTION 113. ACCOUNTABILITY</i> 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"> (A) [SECONDARY ONLY] Describe what incentives will be provided to secondary sites for activities to improve 1) academic attainment, 2) skills attainment, 3) completion, 4) placement, 5) nontraditional participation, and 6) nontraditional completion. (B) [POSTSECONDARY ONLY] 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) nontraditional participation, and 7) nontraditional completion.
5	<p><i>REQUIREMENTS FOR USES OF FUNDS</i> -- 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;
- (13) to provide assistance to students who have participated in services and activities under this title in

	<p>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>
6	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.
7	Describe the extent to which, and how, previous career and technical education program performance is considered in evaluating program quality.
8	Describe the process that will be used to independently evaluate and continuously improve career and technical education program performance.
9	Describe the process the eligible recipient uses to approve local plans AND the criteria used to evaluate local applications based on: <ul style="list-style-type: none"> (a) strategies to achieve the state’s OVAE approved performance goals; and (b) strategies to implement the state’s career pathway system CTE programs and standards.
10	Describe how the eligible recipient— <ul style="list-style-type: none"> (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 (B) will provide programs that are designed to enable the special populations to meet the State adjusted levels of performance.
11	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.
12	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

14	ASSURANCES <ul style="list-style-type: none">• Assure that the data reported are complete, accurate, and reliable.• 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.• 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.
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NAME OF APPLICANT	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE