

**HAWAII 2007 CONSOLIDATED ANNUAL REPORT**  
**I. STATE ADMINISTRATION [sec. 121 of Perkins III]**

**I. STATE ADMINISTRATION [sec. 121 of Perkins III]**

**A. Sole State Agency and Governance Structure**

The Career and Technical Education Coordinating Advisory Council (the Council reporting to the State Board for Career and Technical Education) 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 administration) 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.

**B. Organization of Vocational and Technical Programs**

The collaboration as stated above enhances the state's ability to effectively manage career and technical education (CTE). Hawai'i has organized its programs into six career pathways that combine rigorous liberal arts and technical courses that offer a seamless pathway from secondary to postsecondary education leading to a technical certificate, associate or baccalaureate degree, apprenticeship, or a career.

**II. REPORT ON STATE LEADERSHIP ACTIVITIES [sec. 124 of Perkins III]**

**A. Required Uses of Funds**

The following summarizes the activities conducted under the eight "required" uses [sec. 124(b)(1-8)] and permissive activities of state leadership funds. Although categorically reported, most activities addressed two or more required and/or "permissive" uses [sec. 124(c)(1-12)] of funds.

**Assessment**

At the secondary level, a programmer was hired to support data collection, assessment and program evaluation activities for Federal reporting purposes. The consequent expanded information contributed to refining CTE in the context of school reform initiatives. Specific initiatives included High Schools That Work (HSTW), Career Pathways, Programs of Study and other best practices models. HSDOE CTE staff continued to utilize the accountability and evaluation system to tie the allocation and budget expenditure system to program outcomes. Also, CTE office staff attended OVAE sponsored Data Quality Workshops.

The UHCCS funded system-wide and college-level planning and assessment through professional development and training, assessment and program evaluation, and leadership and compliance. Activities included providing college administrators with detail-level data on performance measures and providing training to college staff on use and inclusion of CAR data in annual reports; assisting the Institutional Research cadre to develop core measures, definitions, and data sources for CTE program review, annual report of program data, and Program Health Indicators; and exporting data to colleges for their use. Staff participated in national Data Quality Institutes and the UH System Operational Data Store information sessions.

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

**Use of Technology**

The HSDOE continued its support of and extended the contract that provides online guidance tools and information by providing training for school staff and state personnel. Research and collaboration within HSDOE agencies was done to link Education and Career Opportunities (ECOS) to the HSDOE's student information system. A webpage designer was hired to upgrade the CTE website to better facilitate communication with teachers, schools, and industry partners and to increase functionality.

The postsecondary campuses, in a multi-campus effort to bring the most advanced training on photonics, purchased equipment to train students on state-of-the-art equipment. One campus updated its Nida Computer-Aided Instruction (CAI) Software and obtained a comprehensive site license. The software can now be used in all CTE programs on that campus as well as the Office of Continuing Education and Training. One college used funds to purchase Gas Metal Arc Welding Equipment and provide faculty training. Faculty members were also trained in the use of distance delivery tools resulting in the launching of new courses. Finally, a technologist was hired to gather information from disabilities services specialists on the types of services that will enhance learning for this population.

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

### **Professional Development**

The HSDOE held two CTE coordinators' workshops for schools regarding on-going CTE and school reform efforts. The State CTE office assisted the OSDCTE in the planning and implementation of a Statewide CTE Conference.

CTE faculty members attended the Annual Hawaii National Great Teachers Conference at which they presented and explored innovative teaching strategies. Also, after attending workshops that focused on "soft skills" needed for academic success and employment retention, seven faculty members conducted workshops to teach these skills to other faculty members. Other professional development included training in Connective Leadership to improve leadership skills and participation in the Career Cluster Institute.

Program Improvement and Use of Technology were also impacted.

### **Program Improvement**

The secondary CTE staff participated in on-site technical assistance visits to three HSTW schools. Career Pathway workshops updated teachers on the newest technology and career pathway standards (specifically biotechnology and health services). Special emphasis was placed on improving curriculum and the use of differentiated instructional strategies and assessments. Teachers were in-serviced on pathway standards and CTE programs of study. The CTE staff worked collaboratively with Transition Magazine, a local publication distributed to all high school students, to feature career pathways (12 pages) in each of three issues.

Leadership funds were leveraged to enable faculty from selected CTE programs at seven UHCC campuses to work with external consultants to develop student learner outcome assessment tools and strategies. In the area of nursing, all nursing faculty across the UH System have been meeting and agreed to align their respective curricula across the campuses beginning with common course outlines.

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

### **Nontraditional Training (NT) and Employment**

At the secondary level, information and resources regarding the promotion of underrepresented genders into programs of study were provided to teachers and students via the CTE website.

The postsecondary NT Task Force, consisting of representatives from each campus, focused on marketing NT programs. Career Connections, a new website and touchscreen kiosks, to help students explore career options was launched in December 2007. Additionally, several colleges successfully used tool subsidies as incentives. Two colleges held summer bridge programs providing high schools students with an opportunity to "sample" college CTE programs resulting in a successful recruitment of minority gender students into NT programs. Another campus established a Women in Technology Club to support students in NT programs.

This year, OSDCTE focused on increasing access to and participation of students in NT occupational preparation. A DVD and companion brochure using female role models to inform students about careers in the building construction industry was developed and distributed. The effort was timed to coincide with a state initiative to develop secondary-postsecondary training capacity in construction occupations. Tools were purchased for postsecondary students who were also members of at least one other special population. This incentive encouraged NT enrollment at the colleges. Also, a career planning publication was purchased and distributed to high schools and colleges.

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

### **Supporting Partnerships**

The HSDOE convened career pathway work groups and met with their advisory councils to plan and implement activities to improve CTE curriculum that support school reform initiatives.

At the postsecondary, one college trained students in the Student-to-Student Program. These students were then sent to public middle and high schools to present to over 4,000 students on their college experiences. A group of Deans of Instruction and/or Student Services and Directors of Continuing Education met over the year to discuss the needs of their communities, students and institutions as related to CTE.

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

### **Correctional Institutions**

The Department of Public Safety provided supplemental activities for 160 inmates. Training and transition to employment assistance was provided at furlough and transition programs at correctional centers with over 24 completions and another 7 completing Commercial Drivers' License training. Landscaping training was provided for women at the Women's Community Correctional Center. Automotive and horticulture training programs were conducted at the Kulani Correctional Facility with 15 attaining certificates of completion in horticulture and 14 receiving Automotive Service Excellence (ASE) National Certification and 1 receiving an ASE Master Mechanic certification.

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

Through the HSDOE Academic and Financial Planning system and the CTE One-Year Planning process, schools were expected to support the needs of special population students who participated in CTE programs. Professional development and the distribution of resources to specifically meet the needs of special populations groups is an on-going effort.

Counselors from the neighbor island colleges attended the Pacific Rim Disabilities Conference to learn about state-of-the-art adaptive technologies and strategies which were shared with their respective colleges. A technologist was hired to research best services and technologies for the disabled and to provide faculty training.

Professional Development and Use of Technology was also impacted.

**B. Permissible Activities [ sec. 124 of Perkins III]**

The HSDOE hosted the 5th Career and Technical Student Organization (CTSO) conference, which involved four of the five CTSOs. Students from all four CTSOs were able to compete, interact with business and industry representatives, and attend informational breakout sessions. Additionally, OSDCTE provided professional development activities for improving outcomes in NT CTE programs and to improve secondary and postsecondary CTE programs in the recruitment and retention of NT students.

**III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs [sec. 131 and 134 of Perkins III]**

**A. Summary of State’s eligible recipients**

Hawai i has two eligible recipients—the Hawai i State Department of Education and the University of Hawai i Community College System.

**B. Latest version of local application used to fund eligible recipients.**

Please see Attachment B.

**IV. Accountability [sec. 113 of Perkins III]**

**PROGRAM PERFORMANCE – SECONDARY**

At the secondary level, performance goals were exceeded for four of the six required accountability indicators. The indicators regarding participation and completion of nontraditional enrollees in nontraditional programs experienced the greatest increase in percentage performance over last year, with participation (4S1) increasing by 15.54% and completion (4S2) increasing by 8.33%. The two indicators that did not meet their performance goals were within 90% of the goal.

For most indicators, the special populations groups did as well as or better than the general population. There was no discernible pattern of any special populations group not meeting performance goals.

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 career and technical 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 12<sup>th</sup> grade student who has completed the requirements for her/his selected State Certified Career and Technical Education Program of Study. A program of study includes two Carnegie units in a single career and technical education program plus one required academic course.
- Completer: A 12<sup>th</sup> grade student who has completed the requirements for her/his selected State Certified Career and Technical Education Program of Study and has been awarded a high school diploma. A program of study includes two Carnegie units in a single career and technical education program plus one required academic course.

INDICATOR 1S1	ACADEMIC ATTAINMENT	PERFORMANCE GOAL 69.85%	ACTUAL PERFORMANCE 67.84%
Numerator: 1,082	A 12 <sup>th</sup> grade student who has completed the requirements for her/his selected State Certified Vocational Education Program of Study and received a cumulative grade point average of “2.0” or better in all language arts, math and science courses required for graduation. A program of study includes two Carnegie units in a single vocational program area plus one required academic course.		
	A 12 <sup>th</sup> grade student who has completed the requirements for her/his selected State Certified		

Denominator: 1,595	Vocational Education Program of Study. A program of study includes two Carnegie units in a single vocational program area plus one required academic course.	
<b>a. PERFORMANCE SUMMARY</b>		
Overall	The performance goal was not met for this indicator. The actual performance increased from 67.02% in 2006 to 67.84% in 2007. The number of concentrators included in the measure increased by 473 students or 42.16% over the previous year. While this growth is healthy, there is a challenge to simultaneously maintain (or improve) students' academic grade point averages especially as the rigor of academic courses increases in compliance with No Child Left Behind.	
Special Populations	Individuals with disabilities and nontraditional enrollees exceeded the performance of the overall population. However, economically disadvantaged and limited English proficient students did not perform as well. With the continued elimination of lower-level academic courses, certain special population groups are finding it more difficult to achieve the stated targets. The program specialist for pregnant and parenting teens was not able to provide data for this population group.	
Tech Prep	Tech Prep and Vocational Education data are the same.	
<b>b. DEFINITION</b>		
Concentrator	A 12 <sup>th</sup> grade student who has completed the requirements for her/his selected State Certified Career and Technical Education Program of Study.	
<b>c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT</b>		
Approach	Academic Grade Point Average	
Quality Improvement Efforts	<i>Alignment to State Academic Standards</i>	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 <sup>th</sup> 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. 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.	
	<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.		
<b>d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR</b>		
Strategy	Efforts to implement a standards-based system for all students at the secondary level are finally taking hold at the secondary level. As a result, there has been a 42.16% 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. 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	<p>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.</p> <p>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.</p>
Results	An emphasis on standards-based curriculum and assessment based on Hawaii 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 by the growing number of concentrators and the increased academic achievement of the CTE students.
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	<p>CTE is developing end-of-course exams for CTE courses which may be used as the basis for articulated, dual credit initiatives. 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 are expected to align their CTE plans with their school's Academic and Financial plans to ensure a cohesive effort to improve students' academic performance. 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.</p>
----------	--

INDICATOR 1S2	SKILL PROFICIENCIES	PERFORMANCE GOAL 91.98%	ACTUAL PERFORMANCE 91.60%
Numerator: 1,461	A 12 <sup>th</sup> grade student who has completed the requirements for her/his selected State Certified Vocational Education Program of Study and received a cumulative grade point average of "2.0" or better in all vocational courses in their State Certified Program of Study. A program of study includes two Carnegie units in a single vocational program area plus one required academic course.		
Denominator: 1,595	A 12 <sup>th</sup> grade student who has completed the requirements for her/his selected State Certified Vocational Education Program of Study. A program of study includes 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. However, the actual performance of 91.60% is an increase of 1.85 % over last year's performance. Further, the actual performance of 91.60% was within 99% 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. The program specialist for pregnant and parenting teens was not able to provided data for this population group.
Tech Prep	Tech Prep and Vocational Education data are the same.

**b. DEFINITION**

Concentrator	A 12 <sup>th</sup> grade student who has completed the requirements for her/his selected State Certified Career and Technical Education Program of Study.
--------------	---

<b>c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT</b>		
Approach	Vocational/Technical Grade Point Average	
Quality Improvement Efforts	<i>Alignment to Industry Standards</i>	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.		
<b>d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR</b>		
Strategy	The continued development and implementation of career pathway standards is the central focus for the continued improvement of CTE programs at the secondary level. 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.	
<b>e. IMPROVEMENT STRATEGIES FOR NEXT YEAR</b>		

Strategy	CTE is developing end-of-course exams for CTE courses which may be used as the basis for articulated, dual credit initiatives. 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 are expected to align their CTE plans with their school's Academic and Financial plans to ensure a cohesive effort to improve students' academic performance. 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.
----------	---

INDICATOR 2S1	COMPLETION	PERFORMANCE GOAL 92.15%	ACTUAL PERFORMANCE 93.42%
Numerator: 1,490	A 12 <sup>th</sup> grade student who has completed the requirements for her/his selected State Certified Vocational Education Program of Study and has been awarded a high school diploma. A program of study includes two Carnegie units in a single vocational program area plus one required academic course.		
Denominator: 1,595	A 12 <sup>th</sup> grade student who has completed the requirements for her/his selected State Certified Vocational Education Program of Study. A program of study includes 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	Two out of the four special population groups exceeded the performance goal. The remaining two groups were within 93% of the performance goal. The program specialist for pregnant and parenting teens was not able to provide data for this population group.
Tech Prep	Tech Prep and Vocational Education data are the same.

**b. DEFINITION**

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

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

Approach	State/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 <sup>th</sup> graders who completed a CTE program of study, not just seniors, who received a high school diploma.	
	<i>Timing of Completion Measurement</i>	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.	
Student Coverage in Attainment Measurement	Quality Rating (1-3): 2	
	Completion data are reported by all but one school for all students reaching state thresholds.	

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

Strategy	<p>The implementation of the Personal Transition Plan 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>Funding allocation formulas were revised to increase funding to schools with program of study completers. 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. 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 participate in ECOS professional development workshops. Implementation of the Personal Transition Plan has been established as a Board of Education graduation requirement.
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 also helped 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 at counselor training sessions as well as in CTE coordinators' meetings. In addition, the State has revised funding guidelines to support increased implementation and expansion of career pathway programs of study at each high school. Revised funding guidelines and requirements focus on achievement of core indicators measures as well as CTE student learning outcomes.
----------	--

INDICATOR 3S1	PLACEMENT	PERFORMANCE GOAL 86.81%	ACTUAL PERFORMANCE 100.00%
Numerator: 78	Completers who responded to the placement survey who entered into postsecondary education, employment, or military within 6 months of graduation.		
Denominator: 78	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 2006. Actual performance increased by 1.04% over last year to 100%. This increase may be attributed to the fact that students completing programs of study within Career Pathways have a better understanding of careers and the educational and workplace expectations. However, no conclusions can be drawn since there was only about a 6% response rate this year
Special Populations	All of the special population groups that responded to the survey exceed the targeted performance level and matched the actual performance of the overall population. There were no responses from the pregnant and parenting teens and limited English proficient groups.
Tech Prep	Tech Prep and Vocational Education data are the same.

**b. DEFINITION**

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

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

Approach	State-Developed, School-Administered Surveys/Placement Records	
Quality Improvement	<i>Alignment to Definitions of Three Types of Placement</i>	<i>Quality Rating (1-3): 3</i>

Efforts	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 that had a listed e-mail address. In addition, hard copy surveys were also mailed to every completer. The hard copy survey also gave graduates a chance to request an e-mail survey.
Results	Most of the respondents replied to the hard copy survey instead of the e-mail survey. However, there were a few graduates who received a hard copy survey that requested an e-mail copy.
Impact	Due to the low response rate, reliable conclusions regarding placement cannot be made.

**e. IMPROVEMENT STRATEGIES FOR NEXT YEAR**

Strategy	The Department will continue to explore other possibilities for data matching. Because of the inability to use social security numbers, alternate solutions are difficult and expensive to coordinate and implement. The Department will work with postsecondary partners, the Department of Labor and other organizations to find more feasible alternatives for the collection of this information.
----------	---

INDICATOR 4S1	PARTICIPATE NONTRAD	PERFORMANCE GOAL 28.99%	ACTUAL PERFORMANCE 42.88%
Numerator: 4,081	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: 9,517	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 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	All of the special population groups exceeded the performance goal. The program specialist for pregnant and parenting teens was not able to provided data for this population group
Tech Prep	Tech Prep and Vocational Education data are the same.

**b. DEFINITION**

Participant	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	<i>Accurate Classification of Programs as Nontraditional</i>	<i>Quality Rating (1-3): 3</i>

Efforts	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
	<u>Data classification was improved this year.</u> 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 as a part of the Career Pathway system. 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 found that Career Pathway information helps students become aware of a wider variety of careers and occupations. In addition to system-wide initiatives, 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 has been an 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. In addition to high schools, middle schools are also requesting Career Pathway materials for students.

**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. Plans are also in place to create an updated Career Pathway DVD, as well as, streaming video to highlight nontraditional individuals in various career pathways.
----------	---

INDICATOR 4S2	COMPLETION NONTRAD	PERFORMANCE GOAL 28.33%	ACTUAL PERFORMANCE 42.00 %
Numerator: 436	A 12 <sup>th</sup> grade student in the underrepresented group who has completed the requirements in a Nontraditional State Certified Vocational Education Program of Study and has been awarded a high school diploma. A program of study includes two Carnegie units in a single vocational program area plus one required academic course.		
Denominator: 1,038	A 12 <sup>th</sup> grade student who has completed the requirements in a Nontraditional State Certified Vocational Education Program of Study and has been awarded a high school diploma. A program of study includes 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	All of the special population groups exceeded the performance goal. The program specialist for pregnant and parenting teens was not able to provided data for this population group
Tech Prep	Tech Prep and Vocational Education data are the same.

**b. DEFINITION**

Completer	A 12 <sup>th</sup> grade student who has completed the requirements for her/his selected State Certified Vocational Education Program of Study and has been awarded a high school diploma.	
<b>c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT</b>		
Approach	State/Local Administrative Data	
Quality Improvement Efforts	<i>Accurate Classification of Programs as Nontraditional</i>	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 but one school provide data for CTE completers in nontraditional programs.		
<b>d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR</b>		
Strategy	Participation in and completion of nontraditional programs was encouraged at the individual school level. Guidelines for each school's one-year plan include addressing nontraditional programs as a part of the Career Pathway system. 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 found that Career Pathway information helps students become aware of a wider variety of careers and occupations. In addition to system-wide initiatives, 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 has been an increased awareness of career opportunities that are available to all students, including nontraditional occupations. The career pathway informational DVD features a nontraditional student in the early childhood program of study. The magazine featuring traditional and nontraditional individuals in career pathways seems to be having some impact on students' awareness of their career opportunities.	
<b>e. IMPROVEMENT STRATEGIES FOR NEXT YEAR</b>		
Strategy	<p>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.</p> <p>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. Plans are also in place to create an updated Career Pathway DVD, as well as, streaming video to highlight nontraditional individuals in various career pathways.</p>	

### **PROGRAM PERFORMANCE – POSTSECONDARY**

Performance goals were exceeded for all of the seven core measures required under Perkins III to assess improvement at the postsecondary level. One indicator, 3P1 (Placement), had a 6.42% increase over last year's performance. Also notable was the 3.86% increase in performance over last year's performance for the 3P2 indicator (Retention).

For most indicators, all of the special populations groups did as well as or better than the general population. There was no discernible pattern of any special populations group not meeting performance goals.

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 career and technical education 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 career and technical education program).

INDICATOR IP1	ACADEMIC ATTAINMENT	PERFORMANCE GOAL 81.87%	ACTUAL PERFORMANCE 85.66%
Numerator: 1,911	Concentrators who have a cumulative GPA > or = 2.00 in academic courses and who have stopped program participation in the year reported.		
Denominator: 2,231	Concentrators who have stopped program participation in the year reported.		
<b>a. PERFORMANCE SUMMARY</b>			
Overall	Postsecondary exceeded the goal		
Special Populations	All special populations, with the exception of students with disabilities exceeded the goal. The number of students with disabilities and the number demonstrating successful academic skills increased over the prior year		
Tech Prep	Tech Prep and Vocational Education data are the same.		
<b>b. DEFINITION</b>			
Concentrator	A student in a declared vocational program who has completed at least ten credits or the equivalent in her/his program.		
<b>c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT</b>			
Approach	Academic Grade Point Average		
Quality Improvement Efforts	<i>Alignment to Program-Defined Academic Standards</i>		Quality Rating (1-3): 1
	While Hawai'i does not have statewide standards for postsecondary program content and academic performance, individual CTE programs have approved program content standards. For programs offered at more than one campus, there are Program Coordinating Councils. At each campus, there are 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 coursework (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 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.			
<b>d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR</b>			
Strategy	Several types of intervention strategies were used including: curriculum reviews; the development, assessment, and analyses of Student Learning Outcomes (SLOs); supplemental instruction programs; individualized assistance for at-risk students; peer tutoring; time management and success strategies workshops; and various programs to assist special needs students.		
Activities Completed	Faculty from selected disciplines met to review the curriculum for relevancy and appropriate rigor, to develop SLOs, to develop methods to assess the SLOs, and to analyze the results of the assessments. Staff and students were hired to provide "supplemental instruction" to complement classroom instruction. At-risk students were identified and provided individualized		

	<p>assistance.</p> <p>As a system, faculty were provided training in developing program maps, refining student learning outcomes (SLOs), and structuring assessments of SLOs. A part-time instructor was hired to specifically review the integrated academics curricula in all of the CTE programs offered at one college.</p> <p>Special needs students were provided mobility assistance, note-taking services, sign language interpreter services, alternate testing services, access to adaptive equipment, and counseling services.</p>
Results	For nearly all strategies, the colleges reported improvements in students' course completion rates and grade point averages (GPAs) when compared to data from previous years or to similarly-situated students not involved in the interventions.
Impact	Postsecondary has steadily improved its performance on this indicator since 2003-04. Postsecondary has met its performance goal for three years in a row.
<b>e. IMPROVEMENT STRATEGIES FOR NEXT YEAR</b>	
Strategy	In 2007-08, the UHCCS plans to expand successful strategies to additional programs within the college and to other colleges, expand the use of a web-based counseling and support services student tracking system, and introduce faculty across the system to a free nationally-recognized integrated academics program. The colleges are committed to continuing to provide the support needed for special populations to succeed.

INDICATOR 1P2	SKILL PROFICIENCIES	PERFORMANCE GOAL 90.42%	ACTUAL PERFORMANCE 92.78%
Numerator: 2,479	Concentrators who have a cumulative GPA > or = 2.00 in vocational courses and who have stopped program participation in the year reported.		
Denominator: 2,672	Concentrators who have stopped program participation in the year reported.		
<b>a. PERFORMANCE SUMMARY</b>			
Overall	Postsecondary exceeded the goal		
Special Populations	All special populations with the exception of individuals with disabilities, displaced homemakers, and nontraditional enrollees exceeded the percentage goal. There was, however, an increase in the numbers of students in these groups who met the performance goal.		
Tech Prep	Tech Prep and Vocational Education data are the same.		
<b>b. DEFINITION</b>			
Concentrator	A student in a declared vocational program who has completed at least ten credits or the equivalent in her/his program.		
<b>c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT</b>			
Approach	Vocational/Technical Grade Point Average		
Quality Improvement Efforts	<i>Alignment to Industry Standards</i>	Quality Rating (1-3): 1	
	See <i>Alignment to Program-Defined Academic Standards</i> section in 1P1, c. 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	
	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	
	See <i>Timing of Attainment Measurement</i> in 1P1c.		
	<i>Reliability of Assessment Instruments</i>	Quality Rating (1-3): 1	
	Data are extracted directly from student transcript files. The routines have been tested to ensure accuracy. The measures can be duplicated with the same results. The routine captures all CTE coursework contained in the transcript file for all CTE concentrators.		
	<i>Reliability of Assessment Administration</i>	Quality Rating (1-3): 1	
See <i>Reliability of Assessment Administration</i> in 1P1c.			
<i>Student Coverage in Attainment Measurement</i>	Quality Rating (1-3): 1		

	The measure includes concentrators in all CTE programs
<b>d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR</b>	
Strategy	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 and follow-up training when needed, curriculum review, academic support for students, assessment training for faculty, equipment and software purchases, and the implementation of various programs to assist special needs students.
Activities Completed	<p>Two campuses piloted industry-based programs that help assess students' proficiency in specific career areas. Students were informed of identified weaknesses in relation to industry needs and were advised on how to address the weaknesses. In some cases, students were required to participate in individualized computer-assisted instruction, tutoring, and assessment.</p> <p>Faculty from selected multi-college programs reviewed and/or aligned their curricula. Nursing faculty from both the baccalaureate and associate degree granting institutions in the University of Hawai'i System met to ensure alignment and non-duplication of coursework. In other programs, faculty adjusted curricula to align common core courses among similar programs statewide, and/or to meet industry needs.</p> <p>Various forms of supplemental instruction and tutoring services were provided to students in career and technical education programs. CTE faculty were trained on distance delivery technologies, assessment of student learning outcomes, and the proper use of new equipment. State-of-the-art equipment and software were purchased to assist with technical instruction in classroom and labs.</p> <p>Special needs students were provided with mobility assistance, note-taking services, sign language interpreter services, tutoring, alternate testing services, access to adaptive equipment, and counseling services.</p>
Results	<p>Faculty members were able to identify and address student weaknesses early in the student's educational career and provide supplemental instruction to students in program-required classes. Faculty review their program curricula more frequently and make adjustments based on data derived from outcome assessments and industry input.</p> <p>Faculty members are able to deliver more courses via distance learning techniques and use current technologies to reinforce learning and expand access to courses for degree completion. Students were also provided opportunities to work with state-of-the-art equipment in emerging technical areas.</p>
Impact	Postsecondary performance on this indicator has steadily increased since 2003-04. It is the third year in a row that postsecondary has met its goal. It is notable that postsecondary continues to improve while already in the 90% range.
<b>e. IMPROVEMENT STRATEGIES FOR NEXT YEAR</b>	
Strategy	For 2007-08, campuses have requested and received funding for strategies that are based on data and research of effective learning models. The strategies involve instructional and counseling services for CTE students, special services for special needs students to assure they receive the type and level of support needed to be successful, professional development and training to enable faculty to remain current in their specialty areas and in educational pedagogy, support for program review and data analyses, and CTE software and equipment purchases to ensure students are provided experience with up-to-date equipment.

INDICATOR 2PI	COMPLETION	PERFORMANCE GOAL 38.17%	ACTUAL PERFORMANCE 47.94%
Numerator: 1,281	Concentrators who received a degree or certificate in a vocational program and who have stopped program participation in the year reported.		
Denominator: 2,672	Concentrators who have stopped program participation in the year reported.		
<b>a. PERFORMANCE SUMMARY</b>			
Overall	Postsecondary exceeded the goal		
Special Populations	All special populations exceeded the goal		

Tech Prep	Tech Prep and Vocational Education data are the same.	
<b>b. DEFINITION</b>		
Concentrator	A student in a declared vocational program who has completed at least ten credits or the equivalent in her/his program.	
<b>c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT</b>		
Approach	State/Local Administrative Data	
Quality Improvement Efforts	<i>Alignment of Completion Measurement to Standards</i>	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
	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.		
<b>d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR</b>		
Strategy	Strategies funded to meet this performance indicator are as varied as the needs of the colleges and students served. Factors contributing to students' performance on this indicator are students' preparedness for entry into the program, instructional skills of the faculty, relevance of the curricula, access to courses, access to state-of-the-art equipment, ongoing assessment and improvement of the program and its component parts, and the support services provided to students. Individual colleges and programs determine the best strategies to improve program completion.	
Activities Completed	<p>Data on completers and non-completers, use and impact of instructional support programs, and other useful information were collected and analyzed to develop strategies to address this indicator.</p> <p>Student (case) management systems continue at several colleges. Although each had a slightly different emphasis, all addressed student needs including academic and technical skills attainment, retention and completion. Students' progress through a program is tracked to assist with counseling and the development of the campus' course schedule; faculty/counselors meet with students to discuss their progress – addressing both academic and non-academic issues.</p> <p>Several colleges purchased a web-based student services tracking system that assists with setting up appointments, and tracks students' counseling sessions and their use of academic support services. Web-based student information sites were developed to provide students with information on academic planning; registration; tuition, fees, and payment schedules; classes offered; student policies; exam schedules, etc.</p> <p>Several colleges hired Retention Specialists and/or provided supplemental instruction to assist students who might otherwise have failed key program courses. The Automotive Mechanics Technology (AMT) program at one campus hired an instructor during the non-instructional period to provide eligible students who failed their first semester an opportunity to participate in a one-week retention class.</p> <p>CTE faculty were trained on distance delivery and other current technologies.</p>	
Results	<p>Data helped faculty and staff make appropriate changes to academic support services, course offerings, and counseling practices.</p> <p>The student (case) management programs all found various forms of success: higher grades and pass rates, increasing the proportions of students moving onto the next levels, and increased numbers of completers.</p>	

	<p>The online systems have proven to be extremely valuable in managing student appointments, tracking student progress, and providing access to commonly distributed student information 24 hours a day, 7 days a week.</p> <p>In the pilot AMT Retention program, all 16 participating students subsequently passed the first semester requirements and were able to move on to the second semester of the program with no time lost.</p> <p>With the proper training and technical assistance faculty members were able to deliver more courses via distance education, thus expanding access to courses for degree completion, and use current technologies to reinforce learning.</p>
Impact	Postsecondary has continued to improve its performance on this indicator since 2003-04. This is the sixth year in a row that postsecondary has met its goal.
<b>e. IMPROVEMENT STRATEGIES FOR NEXT YEAR</b>	
Strategy	Through student career skills assessments, early intervention strategies, program readiness skill-building, 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, and thus will become a more visible part of each program's annual review.

INDICATOR 3P1	PLACEMENT	PERFORMANCE GOAL 71.07%	ACTUAL PERFORMANCE 77.98%
Numerator: 963	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: 1,235	Completers in the year reported (previous Perkins year) who have stopped program participation.		
<b>a. PERFORMANCE SUMMARY</b>			
Overall	Postsecondary exceeded the goal		
Special Populations	All special populations, with two exceptions met the goal. Though not meeting the goal, individuals with disabilities doubled the number of students reaching the goal. Limited English showed a slight numerical increase.		
Tech Prep	Tech Prep and Vocational Education data are the same.		
<b>b. DEFINITION</b>			
Completer	A student who has been awarded a degree or credential in a vocational program.		
<b>c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT</b>			
Approach	Administrative Record Exchanges/Matching of Administrative Records		
Quality Improvement Efforts	<i>Alignment to Definitions of Three Types of Placement</i>		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 in employment is measured in the Unemployment Insurance (UI) quarter following the term in which the students completed their program. Placement into education is measured using National Student Clearinghouse (NSC) data for the quarter/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 (UI) Division, regarding the procedures for matching data. Postsecondary participates in Enrollment Search with the NSC.		
	<i>Student Coverage in Placement Measurement</i>		Quality Rating (1-3): 2
	Individual student record files are matched with the UI database. Hawai'i UI records exceed the threshold of 80% worker coverage. Postsecondary submits all completers for matching. NSC data include enrollments in more than 2,700 colleges and universities.		
	<i>Response/Match Capacity</i>		Quality Rating (1-3): 2

	<p>Hawai'i UI records system matches against 86% in-state employer coverage; exceeding the suggested 60% threshold match of in-state workers for a "satisfactory progress" score. Based on our statewide coverage and situation as an island state not having many workers crossing state lines, the response/match capacity is judged to be satisfactory.</p>		
	<table border="1"> <tr> <td><i>Non-Duplicated Counts</i></td> <td>Quality Rating (1-3): 3</td> </tr> </table>	<i>Non-Duplicated Counts</i>	Quality Rating (1-3): 3
<i>Non-Duplicated Counts</i>	Quality Rating (1-3): 3		
	Unduplicated placement information is collected and used to calculate the overall performance level.		
<b>d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR</b>			
Strategy	Strategies include providing students with opportunities to use state-of-the-art equipment and tools/software found in the workplace; 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 job application training; providing on-line 24/7 information on careers, local education and training program offerings, and job preparation assistance.		
Activities Completed	<p>State-of-the-art equipment and software were purchased for a variety of programs, e.g., Auto Body Repair, Electronics, Culinary, Forestry, and Automotive Technology, and Diesel Mechanics. Students' access to these equipment help to assure that they have hands-on experience with up-to-date equipment that employers would find valuable.</p> <p>Job Placement, Internship, and Co-operative Education (JPIC) personnel from across the UHCCS met and collaborated on campus job/career fairs and job application training sessions, and shared information on the software used for job postings and data collection. Business and government representatives shared tools that could be used to assist students in determining their interest areas, learning about the skills and abilities required for an array of jobs and careers, locating a mentor, etc. The JPIC group also identified problems relating to workers compensation coverage for student interns.</p> <p>At the system level, an interactive web-based tool was developed with interests and skills assessments that are tied to the national 16 career clusters and crosswalked to Hawai'i's 6 career pathways, job information via career videos and U.S. Department of Labor ONET information, relevant education opportunities available locally, job preparation tutorials, and career-based games and activities.</p>		
Results	<p>Students gained hands-on experience with state-of-the-art technology, improving their ability to compete for high technology positions.</p> <p>Job/Career fairs were held throughout the State, and where possible, planners coordinated the dates to maximize the availability of employers from the mainland. JPIC staff shared State's workforce data and best practices, and identified common internship and cooperative education issues to address in the upcoming year.</p> <p>As of Fall 2007, over 4,000 student users from 73 majors from across the University of Hawai'i System logged into the job preparation tutorial tool called Career Access. This application will soon be included in the umbrella site, Career Connections, which was 90% complete as of July 1, 2007. Stand-alone kiosks of the application were provided to each consortium college campus. The site is also available via the web and offered free to the public.</p>		
Impact	Postsecondary significantly improved its performance on this indicator over last year with an increase of over 6 percentage points. Postsecondary met its goal on this indicator for the first time in four years.		
<b>e. IMPROVEMENT STRATEGIES FOR NEXT YEAR</b>			
Strategy	<p>The JPIC group will continue to meet quarterly to share information and resolve common problems. A website will be developed to promote the job preparation services available system-wide and a statewide conference for public and private postsecondary JPIC professionals is being planned for Spring 2008.</p> <p>Career Access, an on-line job preparation tutorial system that was fully launched throughout the UHCCS in January 2006 will be made available via the web. 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.</p>		

INDICATOR 3P2	RETENTION	PERFORMANCE GOAL 92.00%	ACTUAL PERFORMANCE 94.31%
Numerator: 846	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: 897	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).		
<b>a. PERFORMANCE SUMMARY</b>			
Overall	Postsecondary exceeded the goal.		
Special Populations	All special populations with the exception of two, exceeded the goal. Limited English proficient showed a slight numerical increase over the prior year. Individuals with disabilities showed a decrease.		
Tech Prep	Tech Prep and Vocational Education data are the same.		
<b>b. DEFINITION</b>			
Completer	A concentrator who has been awarded a degree or credential in a vocational program.		
<b>c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT</b>			
Approach	Administrative Record Exchanges/Matching of Administrative Records		
Quality Improvement Efforts	<i>Alignment to Definitions of Three Types of 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.		
	<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 (UI) 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 UI database. Records of all postsecondary completers are submitted for match.		
	<i>Response/Match Capacity</i>		Quality Rating (1-3): 2
	See <i>Response/Match Capacity</i> section in 3P1,c.		
<i>Non-Duplicated Counts</i>		Quality Rating (1-3): 3	
Unduplicated retention information is collected and used to calculate the overall performance level.			
<b>d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR</b>			
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 system and college strategies reported in the other performance indicators, address this indicators as well.		
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	For 2006-07, the postsecondary met its goal for this indicator. Postsecondary has met the (90% and higher) goals for this indicator in five out of the last six years.		
<b>e. IMPROVEMENT STRATEGIES FOR NEXT YEAR</b>			
Strategy	The UHCCS will continue to help ensure that students are well-prepared for the careers they choose by providing technical and soft skills training required in the workplace. Strategies in the next program year include building and supporting more learning communities and professional development activities centered around integrated academics. There will also be continued support of the group of UHCCS JPIC group.		

INDICATOR 4P1	NONTRAD PARTICIPATION	PERFORMANCE GOAL 14.60%	ACTUAL PERFORMANCE 15.94%
------------------	--------------------------	----------------------------	------------------------------

Numerator: 825	Underrepresented gender groups who participated in nontraditional programs in the year reported.	
Denominator: 5,175	Participants in nontraditional programs in the year reported.	
<b>a. PERFORMANCE SUMMARY</b>		
Overall	Postsecondary exceeded the goal.	
Special Populations	All special populations exceeded the goal	
Tech Prep	Tech Prep and Vocational Education data are the same.	
<b>b. DEFINITION</b>		
Participant	A student in a declared CTE program who has completed at least one CTE credit in her or his program.	
<b>c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT</b>		
Approach	State/Local Administrative Data	
Quality Improvement Efforts	<i>Accurate Classification of Programs as Nontraditional</i>	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
	The UHCCS office annually distributes the state classification system. Overall, postsecondary measures are run from the UHCCS office that uses original source data.	
	<i>Student Coverage in Reporting Nontraditional Programs</i>	Quality Rating (1-3): 3
Participation is reported for all CTE participants in nontraditional programs.		
<b>d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR</b>		
Strategy	Increase awareness of nontraditional (NT) programs and the need to coordinate and increase recruitment efforts within and among consortium colleges.	
Activities Completed	<p>The UHCCS developed web-based and kiosk versions of a tool that includes interest inventories tied to Hawai'i's Career Pathways; information on NT, high-skill, and high-wage programs offered within the UHCCS; 460 career videos; and career-based games.</p> <p>A successful outreach program, Student-to-Student, was expanded to all the major islands in the State. The program sent trained college students to local schools to conduct informational activities on the program offerings available in the UHCC system and the expectations of campus life. Emphasis is placed on NT careers and programs.</p> <p>One college used Perkins funds to hire a half-time counselor to specifically address NT student recruitment and retention. The counselor assisted NT students with academic and non-academic issues.</p> <p>One of this year's projects of the Community Colleges Nontraditional Student Task Force (NTSTF) involved creating guidelines for a Request for Proposals document that would offer colleges the opportunity to develop strategies to improve NT student participation and completion.</p>	
Results	<p>Qualitative evidence indicates that more faculty are aware of the federal definition of "nontraditional programs" and that funds have been set aside to help promote the recruitment and retention of NT students.</p> <p>Several colleges now include pictures of minority gender students in NT programs in their publications and websites.</p>	
Impact	Postsecondary has met their goal on this indicator for the third year in a row.	
<b>e. IMPROVEMENT STRATEGIES FOR NEXT YEAR</b>		

Strategy	<p>Nontraditional student mini grants were offered to the colleges. Campuses responded with plans to promote NT programs with printed materials featuring NT students; and work with the community and students in grades 7 – 12 to develop a coloring book for young children in grades K-6 featuring minority gender students in NT fields. With other grant funds, “career shadowing” and “summer bridge” programs are held at colleges, allow high school students to participate in CTE labs for a few days to a couple of weeks. Such programs have enabled NT students to work in the Automotive Technology, Electronics, and Health and traditional fields.</p> <p>There are plans to continue to address the items in the NTSTF plan and to network with colleagues nationally for new ideas to increase awareness of NT employment opportunities.</p>
----------	---

INDICATOR 4P2	NONTRAD COMPLETION	PERFORMANCE GOAL 12.19%	ACTUAL PERFORMANCE 16.52%
Numerator: 188	Completers in underrepresented gender groups in nontraditional programs in the year reported.		
Denominator: 1,138	Completers in nontraditional programs in the year reported.		

<b>a. PERFORMANCE SUMMARY</b>	
Overall	Postsecondary exceeded the goal
Special Populations	All special populations, with the exception of students with limited English met the goal.
Tech Prep	Tech Prep and Vocational Education data are the same.

<b>b. DEFINITION</b>	
----------------------	--

Completer	A concentrator who has been awarded a degree or certificate in a vocational program.
-----------	--

<b>c. MEASUREMENT APPROACHES AND DATA QUALITY IMPROVEMENT</b>	
---	--

Approach	State/Local Administrative Data	
Quality Improvement Efforts	<i>Accurate Classification of Programs as Nontraditional</i>	Quality Rating (1-3): 3
	See <i>Accurate Classification of Programs as Nontraditional</i> section in 4P1,c.	
	<i>Reliability of Completion Measurement</i>	Quality Rating (1-3): 3
	See <i>Accurate Classification of Programs as Nontraditional</i> section in 4P1,c.	
	<i>Student Coverage in Reporting Nontraditional Programs</i>	Quality Rating (1-3): 3
Completion is reported for all vocational participants in nontraditional programs.		

<b>d. EFFECTIVENESS OF IMPROVEMENT STRATEGIES IN PREVIOUS PROGRAM YEAR</b>	
--	--

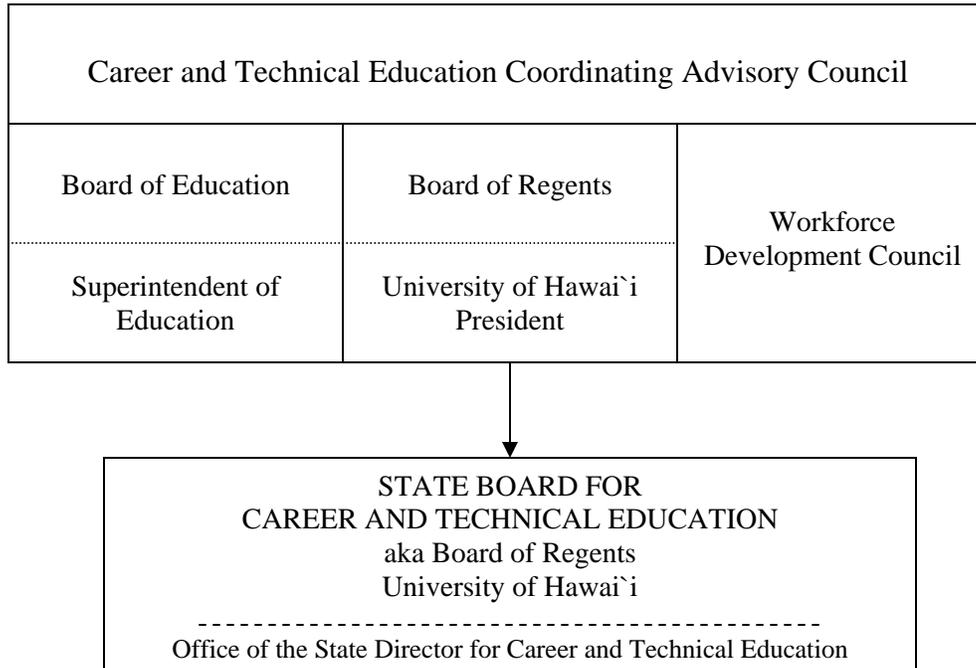
Strategy	Increase awareness of the issues and barriers affecting nontraditional (NT) students’ completion and the need to coordinate and increase retention efforts within and among consortium colleges.
Activities Completed	<p>In the past year, a Nontraditional Student Task Force (NTSTF) has been successful in completing various campus recruitment and retention projects and shared their projects among all consortium colleges. One of the projects involved creating the guidelines for a Request for Proposals document that would enable instructional faculty and counselors from nontraditional programs to develop strategies to improve nontraditional student participation and completion.</p> <p>At one college, the Women in Technology club assisted students with both academic and non-academic issues and provided peer support. Other colleges have outlined plans to develop similar organizations on their campuses.</p>
Results	Qualitative evidence indicates that more faculty are aware of the federal definition of “nontraditional programs” and that funds have been set aside to help promote the recruitment and retention of NT students into these programs.
Impact	Postsecondary has steadily improved its performance on this indicator since 2002-03. It has met its performance goal for the third year in a row.

<b>e. IMPROVEMENT STRATEGIES FOR NEXT YEAR</b>	
--	--

Strategy	Nontraditional student mini-grants were offered to the colleges. Sample projects include the establishment of mentoring program and providing access to the use of tools and texts, etc. The NTSTF will continue working towards increasing awareness of NT fields and promote the recruitment and retention of minority gender students in these areas.
----------	--

**ATTACHMENT A**

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



**Board of Education:** The Hawai'i 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 its 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 Hawai'i 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 Hawai'i Revised Statutes. The council is also the State Workforce Investment Board for purposes of the Workforce Investment Act (WIA) of 1998.

**ATTACHMENT B**

**TITLE I, PART C**

**APPLICATION REQUIREMENTS**

**CARL D. PERKINS CAREER AND TECHNICAL  
EDUCATION IMPROVEMENT ACT OF 2006**

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 2, 2007

**CARL D. PERKINS CAREER AND TECHNICAL  
EDUCATION IMPROVEMENT ACT OF 2006**

**Local Education Application Requirements  
Sec. 3, Sec. 113, Sec. 134(b)(1-12) and Sec. 135(b)(1-9)(c)(1-20)(d)**

<b>PART</b>	<b>REQUIREMENTS / ASSURANCES</b>
<b>1</b>	<p><b><i>PURPOSE</i></b></p> <p>These funds are made available to eligible recipients (Hawaii Department of Education and the University of Hawaii Community System) desiring assistance under the Carl D. Perkins Education Improvement Act of 2006 and are for the purpose of implementing only those career and technical education activities designed to (1) meet or exceed the State-adjusted levels of performance as described in Section 113 and (2) enhance Hawaii’s Career Pathway System.</p>
<b>2</b>	<p><b><i>CRITERIA FOR APPROVAL</i></b></p> <p>The criteria included in Sec. 135 of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 will be used to approve eligible recipients for funding under the Act. Eligible recipients must address the contents of required uses of funds, Sec. 135(b)(1-9), as stated in Perkins IV including activities to (1) promote continuous improvement in academic achievement, (2) promote continuous improvement of technical skill attainment, and (3) identify and address current or emerging occupational opportunities. Core indicators of performance data as well as any other appropriate data must be used to substantiate these proposed activities.</p> <p>In addition, to assure the implementation of programs of study that afford students a non-duplicative progression of courses between secondary and postsecondary institutions with curriculum based on systemwide business and industry approved standards, only high schools implementing at least one state approved program of study using Hawaii’s Career Pathway System standards are eligible for federal Perkins funds. Funds may also be used for career guidance activities.</p> <p>At the postsecondary level, the eligible recipient must offer not less than one Career Pathway System program of study leading to an industry-recognized credential or certificate, or associate or baccalaureate degree articulated with a state approved secondary-level program of study and offering dual career and technical education credit through credit transfer agreements are eligible for federal Perkins funds. Funds may also be used for career guidance activities.</p> <p>Specialized secondary and postsecondary entities providing career and technical education courses for “gap group” students which align with a complete program of study at the secondary level or an industry-recognized credential or certificate, or associate or baccalaureate degree at the postsecondary level, and are certified as such by the Superintendent of the HSDOE and the Vice President of the UHCCS, are exempt from this clause and eligible to receive Perkins’ funds. Funds may also be used for career guidance activities.</p> <p>Program of study: A program of study begins at the secondary level where core and/or cluster courses within each of Hawaii’s six pathways are offered. Curriculum for the core and clusters in each of the pathways is derived from the standards that have been validated by business/industry with input from secondary and postsecondary instructors. Pathway standards are derived from local and national sources and standards. Where secondary/postsecondary programs of study are articulated, the introductory course(s) in the postsecondary program includes the same sequence of standards included in the secondary core and cluster program of study so that a non-duplicative secondary to postsecondary progression of courses allows for secondary students to acquire postsecondary credits in a program</p>

	<p>that leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree. In accordance with AACJC accreditation standards, when accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses.</p>
<p><b>3</b></p>	<p><b><i>REQUIREMENTS FOR USES OF FUNDS</i></b></p> <p>Describe how the career and technical education programs required under Sec. 135(b)(1-9) 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 career and technical education programs that—</p> <ol style="list-style-type: none"> <li>(1) strengthen the academic, career and technical skills of students participating in career and technical education programs by strengthening the academic, and career and technical components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study to ensure learning in the core academic subjects and career and technical education subjects;</li> <li>(2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering relevant elements of not less than 1 career and technical program of study;</li> <li>(3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;</li> <li>(4) develop, improve, or expand the use of technology in career and technical education, which may include—       <ol style="list-style-type: none"> <li>(A) training of career and technical education teachers, faculty, and administrators to use state-of-the-art technology, which may include distance learning;</li> <li>(B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or</li> <li>(C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;</li> </ol> </li> <li>(5) provide professional development programs to secondary and postsecondary teachers, faculty, administrators, career guidance and academic counselors who are involved in integrated career and technical education programs, including—       <ol style="list-style-type: none"> <li>(A) in-service and preservice training on effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable; effective teaching skills based on research that includes promising practices; effective practices to improve parental and community involvement; and effective use of scientifically based research and data to improve instruction.</li> <li>(B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;</li> <li>(C) internship programs that provide business experience; and</li> <li>(D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction.</li> </ol> </li> <li>(6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;</li> </ol>

- (7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
- (8) provide services and activities that are of sufficient size, scope, and quality to be effective; and
- (9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

***PERMISSIVE***—Sec. 135(c)(1-20) lists 20 permissive uses of funds. Describe any proposed activities under this section and citing the appropriate permissive use.

**4**

**ADMINISTRATIVE COSTS.** Each eligible recipient receiving funds under Sec. 135(d) 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 Description, Justification, and Linkage to Proposed CTE Programs/Activities/Services
  - Travel
  - Supplies
  - Miscellaneous
  
2. School/Campus Level
  - Administration
    - Salary
    - Fringe
  - Program Improvement Activities
  - Equipment
  - Travel
  - Supplies
  - Miscellaneous

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

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

<b>5</b>	<p><b>ASSURANCES</b></p> <ul style="list-style-type: none"> <li>• Assure that the data reported are complete, accurate, valid, and reliable.</li> <li>• Assure that none of the information reported under Sec. 113 is duplicative.</li> <li>• Assure that the data are disaggregated for each of the indicators of performance.</li> <li>• Assure that programs are of such size, scope, and quality to bring about improvement in the quality of CTE.</li> <li>• Assure that this application complies with the requirements of this title and the provisions of the State plan, including the provision of a financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs.</li> <li>• Assure that none of the funds expended under this title will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employee of the purchasing entity, or any affiliate of such an organization.</li> <li>• Assure the programs of study are rigorous and aligned with challenging academic standards and relevant career and technical content in a coordinated, nonduplicative progression of courses that align secondary and postsecondary education to adequately prepare students, including special populations, to succeed in postsecondary education or entry into high skill, high wage, or high demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities.</li> </ul>
----------	--

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