

**HAWAII CONSOLIDATED ANNUAL PERFORMANCE, ACCOUNTABILITY,
AND FINANCIAL STATUS REPORT FOR THE STATE BASIC GRANT AND
TECH-PREP GRANT PROGRAMS**

Under the Carl D. Perkins Career and Technical Education
Improvement Act of 2006 (Perkins IV)

December 2009

EXECUTIVE SUMMARY

As required by Public Law 109-270, the State of Hawai'i developed and submitted a Five-Year State Plan for the administration of career and technical education for fiscal years 2008-2013. Perkins IV was reauthorized on August 23, 2006, and this report is for Year Two (July 1, 2008 – June 30, 2009) under which agreed upon performance levels were negotiated with the Office of Vocational and Adult Education, U.S. Department of Education.

As required by law, Hawai'i reached agreement on adjusted performance levels for eight secondary-level core indicators and six postsecondary-level core indicators for Year Two (July 1, 2008 – June 30, 2009). At both secondary and postsecondary levels, at least 90 percent of the goal for each negotiated performance indicator was achieved.

State Leadership dollars were expended according to the required and permitted activities.

Also included in this report are the Financial Status Reports.

PART B: NARRATIVE PERFORMANCE INFORMATION

1. Implementation of State Leadership Activities

The State Board for Career and Technical Education (aka, the University of Hawai'i Board of Regents) is the sole state agency eligible to receive the Carl D. Perkins funds from the U.S. Department of Education. The University of Hawai'i President is the administrator of these funds.

The Career and Technical Education Coordinating Advisory Council (advisory to the State Board for Career and Technical Education) is the principal mechanism for review of all programmatic and policy matters relating to career and technical education. The Council membership includes three representatives each from the Hawai'i Board of Education, the University of Hawai'i Board of Regents, and the Workforce Development Council (Workforce Investment Act administrator) with the Superintendent of Education and the President of the University of Hawai'i serving as ex-officio members.

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 works closely with the Hawai'i State Department of Education (HSDOE) and the University of Hawai'i Community College System (UHCCS), and the State Department of Public Safety (DPS)—the eligible recipients of Perkins Leadership funds.

The OSDCTE manages the Leadership funds for non-traditional student program improvement, primarily through direct professional development and grants to the eligible agencies. The OSDCTE also uses Leadership funds to provide professional improvement activities for staff from all of the eligible agencies.

a. REQUIRED USE OF FUNDS

The following report summarizes the activities conducted under the required uses [sec. 124(b)(1-9)] and permissive activities [sec. 124(c)(1-17)] of state leadership funds. Although categorically reported, most activities address two or more required and/or permissible uses of funds.

ASSESSMENT

At the secondary level, funds were used to hire a programmer to clean data and to support data collection, assessment and program evaluation activities for federal reporting. Data also contributed to the refinement of CTE in the context of school reform initiatives.

The UHCCS funded system-wide and college-level activities to improve planning and assessment through improved data quality, professional development and training, program evaluation, leadership, and compliance.

USE OF TECHNOLOGY

The HSDOE developed and implemented 3-D design standards, curriculum and assessments, and maintained a CTE website for communication of Hawai'i's Career Pathway System initiatives, ideas and development.

The postsecondary system purchased state-of-the-art equipment for high-wage, high-skill occupational programs (automotive mechanics, culinary, electronics, electricity, agriculture, and information technology) to assure that student training aligns with workplace requirements. Also, equipment and hardware was purchased for the production of CTE distance courses.

PROFESSIONAL DEVELOPMENT

HSDOE conducted CTE coordinators' training workshops resulting in an increase in the number of schools implementing CTE initiatives that support school reform efforts. Also, two teacher training workshops were conducted for each of the six career pathways on implementing standards-based programs of study.

At the postsecondary level, various faculty and leadership personnel attended and/or presented at workshops and conferences on effective teaching strategies, assessment and career pathways. A highlight was a two-day "Best Practices in Assessment" conference for 255 UHCCS faculty and staff.

PROGRAM IMPROVEMENT

HSDOE program improvement initiatives focused on High Schools That Work, career pathways, programs of study and other best practice models. The HSTW Award of Educational Achievement was awarded to 79 students for completing a college prep course of study in two academic areas and a CTE, math/science or humanities concentration and exceeding goals on the assessment. Approximately 16 percent of the schools participated in the development and implementation of a 3-D design student performance-based assessment. Also, core standards for five career pathways core standards were drafted, standards for six cluster standards were drafted and one student assessment for five of the six pathways was developed.

Faculty at the postsecondary level were inspired by an integrated academics workshop and used mini-grants to partner with general education faculty to develop integrated lessons. A program review of student outcomes resulted in 23 college programs having their outcomes validated by business and industry. Also, after several years of

work on curricula alignment, the Hawaii Board of Nursing approved the articulated curricula.

PREPARATION FOR NON-TRADITIONAL FIELDS AND EXPOSURE TO HIGH-SKILL, HIGH-WAGE OCCUPATIONS

Information and resources promoting underrepresented genders into programs of study were provided to secondary-level teachers and students via the CTE website. Student performance-based competitions were held in the areas of Business, Marketing, Retailing/Advertising, 3-D Design and Printing, Game Design, Animation, Sustainable Agriculture, and a Culinary/Healthy Eating. All events measured student attainment of career pathway standards.

At the postsecondary level, funds were used to market non-traditional programs to minority gender students through print media. Additionally, equipment was purchased to help female students perform industry-required activities in Automotive Technology and Agriculture.

With the goal of increasing access to and participation in nontraditional (NT) occupations, the OSDCTE supported community colleges in their efforts to recruit high school students for NT programs by offering tool stipends for trades programs. OSDCTE also supported efforts to recruit and train males as educational paraprofessionals, to increase female participation in the justice and auto tech programs and to increase male participation in early childhood education.

SUPPORTING PARTNERSHIPS

HSDOE spearheads the Career Pathway initiatives. Business and community agencies contributed time and funds for competitions, paid summer internships, a summer institute for students, teacher training, and dual credit articulated programs of study. A Career Pathway DVD for marketing purposes is near completion.

The UHCCS collaborated with the HSDOE to provide various training including a summer culinary boot camp, a summer teacher institute for SERVSAFE certification, customized college-credit cooking classes, and guidance activities to help students transition to college or work.

The OSDCTE organized a statewide conference for local educators to share and learn from each other; the only opportunity of its kind in the state. At the local level, through the Hawaii Partnership for Achieving Student Success (HIPASS) Project with the Maui Educational Consortium, a partnership of Maui HSDOE and Maui Community College, focused on using data to follow students from middle school to the university to evaluate and improve student achievement. The data spans across

institutions, and follows students from middle school to college, work, or military service.

SERVING INDIVIDUALS IN CORRECTIONAL INSTITUTIONS

This activity is addressed by the Hawai'i Department of Public Safety (DPS). Through Perkins, DPS provided supplemental funding to train 416 inmates. Pre-employment workshops and job placement counseling were provided for 306 inmates at the O'ahu Community Correctional Center and Kulani Correctional Facility. Sheltered employment services and placement were provided for 20 women with special needs from the Women's Community Correctional Center. DPS contracts with community colleges for CTE programming. At the Kulani and Wai'awa correctional facilities, vocational training was provided in various areas: automotive, 22 participants; horticulture, 33; masonry, 13; and culinary, 22. Developmental math and reading courses for construction fields and culinary training were provided for 20 participants. Finally, seven inmates completed an online history course to fulfill core requirements for a degree/certificate in automotive and environmental science.

SUPPORT FOR PROGRAMS FOR SPECIAL POPULATIONS THAT LEAD TO HIGH-SKILL, HIGH-WAGE OR HIGH-DEMAND OCCUPATIONS

The HSDOE initiated an Academic and Financial Planning system and a CTE One-Year Planning process whereby schools supported the needs of special population CTE students.

At the postsecondary level, workshops were provided on overcoming barriers to employment, developing social skills at work, retaining employment, and providing special services including note-taking, interpretation, and equipment. The I-Pod for ESL Students Project was expanded to a second campus. IPods loaded with special software allowed students to practice listening and speaking English and to record classroom lessons.

TECHNICAL ASSISTANCE FOR ELIGIBLE RECIPIENTS

The OSDCTE, as liaison to the HSDOE and the UHCCS, continually provides technical assistance to the eligible recipients especially in the areas of accountability, permissible uses of funds, non-traditional occupations, and civil rights compliance.

b. OTHER PERMISSIBLE ACTIVITIES

ESTABLISHMENT OF ARTICULATION AGREEMENTS

Working collaboratively, the HSDOE, UHCCS, and the OSDCTE developed Procedures and Guidelines for the Development and Implementation of Dual Credit Articulated Programs of Study (DCAPS). The document was approved by the CTE Coordinating Advisory Council in January 2009. In June, 2009, Hawai'i's first statewide Dual Credit Articulated Program of Study Agreement was signed by the Superintendent of Education and the University of Hawai'i Vice President for Community Colleges. This agreement allows students who successfully complete all requirements of the Marketing Program of Study at the secondary level to be eligible to receive six free community college credits. Other DCAPS agreements are at various levels of development.

DEVELOPING AND ENHANCING DATA SYSTEMS

The OSDCTE is supporting the efforts of the Hawaii P-20 initiative to build the state's first secondary-postsecondary data management system for public education. This data system has provided data reports to teachers to analyze curricular alignment in several content areas through a three-year pilot project titled the Hawaii Partnership for Achieving Student Success (HIPASS).

SUPPORT FOR OCCUPATIONAL AND EMPLOYMENT INFORMATION RESOURCES

The OSDCTE provided job profiling services to identify needs of education paraprofessionals so that they may be trained to become more competent and capable in servicing special needs students. Also, the KeyTrain assessment and remediation software was used to address education paraprofessionals' communication skills training.

2. Progress in Developing and Implementing Technical Skill Assessments

Secondary			
	Statewide Approach	Secondary and Postsecondary Alignment with Each Other and Business/Industry	Growing the Assessment, Certificate, Credentialing and Licensure Processes
Program of Study Areas with Technical Skill Assessments	<p>How many currently have Technical Skill Assessments?</p> <p>All Program of Study technical courses have assessments.</p>	<p>Of the assessments, how many are recognized and/or approved by industry?</p> <p>Four statewide assessments are currently approved by a Hawaii Career Pathway Advisory Council (PAC). Three statewide assessments are currently approved by a Hawaii Career Pathway Advisory Council (PAC).</p> <p>How many are accepted for credit at the postsecondary level?</p> <p>All four of the PAC-approved assessments are accepted for credit at the postsecondary level.</p>	<p>To what extent do the individual assessments help students to earn credential, certificate, or licensure?</p> <p>Two of the assessments are for the CISCO and A+ nationally recognized certificates and are articulated to postsecondary courses for which students may earn dual credit. These postsecondary courses are part of a credential/certificate or degree program. The third assessment (Business Pathway Core) and the fourth assessment (Marketing) are also articulated to postsecondary courses for which students may earn dual credit. These postsecondary courses are part of a credential/certificate or degree program.</p>
Estimated Percentage of Students Reported	How many concentrators are now covered by the	N/A	N/A

<p>in the Calculation of CTE Concentrators Who Took Assessments</p>	<p>statewide assessment?</p> <p>Less than 1% of concentrators are covered by the statewide assessment. For technical skills assessments for courses, no programs or groups of students are excluded; 100% of concentrators take some form of technical skill assessment. The statewide PAC-approved assessments will be administered to all students in the program of study addressed by these assessments.</p>		
<p>Plan and Timeframe for Increasing the Coverage of Programs and Students to Cover All CTE Concentrators and All Program Areas in the Future</p>	<p>What is your plan for increasing the number of programs with assessments and the number of students taking those assessments?</p> <p>The Hawaii Career Pathway System (HCPS) is expected to have 10 to 15 programs of study (PoS) at the secondary level by the end of the 2009/10 school</p>	<p>What is your plan for bringing together secondary, postsecondary and business partners to develop and/or approve assessments?</p> <p>All statewide assessments must be approved by the appropriate PAC which is composed of a majority of business/industry representatives and a minority of</p>	<p>What is your plan for increasing the number of credentials, certificates, or licensures made available to students?</p> <p>As PoS are approved and added to the HCPS, those with national credentials/certificates and licensures will be made available to students in these PoS. Additionally, various state business and industry associations</p>

	year. PAC approval will be sought for four PoS statewide assessments during the 2009/10 school year.	postsecondary and secondary representatives.	are considering sponsorship of credentials/certificates for students who master PoS standards.
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Postsecondary			
	Statewide Approach	Secondary and Postsecondary Alignment with Each Other and Business/Industry	Growing the Assessment, Certificate, Credentialing and Licensure Processes
Program of Study Areas with Technical Skill Assessments	<p>How many currently have Technical Skill Assessments?</p> <p>All. The accrediting commission for the community college system requires all postsecondary CTE programs to develop program and course student learning outcomes (SLOs). Most of the postsecondary programs have had their program SLOs approved by local program advisory groups. Attainment of technical skills is measured through successful completion of the program curriculum (SLOs).</p>	<p>Of the assessments, how many are industry-recognized and/or approved?</p> <p>About 70%. All postsecondary programs undergo an annual review which includes 30 quantitative measures (including Perkins Core Indicators at the program level) in the areas of demand, efficiency, and effectiveness. Some postsecondary CTE programs have additional external industry assessments and when the data are available, students' performance on those assessments are reported in annual program reviews.</p>	<p>To what extent do the individual assessments help students to earn credential, certificate, or licensure?</p> <p>Students are typically eligible to sit for industry-recognized assessments after satisfactory completion of an approved educational program. Sometimes additional work experience is required before students are eligible for an external license or certificate.</p>
Estimated Percentage of Students	How many concentrators are now covered by the	N/A	N/A

<p>Reported in the Calculation of CTE Concentrators Who Took Assessments</p>	<p>statewide assessment?</p> <p>Using the methodology approved by OVAE, 100% of the concentrators are covered. No programs or groups of students are excluded.</p>		
<p>Plan and Timeframe for Increasing the Coverage of Programs and Students to Cover All CTE Concentrators and All Program Areas in the Future</p>	<p>What is your plan for increasing the number of programs with assessments and the number of students taking those assessments?</p> <p>Links between SLO attainment and course grades will be strengthened and system-wide benchmarks will be established at each level based on comparable measures used consistently across the system.</p>	<p>What is your plan for bringing together secondary, postsecondary and business partners to develop and/or approve assessments?</p> <p>Program faculty have met with their local advisory groups, which are comprised of representatives from business and industry, to approve program SLOs. In some instances, the advisory group members are taking active roles in evaluating student attainment of technical skills (SLOs) through capstone course experiences, portfolio reviews, performance assessments, etc.</p>	<p>What is your plan for increasing the number of credentials, certificates, or licensures made available to students?</p> <p>Following the language of the law, "...student achievement on technical assessments, that are aligned with industry-recognized standards <u>if available and appropriate,</u>" the community college system is working through CTE program advisory groups to evaluate the availability and appropriateness of external assessments for all eligible students in all CTE programs. The value of the assessment to the student and the value industry ascribes to the assessment in the job placement process are also being reviewed.</p>

			<p>Some programs may require the use of several external assessments; others require students to have documented experience in the field beyond the educational credential, and in some areas it is difficult to find an appropriate external assessment that would yield valued results.</p> <p>Note that the number of degrees and certificates made available to students is based on program advisory group input, reviews of workforce data, and internal discussions within and among the college community.</p>
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3. Implementation of State Program Improvement Plans

Performance Report – Secondary

The Hawaii State Department of Education met all of its performance goals for 2008-09. Actual performance for Indicator 1S1 (Academic Attainment: Reading/Language Arts) was 95.44% and actual performance for 4S1 (Student Graduation Rates) was 97.67%. This is an indication that secondary-level CTE students are meeting or exceeding the academic expectations for all students.

In SY08, the Hawaii State Department of Education implemented an enhanced statewide transcript system that eliminated errors in the recording of transcript information. However, Hawaii continues to encounter problems with historical data inputted in the former transcript system. Although all antiquated Approved Course Code Numbers (ACCN) were mapped to current and clean ACCN information which streamlined the data processing, accuracy of information continues to be an issue.

Secondary Definitions

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

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

INDICATOR 1S1	Academic Attainment: Reading/Language Arts	Performance Goal 44.50%	Actual Performance 76.42%
Numerator: 1,387	Number of concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the ESEA as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.		
Denominator: 1,815	Number of concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.		

PERFORMANCE SUMMARY
90% of the agreed upon State adjusted level of performance met; no action plan required.

INDICATOR 1S2	Academic Attainment: Mathematics	Performance Goal 27.50%	Actual Performance 37.54%
Numerator: 681	Number of concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the ESEA as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.		
Denominator: 1,814	Number of concentrators who took the ESEA assessments in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, have left secondary education.		

PERFORMANCE SUMMARY
90% of the agreed upon State adjusted level of performance met; no action plan required.

INDICATOR 2S1	Technical Skill Attainment	Performance Goal 50.00%	Actual Performance 50.00%
Numerator: 8	Number of concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate during the reporting year.		
Denominator: 16	Number of concentrators who took the assessments during the reporting year.		

PERFORMANCE SUMMARY
90% of the agreed upon State adjusted level of performance met; no action plan required.

INDICATOR 3S1	Secondary School Completion	Performance Goal 92.65%	Actual Performance 95.44%
Numerator: 1,821	Number of concentrators who earned a regular secondary school diploma, earned a General Education Department (GED) credential as a state-recognized credential, or earned proficiency credential, certificate, or degree, in conjunction with a secondary school diploma during the reporting year.		
Denominator: 1,908	Number of concentrators who left secondary education during the reporting year.		

PERFORMANCE SUMMARY
90% of the agreed upon State adjusted level of performance met; no action plan required.

INDICATOR 4S1	Student Graduation Rates	Performance Goal 75.50%	Actual Performance 97.67%
Numerator: 1,762	Number of concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.		
Denominator: 1,804	Number of concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan.		
PERFORMANCE SUMMARY			
90% of the agreed upon State adjusted level of performance met; no action plan required.			

INDICATOR 5S1	Secondary Placement	Performance Goal 82.00%	Actual Performance 98.56%
Numerator: 206	Number of concentrators who left secondary education during the reporting year and responded to the placement survey who were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.		
Denominator: 209	Number of concentrators who left secondary education during the reporting year and responded to the placement survey.		
PERFORMANCE SUMMARY			
90% of the agreed upon State adjusted level of performance met; no action plan required.			

INDICATOR 6S1	Nontraditional Participation	Performance Goal 28.50%	Actual Performance 34.96%
Numerator: 5,765	Number of participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.		
Denominator: 16,490	Number of participants who participated in a program that leads to employment in nontraditional fields during the reporting year.		
PERFORMANCE SUMMARY			
90% of the agreed upon State adjusted level of performance met; no action plan required.			

INDICATOR 6S2	Nontraditional Completion	Performance Goal 28.83%	Actual Performance 41.00%
Numerator: 665	Number of concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional		

	fields during the reporting year.
Denominator: 1,622	Number of concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.
PERFORMANCE SUMMARY	
90% of the agreed upon State adjusted level of performance met; no action plan required.	

Performance Report – Postsecondary

The University of Hawaii Community Colleges System met all of its performance goals for 2008-09. Actual performance for Indicator 3P1 (Student Retention or Transfer) and Indicator 4P1 (Student Placement) exceeded negotiated performance goals by approximately 20 percentage points. This large difference between performance goal and actual performance may be an aberration due to current economic conditions and the introduction of new parameters in the indicators themselves. Consequently, baseline data were limited and prompted the negotiation of mid-range performance goals.

Postsecondary Definitions

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

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

INDICATOR 1P1	Technical Skill Attainment	Performance Goal 90.00%	Actual Performance 92.72%
Numerator: 2,573	Number of concentrators who have a cumulative GPA > or = 2.00 in Career and Technical Education courses and who have stopped program participation in the year reported.		
Denominator: 2,775	Number of concentrators who have stopped program participation in the year reported.		
PERFORMANCE SUMMARY			
90% of the agreed upon State adjusted level of performance met; no action plan required.			

INDICATOR 2P1	Credential, Certificate, or Degree	Performance Goal 44.00%	Actual Performance 54.23%
Numerator: 1,505	Number of concentrators who received a degree or certificate in a Career and Technical Education program and who have stopped program participation in the year reported.		
Denominator: 2,775	Number of concentrators who have stopped program participation in the year reported.		

PERFORMANCE SUMMARY			
90% of the agreed upon State adjusted level of performance met; no action plan required.			

INDICATOR 3P1	Student Retention or Transfer	Performance Goal 55.00%	Actual Performance 74.55%
Numerator: 3,516	Number of concentrators in the year reported who have not completed a program and who continue postsecondary enrollment or who have transferred to a baccalaureate degree program.		
Denominator: 4,716	Number of concentrators in the year reported who have not completed a program.		

PERFORMANCE SUMMARY			
90% of the agreed upon State adjusted level of performance met; no action plan required.			

INDICATOR 4P1	Student Placement	Performance Goal 50.00%	Actual Performance 71.10%
Numerator: 940	Number of concentrators in the year reported (previous Perkins year) who have stopped program and who are placed or retained in employment, military service, or an apprenticeship program within UI quarter following program completion.		
Denominator: 1,322	Number of concentrators in the year (previous Perkins year) who have stopped program participation.		

PERFORMANCE SUMMARY			
90% of the agreed upon State adjusted level of performance met; no action plan required.			

INDICATOR 5P1	Nontraditional Participation	Performance Goal 16.00%	Actual Performance 16.62%
Numerator: 1,015	Number of participants from underrepresented groups who participated in a program that leads to employment in nontraditional fields during the reporting year.		
Denominator: 6,108	Number of participants who participated in a program that leads to employment in nontraditional fields during the reporting year.		

PERFORMANCE SUMMARY			
90% of the agreed upon State adjusted level of performance met; no action plan required.			

INDICATOR 5P2	Nontraditional Completion	Performance Goal 15.05%	Actual Performance 16.32%
Numerator: 226	Number of concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.		

Denominator: 1,385	Number of concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.
PERFORMANCE SUMMARY	
90% of the agreed upon State adjusted level of performance met; no action plan required.	