

HAWAI'I

16

JULY 1, 2015 - JUNE 30, 2016

CAREER AND TECHNICAL EDUCATION



ANNUAL REPORT



Table of Contents

| | |
|--|-----------|
| Table of Contents | 2 |
| State Board for Career and Technical Education | 3 |
| Career and Technical Education Coordinating Advisory Council | 4 |
| Introduction | 6 |
| Section I | 8 |
| A Snapshot of CTE in Hawai'i | 10 |
| Section II : Basic Grant | 12 |
| Part I : Annual Plans | 12 |
| University of Hawai'i Community Colleges System | 13 |
| Hawai'i State Department of Education | 37 |
| Part II : Performance Indicators | 50 |
| University of Hawai'i Community Colleges System | 51 |
| Hawai'i State Department of Education | 57 |
| Section III : State Leadership | 66 |
| 3A. Use of Funds | 68 |
| 3B. Use of Funds | 68 |
| 3C. Use of Funds | 73 |
| Section IV : Appendix | 76 |
| Coversheet | 78 |
| Financial Status Report Forms | 80 |
| Interim Financial Status Report | 81 |
| Final Financial Status Report | 83 |
| Student Enrollment Forms | 86 |
| CTE Participants | 88 |
| CTE Concentrators | 89 |
| Student Accountability Forms | 92 |
| Postsecondary Level | 92 |
| Secondary Level | 100 |

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INTRODUCTION

The State of Hawai'i is required by the Carl D. Perkins Act of 2006 to report annually on its management of federal Career and Technical Education (CTE) funds. The legislation requires that the funds provided to the State be used for the development, implementation, and expansion of high quality CTE programs for the State's secondary and postsecondary students. For the period of this report, July 1, 2015 through June 30, 2016, Hawai'i complied with all criteria for use of Perkins funds.

All eight of the federal performance indicators required at the secondary level exceeded negotiated performance goals. At the postsecondary level, five of the six indicators exceeded the negotiated performance goals. Although one postsecondary indicator did not meet the negotiated performance goal, actual performance was within 90 percent of the goal and therefore does not require a program improvement plan per Section 123(a)(1) of the Perkins Act.

This report is divided into four sections. The first section provides a picture of the State's total outlay of funding for CTE and some significant indicators that demonstrate the State's successes over a three-year period.

Perkins funding is essentially divided into two major categories, the Basic Grant and State Leadership. Each has a list of required and permissive uses of the funds. Section Two addresses the use of Basic Grant funds. These funds, which account for 85 percent of the State's award, are divided equally between the Hawai'i State Department of Education (HIDOE) and the University of Hawai'i Community Colleges System (UHCCS). This section presents the Basic Grant Annual Plans submitted by the HIDOE and the UHCCS.

Following the Annual Plans in Section Two is a report of the UHCCS' and HIDOE's results on the required Perkins performance indicators over a three-year period. Performance goals for each of the indicators are negotiated on an annual basis between the U.S. Department of Education's Office of Career, Technical, and Adult Education and the Office of the State Director for Career and Technical Education with input from UHCCS and HIDOE.

The Office of the State Director for Career and Technical Education is charged with conducting activities to address the required and permissive uses of State Leadership funds. These funds comprise approximately 10 percent of the State's award. A summary of activities carried out with State Leadership funds is presented in Section Three.

Section Four, the appendix, contains the official Consolidated Annual Report as submitted to the U.S. Department of Education's Office of Career, Technical, and Adult Education.

SECTION I

This section provides a picture of the State's total outlay of funding for CTE and some significant indicators that demonstrate the State's successes over a three-year period.

A SNAPSHOT OF CTE IN HAWAII

| Consolidated Annual Reporting (CAR) Year | 2014 | 2015 | 2016 |
|--|--------------|--------------|--------------|
| FUNDING | | | |
| Perkins Grant Amount - Hawaii | \$5,235,475 | \$5,496,906 | \$5,496,906 |
| State Funding for CTE: HIDOE and UHCCS | \$52,809,857 | \$53,535,767 | \$53,711,456 |
| TOTAL State and Federal CTE Funding | \$58,045,332 | \$59,032,673 | \$59,208,362 |
| STUDENT PARTICIPATION | | | |
| Participants* | | | |
| Secondary | 27,017 | 29,356 | 29,654 |
| Postsecondary | 9,714 | 9,251 | 8,935 |
| Total Number of Participants | 36,731 | 38,607 | 38,589 |
| Concentrators** | | | |
| Secondary | 4,365 | 4,557 | 4,302 |
| Postsecondary | 6,918 | 6,322 | 6,167 |
| Total Number of Concentrators | 11,283 | 10,879 | 10,469 |
| POSTSECONDARY CTE DEGREES AND CERTIFICATES OF ACHIEVEMENT AND HIGH SCHOOL DIPLOMAS | | | |
| Secondary | | | |
| Concentrators** Earning a Diploma | 4,299 (98%) | 4,505 (99%) | 4,261 (99%) |
| Postsecondary | | | |
| Concentrators** Earning a CTE Degree or Certificate of Achievement | 1,594 (52%) | 1,488 (52%) | 1,559 (55%) |
| PLACEMENT | | | |
| Secondary | | | |
| Concentrators** Located through National Clearinghouse Database Enrolled in Postsecondary Education | 2,056 (100%) | 2,579 (100%) | 2,600 (100%) |
| Postsecondary | | | |
| Concentrators** (from previous reporting year) Placed in Employment, Military, or Apprenticeship Program | 1,468 (51%) | 2,106 (68%) | 1,183 (66%) |

***Participants**

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

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

****Concentrators**

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

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

SECTION II : BASIC GRANT

PART 1: ANNUAL PLANS

The Carl D. Perkins Act of 2006 stipulates that 85% of the State's annual award must be used for specified Basic Grant required and permissive activities. The funds are divided equally between the Hawai'i Department of Education (HIDOE) and the University of Hawai'i Community Colleges System (UHCCS).

This section of the report includes the Basic Grant Annual Plans as submitted by the HIDOE and UHCCS. These plans present a comprehensive picture of the federally funded CTE activities conducted by the two agencies.

UNIVERSITY OF HAWAI'I COMMUNITY COLLEGES SYSTEM (UHCCS)

PURPOSE:

Funds are made available to eligible recipients (Hawai'i Department of Education and the University of Hawai'i Community College System) desiring assistance under the Carl D. Perkins Career and Technical Education Improvement Act of 2006 and are for the purpose of improving career and technical education programs designed to

1. meet or exceed the State-adjusted levels of performance as described in Section 113
2. enhance Hawai'i's Career Pathway system
3. implement programs of study

| Basic Grant Requirements [Sec. 134 of the Perkins Act] | Proposed Activity |
|--|---|
| <p>A. Describe how the agency will:</p> <ol style="list-style-type: none"> 1. offer the relevant elements of not less than one career and technical POS. | <ul style="list-style-type: none"> o Programs of Study are developed that create secondary and postsecondary system-wide linkages for dual credit. o Horizontal articulation agreements for CTE courses and programs of study among all colleges within the UHCCS are being developed. o UHCCS will record the number of students who have been admitted to and received dual credits at the postsecondary level. |
| <ol style="list-style-type: none"> 2. strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in – <ol style="list-style-type: none"> a) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and b) career and technical education subjects. | <ul style="list-style-type: none"> • The UHCC system will continue to strengthen the academic career and technical skills of the students through the alignment of CTE programs with external accreditation standards such as ACEN (nursing), ACF(culinary), AVMA (veterinary technology), and NATEF (automotive). The UHCC system will continue to review CTE program curricula and consult with industry, to ensure that programs address employers' needs and align to their standards. • Support funding for HawCC's purchase of industry standard kitchen equipment, to facilitate a boarder skill set for the student and to provide a more competitive edge within a global industry, thus, increasing graduate competence. The equipment to be purchased is commonly used within the culinary industry from large hotels, hospitals, schools, restaurant chains, and resorts. Students proficient in the use and knowledge of this type of equipment hold an advantage over someone without these skills in the job market. |

| Expected Outcomes | Budget Categories |
|--|---|
| | Basic grant funds were not used for this requirement. |
| <p>Continue meeting or exceeding UHCC performance indicators for 1P1 and 4P1. The 2015-16 goals are 91.00% and 69.00%.</p> <p>Increase UHCC performance indicators 1P1 by 4.6%, 3P1 by 3.8%, and 4P1 by 8.2%. The 2015-16 goals for these indicators are 91.00%, 76.72% and 69.00% respectively.</p> | Supplies & Equipment |

| Basic Grant Requirements [Sec. 134 of the Perkins Act] (continued) | Proposed Activity (continued) |
|---|--|
| <p><i>(HawCC culinary equipment cont.)</i></p> | <ul style="list-style-type: none"> • Support funding for HawCC's purchase of industry standard aluminum welding equipment for its Auto Body Program. The equipment will provide students with new technical skills in aluminum and high strength steel repair techniques, to address manufacturing trends in the use of aluminum bodies and high strength steel/ultra-high strength steel frames in automobiles. • Continue to support funding for KauCC's efforts to recruit and move students through its Electronics Technology program, resulting in a Computer Support Specialist Certificate of Competence (CO) through ETRO 187. Course activities focus on hardware and software assembly and maintenance. The hands-on nature of this course, and the other Computer Support Specialist courses, will prepare students to take the industry recognized CompTIA "A+" certification exam and be eligible for entry-level positions. • Support funding for WinCC's Veterinary Technology program to develop a hybrid Certificate of Achievement in Veterinary Assisting (CAVETA) program for neighbor island students; conduct a detailed survey of employers and students to analyze Veterinary Technology National Exam (VTNE) data to identify areas of improvement for program effectiveness; and incorporate animal behavior training into program curricula. • Continue to support funding for UHMauC's Nursing Technology Program faculty to assess and evaluate students using electronic health records equipment and procedures, psychometric data from HESI and ExamSoft, |

| <p>Expected Outcomes (continued)</p> | <p>Budget Categories (continued)</p> |
|--|---|
| <p>Increase UHCC performance indicator 1P1 to meet 90% of the performance goal, and increase indicator 4P1 by 15.9%. The 2015-16 goals for these indicators are 91.00% and 69.00%. One-hundred-percent (100%) of 18 students will attain at least an expected outcome of 70% (Developing Proficiency) on the grading rubric.</p> | <p>Equipment</p> |
| <p>Seventy-nine-percent (79%) of ETRO 187 students (10 of 12) will complete the course. Sixty-percent (60%) of the students (7 of 12) will complete the Computer Support Specialist CO requirements. Thirty-percent (30%) of the students (4 of 12) will take the CompTIA "A+" certification exam.</p> | <p>Supplies</p> |
| <ul style="list-style-type: none"> o Retention rate for hybrid program will be comparable to face-to-face program (i.e., at least 70% of students will persist from one semester to the next). o At least a 50% increase (from 24 to 36) in the total number of students who earn the CAVETA certificate through WinCC per academic year. o Satisfactory completion of hybrid program courses will be comparable to face- o to-face courses (currently 77% as averaged over last three cohorts). o At least 70% of hybrid program graduates obtain employment in the veterinary field OR transfer to the A.S. in veterinary technology within three months of graduation. o Retention rate for hybrid program will be comparable to face-to-face program (i.e., at least 70% of students will persist from one semester to the next). o A 50% increase in the amount of instructional hours devoted to animal behavior training. o A 10% increase in employer satisfaction with student or graduate hires (employer survey). o A 5% increase in student wages (student survey). o A 20% increase in the confidence and proficiency of students in animal-handling classes (assessed by analysis of practicum scores for ANSC 152L classes). o A 20% increase in inventory of AVMA-recommended equipment and supplies related to the lab animal field (AVMA recommended inventory). o A 100% increase (from 10 to 20 hours) in the amount of hands-on experience for students working with live rodents. o A 10% increase in student skill proficiency involving the use of live rodents (assessed by course instructor during clinical exams). o A 5% increase in the student performance on the nursing domain of the VTNE (Analysis of VTNE Data). | <p>Salary, Fringe & Contractual</p> |
| <p>Faculty and students will use psychometric results from ExamSoft and HESI, to guide remediation and course improvements as measured by documented pedagogic changes.</p> | <p>Salary, Fringe & Supplies</p> |

| Basic Grant Requirements [Sec. 134 of the Perkins Act] (continued) | Proposed Activity (continued) |
|--|--|
| <p><i>(UHMauC's Nursing Technology Program cont.)</i></p> | <p>and to use SimChart in their labs and simulations to address student deficiencies.</p> |
| <p>3. provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;</p> | <ul style="list-style-type: none"> • Support continued funding for HawCC's Machining, Welding, and Industrial Mechanic's (MWIM's) program to acquire industry standard equipment. The equipment will allow the program to continue to update curriculum to meet the needs of industry, and to prepare students for entry level machinist positions in a broad spectrum of applications, but especially in high technology manufacturing, specialty (astronomy field) and high production settings. • Support funding for KapCC's purchase of diagnostic medical imaging that allows digital x-ray images to be acquired directly into a computer; a huge advancement from the original film-screen system where x-ray images are taken on film and developed with chemicals to produce an image. With the appropriate equipment, the program can provide more relevant training for its students and help them to attain the technical skills they will need out in the workforce. Once the area hospitals are aware of more relevant and consistent training provided with this needed equipment, the program also hopes to improve its student placement rates and help more graduates find employment in a timely manner. • Support funding for KapCC's purchase of industry standard hardware to upgrade the New Media Arts (NMA) Program. The upgrade will ensure that students will be able to run the latest industry standard graphics software applications required to complete their studies and prepare them for careers in the field of animation and interface design. • Support funding for LeeCC's student recruitment and retention activities, and to provide opportunities for students to be involved in sustainable agriculture and food production. The Plant Biology and Tropical Agriculture (PBT) Program, including PBT 251 Sustainable Crop Production, will be offered to current and new incoming students, to ensure the continuing use of the "living lab", continue the student garden club, and facilitate educational outreach activities. A total of 12 courses with PBT alpha are approved for the AS degree and shorter-term certificates. • Continue to support funding for UHMauC's development of a career pathway system for the Sustainable Tropical Crop Production (STCP) A.A.S degree in the AGNR program. This career pathway system will include development and assessment of stackable credentials, integrated or embedded courses, flipped courses, an internship program and post-graduate business development center. • Continue to support funding for WinCC's career pathway alignment of the existing Agriculture program's Plant Food Technology certificate (CoC PFT) with a new workforce training initiative in Food Service Training and Kitchen Incubator. This unique credit – non-credit program will create a stackable ladder and latticed pathway for CoC |

| Expected Outcomes (continued) | Budget Categories (continued) |
|--|--|
| | |
| <p>Exceed by 1% UHCC performance indicator 1P1. The 2015-16 goal for 1P1 is 91.00%.</p> <p>One-hundred-percent (100%) of students (16 of 16) will be able to discuss the use of silicon, selenium, gadolinium oxisulfide and cesium iodide as capture materials; explain capture, coupling and display in digital imaging devices; and explain the effective dynamic range differences between digital and film imaging.</p> <p>Improve to 100% compliance with the minimum specifications requirements dictated by industry standard software developers. Seventy-percent (70) of NMA students will achieve a competency level of 2.0 or higher in the program SLOs.</p> <ul style="list-style-type: none"> o A 33% increase of new incoming students in the program (from 32 to 43). o A 50% increase of second-year student retention in the program (data will be available after spring 2015 semester). o A 50% increase of timely graduates (data will be available after spring 2016 semester). <p>Increase UHCC performance indicator 2P1 by 31% and indicator 3P1 by 4.25%. The 2015-16 goals for these indicators are 50.30% and 76.72% respectively. Increase Persistence Rates (Fall to Spring) to 72% (increase of 2%). Increase the number of declared majors by 4.</p> <p>Align the Food Service entrepreneurship program with the CTE Agripharmatech programs through CCE workshops. Completion and approval of Food Service Certificate curriculum – ACF aligned & for certification process. Completion of Kitchen Incubator curriculum, including operations, processes, policies and fees. Fifteen (15)</p> | <p>Supplies & Equipment</p> <p>Equipment</p> <p>Supplies</p> <p>Salary, Fringe & Supplies</p> <p>Salary, Fringe, Supplies & Travel</p> <p>Salary, Fringe, Supplies, Other & Travel</p> |

| Basic Grant Requirements [Sec. 134 of the Perkins Act] (continued) | Proposed Activity (continued) |
|---|--|
| <p><i>(WinCC's Agriculture Plant Food Technology alignment cont.)</i></p> | <p>PFT completers to receive Food Safety and Entrepreneurship training in the new Kitchen Skills and Incubator training. CoC PFT students will be learning chemical techniques to extract plant food nutrients and enhancements for new food products for Hawaii's consumers. CoC PFT students will use the Kitchen Skills / Incubator training to learn how to use their plant food extracts in cooking and product creation and packaging. This latticed model linking the two departments will allow credit students to gain additional workforce credentials as they prepare for employment. Moreover, the ladder design beginning with Kitchen Skills / Incubator training will prepare students for entry into the CoC Plant Food Technology program.</p> <ul style="list-style-type: none"> • Support funding for WinCC's Hawaii Ocean Education Academy (HOEA) to continue establishing agency-based workforce trainings in Ocean Safety and Emergency Response, to prepare participants for work with agencies that require specialized training upon entry. These efforts will include partnerships with various private organizations such as the Outrigger Canoe Club, who has now run three Safe Boating Education & licensing courses for their members on club grounds; Kualoa Ranch Education Center, who is requesting remote course offerings as well as ocean recreation instructor training; and the Salvation Army Ray and Joan Kroc Community Center, who has requested HOEA to provide Water Safety and Ocean Recreation education and training for their employees (entry level and incumbent) so that they can progress from training, to internship, to employment at the Salvation Army's Kapolei Aquatics facility. At the State-level, HOEA is developing a relationship with the City & County of Honolulu Ocean Safety Services, who asked for development of an Ocean Safety Officer preparatory training pathway for their workforce. Other areas of focus will be curriculum testing for new and revised course modules, HOEA instructor certification and trainings to achieve national standards for instructor credentialing, alignment and coordination of curriculum within the program using national standards, and implementation of an ocean-education based credit pathway. |
| <p>4. ensure that students who participate in such CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students;</p> | <p>The UHCC has a clearly articulated mission and vision for Career and Technical Education that is consistent with the Hawaii State Plan, Hawaii's Career Pathway System, and the requirements of Perkins legislation. A consolidated set of policies and procedures exists for translating the mission/vision into action.</p> <ul style="list-style-type: none"> o The mission statements (below) accurately reflects the purpose of career and technical education, individuals served, the services offered, and the outcomes expected. o The mission and vision are consistent with the Hawaii State Plan and Hawaii's Career Pathway System and meet the requirements of the Perkins legislation. |

| <p>Expected Outcomes (continued)</p> | <p>Budget Categories (continued)</p> |
|--|---|
| <p>Agripharmatech or Sustainable Agriculture students will enroll in the Kitchen Food Service Entrepreneurship trainings. Thirteen (13) students will complete the Entrepreneurship training. Fifteen (15) students will be enrolled in the contextualized Food Service math, reading and writing courses. Fifteen (15) students will be enrolled in foundational food service courses.</p> <ul style="list-style-type: none"> o Complete program course revisions, development, and testing for: <ul style="list-style-type: none"> • Marine Event & Race Escort Services . • Online Recreational Thrill Craft Operator Safety Education licensure course. • Ocean Safety Officer Preparatory Training. • Rescue Watercraft Operator Training Series. • Ocean Recreation Specialist Training Series. • Aquatics Professional Training Series. o Establish at least 10 private/industry workforce trainings in Safe Boating, Ocean Safety, Commercial Mariner's, Aquatics Professional, or Ocean Recreation Specialist Series that supports and tracks student success through retention in employment in these high skill and high wage employment certificate pathways; o Provide HOEA instructor certification and training opportunities for incumbent workers, to achieve national standards for instructor credentialing in all aspects of the HOEA intervention strategy; o Enroll a minimum of 190 students (a 25% increase), between July 1, 2015 and June 30, 2016 in at least one of the 5 career certificate pathways including Safe Boating, Ocean Safety, Commercial Mariner's, Ocean Recreation Specialist, or Aquatics Professional Series; and o Establish inter-departmental discussions and administrative request process to implement at least one ocean-education based credit pathway that will support Perkins Core Indicators and goals, in particular 4P1. | <p>Salary, Fringe, Equipment, Contractual, Other & Travel</p> |
| | <p>Basic grant funds were not used for this requirement.</p> |

| <p>Basic Grant Requirements [Sec. 134 of the Perkins Act] (continued)</p> | <p>Proposed Activity (continued)</p> |
|--|---|
| <p>(UHCC mission cont.)</p> | <ul style="list-style-type: none"> o The mission communicates that all students can meet high standards of academic and technical excellence as well as engage in active, productive learning. o The mission and policies/procedures relevant to CTE are reviewed periodically to ensure relevance; modifications are made to reflect the evolving knowledge base of CTE. <p>University of Hawai'i Community Colleges Mission</p> <ul style="list-style-type: none"> o The UH Community Colleges were established by State law in 1964 as an integral part of the University of Hawai'i. That mission was further defined in the Strategic Plan 1996-2007 as approved by the Board of Regents in November 1996. Within the overall mission of the University of Hawai'i, the Community College, have as their special mission: o Access: To broaden access to postsecondary education in Hawai'i, regionally, and internationally by providing open-door opportunities for students to enter quality educational programs within their own communities. o Learning and Teaching: To specialize in the effective teaching of remedial/developmental education, general education, and other introductory liberal arts, pre-professional, and selected baccalaureate courses and programs. o Work Force Development: To provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs, which prepare students for immediate employment and career advancement. o Personal Development: To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities. o Community Development: To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services; and by providing opportunities for community members to develop their creativity and appreciate the creative endeavors of others. o Diversity: By building upon Hawai'i's unique multi-cultural environment and geographic location, through efforts in curriculum development, and productive relationships with international counterparts in Asia and the Pacific, UHCC students' learning experiences will prepare them for the global workplace. |
| <p>5. encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965);</p> | <ul style="list-style-type: none"> • Continue to support funding for HonCC's CTE student ambassadors for activities involving networking with the high schools, focusing on pathways, and holding scaffolding events to culminate in a campus-hosted CTE Day. Other efforts will be geared to identify and highlight the strengths of the campus, create a pipeline for prospective students, regenerate interest in non-traditional careers and CTE-related occupations, and create a foundation for students to enter the community college system, starting with grass roots initiatives and assistance at the high school level. |

| Expected Outcomes (continued) | Budget Categories (continued) |
|---|--|
| | |
| <p>Increase UHCC performance indicators 5P1 by 3-5% and 5P2 by 3-5%. The 2015-16 goals for these indicators are 19.69% and 19.36% respectively. Additionally, increase CTE Non-traditional student enrollment by 5-7%; increase Native Hawaiian, low-income, and under-served population persistence by 2-5%; and increase by 5% the number of applicants for CTE programs.</p> | <p>Basic grant funds were not used for this requirement.</p> |

| Basic Grant Requirements [Sec. 134 of the Perkins Act] (continued) | Proposed Activity (continued) |
|--|--|
| <p><i>(Support funding cont.)</i></p> | <ul style="list-style-type: none"> Support funding for the KapCC's purchase of industry standard respiratory simulation and critical care equipment, to improve the technical skills required of contemporary health care providers and inform secondary teachers, students, and counselors of the required knowledge and skills required to work in acute care settings. The use of simulation equipment integrated with high-tech medical devices will allow for the hands-on technical training that strengthens applied learning, critical thinking, and decision making. Three technology-based projects will improve the pathway from secondary to postsecondary CTE training and from AS to baccalaureate programs. These are: 1) a summer bridge program (two and a half-day experience on campus and at a medical facility shadowing critical care therapists) for 25 students interested in pursuing a career in cardio-pulmonary health care; 2) informational sessions; and 3) course activities in acute care and ambulatory care that involve the use of the simulation equipment. A continuing education training will be offered for respiratory care practitioners seeking advanced credentials, continuing education credit, and/or advanced degree beyond the Associate degree. |
| <p>B. Describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development);</p> | <ul style="list-style-type: none"> Continue to support funding for faculty members to attend other professional meetings/conferences to ensure program curricula are aligned to industry standards and students have access to state-of-the-art instructional tools. These are project- and campus-based activities. Support funding for KapCC's Mobile Intensive Care Technician (MICT) faculty members to attend a national conference sponsored by the National Association of Emergency Medical Services Educators (NAEMSE). The breakout sessions and the Emergency Medical Services (EMS) instructor training will provide faculty with opportunities to learn and bring the latest teaching strategies in EMS to the classroom and the field. Discussions during the sessions and the training will allow MICT faculty to have conversations and brainstorm with colleagues, to resolve issues such as increasing the number of non-traditional students, as well as the number of non-traditional graduates. Networking with EMS educators from across the country will keep MICT faculty connected to the latest EMS educational trends. The training will also assist in bringing the three program sites (O'ahu, Maui, and Hilo) into further alignment, assisting faculty to align with their educational philosophies around teaching strategies and student assessment. The conference will also fulfill the continuing education standard of the Committee on Accreditation of Allied Health Education Programs (CAAHEP). Support funding for the KapCC's purchase of industry standard respiratory simulation and critical care equipment, to improve the technical skills required of contemporary health care providers and inform secondary teachers, students, and counselors of the required knowledge and |

| Expected Outcomes (continued) | Budget Categories (continued) |
|--|--|
| <p>Increase by 3% each of UHCC performance indicators 1P1, 2P1 and 3P1. The 2015-16 goals for these indicators are 91.00%, 50.30% and 76.72% respectively. Increase by 5% UHCC performance indicator 4P1. The 2015-16 goal for this indicator is 69.00%.</p> | <p>Salary, Fringe, Supplies, Equipment, Other & Professional Development</p> |
| <p>Continue meeting or exceeding UHCC performance goals for 1P1, 2P1, 3P1, and 4P1. The 2015-16 goals for these indicators are 91.00%, 50.30%, 76.72%, and 69.00% respectively.</p> <p>Exceed UHCC performance goals for 2P1 and 3P1. The 2015-16 goals for these indicators are 50.30% and 76.72% respectively.</p> | <p>Travel</p> <p>Travel</p> |

| Basic Grant Requirements [Sec. 134 of the Perkins Act] (continued) | Proposed Activity (continued) |
|---|--|
| <p><i>(KapCC purchase of equipment cont.)</i></p> | <p>skills required to work in acute care settings. The use of simulation equipment integrated with high-tech medical devices will allow for the hands-on technical training that strengthens applied learning, critical thinking, and decision making. Three technology-based projects will improve the pathway from secondary to postsecondary CTE training and from AS to baccalaureate programs. These are: 1) a summer bridge program (two and a half-day experience on campus and at a medical facility shadowing critical care therapists) for 25 students interested in pursuing a career in cardio-pulmonary health care; 2) informational sessions; and 3) course activities in acute care and ambulatory care that involve the use of the simulation equipment. A continuing education training will be offered for respiratory care practitioners seeking advanced credentials, continuing education credit, and/or advanced degree beyond the Associate degree.</p> |
| <p>C. Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105–220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study;</p> | <p>Students, faculty members, representatives of business and industry, representatives of special populations, and other interested individuals are involved in developing, implementing, and evaluating Career Pathway Programs of Study. Policy Planning Workgroups (PPWG) serve as proactive links between community college program development, and business and industry. The PPWGs work with community college campus-level CTE program advisory committees.</p> |
| <p>D. Provide assurances that the agency will provide CTE programs that are of sufficient size, scope, and quality to bring about improvement in the quality of CTE programs;</p> | <p>The UHCC initiates, improves, expands, and modernizes quality career and technical education programs. The UHCCS assures that career and technical education programs are of such size, scope and quality as to bring about improvement in the quality of education offered.</p> <ul style="list-style-type: none"> o CTE program offerings and curricular content are reviewed periodically by faculty for relevance to labor market needs and economic development priorities. o CTE programs include an advisory committee and/or a program-specific advisory council. o CTE program offerings reflect the Hawaii Career Pathway System and business and industry-approved student learning outcomes and assessments. o Application for funds reflects analysis of data. Data sources used to make informed decisions about program development and implementation are: <ul style="list-style-type: none"> • Perkins performance measures • Licensure/Certification exams and/or end of program exams • Rigorous course-taking patterns • Dual credit data • Acquiring and maintaining program accreditations/certifications; and/or |

| Expected Outcomes (continued) | Budget Categories (continued) |
|---|--|
| <p>Increase by 3% each of UHCC performance indicators 1P1, 2P1 and 3P1. The 2015-16 goals for these indicators are 91.00%, 50.30% and 76.72% respectively. Increase by 5% UHCC performance goal 4P1. The 2015-16 goal for this indicator is 69.00%.</p> | <p>Salary, Fringe, Supplies, Equipment, Other & Professional Development</p> |
| | <p>Basic grant funds were not used for this requirement.</p> |
| | <p>Basic grant funds were not used for this requirement.</p> |

| Basic Grant Requirements [Sec. 134 of the Perkins Act] (continued) | Proposed Activity (continued) |
|---|--|
| <p><i>(UHCC improvements cont.)</i></p> | <ul style="list-style-type: none"> • Meeting established business/industry standards. o Funded CTE courses/programs lead to an approved associates degree (AS or AAS) or certificate. o Funded CTE courses/programs meet minimum enrollment requirements to offer instruction as established by the UHCC. o The UHCC annually submits program data, including all elements necessary for calculating progress toward meeting Perkins IV postsecondary performance targets. o The UHCC employs faculty that meet the minimum credential requirements as established by UH BOR policy. |
| <p>E. Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient;</p> | <p>The Academic Planning, Assessment, and Policy Analysis (APAPA) provides leadership in internal operational policy making that has impact on the development and implementation of community college system wide academic plans, goals, objectives, and assessments. In consultation with community college staff, APAPA initiates and develops policies and procedures that require coordination among the UH Community Colleges. The office provides assistance to colleges in their pursuit of their educational goals including" academic planning, program development, and institutional assessment. The Office of Academic Planning, Assessment, and Policy Analysis:</p> <ul style="list-style-type: none"> o Coordinates the development of the academic program planning process o Facilitates the completion of planning and evaluation activities including the University Strategic Plan, Community Colleges Strategic Development Plans, Campus Academic Development Plans, Accreditation Self-studies, and Program Reviews o Prepares reports to facilitate the management of academic programs o Supports program planning and evaluation o Conducts selected policy analysis studies <p>The UHCC has a process for developing a program improvement plan for performance core indicators that fail to meet 90 percent of the agreed upon State adjusted levels of performance. The program improvement plan will be submitted for inclusion in the Consolidated Annual Report (CAR).</p> |
| <p>F. Describe how the eligible recipient will—</p> <p>a) review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;</p> | <p>Career and technical education programs address equity issues and provide equal opportunities to individuals without discrimination on the basis of race, color, national origin, sex, marital status, disability, creed, or age.</p> <ul style="list-style-type: none"> o The UHCC has developed outreach procedures, including eliminating barriers, for increasing the enrollment of special populations in CTE programs, e.g., scheduling, marketing materials, newsletters, web site. o Staff development activities on diversity, including gender equity, are planned and implemented on an ongoing basis. o Action plans are in place and utilized to recruit and improve participation, retention, and completion of nontraditional students in CTE programs. |

| Expected Outcomes (continued) | Budget Categories (continued) |
|---|---|
| | |
| | Basic grant funds were not used for this requirement. |
| | Basic grant funds were not used for this requirement. |

| Basic Grant Requirements [Sec. 134 of the Perkins Act] (continued) | Proposed Activity (continued) |
|--|--|
| <p>b) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and</p> <p>c) provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency;</p> | <p>Support funding for HawCC's peer mentoring to be offered to all identified Students with Disabilities (SWDs). Peer mentors will be required to show mastery and comprehension in various subject areas and will be responsible for working in collaboration with the Disability Support Staff to facilitate meetings with SWDs. In the beginning of each semester, all SWDs will be matched with a peer mentor to assist with identifying short- and long-term life and employment goals, gaining academic skills, and navigating resources to increase the likelihood of success in their classes. Each peer mentor will be assigned 10 students and will assist the Disabilities Counselor by monitoring students through frequent contact. Throughout the semester, peer mentors will be tasked with the creation and maintenance of a portfolio for SWDs. This will be used as a tool to gather and maintain information about their vocational and academic accomplishments and will also include a written resume they can use to apply for jobs. SWDs may work with their mentors to explore resources, to gain experience that will assist them in finding employment during or following the attainment of their degree.</p> |
| <p>G. Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations;</p> | <p>Continue to support funding for projects and programs focused on serving special populations such as: (a) efforts to identify and assist military members, veterans, and former special population students to bring them back to college, especially if they have CTE-related prior learning experiences, which may be applied to the college credits; (b) focused counseling and academic support services that address persistence issues to improve student success in CTE programs; and (c) providing students with disabilities the accommodations and services they need to raise retention and completion rates, as well as a supportive learning environment.</p> |
| <p>H. Describe how funds will be used to promote preparation for non-traditional fields;</p> | <ul style="list-style-type: none"> Continue to support funding for HonCC's CTE student ambassadors for activities involving networking with the high schools, focusing on pathways, and holding scaffolding events to culminate in a campus-hosted CTE Day. Other efforts will be geared to identify and highlight the strengths of the campus, create a pipeline for prospective students, regenerate interest in non-traditional careers and CTE-related occupations, and create a foundation for students to enter the community college system, starting with grass roots initiatives and assistance at the high school level. Support funding for HonCC's hiring of personnel and the purchasing of industry standard automotive equipment to attain NATEF certification for its Diesel (DISL) Program. |

| Basic Grant Requirements [Sec. 134 of the Perkins Act] (continued) | Proposed Activity (continued) |
|--|---|
| <p>I. Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities;</p> | <ul style="list-style-type: none"> • Support funding for HonCC's structured Ho'a coaching program, to provide entering CTE students with the necessary support from 2nd year CTE program students who will motivate and guide them through the intricacies of the program courses. The Ho'a Coaching program trains peer coaches to work with students in identifying five focus areas that affect students' retention in college. These focus areas examine the students' academic goals, balancing life, health and wellness, community, and finances. The activities that peer coaches conduct with students incorporate elements of job search, resume building, and interviewing skills by using the Job Center Online program. • Support funding for KapCC's to have staff in the areas of Graduation and Transcript to work collaboratively with counseling through CAAC (Counseling and Academic Advising Council), to implement Milestone checks with students in CTE programs on campus. These Milestones checks will train students on STAR to ensure that they are on track to complete their degree/certificate in a timely manner. The staff in the areas of Graduation and Transcript will work collaboratively with the Job Placement coordinator and the Service and Sustainability Learning Program to prepare students for successful transition to the job market and assist in securing employment. • Continue to support funding of activities for KauCC's Career Counselor to conduct industry outreach for students who receive a Medical Office Receptionist Certificate (from the Business Technology's program) and for graduates of the Hospitality & Tourism program. The counselor's efforts will aid in job placement of these students. • Support funding for LeeCC's development of a method to survey and track student placement, military service, apprenticeship/internship, or continued education. <ul style="list-style-type: none"> o Academic Specialists will work in support of the assigned program counselor and establish close relationships with the CTE instructors and students in specifically assigned program areas. The specialists will also work with the instructors and programs and provide guidance and support in the resolution of academic and other difficulties students may be experiencing. They will act as a concierge for additional resources and services to help the student succeed. The respective specialists will attend the CTE advisory committee meetings to familiarize themselves with industry issues, concerns, opportunities, and trends. By understanding the needs of the industry, the specialists will be able to better prepare the students for internships and eventual job opportunities. o The Academic Specialists will create a graduate contact database and an online Student Employment Survey to be distributed with the graduation check process by program counselors. Contact information (non-hawaii.edu e-mail addresses) is necessary in order to complete post-graduate surveys. They will then disseminate the student employment survey to Fall 2014, Spring 2015, and Fall 2015 Spring 2016 |

| Expected Outcomes (continued) | Budget Categories (continued) |
|---|---|
| <p>One-hundred-percent (100%) of the CTE students coached will have created an account on the Job Center Online and will begin their career profile with their peer coach. Eighty-percent (80%) entering CTE students who are coached will persist from Fall to Fall. Ninety-percent (90%) of the 2nd year CTE peer coaches surveyed will feel confident in developing the “soft” skills needed to successfully apply in the career field. These soft skills will include effective communication, critical thinking, accountability, leadership and dependability.</p> | <p>Salary, Fringe & Supplies</p> |
| <p>Increase the completion/transfer and placement rates of graduates by 3%.</p> | <p>Salary, Fringe & Supplies</p> |
| <p>Meet UHCC performance indicator goal for 4P1. The 2015-16 goal for this indicator is 69.00%.</p> | <p>Salary, Fringe, Supplies Contractual, Other & Travel</p> |
| <ul style="list-style-type: none"> o Fifty-percent (50%) of graduates from Fall 2014 and Spring 2015 will be sent via e-mail the Student Employment Survey. o Eight-five-percent (85%) of graduates from Fall 2015 and Spring 2016 will be given the Student Employment Survey in conjunction with their graduation check by the Program Counselors. o Students enrolled in all CTE classes for Fall 2015 and Spring 2016 will remain enrolled at 95% rate or higher (retention within semester) o Students enrolled in Fall 2015 CTE classes will experience 90% success rate or higher (successful completion rate for fall classes). o Students enrolled in Fall 2015 CTE classes will persist to Spring 2016 classes at a 75% rate or higher (fall to spring persistence). | <p>Salary, Fringe, Supplies & Professional Development</p> |

| Basic Grant Requirements [Sec. 134 of the Perkins Act] (continued) | Proposed Activity (continued) |
|---|---|
| <p><i>(Academic Specialists cont.)</i></p> | <ul style="list-style-type: none"> o graduates in conjunction with graduation checks. o The Academic Specialists will incorporate pre-employment (e.g. goal setting, resumes, mock interviews) strategies to increase student employment / placement by scheduling group workshops, visiting classrooms, and through individual meetings with students. Industry partnerships will be created via advisory board memberships and alumni to increase job awareness through Leeward CC events such as: College, Career, and Job Fairs, CTE month activities, Career Dynamics Week workshops, guest speakers in the classrooms, etc. o CTE peer mentors will serve as lead students for classes in the program area and assist other students with understanding and completing assignments, projects and meeting performance expectations. o Local businesses will participate in Leeward College, Career, and Job Fairs, Career Dynamics Week, CTE month activities, and other campus events. By partnering with Job Prep Services, the Academic Specialists can utilize industry resources that are already involved with Leeward CC. <ul style="list-style-type: none"> • Continue to support funding for UHMauC's focus on Retention, Completion and Career Placement with additional emphasis on increasing students Certificate and Degree Completion. Activities will include increasing success of the CTE Retention Cohort through peer advising and mentoring; identifying students' educational goals through behavioral flags, such as number of credits taken in intended major and completion of college-level English, to better define degree-seeking students and their needs and enable them to graduate in a more timely manner; working with CTE counselors and program coordinators to strengthen student success initiatives such as cohorts, block scheduling, financial aid literacy, and college preparation. |
| <p>J. Describe efforts to improve the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and the transition to teaching from business and industry.</p> | <ul style="list-style-type: none"> • The UHCC Strategic Plan includes the goal to recognize and invest in human resources as the key to success and provide them with an inspiring work environment. <ul style="list-style-type: none"> o Recruit, renew, and retain a qualified, effective, and diverse faculty, staff, and leadership. o Increase the number and diversity of programs offered to or in underserved regions by increasing the number and types of programs by at least one program every two years that can be completed through distance learning technologies. o Increase the Community College Survey of Student Engagement (CCSSE) Benchmark percentile rank for Support for Learners benchmark to among the top performing institutions. Research shows that services that target, support, and assist students with academic and career planning, academic skill development, and other issues affect both learning and retention. |

| Expected Outcomes (continued) | Budget Categories (continued) |
|--|---|
| <p>Reduce the non-persistence rates of the CTE cohort students by 5%. Increase by 3% the graduation rate of targeted CTE programs.</p> | <p>Salary, Fringe & Supplies</p> |
| | |

| Basic Grant Requirements [Sec. 134 of the Perkins Act] (continued) | Proposed Activity (continued) |
|--|---|
| <i>(UHCC Strategic Plan cont.)</i> | <ul style="list-style-type: none"> Support funding for UHCC System Wide Hawaii National Great Teachers Seminar Subsidy Program with Job Preparation Emphasis. During the past seminars, a number of UHCC Career and Technical Education (CTE) faculty members have attended this seminar with positive results. Self-reports show that teaching and learning ideas, innovations, and techniques shared at the seminars have helped participants improve their students' performance on core indicators relating to students' academic and skills attainment. This year's seminar will include participants from Micronesia, Canada, Japan, over 10 states, and all seven campuses of the UHCC system. This "international" flavor creates an opportunity to personally conduct international survey on job preparation / placement practices in education in a week without leaving the state. |

| Expected Outcomes (continued) | Budget Categories (continued) |
|---|--|
| <ul style="list-style-type: none"> o Job preparation/placement curricular changes will be implemented in at least one CTE/CTE related class taught by each seminar participant funded by this grant. o Ninety-percent (90%) of the funded 14 teachers who attend the Hawaii National Great Teachers Seminar will report that the seminar had a positive influence on their approach to teaching and learning. o Students self-reporting on the value of the implemented job preparation/placement curricular change: 80% of the students in the class of participating teacher will agree/strongly agree that the modification helped them prepare for their future job. | Meeting Facilities, Other & Professional Development |

HAWAI'I STATE DEPARTMENT OF EDUCATION (HSDOE)

PURPOSE:

Funds are made available to eligible recipients (Hawai'i Department of Education and the University of Hawai'i Community College System) desiring assistance under the Carl D. Perkins Career and Technical Education Improvement Act of 2006 and are for the purpose of improving career and technical education programs designed to

1. meet or exceed the State-adjusted levels of performance as described in Section 113
2. enhance Hawai'i's Career Pathway system
3. implement programs of study

| Required Uses of Funds | Proposed Activity |
|---|---|
| <p>A. Describe how the agency will:</p> <ol style="list-style-type: none"> 1. offer the relevant elements of not less than one career and technical POS. 2. strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in – <ol style="list-style-type: none"> a) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and b) career and technical education subjects. 3. provide students with strong experience in, and understanding of, all aspects of an industry, which may include work-based learning experiences. 4. ensure that students who participate in such CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students. 5. encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965). | <p>In order to qualify for Perkins funds, a school's individual CTE improvement plan is required to implement at least one state-approved POS using the Hawaii Career Pathway System, address the integration of State academic standards and industry standards, address the State's economic development initiatives, comprehensive counseling and guidance, and transitions and partnerships with post-secondary and business and industry.</p> <p>HIDOE will continue to develop and implement the Career Pathway System. This system provides the framework to integrate core academic subjects and CTE subjects. The business and industry-validated standards for the core, cluster and concentration levels of each pathway are cross-walked to Hawaii Content and Performance Standards to assure all secondary-level students who participate in CTE programs are taught to the same challenging academic proficiencies as taught to all other students. Assessment tools are used to measure technical skill attainment and math and reading proficiency. The number of POS assessments will expand as part of the Career Pathway System development.</p> <p>Employability skills will be added to the Career Pathway System and integrated with the Hawaii academic standards, industry standards, and General Learner Outcomes. Special consideration will be given to piloting the teaching and assessing of employability skills within the POS core and cluster classes.</p> <p>All students, including those who are CTE students, are required to complete the same academic courses, complete the same number of credit hours, and maintain the same grade point average in order to graduate.</p> |

| Expected Outcomes | Budget Categories |
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| <ul style="list-style-type: none"> • HIDEOE will meet or exceed performance indicators 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2. • High schools receiving Perkins funds will offer at least one POS with content aligned to core academic standards and POS industry standards. • By the end of the school year, HIDEOE will adopt assessments for six additional POS core and/or cluster classes (TBD). • Employability skills will be integrated and implemented as part of the Career Pathway System. | <ul style="list-style-type: none"> • Salary and Fringe (Resource Teachers, Program Administrator) • Meeting Facilities • Supplies • Printing • Equipment • Curriculum Development/Implementation • Evaluation/Assessment • Contractual or Part-Time Teachers • Research • Travel |

| Required Uses of Funds <i>(continued)</i> | Proposed Activity <i>(continued)</i> |
|---|---|
| | <p>All secondary-level students are encouraged to enroll in a CTE pathway POS. These courses integrate technical skills with academic rigor.</p> |
| <p>B. Describe how comprehensive professional development (including initial teacher preparation) for CTE, academic, guidance, and administrative personnel will be provided, that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE (including curriculum development).</p> | <p>Professional development activities will be ongoing and linked to the Career Pathway system, and the HIDOE six priority strategies (common core, formative instruction, response to intervention, induction mentoring, educator effectiveness system, and the academic response team). Participating school teams will be integrated and include CTE teachers, counselors and other school-level partners.</p> <p>Career pathway workshops, career pathway meetings, and training sessions will provide opportunities for teachers to keep abreast of all aspects of an industry. Teacher-learning sessions may include teacher internships and opportunities to learn from industry experts, business leaders and post-secondary partners.</p> <p>Pathway Advisory Council meetings will continue to be convened to ensure that the relationships are maintained and expanded.</p> |
| <p>C. Describe how comprehensive professional development Describe how parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105–220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of CTE programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical POS.</p> | <p>HIDOE will continue to utilize each of Hawaii's six Career Pathway Councils, comprised of local businesses (including small businesses), labor organizations, and CTE teachers and faculty to develop and/or approve Pathway core, cluster and concentration standards. These standards serve as the foundation for all the planning, development, implementation, and evaluation of CTE programs in the state.</p> <p>Additionally, School Community Councils (SCCs) are actively involved in educational processes in HIDOE schools including the planning, development, implementation and evaluation of CTE. The SCCs include parents, academic and CTE teachers, administrators, counselors, local businesses (including small businesses), and labor organizations from the surrounding communities.</p> <p>The HIDOE also incorporates local CTE advisory committees and/or CTE student organization advisory committees in each of the secondary school's CTE programs. These committees are made up of business and industry specialists who provide direction for programmatic and curriculum improvement and expansion. Information regarding Career Pathway initiatives is shared via a CTE website and the HIDOE website.</p> |

| Expected Outcomes <i>(continued)</i> | Budget Categories <i>(continued)</i> |
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| | |
| <ul style="list-style-type: none"> • HIDOE will meet or exceed performance indicators 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2. • Evidence of POS content and Career Pathway system integration with HIDOE's six priority strategies/initiatives. | <ul style="list-style-type: none"> • Salary and Fringe (Resource Teachers, Program Administrator) • Meeting Facilities • Supplies • Printing • Equipment • Curriculum Development/Implementation • Evaluation/Assessment • Contractual or Part-Time Teachers • Research • Professional Development • Travel |
| <ul style="list-style-type: none"> • HIDOE will meet or exceed performance indicators 3S1, 4S1, and 5S1. • An increase in the number of partnerships with community organizations and with employers that support CTE programs and activities. • CTE and HIDOE websites that share current information regarding the Career Pathway System and initiatives. | <ul style="list-style-type: none"> • Salary and Fringe (Resource Teachers, Program Administrator) • Meeting Facilities • Supplies • Printing • Equipment • Contractual or Part-Time Teachers • Research • Professional Development • Travel |

| Required Uses of Funds <i>(continued)</i> | Proposed Activity <i>(continued)</i> |
|---|--|
| <p>D. Provide assurances that the agency will provide CTE programs that are of sufficient size, scope, and quality to bring about improvement in the quality of CTE programs.</p> | <p>CTE school reform efforts are aligned with the overall efforts of the HIDEOE. CTE plans and reports focus schools on providing high-quality learning environments for all CTE students. The district and state leadership in CTE will review all plans prior to the allocation of funds to ensure services and activities meet the requirements for program improvement (including the approved CTE policy on size, scope and quality), and are also aligned to HIDEOE CTE goals and the requirements of the Carl D. Perkins CTE Improvement Act of 2006.</p> |
| <p>E. Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient.</p> | <p>Each school's Academic and Financial Plan (AFP) describes the overall school goals and the action steps necessary for improvement. Based on the school's AFP, the CTE department will use the identified goals to develop its CTE action plan (One-Year Plan) to fulfill CTE program requirements that augments the school's goals for student support and achievement.</p> <p>Schools will be required to use data to identify gaps and student needs when implementing their individual school CTE improvement plan. Their plan includes CTE reform initiatives such as comprehensive counseling and guidance, integration of State academic and industry standards, and transitions and partnerships with post-secondary and business and industry.</p> <p>The HIDEOE CTE team will assist schools in the process of creating their CTE One-Year Plans. The Quality Indicators Rubric (Appendix A) is a tool developed by the HIDEOE CTE team to provide a framework and guide for CTE program improvement and the implementation of the Career Pathway System through POS.</p> <p>The policies, procedure, and protocols for monitoring the agencies and sub-recipients contain the mechanisms to ensure corrections of monitoring deficiencies and the procedure to close out adverse monitoring findings.</p> |
| <p>F. Describe how the eligible recipient will—</p> <ul style="list-style-type: none"> a) review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations; b) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and c) provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency. | <p>The Career Pathway system is designed to encourage all students, including special population students, to achieve rigorous academic and technical skills and knowledge. All teachers are expected to utilize strategies from the HIDEOE's six priority strategies, such as formative instruction to facilitate achievement of the standards for all students.</p> <p>Accommodations and modifications for special population students are also an expectation of the classroom teacher. To assist in this effort, the Comprehensive Student Support System framework will be utilized to strengthen services and support for special population students.</p> <p>CTE personnel will be encouraged to contact the state director's office to request resources, services and training to better address the needs of the non-traditional learner.</p> <p>All CTE teachers are expected to establish a system of analyzing data such as Data Teams to determine CTE program strengths, limitations, and gaps in meeting the needs of special population students.</p> |

| Expected Outcomes <i>(continued)</i> | Budget Categories <i>(continued)</i> |
|--|--|
| <ul style="list-style-type: none"> • HIDEOE will meet or exceed performance indicators 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2. • All funded CTE programs will meet the approved size, scope and quality criteria. | <ul style="list-style-type: none"> • Salary and Fringe (Resource Teachers, Program Administrator) • Meeting Facilities • Supplies • Printing • Contractual or Part-Time Teachers • Research • Professional Development • Travel |
| <ul style="list-style-type: none"> • HIDEOE will meet or exceed performance indicators 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2. • Individual School CTE Improvement Plans will include lessons with instructional strategies to address student needs identified from the use of data. • Each school will create a Student Learning Objective (SLO) for a POS as evidence of CTE reform initiatives including integration of the HIDEOE six priority strategies, comprehensive counseling and guidance, integration of State academic and industry standards, and transitions and partnerships with post-secondary and business and industry. | <ul style="list-style-type: none"> • Salary and Fringe (Resource Teachers, Program Administrator) • Meeting Facilities • Supplies • Printing • Equipment • Contractual or Part-Time Teachers • Research • Professional Development • Travel |
| <ul style="list-style-type: none"> • HIDEOE will meet or exceed performance indicators 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2. • CTE teacher SLOs will contain best practices from the HIDEOE's six priority strategies. • Special population students will perform at comparable levels as other students. | <ul style="list-style-type: none"> • Salary and Fringe (Resource Teachers, Program Administrator) • Meeting Facilities • Supplies • Printing • Equipment • Curriculum Development/Implementation • Evaluation/Assessment • Contractual or Part-Time Teachers • Research • Professional Development • Travel |

| Required Uses of Funds <i>(continued)</i> | Proposed Activity <i>(continued)</i> |
|---|--|
| <p>G. Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.</p> | <p>Students are protected against discrimination by Hawaii State Board of Education (BOE) Policy 4211, ANTI-HARASSMENT, ANTI-BULLYING, AND ANTI-DISCRIMINATION AGAINST STUDENT(S) BY EMPLOYEES POLICY (Appendix B).</p> <p>Professional Development (described in Section II B) will include information regarding BOE Policy 4211.</p> |
| <p>H. Describe how funds will be used to promote preparation for non-traditional fields.</p> | <p>Individual School CTE Improvement Plans will include goals to promote preparation of non-traditional fields such as communicating job opportunities, careers, pay scale, and benefits to students to help them understand what is available. Targeted recruitment activities could include: presentations from persons working in non-traditional fields; hands-on problem-solving that exposes students to typical activities of a non-traditional field; industry and college campus field trips; career fairs; job shadow and intern opportunities; coaching on “next steps”; and mentoring.</p> <p>Professional development for teachers and counselors around recruitment and retention of non-traditional students will be provided. This will include a thorough understanding of the 2016 HDOE graduation requirements and the Academic, CTE and Science, Technology, Engineering and Mathematics (STEM) Honors recognition certificates. The additional requirements of the honors recognition certificates promote the preparation for non-traditional fields.</p> <p>State and higher education officials, and business executives, are working together to raise high school standards, strengthen assessments and curriculum, and align expectations with the demands of college and work.</p> |
| <p>I. Describe how career guidance and academic counseling will be provided to CTE students, including linkages to future education and training opportunities.</p> | <p>The HDOE prepares all students to be college and career ready. To accomplish this goal, career guidance and academic counseling resources are implemented by HDOE for all students in various forms using non-Perkins funds. Some examples include the following:</p> <p>Personal Transition Plan (PTP):</p> <p>0.50 credit required for graduation. PTP is defined as an individually designed and custom tailored plan of action for each high school student to move successfully from high school to post-secondary and/or career venues.</p> <p>GEAR UP Hawaii program services include:</p> <ul style="list-style-type: none"> • Improve college and career readiness through early academic preparation; • Expand college-level learning opportunities for high school students; • Increase access to post-secondary options for every student; and • Increase post-secondary enrollment and successful first-year completion. |

| Expected Outcomes <i>(continued)</i> | Budget Categories <i>(continued)</i> |
|---|--|
| <ul style="list-style-type: none"> • Special population students will have access to all program of studies. • CTE teachers will be informed and required to follow BOE Policy 4211. | <ul style="list-style-type: none"> • Salary and Fringe (Resource Teachers, Program Administrator) • Supplies • Printing • Contractual or Part-Time Teachers • Research • Professional Development • Travel |
| <ul style="list-style-type: none"> • HIDEOE will meet or exceed performance indicators 1S1, 1S2, 2S1, 6S1 and 6S2. • Preparation for non-traditional fields will be a focus in Individual School CTE Improvement Plans. | <ul style="list-style-type: none"> • Salary and Fringe (Resource Teachers, Program Administrator) • Meeting Facilities • Supplies • Printing • Equipment • Curriculum Development/Implementation • Evaluation/Assessment • Contractual or Part-Time Teachers • Research • Professional Development • Travel |
| <ul style="list-style-type: none"> • HIDEOE will meet or exceed performance indicators 3S1, 4S1, 5S1, 6S1 and 6S2. • Strategies to integrate career guidance and academic counseling for career and technical students reflected in school improvement plans. | <ul style="list-style-type: none"> • Salary and Fringe (Resource Teachers, Program Administrator) • Meeting Facilities • Supplies • Printing • Curriculum Development/Implementation • Evaluation/Assessment • Contractual or Part-Time Teachers • Research • Professional Development |

| Required Uses of Funds <i>(continued)</i> | Proposed Activity <i>(continued)</i> |
|---|---|
| | <p>Hawaii P-20 - MyFutureHawaii portal:</p> <ul style="list-style-type: none"> Available to all high schools, this portal is envisioned as a “one-stop shop” for students and families to explore careers, submit college applications online, and apply for financial aid. <p>ACT Assessments for Grades 8-11:</p> <ul style="list-style-type: none"> The ACT EXPLORE: Grades 8 and 9 <ul style="list-style-type: none"> EXPLORE will help students in grades 8 and 9 to consider future educational and career plans based on their own skills, interests and aspirations. Counselors and teachers will be able to effectively guide students and to advise them on the best course of study based on data. ACT PLAN: Grade 10 <ul style="list-style-type: none"> PLAN helps identify students' relative strengths and weaknesses in four subject areas important for success in college: English, math, reading and science. Students will answer questions about the courses they are taking or plan to take in high school, their career interests and plans after high school. This information will help students to see if they need to change educational plans in order to meet their goals. ACT Plus Writing: Grade 11 <ul style="list-style-type: none"> The ACT is a curriculum-based examination. It provides helpful information for all students, not just those who are planning to attend college. Taking the ACT can give every student a measure of his or her academic strengths and weaknesses. Students may use their results to recognize their academic strengths and areas where they need to improve, whether they intend to go to college or enter the workplace after high school. <p>Individual School CTE Improvement Plans will include strategies to integrate non-Perkins funded HIDOE career guidance and academic counseling resources for career and technical education students including linkages to future education and training opportunities.</p> <p>The POS has been aligned to the HIDOE graduation requirements. Students who receive a HIDOE diploma may enter the UHCCs and continue in their POS to the level of certificate and/or degree. The secondary and post-secondary components of the POS are linked and aligned to lead to an Associate of Science (AS), Associate of Applied Science (AAS), a CTE certificate and/or an industry credential. The POS also includes opportunities for secondary students to earn dual, concurrent, and articulated post-secondary credits prior to graduation, thereby reducing their time after high school to the completion of a post-secondary certificate or degree.</p> |

| Expected Outcomes <i>(continued)</i> | Budget Categories <i>(continued)</i> |
|--|--|
| | |

| Required Uses of Funds <i>(continued)</i> | Proposed Activity <i>(continued)</i> |
|--|--|
| <p>J. Describe efforts to improve the recruitment and retention of CTE teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and the transition to teaching from business and industry.</p> | <p>HIDOE provides opportunities for business and industry professionals seeking to enter into the field of education by accepting applicants who have completed a state- approved alternative licensure program. The Hawaii Teacher Standards Board also provides a CTE Special Permit to individuals to provide instruction in CTE in the HIDOE.</p> <p>Promote HIDOE CTE employment opportunities on the CTE and HIDOE CTE website and increase communication and marketing of opportunities for industry professionals to enter the CTE teaching field.</p> <p>Ongoing supports also include the HIDOE Induction and Mentoring program, which supports recruitment and retention of all teachers and provides a clear framework for beginning teacher induction in Hawaii to accelerate teacher effectiveness and student learning.</p> <p>Ongoing professional development is provided throughout the year, focusing on improved implementation of the Career Pathway System.</p> <p>Retention efforts also include increased professional development opportunities for current teachers and staff, focusing on professional learning communities to create a culture of continuous improvement and improved implementation of the Career Pathway System.</p> |

| Expected Outcomes <i>(continued)</i> | Budget <i>(continued)</i> |
|--|--|
| <ul style="list-style-type: none"> • HIDOE will meet or exceed performance indicators 1S1, 1S2, 2S1, 3S1, 4S1, 5S1, 6S1 and 6S2. • Increase in teachers with industry experience. • Increase in CTE teachers and counselors with five or more years of experience in the HIDOE. | <ul style="list-style-type: none"> • Salary and Fringe (Resource Teachers, Program Administrator) • Supplies • Printing • Research • Travel |

SECTION II : BASIC GRANT

PART 2 : PERFORMANCE INDICATORS

Performance Indicator Longitudinal Data

The Perkins Act requires states to report data for specified performance indicators: six for the University of Community Colleges System (UHCCS) and eight for the Hawai'i Department of Education (HIDOE). Performance goals for each of the indicators are negotiated on an annual basis between the U.S. Department of Education's Office of Career, Technical, and Adult Education and the Office of the State Director for Career and Technical Education with input from UHCCS and HIDOE.

The performance indicators measure outcomes of two categories of students for both the UHCCS and the HIDOE. These two categories are "participant" and "concentrator". The definitions for these two categories of students for the UHCCS and HIDOE are as follows:

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

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

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

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

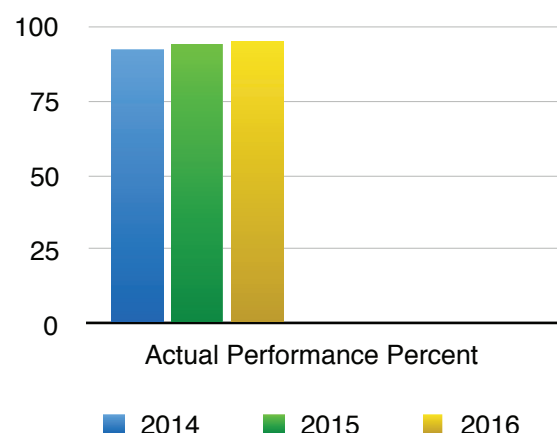
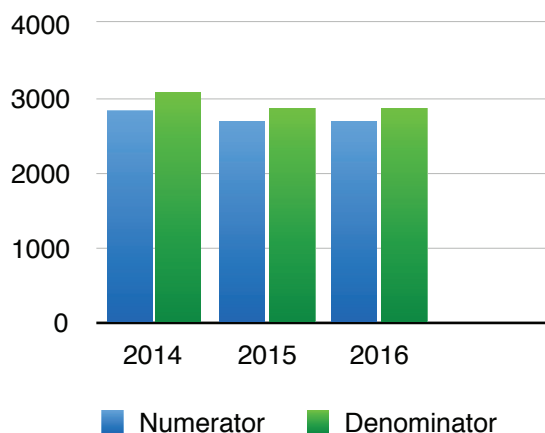
Performance Indicator Longitudinal Data

The following depicts (1) the number of students in the numerator and denominator for each of the UHCCS and HIDOE required performance indicators, (2) the negotiated performance goal percentage, and (3) the actual performance percentage for each of the UHCCS and HIDOE required performance indicators over a three-year time span from program year 2014 through program year 2016.

University of Hawai'i Community Colleges System Performance Indicators

| 1P1: Technical Skill Attainment | | | | |
|--|------------------|--------------------|-------------------------------------|----------------------------|
| Numerator: Number of concentrators who have a cumulative GPA>or 2.00 in CTE courses and who have stopped program participation in the year Denominator: Number of concentrators who have stopped program participation in the year reported | | | | |
| Program Year | Numerator Number | Denominator Number | Negotiated Performance Goal Percent | Actual Performance Percent |
| 2014 | 2,830 | 3,079 | 91.00 | 91.91 |
| 2015 | 2,670 | 2,845 | 91.00 | 93.85 |
| 2016 | 2,684 | 2,843 | 92.00 | 94.41 |

- ✓ Percentage of students achieving a 2.00 GPA or better in CTE courses increased by 2.50 percentage points from 2014 to 2016.



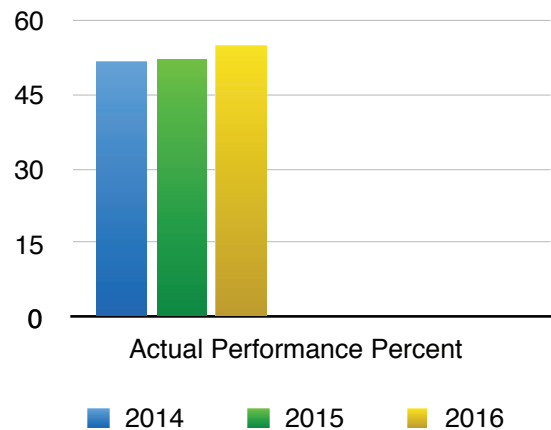
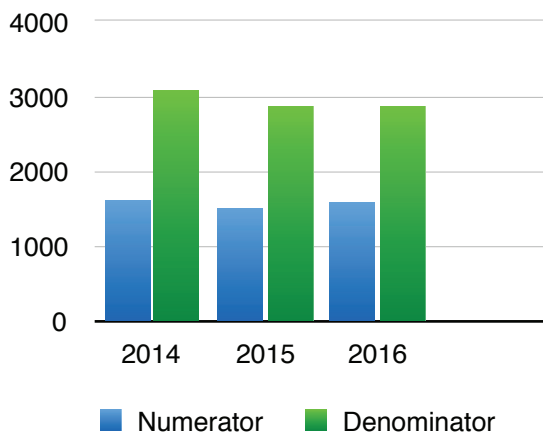
2P1: Credential, Certificate, or Degree

Numerator: Number of concentrators who received a degree or certificate in a CTE program and who have stopped program participation in the year reported

Denominator: Number of concentrators who have stopped program participation in the year reported

| Program Year | Numerator Number | Denominator Number | Negotiated Performance Goal Percent | Actual Performance Percent |
|--------------|------------------|--------------------|-------------------------------------|----------------------------|
| 2014 | 1,594 | 3,079 | 47.00 | 51.77 |
| 2015 | 1,488 | 2,845 | 50.30 | 52.30 |
| 2016 | 1,559 | 2,843 | 51.00 | 54.84 |

- ✓ Percentage of concentrators leaving with a degree or certificate in a CTE program has increased by 3.07 percentage points from 2014 to 2016.



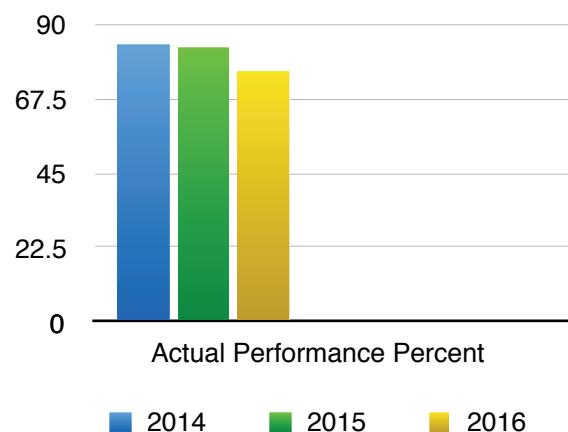
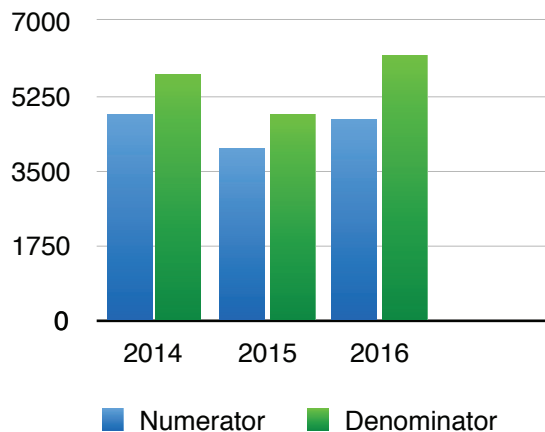
3P1: Student Retention or Transfer

Numerator: Number of concentrators in the year reported who have not completed a program and who continue postsecondary enrollment or who have transferred to a baccalaureate degree program

Denominator: Number of concentrators in the year reported who have not completed a program

| Program Year | Numerator Number | Denominator Number | Negotiated Performance Goal Percent | Actual Performance Percent |
|--------------|------------------|--------------------|-------------------------------------|----------------------------|
| 2014 | 4,822 | 5,766 | 75.21 | 83.63 |
| 2015 | 4,024 | 4,834 | 76.72 | 83.24 |
| 2016 | 4,659 | 6,167 | 81.00 | 75.55 |

- ✓ Although not meeting the negotiated performance goal, the actual performance was within 90 percent of that goal so the eligible agency is not required to develop and implement a program improvement plan as required by the Perkins Act.
- ✓ There was nearly a 28 percent increase in the number of students in the denominator and nearly a 16 percent increase in the number of students in the numerator from 2015 to 2016.



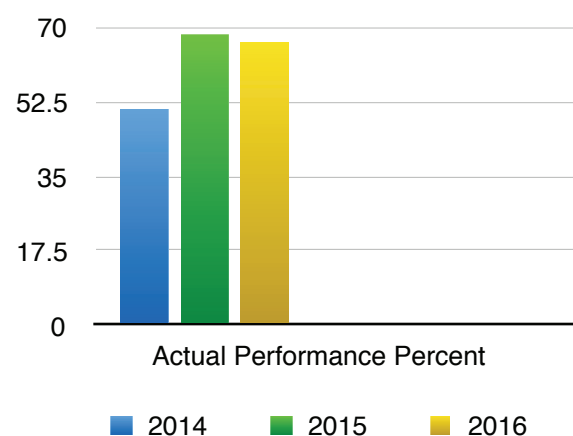
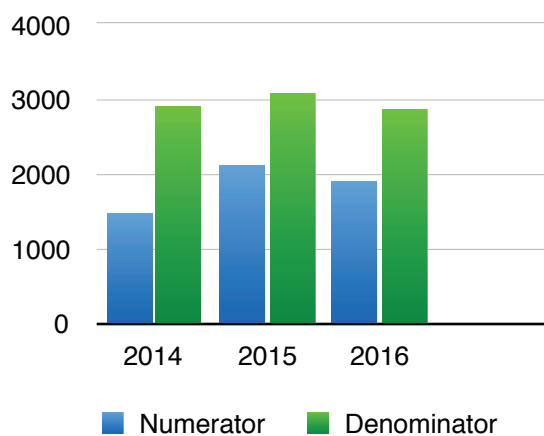
4P1: Student Placement

Numerator: Number of concentrators in the year reported (previous Perkins year) who have stopped program and who are placed or retained in employment, military service, or an apprenticeship program within UI quarter following program completion

Denominator: Number of concentrators in the year (previous Perkins year) who have stopped program participation

| Program Year | Numerator Number | Denominator Number | Negotiated Performance Goal Percent | Actual Performance Percent |
|--------------|------------------|--------------------|-------------------------------------|----------------------------|
| 2014 | 1,468 | 2,888 | 68.92 | 50.83 |
| 2015 | 2,106 | 3,079 | 69.00 | 68.40 |
| 2016 | 1,883 | 2,845 | 63.87 | 66.19 |

- ✓ Percentage of concentrators who were placed or retained in employment, military service or an apprenticeship program increased by 15.36 percentage points from 2014 to 2016.



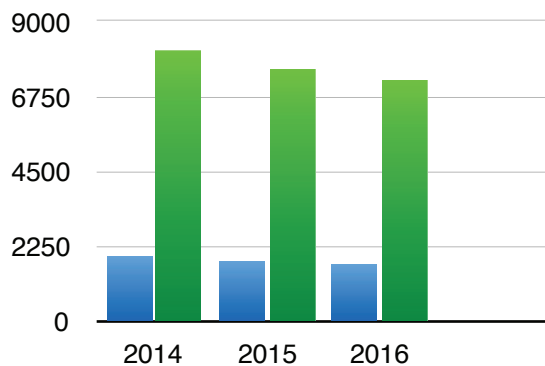
5P1: Nontraditional Participation

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

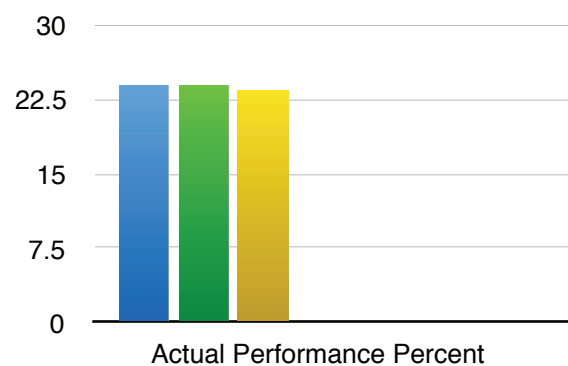
Denominator: Number of participants who participated in a program that leads to employment in nontraditional fields during the reporting year

| Program Year | Numerator Number | Denominator Number | Negotiated Performance Goal Percent | Actual Performance Percent |
|--------------|------------------|--------------------|-------------------------------------|----------------------------|
| 2014 | 1,941 | 8,121 | 17.50 | 23.90 |
| 2015 | 1,805 | 7,559 | 19.69 | 23.88 |
| 2016 | 1,688 | 7,260 | 22.00 | 23.25 |

- ✓ Actual performance percentage has exceeded the negotiated performance goal percentage all three years from 2014 – 2016.



■ Numerator ■ Denominator



■ 2014 ■ 2015 ■ 2016

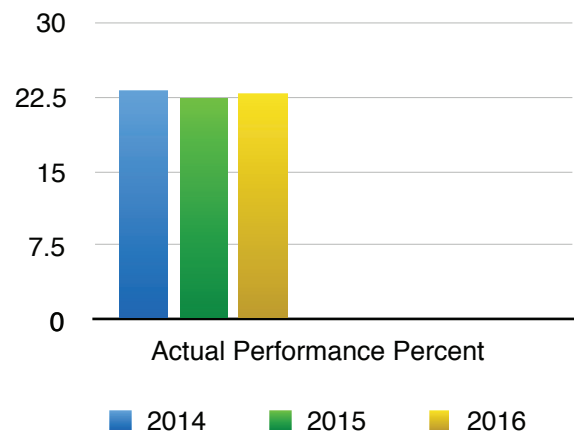
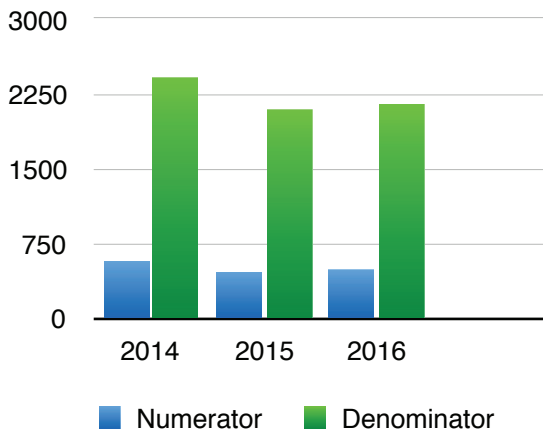
5P2: Nontraditional Completion

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

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

| Program Year | Numerator Number | Denominator Number | Negotiated Performance Goal Percent | Actual Performance Percent |
|--------------|------------------|--------------------|-------------------------------------|----------------------------|
| 2014 | 556 | 2,410 | 16.00 | 23.07 |
| 2015 | 469 | 2,098 | 19.36 | 22.35 |
| 2016 | 491 | 2,150 | 22.00 | 22.84 |

- ✓ Actual performance percentage has exceeded the negotiated performance percentage over the three-year period from 2014 – 2016.



Hawai'i State Department of Education Performance Indicators

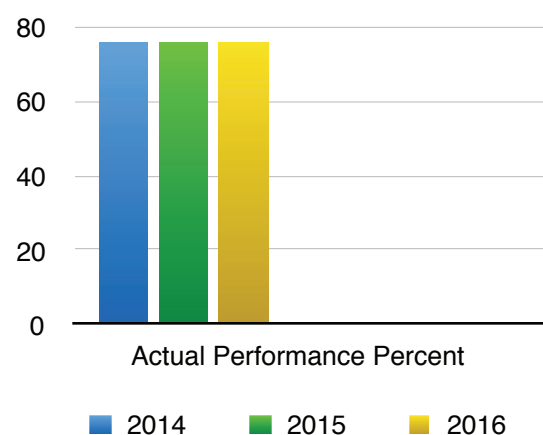
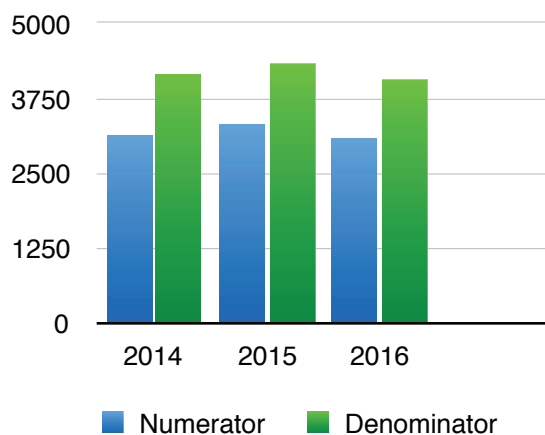
1S1: Academic Attainment: Reading/Language Arts

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

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

| Program Year | Numerator Number | Denominator Number | Negotiated Performance Goal Percent | Actual Performance Percent |
|--------------|------------------|--------------------|-------------------------------------|----------------------------|
| 2014 | 3,129 | 4,133 | 72.25 | 75.71 |
| 2015 | 3,285 | 4,321 | 75.00 | 76.02 |
| 2016 | 3,101 | 4,085 | 75.00 | 75.91 |

- ✓ The percentage of CTE concentrators (75.91) who met proficiency or better on the Statewide high school reading/language arts assessment is 5.91 percentage points higher than the percentage of all HDOE students (70.00) who met proficiency or better.



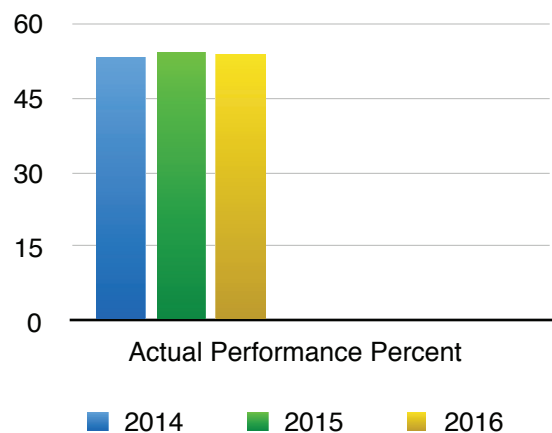
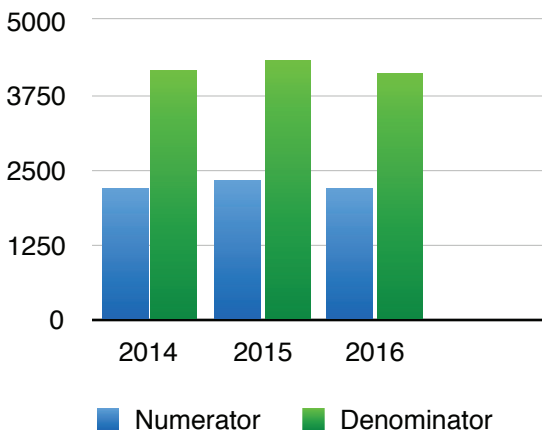
1S2: Academic Attainment: Mathematics

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

Denominator: Number of concentrators who took the ESEA assessment in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, have left secondary education

| Program Year | Numerator Number | Denominator Number | Negotiated Performance Goal Percent | Actual Performance Percent |
|--------------|------------------|--------------------|-------------------------------------|----------------------------|
| 2014 | 2,197 | 4,131 | 41.45 | 53.18 |
| 2015 | 2,343 | 4,316 | 44.00 | 54.29 |
| 2016 | 2,206 | 4,089 | 44.00 | 53.95 |

- ✓ Actual performance percentage has exceeded the negotiated performance goal percentage all three years from 2014 – 2016.



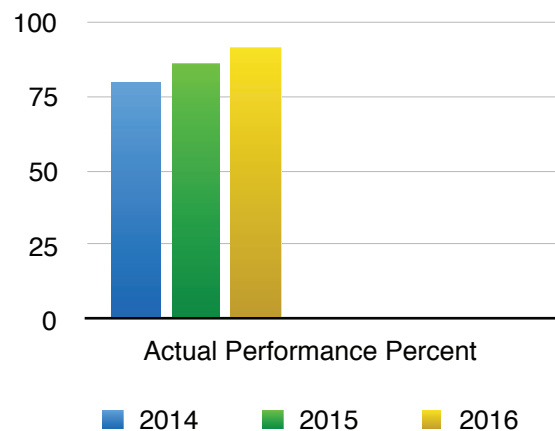
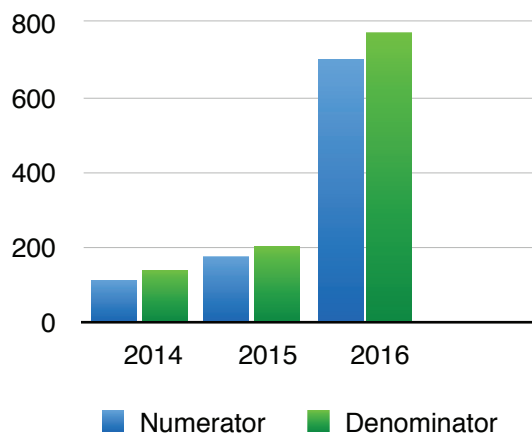
2S1: Technical Skill Assessment

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

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

| Program Year | Numerator Number | Denominator Number | Negotiated Performance Goal Percent | Actual Performance Percent |
|--------------|------------------|--------------------|-------------------------------------|----------------------------|
| 2014 | 111 | 139 | 30.75 | 79.86 |
| 2015 | 170 | 200 | 65.00 | 85.50 |
| 2016 | 699 | 768 | 65.00 | 91.02 |

- ✓ Number of concentrators participating in the statewide technical skill assessments increased by 629 students over the three-year period from 2014 to 2016.
- ✓ Number of concentrators who achieved proficiency on the technical skill assessments increased by 588 students from 2014 to 2016.



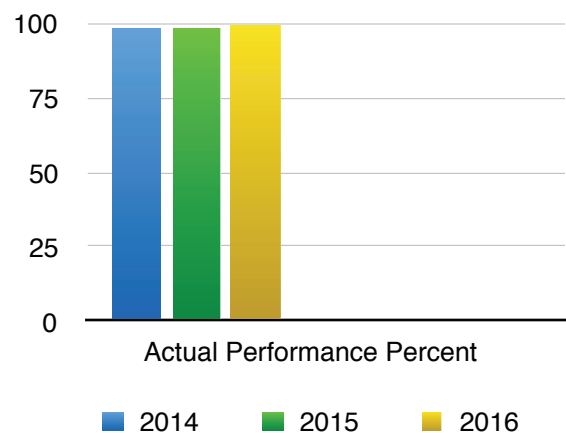
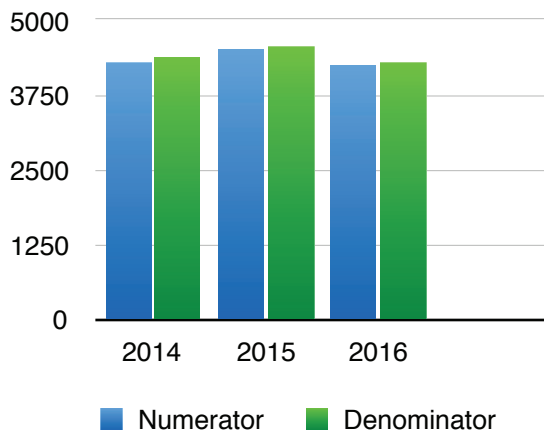
3S1: Secondary School Completion

Numerator: Number of concentrators who earned a regular secondary school diploma during the reporting year

Denominator: Number of concentrators who left secondary education during the reporting year

| Program Year | Numerator Number | Denominator Number | Negotiated Performance Goal Percent | Actual Performance Percent |
|--------------|------------------|--------------------|-------------------------------------|----------------------------|
| 2014 | 4,299 | 4,365 | 91.00 | 98.49 |
| 2015 | 4,505 | 4,557 | 95.00 | 98.86 |
| 2016 | 4,261 | 4,302 | 95.00 | 99.05 |

- ✓ Number of CTE concentrators who earned a regular secondary school diploma has decreased by 244 students from 2015 to 2016 but the actual performance percentage has reached a three-year high of 99.05 percent.



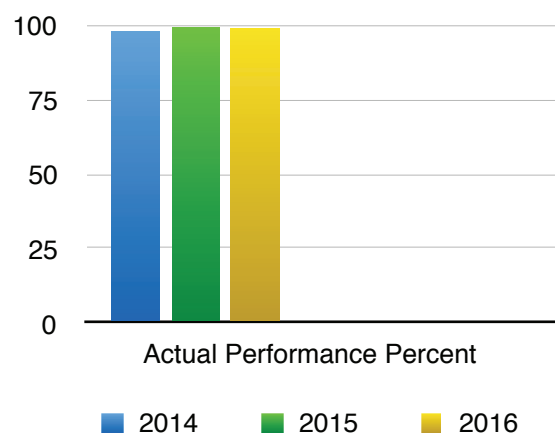
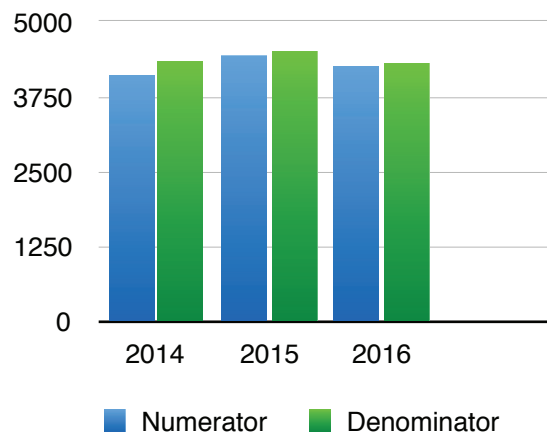
4S1: Student Graduation Rate

Numerator: Number of concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(c)(vi) of the ESEA

Denominator: Number of concentrators who, in the reporting year, were included in the State's computation of its graduation rate as described in Section 1111(9b)(2)(c)(iv) of the ESEA

| Program Year | Numerator Number | Denominator Number | Negotiated Performance Goal Percent | Actual Performance Percent |
|--------------|------------------|--------------------|-------------------------------------|----------------------------|
| 2014 | 4,125 | 4,270 | 90.00 | 98.71 |
| 2015 | 4,385 | 4,418 | 95.00 | 99.25 |
| 2016 | 4,201 | 4,248 | 95.00 | 98.89 |

- ✓ Percentage of CTE concentrators (98.89) who graduated is 16.98 percentage points higher than the percentage of all DOE students (81.91) who graduated.



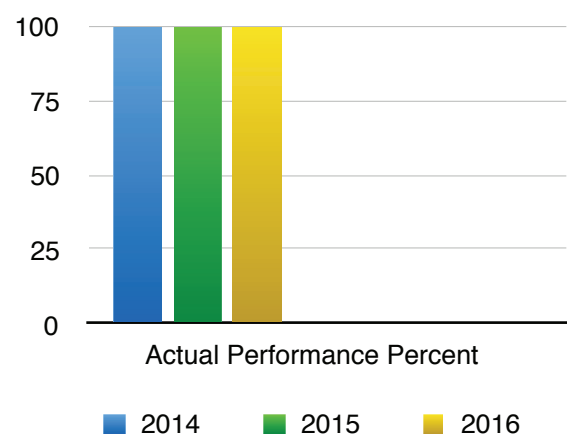
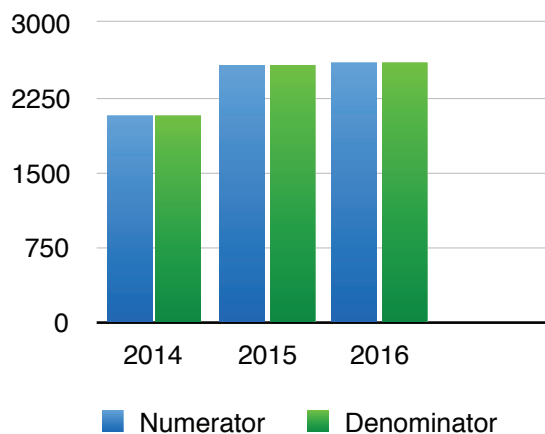
5S1: Placement

Numerator: Number of concentrators who left secondary education during the reporting year and who were located and included in the National Clearinghouse Database as enrolled in postsecondary education

Denominator: Number of concentrators who left secondary education during the reporting year and who were included in the National Clearinghouse Database as enrolled in postsecondary education

| Program Year | Numerator Number | Denominator Number | Negotiated Performance Goal Percent | Actual Performance Percent |
|--------------|------------------|--------------------|-------------------------------------|----------------------------|
| 2014 | 2,056 | 2,056 | 92.00 | 100.00 |
| 2015 | 2,579 | 2,579 | 100.00 | 100.00 |
| 2016 | 2,600 | 2,600 | 100.00 | 100.00 |

- ✓ Number of students placed in postsecondary education has increased by 544 from 2014 to 2016.
- ✓ Of the 2,600 students placed in postsecondary education, 972 or 37.38% were in a two-year institution and 1,628 or 62.62% were in a four-year institution.



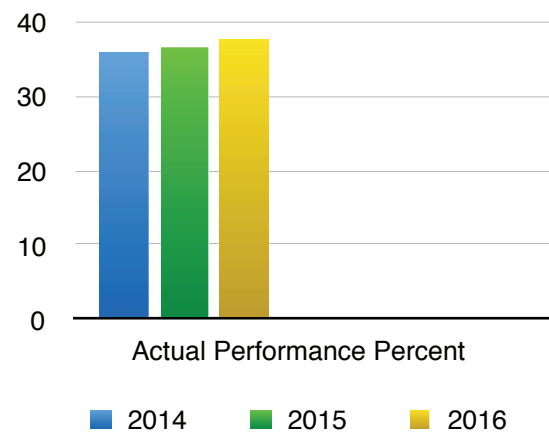
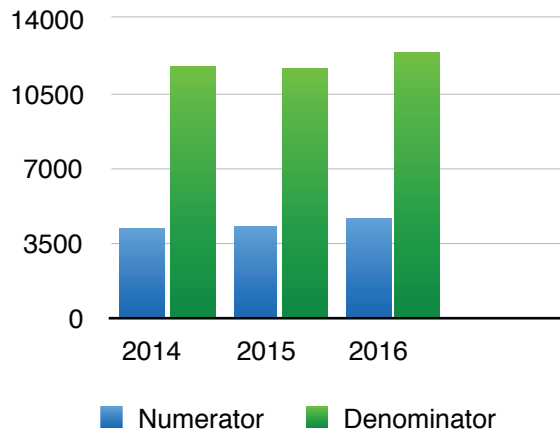
6S1: Nontraditional Participation

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

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

| Program Year | Numerator Number | Denominator Number | Negotiated Performance Goal Percent | Actual Performance Percent |
|--------------|------------------|--------------------|-------------------------------------|----------------------------|
| 2014 | 4,182 | 11,688 | 29.75 | 35.78 |
| 2015 | 4,240 | 11,651 | 36.00 | 36.39 |
| 2016 | 4,657 | 12,372 | 36.00 | 37.64 |

- ✓ Number of students from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields has increased by 475 students from 2014 to 2016.
- ✓ The negotiated performance goal percentage has been exceeded consistently from 2014 to 2016.



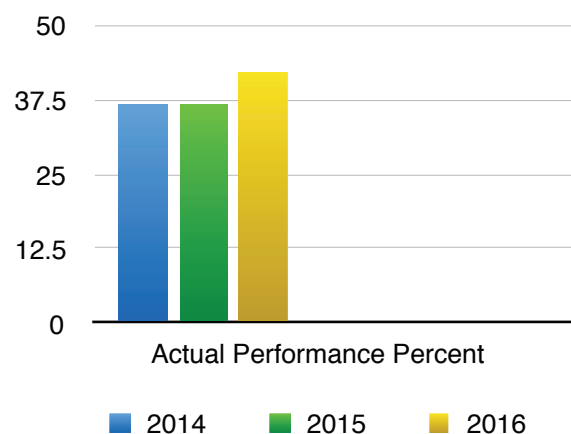
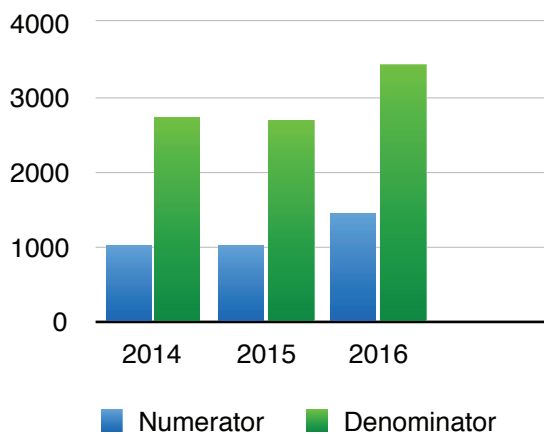
6S2: Nontraditional Completion

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

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

| Program Year | Numerator Number | Denominator Number | Negotiated Performance Goal Percent | Actual Performance Percent |
|--------------|------------------|--------------------|-------------------------------------|----------------------------|
| 2014 | 990 | 2,713 | 30.25 | 36.49 |
| 2015 | 987 | 2,682 | 36.00 | 36.80 |
| 2016 | 1,438 | 3,438 | 36.00 | 41.83 |

- ✓ Number of concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields has increased by 451, approximately 45 percent, from 2015 to 2016.
- ✓ The actual performance percentage has increased 533 percentage points from 2014 to 2016.



SECTION III : STATE LEADERSHIP

Approximately 10 percent of the State's Perkins Grant annual award, State Leadership funds are allocated among the Hawai'i Department of Education, University of Hawai'i Community Colleges System, Office of the State Director for Career and Technical Education, and Department of Public Safety. The Act requires that these funds be used for statewide career and technical education State Leadership activities. The Act also requires that State Leadership funds must be used for each of the required activities listed in the Perkins legislation. State Leadership funds may be used for each of the permissive activities listed in the Perkins legislation. What follows, in a question and answer format, is a summary of the activities carried out with State Leadership funds for each of the required and permissive uses of State Leadership Activities funds during the reporting year.

3A. USE OF FUNDS

1. **During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills? (Permissive Use of Funds)**

Postsecondary: Leadership funds were not used for this activity.

Secondary: Funds were expended to support the development of a Performance-Based Assessment (PBA) Implementation Guide. The guide provides clarity and guidance to schools and/or districts implementing PBA activities to assess students' technical skills attainment as required by performance indicator 2S1 (Technical Skill Assessment). The PBA assessments are also used to determine the awarding of HIDOE's CTE Honors Certificates to CTE concentrators.

The PBA guide includes suggested implementation timelines and schedules, assessment tools such as rubrics, and clarification of the writing component and alignment to Career and Technical Student Organization events that may meet the PBA requirements.

Funds were also used to support the development of assessments for secondary courses within state-approved CTE programs. The assessments included measurement of students' ability to apply academic and technical skills and knowledge.

2. **During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes? (Permissive Use of Funds)**

Postsecondary: Leadership funds were not used for this activity.

Secondary: Leadership funds were not used for this activity.

3B. USE OF FUNDS

1. **During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV? (Required Use of Funds)**

Postsecondary: Statewide services were provided by Economic Modeling Specialists, Inc. (EMSI) to augment Labor Market Information (LMI) tools that are essential in determining the current and future demands, skills/training required, and wage information for specific occupations in Hawaii. These data are used by the University of Hawaii Community Colleges System (UHCCS) in the development of Annual Reports of Program Data (ARPD). The ARPD compiles and provides data in online data templates

that include the metrics to assess CTE program health in the areas of demand, efficiency, effectiveness, and overall quality for all colleges within the UHCCS.

Secondary: Staff was hired to develop, review, and revise the One-Year Plan and End-of-Year Reports template. The new form incorporates all required elements of the Perkins Law, includes clear guidelines and instructions on how to complete the forms, and is not dependent on external vendor software to complete.

All high schools receiving Perkins funds are required to complete an End-of-Year Report that is reviewed by HIDOE for project implementation, measurable student learning outcomes, qualitative impact, and fiscal accountability. After this review, follow up is completed during school visits by the state and district monitoring team. Analysis of the outcomes in the End-of-Year Reports allows for assessment of individual school CTE programs.

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

State Office: The state office spent Perkins leadership funds to conduct a pilot program that uses technology to allow employers and CTE classrooms to interact in real time. The product, Nepris, was piloted by a select group of high school CTE teachers. Follow up focus meetings determined that the program warranted expansion to more high school CTE teachers. The state office continues to support that expansion.

Postsecondary: Leadership funds were not used for this activity.

Secondary: The HIDOE Performance Based Assessments provide a forum to improve and expand the use of technology in CTE programs. For example, students in the Design Technology PBA were asked to design a housing for monitoring equipment that blended into an outdoor environment in a farmer's field. Students used computer-aided design (CAD) programs to design and print the end product with a 3D-Printer. Additionally, Google applications have been introduced to CTE instructors to further develop and implement technologies in the CTE classroom.

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

State Office: The state office used Perkins leadership funds to support HIDOE and UHCC data personnel to attend the DQI.

Postsecondary: The UHCCS continued to support Prior Learning Assessment faculty training and professional development in integrated academics, through their attendance at workshops that were held by The Council for Adult and Experiential Learning (CAEL) Conference. The workshops provided faculty with current, critical knowledge that is needed to dramatically increase adult learners' success through prior learning assessments.

The UHCCS continued to support the Hawaii National Great Teachers Seminar. Participants were given tools and knowledge to implement curricular changes in CTE/CTE related courses, to prepare students for entry into the workforce.

Secondary: The Perkins Administrator on temporary assignment and Perkins Resource Teachers coordinated professional development of CTE teachers to develop end-of-year course assessments for their classes. These assessments included measurement outcomes for both academic and technical skills and knowledge.

Professional development for teachers was also conducted to expand the use of Google applications in the classroom. CTE teachers learned new ways to incorporate Google applications in their instructional practices.

The HIDOE CTE office provided technical assistance to individual schools and complexes requesting specialized training. Examples include end-of-course assessment training and PBA implementation training for CTE classroom teachers.

4. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations? (Required Use of Funds)

State Office: The State's non-trad funds were spent in support of two programs that introduced middle schools girls to careers in engineering and other scientific-related occupations. Introduce a Girl to Engineering Day and Excite Camp are home-based on Maui, but this year the programs expanded to Oahu, Big Island, and Molokai.

A total of 40 girls participated in two Introduce a Girl to Engineering Days. A total of 25 girls participated in Excite Camp on Molokai. Parents as well as employers were engaged in the 4-day camp. Many ethnicities were represented overall but more than half of each of the events' participants were Hawaiian, one of the special populations on which the state is focused.

Surveys of both the students and the presenters were conducted. By a wide margin, the students responded that they have a better understanding of career opportunities and their own career goals; of the likelihood of their seeking some level of postsecondary

education; of their need to take appropriate classes while in high school, and of increased confidence in their abilities to participate in engineering and related science careers. The female engineers' responses were positive and supportive, as were the comments from parents. It is our intent to follow up with these students as they progress through the education-to-work pipeline as another measure of the success of these programs.

Postsecondary: Leadership funds were not used for this activity.

Secondary: Leadership funds were not used for this activity.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations? (Required use of Funds)

State Office: Other than the non-trad funds reported in Part B. 4, no leadership funds were spent in support of special populations. That is not to say that the state did not use other resources to support the designated special populations.

Postsecondary: Leadership funds were not used for this activity.

Secondary: Leadership funds were not used for this activity.

6. During the reporting year, how did your state offer technical assistance for eligible recipients? (Required Use of Funds)

State Office: In order to provide technical assistance to the eligible recipients, the state office used Perkins leadership funds to support its staff to attend training and professional development conferences in their areas of responsibility.

Postsecondary: Leadership funds were used to support travel to the neighbor islands for the UHCCS to provide technical support through campus visits (one visit to all campuses per semester). The visits helped to ensure that proposals were aligned with Perkins data and requirements, supported student achievements in technical assessments, and supported placement of students in competitive employment.

Secondary: Leadership funds were not used for this activity.

7. Serving Students in State Correctional Institutions & Students in State Institutions Serving Individuals with Disabilities. (Required Use of Funds)

Postsecondary: Leadership funds were not used for this activity.

Secondary: Leadership funds were not used for this activity.

Department of Public Safety: The Department of Public Safety's Corrections Education Program Services used State Leadership funds to provide a Culinary Arts Program for incarcerated women at the Women's Community Correctional Center and an Office Worker Business Application Program for incarcerated men at Waiawa Correctional Facility.

Funds were used to support two culinary arts modules offered in partnership with Kapiolani Community College. The two modules included Introduction to the Culinary Industry and Safety and Sanitation. All 14 of the women enrolled in Modules 1 and 2 successfully completed both modules. Ten of these women also passed the Serv-Safe certification exam and were awarded a Serv-Safe national certificate.

The three Office Worker Business Application Program modules supported by leadership funds and offered in partnership with Windward Community College were Introduction to the World of Computers, Microsoft Word 2013 for the Business World, Business Applications Using Microsoft Excel 2013 and Business Presentations Using Microsoft PowerPoint. All 10 of the men enrolled in Modules 1 and 2 successfully completed both modules. Nine of these participants also successfully completed the third module and were awarded a Certificate of Professional Development from the Windward Community College Continuing Education and Workforce Development Office.

- 8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs? (Permissive Use of Funds)**

Postsecondary: Leadership funds were not used for this activity.

Secondary: Leadership funds were not used for this activity.

- 9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs? (Permissive Use of Funds)**

Postsecondary: Leadership funds were not used for this activity.

Secondary: Leadership funds were not used for this activity.

- 10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use of innovative initiatives under Sec. 135(c)(19) of Perkins IV? (Permissive Use of Funds)**

Postsecondary: Leadership funds were not used for this activity.

Secondary: Leadership funds were not used for this activity.

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education? (Permissive Use of Funds)

Postsecondary: Leadership funds were not used for this activity.

Secondary: Leadership funds were not used for this activity.

12. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs? (Permissive Use of Funds)

Postsecondary: Leadership funds were not used for this activity.

Secondary: Leadership funds were not used for this activity.

3C. USE OF FUNDS

1. During the reporting year, how did your state provide support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education? (Required Use of Funds)

Postsecondary: A website was developed with State Leadership funds to showcase research papers A website was developed with State Leadership funds to showcase research papers on topics related to the future careers of CTE students. The classroom-assigned research papers are an outcome of the UHCCS English conference. The goals of the conference were to better align the teaching of English to the needs of CTE students and to highlight CTE student research in fields in which they plan to work via a website.

Secondary: Statewide professional development for Performance Based Assessments included the integration of Common Core Language Arts Standards in the technical writing paper and the oral presentation requirements. Outcomes focused on alignment and connections between Common Core State Standards and CTE technical skills and knowledge proficiencies Assessment tools such as rubrics aligned to Common Core standards were developed to assist schools with implementation of PBA at the school level.

Professional development sessions were conducted for the Health and Business pathway CTE teachers to develop an understanding of the pathway standards, including State academic standards, and create lessons for the classroom.

2. **During the reporting year, how did your state support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills. (Required Use of Funds)**

State Office: A significant focus of the State Office this year was in supporting partnerships with Perkins' WIOA and ESSA colleagues, and with the HEDOE's New Skills for Youth team. Leadership funds were spent in support of a cross-agency team - including representatives from the state's workforce system, adult education, DVR, and the UHCC system - to attend the National Career Pathway Network conference. That team continues to meet and collaborate on the development of the State's Career Pathway system. In addition, leadership funds supported the State Director and the Chair of the State's WDC to attend the national CTE Summit.

Postsecondary: Leadership funds were not used for this activity.

Secondary: Leadership funds were not used for this activity.

3. **During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs? (Permissive Use of Funds)**

Postsecondary: Leadership funds were not used for this activity.

Secondary: Leadership funds were not used for this activity.

4. **During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students? (Permissive Use of Funds)**

Postsecondary: Leadership funds were not used for this activity.

Secondary: Leadership funds were not used for this activity.

5. **During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs? (Permissive Use of Funds)**

Postsecondary: Leadership funds were not used for this activity.

Secondary: Leadership funds were not used for this activity.

6. **During the reporting year, did your state use Perkins funds to support career and technical education student organizations? (Permissive Use of Funds)**

Postsecondary: Not applicable.

Secondary: Leadership funds were not used for this activity.

- 7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter? (Permissive Use of Funds)**

Postsecondary: Leadership funds were not used for this activity.

Secondary: Leadership funds were not used for this activity.

- 8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels? (Permissive Use of Funds)**

Postsecondary: Leadership funds were not used for this activity.

Secondary: Leadership funds were not used for this activity.

- 9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education? (Permissive Use of Funds)**

Postsecondary: Leadership funds were not used for this activity.

Secondary: Leadership funds were not used for this activity.

- 10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training? (Permissive Use of Funds)**

Postsecondary: Leadership funds were not used for this activity.

Secondary: Leadership funds were not used for this activity.

- 11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business? (Permissive Use of Funds)**

Postsecondary: Leadership funds were not used for this activity.

Secondary: Leadership funds were not used for this activity.

- 12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources? (Permissive Use of Funds)**

Postsecondary: Leadership funds were not used for this activity.

Secondary: Leadership funds were not used for this activity.

SECTION IV : APPENDIX

This section contains the official Consolidated Annual Report as submitted to OVAE.

COVER SHEET

CONSOLIDATED ANNUAL REPORT UNDER THE CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 2006 (PERKINS IV)

1. RECIPIENT ORGANIZATION:

| | |
|--------------|---|
| Organization | The University of Hawai'i |
| Address 1 | Office of the State Director for Career and Technical Education |
| Address 2 | Lunalilo Portable 1 - Lower Campus Road |
| City | Honolulu |
| State | Hawai'i |
| Zip Code | 96822 |

2. PERIOD COVERED BY THIS REPORT (MM/DD/YY):

| | |
|-------|----------|
| From: | 07/01/15 |
| To: | 06/30/16 |

3. PR/AWARD NUMBERS:

| | |
|-----------------------|-------------|
| Basic Grant to States | V048A150011 |
| Tech-Prep Education | N/P |

4. TITLE II CONSOLIDATION (CHECK ONE):

- ☐ The State has not consolidated any of its Title II grant with its Title I grant during the program year covered by this report.
- ☒ The State has consolidated all, or a portion of its Title II grant with its Title I grant during the program year covered by this report.

5. STATE CAREER AND TECHNICAL EDUCATION (CTE) DIRECTOR INFORMATION:

| | |
|------------|---|
| Name: | M. Bernadette Howard |
| Title: | State Director for Career and Technical Education |
| Agency: | Office of the State Director for Career and Technical Education |
| Telephone: | 808.956.4791 |
| E-Mail: | mbhoward@hawaii.edu |

6. REMARKS: (ATTACH ANY EXPLANATION DEEMED NECESSARY OR INFORMATION REQUIRED BY FEDERAL SPONSORING AGENCY IN COMPLIANCE WITH GOVERNING LEGISLATION)

7. CERTIFICATION:

I certify to the best of my knowledge and belief that this report, consisting of narrative performance information, financial status reports (FSRs)*, and performance data, is accurate and complete. I understand that the U.S. Department of Education will use only the performance data that it receives by the December 31 submission deadline each year to determine whether my State has met at least 90 percent of its agreed upon State adjusted performance levels for each of the core indicators of performance under section 113 of Title I of the Act or whether the State must submit a program improvement plan as required in section 123(a)(1) of Perkins IV. I further understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL:

(Please go to the CAR website to certify by PIN electronically after uploading the report.)

TYPED OR PRINTED NAME AND TITLE:

M. Bernadette Howard, State Director for Career and Technical Education

DATE REPORT SUBMITTED:

12/30/16

TELEPHONE (Including Area Code):

(808) 956-4791

FINANCIAL STATUS REPORT FORMS

INTERIM & FINAL FINANCIAL FORMS

INTERIM FINANCIAL STATUS REPORT (FSR) FORM

| | |
|---|--|
| I: State Name: | HAWAII |
| II: Federal Funding Period: | 7/01/15-09/30/16 |
| III: Reporting Period: | 07/01/2015-09/30/2016 |
| IV: Accounting Basis: | Accrual |
| V: Grant Award Numbers: State Basic Grant (Title I): | V048A150011 |
| Tech Prep Grant (Title II): | |
| VI: Title I Grant Award Amount: | 5,496,906 |
| VII: Title II Grant Award Amount: | 0 |
| VIII: Title II Funds Consolidated with Title I Funds: | 0 |
| IX: Total Title I Funds (Title I Award + Title II Consolidated Funds): | 5,496,906 |
| X: Total Title II Funds Remaining (Title II - Title II Consolidated Funds): | 0 |
| * XI. Amended Interim FSR: | <input type="checkbox"/> Date of Filing Amended FSR: |

* Note: Block XI is optional. It needs to be completed only if the state is amending/revising its financial status report after a final submission.

| | | 1 | 2 | 3 | 4 |
|---|--|---------------------------------|----------------------------------|-----------------------|---|
| | | Net Outlays Previously Reported | Total Outlays this Report Period | Program Income Credit | Net outlays this report period (Columns 2 - 3) |
| A | * TOTAL TITLE I FUNDS * | | | | |
| B | LOCAL USE OF FUNDS | | | | |
| C | RESERVE | | | | |
| D | Secondary Eligible Recipients | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| E | Postsecondary Eligible Recipients | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| F | Total (Row D + E) | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| G | FORMULA DISTRIBUTION | | | | |
| H | Funds for Secondary Recipients | \$0.00 | \$25,331,867.93 | \$0.00 | \$25,331,867.93 |
| I | Funds for Postsecondary Recipients | \$0.00 | \$32,514,026.99 | \$0.00 | \$32,514,026.99 |
| J | Total (Row H + I) | \$0.00 | \$57,845,894.92 | \$0.00 | \$57,845,894.92 |
| K | TOTAL LOCAL USES OF FUNDS (Row F + J) | \$0.00 | \$57,845,894.92 | \$0.00 | \$57,845,894.92 |
| L | STATE LEADERSHIP | | | | |
| M | Nontraditional Training and Employment | \$0.00 | \$1,596.81 | \$0.00 | \$1,596.81 |
| N | State Institutions | \$0.00 | \$3,119.00 | \$0.00 | \$3,119.00 |
| O | Other Leadership Activities | \$0.00 | \$201,215.23 | \$0.00 | \$201,215.23 |
| P | TOTAL STATE LEADERSHIP (Row M + N + O) | \$0.00 | \$205,931.04 | \$0.00 | \$205,931.04 |
| Q | STATE ADMINISTRATION | | | | |
| R | TOTAL STATE ADMINISTRATION | 0.00 | 587,510.67 | 0.00 | \$587,510.67 |
| S | TOTAL TITLE I FUNDS (Row K + P + R) | \$0.00 | \$58,639,336.63 | \$0.00 | \$58,639,336.63 |
| T | * TOTAL TITLE II FUNDS * | | | | |
| U | Funds for State Administration | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| V | Funds for Local Consortia | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| W | TOTAL TITLE II FUNDS (Row U + V) | \$0.00 | \$0.00 | \$0.00 | \$0.00 |

| |
|-------------------------|
| Additional Information: |
| |

XII: Certification: I certify to the best of my knowledge and belief that this financial status report is accurate and complete.

Signature of Authorized Individual: JOYCE CLAPP

Title/Agency: Fiscal Administrator-Ofc of St Dir for Career & Technical Ed

| 5 | 6 | 7 | 8 | 9 | 10 | 11 |
|--|---------------------------------|--|--|---|--------------------------|---|
| Net outlays To Date (Columns 1 + 4) | Non-Federal share of outlays | Total Federal share of outlays (Columns 5 - 6) | Federal share of unliquidated obligations | Federal share of outlays and unliquidated obligations (Columns 7 + 8) | Federal Funds Authorized | Balance of Unobligated Federal funds (Columns 10 - 9) |
| | | | | | | |
| | | | | | | |
| \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| \$25,331,867.93 | \$23,327,489.29 | \$2,004,378.64 | \$48,860.65 | \$2,053,239.29 | \$2,465,108.00 | \$411,868.71 |
| \$32,514,026.99 | \$30,383,966.00 | \$2,130,060.99 | \$61,536.71 | \$2,191,597.70 | \$2,465,108.00 | \$273,510.30 |
| \$57,845,894.92 | \$53,711,455.29 | \$4,134,439.63 | \$110,397.36 | \$4,244,836.99 | \$4,930,216.00 | \$685,379.01 |
| \$57,845,894.92 | \$53,711,455.29 | \$4,134,439.63 | \$110,397.36 | \$4,244,836.99 | \$4,930,216.00 | \$685,379.01 |
| \$1,596.81 | \$0.00 | \$1,596.81 | \$0.00 | \$1,596.81 | \$60,000.00 | \$58,403.19 |
| \$3,119.00 | \$0.00 | \$3,119.00 | \$0.00 | \$3,119.00 | \$54,969.00 | \$51,850.00 |
| \$201,215.23 | \$0.00 | \$201,215.23 | \$0.00 | \$201,215.23 | \$311,721.00 | \$110,505.77 |
| \$205,931.04 | \$0.00 | \$205,931.04 | \$0.00 | \$205,931.04 | \$426,690.00 | \$220,758.96 |
| \$587,510.67 | 447,796.00 | \$139,714.67 | 0.00 | \$139,714.67 | 140,000.00 | \$285.33 |
| \$58,639,336.63 | \$54,159,251.29 | \$4,480,085.34 | \$110,397.36 | \$4,590,482.70 | \$5,496,906.00 | \$906,423.30 |
| \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 | \$0.00 |
| | | | | | | |
| | | | | | | |
| | | | | | | |

FINAL FINANCIAL STATUS REPORT (FSR) FORM

| | |
|---|--|
| I: State Name: | HAWAII |
| II: Federal Funding Period: | 07/01/2014-09/30/2016 |
| III: Reporting Period: | 7/01/2014-9/30/16 |
| IV: Accounting Basis: | CASH |
| V: Grant Award Numbers: State Basic Grant (Title I): | V048A140011 |
| Tech Prep Grant (Title II): | |
| VI: Title I Grant Award Amount: | 5,496,906 |
| VII: Title II Grant Award Amount: | 0 |
| VIII: Title II Funds Consolidated with Title I Funds: | 0 |
| IX: Total Title I Funds (Title I Award + Title II Consolidated Funds): | 5,496,906 |
| X: Total Title II Funds Remaining (Title II - Title II Consolidated Funds): | 0 |
| * XI: Amended Interim FSR: | <input type="checkbox"/> Date of Filing Amended FSR: |

* Note: Block XI is optional. It needs to be completed only if the state is amending/revising its financial status report after a final submission.

| | 1 Net Outlays Previously Reported | 2 Total Outlays this Report Period | 3 Program Income Credit | 4 Net outlays this report period (Columns 2 - 3) |
|----------|---|--|-------------------------------|---|
| A | * TOTAL TITLE I FUNDS * | | | |
| B | Local Uses of Funds | | | |
| C | RESERVE | | | |
| D | Secondary Eligible Recipients | \$0.00 | \$0.00 | \$0.00 |
| E | Postsecondary Eligible Recipients | \$0.00 | \$0.00 | \$0.00 |
| F | Total (Row D + E) | \$0.00 | \$0.00 | \$0.00 |
| G | FORMULA DISTRIBUTION | | | |
| H | Funds for Secondary Recipients | \$25,343,179.08 | \$341,684.16 | \$341,684.16 |
| I | Funds for Postsecondary Recipients | \$31,800,008.90 | \$876,168.10 | \$876,168.10 |
| J | Total (Row H + I) | \$57,143,187.98 | \$1,217,852.26 | \$1,217,852.26 |
| K | TOTAL LOCAL USES OF FUNDS (Row F + J) | \$57,143,187.98 | \$1,217,852.26 | \$1,217,852.26 |
| L | STATE LEADERSHIP | | | |
| M | Nontraditional Training and Employment | \$1,096.81 | \$58,903.19 | \$58,903.19 |
| N | State Institutions | \$0.00 | \$54,948.00 | \$54,948.00 |
| O | Other Leadership Activities | \$257,790.65 | \$176,736.35 | \$176,736.35 |
| P | TOTAL STATE LEADERSHIP (Row M + N + O) | \$258,887.46 | \$290,587.54 | \$290,587.54 |
| Q | STATE ADMINISTRATION | | | |
| R | TOTAL STATE ADMINISTRATION | 561,222.00 | 0.00 | \$0.00 |
| S | TOTAL TITLE I FUNDS (Row K + P + R) | \$57,963,297.44 | \$1,508,439.80 | \$1,508,439.80 |
| T | * TOTAL TITLE II FUNDS * | | | |
| U | Funds for State Administration | \$0.00 | \$0.00 | \$0.00 |
| V | Funds for Local Consortia | \$0.00 | \$0.00 | \$0.00 |
| W | TOTAL TITLE II FUNDS (Row U + V) | \$0.00 | \$0.00 | \$0.00 |

Additional Information:

XII: Certification: I certify to the best of my knowledge and belief that this financial status report is accurate and complete.

Signature of Authorized Individual: JOYCE CLAPP

Title/Agency: Fiscal Administrator-Ofc of St Dir for Career & Technical Ed

STUDENT ENROLLMENT FORMS

CTE PARTICIPANTS & CONCENTRATORS

**Student Enrollment Forms
Enrollment of CTE Participants**

STATE: Hawaii

PROGRAM YEAR: 2015-2016

☐ Amended Performance Data

Date of Filing Amended Data: _____

| | | A | B | C | D | E |
|------|---|------------------------------|----------------------------------|--------------------------|--|--|
| Line | Population | Number of Secondary Students | Number of Postsecondary Students | Number of Adult Students | Number of Secondary Tech Prep Students | Number of Postsecondary Tech Prep Students |
| 1 | GRAND TOTAL | 29654 | 8935 | 0 | 0 | 0 |
| 2 | GENDER | | | | | |
| 3 | Male | 16,402 | 4,544 | | | |
| 4 | Female | 13,252 | 4,391 | | | |
| 5 | RACE/ETHNICITY* (1977 Standards) | | | | | |
| 6 | American Indian or Alaskan Native | | | | | |
| 7 | Asian or Pacific Islander | | | | | |
| 8 | Black (not Hispanic) | | | | | |
| 9 | Hispanic | | | | | |
| 10 | White | | | | | |
| 11 | Unknown | | | | | |
| 12 | RACE/ETHNICITY* (1997 Revised Standards) | | | | | |
| 13 | American Indian or Alaska Native | 152 | 27 | | | |
| 14 | Asian | 11,668 | 3,725 | | | |
| 15 | Black or African American | 491 | 117 | | | |
| 16 | Hispanic/Latino | 2,066 | 148 | | | |
| 17 | Native Hawaiian or Other Pacific Islander | 9,769 | 2,471 | | | |
| 18 | White | 3,239 | 1,254 | | | |
| 19 | Two or More Races | 2,269 | 1,133 | | | |
| 20 | Unknown (Postsecondary Only) | | 60 | | | |
| 21 | SPECIAL POPULATION AND OTHER STUDENT CATEGORIES | | | | | |
| 22 | Individuals With Disabilities (ADA) | | 352 | | | |
| 23 | Disability Status (ESEA/IDEA) (Secondary Only) | 2,975 | | | | |
| 24 | Economically Disadvantaged | 13,847 | 4,476 | | | |
| 25 | Single Parents | 0 | 522 | | | |
| 26 | Displaced Homemakers | 0 | 274 | | | |
| 27 | Limited English Proficient | 1,526 | 506 | | | |
| 28 | Migrant Status | 0 | | | | |
| 29 | Nontraditional Enrollees | 4,657 | 1,678 | | | |

*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

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| Additional Information: |
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Student Enrollment Forms
Enrollment of CTE Concentrators

STATE: Hawaii

PROGRAM YEAR: 2015-2016

☐ Amended Performance Data

Date of Filing Amended Data: _____

| Line | Population | A Agri. Food & Nat. Resources | B Architecture & Const. | C Arts, A/V Tech. & Comm. | D Bus., Mgt. & Admin. | E Education & Training | F Finance | G Gov't & Pub. Admin. |
|------|-------------------------------|-------------------------------------|-------------------------------|---------------------------------|-----------------------------|------------------------------|--------------|-----------------------------|
| 1 | SECONDARY | | | | | | | |
| 2 | Female | 111 | 78 | 575 | 114 | 53 | 0 | 0 |
| 3 | Male | 202 | 419 | 423 | 83 | 8 | 0 | 0 |
| 4 | Total | 313 | 497 | 998 | 197 | 61 | 0 | 0 |
| 5 | POSTSECONDARY | | | | | | | |
| 6 | Female | 22 | 68 | 75 | 342 | 191 | 343 | 0 |
| 7 | Male | 52 | 391 | 91 | 146 | 8 | 100 | 0 |
| 8 | Total | 74 | 459 | 166 | 488 | 199 | 443 | 0 |
| 9 | ADULT | | | | | | | |
| 10 | Female | | | | | | | |
| 11 | Male | | | | | | | |
| 12 | Total | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 13 | GRAND TOTAL (Lines 4+8+12) | 387 | 956 | 1164 | 685 | 260 | 443 | 0 |

Additional Information:

STUDENT ACCOUNTABILITY FORMS

POSTSECONDARY LEVEL

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
POSTSECONDARY LEVEL
1P1: TECHNICAL SKILL ATTAINMENT

STATE: Hawaii

PROGRAM YEAR: SY 2016

☐ Amended Performance Data

Date of Filing Amended Data: _____

| | | A | B | C | D | E | F |
|------|--|-------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|--|--|
| Line | Population | Number of Students in the Numerator | Number of Students in the Denominator | State Adjusted Level of Performance | Actual Level of Performance | Adjusted vs. Actual Level of Performance | Met 90% of Adjusted Level of Performance (Y,N) |
| 1 | GRAND TOTAL | 2684 | 2843 | 92.00% | 94.41% | E | Y |
| 2 | GENDER | | | | | | |
| 3 | Male | 1306 | 1390 | | 93.96% | | |
| 4 | Female | 1378 | 1453 | | 94.84% | | |
| 12 | RACE/ETHNICITY* (1997 Revised Standards) | | | | | | |
| 13 | American Indian or Alaska Native | 8 | 8 | | 100.00% | | |
| 14 | Asian | 1132 | 1174 | | 96.42% | | |
| 15 | Black or African American | 32 | 37 | | 86.49% | | |
| 16 | Hispanic/Latino | 48 | 50 | | 96.00% | | |
| 17 | Native Hawaii or Other Pacific Islander | 733 | 794 | | 92.32% | | |
| 18 | White | 420 | 443 | | 94.81% | | |
| 19 | Two or More Races | 300 | 326 | | 92.02% | | |
| 20 | Unknown | 11 | 11 | | 100.00% | | |
| 21 | SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES | | | | | | |
| 22 | Individuals With Disabilities (ADA) | 88 | 100 | | 88.00% | | |
| 23 | Economically Disadvantaged | 1397 | 1498 | | 93.26% | | |
| 24 | Single Parents | 149 | 167 | | 89.22% | | |
| 25 | Displaced Homemakers | 79 | 86 | | 91.86% | | |
| 26 | Limited English Proficient | 130 | 137 | | 94.89% | | |
| 27 | Nontraditional Enrollees | 494 | 523 | | 94.46% | | |
| 28 | Tech Prep | | | | 0.00% | | |

*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

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| Additional Information: |
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Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
POSTSECONDARY LEVEL
2P1: CREDENTIAL, CERTIFICATE, OR DEGREE

STATE: Hawaii

PROGRAM YEAR: SY 2016

☐ Amended Performance Data

Date of Filing Amended Data: _____

| | | A | B | C | D | E | F |
|------|--|-------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|--|--|
| Line | Population | Number of Students in the Numerator | Number of Students in the Denominator | State Adjusted Level of Performance | Actual Level of Performance | Adjusted vs. Actual Level of Performance | Met 90% of Adjusted Level of Performance (Y,N) |
| 1 | GRAND TOTAL | 1559 | 2843 | 51.00% | 54.84% | E | Y |
| 2 | GENDER | | | | | | |
| 3 | Male | 787 | 1390 | | 56.62% | | |
| 4 | Female | 772 | 1453 | | 53.13% | | |
| 12 | RACE/ETHNICITY* (1997 Revised Standards) | | | | | | |
| 13 | American Indian or Alaska Native | 4 | 8 | | 50.00% | | |
| 14 | Asian | 714 | 1174 | | 60.82% | | |
| 15 | Black or African American | 15 | 37 | | 40.54% | | |
| 16 | Hispanic/Latino | 29 | 50 | | 58.00% | | |
| 17 | Native Hawaii or Other Pacific Islander | 392 | 794 | | 49.37% | | |
| 18 | White | 224 | 443 | | 50.56% | | |
| 19 | Two or More Races | 173 | 326 | | 53.07% | | |
| 20 | Unknown | 8 | 11 | | 72.73% | | |
| 21 | SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES | | | | | | |
| 22 | Individuals With Disabilities (ADA) | 43 | 100 | | 43.00% | | |
| 23 | Economically Disadvantaged | 804 | 1498 | | 53.67% | | |
| 24 | Single Parents | 75 | 167 | | 44.91% | | |
| 25 | Displaced Homemakers | 36 | 86 | | 41.86% | | |
| 26 | Limited English Proficient | 94 | 137 | | 68.61% | | |
| 27 | Nontraditional Enrollees | 290 | 523 | | 55.45% | | |
| 28 | Tech Prep | | | | 0.00% | | |
| 29 | DISAGGREGATE INDICATORS | | | | | | |
| 30 | Credential | | | | 0.00% | | |
| 31 | Certificate | | | | 0.00% | | |
| 32 | Degree | | | | 0.00% | | |

*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
POSTSECONDARY LEVEL
3P1: STUDENT RETENTION OR TRANSFER

STATE: Hawaii

PROGRAM YEAR: SY 2016

☐ Amended Performance Data

Date of Filing Amended Data: _____

| | | A | B | C | D | E | F |
|------|--|-------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|--|--|
| Line | Population | Number of Students in the Numerator | Number of Students in the Denominator | State Adjusted Level of Performance | Actual Level of Performance | Adjusted vs. Actual Level of Performance | Met 90% of Adjusted Level of Performance (Y,N) |
| 1 | GRAND TOTAL | 4659 | 6167 | 81.00% | 75.55% | D | Y |
| 2 | GENDER | | | | | | |
| 3 | Male | 2226 | 3052 | | 72.94% | | |
| 4 | Female | 2433 | 3115 | | 78.11% | | |
| 12 | RACE/ETHNICITY* (1997 Revised Standards) | | | | | | |
| 13 | American Indian or Alaska Native | 15 | 17 | | 88.24% | | |
| 14 | Asian | 1951 | 2627 | | 74.27% | | |
| 15 | Black or African American | 62 | 76 | | 81.58% | | |
| 16 | Hispanic/Latino | 75 | 101 | | 74.26% | | |
| 17 | Native Hawaii or Other Pacific Islander | 1242 | 1660 | | 74.82% | | |
| 18 | White | 692 | 891 | | 77.67% | | |
| 19 | Two or More Races | 608 | 772 | | 78.76% | | |
| 20 | Unknown | 14 | 23 | | 60.87% | | |
| 21 | SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES | | | | | | |
| 22 | Individuals With Disabilities (ADA) | 175 | 232 | | 75.43% | | |
| 23 | Economically Disadvantaged | 2529 | 3272 | | 77.29% | | |
| 24 | Single Parents | 270 | 351 | | 76.92% | | |
| 25 | Displaced Homemakers | 144 | 191 | | 75.39% | | |
| 26 | Limited English Proficient | 214 | 316 | | 67.72% | | |
| 27 | Nontraditional Enrollees | 838 | 1109 | | 75.56% | | |
| 28 | Tech Prep | | | | 0.00% | | |

*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

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| Additional Information: |
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Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
POSTSECONDARY LEVEL
4P1: STUDENT PLACEMENT

STATE: Hawaii

PROGRAM YEAR: SY 2016

☐ Amended Performance Data

Date of Filing Amended Data: _____

| | | A | B | C | D | E | F |
|------|--|-------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|--|--|
| Line | Population | Number of Students in the Numerator | Number of Students in the Denominator | State Adjusted Level of Performance | Actual Level of Performance | Adjusted vs. Actual Level of Performance | Met 90% of Adjusted Level of Performance (Y,N) |
| 1 | GRAND TOTAL | 1883 | 2845 | 63.87% | 66.19% | E | Y |
| 2 | GENDER | | | | | | |
| 3 | Male | 888 | 1356 | | 65.49% | | |
| 4 | Female | 995 | 1489 | | 66.82% | | |
| 12 | RACE/ETHNICITY* (1997 Revised Standards) | | | | | | |
| 13 | American Indian or Alaska Native | 8 | 13 | | 61.54% | | |
| 14 | Asian | 793 | 1147 | | 69.14% | | |
| 15 | Black or African American | 20 | 34 | | 58.82% | | |
| 16 | Hispanic/Latino | 38 | 59 | | 64.41% | | |
| 17 | Native Hawaii or Other Pacific Islander | 567 | 832 | | 68.15% | | |
| 18 | White | 203 | 390 | | 52.05% | | |
| 19 | Two or More Races | 251 | 361 | | 69.53% | | |
| 20 | Unknown | 3 | 9 | | 33.33% | | |
| 21 | SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES | | | | | | |
| 22 | Individuals With Disabilities (ADA) | 47 | 115 | | 40.87% | | |
| 23 | Economically Disadvantaged | 994 | 1366 | | 72.77% | | |
| 24 | Single Parents | 106 | 167 | | 63.47% | | |
| 25 | Displaced Homemakers | 34 | 83 | | 40.96% | | |
| 26 | Limited English Proficient | 72 | 160 | | 45.00% | | |
| 27 | Nontraditional Enrollees | 332 | 527 | | 63.00% | | |
| 28 | Tech Prep | | | | 0.00% | | |
| 29 | DISAGGREGATE INDICATORS | | | | | | |
| 30 | Apprenticeship | | | | 0.00% | | |
| 31 | Employment | | | | 0.00% | | |
| 32 | Military | | | | 0.00% | | |

*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
POSTSECONDARY LEVEL
5P1: NONTRADITIONAL PARTICIPATION

STATE: Hawaii

PROGRAM YEAR: SY 2016

☐ Amended Performance Data

Date of Filing Amended Data: _____

| | | A | B | C | D | E | F |
|------|--|-------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|--|--|
| Line | Population | Number of Students in the Numerator | Number of Students in the Denominator | State Adjusted Level of Performance | Actual Level of Performance | Adjusted vs. Actual Level of Performance | Met 90% of Adjusted Level of Performance (Y,N) |
| 1 | GRAND TOTAL | 1688 | 7260 | 22.00% | 23.25% | E | Y |
| 2 | GENDER | | | | | | |
| 3 | Male | 489 | 4006 | | 12.21% | | |
| 4 | Female | 1199 | 3254 | | 36.85% | | |
| 12 | RACE/ETHNICITY* (1997 Revised Standards) | | | | | | |
| 13 | American Indian or Alaska Native | 5 | 18 | | 27.78% | | |
| 14 | Asian | 634 | 2915 | | 21.75% | | |
| 15 | Black or African American | 21 | 92 | | 22.83% | | |
| 16 | Hispanic/Latino | 41 | 123 | | 33.33% | | |
| 17 | Native Hawaii or Other Pacific Islander | 479 | 2057 | | 23.29% | | |
| 18 | White | 260 | 1033 | | 25.17% | | |
| 19 | Two or More Races | 244 | 972 | | 25.10% | | |
| 20 | Unknown | 4 | 50 | | 8.00% | | |
| 21 | SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES | | | | | | |
| 22 | Individuals With Disabilities (ADA) | 83 | 285 | | 29.12% | | |
| 23 | Economically Disadvantaged | 845 | 3581 | | 23.60% | | |
| 24 | Single Parents | 106 | 387 | | 27.39% | | |
| 25 | Displaced Homemakers | 55 | 195 | | 28.21% | | |
| 26 | Limited English Proficient | 73 | 241 | | 30.29% | | |
| 27 | Tech Prep | | | | 0.00% | | |

*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
POSTSECONDARY LEVEL
5P2: NONTRADITIONALCOMPLETION

STATE: Hawaii

PROGRAM YEAR: SY 2016

☐ Amended Performance Data

Date of Filing Amended Data: _____

| | | A | B | C | D | E | F |
|------|--|-------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|--|--|
| Line | Population | Number of Students in the Numerator | Number of Students in the Denominator | State Adjusted Level of Performance | Actual Level of Performance | Adjusted vs. Actual Level of Performance | Met 90% of Adjusted Level of Performance (Y,N) |
| 1 | GRAND TOTAL | 491 | 2150 | 22.00% | 22.84% | E | Y |
| 2 | GENDER | | | | | | |
| 3 | Male | 148 | 1148 | | 12.89% | | |
| 4 | Female | 343 | 1002 | | 34.23% | | |
| 12 | RACE/ETHNICITY* (1997 Revised Standards) | | | | | | |
| 13 | American Indian or Alaska Native | 1 | 4 | | 25.00% | | |
| 14 | Asian | 208 | 937 | | 22.20% | | |
| 15 | Black or African American | 4 | 25 | | 16.00% | | |
| 16 | Hispanic/Latino | 12 | 40 | | 30.00% | | |
| 17 | Native Hawaii or Other Pacific Islander | 125 | 550 | | 22.73% | | |
| 18 | White | 72 | 317 | | 22.71% | | |
| 19 | Two or More Races | 68 | 269 | | 25.28% | | |
| 20 | Unknown | 1 | 8 | | 12.50% | | |
| 21 | SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES | | | | | | |
| 22 | Individuals With Disabilities (ADA) | 17 | 63 | | 26.98% | | |
| 23 | Economically Disadvantaged | 261 | 1117 | | 23.37% | | |
| 24 | Single Parents | 24 | 95 | | 25.26% | | |
| 25 | Displaced Homemakers | 18 | 54 | | 33.33% | | |
| 26 | Limited English Proficient | 21 | 74 | | 28.38% | | |
| 27 | Tech Prep | | | | 0.00% | | |

*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

STUDENT ACCOUNTABILITY FORMS

SECONDARY LEVEL

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
SECONDARY LEVEL
1S1: ATTAINMENT OF ACADEMIC SKILLS - READING/LANGUAGE ARTS

STATE: Hawaii
PROGRAM YEAR: 2015-2016

☐ Amended Performance Data

Date of Filing Amended Data: _____

| | A | B | C | D | E | F | |
|------|--|-------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|--|--|
| Line | Population | Number of Students in the Numerator | Number of Students in the Denominator | State Adjusted Level of Performance | Actual Level of Performance | Adjusted vs. Actual Level of Performance | Met 90% of Adjusted Level of Performance (Y,N) |
| 1 | GRAND TOTAL | 3101 | 4085 | 75.00% | 75.91% | E | Y |
| 2 | GENDER | | | | | | |
| 3 | Male | 1449 | 2005 | | 72.27% | | |
| 4 | Female | 1652 | 2080 | | 79.42% | | |
| 12 | RACE/ETHNICITY* (1997 Revised Standards) | | | | | | |
| 13 | American Indian or Alaska Native | 15 | 19 | | 78.95% | | |
| 14 | Asian | 1574 | 1979 | | 79.54% | | |
| 15 | Black or African American | 39 | 47 | | 82.98% | | |
| 16 | Hispanic/Latino | 142 | 193 | | 73.58% | | |
| 17 | Native Hawaii or Other Pacific Islander | 744 | 1143 | | 65.09% | | |
| 18 | White | 370 | 435 | | 85.06% | | |
| 19 | Two or More Races | 217 | 269 | | 80.67% | | |
| 20 | SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES | | | | | | |
| 21 | Individuals With Disabilities (ADA) | | | | 0.00% | | |
| 22 | Disability Status (ESEA/IDEA) | 62 | 245 | | 25.31% | | |
| 23 | Economically Disadvantaged | 1064 | 1539 | | 69.14% | | |
| 24 | Single Parents | | | | 0.00% | | |
| 25 | Displaced Homemakers | | | | 0.00% | | |
| 26 | Limited English Proficient | 5 | 59 | | 8.47% | | |
| 27 | Migrant Status | | | | 0.00% | | |
| 28 | Nontraditional Enrollees | 1052 | 1360 | | 77.35% | | |
| 29 | Tech Prep | 3101 | 4085 | | 75.91% | | |

*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
SECONDARY LEVEL
1S2: ATTAINMENT OF ACADEMIC SKILLS - MATHEMATICS

STATE: Hawaii
PROGRAM YEAR: 2015-2016

☐ Amended Performance Data

Date of Filing Amended Data: _____

| | | A | B | C | D | E | F |
|------|--|-------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|--|--|
| Line | Population | Number of Students in the Numerator | Number of Students in the Denominator | State Adjusted Level of Performance | Actual Level of Performance | Adjusted vs. Actual Level of Performance | Met 90% of Adjusted Level of Performance (Y,N) |
| 1 | GRAND TOTAL | 2206 | 4089 | 44.00% | 53.95% | E | Y |
| 2 | GENDER | | | | | | |
| 3 | Male | 1072 | 2008 | | 53.39% | | |
| 4 | Female | 1134 | 2081 | | 54.49% | | |
| 12 | RACE/ETHNICITY* (1997 Revised Standards) | | | | | | |
| 13 | American Indian or Alaska Native | 8 | 19 | | 42.11% | | |
| 14 | Asian | 1259 | 1979 | | 63.62% | | |
| 15 | Black or African American | 23 | 48 | | 47.92% | | |
| 16 | Hispanic/Latino | 101 | 193 | | 52.33% | | |
| 17 | Native Hawaii or Other Pacific Islander | 423 | 1147 | | 36.88% | | |
| 18 | White | 254 | 435 | | 58.39% | | |
| 19 | Two or More Races | 138 | 268 | | 51.49% | | |
| 20 | SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES | | | | | | |
| 21 | Individuals With Disabilities (ADA) | | | | 0.00% | | |
| 22 | Disability Status (ESEA/IDEA) | 16 | 247 | | 6.48% | | |
| 23 | Economically Disadvantaged | 719 | 1545 | | 46.54% | | |
| 24 | Single Parents | | | | 0.00% | | |
| 25 | Displaced Homemakers | | | | 0.00% | | |
| 26 | Limited English Proficient | 2 | 59 | | 3.39% | | |
| 27 | Migrant Status | | | | 0.00% | | |
| 28 | Nontraditional Enrollees | 731 | 1361 | | 53.71% | | |
| 29 | Tech Prep | 2206 | 4089 | | 53.95% | | |

*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
SECONDARY LEVEL
2S1: TECHNICAL SKILL ATTAINMENT

STATE: Hawaii
PROGRAM YEAR: 2015-2016

☐ Amended Performance Data

Date of Filing Amended Data: _____

| | A | B | C | D | E | F | |
|------|--|-----|---------------------------------------|-------------------------------------|-----------------------------|--|--|
| Line | Population | | Number of Students in the Denominator | State Adjusted Level of Performance | Actual Level of Performance | Adjusted vs. Actual Level of Performance | Met 90% of Adjusted Level of Performance (Y,N) |
| 1 | GRAND TOTAL | 699 | 768 | 65.00% | 91.02% | E | Y |
| 2 | GENDER | | | | | | |
| 3 | Male | 258 | 284 | | 90.85% | | |
| 4 | Female | 441 | 484 | | 91.12% | | |
| 12 | RACE/ETHNICITY* (1997 Revised Standards) | | | | | | |
| 13 | American Indian or Alaska Native | 2 | 2 | | 100.00% | | |
| 14 | Asian | 446 | 477 | | 93.50% | | |
| 15 | Black or African American | 7 | 10 | | 70.00% | | |
| 16 | Hispanic/Latino | 36 | 43 | | 83.72% | | |
| 17 | Native Hawaii or Other Pacific Islander | 98 | 108 | | 90.74% | | |
| 18 | White | 61 | 71 | | 85.92% | | |
| 19 | Two or More Races | 49 | 57 | | 85.96% | | |
| 20 | SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES | | | | | | |
| 21 | Individuals With Disabilities (ADA) | | | | 0.00% | | |
| 22 | Disability Status (ESEA/IDEA) | 21 | 23 | | 91.30% | | |
| 23 | Economically Disadvantaged | 179 | 197 | | 90.86% | | |
| 24 | Single Parents | | | | 0.00% | | |
| 25 | Displaced Homemakers | | | | 0.00% | | |
| 26 | Limited English Proficient | 2 | 2 | | 100.00% | | |
| 27 | Migrant Status | | | | 0.00% | | |
| 28 | Nontraditional Enrollees | 254 | 278 | | 91.37% | | |
| 29 | Tech Prep | 699 | 768 | | 91.02% | | |

*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
SECONDARY LEVEL
3S1: SCHOOL COMPLETION

STATE: Hawaii
PROGRAM YEAR: 2015-2016

☐ Amended Performance Data

Date of Filing Amended Data: _____

| | | A | B | C | D | E | F |
|------|--|-------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|--|--|
| Line | Population | Number of Students in the Numerator | Number of Students in the Denominator | State Adjusted Level of Performance | Actual Level of Performance | Adjusted vs. Actual Level of Performance | Met 90% of Adjusted Level of Performance (Y,N) |
| 1 | GRAND TOTAL | 4261 | 4302 | 95.00% | 99.05% | E | Y |
| 2 | GENDER | | | | | | |
| 3 | Male | 2089 | 2117 | | 98.68% | | |
| 4 | Female | 2172 | 2185 | | 99.41% | | |
| 12 | RACE/ETHNICITY* (1997 Revised Standards) | | | | | | |
| 13 | American Indian or Alaska Native | 19 | 19 | | 100.00% | | |
| 14 | Asian | 2012 | 2022 | | 99.51% | | |
| 15 | Black or African American | 57 | 57 | | 100.00% | | |
| 16 | Hispanic/Latino | 209 | 213 | | 98.12% | | |
| 17 | Native Hawaii or Other Pacific Islander | 1213 | 1231 | | 98.54% | | |
| 18 | White | 466 | 472 | | 98.73% | | |
| 19 | Two or More Races | 285 | 288 | | 98.96% | | |
| 20 | SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES | | | | | | |
| 21 | Individuals With Disabilities (ADA) | | | | 0.00% | | |
| 22 | Disability Status (ESEA/IDEA) | 275 | 283 | | 97.17% | | |
| 23 | Economically Disadvantaged | 1643 | 1661 | | 98.92% | | |
| 24 | Single Parents | | | | 0.00% | | |
| 25 | Displaced Homemakers | | | | 0.00% | | |
| 26 | Limited English Proficient | 65 | 67 | | 97.01% | | |
| 27 | Migrant Status | | | | 0.00% | | |
| 28 | Nontraditional Enrollees | 1425 | 1438 | | 99.10% | | |
| 29 | Tech Prep | 4261 | 4302 | | 99.05% | | |
| 30 | DISAGGREGATE INDICATORS | | | | | | |
| 31 | General Education Development (GED) | | | | 0.00% | | |
| 32 | Diploma | 4261 | 4302 | | 99.05% | | |
| 33 | Certificate | 0 | 4302 | | 0.00% | | |

*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
SECONDARY LEVEL
4S1: STUDENT GRADUATION RATES

STATE: Hawaii

PROGRAM YEAR: 2015-2016

☐ Amended Performance Data

Date of Filing Amended Data: _____

| | A | B | C | D | E | F | |
|------|--|-------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|--|--|
| Line | Population | Number of Students in the Numerator | Number of Students in the Denominator | State Adjusted Level of Performance | Actual Level of Performance | Adjusted vs. Actual Level of Performance | Met 90% of Adjusted Level of Performance (Y,N) |
| 1 | GRAND TOTAL | 4201 | 4248 | 95.00% | 98.89% | E | Y |
| 2 | GENDER | | | | | | |
| 3 | Male | 2060 | 2089 | | 98.61% | | |
| 4 | Female | 2141 | 2159 | | 99.17% | | |
| 12 | RACE/ETHNICITY* (1997 Revised Standards) | | | | | | |
| 13 | American Indian or Alaska Native | 18 | 18 | | 100.00% | | |
| 14 | Asian | 1998 | 2010 | | 99.40% | | |
| 15 | Black or African American | 54 | 55 | | 98.18% | | |
| 16 | Hispanic/Latino | 203 | 208 | | 97.60% | | |
| 17 | Native Hawaii or Other Pacific Islander | 1199 | 1219 | | 98.36% | | |
| 18 | White | 253 | 459 | | 55.12% | | |
| 19 | Two or More Races | 276 | 279 | | 98.92% | | |
| 20 | SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES | | | | | | |
| 21 | Individuals With Disabilities (ADA) | | | | 0.00% | | |
| 22 | Disability Status (ESEA/IDEA) | 265 | 274 | | 96.72% | | |
| 23 | Economically Disadvantaged | 1618 | 1637 | | 98.84% | | |
| 24 | Single Parents | | | | 0.00% | | |
| 25 | Displaced Homemakers | | | | 0.00% | | |
| 26 | Limited English Proficient | 61 | 63 | | 96.83% | | |
| 27 | Migrant Status | | | | 0.00% | | |
| 28 | Nontraditional Enrollees | 1401 | 1420 | | 98.66% | | |
| 29 | Tech Prep | 4201 | 4248 | | 98.89% | | |

*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

| |
|-------------------------|
| Additional Information: |
| |

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
SECONDARY LEVEL
5S1: PLACEMENT

STATE: Hawaii

PROGRAM YEAR: 2015-2016

☐ Amended Performance Data

Date of Filing Amended Data: _____

| | A | B | C | D | E | F | |
|------|--|-------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|--|--|
| Line | Population | Number of Students in the Numerator | Number of Students in the Denominator | State Adjusted Level of Performance | Actual Level of Performance | Adjusted vs. Actual Level of Performance | Met 90% of Adjusted Level of Performance (Y,N) |
| 1 | GRAND TOTAL | 2600 | 2600 | 100.00% | 100.00% | M | Y |
| 2 | GENDER | | | | | | |
| 3 | Male | 1114 | 1114 | | 100.00% | | |
| 4 | Female | 1486 | 1486 | | 100.00% | | |
| 12 | RACE/ETHNICITY* (1997 Revised Standards) | | | | | | |
| 13 | American Indian or Alaska Native | 6 | 6 | | 100.00% | | |
| 14 | Asian | 1380 | 1380 | | 100.00% | | |
| 15 | Black or African American | 35 | 35 | | 100.00% | | |
| 16 | Hispanic/Latino | 117 | 117 | | 100.00% | | |
| 17 | Native Hawaii or Other Pacific Islander | 554 | 554 | | 100.00% | | |
| 18 | White | 309 | 309 | | 100.00% | | |
| 19 | Two or More Races | 199 | 199 | | 100.00% | | |
| 20 | SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES | | | | | | |
| 21 | Individuals With Disabilities (ADA) | | | | 0.00% | | |
| 22 | Disability Status (ESEA/IDEA) | 101 | 101 | | 100.00% | | |
| 23 | Economically Disadvantaged | 827 | 827 | | 100.00% | | |
| 24 | Single Parents | | | | 0.00% | | |
| 25 | Displaced Homemakers | | | | 0.00% | | |
| 26 | Limited English Proficient | 20 | 20 | | 100.00% | | |
| 27 | Migrant Status | | | | 0.00% | | |
| 28 | Nontraditional Enrollees | 934 | 934 | | 100.00% | | |
| 29 | Tech Prep | 2600 | 2600 | | 100.00% | | |
| 30 | DISAGGREGATE INDICATORS | | | | | | |
| 31 | Advanced Training & Postsecondary Edu | 2600 | 2600 | | 100.00% | | |
| 32 | Employment | | | | 0.00% | | |
| 33 | Military | | | | 0.00% | | |

*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
SECONDARY LEVEL
6S1: NONTRADITIONAL PARTICIPATION

STATE: Hawaii

PROGRAM YEAR: 2015-2016

☐ Amended Performance Data

Date of Filing Amended Data: _____

| | A | B | C | D | E | F | |
|------|--|-------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|--|--|
| Line | Population | Number of Students in the Numerator | Number of Students in the Denominator | State Adjusted Level of Performance | Actual Level of Performance | Adjusted vs. Actual Level of Performance | Met 90% of Adjusted Level of Performance (Y,N) |
| 1 | GRAND TOTAL | 4657 | 12372 | 36.00% | 37.64% | E | Y |
| 2 | GENDER | | | | | | |
| 3 | Male | 1133 | 4720 | | 24.00% | | |
| 4 | Female | 3524 | 7652 | | 46.05% | | |
| 12 | RACE/ETHNICITY* (1997 Revised Standards) | | | | | | |
| 13 | American Indian or Alaska Native | 21 | 62 | | 33.87% | | |
| 14 | Asian | 1870 | 5116 | | 36.55% | | |
| 15 | Black or African American | 63 | 156 | | 40.38% | | |
| 16 | Hispanic/Latino | 328 | 834 | | 39.33% | | |
| 17 | Native Hawaii or Other Pacific Islander | 1501 | 4035 | | 37.20% | | |
| 18 | White | 503 | 1262 | | 39.86% | | |
| 19 | Two or More Races | 371 | 907 | | 40.90% | | |
| 20 | SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES | | | | | | |
| 21 | Individuals With Disabilities (ADA) | | | | 0.00% | | |
| 22 | Disability Status (ESEA/IDEA) | 362 | 1349 | | 26.83% | | |
| 23 | Economically Disadvantaged | 2139 | 5765 | | 37.10% | | |
| 24 | Single Parents | | | | 0.00% | | |
| 25 | Displaced Homemakers | | | | 0.00% | | |
| 26 | Limited English Proficient | 177 | 567 | | 31.22% | | |
| 27 | Migrant Status | | | | 0.00% | | |
| 28 | Tech Prep | 4657 | 12372 | | 37.64% | | |

*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
SECONDARY LEVEL
6S2: NONTRADITIONAL COMPLETION

STATE: Hawaii

PROGRAM YEAR: 2015-2016

☐ Amended Performance Data

Date of Filing Amended Data: _____

| | | A | B | C | D | E | F |
|------|--|-------------------------------------|---------------------------------------|-------------------------------------|-----------------------------|--|--|
| Line | Population | Number of Students in the Numerator | Number of Students in the Denominator | State Adjusted Level of Performance | Actual Level of Performance | Adjusted vs. Actual Level of Performance | Met 90% of Adjusted Level of Performance (Y,N) |
| 1 | GRAND TOTAL | 1438 | 3438 | 36.00% | 41.83% | E | Y |
| 2 | GENDER | | | | | | |
| 3 | Male | 201 | 1870 | | 10.75% | | |
| 4 | Female | 1237 | 1568 | | 78.89% | | |
| 12 | RACE/ETHNICITY* (1997 Revised Standards) | | | | | | |
| 13 | American Indian or Alaska Native | 7 | 16 | | 43.75% | | |
| 14 | Asian | 649 | 1574 | | 41.23% | | |
| 15 | Black or African American | 15 | 45 | | 33.33% | | |
| 16 | Hispanic/Latino | 71 | 171 | | 41.52% | | |
| 17 | Native Hawaii or Other Pacific Islander | 408 | 1000 | | 40.80% | | |
| 18 | White | 174 | 405 | | 42.96% | | |
| 19 | Two or More Races | 114 | 227 | | 50.22% | | |
| 20 | SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES | | | | | | |
| 21 | Individuals With Disabilities (ADA) | | | | 0.00% | | |
| 22 | Disability Status (ESEA/IDEA) | 81 | 259 | | 31.27% | | |
| 23 | Economically Disadvantaged | 568 | 1359 | | 41.80% | | |
| 24 | Single Parents | | | | 0.00% | | |
| 25 | Displaced Homemakers | | | | 0.00% | | |
| 26 | Limited English Proficient | 16 | 62 | | 25.81% | | |
| 27 | Migrant Status | | | | 0.00% | | |
| 28 | Tech Prep | 1438 | 3438 | | 41.83% | | |

*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

