



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



PUBLIC LAW 109 - 270



Office of The State Director for Career and Technical Education
University of Hawai'i • Lower Campus Road
Lunalilo Freeway Portable 1 • Honolulu, Hawai'i 96822

FISCAL YEARS
2008 – 2013
JULY 1, 2008 TO JUNE 30, 2013

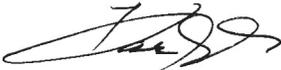
The Carl D. Perkins Career and Technical Education Improvement Act of 2006

State Name: Hawai'i

Eligible Agency Submitting Plan on Behalf of State:

State Board for Career and Technical Education

Person at, or representing, the eligible agency responsible for answering questions on this plan:

Signature: 

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Type of State Plan Submission (check all that apply):

6-Year Full Plan – FY 2007 – FY 2013

5-Year Plan – FY 2008 – FY 2013

Special Features of State Plan Submission (check all that apply):

Unified - Secondary and Postsecondary

Unified - Postsecondary Only

Title I only (*All Title II funds have been consolidated under Title I*)

Title I and Title II

STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

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Karla A. Jones

State Director for Career and Technical Education

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Career and Technical Education Hawai‘i Five-Year Plan

July 1, 2008 – June 30, 2013

PART A: STATE PLAN NARRATIVE

I. Planning, Coordination, and Collaboration Prior to Plan Submission

A. Statutory Requirements

1. Conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State plan. [Sec. 122(a)(3)]

Notices for public hearings (Appendix A) were published in the Star Bulletin on November 15, 2007 and in the Hawaii Tribune Herald, West Hawaii Today, The Maui News, and The Garden Island on November 23, 2007. The State plan was posted for public viewing and comment on the Career and Technical Education Web site www.hawaii.edu/cte. Public hearings were conducted in each of Hawai‘i’s four counties at the following locations:

Kaua‘i County	December 18, 2007	Kaua‘i Community College Automotive Technology Classroom
Hawai‘i County	December 19, 2007	Hawai‘i Community College Manono Campus 388-101&102
Maui County	December 20, 2007	Maui Community College Ka Lama 104A
Honolulu County	December 21, 2007	Honolulu Community College Building 27, Room 111/116

2. Include a summary of the above recommendations and the eligible agency’s response to such recommendations in the State plan. [Sec. 122(a)(3)]

A summary of the recommendations is included in Appendix B. Following the public hearings, the recommendations were either integrated into the Five-Year

Plan and approved by the State Board for Career and Technical Education (SBCTE) or rejected because the recommendations did not relate to Perkins IV.

3. Develop the State plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. You also must consult the Governor of the State with respect to development of the State plan. [Sec. 122(b)(1)(A)-(B)]

Numerous approaches were employed to obtain input for the development of the Five-Year Plan. The eligible agency and the eligible recipients actively consulted and collaborated with a wide variety of education, community, union, and business representatives.

The Governor's policy advisor, policy analyst, and Governor-appointed members of the Workforce Development Council (Hawai'i WIA administrative entity) were consulted in the development of the Five-Year Plan and given the opportunity to present their views and make recommendations regarding the Five-Year Plan.

The Office of the State Director for Career and Technical Education (OSDCTE) administered an online survey to secondary and postsecondary educators, eliciting input from teachers of each of the special populations groups. This included student services personnel, special needs counselors, teachers of ESL (English as a Second Language), single parents, displaced homemakers, and special education personnel who work with economically disadvantaged students. Findings have been incorporated into the planning process for the Five-Year Plan. In addition, two focus groups were conducted with the University of Hawai'i's Community College System's Nontraditional Task Force.

The "Reinventing Education Act of 2004", passed by the Hawai'i State Legislature, required the Hawai'i State Department of Education (HSDOE) to establish a School Community Council (SCC) at each school to enable shared decision-making among the principal, teachers, parents, students, and community members to improve student achievement. The SCC is a major part of the overall, decision-making structure at each school. It consists of a group of people who are elected by their peers to represent the members of the school community. The role and responsibility of the SCC is to focus on student achievement, review and recommend approval of the Academic and Financial Plan of the individual school, provide opportunities for discussions on school improvement, participate in the selection and evaluation process of principals, and develop and revise school policies. The primary role of the SCC is to review and evaluate the Academic and Financial Plan (AFP) and to ensure that the needs of all students are addressed.

In addition to the SSCs, the HSDOE utilizes CTE Career Pathway Advisory Boards to guide system development. These Career Pathway Advisory Boards are made up of business and industry representatives, postsecondary partners and HSDOE representatives who provide direction for system initiatives such as the development of standards, assessments, curriculum, professional development, and training. These Advisory Boards have been, and will continue to be, instrumental in building a cohesive and progressive Career Pathway System.

Within the University of Hawai'i Community Colleges System (UHCCS), meetings were held with administrators, faculty and staff to discuss Perkins IV and the implications it has on CTE programming systemwide and at the college level. Chief Academic Officers, Deans, and Assistant Deans were briefed and offered input regarding their visions of how the UHCCS could best position itself to optimize Perkins funds in the system's priorities, and some brainstorming of strategies that would be appropriate for funding. At the college level, the system Perkins program officer and/or a campus Dean facilitated meetings at which administrators, faculty, and staff were informed of the Perkins IV law and the State Plan, and discussions followed as to how the college could contribute to the State's Perkins Plan and the UHCCS's performance on the core indicators.

4. Develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State plan.
[Sec. 122(b)(2)]

Each eligible recipient is responsible for keeping their constituencies informed of all matters relating to career and technical education and giving these constituencies the opportunity to provide input in the development of not only the State Plan but also their local plans. The Office of the State Director for Career and Technical Education (OSDCTE) which acts on behalf of the State Board for Career and Technical Education maintains the official career and technical education Web site. The State Plan is posted on that Web site. The Web site was open for public comment and feedback.

The HSDOE presented and distributed information regarding Perkins IV to schools via meetings and workshops for complex area superintendents, principals, CTE coordinators, and other curriculum leaders. School personnel, in turn, were asked to share information with all stakeholders for their school, including, parents, students and other community partners. Information was also sent to the Charter School Office of the HSDOE for distribution to interested charter schools. Further, information regarding the Perkins IV and its requirements was shared through the various Career Pathway Advisory Boards. All groups apprised of the new law were given the opportunity to provide feedback regarding the State Plan via posted contact names, phone numbers, e-mail addresses, and the CTE website.

Within the UHCCS, the Perkins IV legislation and the State Plan were distributed or made available to all campuses via campus administrators. Open meetings were held to discuss the law and input from administrators, faculty, and staff was gathered to develop priorities and possible strategies for postsecondary funding.

In addition, campuses' prior years plans and strategies and notes of meetings of the Deans advisory group were posted on the web for broad review.

5. Develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State plan is objectionable, the State agency must file its objections with you. You must respond to any objections you receive in the State plan that you submit to the Secretary. [Sec. 122(e)(3)]

The State of Hawai'i has one statewide secondary system, the Hawai'i State Department of Education (HSDOE), and one statewide postsecondary system, the University of Hawai'i System, which includes the community colleges (UHCCS). They are the two eligible recipients of the 2006 Perkins Act funds. The State Board for Career and Technical Education, largely through its administrative arm, OSDCTE, maintains ongoing communications with the HSDOE and UHCCS. Through the Career and Technical Education Coordinating Advisory Council (CTECAC), matters relating to Perkins IV legislation and state career and technical education activities are communicated and discussed at quarterly meetings.

The CTECAC includes within its membership representatives from the Hawai'i Board of Education, the University of Hawai'i Board of Regents (also the State Board for Career and Technical Education), and the Workforce Development Council (WDC). The President of the University of Hawai'i, who is also the administrative officer for Career and Technical Education, and the State Superintendent of Education serve as ex-officio members. Created by Hawai'i Revised Statute, CTECAC is the primary mechanism for State Board coordination and consultation at the policy level. See Appendix C for the organizational chart.

All fund allocations made to the HSDOE and UHCCS are based on an announcement from the OSDCTE detailing the requirements for the uses of funds according to the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (see Appendix D). The eligible recipients must submit a comprehensive plan, itemized budget, and proper assurances to the State Board for Career and Technical Education for approval. The eligible agency does plan to set aside funds allowing for flexibility at the local level to strengthen career and technical education programs, activities, and services. The purpose of the reserve fund is for an incentive grant to improve connections between secondary and postsecondary education. The intent of the incentive grant is described in II. A.2(i) on page 11 of this State Plan.

The HSDOE was provided an opportunity for input into this State Plan. Specific parts of the plan that impacted the HSDOE were shared with CTE coordinators, principals and district personnel during the Transition Plan period. HSDOE stakeholders were also informed of public hearing opportunities and the State Plan's approval process.

The UHCCS was provided an opportunity for input into this State Plan. A major portion of this Plan was extrapolated from the State's (2007-08) Transition Year Plan, on which the UHCCS was consulted.

II. Program Administration

A. Statutory Requirements

2. Describe the career and technical activities to be assisted that are designed to meet or exceed the State adjusted levels of performance:

Only those career and technical education activities that are designed to (1) meet or exceed the State-adjusted levels of performance as described in Section 113 and (2) enhance Hawai'i's Career Pathway System shall be assisted.

- (a) Describe the career and technical education programs of study, including the (i) incorporation of secondary education and postsecondary education elements; (ii) inclusion of coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, nonduplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education; (iii) may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary credits; and (iv) lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Hawai'i's Career Pathway System spans Hawai'i's secondary and postsecondary career and technical education systems and begins with a framework made up of six pathways. All occupations fit into one of these six pathways. Each pathway has three levels of occupationally appropriate academic and technical preparation: core, cluster, and concentration. Business and industry-validated standards for each of these levels move from a broad pathway focus (core level) to a specifically focused occupational area (concentration level).

At the secondary level, a Program of Study consists of a 1) Hawai'i Career Pathway System Career and Technical Education Pathway Core course; 2) Hawai'i Career Pathway System Career and Technical Education Pathway Cluster course that builds on the Core course; and 3) designated academic course to ensure the integration and application of academic and technical knowledge.

Postsecondary Programs of Study are Associate of Science (AS), Associate of Applied Science (AAS), and career and technical education certificate programs. Postsecondary Programs of Study are developed at the college level by faculty in accordance with national accrediting organizations and/or consultation with local business and industry. They are then reviewed by college-level administration; and (when required) approved by the University of Hawai'i Board of Regents.

The academic and technical skills and knowledge from the secondary-level Programs of Study that overlap postsecondary-level Programs of Study are the focus of Dual Credit Articulated Programs of Study (DCAPS), as required under Perkins IV. A DCAPS incorporates secondary education and postsecondary education elements; includes coherent and rigorous content aligned with challenging academic standards and relevant CTE content in a coordinated, nonduplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education; includes the opportunity for secondary education students to participate in dual or concurrent enrollment programs; and leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

- (b) Describe how, in consultation with eligible recipients, the above career and technical education programs of study will be developed and implemented.

The State of Hawai'i has two eligible recipients: the Hawai'i Department of Education and the University of Hawai'i Community College System. Representatives from these two entities and the Office of the State Director for Career and Technical Education (staff to the State Board) have worked cooperatively to develop the Hawai'i Career Pathway System, including Dual Credit Articulated Programs of Study, since its inception in 2001. DCAPS will continue to be collaboratively developed between the two eligible recipients. Assurance will be given to the State Director that DCAPS Agreements include standards and assessments that are aligned to business and industry-validated standards as well as secondary- and postsecondary-level expectations and afford students the opportunity to earn dual secondary- and postsecondary level credits. Upon such assurances, the State Director will approve the designation of these Dual Credit Articulated Programs of Study as meeting the requirements of the Perkins Act. The State Director and the eligible recipients will annually review all DCAPS for rigor and relevance.

- (c) Describe how the eligible agency will support eligible recipients in developing and implementing articulation agreements between secondary and postsecondary education institutions.

The eligible agency will facilitate the development and implementation of dual credit articulated program of study procedures and agreements between secondary and postsecondary institutions and provide technical assistance where appropriate. The Superintendent of the HSDOE and the Vice President of the UHCCS shall annually commit to the process of articulating programs of study between secondary and postsecondary institutions that are designed to provide students with a nonduplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and linked through credit transfer agreements between the two institutions.

- (d) Describe how programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients.

There is only one secondary eligible recipient in Hawai'i. All programs of study are developed on a statewide/systemwide basis through the Hawai'i State Department of Education. Information is distributed to individual schools via professional development sessions and via the HSDOE CTE website.

- (e) Describe the secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by the eligible agency, to develop, improve, and expand access to appropriate technology in career and technical education programs.

Secondary CTE:

Enacted in 2002, the No Child Left Behind (NCLB) Act mandated academic improvement for all students. Achievement of this goal in Hawai'i is based on an assessment of student achievement of the Hawai'i Content and Performance Standards III (HCPS III). The standards are the central focus of the HSDOE total school CTE reform effort and support the intent of the NCLB Act. The focus of CTE is to provide high-skills, career-focused curriculum for all students which directly supports Hawai'i's plans for economic development, and overtly addresses the mission of the HSDOE—providing students with the opportunities, not limited by time, for college-level coursework and program certification and/or endorsements to prepare them to be successful in a global society. The goal for CTE programs is to provide the framework for redesign that will complement and enhance the HSDOE's efforts to achieve both its vision of the Hawai'i Public School Graduate and the goals of the NCLB Act.

CTE supports standards-based education and Hawai'i's Career Pathway System serves as a framework to organize many components essential to school CTE reform. The redesign of CTE neither begins nor ends at the high school. The strength of CTE's redesign lies in the spiraling of essential concepts that seamlessly move from one level of learning to the next in a P-20 system. Therefore, it is a viable means to address the Federal government's NCLB Act by more closely linking educational experiences and achievement with career opportunities. Without a foundation of high standards, career-focused curricula become the latest version of the low track. Without contextual approaches offered by multi-disciplinary, real-world learning, the standards movement reinforces an abstract and contrived curriculum that only works for a small group of students. Hence, the HSDOE will continue to focus its efforts toward the development, refinement, and advancement of Hawai'i's Career Pathway System. Hawai'i's Career Pathway System provides the structure for comprehensive CTE reform that supports rigorous academic/technical skill achievement while, at the same time, addresses critical needs in industry. The HSDOE's commitment to this initiative has resulted in increased support for the improvement of CTE programs, teacher professional development, and student learning.

The HSDOE requires that individual school CTE improvement plans address the State's economic development initiatives, comprehensive counseling and guidance, integration of State academic standards and industry standards, and transitions and partnerships with postsecondary and business and industry. These

criteria are established in order to ensure that schools focus on and address these priorities as a means to access Perkins funds.

Schools will be required to use data to identify gaps and student needs when implementing CTE reform initiatives including comprehensive counseling and guidance, integration of State academic and industry standards, and transitions and partnerships with postsecondary and business and industry. Each school's Academic and Financial Plan (AFP) and strategic plan describe the overall school goals and the action steps necessary for improvement. Based on the school's AFP, the CTE department uses the identified goals to develop its CTE action plan (One-Year Plan) to fulfill CTE program requirements that compliment the school's goals for student support and achievement.

Postsecondary CTE:

Career and technical education programs will be carried out within the context of the mission and Strategic Plan goals of the University of Hawai'i Community College System. As approved by the University of Hawai'i Board of Regents in 2002, the Strategic Plan goals of the UHCCS are:

Promote Learning and Teaching For Student Success:

The Community Colleges will focus on student success by being learning colleges, providing access to quality programs which are affordable, adaptable, flexible, and responsive to the changing needs of students and their communities.

Function as a Seamless State System:

The UH System will function seamlessly when student learning becomes the core of the mission, and when students who demonstrate adequate preparation, regardless of their education level or where they are currently enrolled, are able to take courses from any program or campus that meets their educational interests. As a seamless system, we will function collaboratively, foster collegiality, and respect the diversity of each campus.

Promote Workforce and Economic Development:

To promote workforce and economic development by responding quickly with education and training programs to meet changing workforce requirements, by developing strategic partnerships with selected businesses and training providers, and by offering selected baccalaureate degrees in response to demonstrated market demands.

Develop Our Human Resources: Recruitment, Retention, and Renewal:

To sustain and enhance a skilled, knowledgeable and productive workforce, committed to the delivery of high quality education and service.

Develop an Effective, Efficient, and Sustainable Infrastructure To Support Student Learning:

Promote effective learning through a continuing commitment to the maintenance and improvement of the campus physical environment and through the application of new technologies to better serve traditional and nontraditional students.

Specifically, and as outlined in its goals, this will be accomplished through concentrating resources on developing and improving educational programs that promote:

- creating and supporting learning communities that integrate instruction, counseling, academic support, and cooperative education;
- developing articulated programs of study with a technology component;
- developing and implementing a program review model that ensures consistency of data elements and data definitions across the system; and
- supporting initiatives that provide better data on special populations and ensuring follow-up with the identified students to provide them the career counseling, especially in high skill, high wage, and/or high demand fields, and other support services they need.
- supplementing services and educational delivery to enhance the participation of individuals who are members of special populations in career and technical education.

The UHCCS will also pursue projects that are designed to address the core indicators where the performance goals have not been met.

Eligible Agency:

The eligible agency will coordinate statewide efforts to offer professional development activities for career and technical educators, counselors, and administrators, and academic teachers working with CTE students to enable them to deliver technologically sound career and technical education programs. These opportunities may be in the form of conferences; workshops; dissemination of research and field studies; technical assistance; or resources to improve business and industry collaboration, and parental and community involvement.

No funds made available under this Act will be used to require any secondary school student to choose or pursue a specific career path or major; or to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.

No funds received under this Act will be used to provide career and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students.

- (f) Describe the criteria that the eligible agency will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will (i) promote continuous improvement in academic achievement; (ii) promote

continuous improvement of technical skill attainment; and (iii) identify and address current or emerging occupational opportunities.

The criteria included in Sec. 135 of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 will be used to approve eligible recipients for funding under the Act. Eligible recipients must address the contents and required uses of funds as stated in Perkins IV including activities to (1) promote continuous improvement in academic achievement, (2) promote continuous improvement of technical skill attainment, and (3) identify and address current or emerging occupational opportunities. Core indicators of performance data as well as any other appropriate data must be used to substantiate these proposed activities.

In addition, to assure the implementation of programs of study that afford students a nonduplicative progression of courses between secondary and postsecondary institutions with curriculum based on systemwide business and industry approved standards, only high schools implementing at least one state approved program of study using Hawai'i's Career Pathway System standards are eligible for federal Perkins funds. Funds may also be used for career guidance activities, a need that was identified in the Hawai'i State Career and Technical Education Survey, administered in August 2007. At the postsecondary level, only institutions offering at least one Career Pathway System Dual Credit Articulated Program of Study leading to an industry-recognized credential or certificate, or associate or baccalaureate degree articulated with a state approved secondary-level program of study and offering dual career and technical education credit through credit transfer agreements will be eligible for federal Perkins funds.

Specialized secondary and postsecondary entities providing career and technical education courses for "gap group" students which align with a complete program of study at the secondary level or an industry-recognized credential or certificate, or associate or baccalaureate degree at the postsecondary level, and are certified as such by the Superintendent of the HSDOE and the Vice President of the UH-CCS, are exempt from this clause and eligible to receive Perkins' funds. Funds may also be used for career guidance activities.

- (g) Describe how programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma.

All students at the secondary level are provided rigorous and challenging curriculum allowing them to meet HSDOE graduation requirements. Students in career and technical education programs, including special populations, are required to meet the same challenging requirements but are afforded more opportunities for applied learning and problem-based education. Teachers of special populations students provided opportunities for input into campus CTE planning.

In addition, the State of Hawai'i recently joined the national American Diploma Project to ensure that all students graduate from high school prepared to face the challenges of work and college. State education officials, business executives,

and higher education officials are working together to raise high school standards, strengthen assessments and curriculum, and align expectations with the demands of college and work.

- (h) Describe how programs at the secondary level will prepare career and technical education students, including special populations, academically and technically, for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities.

All secondary-level students are encouraged to enroll in a career a CTE career pathway program of study that implements the approved pathway business and industry validated standards. These standards promote the integration of technical skills with academic rigor as the pathway technical standards are crosswalked to HSDOE content and performance standards. All students, per the HSDOE High School Graduation Requirements, will be required to prepare a Personal Transition Plan to become aware of opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations. CTE teachers are provided with professional development specific to meeting the instructional needs of special populations.

- (i) Describe how funds will be used to improve or develop new career and technical education courses (i) at the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended; (ii) at the postsecondary level that are relevant and challenging; and (iii) that lead to employment in high-skill, high wage, or high-demand occupations.

In accordance with Sec. 124(c)(10)(ii) and Sec. 112(c) of the Perkins Act of 2006, incentive grants will be made available to eligible recipients to improve connections between secondary education and postsecondary education and training through implementation of Hawai'i's Career Pathway System. Individual Pathway Boards/Councils, with a majority membership of business and industry representatives, validate the need for programs of study and assure a high level of academic and technical standards. At the secondary level, these approved standards are crosswalked to the Hawai'i Content and Performance Standards and at the postsecondary level, these standards are crosswalked to a course or courses. Pathway Councils/Boards must consider high-skill, high wage, or high-demand occupations in approving Pathway core, cluster and concentration standards development.

Incentive grants must be used for two purposes:

- I. At the state-level to support the Hawai'i Career Pathway System, including the development of relevant and challenging standards and curriculum that supports effective transitions between secondary and postsecondary career and technical education programs; support of Pathway Advisory Councils/

Boards; the development and implementation of assessments to measure student attainment of standards validated by Pathway Advisory Councils/Boards; accessing and utilizing data; in-service professional development for instructors, counselors and administrators; provision of information regarding Hawai'i's Career Pathway System to students and community members; improvement of career guidance; and other activities that lead to employment in high-skill, high-wage, or high-demand occupations.

2. At the high schools and community colleges to support programs of study that afford students a nonduplicative progression of courses between secondary and postsecondary institutions. At the secondary level, incentive grant funds are only available to individual high schools with Dual Credit Articulated Program of Study Agreements. Incentive grant funds may only be used to support these articulated programs of study. At the postsecondary level, incentive grant funds are only available to individual institutions with Dual Credit Articulated Program of Study Agreements. Incentive grant funds may only be used to support these existing articulated programs of study. Incentive grant funds may only be used to support these articulated programs of study.

Secondary-level programs of study that do not overlap with postsecondary-level programs of study and postsecondary-level programs of study that do not overlap secondary-level programs of study are not required to have a Dual Credit Articulated Program of Study to be eligible for incentive funds.

- (j) Describe how the eligible agency will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement.

Hawai'i has chosen to merge Title I and Title II funding streams. Best practices are communicated through the Hawai'i Career Pathway System organization, the Career and Technical Education Coordinating Advisory Council, through Program Coordinating Council (PCC) meetings, CTE Coordinators' meetings, staff development workshops, leadership development meetings, school/campus plans and strategies, and web postings.

- (k) Describe how funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement.

Hawai'i's Career Pathway System effectively links academic and career and technical education at the secondary level and at the postsecondary level because it is based on standards that move from basic to advanced skills and from broad pathway occupational cores to specific pathway occupational concentrations. The implementation of pathway business and industry validated core and cluster standards at both the secondary and postsecondary levels assures increased student academic and technical achievement. Funds will be used to support the further development and implementation of Hawai'i's Career Pathway System

including career and technical education and academic standards; assessment; articulated agreements; and in-service training of secondary and postsecondary counselors, faculty, and administrators. Through the American Diploma Project state education officials, business executives, and higher education officials are working together to raise high school standards, strengthen assessments and curriculum, and align expectations with the demands of college and work.

- (l) Describe how the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration will be reported.

When fully implemented, the HI-PASS (Hawai'i Partnership for Achieving Student Success) system will track student performance in specific academic and career and technical education courses at the secondary and postsecondary levels. By extrapolating data from the HI-PASS system, a particular student's performance in specific academic and career and technical education courses at the secondary level can be compared to the student's performance as s/he progresses to the appropriate academic and career and technical education postsecondary courses. The system will disaggregate data by student and course at a particular secondary site and follow the student through the postsecondary system, providing information regarding the success rate of any student, articulated program, or campus site. Summary HI-PASS data can be reported to provide a picture of how well academic standards are integrated into career and technical education programs.

A second evaluation regarding the success of integrating rigorous academic and career and technical education content will be available through analyses of student performance on Program of Study assessments. These assessments are based on the business and industry validated standards required in each Program of Study. The standards integrate challenging academic and career and technical education content. The results of student performance on Program of Study assessments will provide additional information regarding the extent of successful integration of academic and career and technical education content.

3. Describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—
 - (a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;
 - (b) Increases the percentage of teachers that meet teacher certification or licensing requirements;
 - (c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;

- (d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;
- (e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and
- (f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]

The eligible recipients submit a plan each year to describe how they will meet the requirements of Perkins IV. Each plan will incorporate professional development activities for career and technical education teachers, faculty, administrators, and career guidance and academic counselors. The plans may include, but will not be limited to, professional development that—

- assists in developing and refining content and performance standards for programs of study within Hawai'i's six career pathways;
- helps educators implement the career pathway framework and develop standards-based curriculum, instruction, and assessment;
- promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, and opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;
- increases the percentage of teachers that meet teacher certification or licensing requirements;
- is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;
- encourages applied learning that contributes to the academic and career and technical knowledge of the student;
- provides the knowledge, skills and strategies needed to work with and improve instruction for special populations;
- promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended; and
- promotes professional development activities related to preparing students for nontraditional employment is described in Section IV.A.6.

These activities will focus on issues regarding special populations including definitions, recruitment, retention, placement, support services, legal requirements, and curriculum modification.

The OSDCTE will coordinate statewide professional development. These activities will focus on CTE leadership efforts that may include helping educators assist students in meeting the state adjusted levels of performance for the core indicators, incorporating high standards into the curriculum, showcasing best practices in the classroom, improving business and community involvement, and ensuring that educators stay current with industry trends. Findings from the Hawai'i State Career and Technical Education survey will be used to prioritize professional development topics that will lead to improved retention and broader application of Career Pathways.

The State Director for Career and Technical Education is a member of the University of Hawai'i Advisory Council for Career & Technical that is carrying out a comprehensive overview of CTE programs within the College of Education. Among the topics to be addressed by the Council are:

- creating an adequacy of resources for CTE;
- increasing the number of CTE faculty and placing a special focus on technology for meeting program delivery needs;
- developing a new model for preparing CTE educators that focuses on workforce development needs, integrated and contextual teaching and learning, industry and education internship experiences, higher levels of academic excellence and content mastery, and community development needs;
- formalizing a partnership between the College of Education and the UHCCS; and
- expanding the range of CTE focused inservice professional development courses, seminars, and programs.

HSDOE provides professional development throughout the year for teachers, administrators, and counseling and guidance staff as appropriate. The content of professional development sessions is focused on improving implementation of the Career Pathway System. Content includes understanding standards, standards-based instruction, and assessment. Participation of HSDOE teachers, UHCCS faculty, and business and industry representatives is encouraged. Priorities for these workshops are based on economic development needs of industry and identified needs of HSDOE teachers and UHCCS faculty. Each Career Pathway has an HSDOE staff member serving as the secondary lead. These HSDOE leads have primary responsibility for the design and implementation of professional development workshops. These staff members are also responsible for keeping all stakeholders informed of projects and initiatives.

The UHCCS has established a committee of faculty representatives from each college to prepare a plan for comprehensive professional development that will focus on bringing together liberal arts and technical education faculty to jointly develop and implement curriculum and pedagogical strategies that integrate the standards and student learning outcomes of their respective disciplines. The faculty committee will also address the overall professional development needs of instructional faculty, counselors, and academic and student services support staff to ensure that all staff involved in the delivery of educational services to students has the knowledge, skills, and training needed to best serve career and technical education students as well as special populations students. This plan will be submitted for approval to the Deans group that serves as the advisory committee to the UHCCS administration.

Perkins funds, along with public and private funds, from the colleges will be merged to support the professional development activities.

4. Describe efforts that your agency and eligible recipients will make to improve—

- (a) 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

HSDOE actively recruits teachers both locally and nationally to fill secondary vacant positions. Standards and curriculum for teacher education programs of study are being developed through the Career Pathway System. The articulation of these credits to the UHCCS is being explored to fast track students into the teaching profession.

To assist in the retention of teachers, HSDOE staff provide technical assistance to teachers who need additional support. HSDOE also sponsors Career Pathway workshops where secondary-level participants interact with UHCCS and business and industry partners. Secondary-level teachers attending summer workshops may earn credit toward re-licensing and/or reclassification.

All UHCCS faculty position vacancies are advertised nationally. When a candidate is selected, the colleges are authorized to offer prospective faculty in hard-to-recruit disciplines a “high-demand” salary. The UHCCS has also amended the salary placement guidelines for difficult-to-fill disciplines to allow for higher placement on the salary scale. To retain faculty, the UHCCS has adjusted the salaries of current faculty in high-demand disciplines. These steps appear to have resolved recruitment and retention problems.

- (b) the transition to teaching from business and industry, including small business.
[Sec. 122(c)(3)(A)-(B)]

HSDOE provides opportunities for business and industry professionals seeking to enter into the field of education. Professional development, focusing on improved implementation of the Career Pathway System, is provided throughout the year.

The UHCCS has instituted training programs to assist faculty in the development of their teaching and technology skills. New faculty members are identified for special training opportunities (that include, but are not limited to, scenario-based role playing, networking, and the identification of available resources), formal and informal mentoring programs, and assistance from administration on the contract renewal and tenure/promotion processes. As part of the UHCCS Strategic Plan Goal – “Develop our Human Resources: Recruitment, Retention, and Renewal”, the UHCC System will commit three percent of personnel costs to professional and staff development by the year 2010.

Any interested faculty may participate in training or seek one-to-one assistance with the development of distance-delivered courses. On-going professional development opportunities are made available to faculty who may be interested in other areas of technology, training on career-specific equipment, pedagogical training, networking with their colleagues statewide, etc.

Additional professional development opportunities will be made available through a comprehensive and systemic professional development program to be offered to all faculty throughout the UHCCS.

5. Describe efforts that your agency and eligible recipients will make to improve the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]

The eligible agency is in the initial stages of implementing a statewide HI-PASS System that will provide data regarding the transition of students from sub-baccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education within the state. Analyses of data available through this system will identify where students are successful or not successful in transitioning. That information will then be used to provide corrective action to improve transition for all students.

There are several groups of University of Hawai'i system faculty that have been meeting to articulate programs and courses between the 2-year and 4-year campuses. In some cases these meetings have resulted in formal articulation agreements that will enable students from the 2-year colleges to reduce their time toward the completion of a baccalaureate degree. In other cases, the discussions have helped to compare and confirm the content being covered in the courses taught at multiple campuses. These efforts will help students should they transfer between campuses in the middle of a sequence of courses.

The meetings of the postsecondary faculty have also been beneficial in the mere alignment of the 2-year and 4-year courses. It has helped to reduce the unnecessary redundancy in varied courses across different colleges. Meetings such as these will be continued to improve the transition of sub-baccalaureate CTE students into baccalaureate degree programs at institutions of higher education.

6. Describe how you will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local

business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]

Each of Hawai`i's six Career Pathways utilizes a Council of local business (including small business), labor organizations, and career and technical education teachers and faculty to develop and/or approve Pathway core, cluster and concentration standards. These standards become the foundation for all the planning, development, implementation, and evaluation of career and technical education programs in the state.

A statewide external evaluation will be conducted to review what was accomplished under Perkins 1998 in order to inform the planning and development for the succeeding legislation. In the external evaluation, focus groups and/or surveys are planned for the DOE and the UHCC. The DOE groups may include students, administrators, teachers, parents, and community members. The UHCC groups may include students, administrators, instructors, and community members. Queries will be made as to the accomplishments in the development of career and technical education, effect of current career and technical education programs, and recommendations for program improvement.

Additionally, School Community Councils (SCCs) are actively involved in educational processes in HSDOE schools including the planning, development, implementation and evaluation of CTE. The SCCs include parents, academic and career and technical education teachers, administrators, career guidance and academic counselors, local business (including small business), and labor organizations from the surrounding communities.

The HSDOE 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.

All stakeholders in the delivery of postsecondary career and technical education will continue to play key roles in the planning, development, implementation, and evaluation of the UHCCS's career and technical education programming. The UHCCS programs are driven by the economic needs of our State. The UHCCS works with the Workforce Development Council, the State Department of Labor and Industrial Relations, labor boards, and business and government leaders to determine the CTE needs of the State and each community that the colleges serve. With this input, and in consultation with college administrators, faculty, and counselors, programs are developed or revitalized to meet those needs. Through the community-based program advisory committees there are continuous, on-going discussions of the colleges' program curricula and the number and quality of graduates produced by the programs.

7. Describe efforts that your agency and eligible recipients will make to—

- (a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in--
 - i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and
 - ii. Career and technical education subjects;
- (b) Provide students with strong experience in, and understanding of, all aspects of an industry; and
- (c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]

Hawai'i's Career Pathway System provides the framework to integrate core academic subjects and career and technical education subjects. Because Pathway standards move from the most pathway-generic knowledge and skills at the core level to a more refined focus at the cluster level and then to specialized focus at the concentration level, students have strong experience in, and understanding of, all aspects of an industry. The business and industry validated standards for the core, cluster and concentration levels of each pathway are cross-walked to Hawai'i Content and Performance Standards to assure that all secondary-level students who participate in CTE programs are taught to the same challenging academic proficiencies as taught to all other students. All students, including those who are career and technical education 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.

Hawai'i Content and Performance Standards, developed in compliance with section 9101 of the Elementary and Secondary Education Act of 1965, as amended, provide secondary education the foundation for programmatic development. The framework is intended to articulate the overarching vision of standards-based education as the underlying principle and driving force to improve learning for all students. In this context, the HSDOE is implementing a systemwide plan to transform teaching and learning practices and enable all students to master the standards. Everything—policies, resource allocations, organizational structure, individual and collective behaviors of employees, curricular content, instructional approaches, supplementary and outreach efforts—will be focused upon and organized around the Hawai'i Content and Performance Standards.

HSDOE is also implementing performance-based student assessments. Activities such as the Business Plan and Marketing Plan Competitions and the Digital Media Showcase events are the means for students to use and apply not only high-level technical skills, but also rigorous academic learning to real situations.

Career and Technical Student Organizations (CTSO) are also a means for students to demonstrate challenging academic proficiencies. Students in various CTSOs compete in a variety of academic and technical skill events where industry experts judge a student's demonstration of the application of academic and technical skills.

Career and technical education program design is based on a career ladder concept. Progressive standards-based learning is offered in sequential level of mastery from basic skills, to general education, supporting courses, and to specialized occupational courses. These occupational skills development programs consist of integrated series of courses that are directly related to the specific educational and occupational skills of the marketplace.

The UHCCS is an active participant in several initiatives and projects focusing on increasing student access, success and achievement. Among them are the national Achieving the Dream initiative, the American Diploma Project, the National Association of System Heads, and the UHCCS' own Remedial/Developmental Education White Paper Project.

The UHCCS is committed to the continuous review and improvement of the academic and technical skills of students participating in its CTE programs. The UHCCS 2002-2010 Strategic Plan reiterates this commitment in two key performance outcomes: (1) to increase the employability of its graduates to 97 percent in 2010 and (2) to maintain or increase the student reported rate of satisfaction with their preparation for work.

Each community college must annually review and analyze college and program performance data as a part of its request for Perkins funds. In their review, they must address students' performance on the indicators relating to academic and technical skills attainment, explain any deficiencies, and propose strategies for improvement. The UHCCS has identified the integration of academics with career and technical education as one of the priorities for funding. Colleges have responded with innovative strategies to establish learning communities and other programs that integrate academic and career and technical education, counseling, academic support, and work experience. In addition, funds have been set aside at the community college system level to promote integrated academic and career and technical education at the colleges statewide.

Many CTE programs throughout the UHCCS already require, or offer as an elective, practicum, internship, and cooperative education experiences for their students. Further integration of academic and career and technical education, counseling, academic support, and work experience is an identified priority for the UHCCS in the use of Perkins funds.

Annual program reviews, college-level curriculum committee reviews, and on-going interdisciplinary discussions help to ensure that students who participate in career and technical education programs are taught the same challenging curricula as taught to all other students.

8. Describe how the eligible agency will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance.

The eligible agency will continue to assist in the development of an improved data collection system across institutions including the ability to collect, analyze, and share student data in order to track student performance and improve success from elementary school through the university level. This data system will provide educators with the information they need to identify barriers and make changes to address these barriers. This is the HI-PASS system.

Additionally, the eligible agency will continue to lead and/or coordinate refining the Hawai'i Career Pathway System by promoting the System, developing resources, conducting research, and searching for and disseminating best practices.

The agency will also promote the interaction of business/industry and public institutions through the implementation of The Resource Exchange. The Resource Exchange is an online clearinghouse that the eligible agency has developed to facilitate the local business/industry and community's sharing of resources with public schools and university campuses. The most significant impediment to that sharing in the past was the initial coordination and identification of which parties in the public education system could benefit through a relationship with which business/industry and community partners. The Resource Exchange is designed to resolve that impediment, facilitating interaction with business/industry and community partners most likely to support the education system and evolve into long-term relationships.

The eligible agency will provide technical assistance, resources, and professional development which assists in the recruitment and promotion of nontraditional employment and training, and the retention of nontraditional students.

9. Describe how career and technical education in your State relates to your State's and region's occupational opportunities. [Sec. 122(c)(16)]

Major changes in the economy and workplace of Hawai'i have resulted in a transformation in the kind of skills and knowledge one needs to be successful. Current employment conditions require skills that are in many cases not evident in today's island labor market. While the rate of unemployment has remained at historically low levels in Hawai'i, many high-paying jobs go unfilled. The education system must pay more attention to the demands of a workplace driven by a competitive global economy. While the service industry is a major employer, many of the jobs today require an entirely new focus on technology. This requires more specialized education and training beyond high school. Hawai'i's Career Pathway System addresses these changing occupational opportunities through its extensive use of business and advisory councils that are charged with assuring that the standards included in the Pathway System are current with employment requirements.

In addition, the Hawai'i Departments of Labor and Industrial Relations (DLIR) and Business, Economic Development and Tourism continually conduct and

make available studies on occupational opportunities. These studies, along with research by eligible recipients, will be used to relate CTE to State and regional occupational opportunities.

At the secondary level, Career Pathway Programs of Study and priorities are established using overall economic trends as well as the State's identified occupational opportunities. Department of Labor data and requests from business and industry are principle sources of information used to determine Career Pathway System development initiatives.

At the postsecondary level, the development, continuation, modification, and removal of CTE programs is determined, in part, by annual reviews of programs and comprehensive program reviews which occur at least every five years. Several of the data elements in these reviews address how well the colleges are responding to the workforce needs of their communities and the State. With regard to their graduates, the colleges regularly review whether they are employed (and for some programs, where and in what kinds of positions they have found employment), whether they continued their education at a higher level, and their satisfaction with the education they received. The colleges also regularly meet with industry representatives to gauge employer satisfaction and how the curriculum or instruction can be improved to better prepare students for the workplace. The UHCCS reviews employment data and works with the WDC, the State DLIR, labor boards, and business and government leaders to determine the career and technical education needs of the State and each community that the colleges serve. This input and consultation with college administrators, faculty, and counselors is used to develop and/or modify programs.

10. Describe the methods you propose for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]

The CTECAC will oversee the effective use of funds to link secondary and postsecondary education. The Board of Education, the Board of Regents, and the Workforce Development Council are each represented on the CTECAC by three members. A Department of Public Safety representative also participates in CTECAC meetings to assure that Perkins-funded programs for offenders are jointly planned and coordinated.

Hawai'i's Career Pathway System reinforces this joint planning and coordination of programs. In addition, the eligible agency will work collaboratively with the DLIR (the State agency responsible for WIA Title I) and other appropriate State and local agencies to jointly develop a single set of procedures that will be used to fulfill the coordination requirements of WIA Title I and Perkins IV.

The eligible recipients also actively promote joint planning and coordination of programs carried out under this legislation with other Federal education programs. At the secondary level, the HSDOE conducts regular meetings and workshops with CTE district and school-level coordinators and administrators to ensure the coordination and implementation of programs. HSDOE works cooperatively with the UHCCS campuses to create Career Pathway program of

study articulation agreements that utilize Career Pathway standards and assessments to ensure a smooth transition between secondary and postsecondary institutions. Articulation agreements allow secondary students to earn college credit for coursework completed at the secondary level. This system allows students to progress to the next level with little or no duplication and facilitates entry into the workforce.

Each college within the UHCCS receives a mix of Federal funds depending on its ability to meet a matrix of funding requirements, including, but not limited to, meeting Federal eligibility requirements. The group of Deans that meet to advise the UHCCS administration on the use of Perkins funds are knowledgeable of the other Federal funds received by their campuses and provide valued input to ensure optimal coordination of the use of all Federal funds.

11. Describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]

The State Director for Career and Technical Education attends all Workforce Development Council meetings (held quarterly). The CTECAC also has three members appointed from the WDC. To ensure coordination and non-duplication among programs, the procedure is for each agency to attend the other's meetings, understand their respective pieces of legislation, communicate with one another, and collect the necessary information and data to include in their respective annual reports.

B. Other Department Requirements

1. Submit a copy of the local applications or plans for secondary and postsecondary eligible recipients, which meet the requirements in section 134(b) of the Act.

See Appendix D.

2. Describe the governance structure for career and technical education, including the approximate number of eligible recipients at both secondary and postsecondary levels.

The Career and Technical Education Coordinating Advisory Council (this Council reports to the State Board for Career and Technical Education) is the principal mechanism for a continuous review process of the Five-Year Plan. (See Appendix C) The Council membership includes the Hawai'i State Board of Education, the University of Hawai'i Board of Regents (also the State Board), the Workforce Development Council (WIA administrator) with the Superintendent of Education and the President of the University of Hawai'i serving as ex-officio members. The President of the University is also the chief administrative officer for Perkins IV.

The Office of the State Director for Career and Technical Education, on behalf of the State Board, administers all Perkins-related matters. There are only two eligible recipients—the Hawai'i State Department of Education and the University of Hawai'i Community College System.

3. Provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.

The types and levels of services provided by the UHCCS at the One Stops vary from county to county. Some of the services provided include: career planning, academic counseling; aptitude, interest, and skills assessment; job readiness and retention information and workshops, occupational skills training; skill upgrading and retraining; assistance with financial aid applications; college information; etc.

III. Provision of Services for Special Populations

A. Statutory Requirements

1. Describe program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations (a) will be provided with equal access to activities assisted under the Act; (b) will not be discriminated against on the basis of their status as members of special populations; and (c) will be provided with programs designed to enable the special populations to meet or exceed State Adjusted levels of performance, and prepare special populations for further learning for high-skill, high-wage, or high-demand occupations.

The eligible recipients will describe in their local plans activities, services, and recruitment strategies that effectively address access issues of special population students. Staff development, administrative supervision, and technical assistance on existing federal and state laws, and executive policies will be conducted to assure an educational climate free of discrimination. The plans will identify alternative methods of guidance, instructional delivery, educational strategies, and supportive services to facilitate the needs of special population students to meet or exceed State adjusted levels of performance and prepare special population students for further learning for high-skill, high-wage, or high-demand occupations.

2. Describe how you will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)]

The UHCCS, through Windward Community College's Employment Training Center, provides alternative education programs to students under the age of 18. The Employment Training Center is a multi-site operation that offers alternative instructional programs for at-risk youth and adults with remedial/ developmental courses integrated with career and technical education programs of study.

3. Describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and nontraditional fields. [Sec. 122(c)(18)]

Using data that identify nontraditional occupations, the HSDOE shares the information with school-level personnel via CTE meetings and workshops. Secondary schools use this data to encourage students to enter nontraditional Career Pathway Programs of Study. All Programs of Study promote preparation for high-skill, high-wage, or high-demand occupations. Schools are required to specifically describe in their CTE One-Year Plans how they intend to use funds to prepare secondary students for the world of work.

Strategies involving high-skill, high-wage, or high-demand fields have been identified as a UHCCS priority for Perkins funding. In response to the call for proposals, colleges have requested and received support for instructional materials, equipment, and training in such areas as electronics, information technology, nursing, and automotive technology. The UHCCS plans to continue support in these and other high-skill, high-wage, or high-demand areas.

Also, at the system-level, a committee of college representatives has been convened to identify nontraditional student concerns and issues. Funds have been set aside to address the concerns and promote the recruitment and retention of students in nontraditional fields.

Statewide projects have identified high-wage, high-skill occupations that are also nontraditional. A major project to attract more males into health science occupations included secondary, postsecondary, industry, and community representatives to leverage resources for the recruitment, retention and completion of health science occupations training to meet industry demands. Using a similar model, information and recruitment strategies will be developed to draw women to other nontraditional occupations. These projects are comprehensive and include professional development, curriculum development, and recruitment materials.

4. Describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]

There are four State correctional institutions that provide career and technical training and transition services to individuals preparing for release. The funds supplement instructor and materials costs for credit and certificate programs in automotive, landscaping, horticulture, computer software certifications and pre-apprenticeship programs for sentenced felons within three to five years of release.

5. Describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended.

All fund allocations made to the HSDOE and UHCCS are based on an announcement from the State Director's Office detailing the requirements for the uses of funds according to the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (see Appendix D). The eligible recipients must include

in their application a description of the steps they will take to ensure equitable access to, and participation in, their Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended.

At the secondary level, schools are required to submit a plan for the use of funds to implement programs that lead to high-skill, high-wage, or high-demand occupations. Schools must submit their CTE plans and previous year's End-of-the-Year (EOY) Reports in order to receive funds. The EOY Reports describe the results of efforts during the previous year and set the stage for changes and improvements in the next year's plan.

As a part of the current process for applying for Perkins funds, colleges are required to prepare and submit an annual plan that includes a statement of how the needs of underperforming and special populations will be addressed in the coming year.

Hawai'i prohibits student discrimination through federal and state laws, as well as institutional (DOE and UHCCS) executive policies. Recruitment, enrollment, and placement are all activities covered by existing statute, including Titles VI and VII of the 1964 Civil Rights Act (as amended), Title IX of the Educational Amendments Act of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, the Civil Rights Act of 1991, the Age Discrimination Acts of 1967 and 1975, the Civil Rights Restoration Act of 1987, the Carl D. Perkins Career and Technical Education Improvement Act of 2006, Hawai'i Revised Statute Chapter 368, University of Hawai'i Executive Policy EI.203 and other appropriate laws and executive orders.

IV. Accountability and Evaluation

A. Statutory Requirements

- I. Describe procedures used to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels.

The establishment of measurement definitions and approaches is a collaborative effort. The Office of the State Director personnel initiate meetings with HSDOE and UHCCS administrators responsible for the implementation of career and technical education programs to determine the applicability of existing definitions and measurement approaches and then establish revised and/or new measures and approaches. HSDOE and UHCCS administrators then communicate with their respective agencies and school/college site personnel to discuss changes in definitions and approaches. Meetings among the three agencies occur throughout this process as additional information regarding data availability and federal requirements is made known.

Representatives from the eligible agency and recipients have participated in all of the OVAE sponsored Data Quality Institutes and in the Next Steps Work Group. Because the State of Hawai'i has only one secondary and one postsecondary eligible recipient, information is easily exchanged among agency personnel.

Other efforts employed by the eligible agency to allow input from eligible recipients and to assist with determining possible strategies to measure and collect data regarding student attainment include:

- made inquiries to determine if data can be collected using social security numbers for students participating in secondary career and technical education programs. Unfortunately, Hawai'i law continues to prohibit the use of social security numbers for this population;
 - collaborated with eligible recipient staff to refine initial drafts of agency definitions and approaches;
 - begun the process of collaborating with eligible recipient staff to identify, using national and state data, the career and technical education programs that lead to nontraditional fields;
 - sought input from DLIR and eligible recipient staff on strategies to identify, using national, state, or regional data, the occupations or professions that will be classified as high-skill, high-wage, or high-demand; and
 - conducted a statewide survey on professional development and program effectiveness regarding issues related to special populations.
2. Describe procedures used to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels.

The establishment of State adjusted levels of performance for each of the core indicators of performance is a collaborative effort initiated by the Office of the State Director. Because there is only one secondary and one postsecondary eligible recipient, procedures to establish performance levels are simplified.

Office of the State Director personnel initiate conversations with HSDOE and UHCCS staff to examine historical performance trends, enrollment trends, and other changes that might impact performance on each of the indicators. Preliminary levels of performance are discussed. HSDOE and UHCCS administrators then communicate with their respective agencies and school/college site personnel to obtain their input on the suggested performance levels for each measure. Eligible agency personnel initiate communications and meet with HSDOE staff and UHCCS staff throughout the process to review suggestions and finally to establish the performance levels.

3. Identify the valid and reliable measurements, definitions, and approaches that you will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. Describe how proposed definitions and measures are valid and reliable.

The valid and reliable measurement definitions and approaches for secondary and postsecondary core indicators of performance for career and technical education are included in Part III of this Five-Year Plan. The State of Hawai'i is in the process of developing industry-validated assessments for its state certified career and technical education programs of study. These assessments will be made available to students who successfully complete a secondary career and technical education program of study. Those students who successfully complete the assessment may be eligible for dual postsecondary career and technical education credit. It is expected that end-of-program assessments will be available for a minimum of six programs of study by the end of the 2007-08 school year and that assessments will be available for all programs of study by the end of the 2010-11 school year. The assessments are based on the industry-validated standards for each of Hawai'i's Career Pathway programs of study.

The eligible agency has not identified any additional indicators of performance for either eligible recipient. All definitions and measures are as valid and reliable as system capabilities permit. All definitions and measures follow previously approved U.S. Department of Education, Office of Vocational and Adult Education, guidelines and suggestions for obtaining valid and reliable performance level data. Data Quality Institute resources from the Office of Vocational and Adult Education have been referenced for all definitions and measures.

4. Describe how, in the course of developing core indicators of performance, you will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements.

The Perkins core indicators of performance support the HSDOE's vision of the high school graduate. Data gathered for Perkins accountability measures support secondary-level overall CTE reform efforts. These efforts align with and/or are congruent with school reform initiatives and NCLB requirements for secondary education. As such, data for Perkins accountability purposes are derived from data sources throughout the HSDOE and include data transferred from individual high schools to the HSDOE's transcript database system. Schools are expected to use Perkins accountability data as well as information from their academic and financial plans to make program improvement decisions. Program improvement initiatives at the school level are described in the HSDOE CTE One-Year Plan and the HSDOE CTE End-of-Year Report.

Activities funded by Perkins supplement overall CTE program improvement and effectiveness efforts at the postsecondary level. The UHCCS has established a systemwide template for program review. Mandatory quantitative data, including the Perkins Core Indicators, are reviewed annually. The results of

program reviews provide for assessment of student learning, program demand and efficiency, analysis of external factors impacting a program, and assessment of planned program improvements. Program review results shall be used for decisions relating to program improvement, program modification, or program termination.

5. Provide, for the first two years covered by the State plan, performance levels for each of the core indicators of performance. Express performance levels in percentage or numerical form.

Performance levels for each of the indicators are included in Part C of this Plan.

6. Describe your process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act and ensuring that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students.

An eligible recipient not accepting the State adjusted levels of performance under section 113(b)(3) may file a written petition to the State Board for Career and Technical Education. The State Board for Career and Technical Education will arbitrate the petition and ensure that the established performance levels will require the eligible recipient to continually make progress toward improving the performance of career and technical education students. The petition must (1) describe why the State adjusted level of performance is not acceptable, (2) provide data to substantiate any request for not accepting any State adjusted level of performance, (3) provide an alternative to the State adjusted level of performance, and (4) explain why the proposed alternative is more appropriate.

7. Describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient.

Should unanticipated circumstances impact levels of performance, the eligible recipient may petition the State Director for Career and Technical Education to reopen performance level negotiations. The State Director will convene an arbitration committee composed of two members from each of the eligible recipients and the eligible agency to determine if the unanticipated circumstance may impact the levels of performance. If the committee determines that the performance level is impacted by the unanticipated circumstance, the committee will recommend to the State Director for Career and Technical Education the percentage by which the existing performance level may be reduced for that year.

8. Describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary are complete, accurate and reliable.

Hawai'i has only one secondary educational system and one postsecondary educational system. Data for both systems are statewide and centrally managed. This ensures that the data reported to the eligible agency and then reported to the Secretary are complete, accurate and reliable.

Transcript data from secondary schools are uploaded to a HSDOE transcript system. Data are extracted directly from student transcript files. Data uploaded to that system as well as data from other HSDOE divisions are used to collect and report on student performance. Unique student identification numbers are used to link the various HSDOE centralized databases. The HSDOE Perkins program office receives the data directly from the HSDOE transcript system, which is populated with data uploaded from each secondary school. Once received, the Perkins program office sorts the data for analyses and program reporting.

The UHCCS will use measurement approaches previously approved by OVAE and which meet data quality standards for Alignment, Scope and Timing of Attainment, Reliability of Assessment Instruments and Administration, and Student Coverage in Attainment.

At the postsecondary level, standardized policies and systems have been developed to ensure that attainment is measured consistently for all institutions. The central office collects data directly from the source files at each institution, imports the data to a central file, and completes the measurement centrally. Data are extracted directly from student transcript files. Programs have been created by the central administrative office to extract data from the source files and, as appropriate, match with other source databases (e.g. DLIR, National Student Clearinghouse). The routines have been tested to ensure accuracy. The measures can be duplicated with the same results. The routines capture and measure all CTE coursework contained in the transcript file for all CTE concentrators.

9. Describe how your State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act.

Hawai'i does not grant funds to consortia because there is only one secondary eligible recipient and one postsecondary eligible recipient.

10. Describe how you will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how you are coordinating those programs with other Federal programs to ensure nonduplication.

Eligible recipients are required to provide end-of-the-year reports describing the accomplishments made with the basic grant and leadership funds and as described in the annual grant proposal. In addition, the eligible agency does an annual evaluation of the HSDOE and UHCCS to ensure programmatic alignment and financial accountability with approved Perkins plans. The coordination with other Federal programs will be included in the development of the evaluation measures to the extent practicable.

B. Other Department Requirements

- I. Provide all the information requested on the forms provided in Part C of this guide.

See Attached.

V. Tech Prep Programs

The State Board for Career and Technical Education has approved to consolidate all funds received under section 201 with section 111.

VI. Financial Requirements

A. Statutory Requirements

- I. Describe how your agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(2) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]

Hawai'i has one secondary educational system and one postsecondary educational system. As reported in the 2007 CAR, there were approximately 22,379 secondary students and 9,727 postsecondary students (unduplicated) students who enrolled in at least one career and technical education course. While the secondary system serves more students who are exploring career and technical education options, the postsecondary system tends to serve more students who have already made a career choice. Thus, as reported in the 2007 CAR, there were 1,281 students who earned a career and technical education-related degree or certificate at the postsecondary level and 1,490 students who concentrated in career and technical education and earned a diploma at the secondary level.

To support these career and technical education programs, the secondary system reported approximately \$16.4m in maintenance of effort and the postsecondary system reported approximately \$26m.

In order to carry out the intent of the law AND to better prepare Hawai'i's future workforce, Hawai'i has made the commitment to form an equal partnership between the HSDOE and the UHCCS and invest a significant portion its Perkins dollars on career pathways and articulated programs of study. The programs of study are rigorous in content and academically challenging. The equal distribution of funds will ensure that collaboration and the use of core indicators of performance data, as well as any other appropriate data, will substantiate any proposed activities. All Title II funds have been consolidated under Title I.

2. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Sec. 131(g); Sec. 202(c)]

Hawai`i has only one secondary eligible recipient, the Hawai`i State Department of Education. \$2,562,593.

3. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how these allocations are distributed to postsecondary institutions within the State. [Section 122(c)(6)(A); Sec. 202(c)]

Hawai`i has only one postsecondary eligible recipient, the University of Hawai`i Community College System. \$2,562,592.

4. Describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]

No consortia will be formed.

5. Describe how your agency will allocate any of those funds among any consortia that will be formed among postsecondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); sec. 202(c)]

No consortia will be formed.

6. Describe how you will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]

Hawai`i is one, single statewide school district.

7. Provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.

NA

B. Other Department Requirements

1. Submit a detailed project budget, using the forms provided in Part B of this guide.

Attached

2. Provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.

No consortia formed.

3. Describe the secondary and postsecondary formulas used to allocate funds available under section 112(a) of the Act, as required by section 131(a) and 132(a) of the Act.

50/50 split.

4. Describe the competitive basis or formula to be used to award reserve funds under section 112(c) of the Act.

The eligible agency will issue an RFP to the two eligible recipients, HSDOE and UHCCS, on a competitive basis to award the reserve fund. An amount of not more than 10 percent of the 85 percent available for distribution under section 131 or 132 will be made available. The purpose of the reserve fund will be an incentive grant to improve the connections between secondary education and postsecondary education and training through implementation of Hawai'i's Career Pathway System.

5. Describe the procedures used to rank and determine eligible recipients seeking funding under section 112(c) of the Act.

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

6. Include a description of the procedures used to determine eligible recipients in rural and sparsely populated areas under section 131(c)(2) or 132(a)(4) of the Act.

NA

VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

A. EDGAR Certifications

I hereby certify that:

- (a) The State Board for Career and Technical Education in this State is eligible to submit the State Plan for career and technical education as authorized under the Carl D. Perkins Career and Technical Education Improvement Act of 2006.
- (b) The State Board for Career and Technical Education has the authority under State law to perform the functions of the State under the program.
- (c) The State legally may carry out each provision of the plan.
- (d) All provisions of the plan are consistent with State law.
- (e) The State Director for Career and Technical Education has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
- (f) The State Director for Career and Technical Education has authority to submit the plan.
- (g) The State Board for Career and Technical Education has formally approved the plan.
- (h) The plan is the basis for State operation and administration of the program.



Karla A. Jones
State Director for Career and Technical Education

March 13, 2008

Date

B. Other Assurances

1	✓	ED Form 80-0013 for certifications regarding lobbying; debarment and suspension, and other matters; and drug-free workplace requirements.
2	✓	Assurance for Non-Construction Programs
3	✓	The State Board assures that it will comply with the requirement of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs.
4	✓	The State Board assures that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization.
5	✓	The State Board assures that the State will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act.
6	✓	The State Board assures that the State will provide, from non-Federal sources the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources such costs for the preceding fiscal year.
7	✓	The State Board assures that the State and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient.
8	✓	The State Board assures that, except as prohibited by State or local law, that an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient.
9	✓	The State Board assures the eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools.



Allan R. Landon, Chair
State Board for Career and Technical Education

March 13, 2008

Date

PART B: BUDGET FORMS

PERKINS IV BUDGET TABLE - PROGRAM YEAR 2 (For Federal Funds to Become Available Beginning on July 1, 2008)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A.	Total Title I Allocation to the State	\$ <u>5,709,942</u>
B.	Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ <u>411,510</u>
C.	Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (Line A + Line B)	\$ <u>6,121,452</u>
D.	Local Formula Distribution (not less than 85%) (Line C x 85%)	\$ <u>5,203,234</u>
1.	Reserve (not more than 5% of Line D)	\$ <u>78,049</u>
a.	Secondary Programs (___% of Line D)	\$ <u>TBD</u>
b.	Postsecondary Programs (___% of Line D)	\$ <u>TBD</u>
2.	Available for formula allocations (Line D minus Line D.1)	\$ <u>5,125,185</u>
a.	Secondary Programs (50% of Line D.2)	\$ <u>2,562,593</u>
b.	Postsecondary Programs (50% of Line D.2)	\$ <u>2,562,592</u>
E.	Leadership (not more than 10%) (Line C x 10%)	\$ <u>612,145</u>
1.	Nontraditional Training and Employment (\$60,000)	
2.	Corrections or Institutions (\$61,215)	
F.	State Administration (not more than 5%) (Line C x 5%)	\$ <u>306,073</u>
G.	State Match (from non-federal funds) ¹	\$ <u>490,903</u>

¹ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 2
(For Federal Funds to Become Available Beginning on July 1, 2008)

II. TITLE II: TECH PREP PROGRAMS

- A. Total Title II Allocation to the State \$ 411,510
- B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds \$ 411,510
- C. Amount of Title II Funds to Be Made Available For Tech-Prep
(Line A less Line B) \$ _____
- D. Tech-Prep Funds Earmarked for Consortia \$ _____
1. Percent for Consortia
 (Line D divided by Line C) [_____%]
2. Number of Consortia _____
3. Method of Distribution (*check one*):
- a. _____ Formula
- b. _____ Competitive
- E. Tech-Prep Administration \$ _____
1. Percent for Administration
 (Line E divided by Line C) [_____%]

PART C: ACCOUNTABILITY FORMS

I. Student Definitions

A. Secondary Level

Participants –

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

Concentrators –

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

B. Postsecondary/Adult Level

Participants –

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

Concentrators –

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

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. Secondary Level

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 2005-2006	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
IS1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	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 under Section 1111(b)(3) of the ESEA as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education. Denominator: Number of concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.	State and Local Administrative Records	B: 47.20%	L: 44.00% A: Agreed	L: 44.50% A: Agreed
IS2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	Numerator: Number of concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the ESEA as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education. Denominator: Number of concentrators who took the ESEA assessments in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, have left secondary education.	State and Local Administrative concentrators Records	B: 21.47%	L: 27.00% A: Agreed	L: 27.50% A: Agreed

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline	Year One	Year Two
1SI Technical Skill Attainment 113(b)(2)(A)(ii)	Numerator: Number of concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate during the reporting year. Denominator: Number of concentrators who took the assessments during the reporting year.	State and Local Administrative Records	B: Not available	L: A:	L: 50.00% A: Agreed
3SI Secondary School Completion 113(b)(2)(A)(iii)(I-III)	Numerator: Number of concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent, or earned proficiency credential, certificate, or degree, in conjunction with a secondary school diploma during the reporting year. Denominator: Number of concentrators who left secondary education during the reporting year.	State and Local Administrative concentrators Records	B: 93.42%	L: A:	L: 92.65% A: Agreed
4SI Student Graduation Rates 113(b)(2)(A)(iv)	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 defined in the State's Consolidated Accountability Plan.	State and Local Administrative concentrators Records	B: 97.17%	L: 75.00% A: Agreed	L: 75.50% A: Agreed

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline	Year One	Year Two
5S1 Secondary Placement 113(b)(2)(A)(v)	<p>Numerator: Number of concentrators who left secondary education during the reporting year and responded to the placement survey who were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.</p> <p>Denominator: Number of concentrators who left secondary education during the reporting year and responded to the placement survey.</p>	State and Local Administrative Records	B: 100.00%	L: A:	L: 82.00% A: Agreed
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	<p>Numerator: Number of participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	B: 42.88%	L: A:	L: 28.50% A: Agreed
6S2 Nontraditional Completion 113(b)(2)(A)(vii)	<p>Numerator: Number of concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	B: 42.00%	L: A:	L: 28.83% A: Agreed

III. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. Postsecondary/Adult Level

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 2005-2006	Year One 7/1/07- 6/30/08	Year Two 7/1/08- 6/30/09
IPI Technical Skill Attainment 113(b)(2)(B)(i)	Numerator: Number of concentrators who have a cumulative GPA > or = 2.00 in Career and Technical Education courses and who have stopped program participation in the year reported. Denominator: Number of concentrators who have stopped program participation in the year reported.	CTE Grade Point Average	B: 94.22%	L: A:	L: 90.00% A: Agreed
2PI Credential, Certificate, or Degree 113(b)(2)(B)(ii)	Numerator: Number of concentrators who received a degree or certificate in a Career and Technical Education program and who have stopped program participation in the year reported. Denominator: Number of concentrators who have stopped program participation in the year reported.	State and Local Administrative Records	B: 43.65%	L: A:	L: 44.00% A: Agreed
3PI Student Retention or Transfer 113(b)(2)(B)(iii)	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.	Administrative Records Exchange	B: 49.97%	L: A:	L: 55.00% A: Agreed

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline	Year One	Year Two
4PI Student Placement 113(b)(2)(B)(iv)	<p>Numerator: Number of concentrators in the year reported (previous Perkins year) who have stopped program participation and who are placed or retained in employment, military service, or an apprenticeship program within UI quarter following program completion.</p> <p>Denominator: Number of concentrators in the year reported (previous Perkins year) who have stopped program participation.</p>	Administrative Records Exchange	2005-2006	7/1/07-6/30/08	7/1/08-6/30/09
			B: Data not available	L: A:	L: 50.00% A: Agreed
5PI Nontraditional Participation 113(b)(2)(B)(v)	<p>Numerator: Number of participants from underrepresented groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	B: 15.94%	L: A:	L: 16.00% A: Agreed
5P2 Nontraditional Completion 113(b)(2)(B)(v)	<p>Numerator: Number of concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	B: 15.05%	L: A:	L: 15.25% A: Agreed



HAWAII STATE & COUNTY Government Notices

★
Public Hearings

★
Public Hearings

★
Public Hearings

NOTICE OF PUBLIC HEARING

The State Board for Career and Technical Education announces a series of public hearings on the Five-Year State Plan for Career and Technical Education, FY 2008-2013. The document describes how the Hawaii State Department of Education, the University of Hawaii Community College System, and the State Department of Public Safety will meet the needs of secondary and postsecondary students, including those individuals who have barriers to educational achievements. Program improvement, equal access for special populations, support services, professional development activities, and education in nontraditional occupations are included in the Five-Year Plan.

The schedule for the 2007 hearings is as follows:

Kauai County

December 18, 2007 (Tuesday)
6:30 p.m.
Kauai Community College
Automotive Technology Classroom

Hawaii County

December 19, 2007 (Wednesday)
6:30 p.m.
Hawaii Community College
Manono Campus 388-101 & 102

Maui County

December 20, 2007 (Thursday)
6:30 p.m.
Maui Community College
Ka lama 104A

Honolulu County

December 21, 2007 (Friday)
6:30 p.m.
Honolulu Community College
Building 27, Room, 111/116

Copies of the proposed plan will be available after November 15, 2007, at the campus libraries for review and at the Office of the State Director for Career and Technical Education, Lunalilo Portable 1, Lower Campus Road, Honolulu, Hawaii 96822. A copy may also be viewed at www.hawaii.edu/cte. Individuals having difficulty obtaining access to a copy should call 808.956.7461.

Any interested person may submit their comments orally and/or in writing to the State Director for Career and Technical Education or at any one of the hearings. The State Board for Career and Technical Education will consider all written and/or oral submissions regarding the contents of the draft document.

(SB05532633 11/15/07)

SUMMARY OF PUBLIC COMMENTS

Written and oral testimony expressed support for Hawai`i's Career Pathway System and the opportunities the System provides students to earn postsecondary credit for successful completion of courses at the secondary level (articulated dual credit).

This State Plan supports this testimony.

Other comments expressed the importance of using standards approved by Career Pathway Councils as the basis for curriculum, assessment, and articulation to assure smooth student transition from secondary to postsecondary education and to ensure employers that career and technical education program of study graduates have achieved specified levels of mastery.

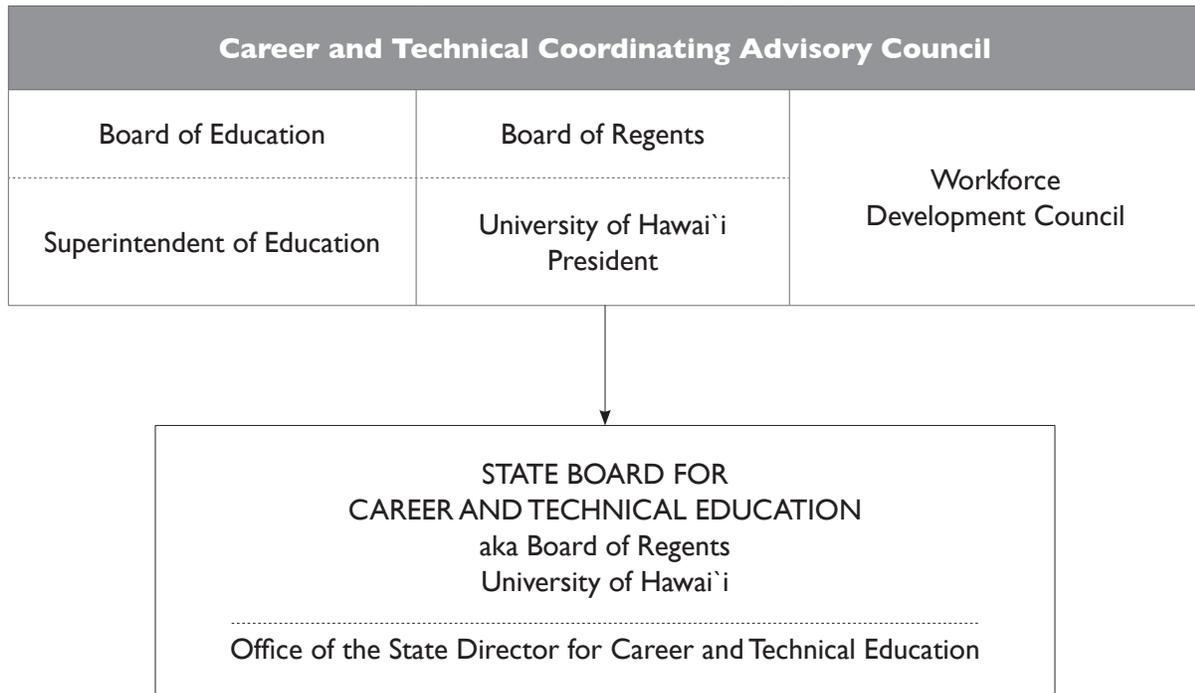
This State Plan supports this testimony.

Questions from those attending the Hearings focused on the process for granting dual credit for articulated programs of study. One of the written testimonies specifically requested that guidelines for the development of dual credit articulated programs of study (including the granting of dual credit) be made widely available in both print and electronic format.

Currently in draft form, Hawai`i's Career Pathway System Guidelines for Developing Dual Articulated Programs of Study, is being prepared by representatives from the Office of the State Director for Career and Technical Education on behalf of the State Board for Career and Technical Education, the Hawai`i State Department of Education, and the University of Hawai`i Community College System.

APPENDIX C

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



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

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

Workforce Development Council: The Hawai`i Workforce Development Council is a private-sector led body responsible for advising the governor on workforce development to support economic development and employment opportunities for all. It assists the Governor in developing and updating comprehensive five-year strategic workforce investment plans and oversees workforce (public) investment activities in the state. The council is also the State Workforce Investment Board for purposes of the Workforce Investment Act (WIA) of 1998.

APPENDIX D
ELIGIBLE RECIPIENTS APPLICATION

ELIGIBLE RECIPIENTS APPLICATION REQUIREMENTS

TITLE I, PART C

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

Office of the State Director for
Career and Technical Education

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

March 3, 2008

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

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

PART	REQUIREMENTS/ASSURANCES
1	<p>PURPOSE</p> <p>These funds are made available to eligible recipients (Hawai`i Department of Education and the University of Hawai`i Community System) desiring assistance under the Carl D. Perkins Education Improvement Act of 2006 and are for the purpose of implementing only those career and technical education activities designed to (1) meet or exceed the State-adjusted levels of performance as described in Section 113, (2) enhance Hawai`i's Career Pathway System, and (3) develop and implement Dual Credit Articulated Programs of Study and Agreements.</p>
2	<p>CRITERIA FOR APPROVAL</p> <p>The criteria included in Sec. 135 of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 will be used to approve eligible recipients for funding under the Act. Eligible recipients must address the contents of required uses of funds, Sec. 135(b)(1-9), as stated in Perkins IV including activities to (1) promote continuous improvement in academic achievement, (2) promote continuous improvement of technical skill attainment, and (3) identify and address current or emerging occupational opportunities. Core indicators of performance data as well as any other appropriate data must be used to substantiate these proposed activities.</p> <p>In addition, to assure the implementation of Dual Credit Articulated Programs of Study that afford students a nonduplicative progression of courses between secondary and postsecondary institutions with curriculum based on systemwide business and industry approved standards, only high schools implementing at least one state approved program of study using Hawai`i's Career Pathway System standards are eligible for federal Perkins funds. Funds may also be used for career guidance activities.</p> <p>At the postsecondary level, only institutions having at least one Dual Credit Articulated Program of Study Agreement leading to an industry-recognized credential or certificate, or associate or baccalaureate degree articulated with a state approved secondary-level program of study and offering dual career and technical education credit through credit transfer agreements are eligible for federal Perkins funds. Funds may also be used for career guidance activities.</p> <p>Specialized secondary and postsecondary entities providing career and technical education courses for "gap group" students which align with a complete program of study at the secondary level or an industry-recognized credential or certificate, or associate or baccalaureate degree at the postsecondary level, and are certified as such by the Superintendent of the HSDOE and the Vice President of the UHCCS, are exempt from this clause and eligible to receive Perkins' funds. Funds may also be used for career guidance activities.</p> <p>Dual Credit Articulated Programs of Study</p> <p>Dual Credit Articulated Programs of Study begin with an approved secondary-level Career and Technical Education Program of Study that connects to and overlaps with a postsecondary certificate or degree program. Consistent with the Perkins Act of 2006, the Dual Credit Articulated Program must (1) incorporate secondary education and postsecondary education elements; (2) include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated nonduplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education; (3) include the opportunity for secondary education students to participate in dual enrollment programs; and (4) lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree. The <u>Hawai`i Career Pathway System Guidelines for Developing Dual Credit Articulated Programs of Study</u> should be consulted for details as well as procedures for developing a Dual Credit Articulated Program of Study Agreement.</p>

3**REQUIREMENTS FOR USES OF FUNDS**

Describe how the career and technical education programs required under Sec. 135(b)(1-9) will be carried out with funds received under this title to support the development and implementation of Hawai'i's Career Pathway System. Funds made available to eligible recipients under this part SHALL be used to support career and technical education programs that—

- (1) strengthen the academic, career and technical skills of students participating in career and technical education programs by strengthening the academic, and career and technical components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as dual credit articulated programs of study to ensure learning in the core academic subjects and career and technical education subjects;
- (2) link career and technical education at the secondary level and career and technical education at the postsecondary level through Dual Credit Articulated Programs of Study;
- (3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
- (4) develop, improve, or expand the use of technology in Dual Credit Articulated Programs of Study, which may include—
 - (A) training of career and technical education teachers, faculty, and administrators to use state-of-the-art technology, which may include distance learning;
 - (B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
 - (C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
- (5) provide professional development programs to secondary and postsecondary teachers, faculty, administrators, career guidance and academic counselors who are involved in Dual Credit Articulated Programs of Study, including—
 - (A) in-service and preservice training on effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable; effective teaching skills based on research that includes promising practices; effective practices to improve parental and community involvement; and effective use of scientifically based research and data to improve instruction.
 - (B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - (C) internship programs that provide business experience; and
 - (D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction.
- (6) develop and implement evaluations of the career and technical education programs and Dual Credit Articulated Programs of Study carried out with funds under this title, including an assessment of how the needs of special populations are being met;
- (7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
- (8) provide services and activities that are of sufficient size, scope, and quality to be effective; and
- (9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

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

4

ADMINISTRATIVE COSTS

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

DETAILED BUDGET

1. DOE State/Chancellor’s Office Level

Administration

Salary

Fringe

Program Improvement Activities

Equipment Description, Justification, and Linkage to Proposed CTE

Programs/Activities/Services

Travel

Supplies

Miscellaneous

2. School/Campus Level

Administration

Salary

Fringe

Program Improvement Activities

Equipment

Travel

Supplies

Miscellaneous

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

PLEASE SIGN AND RETURN THIS PAGE WITH YOUR APPLICATION

PART	REQUIREMENTS/ASSURANCES
<p>5</p>	<p>ASSURANCES</p> <p>THE ELIGIBLE RECIPIENT OF THESE FUNDS ASSURES THAT:</p> <ul style="list-style-type: none"> <input type="checkbox"/> The data reported are complete, accurate, valid, and reliable. <input type="checkbox"/> None of the information reported under Sec. 113 is duplicative. <input type="checkbox"/> The data are disaggregated for each of the indicators of performance. <input type="checkbox"/> Programs are of such size, scope, and quality to bring about improvement in the quality of CTE. <input type="checkbox"/> This application complies with the requirements of this title and the provisions of the State plan, including the provision of a financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs. <input type="checkbox"/> None of the funds expended under this title will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employee of the purchasing entity, or any affiliate of such an organization. <input type="checkbox"/> Programs of study are rigorous and aligned with challenging academic standards and relevant career and technical content in a coordinated, nonduplicative progression of courses that align secondary and postsecondary education to adequately prepare students, including special populations, to succeed in postsecondary education or entry into high skill, high wage, or high demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities. <input type="checkbox"/> Funds used under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by an eligible recipient. <input type="checkbox"/> An eligible recipient receiving an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this title, of secondary school students attending nonprofit private schools.

Name of Applicant

Printed Name and Title of Authorized Representative

Signature

Date

ATTACHMENT A

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

State Board for Career and Technical Education Carl D. Perkins Career and Technical Education
Improvement Act of 2006

Name of Applicant

PR/Award Number and / or Project Name

Karla A. Jones, State Director for Career and Technical Education

Printed Name and Title of Authorized Representative



March 13, 2008

Signature

Date

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: *Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.*

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Fed-

eral or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endan-

gered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.



Signature of Authorized Certifying Official

State Director for Career and Technical Education

Title

State Board for Career and Technical Education

March 13, 2008

Applicant Organization

Date Submitted

ACRONYMS

ADP	American Diploma Project
AFP	Academic and Financial Plan
CAR	Consolidated Annual Performance, Accountability, and Financial Status Report
CTE	Career and Technical Education
CTECAC	Career and Technical Education Coordinating Advisory Council
CTSO	Career and Technical Student Organizations
DCAPS	Dual Credit Articulated Program of Study
DLIR	Department of Labor and Industrial Relations
EDGAR	Education Department General Administrative Regulations
ESL	English as a Second Language
FAUPL	Final Agreed Upon Performance Levels
FERPA	Family Educational Rights to Privacy Act
GED	General Education Development (credential)
HCPS	Hawai'i Content and Performance Standards
HI-PASS	Hawai'i Partnership for Achieving Student Success
HSDOE	Hawai'i State Department of Education
HSTW	High Schools That Work
MPS	Management and Planning System Report
NCLB	No Child Left Behind
NSWG	Next Steps Work Group
OSDCTE	Office of the State Director for Career and Technical Education
OVAE	Office of Vocational and Adult Education (U.S. Department of Education)
PCC	Program Coordinating Council
PTP	Personal Transition Plan
RFP	Request for Proposal
SBCTE	State Board for Career and Technical Education
SCC	School Community Councils
TEC	Technical Education Committee
UHCCS	University of Hawai'i Community College System
WDC	Workforce Development Council
WIA	Workforce Investment Act

GLOSSARY

The following are defined in terms of their use in this document.

Alternative Education Programs

A program of education that departs from the traditional mode of delivery in methods of teaching, curriculum, meeting places/times and/or other variations in educational delivery.

Applied Learning

Hands-on activities that move the curriculum from theoretical to actual application.

Career and Technical Education

Organized educational activities that offer a sequence of courses that provide individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, provides technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree, may include prerequisite courses (other than a remedial course) that meet other requirements; and include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

Career and Technical Education Coordinating Advisory Council

An advisory body to the State Board for Career and Technical Education composed of three members from the State Board of Education, three members from the University of Hawai'i Board of Regents and three members from the Workforce Development Council. The two ex officio members are the President of the University of Hawai'i and the State Superintendent of Education.

Career Pathway

Clusters of careers/occupations that share similar interests, content and skills. Programs of study are embedded in career pathways.

Coherent Sequence of Courses

Courses taken, including mathematics, science, language arts, social studies, and vocational education, that leads to a skill set, occupational certificate, or other prescribed outcome.

Competency-based Curricula

Educational offerings that are evaluated on the basis of student ability to demonstrate predetermined skills based on occupational analysis.

Consolidated Annual Performance, Accountability, and Financial Status Report (CAR)

A single reporting instrument developed by the U.S. Department of Education which (1) incorporates the accountability reporting requirements under Section 113 of Perkins IV, and (2) the reporting requirements under the Education Department General Administrative Regulations (34 CFR Part 80.40 (Annual Performance Report), and 80.41 (Financial Status Report)).

Contextual Learning

Learning that occurs in close relationship with actual experience. Contextual learning enables students to test

academic theories via tangible, real world applications. Stressing the development of “authentic” problem-solving skills, contextual learning is designed to blend teaching methods, content, situation, and timing.

Core Indicators of Performance

Core indicators of performance are established in the Carl D. Perkins Vocational and Applied Technology Education Act for the secondary level and for the postsecondary level. Core indicators of performance at the secondary level are: (1) student attainment of challenging academic content standards and student academic achievement standards, as adopted by a State in accordance with section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 and measured by the State determined proficient levels on the academic assessments described in section 1111(b)(3) of such Act; (2) student attainment of career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate; (3) student rates of attainment of (a) a secondary school diploma, (b) a General Education Development (GED) credential, or other State recognized equivalent, and (c) a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma; (4) student graduate rates; (5) student placement in postsecondary education or advanced training, in military service, or in employment; and (6) student participation in and completion of career and technical education programs that lead to non-traditional fields.

Core indicators of performance at the postsecondary level are

(1) student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate; (2) student attainment of an industry-recognized credential, a certificate, or a degree; (3) student retention in postsecondary education or transfer to a baccalaureate degree program; (4) student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions; and (5) student participation in, and completion of, career and technical education programs that lead to employment in non-traditional fields.

Disabled

See “Special Populations.”

Disadvantaged

See “Special Populations.”

Displaced Homemaker

See “Special Populations.”

Dual Credit Articulated Program of Study

Consistent with the Perkins Act of 2006, Dual Credit Articulated Programs of Study (1) incorporate secondary education and postsecondary education elements; (2) include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, nonduplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education; (3) include the opportunity for secondary education students to participate in dual or concurrent enrollment programs; and (4) lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Dual Credit Articulated Program of Study Agreement

A mechanism that enables students who successfully complete a secondary-level Program of Study to receive college credits for mastery of standards/student learning outcomes gained in courses taken at the high school level. The DCAPS Agreement is jointly developed by representatives from the UHCCS and HSDOE and

indicates that an approved secondary-level Career and Technical Education Program of Study is connected to a particular career and technical education certificate and/or associate degree program offered by a community college, several community colleges, or the entire community college system, and that there are dual credit options available for the high school student who successfully completes the secondary-level Career and Technical Education Program of Study.

Eligible Agency

The sole State agency (State Board for Career and Technical Education) responsible for the administration of career and technical education or for supervision of the administration of career and technical education in the State. The University of Hawai'i Board of Regents is designated as the Hawai'i State Board for Career and Technical Education.

Eligible Recipients

A local educational agency (the Hawai'i Department of Education) and eligible institution (the University of Hawai'i Community College System) eligible to receive assistance.

Hawai'i Content Performance Standards III (HCPS)

The Hawai'i Content and Performance Standards III describe educational targets in all nine content areas for ALL students in grades K-5. All students, therefore, are given the opportunity to meet all of the K-5 HCPS III standards. At the secondary level, however, the standards describe different things in different content areas. For the four CORE content areas (Language Arts, Mathematics, Science and Social Studies) the standards describe expectations for all students, since all students are expected to take certain required courses in these areas. For the extended core (Health, Physical Education, Fine Arts, World Languages, and Career and Technical Education) they describe a continuum that should be expected by students who choose courses in these areas as electives. It should be emphasized that ALL courses, required or elective, are standards-based and are part of the Hawai'i Standards System.

Hawai'i Partnership for Achieving Student Success (HI-PASS)

A statewide initiative that collects, analyzes, and shares student data in order to track performance and improve success from elementary through university.

High Schools That Work

A consortium of states organized by The Southern Regional Education Board (SREB) for the purpose of increasing the rigor of academic studies in vocational education.

Next Steps Work Group

The NSWG consists of State Career and Technical Education Directors and others who share an interest in the effective implementation of Perkins Accountability activities. Monthly conference calls are held for the group to discuss issues related to accountability and performance measurement.

Nontraditional Training and Employment

See "Special Populations."

P-20

The Hawai'i P-20 Initiative brings together public and private educators at all levels, working in collaboration with representatives of state government, the business community, labor and educational support agencies to focus on improving learner achievement in Hawai'i. The "P" refers to provisions for early learning (not only in pre-schools, but in any setting) and the "20" refers to the years of schooling thereafter—beyond a college degree and even beyond graduate school. P-20 is the code for lifelong learning.

Perkins IV

The Carl D. Perkins Career and Technical Education Improvement Act of 2006, Public Law 109-270, is referred to as Perkins IV.

Personal Transition Plan

The Board of Education Policy 4540, High School Graduation Requirements and Commencement states that all students must complete a Personal Transition Plan (PTP) as a requirement toward earning a Hawai'i High School Diploma. The Personal Transition Plan (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 postsecondary and/or career venues. The plan will have the elements of goal attainment, identification of available resources, evidence to support the plan of action taken, and a self-evaluation component. The design of the PTP shall take into account that the student, parent, and school personnel have a shared responsibility in the development and execution of the PTP during high school.

Problem-Based Learning

Problem-based learning is both a curriculum and a process. The curriculum consists of carefully selected and designed problems that demand from the learner acquisition of critical knowledge, problem solving proficiency, self-directed learning strategies, and team participation skills. The process replicates the commonly used systemic approach to resolving problems or meeting challenges that are encountered in life and career.

Project-Based Learning

Project-based learning is a model for classroom activity that shifts away from the classroom practices of short, isolated, teacher-centered lessons and instead emphasizes learning activities that are long-term, interdisciplinary, student-centered, and integrated with real world issues and practices.

Program Coordinating Council

Program Coordinating Councils are created for each career and technical education program that is offered at multiple campuses in the UHCCS. A PCC is a group of faculty representing each college throughout the UHCCS that offers similar career and technical programs. The PCCs meet regularly to discuss issues of common concern such as curriculum, workforce needs, technological advancements in the field, certification, articulation, etc.

Program of Study

A nonduplicative coherent sequence of courses, at the secondary or postsecondary level, or both (2+2), which integrates core academic standards, career and workplace skills, and specific occupational/technical skills. A program of study incorporates work-based learning and entrepreneurship preparation where feasible and appropriate; and prepares students for further education; and/or leads to employment.

School Community Councils

School Community Councils are forums for open discussion and problem solving related to student achievement among the school's stakeholders: principals, teachers, schools staff, parents, students, and community members. SCC's are a major part of the overall leadership structure at each school. They are a group of people who are elected by their peers to advise the principal on specific matters that affect student achievement and school improvement. Their primary role is to participate in the process that ensures that the needs of all students are specifically addressed in the overall education plan for the school.

Single Parent

See "Special Populations."

Special Populations

This term includes individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional training and employment; single parents, including single pregnant women; displaced homemakers; and individuals with other barriers to educational achievement, including individuals with limited English proficiency.

Disabled

An individual who has a physical or mental impairment that substantially limits one or more of the major life activities of that individual or who has been evaluated as needing special education and related services.

Disadvantaged

Individuals (other than individuals with handicaps) who have economic or academic disadvantages and who require special services and assistance in order to enable such individuals to succeed in CTE programs.

Displaced Homemaker

An individual who is an adult and has worked as an adult primarily without remuneration to care for the home and family, and for that reason has diminished marketable skills; has been dependent on public assistance or on the income of a relative but is no longer supported by such income; is a parent whose youngest dependent child will become ineligible to receive assistance under the program for aid to families with dependent; or is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Nontraditional Training and Employment

Fields of work for which one gender comprises less than 25 percent of the total number employed. Nontraditional training is one in which one gender comprises less than 25 percent of the enrollment.

Single Parent

An individual who is unmarried or legally separated from a spouse; has a minor child or children for which the parent has either custody or joint custody, or is pregnant.

Tech Prep

A program of study which combines at least two years of secondary education and two years of postsecondary education in a nonduplicative sequential course of study; strengthens the applied academic component of vocational and technical education through the integration of academic, and vocational and technical, instruction; provides technical preparation in areas such as engineering technology or agriculture; builds student competence in mathematics, science, and communications; and leads to an associate degree or a certificate in a specific career field and to high skill, high wage employment, or further education.

Technical Education Committee

The University of Hawai'i at Manoa Technical Education Committee comprised of individuals representing the College of Education, the UHCCS, OSDCTE, the College of Tropical Agriculture and Human Resources, the HSDOE, private schools, past and current students, and the WDC.

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