

PART B: NARRATIVE PERFORMANCE INFORMATION

1. Implementation of State Leadership Activities

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

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

The Office of the State Director for Career and Technical Education (OSDCTE), on behalf of the State Board, administers all Perkins-related matters. The OSDCTE has a close working relationship with the Hawai'i State Department of Education (HSDOE) and the University of Hawai'i Community College System (UHCCS)—the eligible recipients of Perkins funds—and is able to assist on all matters.

a. Required Use of Funds

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

Assessment

At the secondary level, funds were used to hire a programmer to clean data and support data collection, assessments and program evaluation activities for Federal reporting. In addition, the data gathered contributed to the refinement of Career and Technical Education (CTE) in the context of school reform initiatives.

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

Use of Technology

HSDOE continued its support of a system that provides on-line guidance tools and information through training for school staff and state personnel. Research and collaboration within HSDOE agencies were done to explore ways to link the Education and Career Opportunities System (ECOS) to the HSDOE student information system.

A Web page designer was hired to revamp the CTE Web page. The HSDOE CTE Web site is also being upgraded to better facilitate communication with teachers, schools, and industry partners. The Web site will also be expanded to include additional tools to increase the functionality for users.

At the postsecondary level state-of-the-art equipment was purchased to meet high-wage, high-skill occupational programs.

Professional Development

At the secondary level, Career Pathway workshops were held to update teachers on the newest technology and Career Pathway standards. Special emphasis was placed on improving curriculum and utilizing effective differentiated instructional strategies and assessments.

At the postsecondary level, various faculty and leadership personnel attended workshops and conferences to help them become more productive in the classrooms and more effective leaders.

Integration of Academics with CTE

The Career Pathway standards were written in a way that promotes the integration of academic and technical skills. To assist teachers at the secondary level with the implementation of the integrated standards, professional development sessions were conducted. Teachers learned to deconstruct the standards and were provided with sample lessons that demonstrated using standards for instruction. In addition, the HSDOE used Perkins funds to align the Career Pathway standards to Hawai'i Content and Performance Standards (HCPS) III academic standards to further emphasize academic integration of concepts into CTE courses.

Faculty from all seven community colleges attended a workshop on applied academics. Teachers learned about curricula designed to integrate academic and CTE content. Mini-grants were awarded to faculty who developed integration projects.

Preparation for Nontraditional Fields and Exposure to High-Skill, High-Wage Occupations

In support of increasing access to and participation of students in nontraditional (NT) occupation preparation OSDCTE developed and distributed a DVD and companion brochure using female role models to inform students about careers in computer electronics and information technology industries. This activity was integrated with various Science Technology Engineering and Math (STEM) activities. The DVD and brochure was later updated to encourage nursing careers, especially for males. The NT issue of the *American Careers* magazine targeting secondary students was distributed for career planning. The State's system-wide NT Taskforce met to address barriers to and initiatives for increasing NT students in CTE programs of study.

At the secondary level, information and resources regarding promoting underrepresented genders into programs of study were provided to teachers and students via the OSDCTE Web site.

The UHCCS continued its Student-to-Student Program which entails community college students conducting presentations to high school students on the college experience and what the community colleges have to offer, and the benefits of attending college. Stipends were awarded to female students in an electronics program.

Supporting Partnerships

The HSDOE CTE staff convened Career Pathway work groups and met with their advisory councils to plan and implement activities that promote an improved CTE curriculum and that support school reform initiatives.

Career Pathway highlights included a Digital Media/Advertising competition sponsored by the Hawai'i Food Industry Association. The Health Services Pathway, with donations from Hawai'i Pacific Health, sponsored paid summer internship opportunities for graduating seniors. Area Health Education Center sponsored a summer institute for Health Services students. In the Business Pathway, industry partners worked to establish a secondary retail program of study. The Business Pathway also embarked on the preliminary development of a dual-credit, articulated program of study for Marketing. For the Public and Human Services Pathway, community college instructors trained teachers in culinary fundamentals.

In partnership with the OSDCTE, the *Career Pathway Handbook* was revised to market and communicate each Career Pathway systems initiative. In addition, pathway posters were created for each of the pathways to generate student interest.

All UHCCS administrators met to: discuss workforce needs (geographic challenges, industry demands, etc.) and additional data needs; develop a CTE Planning Guide; define high-skill, high-wage, and high-demand occupational benchmarks; and outline the relationships between the CTE Deans and the college deans and the UHCCS office staff. The decisions made in this meeting were incorporated in the 2008-09 Perkins RFPs disseminated to the campuses.

A group of administrators, with representation from each college, met over the course of the year. The meetings provided opportunities to: share information on new developments in the administration of the Perkins grant from the federal and state levels; discuss the needs of the various communities around the state, the students, and the representatives' institutions, as they relate to CTE; help determine how Perkins funds would best be utilized state-wide; help determine how the UHCCS can meet its obligation to provide relevant and timely CTE data that will also meet the state's workforce development needs; and assist with meeting the various Perkins reporting and assessment requirements.

The OSDCTE funded the Maui Educational Consortium to support an initiative entitled HI-PASS (Hawai'i Partnership for Achieving Student Success). This is a data sharing/curriculum pilot project between seven Maui District high schools and Maui Community College, where data is used by teachers and faculty to align the skills, knowledge, and abilities of students to make a successful transition from one educational segment to the next and/or to the world of work. The activity empowers the teachers/faculty to use data for decision making and curriculum-mapping from secondary to postsecondary for curriculum alignment purposes.

Serving Individuals in Correctional Institutions

This activity is addressed solely by the Hawai'i Department of Public Safety (DPS), which is specially trained in this field. DPS provided supplemental funding for 350 inmates. Training and transition to employment was provided for 245 offenders, including parolees and federal probation clients in the Kulani, Wai'awa, Women's and O'ahu Correctional Facilities. Training was provided for 30 inmates in masonry and 14 in culinary (12 were employed upon release). Life Skills Workshops were held for 90 inmates. Perkins funds were also used to supplement special services costs for mentally and chronically ill women with employment and housing needs.

Funds were also used to pay for instructional costs for 44 participants enrolled in supplemental courses in applied math in masonry and culinary programs. Funds supplemented the replacements costs for automotive equipment and for laptop computers for the automotive and horticulture programs. Tuition was paid for 8 students who were able to complete English and history courses through a distance learning program.

Support for Programs for Special Populations that Lead to High-Skill, High-Wage, or High-Demand Occupations

OSDCTE distributed a collection of five monographs addressing instructional issues, techniques and resources of each of the special populations listed in Perkins.

Through the HSDOE Academic and Financial Planning system and the CTE One-Year Planning process, schools were expected to support the needs of special population students who participated in CTE programs. Also, professional development and resource distribution to address meeting the needs of special populations will continue in the next school year.

At the postsecondary level, workshops were provided on overcoming barriers to employment, social skills at work, and how to retain employment. Note taker services, sign language interpreter services, counseling services, and ADA compliant equipment were provided to students with disabilities. As a pilot project, iPods and English Language Learner software were purchased. iPods loaded with the software were loaned to students to use practice listening and speaking English and record classroom lessons.

Technical Assistance for Eligible Recipients

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

b. Permissible Activities

Improvement of Career Guidance and Academic Counseling Programs

The Office of the State Director for Career and Technical Education offered the opportunity for every Hawai'i high school, community college, and three correctional facilities to pilot the Kuder Career Planning System. The Kuder System offers an interest assessment, skills assessment, and work values inventory. Interested teachers and counselors were trained so that students could take the assessments and begin to build their own career portfolios.

Establishment of Articulation Agreements

Working in collaboration with the HSDOE and UHCCS, the OSDCTE began work on writing the policies and guidelines for the State of Hawai'i to follow when implementing dual credit articulated programs of study that link high school programs to postsecondary programs that are academically and technically rigorous. The programs of study as mandated by Perkins IV must be non-duplicative, rigorous, sequential, and offer the opportunity for dual credit when possible.

Support for Career and Technical Student Organizations

The HSDOE hosted the Sixth Annual Career and Technical Student Organization (CTSO) convention on March 3, to April 2, 2008, the largest convention to date because all five CTSOs were involved. This year, the convention also partnered with the Honolulu Community College's Building and Construction Academy and the Hawai'i State Science Fair to bring even more public awareness to student-based projects and performance-based assessments in the form of competitions in each CTSO. The overall impact the convention provided to students included opportunities to interact with business and industry representatives, compete with peers from across the state, and attend career-oriented breakout sessions and an industry-supported career fair.

The highlight of the year was a Student Performance-Based Competition. This year, in addition to the Business Plan and the Marketing Plan competitions, a Digital Media/Advertising competition was held. All events measured student attainment of Career Pathway standards.

Support for Partnerships between Education and Business

The OSDCTE formed a partnership with *Transition! Hawai'i*, a subsidiary of a large, local publisher. This is a Web-based one-stop site for students, parents, and the general community to access information on anything relating to education and careers, from how to obtain financial aid, apply for scholarships or jobs, prepare for college entrance exams, to getting businesses to help the education system.

Linked to the site is the *Hawai'i Resource Exchange*, a clearinghouse for businesses to donate to schools/campuses anything from equipment, money, internships/mentorships, speaker time, etc. The Exchange was developed independently by OSDCTE then, to better benefit the educational and business communities, became a partnership with *Transition! Hawai'i*.

2. Progress in Developing and Implementing Technical Skill Assessments

Postsecondary (UHCCS)			
	Statewide Approach	Secondary and Postsecondary Alignment with Each Other and Business/Industry	Growing the Assessment, Certificate, Credentialing and Licensure Processes
Program of Study Areas with Technical Skill Assessments	<p><i>(How many currently have Technical Skill Assessments?)</i></p> <p>The accrediting commission for the UHCCS requires all postsecondary CTE programs to develop program and course student learning outcomes (SLOs). Postsecondary are currently in the process of having the program SLOs approved by local program advisory groups. Attainment of technical skills is measured through successful completion of the program curriculum (SLOs).</p>	<p><i>(Of the assessments, how many are recognized and/or approved by industry?)</i></p> <p>All postsecondary programs undergo an annual review which includes 30 quantitative measures (including the Perkins Core Indicators at the program level) in the areas of Demand, Efficiency, and Effectiveness.</p> <p>Some postsecondary CTE programs have additional external industry assessments and when the data are available, students' performance on those assessments are reported in annual program reviews.</p>	<p><i>(To what extent do the individual assessments help students to earn credential, certificate, or licensure?)</i></p> <p>Students are typically eligible to sit for industry-recognized assessments after satisfactory completion of an approved educational program. Sometimes additional work experience is required before students are eligible for an external license or certificate.</p>
Estimated Percentage of Students Reported in the Calculation of CTE Concentrators Who Took Assessments	<p><i>(How many concentrators are now covered by the statewide assessment?)</i></p> <p>No programs or groups of students have been excluded; 100% of the concentrators are covered.</p>	N/A	N/A
Plan and Timeframe for Increasing the Coverage of Programs and Students to Cover All CTE Concentrators and All Program Areas in the Future	<p><i>(What is your plan for increasing the number of programs with assessments and the number of students taking those assessments?)</i></p> <p>The plan for postsecondary is to strengthen the link</p>	<p><i>(What is your plan for bringing together secondary, postsecondary and business partners to develop and/or approve assessments?)</i></p> <p>At the present time, program faculty are meeting with their local</p>	<p><i>(What is your plan for increasing the number of credentials, certificates, or licensures made available to students?)</i></p> <p>Postsecondary is evaluating the feasibility of external assessments for all eligible students in all</p>

	<p>between SLOs attainment to course grades and establishing system-wide benchmarks at each level based on comparable measures used consistently across the system.</p> <p>By the end of the 2008-2009 Perkins year, SLOs will be identified in all CTE courses as well as identifying the means and method for assessing attainment.</p>	<p>program advisory groups, which are comprised of representatives from business and industry, to approve program SLOs. In some instances, the advisory group members are taking active roles in evaluating student attainment of technical skills (SLOs) through capstone course experiences, portfolio reviews, performance assessments, etc.</p>	<p>CTE programs. Postsecondary is also reviewing the value of the assessment to the student and the value industry ascribes to it in the job placement process.</p> <p>Some programs may require the use of several external assessments; others require the students to have documented experience in the field beyond the educational credential, and in other areas, there is difficulty finding an appropriate external assessment that would yield meaningful results.</p> <p>The number of degrees and certificates made available to students is based on program advisory group input, reviews of workforce data, and internal discussions within and among the college community.</p>
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Secondary (HSDOE)			
	Statewide Approach	Secondary and Postsecondary Alignment with Each Other and Business/Industry	Growing the Assessment, Certificate, Credentialing and Licensure Processes
Program of Study Areas with Technical Skill Assessments	<p><i>(How many currently have Technical Skill Assessments?)</i> All Program of Study (PoS) technical courses have assessments.</p>	<p><i>(Of the assessments, how many are recognized and/or approved by industry?)</i> Three statewide assessments are currently approved by a Hawai'i Career Pathway Advisory Council (PAC).</p>	<p><i>(To what extent do the individual assessments help students to earn credential, certificate, or licensure?)</i> Two of the assessments are for nationally recognized certificates: CISCO</p>

		<p><i>How many are accepted for credit at the postsecondary level?)</i></p> <p>All three of the PAC-approved assessments are accepted for credit at the postsecondary level.</p>	<p>and A+. The third assessment (Business Pathway Core) will be articulated to a postsecondary course for which students may earn a credential/certificate or degree at a community college.</p>
<p>Estimated Percentage of Students Reported in the Calculation of CTE Concentrators Who Took Assessments</p>	<p><i>(How many concentrators are now covered by the statewide assessment?)</i></p> <p>No programs or groups of students are excluded; 100% of concentrators take technical skill assessments. The statewide PAC-approved assessments will be administered to students in the PoS addressed by these assessments .</p>	N/A	N/A
<p>Plan and Timeframe for Increasing the Coverage of Programs and Students to Cover All CTE Concentrators and All Program Areas in the Future</p>	<p><i>(What is your plan for increasing the number of programs with assessments and the number of students taking those assessments?)</i></p> <p>The Hawai'i Career Pathway System is expected to have 20-25 PoS at the secondary level. PAC approval will be sought for 4 PoS statewide assessments during 2009.</p>	<p><i>(What is your plan for bringing together secondary, postsecondary and business partners to develop and/or approve assessments?)</i></p> <p>All statewide assessments must be approved by the appropriate PAC which is composed of a majority of business/industry representatives and a minority of postsecondary and</p>	<p><i>(What is your plan for increasing the number of credentials, certificates, or licensures made available to students?)</i></p> <p>PoS will be gradually added to the Hawai'i Career Pathway System and those with national credentials/certificates, and licensures will be made available to students as these PoS are approved. For some PoS, state associations are</p>

		secondary representatives.	planning to offer credentials/certificates, e.g., Retailing.
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3. Implementation of State Program Improvement Plans

Performance Report – Secondary

Several changes were made to the processing of data which resulted in more accurate data for this year's secondary CAR report. In the 2007-08 school year, the HSDOE implemented an enhanced statewide transcript system that eliminated errors in the recording of transcript information. In addition, all antiquated Approved Course Code Numbers (ACCN) were mapped to current and clean ACCN information which streamlined the data processing system. As a result, data regarding participants and concentrators are more accurate.

Participation increased by 13.7 percent (3,076 students). The number of concentrators increased by 7,632 students or 82.7 percent. This large increase in concentrators is due not only to more accurate data but also the fact that more students are completing a PoS. In addition, data analyses revealed that more students are completing more than one PoS. For this report, students are only counted once.

Secondary Definitions

Participant: A student who has earned one or more credits in any CTE program area.

Concentrator: A 12th grade student who has completed the requirements for her/his selected State Certificated CTE PoS. A PoS includes two Carnegie units in the proper sequence in a single pathway program area plus one required academic course.

INDICATOR 1S1	Academic Attainment: Reading/Language Arts	Performance Goal 44%	Actual Performance 44.70 %
Numerator: 3,506	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: 7,843	Number of concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.		
PERFORMANCE SUMMARY			
90% of the agreed upon State adjusted level of performance met; no action plan required.			

INDICATOR 1S2	Academic Attainment: Mathematics	Performance Goal 27%	Actual Performance 18.49 %
Numerator:	Number of concentrators who have met the proficient or advanced level on the		

1,450	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: 7,842	Number of concentrators who took the ESEA assessments in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, have left secondary education.
PERFORMANCE SUMMARY	
90% of agreed upon State adjusted level of performance not met; action plan required.	

INDICATOR 4S1	Student Graduation Rates	Performance Goal 75%	Actual Performance 96.15%
Numerator: 7,438	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: 7,736	Number of concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan.		
PERFORMANCE SUMMARY			
90% of the agreed upon State adjusted level of performance met; no action plan required.			

Implementation of State Program Improvement Plans

Core indicator(s) failing to meet performance goals:	1S2: Academic Attainment, Mathematics
Categories of students for which there were quantifiable disparities:	<p>Four of the seven race/ethnicity categories of students had a higher performance level than the overall rate. Of the three categories that were below the overall rate, two groups had a denominator that is too small to determine quantifiable disparities (American Indian or Alaska Native: 22 students and Hispanic/Latino: 154 students.) The third category, Native Hawaiian or Pacific Islander, had a performance level of 7.07%.</p> <p>Of the special populations groups, only nontraditional enrollees had a higher performance level than the overall rate. The levels of performance for the three other special population groups were very low, ranging from 1.49% to 12.67%, but the denominators for these groups are too small to determine quantifiable disparities.</p>
Circumstances:	Validity and reliability analyses of the Hawai'i Content and Performance Standards (HCPS) III assessment for mathematics achievement revealed that the test items were not properly aligned with curriculum standards and the grade level at which the standards are taught. Consequently, the HCPS III mathematics assessment was revised and administered in 2007. Proficiency levels for this report are from the older assessment

	and confirm that the performance level of all students taking the HCPS III assessment was similar to the CTE students (19%). It should be noted that the HCPS III is administered at the beginning of the 10 th grade when very few students have completed any CTE courses.	
Action Steps	Staff Responsible	Timeline for Completion
Re-negotiate performance goal	Secondary Perkins Program Manager State Director for CTE OVAE Regional Accountability Specialist	February 2009
Monitor results on revised HCPS III mathematics assessment	Secondary Perkins Program Manager	February 2009