

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

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

December 2010

EXECUTIVE SUMMARY

As required by Public Law 109-270, the State of Hawai'i developed and submitted a Five-Year State Plan for the administration of career and technical education for fiscal years 2008-2013. Perkins IV was reauthorized on August 23, 2006, and this report is for Year Three (July 1, 2009 – June 30, 2010) under which agreed upon performance levels were negotiated with the Office of Vocational and Adult Education, U.S. Department of Education.

As required by law, Hawai'i reached agreement on adjusted performance levels for eight secondary-level core indicators and six postsecondary-level core indicators for Year Three (July 1, 2009 – June 30, 2010). At both secondary and postsecondary levels, all negotiated performance goals were achieved.

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

Also included in this report are the Financial Status Reports.

PART B: NARRATIVE PERFORMANCE INFORMATION

1. Implementation of State Leadership Activities

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

The Career and Technical Education Coordinating Advisory Council (advisory to the State Board for Career and Technical Education) is the principal mechanism for review of all programmatic and policy matters relating to career and technical education. The Council membership includes three representatives each from the Hawai'i State Board

of Education, the University of Hawai`i Board of Regents (which includes the community colleges), and the Workforce Development Council (Workforce Investment Act administrator) with the Superintendent of Education and the President of the University of Hawai`i serving as ex-officio members.

The Office of the State Director for Career and Technical Education (OSDCTE), on behalf of the State Board, administers all Perkins-related matters. The OSDCTE works closely with the Hawai`i State Department of Education (HSDOE) and the University of Hawai`i Community Colleges System (UHCCS), and the State Department of Public Safety (DPS)—the eligible recipients of Perkins Leadership funds.

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

a. REQUIRED USE OF FUNDS

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

ASSESSMENT: At the secondary level, funds were used to hire a programmer to manage data for assessments and evaluations for Federal reporting. On-site monitoring was completed for 21 schools addressing compliance, improvement efforts, and corrective actions. End-of-course assessments were developed and field-tested at a performance-based competition for Entrepreneurship, Marketing, Retail, Design Technology, Business Core, and Digital Media.

The UHCCS made Annual Reports of Program Data (ARPD) publicly accessible on websites adding visibility and the opportunity for stakeholders to engage in dialogue for continuous program improvement. Program and student Core Indicator data were distributed to each college for use in establishing benchmarks and evaluations.

USE OF TECHNOLOGY: HSDOE held seven district-level face-to-face or video conferencing meetings to provide information regarding strategic plan goals and initiatives, conduct in-service for the use of technical tools, plan professional development for CTE teachers, and create tools to assist CTE teachers and programs. This helped to increase the number of schools completing their End-of-Year Reports on time by 5 percent. Training was provided in the following areas: Rigor and relevance, assessment of and for learning, Perkins accountability and initiatives, programs of study, and student performance-based assessment. Also, technology

training was provided in the use of Promethean Board, WIMBA (online instructional delivery), and Questionmark (online assessment). A pilot student performance-based assessment was implemented in 3-D design and printing.

Combining basic grant fund with leadership funds, the UHCCS developed an interactive website for nontraditional student recruitment using the Economic Modeling Specialist (EMSI) data base to give student and faculty access to labor demands. Additionally, a marketing campaign was conducted using collateral media and television resulting in a 13 percent increase in males and a 14 percent increase in females in nontraditional programs over the 2009-2010 program year. Selected faculty from various campuses were also trained in the delivery of on-line courses to increase student engagement and participation.

PROFESSIONAL DEVELOPMENT: The HSDOE staff provided training in using the One-Year Plan and End-of-Year Reporting process to meet Perkins program improvement and program assessment expectations. Training was also provided for creating and utilizing performance-based assessments which will be a requirement of the HSDOE CTE Designation on the Diploma. Through the implementation of the Student Performance-Based Assessment event, examples of rigorous and relevant culminating units were developed for classroom implementation.

The UHCCS conducted a workshop focusing on the integration of CTE content into academic courses and a Western Association of Schools and Colleges workshop regarding the development of assessments of student learning outcomes for every campus program.

PROGRAM IMPROVEMENT: The secondary CTE staff continued development of the CTE career pathway system. Specifically, the system components that are necessary for the establishment of Dual Credit Articulated Programs of Study (DCAPS) agreements were developed (standards, performance and written assessments, system tools, and partnerships). The State has completed at least one set of draft standards for five of the six pathways. End-of-Course/End-of-Program of Study assessments were developed for four courses: Business Core, Entrepreneurship, Marketing, and Retail.

The postsecondary system did not use Leadership funds for program improvement activities.

PREPARATION FOR NON-TRADITIONAL FIELDS AND EXPOSURE TO HIGH-SKILL, HIGH-WAGE OCCUPATIONS: The HSDOE provided information and resources regarding the promotion of underrepresented genders into programs of study to teachers and students via the State CTE website, making possible the reporting of the performance of special population students in the Annual Perkins Consolidated Annual Report this year.

The UHCCS increased the number of presentations by the Student-2-Student Program to graduating seniors regarding nontraditional education opportunities resulting in more females enrolling in the automotive programs.

OSDCTE coordinated the participation of 14 community college faculty and student support staff to attend a Women in Technology Train-the-Trainer Workshop. As a result of this training, two campuses requested funding to implement strategies gained at the training: One college altered their Electronic and Computer Engineering Technology program brochure to feature female role models and another college purchased uniform equipment for the Women in Welding Program. Additionally individual community colleges started a male paralegal mentoring program; hired a coordinator to do outreach and support for female Automotive Tech students; and conducted an all CTE faculty training in recruitment, support, and retention for women in technology and in trades. A nontraditional student scholarship program is currently being established at one college. OSDCTE also co-sponsored the first statewide Service Learning Conference with the Maui Economic Development Board's Women in Technology Program.

SUPPORTING PARTNERSHIPS: The HSDOE CTE office regularly convenes Career Pathway Advisory Councils to develop pathway standards, assessments, and Dual Credit Articulation (DCAPS) agreements. Of special note is the formal approval of two additional DCAPS Agreements during this program year. These Agreements were for the Entrepreneurship and Retail Programs of Study. A DVD was developed to communicate the purpose and current initiatives within the pathway system with special focus on Student Performance-Based Assessments. Notable partnerships include McDonald's of Hawai'i, Hawai'i Venture Capital, Department of Commerce and Consumer Affairs, Rapid Technology, Hawai'i Pacific Health, Hawai'i USA Federal Credit Union, Big Island Candies, Meadow Gold Dairies, Think Tech Schools, Area Health Education Center, and PacAsian Center for Entrepreneurship.

The UHCCS focused on developing partnerships with high schools across the state through student presentations about college benefits.

The Hawai'i Partnership for Achieving Student Success (HIPASS) Project and the Maui Educational Education Consortium, a partnership of one college and its feeder middle and high schools, completed their three-year project using student transition data to address weaknesses in the educational pipeline from middle school through the University of Hawai'i System.

SERVING INDIVIDUALS IN CORRECTIONAL INSTITUTIONS: This activity is addressed solely by the Hawai'i Department of Public Safety (DPS). DPS provided supplemental funding for 173 inmates, 42% of last year's number due to the closing of one of the facilities. Intensive re-entry services were conducted for 93 female offenders including effects of trauma, abuse and abandonment, childcare, relationships

(home and work), career planning, soft skills for employment, job search, continuing education and technical training, job placement, and special physical and mental health needs services. Twenty inmates participated in the culinary program at the women's facility, a full-credit program offered in collaboration with a community college. In lieu of the technical training programs, inmates were provided tuition and book fees for distance learning which included remedial and core courses in English, math and social sciences required for college certificate programs including culinary arts, pre-apprenticeship, and AA degree programs. Finally, pre-employment workshops, work readiness skills, and job placement services were provided for 60 inmates preparing for furlough and release.

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

Through the HSDOE Academic and Financial Planning system and the CTE One-Year Planning process, schools were expected to support the needs of CTE special population students. Information and resource lists were distributed from the State Director's Office. See data section of this report for performance of special population students.

The UHCCS did not use Leadership funds for activities addressing support for programs for special populations that lead to high-skill, high-wage or high-demand occupations.

TECHNICAL ASSISTANCE FOR ELIGIBLE RECIPIENTS: HSDOE continued to use the accountability and evaluation system to tie the allocation and budget expenditure system to program outcomes. Two workshops were conducted to train teachers to utilize the One-Year Plan and End-of-Year Report to focus on targeted student learning and assessing student learning outcomes.

The UHCCS did not use Leadership funds for activities addressing technical assistance for eligible recipients.

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

b. OTHER PERMISSIBLE ACTIVITIES

ESTABLISHMENT OF ARTICULATION AGREEMENTS/SUPPORT FOR INITIATIVES TO FACILITATE TRANSITIONS: During the 2009-10 program year, two statewide articulation agreements were formally executed. These Agreements were for the Entrepreneurship Program of Study and the Retailing Program of Study. These Agreements allow students who successfully complete all requirements included in a particular Dual Credit Articulated Program of Study

Agreement to be eligible to receive free community college CTE credits in a postsecondary program of study. Because these Agreements are system wide and statewide, all high schools and all community colleges offering the particular program of study are included in the dual credit option. These Agreements are coordinated by the HSDOE, the UHCCS, and the OSDCTE and are signed by the Superintendent of Education, and the University of Hawai`i Vice President for Community Colleges.

Three other statewide and system wide Dual Credit Articulation Agreements (DCAPS) also exist for the Programs of Study in Cent, A+, and Marketing. Other DCAPS Agreements are in various levels of development.

DEVELOPING AND ENHANCING DATA SYSTEMS: The OSDCTE is supporting the efforts of the Hawai`i P-20 initiative to build the state’s first secondary through postsecondary public education data management system through a three-year pilot project titled the Hawai`i Partnership for Achieving Student Success (HIPASS). This system has provided data reports to teachers so that they could analyze curricular alignment in several content areas.

SUPPORT FOR OCCUPATIONAL AND EMPLOYMENT INFORMATION RESOURCES: The OSDCTE provided job profiling services to identify the needs of hospitality workers so that they may be trained to become more competent and capable in servicing clientele. Also, the KeyTrain assessment and remediation software was used to address health sciences paraprofessionals.

2. Progress in Developing and Implementing Technical Skill Assessments

Secondary			
	Statewide Approach	Secondary and Postsecondary Alignment with Each Other and Business/Industry	Growing the Assessment, Certificate, Credentialing and Licensure Processes
Program of Study Areas with Technical Skill Assessments	How many currently have Technical Skill Assessments? All Program of Study technical courses have assessments.	Of the assessments, how many are recognized and/or approved by industry? Six statewide assessments are currently approved by a Hawaii Career Pathway Advisory Council (PAC).	To what extent do the individual assessments help students to earn credential, certificate, or licensure? Two of the assessments are for the CISCO and A+ nationally recognized certificates and are

		<p>How many are accepted for credit at the postsecondary level?</p> <p>All six of the PAC-approved assessments are accepted for credit at the postsecondary level.</p>	<p>articulated to postsecondary courses for which students may earn dual credit. The additional four assessments are for the following courses for which students may also earn dual credit. The courses are: Business Core, Marketing, Retailing and Entrepreneurship.</p>
<p>Estimated Percentage of Students Reported in the Calculation of CTE Concentrators Who Took Assessments</p>	<p>How many concentrators are now covered by the statewide assessment?</p> <p>Less than 1% of concentrators are covered by statewide assessments. No programs or groups of students are excluded from technical skill assessments; 100% of concentrators take some form of technical skill assessment. The statewide PAC-approved assessments will be administered to all students in the program of study addressed by these assessments.</p>	N/A	N/A
<p>Plan and Timeframe for Increasing the</p>	<p>What is your plan for increasing the number of</p>	<p>What is your plan for bringing together secondary,</p>	<p>What is your plan for increasing the number of credentials,</p>

<p>Coverage of Programs and Students to Cover All CTE Concentrators and All Program Areas in the Future</p>	<p>programs with assessments and the number of students taking those assessments?</p> <p>The Hawaii Career Pathway System (HCPS) is expected to have 10 to 15 programs of study (PoS) at the secondary level by the end of the 2010/2011 school year. PAC approval will be sought for four PoS statewide assessments during 2010/2011 school year.</p>	<p>postsecondary and business partners to develop and/or approve assessments?</p> <p>All statewide assessments must be approved by the appropriate PAC which is composed of a majority of business/industry representatives and a minority of postsecondary and secondary representatives.</p>	<p>certificates, or licensures made available to students?</p> <p>As PoS are approved, those with national credentials/certificates and licensures will be made available to students in these PoS. Additionally, various state business and industry associations are considering sponsorship of credentials/certificates for students who master PoS standards. The Department of Education recently passed a policy for which students completing a PoS and related performance and written assessments will receive a special designation on their diploma. Business and industry representatives have supported this initiative and are considering incentives for employment and compensation for those students earning the special recognition.</p>
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Postsecondary

	Statewide Approach	Secondary and Postsecondary Alignment with Each Other and Business/Industry	Growing the Assessment, Certificate, Credentialing and Licensure Processes
Program of Study Areas with Technical Skill Assessments	<p>How many currently have Technical Skill Assessments?</p> <p>All. Attainment of technical skills is measured through successful completion of the program curriculum.</p>	<p>Of the assessments, how many are industry-recognized and/or approved?</p> <p>Assessments for all programs are aligned with business and industry approved Program Learning Outcomes (PLOs). Of the 105 CTE programs offered at postsecondary, 39 (37%) are externally accredited by business and industry. Some programs, including Nursing, Auto Body Repair and Painting, Automotive Technology, and computer sciences include assessments that are industry recognized and/or approved.</p>	<p>To what extent do the individual assessments help students to earn credential, certificate, or licensure?</p> <p>The individual assessments help students earn an industry-recognized credential, certificate, or license thereby ensuring that the students have the skills to be successful in the field.</p>
Estimated Percentage of Students Reported in the Calculation of CTE Concentrators Who Took Assessments	<p>How many concentrators are now covered by the statewide assessment?</p> <p>Using the methodology approved by OVAE, 100% of the concentrators are covered. No programs or groups of</p>	N/A	N/A

	students have been excluded.		
Plan and Timeframe for Increasing the Coverage of Programs and Students to Cover All CTE Concentrators and All Program Areas in the Future	<p>What is your plan for increasing the number of programs with assessments and the number of students taking those assessments?</p> <p>Postsecondary continues to strengthen the link between Student Learning Outcomes (SLOs), PLOs (which contain a capstone experience), program assessments and course grades. Program coordinators meet with their local program advisory members to ensure alignment of curriculum and industry needs, including support for the implementation of external accreditation standards where appropriate.</p> <p>Some campuses are also hiring assessment coordinators to work with program faculty to determine appropriate assessment instruments, including external measurements.</p>	<p>What is your plan for bringing together secondary, postsecondary and business partners to develop and/or approve assessments?</p> <p>Program faculty members have met with their local program advisory groups, which are comprised of representatives from business and industry, to approve PLOs. In some instances, the advisory group members are taking active roles in evaluating student attainment of technical skills through capstone course experiences, portfolio reviews, performance assessments, etc.</p> <p>Summits in specific emerging or evolving program areas such as Green Industries, IT/ICS, and Digital Media are being conducted system wide to bring together industry leaders and faculty leadership. Based on the outcomes of these</p>	<p>What is your plan for increasing the number of credentials, certificates, or licensures made available to students?</p> <p>Following the language of the law, "... student achievement on technical assessments, that are aligned with industry-recognized standards if available and appropriate," postsecondary is working through CTE program advisory groups to evaluate the availability and appropriateness of external assessments for all eligible students in all 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>The Community College system has made it a priority to tie budget allocations to CTE programs that receive industry recognized credentialing when</p>

		summits, actions will be taken to align curricular with industry requirements, including assessment.	available.
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3. Implementation of State Program Improvement Plans

Performance Report – Secondary

The Hawaii State Department of Education met all of its performance goals for SY2009-10. Actual performance for Indicator 1S1 (Academic Attainment: Reading/Language Arts) was 77.63 percent which was higher than the overall No Child Left Behind (NCLB) statewide performance of 58 percent. The actual performance for 4S1 (Student Graduation Rates) was 97.67 percent which was higher than the overall NCLB statewide performance of 80 percent.

The processing of transcript data was streamlined because of changes to course codes that are used to collect and report data resulting in more accurate data for the 2009-10 secondary CAR. All antiquated Approved Course Code Numbers (ACCN) were mapped to current and clean ACCN information which streamlined the data processing system. As a result of all of these efforts, data regarding participants and concentrators in all indicators are more accurate.

Participation for 2009-10 increased by 4 percent from 25,455 in 2008-09 to 27,469 in 2009-10. The number of concentrators increased by 1,161 students or 60.85 percent over the previous year. Data analyses also revealed that more students are completing more than one program of study and that some students are completing a program of study prior to their senior year. For this report, students are only counted once and only in their senior year.

Secondary Definitions

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

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

INDICATOR 1S1	Academic Attainment: Reading/Language	Performance Goal 45.00%	Actual Performance 77.63%
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	Arts		
Numerator: 2,148	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: 2,767	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 26.00%	Actual Performance 40.18%
Numerator: 1,111	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: 2,765	Number of concentrators who took the ESEA assessments in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, have left secondary education.		
PERFORMANCE SUMMARY			
90% of the agreed upon State adjusted level of performance met; no action plan required.			

INDICATOR 2S1	Technical Skill Attainment	Performance Goal 26.00%	Actual Performance 55.00%
Numerator: 11	Number of concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate during the reporting year.		
Denominator: 20	Number of concentrators who took the assessments during the reporting year.		
PERFORMANCE SUMMARY			
90% of the agreed upon State adjusted level of performance met; no action plan required.			

INDICATOR 3S1	Secondary School Completion	Performance Goal	Actual Performance
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		90.00%	91.89%
Numerator: 2,820	Number of concentrators who earned a regular secondary school diploma, earned a General Education Department (GED) credential as a state-recognized credential, or earned proficiency credential, certificate, or degree, in conjunction with a secondary school diploma during the reporting year.		
Denominator: 3,069	Number of concentrators who left secondary education during the reporting year.		
PERFORMANCE SUMMARY			
90% of the agreed upon State adjusted level of performance met; no action plan required.			

INDICATOR 4S1	Student Graduation Rates	Performance Goal 75.75%	Actual Performance 98.39%
Numerator: 2,689	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: 2,733	Number of concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan.		
PERFORMANCE SUMMARY			
90% of the agreed upon State adjusted level of performance met; no action plan required.			

INDICATOR 5S1	Secondary Placement	Performance Goal 82.10%	Actual Performance 100.00%
Numerator: 1,103	Number of concentrators who left secondary education during the reporting year and responded to the placement survey who were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.		
Denominator: 1,103	Number of concentrators who left secondary education during the reporting year and responded to the placement survey.		
PERFORMANCE SUMMARY			
90% of the agreed upon State adjusted level of performance met; no action plan required.			

INDICATOR 6S1	Nontraditional Participation	Performance Goal 28.75%	Actual Performance 29.66%
Numerator: 1,773	Number of participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.		
Denominator: 5,977	Number of participants who participated in a program that leads to employment in nontraditional fields during the reporting year.		

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

INDICATOR 6S2	Nontraditional Completion	Performance Goal 29.00%	Actual Performance 33.02%
Numerator: 419	Number of concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.		
Denominator: 1,269	Number of concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.		

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

Performance Report – Postsecondary

The University of Hawai`i Community Colleges System, met all performance goals for 2009-10. The actual performance for Indicator 3P1 (Student Retention or Transfer) and Indicator 4P1 (Student Placement) exceeded negotiated performance goals by 15-20 percent. For the non-traditional participation indicator (5P1), the Community Colleges System experienced an increase in the number of both male and female participants. In 2009-10, 640 men were enrolled in non-traditional programs. This is an increase of 13 percent over the enrollment of 567 male students in 2008-09. Similarly, there was a 14 percent increase of women enrolled in non-traditional programs, moving from 448 in 2008-09 to 510 in 2009-10. This increase is believed to be due to the increased focus on non-traditional opportunities within all of Hawai`i's community colleges.

Postsecondary Definitions

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

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

INDICATOR 1P1	Technical Skill Attainment	Performance Goal 90.05%	Actual Performance 91.23%
Numerator: 2,620	Number of concentrators who have a cumulative GPA > or = 2.00 in Career and Technical Education courses and who have stopped program participation in the year reported.		
Denominator: 2,872	Number of concentrators who have stopped program participation in the year reported.		
PERFORMANCE SUMMARY			

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

INDICATOR 2P1	Credential, Certificate, or Degree	Performance Goal 44.50%	Actual Performance 49.86%
Numerator: 1,432	Number of concentrators who received a degree or certificate in a Career and Technical Education program and who have stopped program participation in the year reported.		
Denominator: 2,872	Number of concentrators who have stopped program participation in the year reported.		
PERFORMANCE SUMMARY			
90% of the agreed upon State adjusted level of performance met; no action plan required.			

INDICATOR 3P1	Student Retention or Transfer	Performance Goal 55.50%	Actual Performance 74.60%
Numerator: 3,823	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: 5,125	Number of concentrators in the year reported who have not completed a program.		
PERFORMANCE SUMMARY			
90% of the agreed upon State adjusted level of performance met; no action plan required.			

INDICATOR 4P1	Student Placement	Performance Goal 50.50%	Actual Performance 66.95%
Numerator: 1,671	Number of concentrators in the year reported (previous Perkins year) who have stopped program and who are placed or retained in employment, military service, or an apprenticeship program within UI quarter following program completion.		
Denominator: 2,496	Number of concentrators in the year (previous Perkins year) who have stopped program participation.		
PERFORMANCE SUMMARY			
90% of the agreed upon State adjusted level of performance met; no action plan required.			

INDICATOR 5P1	Nontraditional Participation	Performance Goal 16.00%	Actual Performance 17.28%
Numerator: 1,150	Number of participants from underrepresented groups who participated in a program that leads to employment in nontraditional fields during the reporting year.		
Denominator: 6,654	Number of participants who participated in a program that leads to employment in nontraditional fields during the reporting year.		

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

INDICATOR 5P2	Nontraditional Completion	Performance Goal 15.10%	Actual Performance 15.46%
Numerator: 244	Number of concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.		
Denominator: 1,578	Number of concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.		

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