

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 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 (UHCC), 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 recipients.

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: The HSDOE CTE on-site monitoring program was revised and completed for 50% of the schools. Schools were monitored for compliance, program improvement efforts, fiscal accountability, and corrective actions. Five web-based exams and/or end-of-program of study assessments were completed for Business Core, Marketing, Entrepreneurship, Design Technology I, and Education. Funds also supported data analysis and reporting, online testing technical support, and student performance-based assessments.

The UHCC posted Annual Reports of Program Data (ARPD) on a website making them publicly accessible and creating opportunities for dialogue with stakeholders regarding the program core indicator performance. The ARPD includes specific strategy recommendations to improve performance. Program and student level Core Indicator Data were also distributed to each college in order to establish benchmarks and develop appropriate evaluations.

USE OF TECHNOLOGY: The HSDOE used a web conferencing system to provide training in program improvement, implementation, and accountability. This resulted in a 23.55% increase in the number of schools submitting One-Year Plans and End-of-the-Year Reports on time. In-service workshops on the use of a graphics editing program for the Arts and Communication teachers were conducted as was staff training in the Stanford Design Thinking model to promote entrepreneurial-type strategies in the teaching, counseling, and administration of CTE.

The UHCC focused on upgrading technology in the classrooms with innovations such as a sound system that allowed students in culinary stations to hear the instructor over background noises, computer upgrades that enabled students to access e-portfolios which track their progress in the program or to access tutorial videos, and the conversion of traditional textbooks into alternative formats for students with print disabilities. Instructors also used e-portfolios as an assessment tool.

PROFESSIONAL DEVELOPMENT: HSDOE teachers were provided training on the use of standards-based curriculum to develop instruction and assessment strategies with an emphasis on student learning outcomes. Student participation in statewide performance-based assessments increased by 64.62% over last year. The number of students meeting proficiency on performance-based assessments remained the same as last year at 50%. As a result of the performance-based assessment, three students were awarded the CTE Diploma Designation signifying a high level of mastery of CTE standards. This was the first year the Board of Education policy regarding special recognition of CTE students was implemented.

UHCC professional development included the support of faculty participation in a conference for health profession education as well as training in applied academics to incorporate “real world” applications, strategies and techniques into the curriculum. Faculty also participated in a five-day seminar to share innovations in learning and techniques to improve student performance on core indicators relating to academic and skills attainment.

PROGRAM IMPROVEMENT: The HSDOE developed and obtained approval from the statewide Pathway Advisory Councils (PACs) for standards for the following courses: Arts and Communication core, Draft Digital Media cluster, Business Finance cluster, Health Services core, Natural Resources core, Natural Resources Production cluster, Public and Human Services core, Explorations in Education cluster, and Draft Hotel Operations cluster. Five exams and/or end-of-program-of-study assessments for Business Core, Marketing, Entrepreneurship, Design Technology I, and Education were also completed and approved by the appropriate statewide PAC. An on-line testing software license was purchased to support standards-based assessments.

The UHCC completed horizontal articulation agreements among its campuses for career pathways in education, culinary arts, and business technology to standardize requirements and assure transferability of credits. Faculty, counselors, and division chairs reached consensus on issues such as common course Student Learning Outcomes, Program Learning Outcomes, and common exit exams for some courses in business technology.

PREPARATION FOR NON-TRADITIONAL FIELDS AND EXPOSURE TO HIGH-SKILL, HIGH-WAGE OCCUPATIONS: All activities within the HSDOE incorporate components to encourage students to participate in non-traditional programs of study, especially in programs for new and emerging occupations. No leadership funds were used for preparation for non-traditional fields and exposure to high-skill, high-wage occupations.

The UHCC completed a study in which automotive technician graduates were asked to identify reasons for their success and to identify potential intervention strategies to help recruit and retain females in the Automotive Technology Program. A non-credit “Car Care for Men and Women” course was piloted. Females comprised nearly 38% of enrollment; all participants completed the program.

OSDCTE co-sponsored a statewide STEM conference with the Maui Economic Development Board Women in Technology (WIT) Office to inform women about careers in technology and high-skill, high-wage careers. Funding also supported WIT trainee mini campus projects to sustain nontraditional recruitment and retention strategies. Outreach was conducted at several sites including a construction career day where 25% of the participants were female. Other outreach activities included a boot camp focusing on agriculture careers. In an effort to provide professional development in gender equity, several key community college CTE staff attended the National Alliance for Partnership in Equity Conference which resulted in the development of a nontraditional student survey for needs assessment purposes. OSDCTE also continued to disseminate nontraditional and special population brochures and publications.

SUPPORTING PARTNERSHIPS: The HSDOE continued to develop partnerships among local educational agencies, institutions of higher education, and business and industry through the statewide PACs that lead each of Hawaii’s six career pathways. Each PAC developed, refined and/or approved standards and assessments for their respective pathways. Core standards were developed for Arts and Communication, Health Services, Natural Resources, and Public and Human Services. Cluster standards were completed for Draft Digital Media, Business Finance, Natural Resources Production, Exploration in Education, and Draft Hotel Operations.

To facilitate better partnerships, the UHCC developed a CTE Advisory Committee Handbook that outlines member duties and roles. The Handbook will be disseminated to all campuses.

SERVING INDIVIDUALS IN CORRECTIONAL INSTITUTIONS: This activity is addressed solely by the Hawai`i Department of Public Safety (DPS). DPS provided a comprehensive re-entry service program including courses in childcare, relationships at home and work, career planning, employment soft skills training, and job search techniques. DPS also provided continuing education and technical training, job placement, and services to those with special needs. Of the 76 women served, 36 joined the community release program, 19 were placed in jobs, 20 enrolled in school/training (14 completed their GED and 6 were placed in a community college culinary program), 16 received special needs services and 5 returned to custody. DPS also supported a full-credit culinary arts program, a collaborative program between the women’s correctional facility and a community college. Of the 31 enrolled in the culinary program, 20 completed course requirements, 5 earned certificates, 11 remained in the

program, 6 transferred to the college campus, and 4 were released and employed. None of the participants were returned to custody.

SUPPORT FOR PROGRAMS FOR SPECIAL POPULATIONS THAT LEAD TO HIGH-SKILL, HIGH-WAGE OR HIGH-DEMAND OCCUPATIONS: In all activities, the HSDOE includes a component to encourage special populations to participate in and prepare for emerging professions within each pathway. Although CTE special population students did not perform as well as all CTE students in Reading/Language Arts and Mathematics as measured in the Core Indicators, these same students did perform better than all CTE students in the Technical Skills and School Completion performance indicators.

To increase non-traditional enrollment in UHCC CTE programs, community college students visited secondary schools to present interactive, motivational presentations on careers in non-traditional occupations for male and females. This pilot program was expanded to all campuses and increased non-traditional participation.

TECHNICAL ASSISTANCE FOR ELIGIBLE RECIPIENTS: The HSDOE monitoring and documentation processes and procedures were refined to better reflect increased program and fiscal accountability. On-site monitoring was conducted in 50% of the high schools receiving Perkins funds. All schools receiving funds submitted End-of-the-Year Reports that were reviewed for program improvement and compliance with fiscal and procurement guidelines.

The UHCC developed a rubric to ensure that all project proposals aligned with Perkins guidelines and provided measurable outcomes to reflect project success and fiscal accountability. All proposals were evaluated based on the rubrics. On-site meetings were conducted at each college campus to educate faculty and staff on the eligibility requirements, the process for submission of proposals, and the preparation of completion reports.

The OSDCTE, as liaison to the HSDOE and the UHCC, continued to provide technical assistance to the eligible recipients especially in the areas of accountability, permissible uses of non-traditional funds, and civil rights compliance. Special presentations and assistance were provided statewide to stimulate UHCC nontraditional programs and projects.

b. OTHER PERMISSIBLE ACTIVITIES

ESTABLISHMENT OF ARTICULATION AGREEMENTS: Statewide articulation agreements were executed for the Entrepreneurship and the Retailing programs of study. These Agreements allow students who successfully complete all requirements included in a particular Dual Credit Articulated Program of Study (DCAPS) Agreement to be eligible to receive free community college credits. All high schools and all community colleges offering the particular articulated program of study are included in each Dual Credit Agreement. Students complete their coursework at their high school and in classes taught by high school teachers. Three other DCAPS also exist for the Programs of Study in Cent, A+, and Marketing. Other DCAPS Agreements are in various levels of development.

RECRUITMENT AND RETENTION OF CAREER AND TECHNICAL EDUCATION

TEACHERS: The OSDCTE provided technical assistance in the development of an alternative CTE teacher certification program. The program provides a pathway from business and industry to the teaching profession.

SUPPORT FOR OCCUPATIONAL AND EMPLOYMENT INFORMATION

RESOURCES: The OSDCTE assisted in the development of lesson plans for hospitality training to improve client services. OSDCTE also provided job-profiling services to identify the needs of technology coordinators and exercise science paraprofessionals. Also, the KeyTrain assessment and remediation software was used to address health sciences paraprofessionals while the Career Skills online application helped prepare secondary and post-secondary students for the workplace.

2. Progress in Developing and Implementing Technical Skill Assessments

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>How many currently have Technical Skill Assessments?</p> <p>All Program of Study technical courses have assessments.</p>	<p>Of the assessments, how many are recognized and/or approved by industry?</p> <p>Six statewide assessments are currently approved by a Hawaii Career Pathway Advisory Council (PAC).</p> <p>How many are accepted for credit at the postsecondary level?</p> <p>All six of the PAC-approved assessments are accepted for credit at the postsecondary level.</p>	<p>To what extent do the individual assessments help students to earn credential, certificate, or licensure?</p> <p>Two of the assessments are for the CISCO and A+ nationally recognized certificates and are articulated to postsecondary courses for which students may earn dual credit. The additional four assessments are for the following courses for which students may also</p>

			earn dual credit: Business Core, Marketing, Retailing, and Entrepreneurship.
Estimated Percentage of Students Reported in the Calculation of CTE Concentrators Who Took Assessments	How many concentrators are now covered by the statewide assessment? 1.28 percent of concentrators are covered by statewide assessments. No programs or groups of students are excluded from technical skill assessments; 100 percent of concentrators take some form of technical assessment. The statewide PAC-approved assessments will be administered to all students in the program of study addressed by these assessments.	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	What is your plan for increasing the number of programs with assessments and the number of students taking those assessments? The Hawaii Career Pathway System (HCPS) is expected to have 10 to 15	What is your plan for bringing together secondary, postsecondary and business partners to develop and/or approve assessments? All statewide assessments must be approved by the	What is your plan for increasing the number of credentials, certificates, or licensures made available to students? The Department of Education recently passed a policy for

	<p>programs of study (PoS) at the secondary level by the end of the 2011/12 school year. PAC approval will be sought for four PoS statewide assessments during 2011/2012 school year.</p>	<p>appropriate PAC which is composed of a majority of business/industry representatives and a minority of postsecondary and secondary representatives.</p>	<p>which students completing a PoS and related performance and written assessments at specified levels of mastery 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. In SY 2010-11, the first year this new policy was in effect, three students earned the CTE Diploma Designation.</p>
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Postsecondary (UHCC)			
	Statewide Approach	Secondary and Postsecondary Alignment with Each Other and Business/Industry	Growing the Assessment, Certificate, Credentialing and Licensure Processes
Program of Study Areas with Technical Skill Assessments	<p>How many currently have Technical Skill Assessments?</p> <p>All Program of Study areas are assessed. The Accrediting Commission for Community and Junior Colleges requires the identification and</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).</p>	<p>To what extent do the individual assessments help students to earn credential, certificate, or licensure?</p> <p>Students who do not meet the SLOs for the courses and programs are not successful and are not awarded</p>

	assessment of all programs of study Student Learning Outcomes (SLOs) at the Degree, Program, and Course level. Assessments are in the form of capstone experiences and are components of technical programs of study.	In addition, where appropriate or available, of the 105 CTE programs offered at postsecondary, 40 (38%) are externally accredited by industry.	credentials or certificates. Licensure preparatory assessments are offered to students who have been awarded postsecondary credentials/certificates. These preparatory assessments are designed to increase success in external credential, certificate or licensure.
Estimated Percentage of Students Reported in the Calculation of CTE Concentrators Who Took Assessments	How many concentrators are now covered by the statewide assessment? Using the methodology approved by OVAE, 100% of the concentrators are reported. No programs or groups of students have been excluded.	CISCO A+ Business Core Marketing Retailing Entrepreneurship	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	What is your plan for increasing the number of programs with assessments and the number of students taking those assessments? Based on the methodology approved by OVAE, 100% of students in 100% of the programs are assessed. Following the language of the law, "... student achievement on technical assessments, that are aligned with	What is your plan for bringing together secondary, postsecondary and business partners to develop and/or approve assessments? Post-secondary faculty members sit on Hawaii Career Pathway Advisory Councils with their secondary counterparts to work with business and industry representatives in developing statewide standards and	What is your plan for increasing the number of credentials, certificates, or licensures made available to students? Postsecondary has undertaken a process to expand the number of programs which are externally accredited by their professional bodies. Additionally, postsecondary continues to assess the outcomes of students who sit for external credentials, certificates

	<p>industry-recognized standards if available and appropriate,” postsecondary evaluates the availability and appropriateness, and value to the student of external assessments.</p>	<p>assessments These assessments may be used by post-secondary to assess attainment of course SLOs. Postsecondary program coordinators also meet with their industry advisory members to ensure alignment of curriculum and industry needs, including support for the implementation of external accreditation standards, where appropriate, and program assessment. The Office of the Vice President for Community Colleges, in conjunction with the Workforce Development Council, will continue to sponsor industry-wide summits that focus on workforce needs in Hawaii. Health, software, and green summits have already been held. These summits promote curricular and industry alignment, which may involve more industry-relevant assessments.</p>	<p>or licensures and to use the results of the assessments to improve CTE instruction.</p>
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3. Implementation of State Program Improvement Plans

Performance Report – Secondary

The Hawaii State Department of Education exceeded negotiated performance goals for seven of the eight reported indicators. The performance goal for Indicator 3S1 (Secondary School Completion) was 90.00 percent and actual attainment was 89.88 percent, a level that is well within the 90.00 percent of performance goal that must be achieved to avoid submission of an action plan to improve performance.

Three of the secondary-level indicators are related to the statewide high school assessments administered by the State under Section 1111(b)(3) of the ESEA as amended by the No Child Left Behind Act. This relationship allows for direct comparison between CTE students and all DOE students for the same performance indicator. Actual performance for Indicator 1S1 (Academic Attainment: Reading/Language Arts) was 81.50 percent, a gain of almost 4 percentage points over last year’s performance, and 8 percentage points higher than the performance of 73.5 percent achieved by all DOE students. Actual performance for Indicator 1S2 (Academic Attainment: Mathematics) was 38.32 percent, which is nearly 5 percentage points higher than the performance of 33.7 percent achieved by all DOE students. The actual performance for 4S1 (Student Graduation Rates) was 98.14 percent, which is over 18 percentage points higher than the performance of 80.00 percent achieved by all DOE students.

Data analyses reveal 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 Arts	Performance Goal 45.25%	Actual Performance 81.50%
Numerator: 1,736	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: 2,130	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 30.00%	Actual Performance 38.32%
Numerator: 817	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: 2,132	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 30.00%	Actual Performance 67.74%
Numerator: 21	Number of concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate during the reporting year.		
Denominator: 31	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 90.00%	Actual Performance 89.88%
Numerator: 2,176	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: 2,421	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	Student Graduation	Performance	Actual
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4S1	Rates	Goal 76.00%	Performance 98.14%
Numerator: 2,163	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: 2,204	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 82.20%	Actual Performance 100.00%
Numerator: 1,500	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: 1,500	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 29.00%	Actual Performance 32.88%
Numerator: 3,414	Number of participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.		
Denominator: 10,384	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 29.25%	Actual Performance 31.28%
Numerator: 547	Number of concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.		
Denominator: 1,749	Number of concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.		
PERFORMANCE SUMMARY			
90% of the agreed upon State adjusted level of performance met; no action plan required.			

Performance Report – Postsecondary

The University of Hawaii Community Colleges met all performance goals for 2010-11. For most of the indicators, special population groups also met the indicators. Though individuals with disabilities did not meet the goal in 1P1, 2P2, and 4P1, they did meet 90 percent of the goal. For the non-traditional participation indicator (5P1), the Community Colleges experienced an increase in the number of both male and female participants. In 2010-11, 560 women were enrolled in non-traditional programs. This is an increase of 10 percent over the enrollment of 510 female students in 2009-10 and thought to be due to the increased focus on non-traditional opportunities within the community college system.

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 90.10%	Actual Performance 91.04%
Numerator: 2,681	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: 2,945	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 45.00%	Actual Performance 49.13%
Numerator: 1,447	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: 2,945	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 56.00%	Actual Performance 75.81%
Numerator: 4,047	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: 5,338	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 51.00%	Actual Performance 65.71%
Numerator: 1,669	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: 2,540	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 16.25%	Actual Performance 17.47%
Numerator: 1,194	Number of participants from underrepresented groups who participated in a program that leads to employment in nontraditional fields during the reporting year.		
Denominator: 6,835	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 15.15%	Actual Performance 15.98%
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: 1,527	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.			