

HAWAII TRANSITION PLAN

Hawai`i Transition Plan for the Administration of
Career and Technical Education Under the Carl D. Perkins
Career and Technical Education Improvement Act of 2006

July 1, 2007 *to* June 30, 2008



Office of the State Director for Career and Technical Education
University of Hawai`i
Lower Campus Road—Lunalilo Portable 1
Honolulu, Hawai`i 96822

U. S. Department of Education
Office of Vocational and Adult Education

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

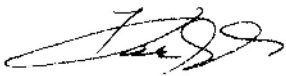
STATE PLAN COVER PAGE

State Name: Hawaii

Eligible Agency Submitting Plan on Behalf of State:

State Board for Career and Technical Education

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

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

- 6-Year Full Plan – FY 2007 – FY 2013
 1-Year Transition – FY 2007-2008

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

- Unified - Secondary and Postsecondary
 Unified - Postsecondary Only
 Title I only (*All Title II funds have been consolidated under Title I*)
 Title I and Title II

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TABLE OF CONTENTS

PART A: STATE PLAN NARRATIVE	5
II. Program Administration	5
A. Statutory Requirements	5
B. Other Department Requirements	13
III. Provision of Services for Special Populations	14
A. Statutory Requirements	14
IV. Accountability and Evaluation	14
A. Statutory Requirements	14
B. Other Department Requirements	19
VI. Financial Requirements	19
A. Statutory Requirements	19
B. Other Department Requirements	21
VII. EDGAR Certifications and Other Assurances	22
A. EDGAR Certifications	22
B. Other Assurances	23
PART B: BUDGET FORMS	24
Title I – Basic Grant	24
Title II – Tech Prep Programs	25
PART C: ACCOUNTABILITY FORMS	26
Definitions	26
Final Agreed Upon Performance Levels Form – Secondary Level	27
Final Agreed Upon Performance Level Form – Postsecondary/Adult Levels	32
APPENDICES	
Appendix A – Local Application	35
Appendix B – Certification Regarding Lobbying	41
Appendix C – Assurances – Non-Construction Programs	42

**CAREER AND TECHNICAL EDUCATION
HAWAII TRANSITION PLAN
July 1, 2007 – June 30, 2008**

PART A: STATE PLAN NARRATIVE

II. Program Administration

A. Statutory Requirements

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

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

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

Career and technical education programs of study are embedded in the Hawaii Career Pathway System. A program of study begins at the secondary level where core and/or cluster courses within each of Hawaii's six pathways are offered. Curriculum for the core and clusters in each of the pathways is derived from the standards that have been validated by business/industry with input from secondary and postsecondary instructors. Pathway standards are derived from local and national sources and standards. Where secondary/postsecondary programs of study are articulated, the introductory course(s) in the postsecondary program includes the same sequence of standards included in the secondary core and cluster program of study so that a non-duplicative secondary to postsecondary progression of courses allows for secondary students to acquire postsecondary credits in a program that leads to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree. In accordance with AACJC accreditation standards, when accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses.

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

The State of Hawaii has two eligible recipients: the Hawaii Department of Education (HSDOE) and the University of Hawaii Community College System (UHCCS). Representatives from these two entities and the Office of the State Director for Career and Technical Education (staff to the State Board) have worked cooperatively to develop the Hawaii Career Pathway System, including programs of study, since its inception in 2001. Programs of study will be collaboratively developed between the two eligible recipients. Assurance will be given to the State Director that the programs of study are rigorous and aligned with challenging academic standards and relevant career and technical content in a coordinated, nonduplicative progression of courses that align secondary and postsecondary education to adequately prepare students to succeed in postsecondary education. Upon such assurance, the State Director will approve the designation of these programs of study as meeting the requirements of the Perkins Act. The State Director and the eligible recipients will annually review all programs of study for rigor and relevance.

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

The eligible agency will facilitate the development and implementation of articulation agreements between secondary and postsecondary institutions and provide technical assistance where appropriate. The Superintendent of the HSDOE and the Vice President of the UHCCS shall annually commit to the process of articulating programs of study between secondary and postsecondary institutions that are designed to provide students with a non-duplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and linked through credit transfer agreements between the 2 institutions.

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

There is only one secondary eligible recipient in Hawaii. All programs of study are developed on a statewide/systemwide basis through the Hawaii Department of Education.

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

Secondary CTE:

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

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

The HSDOE requires that CTE improvement plans address the State's economic development initiatives, comprehensive counseling and guidance, integration of State academic standards and industry standards, and transitions and partnerships with postsecondary and business and industry. These criteria are established in order to ensure that schools focus on and address these priorities as a means to access Perkins funds.

Schools will be required to use data to identify gaps and student needs when implementing CTE reform initiatives. The Academic and Financial Plan (AFP), each school's strategic plan, delineates the overall school goals and the action steps necessary for improvement. Based on the school's AFP, the CTE department uses the identified AFP goals to then develop its CTE action plan (One-Year Plan) to fulfill CTE program requirements that support the school's goals for student achievement.

Postsecondary CTE:

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

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

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

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

Develop Our Human Resources: Recruitment, Retention, and Renewal: To sustain and enhance a skilled, knowledgeable and productive workforce, committed to the delivery of high quality education and service.

Develop an Effective, Efficient, and Sustainable Infrastructure To Support Student Learning: Promote effective learning through a continuing commitment to the maintenance and improvement of the campus physical environment and through the application of new technologies to better serve traditional and non-traditional students.

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

- creating and supporting learning communities that integrate instruction, counseling, academic support, and cooperative education;
- developing articulated programs of study with a technology component;

- developing and implementing a program review model that ensures consistency of data elements and data definitions across the system; and
- supporting initiatives that provide better data on special populations and ensuring follow-up with the identified students to provide them the career counseling, especially in high skill, high wage, and/or high demand fields, and other support services they need.

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

Eligible Agency:

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

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

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

- (f) Describe the criteria that the eligible agency will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will (i) promote continuous improvement in academic achievement; (ii) promote continuous improvement of technical skill attainment; and (iii) identify and address current or emerging occupational opportunities.

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

In addition, to assure the implementation of programs of study that afford students a non-duplicative progression of courses between secondary and postsecondary institutions with curriculum based on systemwide business and industry approved standards, only high schools implementing at least one state approved program of study using Hawaii's Career Pathway System standards are eligible for federal Perkins funds. Funds may also be used for career guidance activities. At the postsecondary level, after the transition year, only institutions offering at least one Career Pathway System program of study leading to an industry-recognized credential or certificate, or associate or baccalaureate degree articulated with a state approved secondary-level program of study and offering dual career and technical education credit through credit transfer agreements will be eligible for federal Perkins funds. During the transition year, however, the postsecondary eligible recipient must offer not less than one career and technical program of study. Funds may also be used for career guidance activities.

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

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

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

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

All secondary-level students are encouraged to enroll in a career and technical education career pathway program of study that implements the approved pathway business and industry validated standards and includes Hawaii Department of Education content and performance standards. All students, per the High School Graduation Requirements, will be required to prepare a Personal Transition Plan to become aware of opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations.

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

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

Incentive grants must be used for two purposes:

1. At the state-level to support the Hawaii Career Pathway System, including the development of relevant and challenging standards and curriculum that supports effective transitions between secondary and postsecondary career and technical education programs; support of Pathway Advisory Councils/Boards; the development and implementation of assessments to measure student attainment of standards validated by Pathway Advisory Councils/Boards; accessing and utilizing data; in-service professional development for instructors, counselors and administrators; provision of information regarding Hawaii's Career Pathway System to students and community members; improvement of career guidance and academic counseling; and other activities that lead to employment in high-skill, high-wage, or high-demand occupations.
2. At the high schools and community colleges to support programs of study that afford students a non-duplicative progression of courses between secondary and postsecondary institutions with curriculum based on systemwide business and industry approved standards. At the secondary level, incentive grant funds are only available to individual high schools implementing state approved programs of study and incentive grant funds may only be used to support these existing programs. At the postsecondary level, incentive grant funds are only available to individual institutions with existing programs articulated with state approved secondary programs of study and offering dual career and technical education credit through credit transfer agreements to high school students.

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

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

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

Hawaii's Career Pathway System effectively links academic and career and technical education at the secondary level and at the postsecondary level because it is based on standards that move from basic to advanced skills and from broad pathway occupational cores to specific pathway occupational concentrations. The implementation of pathway business and industry validated core and cluster standards at both the secondary and postsecondary levels assure increased student academic and technical achievement. Funds will be used to support the further development and implementation of Hawaii's Career Pathway System including career and technical education and academic standards; assessment; articulated agreements; and in-service training of secondary and postsecondary counselors, faculty, and administrators.

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

The eligible agency will continue to assist in the development of an improved data collection system across institutions including the ability to collect, analyze, and share student data in order to track student performance and improve success from elementary school through the university level. This data system will provide educators with the information they need to identify barriers and make changes to address these barriers. The system named HI-PASS (Hawaii Partnership for Achieving Student Success) will be piloted in a selected region before expanding statewide.

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

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

The eligible agency will provide technical assistance to programs and services for special populations, including recruitment and promotion of nontraditional employment and training; and assisting eligible recipients with programs that will ensure equal access to all students, particularly those with disabilities.

B. Other Department Requirements

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

See Appendix A.

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

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

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

III. Provision of Services for Special Populations

A. Statutory Requirements

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

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

IV. Accountability and Evaluation

A. Statutory Requirements

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

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

Representatives from the eligible agency and recipients have participated in all of the OVAE sponsored Data Quality Institutes and in the Next Steps Work Group. Because the State of Hawaii has only one secondary

and one postsecondary eligible recipient, information is easily exchanged among agency personnel.

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

- Made inquiries to determine if data can be collected using social security numbers for students participating in secondary career and technical education programs. Unfortunately, Hawaii law continues to prohibit the use of social security numbers for this population;
 - Collaborated with eligible recipient staff to refine initial drafts of agency definitions and approaches;
 - Begun the process of collaborating with eligible recipient staff to identify, using national and state data, the career and technical education programs that lead to nontraditional fields; and
 - Sought input from the Hawaii State Department of Labor and eligible recipient staff on strategies to identify, using national, state, or regional data, the occupations or professions that will be classified as high-skill, high-wage, or high-demand.
2. Describe procedures used to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels.

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

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

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

that are valid and reliable. Describe how proposed definitions and measures are valid and reliable.

The valid and reliable measurement definitions and approaches for secondary and postsecondary core indicators of performance for career and technical education are included in Part III of this Transition Plan. The State of Hawaii is in the process of developing industry-validated assessments for its state certified career and technical education programs of study. These assessments will be made available to students who successfully complete a secondary career and technical education program of study. Those students who successfully complete the assessment will be eligible for dual postsecondary career and technical education credit. It is expected that end-of-program assessments will be available for a minimum of six programs of study by the end of the 2007-08 school year and that assessments will be available for all programs of study by the end of the 2008-09 school year. The assessments are based on the industry-validated standards for each of Hawaii's Career Pathway programs of study. The eligible agency has not identified any additional indicators of performance for either eligible recipient. All definitions and measures are as valid and reliable as system capabilities permit. All definitions and measures follow previously approved U.S. Department of Education, Office of Vocational and Adult Education, guidelines and suggestions for obtaining valid and reliable performance level data. Data Quality Institute resources from the Office of Vocational and Adult Education have been referenced for all definitions and measures.

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

The Perkins core indicators of performance support the HSDOE's vision of the high school graduate. Data gathered for Perkins accountability measures support secondary-level overall CTE reform efforts. These efforts align with and/or are congruent with school reform initiatives and No Child Left Behind requirements for secondary education. As such, data for Perkins accountability purposes are derived from data sources throughout the HSDOE and include data transferred from individual high schools to the HSDOE's transcript database system. Schools are expected to use Perkins accountability data as well as information from their academic and financial plans to make program improvement decisions. Program improvement initiatives at the school level are described in the HSDOE CTE One-Year Plan and the HSDOE CTE End-of-Year Report.

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

of external factors impacting a program, and assessment of planned program improvements. Program review results shall be used for decisions relating to program improvement, program modification, and/or program termination.

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

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

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

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

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

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

8. Describe how you will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations, and how you will ensure that the data

reported to you from local educational agencies and eligible institutions, and the data that you report to the Secretary are complete, accurate and reliable.

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

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

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

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

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

Hawaii does not grant funds to consortium because there is only one secondary eligible recipient and one postsecondary eligible recipient.

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

Eligible recipients are required to provide end-of-the-year reports describing the accomplishments made with the basic grant and leadership funds and as described in the annual grant proposal. During this transition year, more rigorous evaluative measures that include formative and summative evaluation will be explored through the expertise of an external evaluator. The coordination with other Federal programs will be included in the development of the evaluation measures.

B. Other Department Requirements

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

See Attached.

VI. Financial Requirements

A. Statutory Requirements

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

Hawaii has one secondary educational system and one postsecondary educational system. As reported in the 2006 CAR, there were approximately 41,500 secondary students and 8,000 postsecondary students (unduplicated) students who enrolled in at least one career and technical education course. While the secondary system serves more students who are exploring career and technical education options, the postsecondary system tends to serve more students who have already made a career choice. Thus, as reported in the 2006 CAR, there were 1,235 students who earned a career and technical education-related degree or certificate at the postsecondary level and 1,046 students who concentrated in career and technical education and earned a diploma at the secondary level.

To support these career and technical education programs, the secondary system reported approximately \$16.5m in maintenance of effort and the postsecondary system reported approximately \$21m.

In order to carry out the intent of the law AND to better prepare Hawaii's future workforce, Hawaii has made the commitment to form an equal partnership between the HS DOE and the UH CCS and invest a significant portion its Perkins dollars on career pathways and articulated programs of study. The programs of study are rigorous in content and academically challenging. The equal distribution of funds will ensure

that collaboration and the use of core indicators of performance data, as well as any other appropriate data, will substantiate any proposed activities. All Title II funds have been consolidated under Title I.

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

Hawaii has only one secondary eligible recipient, the Hawaii State Department of Education. \$2,678,912.

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

Hawaii has only one postsecondary eligible recipient, the University of Hawaii Community College System. \$2,678,912.

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

No consortia will be formed.

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

No consortia will be formed.

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

Hawaii is one, single statewide school district.

7. Provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a

demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.

NA

B. Other Department Requirements

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

Attached

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

No consortia formed.

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

50/50 split.

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

The reserve funds will not be awarded during the transition year.

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

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

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

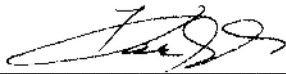
NA

VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

A. EDGAR Certifications

I hereby certify that:

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




Karla A. Jones
State Director for Career and Technical Education

April 16, 2007

Date

B. Other Assurances

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


 Kitty Lagareta, Chair
 State Board for Career and Technical Education

April 16, 2007
 Date

PART B: BUDGET FORMS

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1

(For Federal Funds to Become Available Beginning on July 1, 2007)*

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

A. Total Title I Allocation to the State	\$ <u>5,779,547</u>
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ <u>523,775</u>
C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>)	\$ <u>6,303,322</u>
D. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line C x 85%</i>)	\$ <u>5,357,824</u>
1. Reserve (<i>not more than 5% of Line D</i>)	\$ _____
a. Secondary Programs (____% of <i>Line D</i>)	\$ _____
b. Postsecondary Programs (____% of <i>Line D</i>)	\$ _____
2. Available for formula allocations (<i>Line D minus Line D.1</i>)	\$ <u>5,357,824</u>
a. Secondary Programs (<u>50%</u> of <i>Line D.2</i>)	\$ <u>2,678,912</u>
b. Postsecondary Programs (<u>50%</u> of <i>Line D.2</i>)	\$ <u>2,678,912</u>
E. Leadership (<i>not more than 10%</i>) (<i>Line C x 10%</i>)	\$ <u>630,332</u>
1. Nontraditional Training and Employment (<u>\$60,000</u>)	
2. Corrections or Institutions (<u>\$63,033</u>)	
F. State Administration (<i>not more than 5%</i>) (<i>Line C x 5%</i>)	\$ <u>315,166</u>
G. State Match (<i>from non-federal funds</i>) ¹	\$ <u>431,370</u>

***Estimate as of 2/5/2007**

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

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

II. TITLE II: TECH PREP PROGRAMS

- A. Total Title II Allocation to the State \$ 523,775
- B. Amount of Title II Tech Prep Funds to Be Consolidated
with Title I Funds \$ 523,775
- C. Amount of Title II Funds to Be Made Available
For Tech-Prep (*Line A less Line B*) \$ 0
- D. Tech-Prep Funds Earmarked for Consortia \$ 0
1. Percent for Consortia
(*Line D divided by Line C*) [_____%]
2. Number of Consortia _____
3. Method of Distribution (*check one*):
- a. ____ Formula
- b. ____ Competitive
- E. Tech-Prep Administration \$ 0
1. Percent for Administration
(*Line E divided by Line C*) [_____%]

PART C: ACCOUNTABILITY FORMS

I. Student Definitions

A. Secondary Level

Participants –

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

Concentrators –

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

B. Postsecondary/Adult Level

Participants –

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

Concentrators –

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

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 2005-2006	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	<p>Numerator: Number of concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the ESEA as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	State and Local Administrative Records	B: 47.20%	L: 47.00% A:	L: 47.00% A:
1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	<p>Numerator: Number of concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the ESEA as amended by the No Child Left Behind Act based on the scores that were included in the State’s</p>	State and Local Administrative concentrators Records	B: 21.47%	L: 21.00% A:	L: 21.00% A:

	<p>computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of concentrators who took the ESEA assessments in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, have left secondary education.</p>				
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Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 2005-2006	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	<p>Numerator: Number of concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate during the reporting year.</p> <p>Denominator: Number of concentrators who took the assessments during the reporting year.</p>	State and Local Administrative Records	B:	L: A:	L: A:
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)	<p>Numerator: Number of concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent, or earned proficiency credential, certificate, or degree, in conjunction with a secondary school diploma during the reporting year.</p> <p>Denominator: Number of concentrators who left secondary education during the reporting year.</p>	State and Local Administrative Records	B:	L: A:	L: A:
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	<p>Numerator: Number of concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of concentrators</p>	State and Local Administrative Records	B: 97.17%	L: 90.00% A:	L: 90.00% A:

	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.				
5S1 Secondary Placement 113(b)(2)(A)(v)	<p>Numerator: Number of concentrators who left secondary education during the reporting year and responded to the placement survey who were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education.</p> <p>Denominator: Number of concentrators who left secondary education during the reporting year and responded to the placement survey.</p>	State-Developed Surveys/ Placement Records	B:	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	<p>Numerator: Number of participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>		B:	L: A:	L: A:
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	<p>Numerator: Number of concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p>		B:	L: A:	L: A:

III. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

B. POSTSECONDARY/ADULT LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline 2005-2006	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	<p>Numerator: Number of concentrators who have a cumulative GPA > or = 2.00 in Career and Technical Education courses and who have stopped program participation in the year reported.</p> <p>Denominator: Number of concentrators who have stopped program participation in the year reported.</p>	CTE Grade Point Average	B:	L: A:	L: A:
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	<p>Numerator: Number of concentrators who received a degree or certificate in a Career and Technical Education program and who have stopped program participation in the year reported.</p> <p>Denominator: Number of concentrators who have stopped program participation in the year reported.</p>	State and Local Administrative Records	B:	L: A:	L: A:
3P1 Student Retention or Transfer 113(b)(2)(B)(iii)	<p>Numerator: Number of concentrators in the year reported who have not completed a program and who continue postsecondary enrollment or who have transferred to a baccalaureate degree program.</p>	Administrative Records Exchange	B:	L: A:	L: A:

	Denominator: Number of concentrators in the year reported who have not completed a program.				
4P1 Student Placement 113(b)(2)(B)(iv)	<p>Numerator: Number of concentrators in the year reported (previous Perkins year) who have stopped program participation and who are placed or retained in employment, military service, or an apprenticeship program within UI quarter following program completion.</p> <p>Denominator: Number of concentrators in the year reported (previous Perkins year) who have stopped program participation.</p>	Administrative Records Exchange	B:	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
5P1 Nontraditional Participation 113(b)(2)(B)(v)	<p>Numerator: Number of participants from underrepresented groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	B:	L: A:	L: A:
5P2 Nontraditional Completion 113(b)(2)(B)(v)	<p>Numerator: Number of concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	State and Local Administrative Records	B:	L: A:	L: A:

APPENDIX A – LOCAL APPLICATION

TITLE I, PART C

APPLICATION REQUIREMENTS

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

Office of the State Director for
Career and Technical Education

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

March 1, 2007

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

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

PART	REQUIREMENTS / ASSURANCES
1	<p>PURPOSE</p> <p>These funds are made available to eligible recipients (Hawaii Department of Education and the University of Hawaii Community System) desiring assistance under the Carl D. Perkins Education Improvement Act of 2006 and are for the purpose of implementing only those career and technical education activities designed to (1) meet or exceed the State-adjusted levels of performance as described in Section 113 and (2) enhance Hawaii’s Career Pathway System.</p>
2	<p>CRITERIA FOR APPROVAL</p> <p>The criteria included in Sec. 135 of the Carl D. Perkins Career and Technical Education Improvement Act of 2006 will be used to approve eligible recipients for funding under the Act. Eligible recipients must address the contents of required uses of funds, Sec. 135(b)(1-9), as stated in Perkins IV including activities to (1) promote continuous improvement in academic achievement, (2) promote continuous improvement of technical skill attainment, and (3) identify and address current or emerging occupational opportunities. Core indicators of performance data as well as any other appropriate data must be used to substantiate these proposed activities.</p> <p>In addition, to assure the implementation of programs of study that afford students a non-duplicative progression of courses between secondary and postsecondary institutions with curriculum based on systemwide business and industry approved standards, only high schools implementing at least one state approved program of study using Hawaii’s Career Pathway System standards are eligible for federal Perkins funds. Funds may also be used for career guidance activities.</p> <p>At the postsecondary level, the eligible recipient must offer not less than one Career Pathway System program of study leading to an industry-recognized credential or certificate, or associate or baccalaureate degree articulated with a state approved secondary-level program of study and offering dual career and technical education credit through credit transfer agreements are eligible for federal Perkins funds. Funds may also be used for career guidance activities.</p> <p>Specialized secondary and postsecondary entities providing career and technical education courses for “gap group” students which align with a complete program of study at the secondary level or an industry-recognized credential or certificate, or associate or baccalaureate degree at the postsecondary level, and are certified as such by the Superintendent of the HSDOE and the Vice President of the UHCCS, are exempt from this clause and eligible to receive Perkins’ funds. Funds may also be used for career guidance activities.</p> <p>Program of study: A program of study begins at the secondary level where core and/or cluster courses within each of Hawaii’s six pathways are offered. Curriculum for the core and clusters in each of the pathways is derived from the standards that have been validated by business/industry with input from secondary and postsecondary instructors. Pathway standards are derived from local and national sources and standards. Where secondary/postsecondary programs of study are articulated, the introductory course(s) in the postsecondary program includes the same sequence of standards included in the secondary core and cluster program of study so that a non-duplicative secondary to postsecondary progression of courses allows for secondary students to acquire postsecondary credits in a program that leads to an industry-recognized credential or</p>

	<p>certificate at the postsecondary level, or an associate or baccalaureate degree. In accordance with AACJC accreditation standards, when accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses.</p>
<p>3</p>	<p><i>REQUIREMENTS FOR USES OF FUNDS</i></p> <p>Describe how the career and technical education programs required under Sec. 135(b)(1-9) will be carried out with funds received under this title AND will support the development and implementation of Hawai'i's Career Pathway System. Funds made available to eligible recipients under this part SHALL be used to support career and technical education programs that—</p> <ol style="list-style-type: none"> (1) strengthen the academic, career and technical skills of students participating in career and technical education programs by strengthening the academic, and career and technical components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study to ensure learning in the core academic subjects and career and technical education subjects; (2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering relevant elements of not less than 1 career and technical program of study; (3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences; (4) develop, improve, or expand the use of technology in career and technical education, which may include— <ol style="list-style-type: none"> (A) training of career and technical education teachers, faculty, and administrators to use state-of-the-art technology, which may include distance learning; (B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or (C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students; (5) provide professional development programs to secondary and postsecondary teachers, faculty, administrators, career guidance and academic counselors who are involved in integrated career and technical education programs, including— <ol style="list-style-type: none"> (A) in-service and preservice training on effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable; effective teaching skills based on research that includes promising practices; effective practices to improve parental and community involvement; and effective use of scientifically based research and data to improve instruction. (B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry; (C) internship programs that provide business experience; and (D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction. (6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met; (7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;

- (8) provide services and activities that are of sufficient size, scope, and quality to be effective; and
- (9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

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

4

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

DETAILED BUDGET

1. DOE State/Chancellor's Office Level
 - Administration
 - Salary
 - Fringe
 - Program Improvement Activities
 - Equipment Description, Justification, and Linkage to Proposed CTE Programs/Activities/Services
 - Travel
 - Supplies
 - Miscellaneous

2. School/Campus Level
 - Administration
 - Salary
 - Fringe
 - Program Improvement Activities
 - Equipment
 - Travel
 - Supplies
 - Miscellaneous

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

PLEASE SIGN AND RETURN THIS PAGE WITH YOUR APPLICATION

5	<p>ASSURANCES</p> <ul style="list-style-type: none"> • Assure that the data reported are complete, accurate, valid, and reliable. • Assure that none of the information reported under Sec. 113 is duplicative. • Assure that the data are disaggregated for each of the indicators of performance. • Assure that programs are of such size, scope, and quality to bring about improvement in the quality of CTE. • Assure that this application complies with the requirements of this title and the provisions of the State plan, including the provision of a financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs. • Assure that none of the funds expended under this title will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employee of the purchasing entity, or any affiliate of such an organization. • Assure the programs of study are rigorous and aligned with challenging academic standards and relevant career and technical content in a coordinated, nonduplicative progression of courses that align secondary and postsecondary education to adequately prepare students, including special populations, to succeed in postsecondary education or entry into high skill, high wage, or high demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities.
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NAME OF APPLICANT	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
SIGNATURE	DATE

CERTIFICATION REGARDING LOBBYING

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

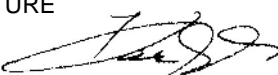
As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

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

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

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

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

NAME OF APPLICANT State Board for Career and Technical Education	PR/AWARD NUMBER AND / OR PROJECT NAME Carl D. Perkins Career and Technical Education Improvement Act of 2006
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE Karla A. Jones, State Director for Career and Technical Education	
SIGNATURE 	DATE April 16, 2007

ASSURANCES - NON-CONSTRUCTION PROGRAMS


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


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

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

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

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. § § 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. § § 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. § § 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) § § 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. § § 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. § § 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. § § 276a to 276a-7), the Copeland Act (40 U.S.C. § 276c and 18 U.S.C. § § 874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. § § 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. § § 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. § § 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. § § 1721 et seq.) related to protecting components or potential components of the national wild ascenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. § 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. § § 469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. § § 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. § § 4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133,  Audits of States, Local Governments, and Non-Profit Organizations. ✖
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Karla A. Jones 		TITLE State Director for Career and Technical Education
APPLICANT ORGANIZATION State Board for Career and Technical Education		DATE SUBMITTED April 16, 2007

Standard Form 424B (Rev. 7-97) Back