

IMPLEMENTING FEDERALLY FUNDED CAREER AND TECHNICAL EDUCATION IN HAWAI'I



Office of the State Director for Career and Technical Education

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Table of Contents

Purpose	1
State of Hawaii Career and Technical Education	
<u>Governance/Operating Structure</u>	1
<u>State Board for Career and Technical Education</u>	1
<u>Career and Technical Education Coordinating Advisory Council</u>	2
<u>Office of the State Director for Career and Technical Education</u>	3
Purpose of the Perkins Act.....	4
Acquisition and Distribution of Perkins Funds	5
Allocation of Perkins Funds.....	6
Within State Requests for Perkins Funds.....	6
<u>Basic Grant Funds</u>	6
<u>State Leadership Funds</u>	7
<u>State Leadership Funds for Correctional Institutions</u>	7
<u>State Leadership Funds for Nontraditional Occupational Fields</u>	8
Perkins Program Requirements	8
<u>Approved Career and Technical Education Courses/Programs</u>	8
<u>Criteria for Size, Scope, and Quality</u>	8
<u>Programs of Study</u>	10
<u>Articulation Agreements</u>	11
<u>Dual Credit Options</u>	11
<u>Secondary and Postsecondary</u>	
<u>Career and Technical Education Programs</u>	12

Accountability.....	12
<u>Core Indicators of Performance</u>	13
<u>Participants and Concentrators</u>	13
Consolidated Annual Report.....	14
<u>CAR Narrative</u>	14
<u>Core Performance Indicator Data</u>	14
<u>Fiscal Data</u>	15
Annual Report to the Governor.....	15
Fiscal Requirements.....	14
<u>Compliance with U.S. Department of Education</u> <u>Uniform Grant Guidance</u>	15
<u>Record Keeping</u>	16
<u>Time and Effort</u>	16
<u>Supplement Not Supplant</u>	17
<u>Carryover Funds</u>	17
<u>Limitations for Certain Students</u>	17
State Maintenance of Effort.....	18
Data Reporting Procedures.....	18
<u>University of Hawaii Community Colleges System</u> <u>Data Reporting Procedures</u>	18
<u>Hawaii Department of Education</u> <u>Data Reporting and Procedures</u>	19
<u>Office of the State Director for Career and Technical Education</u>	19
Monitoring.....	19
<u>Civil Rights Monitoring</u>	19
<u>Perkins Program Monitoring</u>	20

Appendix

Section A: State Board for Career and Technical Education Administrative Rules.....	22
Section B: Career and Technical Education Coordinating Advisory Council By Laws.....	23
Section C: The Carl D. Perkins Career and Technical Education Act of 2006	24
Section D: Office of the State Director Request for Use of Perkins Basic Grant State Leadership Funds	25
Section E: University of Hawaii Community Colleges System Request for Use of Perkins Basic Grant Funds by Subrecipients (individual community colleges)	26
Section F: Hawaii Department of Education Request for Use of Perkins Basic Grant Funds by Subrecipients (individual high schools)	27
Section G: Core Indicators of Performance	28
Participant and Concentrator Definitions	
University of Hawaii Community Colleges System Core Indicators of Performance and Definitions for each Indicator	
Hawaii Department of Education Core Indicators of Performance and Definitions for each Indicator	
Section H: Program Improvement Plan.....	29
Section I: Maintenance of Effort.....	30
Section J: Career and Technical Education Program and Fiscal Monitoring	31
Monitoring Policies and Procedures	
Monitoring Timeline	
Instructions for Completing Eligible Recipient and Subrecipient Monitoring Forms	
Monitoring Evidence Submission Guidelines	

Implementing Federally Funded Career and Technical Education in Hawai'i

Purpose

Federal funds for career and technical education first became available to the States with the passage of the Smith-Hughes Act in 1917 to promote “vocational education” for useful employment in agriculture, trade and industrial, and home economics at the secondary level. There have since been numerous Acts and Amendments regarding federal funding of career and technical education, all with differing requirements with which a State must comply in order to receive the funds.

As federal legislation has changed, Hawai'i has responded by continually improving the development of robust career and technical education programs while complying with the intent and requirements of the legislation. This document focuses on implementation of the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins Act) and provides clarity on how the State of Hawai'i is meeting the required provisions of this Act.

State of Hawai'i Career and Technical Education Governance/Operating Structure

State Board for Career and Technical Education

Some of the provisions of the Smith-Hughes Act of 1917, the first Act to provide federal funding for career and technical education, have continued throughout all subsequent Acts and Amendments. One of these provisions is that each State desiring to participate in the Act must designate a State Board for Career and Technical Education as the recipient of the federal funds.

In accordance with Act 71, SLH 1968, Act 192, SLH 1974, the Hawai'i Revised Statutes – 1996 Supplement (Section 30A-301) and Act 58, the State Board for Career and Technical Education (aka University of Hawai'i Board of Regents) is the sole state agency eligible to receive Carl D. Perkins funds from the U.S. Department of Education. The University of Hawai'i President is the administrator of these funds; the chairperson of the board of regents is designated as the chairperson of the state board for career and technical education.

The State Board is responsible for the administration of career and technical education in the State or for the supervision of the administration of career and technical education in the State.

The Administrative Rules for the State Board for Career and Technical Education are in Section A of the Appendix.

Career and Technical Education Coordinating Advisory Council

At the same time the University of Hawai'i Board of Regents was proclaimed the State Board for Career and Technical Education, another piece of legislation created the Career and Technical Education Coordinating Advisory Council (CTECAC). CTECAC is advisory to the State Board for Career and Technical Education and is the principal mechanism for review of programmatic and policy matters relating to career and technical education.

Current state legislation (§304A-303) describes the membership and responsibilities of the Career and Technical Education Coordinating Advisory Council:

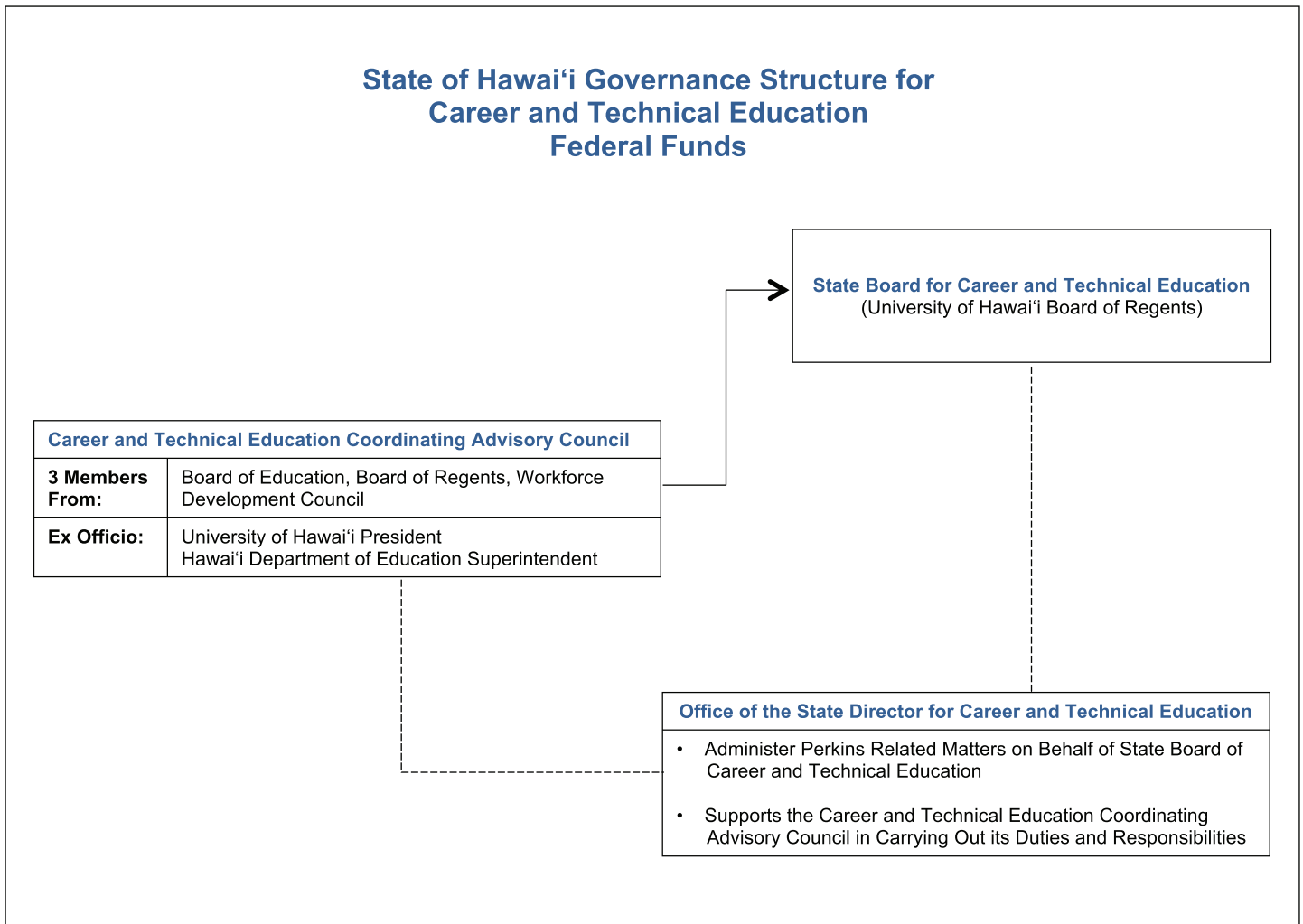
- (a) There is established a career and technical education coordinating advisory council which shall serve in an advisory capacity to the board of regents. The council shall consist of eleven members, nine appointed and two ex officio voting members. Of the nine appointed members:
 - (1) Three shall be appointed from the board of regents by the chairperson of that body;
 - (2) Three shall be appointed from the board of education by the chairperson of that body; and
 - (3) Three shall be appointed from the workforce development council by that council. Of the three members appointed from the workforce development council, one member shall represent management, one member shall represent labor, and the third shall represent the public.

Of the two ex officio members, one shall be the president of the university and the other shall be the superintendent of education.
- (b) Of the three members first appointed by each appointing authority, other than the chairperson of the board of education, one shall be appointed for two years, one shall be appointed for three years, and one shall be appointed for four years. In the case of the members appointed from the board of education, the terms of such members shall be for their remaining terms as members of the board of education. Upon the expiration of the terms of the first members, their successors shall serve for a term of four years. Vacancies shall be filled by the appropriate authority for the unexpired term.
- (c) The council shall elect a chairperson and such other officers as it deems necessary. Section 92-15 shall apply. The members of the council shall serve without compensation but shall be entitled to their travel expenses within the State when attending meetings of the council or when actually engaged in business relating to the work of the council.

The bylaws for the Career and Technical Education Coordinating Advisory Council are in Section B of the Appendix.

Office of the State Director for Career and Technical Education

The Office of the State Director for Career and Technical Education (OSDCTE) on behalf of the State Board, administers all Perkins-related matters. OSDCTE also supports the Career and Technical Education Coordinating Advisory Council in carrying out its responsibilities and duties.



Purpose of the Perkins Act

The purpose of the Perkins Act (Section C of the Appendix, page 2) is to develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs, by:

- 1) building on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high-skill, high-wage, or high-demand occupations in current or emerging professions;
- 2) promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;
- 3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including tech prep education;
- 4) conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, services, and activities;
- 5) providing technical assistance that:
 - a. promotes leadership, initial preparation, and professional development at the State and local levels; and
 - b. improves the quality of career and technical education teachers, faculty, administrators, and counselors;
- 6) supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries; and
- 7) providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.

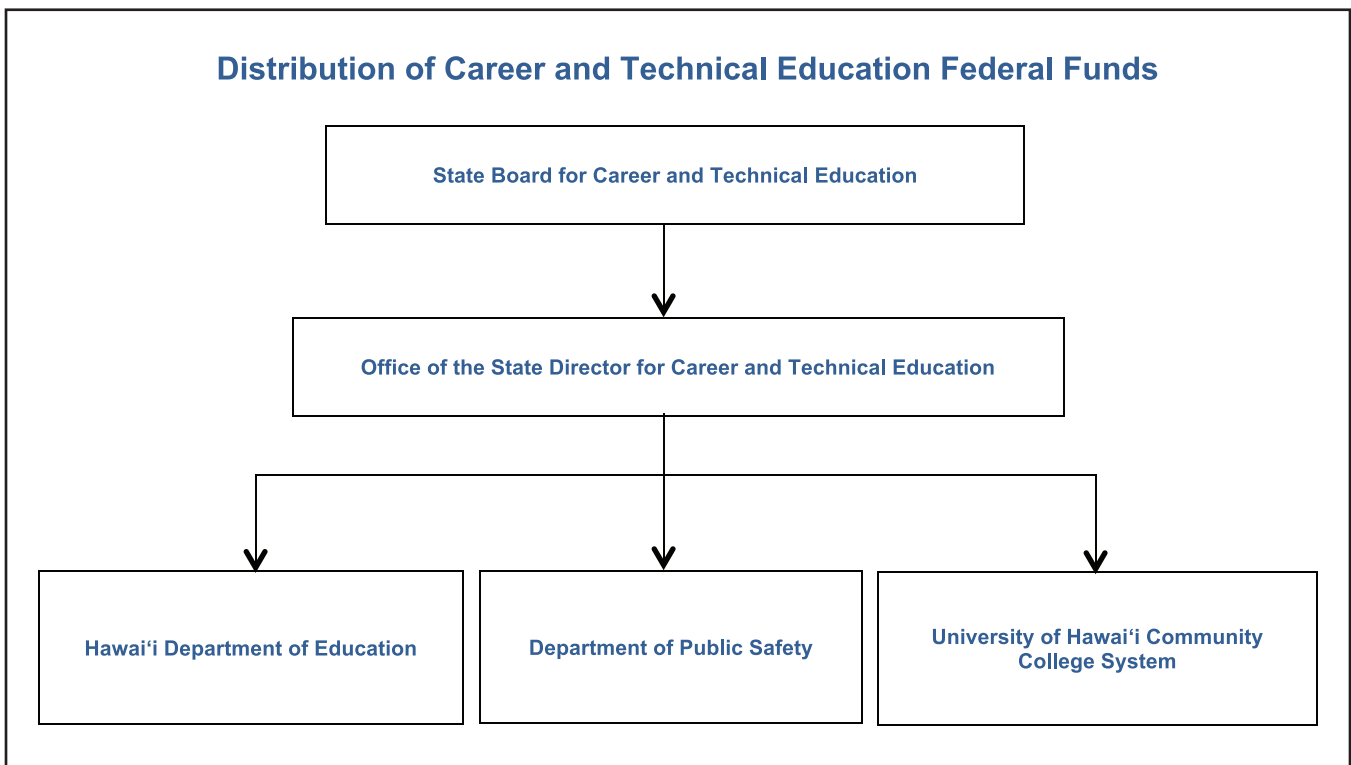
Acquisition and Distribution of Perkins Funds

As the eligible agency to receive the Perkins Act funds, the State Board for Career and Technical Education must prepare and submit a State Plan to the U.S. Department of Education Secretary. The State Plan must be developed with consultation from a variety of constituents including parents and students; academic and career and technical education teachers, faculty, and administrators; and representatives of business and industry. Sec. 122 of the Act details the representation that must be involved in the State Plan development as well as the content of the State Plan (Section C of the Appendix, page 34).

As staff to the State Board for Career and Technical Education, the Office of the State Director for Career and Technical Education prepares the State Plan, conducts hearings as required, and then submits the State Plan to the Career and Technical Education Coordinating Advisory Council (CTECAC) for its review. If the CTECAC finds the State Plan acceptable, a recommendation to approve is submitted to the State Board. Upon approval by the State Board, the State Plan is submitted to the Secretary of Education.

The Secretary of Education reviews the Hawai'i State Plan and upon approval makes Perkins funds available to the eligible agency, the State Board for Career and Technical Education.

Perkins funds are then distributed to the Eligible Recipients: the University of Hawai'i Community Colleges System and the Hawai'i Department of Education. A special allotment (not more than 1 percent of the amount allocated to the State) is made to the Department of Public Safety as the provider of services to those in correctional institutions.



Allocation of Perkins Funds

The Perkins Act specifies how the funds available to the State shall be allocated. Of the funds made available to the State:

- not less than 85 percent may be used for the eligible recipients (the University of Hawai'i Community Colleges System and the Hawai'i Department of Education). The State Board for Career and Technical Education has determined that the allocation of the total funds be split 50/50 between the secondary and postsecondary agencies;
- not more than 10 percent to carry out State Leadership activities of which not more than 1 percent shall be made available to serve individuals in State institutions (such as State correctional institutions) and not less than \$60,000 or more than \$150,000 shall be available for services that prepare individuals for nontraditional occupational fields;
- not more than 5 percent or \$250,000, whichever is greater, for administration of the State Plan.

A state may reserve not more than ten percent of the eighty-five percent of the Perkins pass-through funds to make grant awards to eligible recipients to carry out the required and permissive uses of Basic Grant funds. The amount held in reserve is determined by the eligible agency on an annual basis. The reserve fund is used to implement activities incorporating the state's career and technical education related priorities and initiatives. The primary focus is to support activities impacting both the secondary and postsecondary levels.

Within State Requests for Perkins Funds

Basic Grant Funds

There are nine required and twenty permissive uses of Basic Grant funds. Each of the required uses must be addressed, however, funds other than Perkins may be used to carry out the required uses (Section C of the Appendix, page 52).

As staff to the State Board for Career and Technical Education, the Office of the State Director for Career and Technical Education annually prepares and presents to the eligible recipients (the University of Hawai'i Community Colleges System and the Hawai'i Department of Education) a request for plans for the use of Perkins Basic Grant Funds. The request includes all of the nine required uses as well as the permissive uses specified in the Perkins Act. A copy of the request is in Section D of the Appendix.

Both eligible recipients prepare their responses and submit their plan for the use of Basic Grant Funds to the Office of the State Director for Career and Technical Education. The Director reviews the plans and may request additional data/information. These plans are shared with the Career and Technical Education Coordinating Advisory Council. During a Council meeting, representatives from the two agencies discuss their plans and respond to questions from the Council. Upon acceptance by the Council, a recommendation is made to the State Board for Career and Technical Education to approve the plans. The plans then proceed to the State Board for Career and Technical Education for approval.

Following State Board approval of the eligible recipients' plans, funds are made available for distribution to the subrecipients (individual community colleges within the University of Hawai'i Community Colleges System and individual high schools within the Hawai'i Department of Education). Only programs that have been defined as career and technical education by each of the eligible recipients may receive Perkins funds. The eligible recipients have each established their particular method to distribute Perkins funds to their subrecipients.

The University of Hawai'i Community Colleges System (UHHCCS) submits a Request for Proposal for Use of Perkins Basic Grant Funds to each of its community colleges (Section E of the Appendix). Deans of career and technical education from each college work with UHCCS personnel to review and recommend funding of the proposals. Most of the proposals are from individual colleges but there are also proposals that include more than one college or even all colleges.

The Hawai'i Department of Education (HIDOE) employs a weighted distribution formula (CTE participants: 30%, CTE concentrators: 40%, economically disadvantaged CTE participants: 30%) to determine the amount of Perkins funds each high school will receive. The individual high schools prepare and submit a One-Year Plan following the guidelines provided by the HIDOE (Section F of the Appendix). The HIDOE Career and Technical Education Office then reviews the Plans, requests additional information or clarification if necessary before the Perkins funds are released to the individual high schools.

State Leadership Funds

As with the Basic Grant Funds, there are nine required uses of State Leadership Funds but all nine must be carried out with State Leadership funds. There are an additional seventeen permissive uses of State Leadership Funds (Section C of the Appendix, page 42). The eligible agency (the State Board for Career and Technical Education or the Office of the State Director for Career and Technical Education on its behalf) is responsible for conducting all of the required leadership activities.

Except with respect to the responsibilities set forth in Sec. 121(a) (Section C of the Appendix, page 33), the eligible agency may delegate any of the other responsibilities of the eligible agency that involve the administration, operation, or supervision of activities under the Perkins Act to one or more appropriate State agencies such as the University of Hawai'i Community Colleges System and the Hawai'i Department of Education. Thus, the eligible agency conducts or ensures that other State agencies carry out all activities required under State Leadership.

State Leadership Funds for Correctional Institutions

Similar to the process for the within state use of Basic Grant Funds, the set aside from Perkins Leadership funds follows the procedure of the Office of the State Director for Career and Technical Education preparing and presenting a request for a plan from the Department

of Public Safety (DPS) to use these funds. DPS submits a plan that is reviewed by the Director and then shared with the Career and Technical Education Advisory Council where a recommendation to the State Board of Career and Technical Education will be made to approve (or not approve) the DPS plan.

State Leadership Funds for Nontraditional Occupational Fields

The Perkins State Leadership funds for services that prepare individuals for nontraditional occupational fields are not limited to any particular agency or institution. The funds are managed by the Office of the State Director for Career and Technical Education and may be used by that Office or made available through a request for proposals to conduct such activities to meet the requirements of the Perkins Act.

Perkins Program Requirements

As described in the “Within State Requests for Perkins Funds” section of this document (pages 6-7), the Perkins Act delineates required and permissive uses of funds but there are additional program requirements that must be adhered to in order to comply with the legislation.

Approved Career and Technical Education Courses/Programs

Only courses/programs officially approved by each eligible recipient (University of Hawai'i Community Colleges System and the Hawai'i Department of Education) as career and technical education are eligible for Perkins funds. At a minimum, this would include course/program codes that are officially designated for career and technical education courses. For any course/program that is designated as a CTE course/program, all Perkins required data must be collected and reported whether or not the course/program actually receives any Perkins funds.

Criteria for Size, Scope, and Quality

One of the requirements for the Plans that the eligible recipients submit to the Office of the State Director for Career and Technical Education to receive Perkins funds is an assurance that the programs offered are of sufficient size, scope, and quality to bring about improvement in career and technical education. Definitions for these factors have been determined by each of the eligible recipients.

Criteria for Size	
Hawai'i Department of Education	University of Hawai'i Community Colleges System
CTE courses within state-approved programs that meet the enrollment requirements for instruction as established by Board of Education policy or supported by CTE off-ratio positions are considered to be sufficient size.	CTE programs that meet the enrollment requirements for instruction as established by the community college are considered to be sufficient size.

Criteria for Scope	
Hawai'i Department of Education	University of Hawai'i Community Colleges System
CTE programs must lead to concentration and/or completion of HIDEO CTE state-approved programs and may include connections to workforce that prepare students for success in college, careers and citizenship in the 21st century.	CTE programs must lead to an approved associate degree (AS, AAS) or certificate.

Criteria for Quality	
Hawai'i Department of Education	University of Hawai'i Community Colleges System
<p>CTE programs include a Pathway Advisory Council and/or a program-specific advisory committee.</p> <p>HIDEO assures that academics are an integral component of the CTE programs.</p> <p>Excluding special circumstances, HIDEO employs CTE faculty that meet the minimum licensure requirements as established by the Hawai'i Teachers Standards Board and hold an appropriate, valid license.</p> <p>HIDEO provides measures of program and student success through performance on:</p> <ul style="list-style-type: none"> • Perkins performance measures, • licensure/certification exams and/or end of programs exams, • technical skill assessments as defined by the HIDEO state CTE program office, 	<p>UHCCS employs faculty that meet the minimum credential requirements as established by University of Hawai'i Board of Regents (UH BOR) policy.</p> <p>UHCCS CTE programs meet the program-approved criteria as established by the UH BOR.</p> <p>UHCCS provides measures of program and student success through performance on:</p> <ul style="list-style-type: none"> • Perkins performance measures, • licensure/certification exams and/or end of program exams, • technical skills assessments • rigorous course-taking patterns, • dual credit data, • acquiring and maintaining program accreditations/certifications, and/or

<ul style="list-style-type: none"> • dual credit data, • meeting established business/industry standards aligned to CTE programs, and/or • CTE Honors Designations <p>HIDOE annually submits program data, including all data elements necessary for calculating progress toward meeting Perkins secondary performance targets.</p> <p>HIDOE assesses the quality and significance of performance data to the relationship of program development and implementation. The application for funds reflects analysis of data.</p>	<ul style="list-style-type: none"> • meeting established business/industry standards. <p>UHCCS annually submits program data, including all elements necessary for calculating progress toward meeting Perkins postsecondary performance targets.</p> <p>UHCCS assesses the quality and significance of performance data to the relationship of program development and implementation.</p> <p>CTE program offerings and curricular content are reviewed periodically for relevance to labor market needs and economic development priorities.</p> <p>CTE program offerings reflect the Hawai'i Career Pathway System and business and industry-approved student learning outcomes and assessments.</p>
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Programs of Study

Programs of Study are designed to allow a student to begin a CTE program at the secondary level and move seamlessly in a nonduplicative progression of courses to an aligned postsecondary CTE program in order to receive an industry-recognized credential, certificate, or associate or baccalaureate degree. The Perkins Act requires that each eligible recipient must offer at least two programs of study and their plans for doing so must be described in their request for funds as described in the “Within State Requests for Perkins Funds” section of this document (pages 6-7).

The Perkins Act (Section C of the Appendix, page 35) states that a program of study will:

- incorporate secondary education and postsecondary education elements;
- include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, nonduplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;
- may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education; and

- lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

Key elements in the program of study are that the student must begin the CTE program at the secondary level (completing a CTE course offered by the high school); there must be content alignment between the secondary and postsecondary levels to avoid duplication; the program should lead to an industry-recognized credential, certificate, or associate or baccalaureate degree; and that there may be opportunities for students to earn dual secondary and postsecondary credit while in high school.

Articulation Agreements

Articulation Agreements are defined in the definition section of the Perkins Act (Section C of the Appendix, page 3).

The term ‘articulation agreement’ means a written commitment

- (A) that is agreed upon at the State level or approved annually by the lead administrators of—
 - (i) a secondary institution and a postsecondary educational institution; or
 - (ii) a subbaccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary education institution; and
- (B) to a program that is—
 - (i) 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
 - (ii) linked through credit transfer agreements between the 2 institutions described in (A)(i) or (Aii) above.

Dual Credit Options

There are three options within Hawai‘i’s career and technical education system for students to earn dual secondary and postsecondary credits.

First, consistent with the Perkins Act description of a Program of Study and including dual credit, Dual Credit Articulated Programs of Study (DCAPS) are offered. DCAPS enables students who successfully complete a secondary-level CTE program to receive college credits for mastery of standards/student learning outcomes gained in courses taken at the high school level. Each DCAPS Agreement is jointly developed by representatives from the University of Hawai‘i Community Colleges System and the Hawai‘i Department of Education and indicates that an approved secondary-level CTE program is connected to a particular CTE certificate and/or associate degree program offered by a community college. All DCAPS Agreements are systemwide and statewide meaning that all high schools offering the program and all community colleges offering the program are included in the agreement. The postsecondary credits earned by the students are granted free of charge when the student

enters the community college system. More information regarding DCAPS agreements, guidelines, and procedures may be found at http://www.hawaii.edu/cte/publications/DCAPS_2012.pdf. Individual community colleges may also enter into an agreement with an individual high school to articulate career and technical course credits earned in high school to a community college career and technical education program.

A second option to earn dual secondary and postsecondary CTE credits is through the Early College model where community college courses are taught on-site at the high school. Although tuition based on credits earned must be paid to the community college offering the course/program, to date these costs have been covered by grant funds. More information is available at <https://www.hawaii.edu/dualcredit/early-college/>

The Jump Start program allows 12th grade students to take a full load of classes in a postsecondary CTE program on a University of Hawai'i Community College campus. The high school may award the student credit for core academic classes as well as CTE elective credits leading to graduation and a diploma. Students could potentially earn enough credits to receive a postsecondary credential or certificate during their senior year in the Jump Start program. The cost of instruction is paid by the high school using state general funds.

By University of Hawai'i Board of Regents policy, dual, concurrent, and/or articulated credits recognized by one of the campuses of the community colleges system are transferable to all community college campuses in Hawai'i.

Secondary and Postsecondary Career and Technical Education Programs

At the secondary level, a CTE program consists of a 1) Hawai'i Career Pathway System Career and Technical Education Pathway Core course; 2) Hawai'i Career Pathway System Career and Technical Education Cluster course, plus sometimes a third-level Concentration course; and 3) a designated academic course to ensure the integration and application of academic and technical knowledge. These CTE programs provide high-skills, career-focused curriculum accessible to all students. The standards in the CTE program have been aligned to the Hawai'i Department of Education academic and graduation requirements.

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

Accountability

The Perkins Act requires the eligible agency (the Office of the State Director for Career and Technical Education), with input from the eligible recipients (University of Hawai'i Community Colleges System and the Hawai'i Department of Education) to initially establish in the State

Plan the levels of performance for specific core indicators identified in the legislation. These performance levels are negotiated with the Office of Career, Technical and Adult Education, U.S. Department of Education, as required thereafter.

Core Indicators of Performance

At the secondary level, there are seven core indicators of performance for which participant and/or concentrator data must be reported. The indicators include Academic Attainment: Reading/Language Arts, Academic Attainment: Mathematics, Technical Skill Attainment, Secondary School Completion, Student Graduation Rates, Secondary Placement, Nontraditional Participation, and Nontraditional Completion.

At the postsecondary level, there are six core indicators of performance for which participant and/or concentrator data must be reported. The indicators include Technical Skill Attainment; Credential, Certificate, or Degree; Student Retention or Transfer; Student Placement; Nontraditional Participation; and Nontraditional Completion.

Numerator and denominator data are collected for each of these performance indicators to determine a percentage outcome. The percentage outcome is compared to the negotiated or adjusted level of performance outcome and reported annually in the Consolidated Annual Report (CAR). Definitions for the performance indicator numerators and denominators for both the Hawai'i Department of Education and the University of Hawai'i Community Colleges System are in Section G of the Appendix.

The Office of the State Director for Career and Technical Education annually reviews the eligible recipients performance data to determine if there are any performance indicators for which at least 90 percent of an agreed upon State adjusted level of performance was not met. If an eligible recipient fails to meet at least 90 percent of an agreed-upon performance level for any of the core indicators, the eligible recipient is required to develop and implement a program improvement plan. The plan should give special consideration to performance gaps among the disaggregated student populations and must be developed in consultation with the state (Section H of the Appendix).

Participants and Concentrators

While the core performance indicators are different for the two eligible recipients, each must report on the same two categories of students: Participants and Concentrators. The Participant and Concentrator data must be reported for all courses/programs officially approved by each eligible recipient as career and technical education whether or not the course/program received Perkins funds.

Participants in the Hawai'i Department of Education are those students who have earned one or more credits in any career and technical program area.

A Participant in the University of Hawai'i Community Colleges System is a student in a

declared career and technical education program who has completed at least one credit or the equivalent in a career and technical education program.

A Concentrator in the Hawai'i Department of Education is defined as a 12th grade student who has completed the requirements for her/his selected State Certificated Career and Technical Education Program. A CTE Program includes at least two Carnegie units in the proper sequence in a single career pathway program area plus one required academic course.

At the postsecondary level, a Concentrator is a student in a career and technical education program who has completed at least twelve credits or the equivalent in a career and technical education program.

Consolidated Annual Report

The Office of the State Director for Career and Technical Education must provide a Consolidated Annual Report (CAR) to the Office of Career, Technical and Adult Education, U.S. Department of Education each December for the immediate past program year. The CAR consists of a narrative describing the use of state leadership funds and core performance indicator definitions as well as charts reporting core indicators of performance outcomes and fiscal data. Submitted and approved CAR documents may be found at <http://www.hawaii.edu/cte/government/perkins/index.html>

CAR Narrative

The narrative section focuses on the use of state leadership funds to carry out the required and permissive activities implemented during the reporting year (see State Leadership section of this document, page 7). This section also reiterates the definitions for student participants and concentrators that are the basis for performance data reporting. If an Eligible Recipient does not meet the 90 percent threshold performance goal for any performance indicator in the previous year, a report on the implementation of a Program Improvement Plan is included in this section. (see Core Indicators of Performance Section of this document, page 13)

Core Performance Indicator Data

Data are reported for all of the Performance Indicators from both eligible recipients, including the numerator and denominator numbers and actual percentages achieved. Both system wide aggregated data and disaggregated data for students by race/ethnicity and by all of the special population and other student categories including individuals with disabilities, disability status (ESSA/IDEA—secondary only), economically disadvantaged, single parents, displaced homemakers, limited English proficient, migrant status, and nontraditional enrollees are collected and included in the report. This section also includes career and technical education student enrollment at both the secondary and postsecondary levels by U.S. Office of Career, Technical and Adult Education career cluster categories.

Fiscal Data

Perkins funds are available for obligation for a 15-month period from July in the fiscal year for which funds were appropriated through September 30 of the following fiscal year (referred to as the “funding period”). Under the Tydings Amendment, any unobligated Perkins funds are granted an additional 12 months to obligate the funds. As a result, the state has up to 27 months to obligate funds awarded in any fiscal year. The CAR fiscal data includes two separate forms to meet the requirement submissions of annual Financial Status Reports (FSRs) to the U.S. Department of Education: an interim FSR and a final FSR. The interim report covers the first 15-month period for which the grant was awarded while the final report covers the entire 27-month period for which the grant was awarded.

Annual Report to the Governor

The University of Hawai‘i annually submits a Report to the Governor that includes a section summarizing Perkins-funded career and technical education programs and activities. In addition to the information and data related to Perkins state leadership funds and performance indicator outcomes found in the Consolidated Annual Report (see previous section), this report includes a narrative of Perkins basic grant funded activities and programs and related fiscal information. The report highlights the accomplishments of the University of Hawai‘i Community Colleges System and Hawai‘i Department of Education implementation of career and technical education programs.

Fiscal Requirements

Compliance with U.S. Department of Education Uniform Grant Guidance

There are certain federal fiscal grants management requirements that apply to all grants generated by the U.S. Department of Education, including the Perkins grant. The Office of Management and Budget published the final Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (know as the Uniform Guidance or UGG or 2 CFR Part 200). These requirements are in the U.S. Education Department General Administrative Regulations (EDGAR) that is part of the Code of Federal Regulations (CFR). The link to this site is https://www.gpo.gov/fdsys/pkg/CFR-2014-title2_vol1/pdf/CFR-2014-title2-vol1-part200.pdf

Within 2 CFR Part 200 are numerous items of management, accountability, and allowability. Recipients of Perkins funds are subject to the same rules and regulations. The general guidelines for allowability are in 200.402 and partially listed below:

1. Reasonable (200.404) and necessary: Reasonable and necessary refers to sound business practices being followed and purchases are comparable to market prices. A cost may be reasonable if the nature of the goods or services acquired and the amount involved reflect the action that a prudent person would have taken under the circumstances prevailing at the time the decision to incur the cost was made.

2. Allowable (200.405) to the federal award: Allocable to the federal award means that the federal grant program, in this case Perkins, derived a benefit in proportion to the funds charged to the program. For example, if 50 percent of an instructor's salary is paid with Perkins funds, then that instructor must spend an average of 50 percent of her/his time on the Perkins program.
3. Conform to any limitations or exclusions set forth in these principles or in the Federal award as to types or amount of cost items.
4. Legal under state and local law.
5. Properly documented: All expenditures must be properly documented and accounted for on a consistent basis with generally accepted accounting principles, consistent with the provisions of the grant program, and not used for cost-sharing or matching any other grant agreement.

General provisions for selected items of cost can be found in 200.420-200.475. In addition to the federal requirements for allowable costs, state or local entities also have requirements that must be met and certain policies and procedures that must be followed in order for a cost to be allowable. This may result in a purchase that may be allowable by federal policies and procedures but unallowable by state or local policies and procedures or vice versa. If unallowable by any one entity, then the purchase cannot be made.

Record Keeping

All recipients must maintain records and accounts in a manner that ensures a full accounting of all funds received and expended in connection with the Perkins grant. These records and accounts must be retained and made available for programmatic or financial audits and monitoring. All recipients must retain records for a minimum of five years from the END of each grant period to document program effectiveness.

Time and Effort

Time and effort certifications must be completed by any employee paid with Perkins funds or those with salaries used to satisfy the State Administrative matching requirement. Employees who spend 100 percent on one cost objective such as administration or leadership are required to complete "100% Certification Forms" on a semi-annual basis. The employee or a supervisor with first-hand knowledge of the duties must sign the form. Employees who work on two or more cost objectives (i.e., administration and leadership) are required to complete a monthly time and effort report referred to as a personal activity report in order to document the activities worked on during that particular time period. Time and effort reports must reflect an after-the-fact distribution of the actual activity of the employee, must account for the total activity for which the employee is compensated, and must be signed by the employee or the direct supervisor.

Supplement, Not Supplant

Section 311(a) of the 2006 Perkins Act states that Perkins IV funds shall supplement, and not supplant (replace) non-federal funds expended for career and technical education activities. Non-regulatory guidelines provided by the U.S. Office of Occupational, Career, Technical, and Adult Education dated May 2009 state that “A presumption would arise if an eligible recipient used Perkins funds to provide services that the state or an eligible recipient (1) was required to make available under other federal, state or local laws, except as permitted by section 324(c) of Perkins IV; (2) provided with non-federal funds in the prior year; or (3) provided with non-federal funds for non-career and technical education students but charged to Perkins IV funds for career and technical education services.”

If an activity is, or has been, supported by non-federal funds, Perkins funds may not be used to support that activity unless there is substantial evidence that the activity would be terminated if not supported by Perkins funds.

Carryover Funds

Section 135(d) of the Perkins Act of 2006 states that funds are available for 27 months from July 1 of the fiscal year to September 30 two years later. However, funds allocated to the eligible recipients that are unexpended and unencumbered at the end of the initial fiscal year (June 30 of the following calendar year) shall be returned to the eligible agency. These funds are then reallocated to the eligible recipients at the discretion of the eligible agency. These reallocated carryover funds must be expended or encumbered by September 30 of the following year.

Unexpended and unencumbered funds as of June 30 of the initial 12 month period shall be reported to the eligible agency on forms prescribed by that agency as soon as practical, but no later than August 15 for reallocation back to the eligible recipients. The discretion to reallocate funds that become available after the submission of this report due to the liquidation of encumbrances, journal vouchers, etc., shall remain with the eligible recipients.

Limitations for Certain Students

Section 315 of the Perkins IV Act states that funds may not 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 the Act may be used by such students.

Purchase of Equipment

Equipment is defined by UGG 200.33 as tangible personal property having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit. A state may use its own definition of equipment provided that definition would include, at a minimum all equipment as defined above. High theft items even though costing less than \$5,000 should be considered equipment in that they must also be inventoried (computers, cameras, ipods, etc.).

All items purchased with Perkins funds must be used for Perkins purposes.

UGG 200.313 provides more detail in dealing with equipment regarding title, use, management, and disposition.

State Maintenance of Effort

Section 311(b) of the Perkins IV Act addresses the requirements for maintenance of fiscal effort that must occur from one year to the next for each state. Calculations are based on a fiscal year defined as July 1 – June 30. The base requirement is that the state's expenditures, per student or in the aggregate, from state sources for career and technical education programs for the preceding year equaled or exceeded such expenditures from state sources in the second preceding year. All calculations exclude tuition revenue, capital expenditures, special one-time project costs, and the cost of pilot programs. Eligible recipients must submit the information to the eligible agency by July 30 of every year. Additional information on State Maintenance of Effort may be found in Appendix I.

Data Reporting Procedures

The eligible recipients (University of Hawai'i Community Colleges System and the Hawai'i Department of Education) are required to submit an annual report to the Office of the State Director for Career and Technical Education including all of the information and data required for the Consolidated Annual Report (CAR). As described in the Consolidated Annual Report of this document, the information must include 1) data regarding progress in achieving the adjusted levels of performance for all students included in the definition and parameters of the indicators and 2) disaggregated data for each indicator by all required categories.

University of Hawai'i Community Colleges System

Standardized policies and systems have been developed by the University of Hawai'i Community Colleges System to ensure that attainment is measured consistently for all institutions within the System. 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 to extract data from the source files and, as appropriate, match with other data source databases (e.g. Department of Labor and Industrial Relations, National Student Clearinghouse). The routines have been tested to ensure accuracy. The measure can be duplicated with the same results. The routines capture and measure all career and technical education coursework contained in the transcript file for all career and technical education participants and concentrators. More information can be found at <https://www.hawaii.edu/policy/?action=viewPolicy&policySection=ep&policyChapter=2&policyNumber=215> and <http://www.hawaii.edu/policy/?action=viewPolicy&policySection=ep&policyChapter=2&policyNumber=214>

Hawai'i Department of Education

Transcript data from secondary schools are uploaded to a Hawai'i Department of Education (HIDOE) transcript system. Data are extracted directly from student transcript files. Data uploaded to that system as well as data from other HIDOE divisions are used to collect and report on student performance. Unique student identification numbers are used to link the various HIDOE centralized databases. The HIDOE Perkins program office receives the data directly from HIDOE 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.

Office of the State Director for Career and Technical Education

Data and data reports from the eligible recipients are submitted to the Office of the State Director for Career and Technical Education where cross analysis and historical trends are reviewed to assure accuracy. Irregularities are brought to the attention of the eligible recipients and clarification is requested. Any discrepancies found must be resolved by the affected parties by the December 30 Consolidated Annual Report (CAR) submission deadline. Should such resolution not be possible, the Office of the State Director will appeal to the Office of Career, Technical and Adult Education, U.S. Department of Education for an extension of the deadline for submission of the CAR.

Monitoring

The Office of the State Director for Career and Technical Education, as staff to the Hawai'i State Board for Career and Technical Education, monitors the eligible recipients (University of Hawai'i Community Colleges System and the Hawai'i Department of Education) and their subrecipients (community colleges and high schools) annually for civil rights compliance and for Perkins program and fiscal compliance.

Civil Rights Oversight

The Office of the State Director for Career and Technical Education monitors the eligible recipients, University of Hawai'i Community Colleges System and the Hawai'i Department of Education, to ensure that career and technical education programs and activities comply with the various federal statutes that prohibit discrimination on the basis of race, color, national origin, age, sex, and disability. Under the directive of the Office for Civil Rights, U.S. Department of Education, and in accordance with Appendix B to Title VI of the Civil Rights Act of 1964 that provides Guidelines for Vocational Education Programs, oversight efforts focus upon areas that affect career and technical education student access and equity such as adherence to requirements pertaining to administrative notices; recruitment, admissions, and counseling; accessibility of facilities and/or programs; comparable facilities and services for students with disabilities; financial assistance; work-based learning; and to a lesser extent, employment activities.

Additional information regarding State career and technical education requirements to address civil rights compliance may be found at <http://hawaii.edu/cte/civilrights.html>

Perkins Program and Fiscal Monitoring

The purposes of the Carl D. Perkins program monitoring are to:

- Assure that Perkins funds have been expended appropriately to meet the intent of the legislation and in compliance with laws regulations, and policies;
- Review and verify accurate data collection and reporting polices are established and implemented;
- Analyze, identify, and change policies and activities that hinder program quality and student achievement;
- Ensure that equal educational opportunities are provided to all students, including full opportunity to participate in programs, activities, and job opportunities and to benefit from services; and
- Fulfill federal career and technical education program assessment, data collection, and reporting requirements.

In addition to the programmatic monitoring procedures, fiscal monitoring of the eligible recipients and their subrecipients is also conducted. This monitoring is for the purpose of assuring proper expenditure of funds and fiscal processes that are not fully described in the Perkins Program Monitoring instruments for eligible recipients and subrecipients.

Detailed information regarding the monitoring procedures and timeline for both eligible recipients and subrecipients, conditions of awards, enforcement actions, and the appeals process may be found Section J of the Appendix. Additionally the monitoring forms for the University of Hawai'i Community Colleges System and their subrecipients (the individual community colleges) and the Hawai'i Department of Education and their subrecipients (the individual high schools) may be found at <http://hawaii.edu/cte/publications.html>

APPENDIX

SECTION A

State Board for Career and Technical Education Administrative Rules

UNIVERSITY OF HAWAII

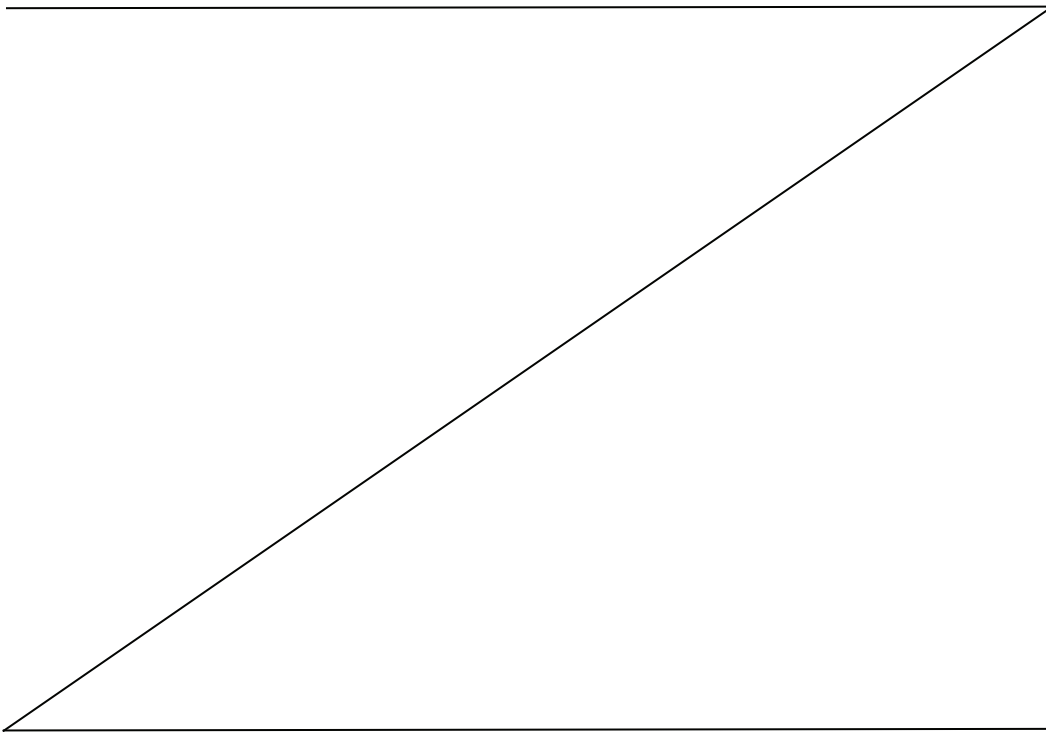
Repeal of Chapter 20-30 and
Adoption of Chapter 20-30.1
Hawaii Administrative Rules

(_____)

SUMMARY

1. Chapter 20-30, Hawaii Administrative Rules, entitled "Rules of Practice and Procedure", is repealed.

2. Chapter 20-30.1, Hawaii Administrative Rules, entitled "Rules of Practice and Procedure", is adopted to read as follows:



"Hawaii Administrative Rules

TITLE 20

UNIVERSITY OF HAWAII

SUBTITLE 2

STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

CHAPTER 30.1

RULES OF PRACTICE AND PROCEDURE

Subchapter 1 Rules of General Applicability

- §20-30.1-1 Administrative practice and procedure
- §20-30.1-2 Definitions

Subchapter 2 Rules Applicable to Contested Cases

- §20-30.1-3 General
- §20-30.1-4 Delegation of powers
- §20-30.1-5 Procedure
- §20-30.1-6 Rules of evidence; official notice
- §20-30.1-7 Examination of evidence
- §20-30.1-8 Decisions and orders
- §20-30.1-9 Consultation by officials

SUBCHAPTER 1

RULES OF GENERAL APPLICABILITY

§20-30.1-1 **Administrative practice and procedure.** The rules of practice and procedure for the State Board for Career and Technical Education shall be as provided in the rules of practice and procedure of the board of regents for the University of Hawaii, as may be amended from time to time, which are incorporated by reference and made a part of this chapter. [Eff] (Auth: HRS §§91-2, 304A-302) (Imp: HRS §§91-2, 304A-302)

§20-30.1-2 **Definitions.** (a) As used in this chapter, unless the context specifically requires otherwise:

"Administrative officer" means the president of the University of Hawaii.

"Board" means the State board for career and technical education and for purpose of this rule shall not include committees of the board.

"Chairperson" means the chairperson of the board.

"University" means the University of Hawaii.

(b) Unless otherwise specifically stated, the terms used in rules promulgated by the board pursuant to powers granted by statute shall have the meaning defined by such statute.

(c) A rule which defines a term without express reference to the statute or to the rules or a portion thereof, defines such terms for all purposes as used both in the statute and in the rules, unless the context otherwise specifically requires.

(d) Use of gender and number. Words importing the singular number may extend and be applied to several persons or things and words importing the plural may include the singular. Words importing the masculine gender may be applied to the feminine and neuter gender. [Eff] (Auth: HRS §§91-2, 304A-302) (Imp: HRS §§91-2, 304A-301, 304A-302)

SUBCHAPTER 2

RULES APPLICABLE TO CONTESTED CASES

§20-30.1-3 **General.** (a) Procedures to be followed by the board shall, unless specifically prescribed in this chapter or by chapter 91, HRS, or other statutory provisions, be such as

in the opinion of the board will best serve the purposes of such hearings. Cases shall be conducted fairly and impartially.

(b) Any procedure in a contested case may be agreed to, modified, or waived by stipulation of the parties, and informal disposition may be made of all or part of any contested case by stipulation, settlement, consent order, or default.

(c) The board may voluntarily withdraw or dismiss a case it brings, and any other party may voluntarily withdraw or dismiss a case upon order of the board and upon such terms and conditions that the board deems proper. [Eff

] (Auth: HRS §§91-2, 304A-302) (Imp: HRS §§91-9, 304A-301, 304A-302)

§20-30.1-4 **Delegation of powers.** The board shall have the power to delegate the power to hear contested cases. The decision of said delegate shall be deemed review by the board on its own motion.

[Eff] (Auth: HRS §§91-2, 304A-302) (Imp: HRS §§91-2, 304A-302)

§20-30.1-5 **Procedure.** (a) In any contested case, all parties shall be afforded an opportunity for hearing after reasonable notice.

- (b) The notice shall include a statement of:
 - (1) The date, time, place, and nature of hearing.
 - (2) The legal authority under which the hearing is to be held.
 - (3) The particular sections of the statutes and rules involved.
 - (4) An explicit statement in plain language of the issues involved and the facts alleged by the board in support thereof; provided that, if the board is unable to state such issues and facts in detail at the time the notice is served, the initial notice may be limited to a statement of the issues involved, and thereafter upon application a bill of particulars shall be furnished.
 - (5) The fact that any party may retain counsel if so desired.

(c) Opportunities shall be afforded all parties to present evidence and argument on all issues involved.

(d) Any procedure in a contested case may be modified or waived by stipulation of the parties and informal disposition

may be made of any contested case by stipulation, agreed settlement, consent order, or default.

(e) For the purpose of decisions, the record shall include:

- (1) All pleadings, motions, intermediate rulings.
- (2) Evidence received or considered, including oral testimony, exhibits, and a statement of matters officially noticed.
- (3) Offers of proof and rulings thereon.
- (4) Proposed findings and exceptions.
- (5) Report of the officer who presided at the hearing.
- (6) Staff memoranda submitted to members of the board in connection with their consideration of the case.

(f) It shall not be necessary to transcribe the record unless requested for purposes of rehearing or court review.

(g) No matters outside the record shall be considered by the board in making its decision except as provided in this chapter.

(h) Any contested cases provided for by rules established by the board shall, at a minimum, reflect the rules of procedure and evidence set forth in the rules of this subchapter. Any contested case hearing procedure required by federal or State law or regulation shall take precedence over the procedures established by this subchapter or by any rule established by the board. [Eff _____] (Auth: HRS §§91-2, 304A-302) (Imp: HRS §§91-2, 91-9, 304A-302)

§20-30.1-6 **Rules of evidence; official notice.** In Contested cases: (a) Any oral or documentary evidence may be received but the hearing board or officer shall as a matter of policy provide for the exclusion of irrelevant, immaterial, or unduly repetitious evidence and no sanction shall be imposed or order be issued except upon consideration of the whole record or such portions thereof as may be cited by any party and as supported by and in accordance with the reliable, probative and substantial evidence. The hearing board or officer shall give effect to the rules of privilege recognized by law.

(b) Documentary evidence may be received in the form of copies or excerpts if the original is not readily available; provided that upon request, parties shall be given an opportunity to compare the copy with the original.

(c) Every party shall have the right to conduct such cross-examination as may be required for a full and true disclosure of the facts, and shall have the right to submit rebuttal evidence.

(d) The hearing board or officer may take notice of judicially recognizable facts. In addition, they may take notice of generally recognized technical or scientific facts within their specialized knowledge; but parties shall be notified either before or during the hearing, or by reference in preliminary reports or otherwise, of the material so noticed, and they shall be afforded an opportunity to contest the facts so noticed.

(e) Any documents filed in a contested case, other than evidence, shall conform to the requirements of the board's rules of practice and procedure. In addition, all such documents shall be written in ink, typewritten or printed, shall be plainly legible, shall be on strong durable paper, not larger than 8-1/2" x14" in size except that tables, charts, and other documents may be larger, folded to the size of the documents to which they are attached. [Eff] (Auth: HRS §§91-2, 304A-302) (Imp: HRS §§91-2, 91-10, 304A-302)

§20-30.1-7 **Examination of evidence.** Whenever in a contested case the official who is to render the final decision has not heard and examined all of the evidence, the decision, if adverse to a party to the proceeding other than the board itself, shall not be made until a proposal for decision containing a statement of reasons and including a determination of each issue of fact or law necessary to the proposed decision has been served upon the parties. An opportunity will be afforded to each party adversely affected to file exceptions and present argument to the official who is to render the decision, who shall personally consider the whole record or such portions thereof as may be cited by the parties. [Eff] (Auth: HRS §§91-2, 304A-302) (Imp: HRS §§91-2, 91-11, 304A-302)

§20-30.1-8 **Decisions and orders.** Every decision and order adverse to a party to the proceeding, rendered by the board in a contested case, shall be in writing or stated in the record and shall be accompanied by separate findings of fact and conclusions of law. If any party to the proceeding has filed proposed findings of fact, the board shall incorporate in its decision a ruling upon each proposed finding so presented. Parties to the proceeding shall be notified by delivering or mailing a certified copy of the decision and order and accompany findings and conclusions within a reasonable time to each party

or to the party's attorney of record. [Eff]
(Auth: HRS §§91-2, 304A-302) (Imp: HRS §§91-2, 91-12, 304A-302)

§20-30.1-9 **Consultation by officials.** No official of the board who renders a decision in a contested case shall consult any person on any issue of fact except upon notice and opportunity for all parties to participate, save to the extent required for the disposition of ex parte matters authorized by law." [Eff] (Auth: HRS §§91-2, 304A-302) (Imp: HRS §§91-2, 91-13, 304A-302)

3. This simultaneous repeal of chapter 20-30 and adoption of chapter 20-30.1, Hawaii Administrative Rules, shall take effect ten days after filing with the Office of the Lieutenant Governor.

I certify that the foregoing are copies of the rules drafted in Ramseyer format, pursuant to the requirements of section 91-4.1, Hawaii Revised Statutes, which were adopted on _____ and filed with the Office of the Lieutenant Governor.

JAN NAOE SULLIVAN
Chairperson, State Board for
Career and Technical Education

APPROVED AS TO FORM:

University of Hawaii

Carrie K. S. Okinaga, Esq.
Vice President for Legal Affairs and
University General Counsel

Department of the Attorney General

Diane Erickson
Deputy Attorney General

SECTION B

Career and Technical Education Coordinating Advisory Council Bylaws

**BYLAWS OF THE CAREER AND TECHNICAL EDUCATION COORDINATING
ADVISORY COUNCIL**

Article I. Definition

As used in these bylaws, the term “Coordinating Advisory Council” means the Career and Technical Education Coordinating Advisory Council; “State Director” means the State Director for Career and Technical Education.

Article II. Membership and Organization

- A. Members. The Coordinating Advisory Council, in accordance with Act 71, SLH 1968, Act 192, SLH 1974, the Hawai'i Revised Statutes – 1990 Supplement (Section 305A-4), and Act 58 (Section 305A-4), shall consist of eleven members, nine appointed and two ex-officio voting members. Of the nine appointed members, three shall be appointed from the Board of Regents of the University of Hawai'i by the chairperson of that body, three shall be appointed from the Board of Education by the chairperson of that body, and three shall be appointed from the Workforce Development Council by the chairperson of that body. Of the two ex-officio members one shall be the president of the University of Hawai'i and the other shall be the superintendent of education.

All members of the Coordinating Advisory Council shall serve without pay but shall be entitled to their traveling expenses within the State when attending meetings of the Council or when actually engaged in business relating to the work of the Council.

1. Officers. The members shall initially elect a Chairperson and a Vice-Chairperson, whose terms shall not exceed one year. The Vice-Chairperson shall be the Chairperson-Elect succeeding the Chairperson after election of a new Vice-Chairperson.

Elections will be held during the June meeting of the Coordinating Advisory Council.

The Chairperson shall preside at all meetings, and the Vice-Chairperson shall act as Chairperson in the absence of the Chairperson. The State Director, who shall not be a member of the Coordinating Advisory Council, shall serve as the Executive Officer, whose responsibility shall include the follow through on actions taken by the Coordinating Advisory Council.

Article III. Meetings

- A. The Coordinating Advisory Council shall meet quarterly and at such other times as required.
- B. Meetings shall be called by the Chairperson in consultation with the Executive Officer. The agenda shall be developed by the Chairperson and the Executive Officer.

Article IV. Quorum

A majority of all the members to which the Coordinating Advisory Council is entitled shall constitute a quorum to do business; and the concurrence of a majority of all members to which the Council is entitled shall be necessary to make any action of the Council valid, provided that due notice shall have been given to all members of the Council or a bona fide attempt shall have been made to give notice to all members to whom it was reasonably practicable to give the notice. The designate of an ex-officio voting member shall be counted in determining a quorum.

Article V. Voting

The concurrence of a majority of all members to which the Coordinating Advisory Council is entitled shall be required to make any action valid. A procedural motion may be passed by a majority vote of the members present. The designate of an ex-officio voting member is eligible to vote in the absence of the ex-officio member.

Article VI. Duties and Transaction of Business

- A. The Coordinating Advisory Council shall carry out the following duties responsibilities:
 - 1. Master Plan for Vocational Education. Review Master Plan periodically and recommend amendments thereto to the State Board for Career and Technical Education.
 - 2. State Plan for Vocational Education. Review the State Plan and recommend actions to be taken by the State Board for Career and Technical Education.
 - 1. Allocation of Funds. Recommend criteria and annual statewide priorities for the allocation of federal funds for vocational education. Recommend action to be taken by the State Board for Career and Technical Education.
 - 1. Advisory to the State Board for Career and Technical Education. Serve in an advisory capacity to the State Board for Career and Technical Education on matters pertaining to career and technical education.

Article VII. Duties and Functions

The foregoing statement of duties and functions shall not be considered as delimiting nor exclusive of such other duties and functions as may be prescribed by the Coordinating Advisory Council or by its Chairperson within prescribed law.

Article VIII. Robert's Rules

Robert's Rules of Order, newly revised, shall apply in situations not covered by these bylaws or applicable statute.

Article IX. Amendments

These bylaws may be amended only by a two-thirds vote with prior notice to all members of the Council.

SECTION C

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

The full Act may be found at <http://hawaii.edu/cte/publications/perkins.pdf>

Only the specific sections of the Act cited in the narrative of this document are included in this section of the Appendix. **PLEASE NOTE:** The page numbers in this section match the page numbers of the complete Act as provided in the above website. For example, Sec. 2 Purpose of the Act is on page 2 of the full Act as provided on the website and therefore is assigned page 2 in this section of the Appendix.

Page 2: Sec 2 Purpose of Act

Page 3: Sec 3 Definitions (Articulation Agreements)

Page 33: Sec 121(a) Eligible Agency Responsibilities

Pages 34 – 39: Sec 122 State Plan Development and Content

Page 35: Sec 122(c)(i) Program of Study Definition

Pages 42 – 45: Sec 124 State Leadership Required and Permissive Uses of Funds

Pages 52 – 55: Sec 135 Basic Grant Required and Permissive Uses of Funds

One Hundred Ninth Congress of the United States of America

AT THE SECOND SESSION

*Began and held at the City of Washington on Tuesday,
the third day of January, two thousand and six*

An Act

To amend the Carl D. Perkins Vocational and Technical Education Act of 1998 to improve the Act.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE; AMENDMENT.

- (a) SHORT TITLE.—This Act may be cited as the “Carl D. Perkins Career and Technical Education Improvement Act of 2006”.
- (b) AMENDMENT.—The Carl D. Perkins Vocational and Technical Education Act of 1998 (20 U.S.C. 2301 et seq.) is amended to read as follows:

“SECTION 1. SHORT TITLE; TABLE OF CONTENTS.

- “(a) SHORT TITLE.—This Act may be cited as the ‘Carl D. Perkins Career and Technical Education Act of 2006’.
- “(b) TABLE OF CONTENTS.—The table of contents for this Act is as follows:

- “Sec. 1. Short title; table of contents.
- “Sec. 2. Purpose.
- “Sec. 3. Definitions.
- “Sec. 4. Transition provisions.
- “Sec. 5. Privacy.
- “Sec. 6. Limitation.
- “Sec. 7. Special rule.
- “Sec. 8. Prohibitions.
- “Sec. 9. Authorization of appropriations.

“TITLE I—CAREER AND TECHNICAL EDUCATION ASSISTANCE TO THE STATES

“PART A—ALLOTMENT AND ALLOCATION

- “Sec. 111. Reservations and State allotment.
- “Sec. 112. Within State allocation.
- “Sec. 113. Accountability.
- “Sec. 114. National activities.
- “Sec. 115. Assistance for the outlying areas.
- “Sec. 116. Native American programs.
- “Sec. 117. Tribally controlled postsecondary career and technical institutions.
- “Sec. 118. Occupational and employment information.

“PART B—STATE PROVISIONS

- “Sec. 121. State administration.
 - “Sec. 122. State plan.
 - “Sec. 123. Improvement plans.
 - “Sec. 124. State leadership activities.
- “PART C—LOCAL PROVISIONS
- “Sec. 131. Distribution of funds to secondary education programs.
 - “Sec. 132. Distribution of funds for postsecondary education programs.

- “Sec. 133. Special rules for career and technical education.
- “Sec. 134. Local plan for career and technical education programs.
- “Sec. 135. Local uses of funds.

“TITLE II—TECH PREP EDUCATION

- “Sec. 201. State allotment and application.
- “Sec. 202. Consolidation of funds.
- “Sec. 203. Tech prep program.
- “Sec. 204. Consortium applications.
- “Sec. 205. Report.
- “Sec. 206. Authorization of appropriations.

“TITLE III—GENERAL PROVISIONS

“PART A—FEDERAL ADMINISTRATIVE PROVISIONS

- “Sec. 311. Fiscal requirements.
- “Sec. 312. Authority to make payments.
- “Sec. 313. Construction.
- “Sec. 314. Voluntary selection and participation.
- “Sec. 315. Limitation for certain students.
- “Sec. 316. Federal laws guaranteeing civil rights.
- “Sec. 317. Participation of private school personnel and children.
- “Sec. 318. Limitation on Federal regulations.

“PART B—STATE ADMINISTRATIVE PROVISIONS

- “Sec. 321. Joint funding.
- “Sec. 322. Prohibition on use of funds to induce out-of-state relocation of businesses.
- “Sec. 323. State administrative costs.
- “Sec. 324. Student assistance and other Federal programs.

“SEC. 2. PURPOSE.

“The purpose of this Act is to develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs, by—

“(1) building on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or high demand occupations in current or emerging professions;

“(2) promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;

“(3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including tech prep education; and

“(4) conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, services, and activities;

“(5) providing technical assistance that—
“(A) promotes leadership, initial preparation, and professional development at the State and local levels; and
“(B) improves the quality of career and technical education teachers, faculty, administrators, and counselors;

“(6) supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries; and

“(7) providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive.

“SEC. 3. DEFINITIONS.

“(4) **ARTICULATION AGREEMENT.**—The term ‘articulation agreement’ means a written commitment—

“(A) that is agreed upon at the State level or approved annually by the lead administrators of—

“(i) a secondary institution and a postsecondary educational institution; or

“(ii) a subbaccalaureate degree granting postsecondary educational institution and a baccalaureate degree granting postsecondary educational institution; and

“(B) to a program that is—

“(i) 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

“(ii) linked through credit transfer agreements between the 2 institutions described in clause (i) or (ii) of subparagraph (A) (as the case may be).

“PART B—STATE PROVISIONS

“SEC. 121. STATE ADMINISTRATION.

“(a) ELIGIBLE AGENCY RESPONSIBILITIES.—The responsibilities of an eligible agency under this title shall include—

“(1) coordination of the development, submission, and implementation of the State plan, and the evaluation of the program, services, and activities assisted under this title, including preparation for non-traditional fields;

“(2) consultation with the Governor and appropriate agencies, groups, and individuals including parents, students, teachers, teacher and faculty preparation programs, representatives of businesses (including small businesses), labor organizations, eligible recipients, State and local officials, and local program administrators, involved in the planning, administration, evaluation, and coordination of programs funded under this title;

“(3) convening and meeting as an eligible agency (consistent with State law and procedure for the conduct of such meetings) at such time as the eligible agency determines necessary to carry out the eligible agency’s responsibilities under this title, but not less than 4 times annually; and

“(4) the adoption of such procedures as the eligible agency considers necessary to—

“(A) implement State level coordination with the activities undertaken by the State boards under section 111 of Public Law 105–220; and

“(B) make available to the service delivery system under section 121 of Public Law 105–220 within the State a listing of all school dropout, postsecondary education, and adult programs assisted under this title.

“(b) EXCEPTION.—Except with respect to the responsibilities set forth in subsection (a), the eligible agency may delegate any of the other responsibilities of the eligible agency that involve the administration, operation, or supervision of activities assisted under this title, in whole or in part, to 1 or more appropriate State agencies.

“(A) the career and technical programs of study, which may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—

“(i) incorporate secondary education and postsecondary education elements;

“(ii) include 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 education credits; and

“(iv) lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;

“SEC. 122. STATE PLAN.**“(a) STATE PLAN.—**

“(1) **IN GENERAL.**—Each eligible agency desiring assistance under this title for any fiscal year shall prepare and submit to the Secretary a State plan for a 6-year period, together with such annual revisions as the eligible agency determines to be necessary, except that, during the period described in section 4, each eligible agency may submit a transition plan that shall fulfill the eligible agency’s obligation to submit a State plan under this section for the first fiscal year following the date of enactment of the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

“(2) REVISIONS.—Each eligible agency—

“(A) may submit such annual revisions of the State plan to the Secretary as the eligible agency determines to be necessary; and

“(B) shall, after the second year of the 6-year period, conduct a review of activities assisted under this title and submit any revisions of the State plan that the eligible agency determines necessary to the Secretary.

“(3) **HEARING PROCESS.**—The eligible agency shall conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State plan. A summary of such recommendations and the eligible agency’s response to such recommendations shall be included in the State plan.

“(b) PLAN DEVELOPMENT.—

“(1) **IN GENERAL.**—The eligible agency shall—

- “(A) develop the State plan in consultation with—
 - “(i) academic and career and technical education teachers, faculty, and administrators;
 - “(ii) career guidance and academic counselors;
 - “(iii) eligible recipients;
 - “(iv) charter school authorizers and organizers consistent with State law;
 - “(v) parents and students;
 - “(vi) institutions of higher education;
 - “(vii) the State tech prep coordinator and representatives of tech prep consortia (if applicable);
 - “(viii) entities participating in activities described in section 111 of Public Law 105–220;
 - “(ix) interested community members (including parent and community organizations);
 - “(x) representatives of special populations;
 - “(xi) representatives of business and industry (including representatives of small business); and
 - “(xii) representatives of labor organizations in the State; and
- “(B) consult the Governor of the State with respect to such development.

“(2) **ACTIVITIES AND PROCEDURES.**—The eligible agency shall develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities described in paragraph (1) to

participate in State and local decisions that relate to development of the State plan.

“(c) **PLAN CONTENTS.**—The State plan shall include information that—

“(1) describes the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

“(A) the career and technical programs of study, which may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—

“(i) incorporate secondary education and postsecondary education elements;

“(ii) include 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 education credits; and

“(iv) lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;

“(B) how the eligible agency, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in subparagraph (A);

“(C) how the eligible agency will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;

“(D) how the eligible agency will make available information about career and technical programs of study offered by eligible recipients;

“(E) 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;

“(F) the criteria that will be used by the eligible agency to approve eligible recipients for funds under this 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;

“(G) how programs at the secondary level will prepare career and technical education students, including special

populations, to graduate from secondary school with a diploma;

“(H) how such programs 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;

“(I) 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;

“(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;

“(J) how the eligible agency will facilitate and coordinate communication on best practices among successful recipients of tech prep program grants under title II and eligible recipients to improve program quality and student achievement;

“(K) 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; and

“(L) how the eligible agency will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration;

“(2) describes how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—

“(A) promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for the appropriate academic and career and technical education teachers to jointly develop and implement curricula and pedagogical strategies, as appropriate;

“(B) increases the percentage of teachers that meet teacher certification or licensing requirements;

“(C) is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;

“(D) encourages applied learning that contributes to the academic and career and technical knowledge of the student;

“(E) provides the knowledge and skills needed to work with and improve instruction for special populations;

“(F) assists in accessing and utilizing data, including data provided under section 118, student achievement data, and data from assessments; and

“(G) promotes integration with professional development activities that the State carries out under title II of the Elementary and Secondary Education Act of 1965 and title II of the Higher Education Act of 1965;

“(3) describes efforts to improve—

“(A) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

“(B) the transition to teaching from business and industry, including small business;

“(4) describes efforts to facilitate the transition of subaccuplaureate career and technical education students into baccuplaureate degree programs at institutions of higher education;

“(5) describes how the eligible agency will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of such career and technical education programs;

“(6) describes how funds received by the eligible agency through the allotment made under section 111 will be allocated—

“(A) 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; and

“(B) 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;

“(7) describes how the eligible agency will—

“(A) improve the academic and technical skills of students participating in career and technical education programs, including strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in—

“(i) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and

“(ii) career and technical education subjects;

“(B) provide students with strong experience in, and understanding of, all aspects of an industry; and

“(C) ensure that students who participate in such career and technical education programs are taught to the same challenging academic proficiencies as are taught to all other students;

“(8) describes how the eligible agency will annually evaluate the effectiveness of such career and technical education programs, and describe, to the extent practicable, how

the eligible agency is coordinating such programs to ensure nonduplication with other Federal programs;

“(9) describes the eligible agency’s program strategies for special populations, including a description of how individuals who are members of the special populations—

“(A) will be provided with equal access to activities assisted under this Act;

“(B) will not be discriminated against on the basis of their status as members of the 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 and for high skill, high wage, or high demand occupations;

“(10) describes—

“(A) the eligible agency’s efforts to ensure that eligible recipients are given the opportunity to provide input in determining the State adjusted levels of performance described in section 113; and

“(B) how the eligible agency, in consultation with eligible recipients, will develop a process for the negotiation of local adjusted levels of performance under section 113(b)(4) if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3);

“(11) provides assurances that the eligible agency will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act which may be included as part of an audit of other Federal or State programs;

“(12) provides assurances that none of the funds expended under this 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;

“(13) describes how the eligible agency will report data relating to students participating in career and technical education in order to adequately measure the progress of the students, including special populations, and how the eligible agency will ensure that the data reported to the eligible agency from local educational agencies and eligible institutions under this title and the data the eligible agency reports to the Secretary are complete, accurate, and reliable;

“(14) describes how the eligible agency will adequately address the needs of students in alternative education programs, if appropriate;

“(15) describes how the eligible agency will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance;

“(16) describes how career and technical education relates to State and regional occupational opportunities;

“(17) describes the methods proposed for the joint planning and coordination of programs carried out under this title with other Federal education programs;

“(18) describes how funds will be used to promote preparation for high skill, high wage, or high demand occupations and non-traditional fields;

“(19) describes how funds will be used to serve individuals in State correctional institutions; and

“(20) contains the description and information specified in sections 112(b)(8) and 121(c) of Public Law 105–220 concerning the provision of services only for postsecondary students and school dropouts.

“(d) PLAN OPTIONS.—

“(1) SINGLE PLAN.—An eligible agency not choosing to consolidate funds under section 202 shall fulfill the plan or application submission requirements of this section, and section 201(c), by submitting a single State plan. In such plan, the eligible agency may allow recipients to fulfill the plan or application submission requirements of section 134 and subsections (a) and (b) of section 204 by submitting a single local plan.

“(2) PLAN SUBMITTED AS PART OF 501 PLAN.—The eligible agency may submit the plan required under this section as part of the plan submitted under section 501 of Public Law 105–220, if the plan submitted pursuant to the requirement of this section meets the requirements of this Act.

“(e) PLAN APPROVAL.—

“(1) IN GENERAL.—The Secretary shall approve a State plan, or a revision to an approved State plan, unless the Secretary determines that—

“(A) the State plan, or revision, respectively, does not meet the requirements of this Act; or

“(B) the State’s levels of performance on the core indicators of performance consistent with section 113 are not sufficiently rigorous to meet the purpose of this Act.

“(2) DISAPPROVAL.—The Secretary shall not finally disapprove a State plan, except after giving the eligible agency notice and an opportunity for a hearing.

“(3) CONSULTATION.—The eligible agency shall develop the portion of each State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State plan is objectionable, the State agency shall file such objections with the eligible agency. The eligible agency shall respond to any objections of the State agency in the State plan submitted to the Secretary.

“(4) TIMEFRAME.—A State plan shall be deemed approved by the Secretary if the Secretary has not responded to the eligible agency regarding the State plan within 90 days of the date the Secretary receives the State plan.

“SEC. 124. STATE LEADERSHIP ACTIVITIES.

“(a) GENERAL AUTHORITY.—From amounts reserved under section 112(a)(2), each eligible agency shall conduct State leadership activities.

“(b) REQUIRED USES OF FUNDS.—The State leadership activities described in subsection (a) shall include—

“(1) an assessment 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 and how the career and technical education programs are designed to enable special populations to meet State adjusted levels of performance and prepare the special populations for further education, further training, or for high skill, high wage, or high demand occupations;

“(2) developing, improving, or expanding the use of technology in career and technical education that may include—

“(A) training of career and technical education teachers, faculty, career guidance and academic counselors, and administrators to use technology, including 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 technology fields, including non-traditional fields; or

“(C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs;

“(3) professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels, that support activities described in section 122 and—

“(A) provide in-service and preservice training in career and technical education programs—

“(i) on effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;

“(ii) on effective teaching skills based on research that includes promising practices;

“(iii) on effective practices to improve parental and community involvement; and

“(iv) on effective use of scientifically based research and data to improve instruction;

“(B) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher’s performance in the classroom, and are not 1-day or short-term workshops or conferences;

“(C) will help teachers and personnel to improve student achievement in order to meet the State adjusted levels of performance established under section 113;

“(D) will support 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 teachers and personnel—

“(i) stay current with the needs, expectations, and methods of industry;

“(ii) can effectively develop rigorous and challenging, integrated academic and career and technical

education curricula jointly with academic teachers, to the extent practicable;

“(iii) develop a higher level of academic and industry knowledge and skills in career and technical education; and

“(iv) effectively use applied learning that contributes to the academic and career and technical knowledge of the student; and

“(E) are coordinated with the teacher certification or licensing and professional development activities that the State carries out under title II of the Elementary and Secondary Education Act of 1965 and title II of the Higher Education Act of 1965;

“(4) supporting career and technical education programs that improve the academic and career and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical components of such career and technical education programs, through the integration of coherent and relevant content aligned with challenging academic standards and relevant career and technical education, to ensure achievement in—

“(A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and

“(B) career and technical education subjects;

“(5) providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations;

“(6) supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve State academic standards, and career and technical skills, or complete career and technical programs of study, as described in section 122(c)(1)(A);

“(7) serving individuals in State institutions, such as State correctional institutions and institutions that serve individuals with disabilities;

“(8) support for programs for special populations that lead to high skill, high wage, or high demand occupations; and

“(9) technical assistance for eligible recipients.

“(c) PERMISSIBLE USES OF FUNDS.—The leadership activities described in subsection (a) may include—

“(1) improvement of career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including—

“(A) encouraging secondary and postsecondary students to graduate with a diploma or degree; and

“(B) exposing students to high skill, high wage occupations and non-traditional fields;

“(2) establishment of agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs in order to provide postsecondary education and training opportunities for students participating in such career and technical education programs, such as tech prep programs;

“(3) support for initiatives to facilitate the transition of subbaccalaureate career and technical education students into baccalaureate degree programs, including—

“(A) statewide articulation agreements between associate degree granting career and technical postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;

“(B) postsecondary dual and concurrent enrollment programs;

“(C) academic and financial aid counseling; and

“(D) other initiatives—

“(i) to encourage the pursuit of a baccalaureate degree; and

“(ii) to overcome barriers to participation in baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;

“(4) support for career and technical student organizations, especially with respect to efforts to increase the participation of students who are members of special populations;

“(5) support for public charter schools operating career and technical education programs;

“(6) support for career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter;

“(7) support for family and consumer sciences programs;

“(8) support for partnerships between education and business or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels;

“(9) support to improve or develop new career and technical education courses and initiatives, including career clusters, career academies, and distance education, that prepare individuals academically and technically for high skill, high wage, or high demand occupations;

“(10) awarding incentive grants to eligible recipients—

“(A) for exemplary performance in carrying out programs under this Act, which awards shall be based on—

“(i) eligible recipients exceeding the local adjusted levels of performance established under section 113(b) in a manner that reflects sustained or significant improvement;

“(ii) eligible recipients effectively developing connections between secondary education and postsecondary education and training;

“(iii) the adoption and integration of coherent and rigorous content aligned with challenging academic standards and technical coursework;

“(iv) eligible recipients’ progress in having special populations who participate in career and technical education programs meet local adjusted levels of performance; or

“(v) other factors relating to the performance of eligible recipients under this Act as the eligible agency determines are appropriate; or

“(B) if an eligible recipient elects to use funds as permitted under section 135(c)(19);

“(11) providing for activities to support entrepreneurship education and training;

“(12) providing career and technical education programs for adults and school dropouts to complete their secondary school education, in coordination, to the extent practicable, with activities authorized under the Adult Education and Family Literacy Act;

“(13) providing assistance to individuals, who have participated in services and activities under this title, in continuing the individuals’ education or training or finding appropriate jobs, such as through referral to the system established under section 121 of Public Law 105-220;

“(14) developing valid and reliable assessments of technical skills;

“(15) developing and enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes;

“(16) improving—

“(A) the recruitment and retention of career and technical education teachers, faculty, administrators, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and

“(B) the transition to teaching from business and industry, including small business; and

“(17) support for occupational and employment information resources, such as those described in section 118.

“(d) RESTRICTION ON USES OF FUNDS.—An eligible agency that receives funds under section 112(a)(2) may not use any of such funds for administrative costs.

“SEC. 135. LOCAL USES OF FUNDS.

“(a) **GENERAL AUTHORITY.**—Each eligible recipient that receives funds under this part shall use such funds to improve career and technical education programs.

“(b) **REQUIREMENTS FOR USES OF FUNDS.**—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that—

“(1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education 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 described in section 122(c)(1)(A), to ensure learning in—

“(A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and

“(B) 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 the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);

“(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—

“(A) training of career and technical education teachers, faculty, and administrators to use 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 that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including—

“(A) in-service and preservice training on—

“(i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;

“(ii) effective teaching skills based on research that includes promising practices;

“(iii) effective practices to improve parental and community involvement; and

“(iv) 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 relevant 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.

“(c) **PERMISSIVE.**—Funds made available to an eligible recipient under this title may be used—

“(1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;

“(2) to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that—

“(A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and

“(B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;

“(3) for local education and business (including small business) partnerships, including for—

“(A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;

“(B) adjunct faculty arrangements for qualified industry professionals; and

“(C) industry experience for teachers and faculty;

“(4) to provide programs for special populations;

“(5) to assist career and technical student organizations;

“(6) for mentoring and support services;

“(7) for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;

“(8) for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;

“(9) to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;

“(10) to develop initiatives that facilitate the transition of subbaccalaureate career and technical education students into baccalaureate degree programs, including—

“(A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;

“(B) postsecondary dual and concurrent enrollment programs;

“(C) academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and

“(D) other initiatives—

“(i) to encourage the pursuit of a baccalaureate degree; and

“(ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;

“(11) to provide activities to support entrepreneurship education and training;

“(12) for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;

“(13) to develop and support small, personalized career-themed learning communities;

“(14) to provide support for family and consumer sciences programs;

“(15) to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;

“(16) to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105–220 (29 U.S.C. 2801 et seq.);

“(17) to support training and activities (such as mentoring and outreach) in non-traditional fields;

“(18) to provide support for training programs in automotive technologies;

“(19) to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include—

“(A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;

“(B) establishing, enhancing, or supporting systems for—

“(i) accountability data collection under this Act;

or

“(ii) reporting data under this Act;

“(C) implementing career and technical programs of study described in section 122(c)(1)(A); or

“(D) implementing technical assessments; and

“(20) to support other career and technical education activities that are consistent with the purpose of this Act.

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

SECTION D

Office of the State Director for Career and Technical Education Request for Proposals for Use of Perkins Basic Grant and State Leadership Funds

Note: The Office of the State Director for Career and Technical Education prepares one Request for Proposals for Use of Perkins Funds changing only the names of the two eligible recipients (University of Hawai'i Community Colleges System and the Hawai'i Department of Education) and the appropriate Perkins Core Performance Indicators and data for each of the eligible recipients.

CARL D. PERKINS
CAREER AND TECHNICAL EDUCATION ACT OF 2006
University of Hawai'i Community Colleges
Plan Guidelines for FY 2017-18

Perkins IV became law on August 12, 2006. The University of Hawai'i Community Colleges System (UHCCs) is an eligible recipient of Perkins funds for the year 2017-18. In order to receive funds, the department must fully address the goals of the Career and Technical Education Act of 2006 and comply with the federal and state requirements of the Act.

This packet contains the necessary forms for submittal. The plans are due April 21, 2017 to the Office of the State Director for CTE and must include the following items:

- Section I: An analysis of last year's outcomes. Data for the Performance Indicators have been provided for your agency.
- Section II. A description of how the agency will improve CTE programs and activities in AY 2017-18 with funds received under the Basic Grant, Section 134 of the Act. Funds must be used for programs and activities designed to support the state's Career Pathway model and to meet or exceed the State-adjusted levels of performance.
- Section III. A completed budget sheet for Basic Grant requests
- Section IV: An Assurance Form signed by the VPCC.
- Section V: A description of the Leadership activities that the agency will undertake as required under Section 124 of the Act.
- Section VI: A completed budget sheet for Leadership Grant requests.

Section I. In the space provided, analyze last year’s progress in achieving the goal levels of performance on the core indicators. This information should drive where the 2017-18 funds will be focused as you complete Section II. For your reference, below are the Perkins’ performance goals and actuals for 2015-16.

Perkins Core Indicators	Measurement Definition	Performance Percent 2015-2016 Goal / Actual
1P1: Technical Skill Attainment	Numerator: Number of concentrators who have a cumulative GPA > or = 2.00 in Career and Technical Education courses and who have stopped program participation in the year reported. Denominator: Number of concentrators who have stopped program participation in the year reported.	92.00/94.41
2P1: Credential, Certificate, or Degree	Numerator: Number of concentrators who received a degree or certificate in a Career and Technical Education program and who have stopped program participation in the year reported. Denominator: Number of concentrators who have stopped program participation in the year reported.	51.00/54.84
3P1: Student Retention or Transfer	Numerator: Number of concentrators in the year reported who have not completed a program and who continue postsecondary enrollment or who have transferred to a baccalaureate degree program. Denominator: Number of concentrators in the year reported who have not completed a program.	81.00/75.55
4P1: Student Placement	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. Denominator: Number of concentrators in the year reported (previous Perkins year) who have stopped program participation	63.87/66.19
5P1: Nontraditional Participation	Numerator: Number of participants from underrepresented groups who participated in a program that leads to employment in nontraditional fields during the reporting year. Denominator: Number of participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	22.00/23,25
5P2: Nontraditional Completion	Numerator: Number of concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. Denominator: Number of concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.	22.00/22.84

Analysis of the data:

Section II: The Basic Grant form is on a separate attachment.

Address each of the requirements outlined in Section 134 of the Act (sections A-J on the form), describe how the agency will improve CTE programs and activities in AY 2017-18 with funds received under this title.

Funds Available: \$2,387,073 (subject to changes made by the USDOE).

Funds must be used to support programs and activities that enhance the state's Career Pathway model through Programs of Study, and to meet or exceed the State-adjusted levels of performance.

Where appropriate, include proposed activities, expected outcomes, and budget categories that support the activity.

Section III: The Basic Grant budget must support and relate to the plan in Section II.

NOTE: Each eligible recipient receiving funds shall not use more than 5 percent of the funds for administrative costs associated with the administration of activities assisted under this section.

UHCCS State Office Level

Administrative	Subtotal	Total
Salary		
Fringe		
Office Equipment		
Office Supplies		
Mileage		
Program Improvement Activities		
Salary		
Fringe		
Meeting Facilities		
Supplies		
Printing		
Equipment		
Curriculum Development / Implementation		
Evaluation / Assessment		

Contractual		
Research		
Equipment		
Professional Development		
Travel		
District RT Support		
Allocated Directly to Schools		
TOTAL		

Section IV. This assurance form must be signed by the VP for CCs

THE ELIGIBLE RECIPIENT OF THESE FUNDS ASSURE THAT:

- The data reported are complete, accurate valid, and reliable.
- None of the information reported under Sec. 113 of the Act is duplicative.
- The data are disaggregated for each of the indicators of performance.
- Programs are of such, size, scope, and quality to bring about improvements in the quality of CTE.
- 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.
- None of the fund 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 interest of that purchasing entity, the employee of the purchasing entity, or any affiliate of such an origination.
- Programs of study are rigorous and aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative 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 participating student will be made aware of such opportunities.
- Funds used under this Act for in-service and pre-service 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 program located in the geographical area served by an eligible recipient.

- An eligible recipient receiving an allotment under this act will consult, upon written request, in a timely and meaningful manner, with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this title, of secondary school student attending nonprofit private schools.

Vice President for Community Colleges

Date

Print Name

Section V: The Leadership template is on a separate attachment.

- I. Funds Available: \$144,907 for each eligible bidder (subject to change)
- II. Time Frame: The programs, projects, and services supported under this RFP extend 27 months beginning July 1, 2017
- III. Deliverables: a progress report is required and must be submitted to the Office of the State Director on or before September 15, 2017.
- IV. Submission Deadline: April 21, 2017

Section VI: The Leadership budget must support and relate to the plan in Section V.

UHCCS State Office Level

Administrative	Subtotal	Total
Salary		
Fringe		
Office Equipment		
Office Supplies		
Mileage		

Program Improvement Activities		
Salary		
Fringe		
Meeting Facilities		
Supplies		
Printing		
Equipment		
Curriculum Development / Implementation		
Evaluation / Assessment		
Contractual		
Research		
Equipment		
Professional Development		
Travel		
District RT Support		
Allocated Directly to Schools		
TOTAL		

For Reference [from Perkins IV (Public Law 109-270)]

The Required and Permissive Uses of Funds

Each eligible recipient that receives funds shall use the Perkins funds to improve career and technical education programs. Section 135, Local Uses of Funds, further outlines the Requirements for Uses of Funds and Permissive Uses of Funds.

- (b) REQUIREMENTS FOR USES OF FUNDS-** Funds made available to eligible recipients under this part shall be used to support career and technical education programs that--
- (1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education 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 described in section 122(c)(1)(A), to ensure learning in--

- (A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
 - (B) 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 the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);
- (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--
- (A) training of career and technical education teachers, faculty, and administrators to use 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 that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including--
- (A) in-service and pre-service training on--
 - (i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
 - (ii) effective teaching skills based on research that includes promising practices;
 - (iii) effective practices to improve parental and community involvement; and
 - (iv) 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 relevant 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.

(c) **PERMISSIVE-** Funds made available to an eligible recipient under this title may be used--

- (1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
- (2) to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that--
 - (A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and
 - (B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;
- (3) for local education and business (including small business) partnerships, including for--
 - (A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
 - (B) adjunct faculty arrangements for qualified industry professionals; and
 - (C) industry experience for teachers and faculty;
- (4) to provide programs for special populations;
- (5) to assist career and technical student organizations;

- (6) for mentoring and support services;
- (7) for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
- (8) for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;
- (9) to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;
- (10) to develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including--
 - (A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
 - (B) postsecondary dual and concurrent enrollment programs;
 - (C) academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
 - (D) other initiatives--
 - (i) to encourage the pursuit of a baccalaureate degree; and
 - (ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;
- (11) to provide activities to support entrepreneurship education and training;
- (12) for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;
- (13) to develop and support small, personalized career-themed learning communities;
- (14) to provide support for family and consumer sciences programs;

- (15) to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;
- (16) to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105-220 (29 U.S.C. 2801 et seq.);
- (17) to support training and activities (such as mentoring and outreach) in non-traditional fields;
- (18) to provide support for training programs in automotive technologies;
- (19) to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative innovations, which may include-
 - (A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
 - (B) establishing, enhancing, or supporting systems for-
 - (i) accountability data collection under this Act; or
 - (ii) reporting data under this Act;
 - (C) implementing career and technical programs of study described in section 122(C)(1)(A); or
 - (D) implementing technical assessments; and
- (20) to support other career and technical education activities that are consistent with the purposes of this Act.

SECTION E

University of Hawai'i Community Colleges System Request for Use of Perkins Basic Grant Funds by Subrecipients (individual community colleges)

SEC. 134. BASIC GRANT

- I. Funds Available: \$2,387,073 for each eligible bidder.
- II. Eligible Bidders: The University of Hawai'i Community College System and the Hawai'i State Department of Education.
- III. Time Frame: The programs, projects, and services supported under this RFP extend 27 months beginning July 1, 2017
- IV. Deliverables: a progress report is required and must be submitted to the Office of the State Director on or before Sept 15, 2017.
- V. Submission Deadline: April 21, 2017

Complete this form for all Required Elements of Sect 134 of the ACT. Permissive uses may or may not be addressed.

Required Elements [Sec. 134(b) of the Perkins Act]	Proposed Activity	Needs analysis: Use core indicator performance data as well as any other appropriate data to substantiate the need for the proposed activity and describe how the proposed activity supports the required uses of funds and purpose.	Expected Outcomes (evidence that the activities support the required uses of funds and purpose)	Budget (Use the categories on the Budget Summary)
<p>A Describe how the agency will:</p> <ol style="list-style-type: none"> 1. offer the relevant elements of not less than 1 career and technical program of study; 2. strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the 				

integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in –

- a) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
- b) career and technical education subjects;

3. provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;

4. ensure that students who participate in such CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students;

5. encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965);

<p>B. Describe how comprehensive professional development (including initial teacher preparation) for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development);</p>				
<p>C. Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105-220 (if applicable), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this</p>				

<p>title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study;</p>				
<p>D. Provide assurances that the agency will provide CTE programs that are of sufficient size, scope, and quality to bring about improvement in the quality of CTE programs;</p>				
<p>E. Describe the process that will be used to evaluate and continuously improve the performance of the eligible recipient;</p>				
<p>F. Describe how the eligible recipient will—</p> <p>a) review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations;</p>				

<p>b) provide programs that are designed to enable the special populations to meet the local adjusted levels of performance; and</p> <p>c) provide activities to prepare special populations, including single parents and displaced homemakers, for high skill, high wage, or high demand occupations that will lead to self-sufficiency;</p>				
<p>G. Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations;</p>				
<p>H. Describe how funds will be used to</p>				

promote preparation for non-traditional fields;				
<p>I. Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities;</p>				
<p>J. Describe efforts to improve the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and the transition to teaching from business and industry.</p>				
		<p>Rationale: Use core indicator performance data as well as</p>		

Permissive uses of funds [section 13(c) of the Perkins Act	Proposed Activity	any other appropriate data to substantiate the need for the proposed activity and describe how the proposed activity supports the required uses of funds and purpose.	Expected Outcomes (evidence that the activities support the required uses of funds and purpose)	Budget (Use the categories on the attached Budget Summary)
<p>1. To involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;</p>				
<p>2. To provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs that improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and provides assistance for postsecondary students, including adult students who are changing careers or updating skills;</p>				
<p>3. For local education and business (including small business) partnerships, including for work-related experiences for students, such as</p>				

<p>internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs; adjunct faculty arrangements for qualified industry professionals; and industry experience for teachers and faculty;</p>				
<p>4. To provide programs for special populations;</p>				
<p>5. To assist career and technical student organizations;</p>				
<p>6. For mentoring and support services;</p>				
<p>7. For leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;</p>				
<p>8. For teacher preparation programs that</p>				

<p>address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals in business and industry;</p>				
<p>9. To develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;</p>				
<p>10. To develop initiatives that facilitate the transition of sub-baccalaureate career and</p>				

<p>technical education students into baccalaureate degree programs, including -</p> <p>(A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;</p> <p>(B) postsecondary dual and concurrent enrollment programs;</p> <p>(C) academic and financial aid counseling for sub-baccalaureate career and technical education students that informs students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and</p> <p>(D) other initiatives - to encourage the pursuit of a baccalaureate degree; and to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;</p>				
<p>11. To provide activities to support entrepreneurship education and training;</p>				
<p>12. For improving or developing new career and technical education courses, including the development of new proposed career and</p>				

<p>technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;</p>				
<p>13. To develop and support small, personalized career-themed learning communities;</p>				
<p>14. To provide support for family and consumer sciences programs;</p>				
<p>15. To provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;</p>				
<p>16. To provide assistance to individuals who</p>				

<p>have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105-220 (29 U.S.C. 2801 et. seq.);</p>				
<p>17. To support training and activities (such as mentoring and outreach) in non-traditional fields;</p>				
<p>18. To provide support for training in automotive technologies;</p>				
<p>19. To pool a portion of such funds with a portion of funds available to not less than 1</p>				

<p>other eligible recipient for innovative initiatives, which may include -</p> <p>(A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;</p> <p>(B) establishing, enhancing, or supporting systems for - (i) accountability data collection under this Act; or (ii) reporting data under this Act;</p> <p>(C) implementing career and technical programs of study described in section 122(c)(1)(A); or</p> <p>(D) implementing technical assessments; and</p>				
<p>20. To support other career and technical educational activities that are consistent with the purpose of this Act.</p>				

STATE LEADERSHIP ACTIVITIES.

- I. Funds Available: \$144,907 for each eligible bidder (subject to change)
- II. Eligible Bidders: The University of Hawai'i Community College System and the Hawai'i State Department of Education.
- III. Time Frame: The programs, projects, and services supported under this RFP extend 27 months beginning July 1, 2017
- IV. Deliverables: a progress report is required and must be submitted to the Office of the State Director on or before Sept 15, 2017.
- V. Submission Deadline: April 21, 2017

NOTE: Each agency must address all required uses of Leadership funds

Required Uses of Funds [Sec. 124 of the Perkins Act]	Proposed Activity	Needs Analysis: (Describe how each activity will promote change and enhance student performance, especially how data will be used to support continuous student achievement to meet or exceed the state-adjusted levels of performance.)	Expected Outcomes: List the objectives for each activity. Each objective must be stated in assessable terms.	Budget (Use the categories on the attached Budget Summary Page)
<p>1. an assessment 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 and how the career and technical education programs are designed to enable special populations to meet State adjusted levels of performance and prepare the special populations for further education, further training, or for high skill, high wage, or high demand occupations;</p>				
<p>2. developing, improving, or expanding the use of technology in career and technical education that may include—</p>				
<p>(A) training of career and technical education teachers, faculty, career guidance and academic counselors, and administrators to use technology, including distance learning;</p>				

<p>(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 technology fields, including non-traditional fields; or</p>					
<p>(C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs.</p>					
<p>3. professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels, that support activities described in section 122 and--</p>					
<p>(A) provide in-service and preservice training in career and technical education programs--</p>					
<p>(i) on effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable.</p>					
<p>(ii) on effective teaching skills based on research that includes promising practices;</p>					
<p>(iii) on effective practices to improve parental and community involvement; and</p>					
<p>(iv) on effective use of scientifically based research and data to improve instruction.</p>					
<p>(B) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom, and are not 1-day or short-term workshops or conferences;</p>					

<p>(C) will help teachers and personnel to improve student achievement in order to meet the State adjusted levels of performance established under section 113;</p>						
<p>(D) will support 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 teachers and personnel—</p>						
<p>(i) stay current with the needs, expectations, and methods of industry;</p>						
<p>(ii) can effectively develop rigorous and challenging, integrated academic and career and technical education curricula jointly with academic teachers, to the extent practicable;</p>						
<p>(iii) develop a higher level of academic and industry knowledge and skills in career and technical education; and</p>						
<p>(iv) effectively use applied learning that contributes to the academic and career and technical knowledge of the students; and</p>						
<p>(E) are coordinated with the teacher certification or licensing and professional development activities that the State carries out under title II of the Elementary and Secondary Education Act of 1965 and title II of the Higher Education Act of 1964.</p>						

<p>4. supporting career and technical education programs that improve the academic and career and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical components of such career and technical education programs, through the integration of coherent and relevant content aligned with challenging academic standards and relevant career and technical education, to ensure achievement in-</p>				
<p>(A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and</p>				
<p>(B) career and technical education subjects;</p>				
<p>5. providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skills, high wage occupations;</p>				
<p>6. supporting partnerships among local educational agencies, institutions of higher education, adult education providers, and as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve State academic standards, and career and technical skills, or complete career and technical programs of study, as described in section 122(c)(1)(A);</p>				
<p>7. serving individuals in State institutions, such as State Correctional institutions and institutions that serve individuals with disabilities;</p>				

8. support for programs for special populations that lead to high skills, high wage, or high demand occupations.				
9. technical assistance for eligible recipients.				

PERMISSIBLE USES OF FUNDS. Using the same headers as above and referring to the Perkins IV legislation, reference the 17 permissible uses of State Leadership funds.

CARL D. PERKINS
CAREER AND TECHNICAL EDUCATION ACT OF 2006

University of Hawai'i Community Colleges College Plan Guidelines for FY 2017-2018
(Revised January 2017)

Perkins IV became law on August 12, 2006. Under the law, 2007-08 was identified as the transition year, and 2008-09 as the first year of implementation. Thus as eligible recipients of Perkins funds, in the coming year the University of Hawai'i Community Colleges must fully address the goals of the Career and Technical Education Act of 2006 and comply with the federal and state requirements of the Act. For reference, the purpose of the Perkins law is provided below:

I. Purpose of Perkins IV (Public Law 109-270)

As stated in the law, "The purpose of this Act is to develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs, by--

- (1) building on the efforts of States and localities to develop challenging academic and technical standards and to assist students in meeting such standards, including preparation for high skill, high wage, or high demand occupations in current or emerging professions;
- (2) promoting the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary education and postsecondary education for participating career and technical education students;
- (3) increasing State and local flexibility in providing services and activities designed to develop, implement, and improve career and technical education, including tech prep education;
- (4) conducting and disseminating national research and disseminating information on best practices that improve career and technical education programs, services, and activities;
- (5) providing technical assistance that--
 - (a) promotes leadership, initial preparation, and professional development at the State and local levels; and
 - (b) improves the quality of career and technical education teachers, faculty, administrators, and counselors;
- (6) supporting partnerships among secondary schools, postsecondary institutions, baccalaureate degree granting institutions, area career and technical education schools, local workforce investment boards, business and industry, and intermediaries; and
- (7) providing individuals with opportunities throughout their lifetimes to develop, in conjunction with other education and training programs, the knowledge and skills needed to keep the United States competitive."

II. Core Indicators of Performance

To improve the UHCC's performance on the Perkins Core Indicators, it may help to understand how core indicators are determined, the Perkins' performance goals for 2017-2018, and the UHCC system's and the individual campuses' past performance on each of the indicators. The postsecondary core indicators of performance are based on students carrying 12 or more CTE credits. Below are the formulas for the Perkins Core Indicators and 2017-2018 performance data.

Perkins Core Indicators	Measurement Definition	Performance Goals for 2017-18
1P1: Technical Skill Attainment	Numerator: Number of concentrators ¹ who have a cumulative GPA > or = 2.00 in Career and Technical Education courses and who have stopped program participation in the year reported. Denominator: Number of concentrators who have stopped program participation in the year reported.	TBD
2P1: Credential, Certificate, or Degree	Numerator: Number of concentrators who received a degree or certificate in a Career and Technical Education program and who have stopped program participation in the year reported. Denominator: Number of concentrators who have stopped program participation in the year reported.	TBD
3P1: Student Retention or Transfer	Numerator: Number of concentrators in the year reported who have not completed a program and who continue postsecondary enrollment or who have transferred to a baccalaureate degree program. Denominator: Number of concentrators in the year reported who have not completed a program.	TBD
4P1: Student Placement	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. Denominator: Number of concentrators in the year reported (previous Perkins year) who have stopped program participation	TBD
5P1: Nontraditional Participation	Numerator: Number of participants ² from underrepresented groups who participated in a program that leads to employment in nontraditional fields during the reporting year. Denominator: Number of participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	TBD
5P2: Nontraditional Completion	Numerator: Number of concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. Denominator: Number of concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.	TBD

¹ Concentrator: A postsecondary student in a declared career and technical education (CTE) program who has completed at least twelve credits or the equivalent in a CTE program.

² Participant: A postsecondary student in a declared career and technical (CTE) program who has completed at least one credit or the equivalent in a CTE program.

Performance on Core Indicators in 2015-2016

Perkins Indicators	2015-16 Goals	2015-16 Actual Outcomes							
		UHCC System	Hawai'i CC	Honolulu CC	Kauai CC	Kapiolani CC	Leeward CC	UH Maui College	Windward CC
1P1	92.00	94.41	94.40	95.13	95.48	97.43	91.38	92.37	90.99
2P1	51.00	54.84	60.37	61.89	55.93	63.81	49.09	39.00	25.23
3P1	81.00	75.55	62.87	67.64	61.48	76.84	74.05	99.11	85.38
4P1	63.87	66.19	63.77	64.35	76.68	65.10	63.94	68.30	73.56
5P1	22.00	23.25	20.32	15.33	14.94	33.53	34.20	24.66	7.78
5P2	22.00	22.84	21.92	14.73	21.01	33.33	31.63	26.05	7.55

To maximize the impact of Perkins funding, below is a table which shows the alignment of the Perkins Core Indicators with UHCC Strategic Plan and Achieving the Dream goals.

Perkins Core Indicators	Alignment with	
	UHCC Strategic Plan Goals 2008-15	Achieving the Dream (AtD) Goals
1P1: Technical Skill Attainment, “Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate”.	B3. Increase by 6% per year degrees/certificates achievement awarded in Science Technology, Engineering, and Math (STEM) fields. B4. Increase by 3% per year the number of individuals enrolled in non-credit certificates programs that lead to occupations where there is a demonstrated state of Hawai'i shortage of qualified workers, and where the average wage is at or above the U.S. average. (\$38,651 YR2006).	Goal 3: Increase the numbers of students, especially Native Hawaiian, low- income, & other under-served students, who complete all courses they take, earning a grade of C or higher.
2P1: Credential, Certificate, or Degree, “Student attainment of an industry-recognized credential, a certificate, or a degree”.	B. Hawai'i's Educational Capital - Increase the educational capital of the state by increasing the participation and completion of students, particularly low- income students and those from underserved regions B4. Increase by 3% per year the number of students who successfully progress and graduate (3,608 degrees by 2015).	Goal 5: Increase the numbers of students, especially Native Hawaiian, low- income, & other under-served students, who earn certificates and/or degrees.
3P1: Student Retention or Transfer, “Student retention in postsecondary education or transfer to a baccalaureate degree program”.	Globally Competitive Workforce (UH/UHCC Strategic Outcomes and Performance Measures, 2008-2015): B1. Increase by 3% per year the number of degrees awarded, and/or transfers to UH baccalaureate programs that lead to occupations where there is a demonstrated state of Hawai'i shortage of qualified workers, or where the average annual wage is at or above the U.S. average 2006=\$38,651).	Goal 4: Increase the numbers of students, especially Native Hawaiian, low- income, and other under-served students, who re- enroll in the Colleges from one semester to the next?
4P1: Student Placement, “Student Placement in military service or apprenticeship programs, or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions”.	3.2 High skill, High Wage, or Job Placement	
5P1: Nontraditional Participation, “Student participation in career and technical education programs that lead to employment in non- traditional fields”.		

5P2: Nontraditional Completion, "Student completion of career and technical education programs that lead to employment in non- traditional fields".	1.4 Transfer 2.3 Degree 2.4 Transfer 3.1 High Wage 4.1 High Wage, High Demand	
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III. Perkins IV Intervention Strategies

For strategies to be included in a participating college plan, it is recommended that individual proposals be submitted to the campus Career and Technical Education (CTE) Dean at the date they determine (e.g. Friday, February 24, 2017), and to the UHCC Systems Office no later than **Friday, March 10, 2017**. Proposals sent to CTE Deans for review **Friday, March 31, 2017**. Proposals to be reviewed at the **Wednesday April 12, 2017** CTE Deans Meeting.

To meet the requirements of the Carl D. Perkins Career and Technical Education Act of 2006, strategies should be developed around the core indicators outlined on page 2 of this document.

The following elements will contribute to the strength of the proposal:

- A. raise/increase/improve UHCC Perkins' Performance Indicators (1P1, 2P1, 3P1, etc.),
- B. raise/increase/improve Campus Perkins' Performance Indicators,
- C. raise/increase/improve Program Perkins' Performance Indicators,
- D. address UHCC Strategic Outcomes Goals (course completion, graduation, transfer, etc.),
- E. address AtD Goals (developmental and gatekeeper course completion, student success, persistence, graduation for Native Hawaiian students),
- F. satisfy Accreditation/licensure requirements, if appropriate,
- G. assist Non-Traditional students,
- H. address Work Readiness/Workforce Development.

A list of required and permissive uses of funds is included in the Appendix. Below is a guide of some of the allowable and unallowable expenditures.

Allowable Expenditures - Necessary and reasonable costs associated with:
Travel and facility costs for Advisory Councils/Committees (i.e., PCC and Articulation Coordinators) meetings
Development and piloting of Course/Program Assessments
Career guidance/Counseling
Consultants
Curriculum development
Equipment
Equipment maintenance (if part of initial purchase)
Employee salary and fringe benefits
Membership, subscriptions to professional publications, and professional activities
Professional development activities

Supplies
Travel
Unallowable Expenditures
Entertainment costs
Food and beverages
Promotional “give away” items

Some reminders:

1. Supplement not Supplant: Perkins funds cannot be used to pay for services, staff, programs, or materials that would otherwise be paid with other federal, state, or local funds.
2. *As stated in OMB A-21 section 28c. Costs of meeting and conferences, when the primary purpose is the dissemination of technical information, are allowable. This includes costs of meals, transportation, rental of facilities, and other items incidental for such meetings or conferences. If you will be using Perkins funding for food items, you must fill out UH Form OPRPM Form 56, include agenda, participant list (original sign in sheet), and meeting notes.

A budget is required for each strategy. The budget must include planned expenditures in the areas of personnel, equipment, supplies and services. **All expenditures shall be described and supported in the narrative of the proposal.** Personnel expenditures must include the calculations of salary/hourly wage, FTE or planned hours of work per week, and fringe. A format for the budget is provided in this document.

Career and Technical Education Deans at each college are responsible to ensure that all submissions are complete and that the college has reviewed and prioritized its strategies consistent with this RFP, the CTE State Plan, and the Perkins law.

Chancellors must sign the Assurances form.

IV. Perkins IV College Plans

To be considered for funding, participating colleges must submit a plan along with proposed activities/strategies that support the plan. The college plans are due March 10, 2017 to the Office of the Associate Vice President of Academic Affairs, Community Colleges, and must include the following items:

- A description of the planning process and the participants involved; and a list of significant resources used (e.g. research studies and/or consultants).
- Previous years' data on the college's and programs' performance on core indicators of performance relative to the pre-established goal levels. Be sure to include data on the performance of special populations. In addition, when proposed strategies are intended to address program weaknesses, be sure to include the relevant data.
- An analysis of the college's progress in achieving the goal levels of performance on the core indicators, including the performance for special populations. Each core indicator must be addressed even if the college will not receive funds for all core indicators.
- A summary statement of how the proposed strategies are designed to address the core indicators and a brief statement of how the college plans to address the needs of under- performing programs and/or special populations.
- Assurance that the College's Institutional Researcher(s), appropriate Fiscal or Administrative Officer, and Human Resources Officer have reviewed the proposed strategies.

V. Processing Budget Changes after the Plan is Submitted

Substantial changes to approved plans must be submitted to the CTE Deans for support or non- support and then to the UHCC Associate Vice President for Academic Affairs for appropriate action. In general, the following would constitute substantial changes:

1. budget changes between categories, or changes within categories that might affect the expected outcomes.
2. additional expenditures that would increase the overall strategy/project budget.
3. changes in **excess of 10%** of the individual strategy/project budget, even if there is no change to the total allocation for the project.

Budget changes that do not impact the total strategy/project budget and involve changes of less than 10% of the total strategy/project budget, within and across budget categories, may be approved by the campus CTE Dean. Written justification and an amended budget modification spreadsheet documenting such changes must be submitted to the UHCC Associate Vice President for Academic Affairs. The changes should also be reflected in the strategy/project completion report.

VI. Expenditure of Funds

All funds must be expended, i.e., goods and services received, by the **June 30, 2018** the end of the program year.

During mid-Spring of the program year, colleges may be asked to return funds not likely to be spent by June 30, 2018. The college's CTE Dean is responsible for informing the committee when large amounts of an award have not been spent.

VII. Completion Reports

The University of Hawai'i Community Colleges (UHCC) System is required to submit a Consolidated Annual Report to the State Director for Career and Technical Education. This report is typically due in December. To assist in the completion of the UHCC's annual report, each college shall submit completion reports for the projects undertaken in the previous fiscal year by **October 10, 2018**. A format for the completion report is a separate document.

When preparing the completion reports, colleges should refer to their original strategy worksheet(s) that outlines the effectiveness measures they identified for each strategy.

Failure to file the completion reports on time may jeopardize funding of the College's future grant proposals.

APPENDIX
[from Perkins IV (Public Law 109-270)]

The Required and Permissive Uses of Funds

Each eligible recipient that receives funds shall use the Perkins funds to improve career and technical education programs. Section 135, Local Uses of Funds, further outlines the Requirements for Uses of Funds and Permissive Uses of Funds.

(b) REQUIREMENTS FOR USES OF FUNDS- *Funds made available to eligible recipients under this part shall be used to support career and technical education programs that--*

- (1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education 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 described in section 122(c)(1)(A), to ensure learning in--
 - (A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and*
 - (B) 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 the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);*
- (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--
 - (A) training of career and technical education teachers, faculty, and administrators to use 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 that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including--
 - (A) in-service and pre-service training on--
 - (i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;*
 - (ii) effective teaching skills based on research that includes promising practices;*
 - (iii) effective practices to improve parental and community involvement; and*
 - (iv) 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 relevant 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.*

(c) PERMISSIVE- *Funds made available to an eligible recipient under this title may be used--*

- (1) *to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;*
- (2) *to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that--*
 - (A) *improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and*
 - (B) *provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;*
- (3) *for local education and business (including small business) partnerships, including for--*
 - (A) *work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;*
 - (B) *adjunct faculty arrangements for qualified industry professionals; and*
 - (C) *industry experience for teachers and faculty;*
- (4) *to provide programs for special populations;*
- (5) *to assist career and technical student organizations;*
- (6) *for mentoring and support services;*
- (7) *for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;*
- (8) *for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;*
- (9) *to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;*

- (10) to develop initiatives that facilitate the transition of sub-baccalaureate career and technical education students into baccalaureate degree programs, including--
 - (A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
 - (B) postsecondary dual and concurrent enrollment programs;
 - (C) academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
 - (D) other initiatives--
 - (i) to encourage the pursuit of a baccalaureate degree; and
 - (ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;
- (11) to provide activities to support entrepreneurship education and training;
- (12) for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;
- (13) to develop and support small, personalized career-themed learning communities;
- (14) to provide support for family and consumer sciences programs;
- (15) to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;
- (16) to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105-220 (29 U.S.C. 2801 et seq.);
- (17) to support training and activities (such as mentoring and outreach) in non-traditional fields;
- (18) to provide support for training programs in automotive technologies;
- (19) to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative innovations, which may include-
 - (A) improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
 - (B) establishing, enhancing, or supporting systems for-
 - (i) accountability data collection under this Act; or
 - (ii) reporting data under this Act;
 - (C) implementing career and technical programs of study described in section 122(C)(1)(A); or
 - (D) implementing technical assessments; and
- (20) to support other career and technical education activities that are consistent with the purposes of this Act.

**CARL D. PERKINS VOCATIONAL AND TECHNICAL
EDUCATION ACT OF 2006**

Perkins IV Intervention Strategy Proposal Form

(Revised January 2017)

**Strategy # 1
Program Year 2017-18**

1. **College:** Click for drop down menu.

Proposal Submitted: 11/28/17

2. **(Descriptive) Strategy Title:**

3. **Proposer's Name:** **E-Mail:**

4. **Proposal Period:** July 1, 2017 through June 30, 2018

Is this proposal a part of a multiple-year strategy?

No

Yes. If this is a multiple-year strategy, for what year is this proposal requesting funding? 1

5. **Brief Statement of identified problem area and reason for selection**

(Word limit = 500 words, put tables/charts in the appendix):

- a) Provide relevant program and/or college data to support the need to address this problem.)
- b) Describe alignment of problem to one or more Perkins Core Indicators, and as appropriate, goals from the UHCC Strategic Plan, Achieving the Dream, and/or other UHCC projects. (See pages 3 - 4 of UHCC College Plan Guidelines for FY 2016-17)
- c) Include narrative that is supported by data. Be brief and succinct.

Click here to enter text:

6. **Brief Strategy Description (Word limit = 500 words):**

- Answer the question: What do you want to do based on information provided in item #5 above?
- If this strategy is a continuation of a current strategy, indicate rationale for continuance. **Strategies will not be considered for continued funding unless supporting data and rationale demonstrate impact effectiveness.**
- Evidence of industry support.

Click here to enter text:

- 7. Calendar of Planned Activities:** (add or delete rows as appropriate)
 In chronological order, briefly describe the procedures/activities planned to achieve stated goal(s) or outcome(s)

Activity	Month(s) the Activity will take place
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.
Click here to enter text.	Click here to enter text.

8. Effectiveness Measures: (Refer to the identified problem – item #5, and describe the anticipated **quantitative** outcomes expected from the implementation of the strategy. Where appropriate, indicate the effectiveness measures that will be reported after year one, year two, etc.) **State the effectiveness measures clearly and in assessable terms.** The outcomes stated here must be addressed later in the completion report. Confer with your IR office to ensure the appropriateness of the measurement of outcomes.

- e.g. A ___ % increase (from # to #) in students that passed x.
A ___% increase in students used a particular service (from x to y).
A decrease in the number of complaints re: (from x/sem to y/sem)

Click here to enter text:

9. Budget Summary: For system projects, the budget must include a breakdown of costs by campus along with a total system budget. (Double-click to access Excel Worksheet).

- Include a short description on all proposed personnel to be paid for by these funds. The description should include:
 - the position(s) FTE,
 - if the hire will be regular or casual,
 - the position's/positions' classification(s) (e.g., counselor, lecturer, APT, etc.),
 - the position's/positions' job duties and how the duties will benefit the project,
 - the intended number of months of funding for each position. Please take into consideration the recruitment time for new hires.
- Itemize supplies valued at more than \$500 and have a shelf life of 1 year or longer.
- Itemize equipment, whose description is an article of nonexpendable, tangible personal property having a useful life of more than one year and an acquisition cost which equals or exceeds \$5,000.
- For travel, provide a breakdown the **estimated** cost including airfare, lodging, per diem, conference fees, and ground transportation. Include the conference name, description, location, and dates. If possible, include the conference flyer and/or agenda.
- For services, if the name of the specific vendor is known, please include that information. Also include a breakdown of service cost (cost per day, hour, etc.)
- For software, include the type of software package, the estimated costs and how the software will enhance the project.

Click here to enter text:

Double-click table below to open budget spreadsheet:

Personnel (List all positions separately)	Budget	Category
Personnel Subtotal	\$ -	
Fringe Benefits (List per position)		
0	\$ -	0
0	\$ -	0
0	\$ -	0
0	\$ -	0
0	\$ -	0
0	\$ -	0
0	\$ -	0
0	\$ -	0
0	\$ -	0
0	\$ -	0
Fringe Total	\$ -	
Personnel Subtotal	\$ -	
Services		
Material & Supplies		
Travel		
Rentals		
Other		
Equipment		
TOTAL COSTS	\$ -	

Fringe Benefit Rates (as of)	6/23/16
Faculty/Staff	50.79%
Casual Hire/Overload	2.32%
Student	0.66%

10. Indicate which Perkins requirements are covered by this proposal?(Check no more than three categories that best describe your proposal):

<input type="checkbox"/>	(1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education 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 described in section 122(c)(1)(A), to ensure learning in-- (A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and (B) career and technical education subjects;
<input type="checkbox"/>	(2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);
<input type="checkbox"/>	(3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
<input type="checkbox"/>	(4) develop, improve, or expand the use of technology in career and technical education, which may include-- (A) training of career and technical education teachers, faculty, and administrators to use 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;
<input type="checkbox"/>	(5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including-- (A) in-service and pre-service training on-- (i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable; (ii) effective teaching skills based on research that includes promising practices; (iii) effective practices to improve parental and community involvement; and (iv) 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 relevant business experience; and (D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
<input type="checkbox"/>	(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;
<input type="checkbox"/>	(7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
<input type="checkbox"/>	(8) provide services and activities that are of sufficient size, scope, and quality to be effective; and
<input type="checkbox"/>	(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.

11. Certifications:

I certify that this proposal, budget, and certifications are accurate and complete and that this project will be conducted in accordance to Perkins policies and Federal, State, and University regulations and requirements.

I also certify that I have consulted with the appropriate Institutional Research, Business Office and Human Resources Office personnel and that they have reviewed all budgets and resource commitments and have found that they comply with Perkins, Federal, State, and University requirements and policies.

Signature: _____ Date: [Click here to enter text.](#)

Print name: [Click here to enter text.](#)

SECTION F

Hawai'i Department of Education Request for Use of Perkins Basic Grant Funds
by Subrecipients (individual high schools)

YEAR PLAN & END OF YEAR PLAN

SCHOOL:

DISTRICT:

YEAR:

TEACHER	TOTAL REQUEST
1.	\$ -
2.	\$ -
3.	\$ -
4.	\$ -
5.	\$ -
6.	\$ -
7.	\$ -
8.	\$ -
9.	\$ -

TEACHER	TOTAL REQUEST
9.	\$ -
10.	\$ -
11.	\$ -
12.	\$ -
13.	\$ -
14.	\$ -
15.	\$ -
16.	\$ -

TEACHER	TOTAL REQUEST
17.	\$ -
18.	\$ -
19.	\$ -
20.	\$ -
21.	\$ -
22.	\$ -
23.	\$ -
24.	\$ -

SCHOOL REQUEST SUMMARY			
Total School Perkins Request:	\$	as of:	-

ALLOTTED	PROJECTED	ACTUAL	DIFFERENCE
NEW 157**	\$ -	\$ -	\$ -
RE-ALL 15786	\$ -	\$ -	\$ -
TRANSFERS	\$ -	\$ -	\$ -
TOTAL	\$ -	\$ -	\$ -

REQUIRED SIGNATURES	
CTE Coordinator: Signature: _____ Date: _____	
Principal: Signature: _____ Date: _____	
District Resource Teacher: Signature: _____ Date: _____	
Complex Area Superintendent: Signature: _____ Date: _____	

TEACHER: DESCRIPTION OF PROJECT	PROGRAM OF STUDY:	Item	Unit Cost	Qty	Projected Item Cost	Projected New Allocated	Projected Re-Allocated	Actual New	Actual Re-Allocated	PO or Reference #	EOY Report Object Code -optional	Note
PROJECT INFORMATION 1												
STANDARD/BENCHMARK(S):												
STUDENT OUTCOMES: ASSESSMENT:												
PERKINS REQUIRED USE:												
HIDE PERFORMANCE INDICATORS:												
ACTUAL OUTCOMES & NEXT STEPS:												
TOTAL REQUEST									\$ -	\$ -		

TEACHER: DESCRIPTION OF PROJECT	PROGRAM OF STUDY:	Item	Unit Cost	Qty	Projected Item Cost	Projected New Allocated	Projected Re-Allocated	Actual New	Actual Re-Allocated	PO or Reference #	EOY Report Object Code -optional	Note
PROJECT INFORMATION 2												
STANDARD/BENCHMARK(S):												
RATIONALE:												
STUDENT OUTCOMES: students will be proficient in the identified standard(s)/benchmark(s). ASSESSMENT:												
PERKINS REQUIRED USE:												
HIDE PERFORMANCE INDICATORS:												
ACTUAL OUTCOMES & NEXT STEPS:												
TOTAL REQUEST									\$ -	\$ -		

TEACHER: DESCRIPTION OF PROJECT	PROGRAM OF STUDY:	Item	Unit Cost	Qty	Projected Item Cost	Projected New Allocated	Projected Re-Allocated	Actual New	Actual Re-Allocated	PO or Reference #	EOY Report Object Code -optional	Note

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

I certify the information contained in this One-Year Plan is correct, and agree, upon the approval of the plan by the Hawaii State Department of Education, to accept and perform the following general requirements:

1. Administer the program in accordance with all applicable regulations and the application requirements.
2. Control and account for all funds received and expended, as is required by state and federal regulations. All non-expendable property should be identifiable by each specific project.
3. Prepare, submit, and retain all records and reports of activities and funds used for such periods of time as are required by federal laws and regulation governing each program and grant.
4. Accept and assist state and federal staff during on-site reviews, and make available records and accounts related to the project, within the limits of reasonable advance notice, and with recognition of rights to due process in the event of any adverse decision.
5. Provide project information to all interested persons, recognizing those laws protecting the right to privacy of the individual students participating.
6. Acquire and disseminate to teachers and administrators participating in the program information from educational research, demonstrations, and similar project, and where appropriate, provide for adopting promising educational practices developed through those projects.
7. Reserve to the Hawaii State Department of Education, rights to all materials and/or products in this project.
8. Assure that the 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.
9. 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 organization.

Print Principal's Name

School

Principal's Signature

Date

Print Complex Area Superintendent's Name

District

Complex Area Superintendent's Signature

Date

Career and Technical Education End-of-the-Year (EOY) Report Process

1. **District has the sole authority to approve State Career and Technical Education (CTE) End-of-the-Year Report funds (15849).**
2. **The District is responsible for reviewing and assuring** all Perkins program improvement fund expenditures and documentation meet procurement, personnel, program and fiscal requirements.
 - a. The District may request a courtesy review by state staff of the CTE EOY Report. This is an initial review by state staff prior to approval by principals and complex area superintendent.
 - b. District approval ensures that the following have been verified:
 - i. Goals, activities and assessments are in alignment with learning outcomes (Target, Method Match is Evident).
 - ii. Actual outcomes aligned to measureable evidence which shows the degree to which learning target(s) have been achieved.
 - iii. Appropriate supporting documentation is provided as evidence of learning outcomes per stated goals/objectives.
 - iv. Accurate and complete documentation of all expenditures.
 - i. Resources purchased were documented on OYP or amendment was filed and approved.
 - ii. All expenditures for resources are allowable.
- c. District obtains signatures for approval.**
2. Once signed by Principal and Complex Area Superintendent (CAS) verifying the completeness and accuracy of the report. The CTE EOY Report is sent to the state for final check for unallowable Federal expenditures. The state staff will contact the CAS and principal if unallowable expenditures are found.
3. School will need to make appropriate revisions.
4. **Once EOY Report is approved, the CTE EOY is sent to the state for documentation and record, including all required accompanying documents and signatures (See EOY Review Sheet, Sec. 6 Coordinators Handbook).**

Career and Technical Education One-Year-Plan (OYP) Review Process

1. **District has the sole authority to approve State Career and Technical Education (CTE) OYP funds (15849, FRF Form).**
2. **The District is responsible for reviewing and assuring** all Perkins program improvement funding requirements are met.
 - a. The District may request a courtesy review by state staff of the CTE OYP. This is an initial review by the state staff prior to approval by principals and complex area superintendent.
 - b. District approval ensures that the following have been verified:
 - i. Expenditures focus on the Perkins grant goals, are supplemental, and adhere to supplanting guidelines.
 - ii. Program improvement is reflected in the plan.
 - iii. Target, method match is evident.
 - iv. Targeted standards are identified.
 - v. Learning target/activities are identified.
 - vi. Evidence measures achievement of learning target(s).
 - vii. Resources support achievement of learning target(s).
 - viii. All resources are allowable purchases.
 - ix. No purchase exceeds the three-year limit.
- c. District obtains signatures for approval.**
3. Once signed by Principal and Complex Area Superintendent (CAS) verifying the completeness and accuracy of the plan, **the CTE OYP is sent to the state for documentation and record, including all required accompanying documents and signatures (See CTE OYP Review Sheet, Sec.6 Coordinators Handbook).** If there is a concern or question about any part of the final Federal planned resource expenditure(s) or program improvement initiatives, i.e. any of items listed in b. above, the state staff will contact the CAS and principal.
4. Areas of concern will be communicated to school to determine if funds will be allocated for the section(s) of concern and, if revisions are made, how funds will be allocated for those sections.

SECTION G

Core Indicators of Performance

Participant and Concentrator Definitions

University of Hawai'i Community Colleges System Core Indicators of Performance and Definitions for each Indicator

Hawai'i Department of Education Core Indicators of Performance and Definitions for each Indicator

PARTICIPANTS AND CONCENTRATORS

The Perkins Act requires states to report data for specified performance indicators: six for the University of Hawai'i Community Colleges System (UHCCS) and eight for the Hawai'i Department of Education (HIDOE). Performance goals are negotiated for each of the performance indicators on an annual basis between the U.S. Department of Education's Office for Career, Technical, and Adult Education and the Office of the State Director for Career and Technical Education with input from UHCCS and HIDOE.

The performance indicators measure outcomes of two categories of students for both the UHCCS and HIDOE. These two categories are "participant" and "concentrator." The definitions for these two categories of students for the UHCCS and HIDOE are as follows:

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

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

HIDOE Participant: A secondary student who has earned one or more credits in any career and technical education program.

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

UNIVERSITY OF HAWAI'I COMMUNITY COLLEGES SYSTEM PERFORMANCE INDICATORS

1P1: Technical Skill Attainment

Numerator: Number of concentrators who have a cumulative GPA > or 2.00 in CTE courses and who have stopped program participation in the year

Denominator: Number of concentrators who have stopped program participation in the year reported

2P1: Credential, Certificate or Degree

Numerator: Number of concentrators who received a degree or certificate in a CTE program and who have stopped program participation in the year reported

Denominator: Number of concentrators who have stopped program participation in the year reported

3P1: Student Retention or Transfer

Numerator: Number of concentrators in the year reported who have not completed a program and who continue postsecondary enrollment or who have transferred to a baccalaureate degree program

Denominator: Number of concentrators in the year reported who have not completed a program

4P1: Student Placement

Numerator: 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: Number of concentrators in the year (previous Perkins year) who have stopped program participation

5P1: Nontraditional Participation

Numerator: Number of participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year

Denominator: Number of participants who participated in a program that leads to employment in nontraditional fields during the reporting year

5P2: Nontraditional Completion

Numerator: Number of concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year

Denominator: Number of concentrators who completed a program that leads to employment in nontraditional fields during the reporting year

HAWAI'I STATE DEPARTMENT OF EDUCATION PERFORMANCE INDICATORS

1S1: Academic Attainment: Reading/Language Arts

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 based on the scores that were included in the State's computation of adequate yearly progress and who, in the reporting year, left secondary education

Denominator: Number of concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State's computation of adequately yearly progress and who, in the reporting year, left secondary education

1S2: Academic Attainment: Mathematics

Numerator: Number of concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State based on the scores that were included in the State's computation of adequate yearly progress and who, in the reporting year, have left secondary education

Denominator: Number of concentrators who took the ESEA assessment in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, have left secondary education

2S1: Technical Skill Assessment

Numerator: Number of concentrators who passed technical skill assessments that are aligned with industry-recognized standards

Denominator: Number of concentrators who took the assessments during the reporting year

3S1: Secondary School Completion

Numerator: Number of concentrators who earned a regular secondary school diploma during the reporting year

Denominator: Number of concentrators who left secondary education during the reporting year

4S1: Student Graduation Rate

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)(iv) of the ESEA

Denominator: Number of concentrators who, in the reporting year, were included in the State's computation of its graduation rate as described in Section 1111(b)(2)(c)(iv) of the ESEA

5S1: Placement

Numerator: Number of concentrators who left secondary education during the reporting year and who were located and included in the National Clearinghouse Database as enrolled in postsecondary education

Denominator: Number of concentrators who left secondary education during the reporting year and who were included in the National Clearinghouse Database as enrolled in postsecondary education

6S1: Nontraditional Participation

Numerator: Number of participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year

Denominator: Number of participants who participated in a program that leads to employment in nontraditional fields during the reporting year

6S2: Nontraditional Completion

Numerator: Number of concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year

Denominator: Number of concentrators who completed a program that leads to employment in nontraditional fields during the reporting year

SECTION H

Program Improvement Plan

Section 123(a)(1) of the Carl D. Perkins Career and Technical Education Act of 2006 requires that a State that fails to meet at least 90 percent of a State negotiated performance level for any of the core indicators of performance must develop and implement a program improvement plan for each such indicator.

IMPLEMENTATION OF STATE PROGRAM IMPROVEMENT PLANS

CORE INDICATOR(S) FAILING TO MEET PERFORMANCE GOAL:		
CATEGORIGES OF STUDENTS FOR WHICH THERE WERE QUANTIFIABLE DISPARITIES:		
CIRCUMSTANCES:		
ACTION STEPS:	STAFF RESPONSIBLE	TIMELINE FOR COMPLETION

SECTION I

Maintenance of Effort

State Maintenance of Effort (MOE)

MOE calculations shall be annually performed by the Hawai'i Department of Education's Office of Curriculum and Student Support, Curriculum and Instruction Branch, School Literacy Improvement and Innovation Section, Career and Technical Education (hereafter referred to as HIDOE Office of CTE) with the assistance of the Office of Fiscal Services, and by the University of Hawai'i Community College Budget Planning and Finance Office (CCBPFO). Written results will be provided to the State Director for CTE by July 30.

The calculation will be based on either aggregate State expenditures or per student expenditures. The aggregate expenditure calculation will be performed first. If the State does not meet this test, a calculation will be made on a per student expenditure basis. All calculations will exclude tuition revenue, capital expenditures, special one-time project costs and the cost of pilot programs.

Procedures

By May 1st, prior to performing the calculation, the HIDOE Office of CTE will be contacted to determine if any federal or state changes may have affected the MOE calculation. If changes have occurred, their staff will meet with the State Director's office staff to determine whether current procedures need to be revised. Likewise, the CCBPFO's budget and fiscal staff will meet to determine whether current procedures need to be revised. The agencies will meet jointly with the State Director to address any need for revisions to the procedures. The State Director will consult with OCTAE regarding any potential changes to these procedures prior to August 1st.

Calculations will be based on a fiscal year defined as July 1–June 30.

Procedures for Aggregate Expenditures

The documentation of expenditures from the HIDOE Office of CTE will be obtained from their Financial Management System. The calculation will be based on State expenditures of funds that are appropriated by the state legislature specifically for Career and Technical Education. This is identified by the HIDOE as: "Program ID: 15849, Gen Fund Vocational and Applied Technology." The fiscal specialist will verify that the calculations are accurate and consistent each year.

The documentation of expenditures from the University of Hawai'i Community Colleges will be obtained from the UH Financial System. The document of expenditures reflects the level of general fund instructional expenditures supporting career and technical education for all seven community college campuses which includes salaries, supplies and equipment. The Program Manager/Principal Investigator and the Fiscal Administrator will verify that the information is consistently calculated and reported each year. The CCBFO will submit the aggregated figure to the State Office of CTE. The documentation of expenditures for the State Office of CTE will be maintained by the state Fiscal Specialist who will verify that the

calculations are accurate and consistent each year.

The totals from the three sources will constitute the State's Maintenance of Effort.

A preliminary determination will be made by July 30th that is based on the most current available expenditures and compared to the two previous years. By Sept 1st, a final determination will be made for the current fiscal year.

Procedures for Per Student Expenditures

If the state does not meet using the aggregate method, the student count will be taken from the Consolidated Annual Report as required by the Perkins Act. Using the figures for secondary and postsecondary concentrators, the total aggregate expenditures reported by the HIDOE and the UHCCS will be divided by the total number of concentrators.

By August 1st, a preliminary determination of student numbers will be made that is based on the most current enrollment data and expenditures and compared to the two previous years. By Sept 1st, a final determination will be made for the current fiscal year.

Note

To ensure the process is auditable, updated documentation will be prepared each fiscal year and maintained in the HIDOE Office of CTE, the CCBPFO, and the State Office for CTE.

Any deviation from these procedures will be documented in the file.

SECTION J

Career and Technical Education Program and Fiscal Monitoring

Monitoring Policies and Procedures

Monitoring Timeline

Instructions for Completing Eligible Recipient and Subrecipient
Monitoring Forms

Monitoring Evidence Submission Guidelines

MONITORING POLICIES AND PROCEDURES

The Office of the State Director for Career and Technical Education (OSDCTE), as staff to the Hawai'i State Board for Career and Technical Education, will annually monitor the eligible recipients (Hawai'i Department of Education and University of Hawai'i Community Colleges System) and their subrecipients (high schools and community colleges) for the purposes of:

- Assuring that Carl D. Perkins funds have been expended appropriately to meet the intent of the legislation and in compliance with laws, regulations, and policies;
- Reviewing and verifying accurate data collection and reporting policies are established and implemented;
- Analyzing, identifying, and changing policies and activities that hinder program quality and student achievement;
- Ensuring that equal educational opportunities are provided to all students, including full opportunity to participate in programs, activities, and job opportunities and to benefit from services; and
- Fulfilling federal CTE program assessment, data collection, and reporting requirements.

The expected outcomes of the monitoring are to:

- Assist eligible recipient and subrecipient administrators, instructors, and other staff involved in Perkins IV grant planning, implementation, data collection, and reporting to better understand the grant requirements;
- Identify professional development needs to improve CTE programs and to meet the intent and requirements of Perkins IV legislation; and
- Identify strengths, best practices, and areas for program improvement to assist eligible recipients and subrecipients to improve quality and increase support for CTE initiatives.

OSDCTE must verify that every recipient and subrecipient is audited when it is expected that the recipient's or subrecipient's federal awards expended during the fiscal year equaled or exceeded the \$750,000 threshold set out in the Omni Circular.

In addition to the following programmatic monitoring procedures, the OSDCTE will annually conduct a fiscal monitoring of the eligible recipients (UHCCS and HIDOE) and the individual community college(s) and high schools selected by the eligible recipients for subrecipient monitoring for that program year. This monitoring is for the purpose of assuring proper expenditure of funds and fiscal processes that are not fully described in the monitoring instruments for eligible recipient and subrecipients. This audit will be conducted in the timeframe delineated in the monitoring procedures.

A Monitoring Timeline, included in this document, delineates the major activities that will be conducted for both Eligible Recipients (ERs) and Subrecipients. Early submissions of required documentation of procedures may be provided without advance permission. Any deviations from the monitoring timeline must be approved by the OSDCTE.

Eligible Recipient Monitoring Procedures

By January 15 of each year, the Office of the State Director for Career and Technical Education (OSDCTE) will provide electronic monitoring forms to the eligible recipients (UHCCS and HIDOE). The eligible recipients will be requested to complete specific monitoring forms and submit them to OSDCTE within one month of receipt of the monitoring form. The monitoring form requires the eligible recipients to submit evidence as proof that activities/procedures/processes that meet the requirements and/or intent of the Carl D. Perkins legislation, the Hawai'i State Plan for CTE, and other guiding fiscal and/or state/federal legislative requirements have been accomplished.

Within 30 days of submission of the completed electronic monitoring forms, the OSDCTE will provide the eligible recipients a summary of the review findings, recommendations, and commendations. The OSDCTE will determine whether evidence submitted:

Conforms – Evidence was provided that indicated requirements or criteria were met

Does not Conform - Insufficient or no evidence was provided to indicate that requirements or criteria were met

Not applicable – The criteria listed does not apply to the specific grant criteria reviewed

The OSDCTE will denote actions that must be taken for any items that do not conform. The eligible recipient will have 15 days upon receipt of this notification to respond with a remediation of proper evidence.

If after this 15-day period to remedy the evidence the ER has more than 60 percent of the items on the monitoring form not in conformance, the OSDCTE will conduct an on-site visit to investigate the deficiencies and provide technical assistance. The on-site visit will be conducted within 15 days after receipt of the remediation of proper evidence.

If the proper evidence is not available, the eligible recipient must prepare an Action Plan to remedy the “does not conform” elements. The Action Plan must be submitted to the OSDCTE within 15 days. The OSDCTE will have 15 days to review the Action Plan, request any changes deemed necessary, and approve the Action Plan. The eligible recipient will have until June 15 to remedy the problem(s) and submit the appropriate documents to OSDCTE.

If the appropriate remediation evidence is not received by June 30, the ER program will be unapproved. The Hawai'i Department of Education Superintendent and Chairperson of the Hawai'i State Board Of Education and/or the University of Hawai'i Vice President for

Community Colleges and the Chairperson of the University of Hawai'i Board of Regents will be notified via certified mail the actions to be taken based on the "Conditions of Awards" included in these Monitoring Policies and Procedures.

The OSDCTE will prepare a summary of findings, recommendations and strategies to address the findings, commendations, and, if necessary, required corrective actions. This report will be submitted to the Hawai'i Department of Education Superintendent, the University of Hawai'i Vice President for Community Colleges, and Chairperson of the State Board for Career and Technical Education.

Subrecipient Monitoring Procedures

By January 15 of each year, the OSDCTE will provide electronic monitoring forms to the eligible recipients (Hawai'i Department of Education and University of Hawai'i Community Colleges) to electronically distribute to their subrecipients (high schools and postsecondary institutions). All subrecipients will submit evidence to complete the Site Monitoring form over a 7-year period of time. The Hawai'i Department of Education, with 43 high schools, will select a minimum of 6 schools each of the 7 years and the University of Hawai'i, with 7 postsecondary institutions, will select a minimum of 1 institution each of the 7 years to complete the Subrecipient Monitoring form. Over a 7-year period, all 43 high schools and 7 community colleges must complete a Subrecipient Monitoring form.

To meet its oversight responsibilities, the OSDCTE may request that the eligible recipients provide to OSDCTE all or portions of the monitoring files of evidence submitted by their subrecipients. The OSDCTE may request additional information from the subrecipients to substantiate and verify any or all evidence submitted.

The eligible recipients may establish their own timeline for the submission of the completed Subrecipient Monitoring forms from their high schools and postsecondary institution. The monitoring forms require the subrecipients to submit evidence as proof that activities/procedures/processes that meet the requirements and/or intent of the Carl D. Perkins legislation, the Hawai'i State Plan for CTE, and other guiding fiscal and/or state/federal legislative requirements have been accomplished.

The eligible recipients will review the completed electronic monitoring forms and provide the subrecipients a summary of the review findings, recommendations, and commendations. The eligible recipients will determine whether evidence submitted:

Conforms – Evidence was provided that indicated requirements or criteria were met

Does Not Conform - Insufficient or no evidence was provided to indicate that requirements or criteria were met

Not applicable – The criteria listed does not apply to the specific grant criteria reviewed

The eligible recipients will denote actions that must be taken for any items that do not conform and provide copies of this notification to the appropriate subrecipients and the

OSDCTE. By March 31, subrecipients must submit responses to remediation requirements noted by the ERs.

If the ER finds more than 60 percent of the items on the subrecipient monitoring form do not conform, the ER will conduct an on-site review by April 15. If evidence is not apparent during the on-site review, the subrecipients will submit to the ERs and OSDCTE an Action Plan to remedy the non-conforming elements. The ER will work with the subrecipient(s) to implement the Action Plan. The OSDCTE will provide technical assistance as requested.

By June 30, the ERs will conduct a final review of remediation evidence submitted by the subrecipients. If compliant, the review ends and the ER will submit a letter of approval to the subrecipients and the OSDCTE.

Also by June 30, ERs will notify OSDCTE of the subrecipients with more than 60 percent of the items on the monitoring form that do not conform. OSDCTE will conduct an on-site review of these subrecipients to investigate the situation and provide technical assistance. The OSDCTE will submit a letter of findings to the appropriate ERs and subrecipients by July 15.

The subrecipient will have 15 days after the on-site visit to submit the appropriate evidence. If the OSDCTE does not receive the appropriate evidence within 15 days after the site visit, the subrecipient's program will be unapproved. The Hawai'i Department of Education Superintendent and Chairperson of the Hawai'i State Board of Education and/or the University of Hawai'i Vice President for Community Colleges and the Chairperson of the University of Hawai'i Board of Regents will be notified via certified mail the actions to be taken based on the "Conditions of Awards" included in these Monitoring Policies and Procedures.

The eligible recipient will prepare a summary of findings, recommendations and strategies to address the findings, commendations, and, if necessary, required corrective actions for each subrecipient monitored in the reporting year. This report will be submitted to the OSDCTE.

Conditions of Awards

The OSDCTE may impose specific award conditions on a recipient or subrecipient if appropriate. For example, OSDCTE may impose conditions on an eligible recipient's grant award if the eligible recipient is found to be in noncomformance with programmatic or fiscal requirements. Conditions on the federal award may include:

- Withholding authority to proceed to the next phase until receipt of evidence of acceptable performance within a given period of performance;
- Requiring additional and/or more detailed financial reports;
- Requiring additional project monitoring;
- Requiring the recipient or subrecipient to obtain technical or management assistance; and/or

- Establishing additional prior approvals.

If OSDCTE imposes award conditions, recipients and subrecipients must be notified of:

- The nature of the additional requirements;
- The reason why the additional requirements are being imposed;
- The nature of the action needed to remove the additional requirement, if applicable;
- The time allowed for completing the actions, if applicable; and
- The method for requesting reconsideration of the additional requirements imposed.

OSDCTE must promptly remove any special conditions once the conditions that promoted them have been corrected.

Enforcement Actions

OSDCTE must consider taking enforcement actions against recipients or subrecipients found to be not in conformance. OSDCTE may impose remedies for nonconformance described in the Omni Circular and in program regulations if OSDCTE determines that nonconformance cannot be remedied by imposing additional conditions. OSDCTE may take one or more of the following actions, as appropriate under the circumstances:

- Temporarily withhold cash payments pending correction of the recipient's or subrecipient's deficiency or more severe enforcement action by OSDCTE,
- Disallow (i.e., deny both use of funds and any applicable matching credit for) all or part of the cost of the activity or action not in compliance,
- Wholly or partly suspend or terminate federal award,
- Initiate suspension or debarment proceedings, and/or
- Withhold further federal awards for the project or program.

OSDCTE may also take other legally available remedies.

Appeals Process

The Hawai'i Department of Education Superintendent and the University of Hawai'i Vice President for Community Colleges may file an appeal if they do not agree with the decision(s) of the OSDCTE.

Step 1:

A written appeal must be filed with the Chair of the Career and Technical Education Coordinating Advisory Council (CTECAC) within twenty (20) calendar days following the date on which the Eligible Recipient received notice of formal actions to be taken against them. The appeal must include a concise statement of the facts concerning the action taken, arguments against the action, and the remedy requested.

Within twenty (20) calendar days of receipt of the appeal, the OSDCTE shall assist the CTECAC to convene a committee made up of the 7 members of the CTECAC who are not affiliated with the Eligible Recipient requesting the appeal. This committee will review the appeal, call witnesses as necessary and appropriate, and render a decision in writing to the appellant within twenty (20) calendar days of receipt of the appeal unless the appeal involves complex issues or requires extensive investigation, in which case the decision will be made within a reasonable period of time thereafter. In the event of a need to extend the twenty-day period, the appellant shall be notified via registered mail.

Step 2:

The decision of the CTECAC may be appealed to the State Board for Career and Technical Education (SBCTE) within fifteen (15) calendar days after notification of the decision by the CTECAC. The appeal must be in writing and must specify why the Step 1 decision is unsatisfactory. The SBCTE shall render a final decision in writing to the appellant within thirty (30) calendar days after receipt of the appeal unless the grievance involves complex issues or requires extensive investigation, in which case the decision will be made within a reasonable period of time. In the event of a need to extend the thirty-day period, the appellant shall be notified via registered mail. The decision of the SBCTE shall be final and binding.

MONITORING TIMELINE

Eligible Recipient Monitoring Timeline
(University of Hawai'i Community Colleges System and Hawai'i Department of Education)

January 15

OSDCTE provides electronic copy of ER monitoring forms to the UHCCS and HIDEOE.

February 15

UHCCS and HIDEOE submit completed monitoring forms to OSDCTE.

March 15

OSDCTE provides notification of findings to UHCCS and HIDEOE. If there are no findings, OSDCTE submits letters of approval to appropriate parties and no further action is required by the ER.

March 31

UHCCS and HIDEOE submit response to remediation requirements to OSDCTE if necessary.

By April 15

OSDCTE conducts an on-site review of eligible recipient if more than 60 percent of the items on monitoring form do not conform. For those not requiring an on-site review, remediation plans must be submitted to OSDCTE to address their deficiencies (all monitoring items determined to be "does not conform").

April 30

OSDCTE provides notification of findings to eligible recipients. If remediation requirements have been met, OSDCTE submits letters of approval to appropriate parties. If remediation requirements have not been met, the OSDCTE will notify the ER that an Action Plan is due by May 15.

May 15

Eligible recipient submits an Action Plan to OSDCTE if evidence is not apparent during on-site review or if eligible recipient does not submit sufficient evidence for all other findings where less than 60 percent of monitoring items do not conform but where an on-site review is not required.

May 30

OSDCTE reviews Action Plan, requests any changes deemed necessary, and approves the Action Plan.

June 15

Eligible recipient submits remediation evidence.

June 30

OSDCTE conducts final review of remediation evidence. If conformant, the review ends.

OSDCTE submits letters of approval to appropriate parties.

If ER program is unapproved, notification including the action that may be taken based on the “Conditions of Awards” policy is made by OSDCTE via certified mail to the Hawai‘i Department of Education Superintendent and Chairperson of the Hawai‘i State Board of Education and/or the University of Hawai‘i Vice President for Community Colleges and the Chairperson of the University of Hawai‘i Board of Regents.

Subrecipient Monitoring Timeline (High Schools and Community Colleges)

January 15

OSDCTE provides electronic copy of subrecipient monitoring forms to UHCCS and HIDEOE.

Timelines will be determined by the ERs

ERs provide monitoring forms to selected subrecipients.

Subrecipients submit completed monitoring forms to ERs.

ERs review completed monitoring forms and provide notification of findings to subrecipients. If there are no findings, ERs submit letters of approval to appropriate parties and the OSDCTE.

March 31

Subrecipients submit response to remediation requirements to ERs.

By April 15

Eligible Recipients conduct an on-site review of subrecipients if more than 60 percent of the items on monitoring form do not conform.

April 30

Eligible Recipients provide notification of findings to subrecipients. If remediation requirements have been met, ERs submit letters of approval to appropriate parties and the OSDCTE. If remediation requirements have not been met, the ER will notify the subrecipients that an Action Plan is due by May 15.

May 15

Subrecipient submits an Action Plan to ER if evidence is not apparent during on-site review or if eligible recipient does not submit sufficient evidence for all other findings where less than 60 percent of monitoring items do not conform but where an on-site review is not required.

May 30

Eligible Recipient reviews Action Plan, requests any changes deemed necessary, and approves the Action Plan.

June 15

Subrecipient submits remediation evidence.

June 30

Eligible Recipient conducts final review of remediation evidence. If conformant, the review ends. ER submits letter of approval to appropriate parties and the OSDCTE.

June 30

Eligible Recipient submits to OSDCTE monitoring forms from the subrecipient(s) who have not met the 60 percent conformance level.

By July 15

OSDCTE conducts an on-site review of subrecipient(s) who have not met the 60 percent conformance level and provides notification of findings to subrecipient(s).

July 30

Subrecipient(s) submits appropriate evidence addressing findings of on-site review to OSDCTE (copies to ER).

August 15

OSDCTE conducts final review of remediation evidence. If conformant, the review ends. OSDCTE submits letters of approval to appropriate parties.

If subrecipient program is unapproved, notification including the action that may be taken based on the "Conditions of Awards" policy is made by OSDCTE via certified mail to the Hawai'i Department of Education Superintendent and Chairperson of the Hawai'i State Board of Education and/or the University of Hawai'i Vice President for Community Colleges and the Chairperson of the University of Hawai'i Board of Regents.

INSTRUCTIONS FOR COMPLETING ELIGIBLE RECIPIENT AND SUBRECIPIENT MONITORING FORMS

The monitoring forms for eligible recipients (University of Hawai'i Community Colleges System and the Hawai'i Department of Education) include a list of evidence for every indicator included in the monitoring process. For example, under the heading "A. General Program Quality Indicators" is the first indicator for the two eligible recipients. The first indicator is "A.1 Career and Technical Education Plan for the Use of Perkins Funds". Listed under A.1 and numbered A.1.1, A.1.2, A1.3, and A1.4 are examples of evidence that should be provided by the eligible recipient. This is considered the minimum evidence that each Eligible Recipient (or Subrecipient) will need to produce for the monitoring. Additional pieces of evidence may be requested, especially during on-site monitoring.

Unless otherwise specified, evidence should pertain to the program year most recently completed. For example, monitoring beginning January, 2020 would require documents pertaining to the Program Year July 1, 2018 through June 30, 2019. This would be the same time period covered in the most recent Consolidated Annual Performance, Accountability and Financial Status (CAR) Report.

When evidence is provided, the Eligible Recipient or Subrecipient should check the appropriate box under the column titled "Check if Evidence is on File". This is to alert the monitoring team member that evidence has been entered and is available for review.

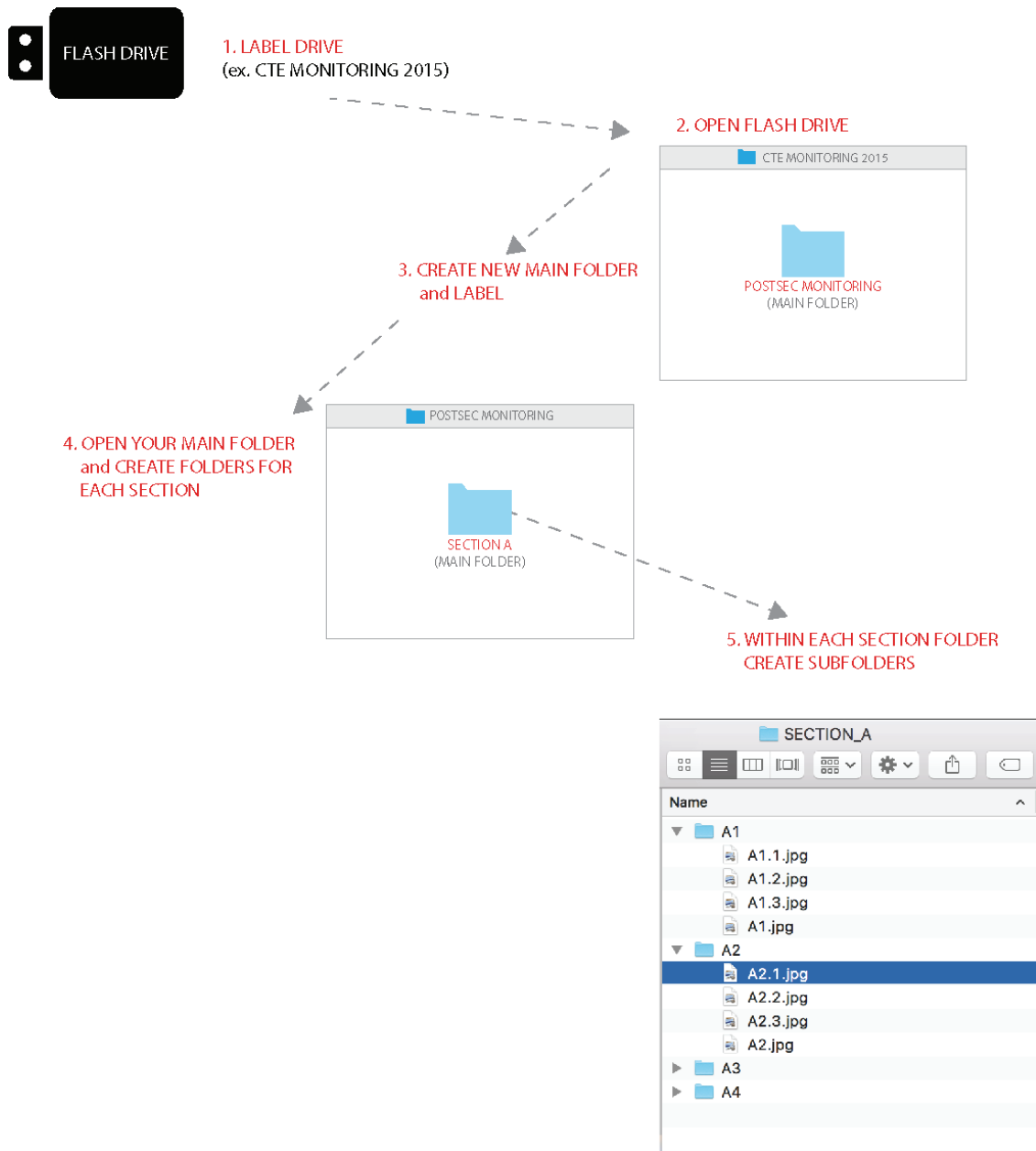
The box titled "Monitor Use Only" is to be completed by the monitoring team member. The Office of the State Director monitoring team will complete this box upon reviewing evidence submitted by the Eligible Recipients. The Eligible Recipients will complete this box upon reviewing evidence submitted by the Subrecipient(s). Following the process outlined in the Monitoring Procedures, the Subrecipient(s)' documents will be submitted to the Office of the State Director for Career and Technical Education for further monitoring after the Eligible Recipients have reviewed the Subrecipients' submission and provided technical assistance to assure that activities/procedures/processes that meet the requirements and/or intent of the Carl D. Perkins legislation, the Hawai'i State Plan for CTE, and other guiding fiscal and/or state/federal legislative requirements have been accomplished.

Help us achieve a "green" monitoring. To the extent possible and practicable, provide access to original documents and files serving as evidence electronically. Documents included as evidence must be cropped, scanned, screen shot, etc., to include ONLY the portion of the sentence/s, paragraph/s and/or page/s that are specific to the sub-indicator being addressed. For example, evidence for Part A1.1 cannot be combined with evidence for Part A1.3. Each submission must cite the name of the document from which the evidence was derived and the specific page number(s) in the document where the evidence may be found.

All monitoring files submitted to the Office of the State Director must be on flash drive(s). Each flash drive must have a header with the following information:

- ✓ Use “CTE Monitoring 2015” as the title
- ✓ Name of Eligible Recipient/Subrecipient
- ✓ Phone number and email for person(s) to be contacted from Eligible Recipient/ Subrecipient regarding questions in the submission or to arrange on-site monitoring
- ✓ Flash Drive Content (For example, Parts A and B)

Example:



Monitoring Evidence Submission Guidelines

1. Evidence should be limited to the specified monitoring year unless otherwise specified.
2. Place all evidence for a particular query (eg A.1.1) in that particular file. Do not make separate entries for each piece of evidence.
3. Mark the evidence alpha/number on each piece of evidence submitted.
4. If evidence is used for more than one query and the evidence is more than 4 pages, simply insert a page explaining that the evidence has been submitted for another query (eg Evidence for B.1.2 is the same as that submitted for C.2.3)
5. Be aware that it is somewhat of a red flag for the same evidence to be submitted—generally the same evidence would not be used for more than one query.
6. When the evidence is part of a large document (eg a procedures manual), submit only the portions of the large document that are pertinent and denote the full title of the document from which the information is obtained. Generally, our interest is in HOW the procedures/information/strategies/etc. from the larger document are being implemented.
7. Similarly, it may be prudent to highlight specific parts of large documents that are specific to the evidence requested.
8. Consider a separate submission of a library containing all of the large documents so that the monitor can access the larger document if necessary.
9. Read each query very carefully and provide evidence that addresses the exact question. For example, if the query includes words such as “analysis” or “outcomes” the monitor is seeking evidence describing or providing the results of the analysis or the “what happened” as a result of an activity/analysis. (Note: an outcome is NOT “20 people attended a workshop”)
10. Make use of tables to summarize information where there are several aspects. For example, if professional development is provided, summarize ALL of the PD in a table including information such as who/what/when/why/outcomes/expenses/next steps/ etc. and then provide approximately 25-30% of the actual event materials, including as much detail as possible.
11. Generally, evidence to support multiple activities/projects/etc. should be approximately 25-30% of the total number of activities/projects.
12. It is acceptable to submit “On File” as evidence for a query such as “reports are on file for 5 years” and suggest a site visit for verification.
13. Additional evidence submissions should be emailed separately in a simple format providing the query alpha/number and the additional information (as with the initial submission, each document should be clearly labeled with the appropriate alpha/number). Previously submitted evidence should not be included in an additional evidence submission.
14. Do not hesitate to email or phone Joyce (jclapp@hawaii.edu 956 4789) or Barbara (whiteb@hawaii.edu 956 6089) with questions. There is no point in wasting time/resources submitting unacceptable evidence.

It is the policy of the University to provide equity of opportunity in higher education, both in educational mission and as an employer. The University is committed to comply with all State and Federal statutes, rules, and regulations prohibiting discrimination. The University is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, or status as a covered veteran. This policy covers admission and access to, and participation, treatment and employment in the University's programs and activities. Discriminatory harassment, including sexual harassment, is prohibited under this policy. The University shall promote a full realization of equal opportunity through a positive, continuing program of nondiscrimination and affirmative action (41 CFR Chapter 60) on each campus.