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CONSOLIDATED ANNUAL PERFORMANCE, ACCOUNTABILITY, AND FINANCIAL STATUS REPORT
FOR THE STATE BASIC GRANT AND TECH-PREP GRANT PROGRAMS UNDER THE CARL D. PERKINS
CAREER AND TECHNICAL EDUCATION IMPROVEMENT ACT OF 2006



OFFICE OF THE STATE DIRECTOR FOR
CAREER AND TECHNICAL EDUCATION

PROGRAM YEAR 2007 - 2008

SUBMITTED DECEMBER 31, 2008

STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

The University of Hawai'i Board of Regents is designated as the State Board for Career and Technical Education.

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Karla A. Jones
State Director for Career and Technical Education

TABLE OF CONTENTS

Cover Sheet	5
Executive Summary	7
Part B: Narrative Performance Information	9
1. Implementation of State Leadership Activities	9
a. Required Use of Funds	9
b. Permissible Activities	13
2. Progress in Developing and Implementing Technical Skill Assessments	19
3. Implementation of State Program Improvement Plans	23
Performance Report - Secondary	23
Secondary Definitions	23
Implementation of State Program Improvement Plans	25
Financial Status Report Forms	27
Interim Financial Status Report (FSR) Form	28
Final Financial Status Report (FSR) Form	30
Student Enrollment Forms	33
Enrollment of CTE Participants	34
Enrollment of CTE Concentrators	36
Student Accountability Forms	39
Attainment of Academic Skills: Reading/Language Arts - Secondary (1S1)	41
Attainment of Academic Skills: Mathematics - Secondary (1S2)	43
Student Graduation Rates - Secondary (4S1)	45

COVER SHEET

CONSOLIDATED ANNUAL REPORT UNDER THE CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 2006 (PERKINS IV)

1. RECIPIENT ORGANIZATION:

Organization	The University of Hawai'i
Address 1	Office of the State Director for Career and Technical Education
Address 2	Lunalilo Portable 1 - Lower Campus Road
City	Honolulu
State	Hawai'i
Zip Code	96822

2. PERIOD COVERED BY THIS REPORT (MM/DD/YY):

From:	07/01/07
To:	06/30/08

3. PR/AWARD NUMBERS:

Basic Grant to States	V048A060011
Tech-Prep Education	V243A060011

4. TITLE II CONSOLIDATION (CHECK ONE):

- The State has not consolidated any of its Title II grant with its Title I grant during the program year covered by this report.
- The State has consolidated all, or a portion of its Title II grant with its Title I grant during the program year covered by this report.

5. STATE CAREER AND TECHNICAL EDUCATION (CTE) DIRECTOR INFORMATION:

Name:	Karla A. Jones
Title:	State Director for Career and Technical Education
Agency:	Office of the State Director for Career and Technical Education
Telephone:	808.956.4791
E-Mail:	kjones@hawaii.edu

6. REMARKS: (ATTACH ANY EXPLANATION DEEMED NECESSARY OR INFORMATION REQUIRED BY FEDERAL SPONSORING AGENCY IN COMPLIANCE WITH GOVERNING LEGISLATION)

7. CERTIFICATION:

I certify to the best of my knowledge and belief that this report, consisting of narrative performance information, financial status reports (FSRs)*, and performance data, is accurate and complete. I understand that the U.S. Department of Education will use only the performance data that it receives by the December 31 submission deadline each year to determine whether my State has met at least 90 percent of its agreed upon State adjusted performance levels for each of the core indicators of performance under Section 113 of Title I of the Act or whether the State must submit a program improvement plan as required in Section 123(a)(1) of Perkins IV. I further understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit the CAR is the same as certifying and signing the document with a hand-written signature.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL:

(Please go to the CAR web site to certify by PIN electronically after uploading the report.)

TYPED OR PRINTED NAME AND TITLE:

Karla A. Jones, State Director for Career and Technical Education

DATE REPORT SUBMITTED:

28-Dec-07

TELEPHONE (Including Area Code):

(808) 956-7461

**HAWAI'I CONSOLIDATED ANNUAL PERFORMANCE, ACCOUNTABILITY, AND FINANCIAL
STATUS REPORT FOR THE STATE BASIC GRANT AND TECH-PREP GRANT PROGRAMS**

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

December 2008

EXECUTIVE SUMMARY

As required by Public Law 109-270, the State of Hawai'i developed and submitted a Five-Year State Plan for the administration of career and technical education for fiscal years 2008-2013. Perkins IV was reauthorized on August 23, 2006, and this is considered Year One (July 1, 2007-June 30, 2008) under which agreed-upon adjusted performance levels were negotiated with the Office of Vocational and Adult Education (O.V.A.E.)

Hawai'i reached agreement on adjusted performance levels for the core indicators on academic attainment in reading/language arts (1S1), academic attainment in mathematics (1S2), and graduation rates (4S1) for Year One only as required by law. These are 3 out of 8 core indicators that were required to be negotiated for secondary education in Year One. Postsecondary education has 6 core indicators but did not require negotiation. All 8 secondary core indicators and the 6 postsecondary indicators for Year Two (July 1, 2008- June 30, 2009) have already been negotiated and agreed upon and will be reported on December 31, 2009.

Of the 3 core indicators reported by secondary education, they exceeded their performance goals for 1S1, reading/language arts and 4S2, graduation rates. They did not meet their performance goal for 1S2, academic attainment. As required by law, a state improvement plan was proposed to O.V.A.E.

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

Included in this report are the Interim and Final Status of Funds.

PART B: NARRATIVE PERFORMANCE INFORMATION

1. Implementation of State Leadership Activities

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

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

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

a. **REQUIRED USE OF FUNDS**

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

ASSESSMENT

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

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

USE OF TECHNOLOGY

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

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

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

PROFESSIONAL DEVELOPMENT

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

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

INTEGRATION OF ACADEMICS WITH CTE

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

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

PREPARATION FOR NONTRADITIONAL FIELDS AND EXPOSURE TO HIGH-SKILL, HIGH-WAGE OCCUPATIONS

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

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

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

SUPPORTING PARTNERSHIPS

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

Career Pathway highlights included a Digital Media/Advertising competition sponsored by the Hawai'i Food Industry Association. The Health Services Pathway, with donations from

Hawai'i Pacific Health, sponsored paid summer internship opportunities for graduating seniors. Area Health Education Center sponsored a summer institute for Health Services students. In the Business Pathway, industry partners worked to establish a secondary retail program of study. The Business Pathway also embarked on the preliminary development of a dual-credit, articulated program of study for Marketing. For the Public and Human Services Pathway, community college instructors trained teachers in culinary fundamentals.

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

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

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

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

SERVING INDIVIDUALS IN CORRECTIONAL INSTITUTIONS

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

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

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

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

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

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

TECHNICAL ASSISTANCE FOR ELIGIBLE RECIPIENTS

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

b. PERMISSIBLE ACTIVITIES

IMPROVEMENT OF CAREER GUIDANCE AND ACADEMIC COUNSELING PROGRAMS

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

ESTABLISHMENT OF ARTICULATION AGREEMENTS

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

SUPPORT FOR CAREER AND TECHNICAL STUDENT ORGANIZATIONS

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

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

SUPPORT FOR PARTNERSHIPS BETWEEN EDUCATION AND BUSINESS

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

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

2. Progress in Developing and Implementing Technical Skill Assessments

Postsecondary (UHCCS)			
	Statewide Approach	Secondary and Postsecondary Alignment with Each Other and Business/Industry	Growing the Assessment, Certificate, Credentialing and Licensure Processes
Program of Study Areas with Technical Skill Assessments	(How many currently have Technical Skill Assessments?) The accrediting commission for the UHCCS requires all postsecondary CTE programs to develop program and course student learning outcomes (SLOs). Postsecondary are currently in the process of having the program SLOs approved by local program advisory groups. Attainment of technical skills is measured through successful completion of the program curriculum (SLOs).	(Of the assessments, how many are recognized and/or approved by industry?) All postsecondary programs undergo an annual review which includes 30 quantitative measures (including the Perkins Core Indicators at the program level) in the areas of Demand, Efficiency, and Effectiveness. Some postsecondary CTE programs have additional external industry assessments and when the data are available, students' performance on those assessments are reported in annual program reviews.	(To what extent do the individual assessments help students to earn credential, certificate, or licensure?) Students are typically eligible to sit for industry-recognized assessments after satisfactory completion of an approved educational program. Sometimes additional work experience is required before students are eligible for an external license or certificate.
Estimated Percentage of Students Reported in the Calculation of CTE Concentrators Who Took Assessments	(How many concentrators are now covered by the statewide assessment?) No programs or groups of students have been excluded; 100% of the concentrators are covered.	N/A	N/A
Plan and Timeframe for Increasing the Coverage of Programs and Students to Cover All CTE Concentrators and All Program Areas in the Future	(What is your plan for increasing the number of programs with assessments and the number of students taking those assessments?) The plan for postsecondary is to strengthen the link between SLOs attainment to course grades and establishing system-wide benchmarks at each level based on comparable measures used consistently across the system. By the end of the 2008-2009 Perkins year, SLOs will be identified in all CTE courses as well as identifying the means and method for assessing attainment.	(What is your plan for bringing together secondary, postsecondary and business partners to develop and/or approve assessments?) At the present time, program faculty are meeting with their local program advisory groups, which are comprised of representatives from business and industry, to approve program SLOs. In some instances, the advisory group members are taking active roles in evaluating student attainment of technical skills (SLOs) through capstone course experiences, portfolio reviews, performance assessments, etc.	(What is your plan for increasing the number of credentials, certificates, or licensures made available to students?) Some programs may require the use of several external assessments; others require the students to have documented experience in the field beyond the educational credential, and in other areas, there is difficulty finding an appropriate external assessment that would yield meaningful results. The number of degrees and certificates made available to students is based on program advisory group input, reviews of workforce data, and internal discussions within and among the college community.

Secondary (HSDOE)			
	Statewide Approach	Secondary and Postsecondary Alignment with Each Other and Business/Industry	Growing the Assessment, Certificate, Credentialing and Licensure Processes
Program of Study Areas with Technical Skill Assessments	<p>(How many currently have Technical Skill Assessments?)</p> <p>All Program of Study (PoS) technical courses have assessments.</p>	<p>(Of the assessments, how many are recognized and/or approved by industry?)</p> <p>Three statewide assessments are currently approved by a Hawai'i Career Pathway Advisory Council (PAC).</p> <p>How many are accepted for credit at the postsecondary level?)</p> <p>All three of the PAC-approved assessments are accepted for credit at the postsecondary level.</p>	<p>(To what extent do the individual assessments help students to earn credential, certificate, or licensure?)</p> <p>Two of the assessments are for nationally recognized certificates: CISCO and A+. The third assessment (Business Pathway Core) will be articulated to a postsecondary course for which students may earn a credential/certificate or degree at a community college.</p>
Estimated Percentage of Students Reported in the Calculation of CTE Concentrators Who Took Assessments	<p>(How many concentrators are now covered by the statewide assessment?)</p> <p>No programs or groups of students are excluded; 100% of concentrators take technical skill assessments. The statewide PAC-approved assessments will be administered to students in the PoS addressed by these assessments .</p>	N/A	N/A
Plan and Timeframe for Increasing the Coverage of Programs and Students to Cover All CTE Concentrators and All Program Areas in the Future	<p>(What is your plan for increasing the number of programs with assessments and the number of students taking those assessments?)</p> <p>The Hawai'i Career Pathway System is expected to have 20-25 PoS at the secondary level. PAC approval will be sought for 4 PoS statewide assessments during 2009.</p>	<p>(What is your plan for bringing together secondary, postsecondary and business partners to develop and/or approve assessments?)</p> <p>All statewide assessments must be approved by the appropriate PAC which is composed of a majority of business/industry representatives and a minority of postsecondary and secondary representatives.</p>	<p>(What is your plan for increasing the number of credentials, certificates, or licensures made available to students?)</p> <p>PoS will be gradually added to the Hawai'i Career Pathway System and those with national credentials/certificates, and licensures will be made available to students as these PoS are approved. For some PoS, state associations are planning to offer credentials/certificates, e.g., Retailing.</p>

3. Implementation of State Program Improvement Plans

Performance Report – Secondary

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

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

Secondary Definitions

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

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

INDICATOR 1S1	Academic Attainment: Reading/Language Arts	Performance Goal 44%	Actual Performance 44.70 %
Numerator: 3,506	Number of concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the ESEA as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.		
Denominator: 7,843	Number of concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.		
PERFORMANCE SUMMARY			
90% of the agreed upon State adjusted level of performance met; no action plan required.			

INDICATOR 1S2	Academic Attainment: Mathematics	Performance Goal 27%	Actual Performance 18.49 %
Numerator: 1,450	Number of concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the ESEA as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.		
Denominator: 7,842	Number of concentrators who took the ESEA assessments in mathematics whose scores were included in the State’s computation of AYP and who, in the reporting year, have left secondary education.		
PERFORMANCE SUMMARY			
90% of agreed upon State adjusted level of performance not met; action plan required.			

INDICATOR 4S1	Student Graduation Rates	Performance Goal 75%	Actual Performance 96.15%
Numerator: 7,438	Number of concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.		
Denominator: 7,736	Number of concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan.		
PERFORMANCE SUMMARY			
90% of the agreed upon State adjusted level of performance met; no action plan required.			

Implementation of State Program Improvement Plans

Core indicator(s) failing to meet performance goals:	1S2: Academic Attainment, Mathematics	
Categories of students for which there were quantifiable disparities:	<p>Four of the seven race/ethnicity categories of students had a higher performance level than the overall rate. Of the three categories that were below the overall rate, two groups had a denominator that is too small to determine quantifiable disparities (American Indian or Alaska Native: 22 students and Hispanic/Latino: 154 students.) The third category, Native Hawaiian or Pacific Islander, had a performance level of 7.07%.</p> <p>Of the special populations groups, only nontraditional enrollees had a higher performance level than the overall rate. The levels of performance for the three other special population groups were very low, ranging from 1.49% to 12.67%, but the denominators for these groups are too small to determine quantifiable disparities.</p>	
Circumstances:	<p>Validity and reliability analyses of the Hawai'i Content and Performance Standards (HCPS) III assessment for mathematics achievement revealed that the test items were not properly aligned with curriculum standards and the grade level at which the standards are taught. Consequently, the HCPS III mathematics assessment was revised and administered in 2007. Proficiency levels for this report are from the older assessment and confirm that the performance level of all students taking the HCPS III assessment was similar to the CTE students (19%). It should be noted that the HCPS III is administered at the beginning of the 10th grade when very few students have completed any CTE courses.</p>	
Action Steps	Staff Responsible	Timeline for Completion
Re-negotiate performance goal	Secondary Perkins Program Manager State Director for CTE OVAE Regional Accountability Specialist	February 2009
Monitor results on revised HCPS III mathematics assessment	Secondary Perkins Program Manager	February 2009

FINANCIAL STATUS REPORT FORMS

INTERIM FINANCIAL STATUS REPORT (FSR) FORM

I: State Name:	Hawaii
II: Federal Funding Period:	07/01/07 - 09/30/08
III: Reporting Period:	07/01/07 - 09/30/08
IV: Accounting Basis:	Accrual
V: Grant Award Numbers: State Basic Grant (Title I):	V048A070011A
Tech Prep Grant (Title II):	V243A070011
VI: Title I Grant Award Amount:	5,811,469.00
VII: Title II Grant Award Amount:	523,764.00
VIII: Title II Funds Consolidated with Title I Funds:	523,764.00
IX: Total Title I Funds (Title I Award + Title II Consolidated Funds):	6,335,233.00
X. Total Title II Funds Remaining (Title II - Title II Consolidated Funds):	0
* XI. Amended Interim FSR: <input type="checkbox"/>	Date of Filing Amended FSR: _____

* **Note:** Block XI is optional. It needs to be completed only if the state is amending/revising its financial status report after a final submission.

	1 Net Outlays Previously Reported	2 Total Outlays this Report Period	3 Program Income Credit	4 Net outlays this report period (Columns 2 - 3)
A * TOTAL TITLE I FUNDS *				
B LOCAL USE OF FUNDS				
C RESERVE				
D Secondary Eligible Recipients	\$0.00	\$0.00	\$0.00	\$0.00
E Postsecondary Eligible Recipients	\$0.00	\$0.00	\$0.00	\$0.00
F Total (Row D + E)	\$0.00	\$0.00	\$0.00	\$0.00
G FORMULA DISTRIBUTION				
H Funds for Secondary Recipients	\$0.00	\$20,287,716.76	\$0.00	\$20,287,716.76
I Funds for Postsecondary Recipients	\$0.00	\$31,913,484.12	\$0.00	\$31,913,484.12
J Total (Row H + I)	\$0.00	\$52,201,200.88	\$0.00	\$52,201,200.88
K TOTAL LOCAL USES OF FUNDS (Row F + J)	\$0.00	\$52,201,200.88	\$0.00	\$52,201,200.88
L STATE LEADERSHIP				
M Nontraditional Training and Employment	\$0.00	\$14,907.72	\$0.00	\$14,907.72
N State Institutions	\$0.00	\$63,352.00	\$0.00	\$63,352.00
O Other Leadership Activities	\$0.00	\$210,376.42	\$0.00	\$210,376.42
P TOTAL STATE LEADERSHIP (Row M + N + O)	\$0.00	\$288,636.14	\$0.00	\$288,636.14
Q STATE ADMINISTRATION				
R TOTAL STATE ADMINISTRATION	0.00	637,944.63	0.00	\$637,944.63
S TOTAL TITLE I FUNDS (Row K + P + R)	\$0.00	\$53,127,781.65	\$0.00	\$53,127,781.65
T * TOTAL TITLE II FUNDS *				
U Funds for State Administration	\$0.00	\$0.00	\$0.00	\$0.00
V Funds for Local Consortia	\$0.00	\$0.00	\$0.00	\$0.00
W TOTAL TITLE II FUNDS (Row U + V)	\$0.00	\$0.00	\$0.00	\$0.00

Additional Information:

XII: Certification: I certify to the best of my knowledge and belief that this financial status report is accurate and complete.

Signature of Authorized Individual: _____

Title/Agency: _____

5	6	7	8	9	10	11
Net outlays To Date (Columns 1 + 4)	Non-Federal share of outlays	Total Federal share of outlays (Columns 5 - 6)	Federal share of unliquidated obligations	Federal share of outlays and unliquidated obligations (Columns 7 + 8)	Federal Funds Authorized	Balance of Unobligated Federal funds (Columns 10 - 9)
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$20,287,716.76	\$18,585,277.35	\$1,702,439.41	\$180,814.65	\$1,883,254.06	\$2,692,474.00	\$809,219.94
\$31,913,484.12	\$30,104,641.00	\$1,808,843.12	\$45,790.03	\$1,854,633.15	\$2,692,474.00	\$837,840.85
\$52,201,200.88	\$48,689,918.35	\$3,511,282.53	\$226,604.68	\$3,737,887.21	\$5,384,948.00	\$1,647,060.79
\$52,201,200.88	\$48,689,918.35	\$3,511,282.53	\$226,604.68	\$3,737,887.21	\$5,384,948.00	\$1,647,060.79
\$14,907.72	\$0.00	\$14,907.72	\$10,043.03	\$24,950.75	\$75,000.00	\$50,049.25
\$63,352.00	\$0.00	\$63,352.00	\$0.00	\$63,352.00	\$63,352.00	\$0.00
\$210,376.42	\$0.00	\$210,376.42	\$77,799.67	\$288,176.09	\$495,171.00	\$206,994.91
\$288,636.14	\$0.00	\$288,636.14	\$87,842.70	\$376,478.84	\$633,523.00	\$257,044.16
\$637,944.63	496,484.36	\$141,460.27	0.00	\$141,460.27	316,762.00	\$175,301.73
\$53,127,781.65	\$49,186,402.71	\$3,941,378.94	\$314,447.38	\$4,255,826.32	\$6,335,233.00	\$2,079,406.68
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

FINAL FINANCIAL STATUS REPORT (FSR) FORM

I: State Name:	Hawaii
II: Federal Funding Period:	07/01/06 - 09/30/08
III: Reporting Period:	07/01/06 - 09/30/08
IV: Accounting Basis:	Cash
V: Grant Award Numbers: State Basic Grant (Title I):	V048A060011
Tech Prep Grant (Title II):	V243A060011
VI: Title I Grant Award Amount:	5,779,511.00
VII: Title II Grant Award Amount:	523,769.00
VIII: Title II Funds Consolidated with Title I Funds:	0
IX: Total Title I Funds (Title I Award + Title II Consolidated Funds):	0
X: Total Title II Funds Remaining (Title II - Title II Consolidated Funds):	0
* XI. Amended Interim FSR:	<input type="checkbox"/> Date of Filing Amended FSR:

*** Note:** Block XI is optional. It needs to be completed only if the state is amending/revising its financial status report after a final submission.

		1 Net Outlays Previously Reported	2 Total Outlays this Report Period	3 Program Income Credit	4 Net outlays this report period (Columns 2 - 3)
A	* TOTAL TITLE I FUNDS *				
B	Local Uses of Funds				
C	RESERVE				
D	Secondary Eligible Recipients	\$0.00	\$0.00	\$0.00	\$0.00
E	Postsecondary Eligible Recipients	\$0.00	\$0.00	\$0.00	\$0.00
F	Total (Row D + E)	\$0.00	\$0.00	\$0.00	\$0.00
G	FORMULA DISTRIBUTION				
H	Funds for Secondary Recipients	\$17,492,356.41	\$1,655,712.50	\$0.00	\$1,655,712.50
I	Funds for Postsecondary Recipients	\$28,380,542.84	\$431,032.94	\$0.00	\$431,032.94
J	Total (Row H + I)	\$45,872,899.25	\$2,086,745.44	\$0.00	\$2,086,745.44
K	TOTAL LOCAL USES OF FUNDS (Row F + J)	\$45,872,899.25	\$2,086,745.44	\$0.00	\$2,086,745.44
L	STATE LEADERSHIP				
M	Nontraditional Training and Employment	\$11,021.26	\$48,978.74	\$0.00	\$48,978.74
N	State Institutions	\$57,795.00	\$0.00	\$0.00	\$0.00
O	Other Leadership Activities	\$173,007.09	\$282,523.59	\$0.00	\$282,523.59
P	TOTAL STATE LEADERSHIP (Row M + N + O)	\$241,823.35	\$331,502.33	\$0.00	\$331,502.33
Q	STATE ADMINISTRATION				
R	TOTAL STATE ADMINISTRATION	613,219.36	117,606.54	0.00	\$117,606.54
S	TOTAL TITLE I FUNDS (Row K + P + R)	\$46,727,941.96	\$2,535,854.31	\$0.00	\$2,535,854.31
T	* TOTAL TITLE II FUNDS *				
U	Funds for State Administration	\$0.00	\$9,438.00	\$0.00	\$9,438.00
V	Funds for Local Consortia	\$5,125.00	\$509,081.44	\$0.00	\$509,081.44
W	TOTAL TITLE II FUNDS (Row U + V)	\$5,125.00	\$518,519.44	\$0.00	\$518,519.44

Additional Information:

XII: Certification: I certify to the best of my knowledge and belief that this financial status report is accurate and complete.

Signature of Authorized Individual: _____

Title/Agency: _____

5 Net outlays To Date (Columns 1 + 4)	6 Non-Federal share of outlays	7 Total Federal share of outlays (Columns 5 - 6)	8 Federal share of unliquidated obligations	9 Federal share of outlays and unliquidated obligations (Columns 7 + 8)	10 Federal Funds Authorized	11 Balance of Unobligated Federal funds (Columns 10 - 9)
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
\$19,148,068.91	\$16,691,776.91	\$2,456,292.00	\$0.00	\$2,456,292.00	\$2,456,292.00	\$0.00
\$28,811,575.78	\$26,356,234.00	\$2,455,341.78	\$0.00	\$2,455,341.78	\$2,456,292.00	\$950.22
\$47,959,644.69	\$43,048,010.91	\$4,911,633.78	\$0.00	\$4,911,633.78	\$4,912,584.00	\$950.22
\$47,959,644.69	\$43,048,010.91	\$4,911,633.78	\$0.00	\$4,911,633.78	\$4,912,584.00	\$950.22
\$60,000.00	\$0.00	\$60,000.00	\$0.00	\$60,000.00	\$60,000.00	\$0.00
\$57,795.00	\$0.00	\$57,795.00	\$0.00	\$57,795.00	\$57,795.00	\$0.00
\$455,530.68	\$0.00	\$455,530.68	\$0.00	\$455,530.68	\$460,156.00	\$4,625.32
\$573,325.68	\$0.00	\$573,325.68	\$0.00	\$573,325.68	\$577,951.00	\$4,625.32
\$730,825.90	441,849.90	\$288,976.00	0.00	\$288,976.00	288,976.00	\$0.00
\$49,263,796.27	\$43,489,860.81	\$5,773,935.46	\$0.00	\$5,773,935.46	\$5,779,511.00	\$5,575.54
\$9,438.00	\$0.00	\$9,438.00	\$0.00	\$9,438.00	\$9,438.00	\$0.00
\$514,206.44	\$0.00	\$514,206.44	\$0.00	\$514,206.44	\$514,331.00	\$124.56
\$523,644.44	\$0.00	\$523,644.44	\$0.00	\$523,644.44	\$523,769.00	\$124.56

STUDENT ENROLLMENT FORMS

Student Enrollment Forms Enrollment of CTE Participants

STATE: Hawaii

PROGRAM YEAR: 2007-2008

Amended Performance Data

Date of Filing Amended Data: _____

A

Line	Population	Number of Secondary Students
1	GRAND TOTAL	25455
2	GENDER	
3	Male	14289
4	Female	11166
5	RACE/ETHNICITY* (1977 Standards)	
6	American Indian or Alaskan Native	
7	Asian or Pacific Islander	
8	Black (not Hispanic)	
9	Hispanic	
10	White	
11	Unknown	
12	RACE/ETHNICITY* (1997 Revised Standards)	
13	American Indian or Alaska Native	130
14	Asian	10441
15	Black or African American	427
16	Hispanic/Latino	650
17	Native Hawaiian or Other Pacific Islander	7725
18	White	3198
19	Two or More Races	2884
20	Unknown (Postsecondary Only)	
21	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES	
22	Individuals With Disabilities (ADA)	2705
23	Disability Status (ESEA/IDEA) (Secondary Only)	N/P
24	Economically Disadvantaged	8931
25	Single Parents	204
26	Displaced Homemakers	N/P
27	Limited English Proficient	1534
28	Migrant Status	N/P
29	Nontraditional Enrollees	5809

*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

B	C	D	E
Number of Postsecondary Students	Number of Adult Students	Number of Secondary Tech Prep Students	Number of Postsecondary Tech Prep Students
8344	0	0	0
4020	PNO	PNO	PNO
4324	PNO	PNO	PNO
32	PNO	PNO	PNO
3862	PNO	PNO	PNO
86	PNO	PNO	PNO
162	PNO	PNO	PNO
1948	PNO	PNO	PNO
1196	PNO	PNO	PNO
945	PNO	PNO	PNO
113	PNO		PNO
326	PNO	PNO	PNO
		PNO	
2422	PNO	PNO	PNO
254	PNO	PNO	PNO
97	PNO	PNO	PNO
411	PNO	PNO	PNO
		PNO	
820	PNO	PNO	PNO

Student Enrollment Forms Enrollment of CTE Concentrators

STATE: Hawaii
PROGRAM YEAR: 2007-2008

Amended Performance Data

Date of Filing Amended Data: _____

		A	B	C	D	E	F	G
Line	Population	Agri. Food & Nat. Resources	Architecture & Const.	Arts, A/V Tech. & Comm.	Bus., Mgt. & Admin.	Education & Training	Finance	Gov't & Pub. Admin.
1	SECONDARY							
2	Female	236	142	934	482	281	55	0
3	Male	533	630	795	278	90	36	0
4	Total	769	772	1729	760	371	91	0
5	POSTSECONDARY							
6	Female	17	84	118	382	147	272	0
7	Male	29	430	50	103	14	72	0
8	Total	46	514	168	485	161	344	0
9	ADULT							
10	Female	PNO	PNO	PNO	PNO	PNO	PNO	PNO
11	Male	PNO	PNO	PNO	PNO	PNO	PNO	PNO
12	Total	0	0	0	0	0	0	0
13	GRAND TOTAL (Lines 4+8+12)	815	1286	1897	1245	532	435	0

Additional Information:

H	I	J	K	L	M	N	O	P	Q
Health Science	Hospitality & Tourism	Human Services	Info. Tech.	Law, Pub. Safety & Security	Manufac.	Mkt. Sales & Serv.	Sci., Tech, Engin. & Math.	Transp., Distrib. & Logistics	Total
636	1060	0	135	0	38	158	99	85	4341
128	772	0	388	0	173	67	472	524	4886
764	1832	0	523	0	211	225	571	609	9227
743	485	256	80	133	16	161	0	50	2944
259	436	24	290	233	152	56	0	484	2632
1002	921	280	370	366	168	217	0	534	5576
PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	0
PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	PNO	0
0	0	0	0	0	0	0	0	0	0
1766	2753	280	893	366	379	442	571	1143	14803

STUDENT ACCOUNTABILITY FORMS

**Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
SECONDARY LEVEL
1S1: ATTAINMENT OF ACADEMIC SKILLS - READING/LANGUAGE ARTS**

STATE: Hawaii

PROGRAM YEAR: 2007-2008

Amended Performance Data

Date of Filing Amended Data: _____

	A	B	C	D	E	F
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	GRAND TOTAL	3506	7843	44.00%	44.70%	E Y
2	GENDER					
3	Male	1560	4106		37.99%	
4	Female	1946	3737		52.07%	
5	RACE/ETHNICITY* (1977 Standards)					
6	American Indian or Alaskan Native				0.00%	
7	Asian or Pacific Islander				0.00%	
8	Black (not Hispanic)				0.00%	
9	Hispanic				0.00%	
10	White				0.00%	
11	Unknown				0.00%	
12	RACE/ETHNICITY* (1997 Revised Standards)					
13	American Indian or Alaska Native	9	22		40.91%	
14	Asian	1791	3540		50.59%	
15	Black or African American	55	108		50.93%	
16	Hispanic/Latino	66	154		42.86%	
17	Native Hawaii or Other Pacific Islander	672	2210		30.41%	
18	White	520	962		54.05%	
19	Two or More Races	393	847		46.40%	
20	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES					
21	Individuals With Disabilities (ADA)	35	808		4.33%	
22	Disability Status (ESEA/IDEA)	N/P	N/P		XXX%	
23	Economically Disadvantaged	731	2249		32.50%	
24	Single Parents	32	117		27.35%	
25	Displaced Homemakers	N/P	N/P		XXX%	
26	Limited English Proficient	19	356		5.34%	
27	Migrant Status	N/P	N/P		XXX%	
28	Nontraditional Enrollees	1367	2797		48.87%	
29	Tech Prep	PNO	PNO		XXX%	

*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
SECONDARY LEVEL
1S2: ATTAINMENT OF ACADEMIC SKILLS - MATHEMATICS

STATE: Hawaii

PROGRAM YEAR: 2007-2008

Amended Performance Data

Date of Filing Amended Data: _____

	A	B	C	D	E	F	
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	GRAND TOTAL	1450	7842	27.00%	18.49%	D	N
2	GENDER						
3	Male	692	4108		16.85%		
4	Female	758	3734		20.30%		
5	RACE/ETHNICITY* (1977 Standards)						
6	American Indian or Alaskan Native				0.00%		
7	Asian or Pacific Islander				0.00%		
8	Black (not Hispanic)				0.00%		
9	Hispanic				0.00%		
10	White				0.00%		
11	Unknown				0.00%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	3	22		13.64%		
14	Asian	885	3540		25.00%		
15	Black or African American	23	108		21.30%		
16	Hispanic/Latino	16	154		10.39%		
17	Native Hawaii or Other Pacific Islander	156	2208		7.07%		
18	White	204	961		21.23%		
19	Two or More Races	163	849		19.20%		
20	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)	12	808		1.49%		
22	Disability Status (ESEA/IDEA)	N/P	N/P		XXX%		
23	Economically Disadvantaged	285	2249		12.67%		
24	Single Parents	6	117		5.13%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	21	358		5.87%		
27	Migrant Status	N/P	N/P		XXX%		
28	Nontraditional Enrollees	538	2794		19.26%		
29	Tech Prep	PNO	PNO		XXX%		

*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

Student Accountability Forms for the Section 113 Core Indicators of Performance (Title I)
SECONDARY LEVEL
4S1: STUDENT GRADUATION RATES

STATE: Hawaii

PROGRAM YEAR: 2007-2008

Amended Performance Data

Date of Filing Amended Data: _____

	A	B	C	D	E	F	
Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	State Adjusted Level of Performance	Actual Level of Performance	Adjusted vs. Actual Level of Performance	Met 90% of Adjusted Level of Performance (Y,N)
1	GRAND TOTAL	7438	7736	75.00%	96.15%	E	Y
2	GENDER						
3	Male	3853	4034		95.51%		
4	Female	3585	3702		96.84%		
5	RACE/ETHNICITY* (1977 Standards)						
6	American Indian or Alaskan Native	19	22		86.36%		
7	Asian or Pacific Islander	5542	5756		96.28%		
8	Black (not Hispanic)	81	81		100.00%		
9	Hispanic	131	139		94.24%		
10	White	851	899		94.66%		
11	Unknown	814	839		97.02%		
12	RACE/ETHNICITY* (1997 Revised Standards)						
13	American Indian or Alaska Native	19	22		86.36%		
14	Asian	3389	3495		96.97%		
15	Black or African American	81	81		100.00%		
16	Hispanic/Latino	131	139		94.24%		
17	Native Hawaii or Other Pacific Islander	2153	2261		95.22%		
18	White	851	899		94.66%		
19	Two or More Races	814	839		97.02%		
20	SPECIAL POPULATIONS AND OTHER STUDENT CATEGORIES						
21	Individuals With Disabilities (ADA)	772	855		90.29%		
22	Disability Status (ESEA/IDEA)	N/P	N/P		XXX%		
23	Economically Disadvantaged	2140	2265		94.48%		
24	Single Parents	111	124		89.52%		
25	Displaced Homemakers	N/P	N/P		XXX%		
26	Limited English Proficient	276	299		92.31%		
27	Migrant Status	N/P	N/P		XXX%		
28	Nontraditional Enrollees	2686	2787		96.38%		
29	Tech Prep	PNO	PNO		XXX%		

*See "Definition of Terms" for guidance with reporting the Race and Ethnicity Categories.

Additional Information:

