

University of Hawai'i Community Colleges

Use of Perkins Funds 2010-11

Carl D. Perkins Career and Technical Education Act of 2006

New Core Indicators & Goals

(Perkins' Measures of Effectiveness)

- ▶ IPI Technical Skills Attainment – Student attainment of challenging career and technical skills proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate.
- ▶ 2PI Credential, Certificate, or Degree – Student attainment of industry-recognized credential, a certificate, or a degree.
- ▶ 3PI Student Retention or Transfer – Student retention in postsecondary education or transfer to a baccalaureate degree program.



New Core Indicators and Goals (cont.)

- ▶ 4PI Student Placement (in employment, military service, or an apprenticeship program) – 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.
- ▶ 5PI 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.



Determination of the Performance Indicators

The performance indicators are negotiated with the Office of Vocational and Adult Education (federal gov.) and the State of Hawaii's Office of Career and Technical Education with the University of Hawaii's Academic Planning Assessment Policy Analysis (APAPA) office.



UHCCs' Performance Goals

Core Indicator	Description	2010-2011 Goal
1P1	Technical Skills Attainment	90.10%
2P1	Credential, Certificate, or Degree	45.00%
3P1	Student Retention or Transfer	56.00%
4P1	Student Placement	51.00%
5P1	Nontrad Participation	16.25%
5P2	Nontrad Completion	15.15%



Definitions

Word	Definition
Participant	Student who enrolled in at least one vocational-technical education course.
Concentrator	A student in a declared career and technical education (CTE) who has completed at least twelve credits or the equivalent in a CTE program.
Completer	Student who attained the academic and technical knowledge/skills/proficiencies within a program/sequence of courses or instructional units that provides an individual with the academic and technical knowledge/skills/proficiencies to prepare the individual for employment and/or further/advanced education.



UHCCs' Performance Goals

Accountability Core Indicators of Performance

Perkins Core Indicators	Measurement Definition	Performance Goals for 2010-2011
1PI: Technical Skill Attainment	<p>Numerator: Number of concentrators who have a cumulative GPA \geq 2.00 in CTE courses and who have stopped program participation in the year reported.</p> <p>Denominator: Number of concentrators who have stopped program participation in the year reported.</p>	90.10
2PI: Credential, Certificate, or Degree	<p>Numerator: Number of concentrators who received a degree or certificate in a CTE program and who have stopped program participation in the year reported.</p> <p>Denominator: Number of concentrators who have stopped program participation in the year reported.</p>	45.00



UHCCs' Performance Goals

Accountability Core Indicators of Performance

3PI: 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.	56.00
4PI: 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	51.00

UHCCs' Performance Goals

Accountability Core Indicators of Performance

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.	16.25
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.	15.15



UHCCs' Historical Performance

Perkins IV Performance Measures	2008-2009 Goal	2008-2009 Actual
IPI: Technical Skills Attainment	90.00	92.72
2PI: Credential, Cert., or Degree	44	54.23
3PI: Student Retention or Transfer	55	74.55
4PI: Employment Placement	50	71.10
5PI: Non-traditional Participation	16	16.62
5P2: Non-traditional Completion	15.05	16.32



Kapiolani CC's Historical Performance

Perkins IV Performance Measures	2008-2009 Goal	2008-2009 Actual
IPI: Technical Skills Attainment	90.00%	96.53%
2PI: Credential, Cert., or Degree	44.00%	52.73%
3PI: Student Retention or Transfer	55.00%	78.35%
4PI: Employment Placement	50.00%	69.87%
5PI: Non-traditional Participation	16.00%	24.83%
5P2: Non-traditional Completion	15.05%	13.02%



Kauai CC's Historical Performance

Perkins IV Performance Measures	2008-2009 Goal	2008-2009 Actual
IPI: Technical Skills Attainment	90.00%	95.89%
2PI: Credential, Cert., or Degree	44.00%	51.37%
3PI: Student Retention or Transfer	55.00%	70.63%
4PI: Employment Placement	50.00%	70.31%
5PI: Non-traditional Participation	16.00%	12.75%
5P2: Non-traditional Completion	15.05%	14.85%



Maui College's Historical Performance

Perkins IV Performance Measures	2008-2009 Goal	2008-2009 Actual
IPI: Technical Skills Attainment	90.00%	87.39%
2PI: Credential, Cert., or Degree	44.00%	46.85%
3PI: Student Retention or Transfer	55.00%	75.24%
4PI: Employment Placement	50.00%	77.16%
5PI: Non-traditional Participation	16.00%	18.49%
5P2: Non-traditional Completion	15.05%	16.25%



Hawaii CC's Historical Performance

Perkins IV Performance Measures	2008-2009 Goal	2008-2009 Actual
IPI: Technical Skills Attainment	90.00%	91.33%
2PI: Credential, Cert., or Degree	44.00%	49.13%
3PI: Student Retention or Transfer	55.00%	72.26%
4PI: Employment Placement	50.00%	68.21%
5PI: Non-traditional Participation	16.00%	18.58%
5P2: Non-traditional Completion	15.05%	26.04%



Honolulu CC's Historical Performance

Perkins IV Performance Measures	2008-2009 Goal	2008-2009 Actual
IPI: Technical Skills Attainment	90.00%	95.22%
2PI: Credential, Cert., or Degree	44.00%	50.15%
3PI: Student Retention or Transfer	55.00%	71.80%
4PI: Employment Placement	50.00%	84.72%
5PI: Non-traditional Participation	16.00%	10.79%
5P2: Non-traditional Completion	15.05%	8.62%



Leeward CC's Historical Performance

Perkins IV Performance Measures	2008-2009 Goal	2008-2009 Actual
IPI: Technical Skills Attainment	90.00%	94.01%
2PI: Credential, Cert., or Degree	44.00%	37.08%
3PI: Student Retention or Transfer	55.00%	70.25%
4PI: Employment Placement	50.00%	73.13%
5PI: Non-traditional Participation	16.00%	15.99%
5P2: Non-traditional Completion	15.05%	11.11%



2010-11 Funds Available

- ▶ **Title I** **\$2,562,592**
formerly called Achieving Standards,
and now merged with Title II (Tech Prep funds)

- ▶ **Title IB – Leadership** **\$ 160,000**



Title I Funding Distribution

- ▶ 5% Administrative Costs:
- ▶ 15% Consortium Projects *
- ▶ 80% Campus Projects:

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*Consortium Projects include support for:

- ▶ UH System and DOE to UH System Articulation Agreements and related projects (e.g., DCAPS)
- ▶ Nontrad, and EXCEL Committee projects
- ▶ PCC meetings
- ▶ Emergency Disabilities Services funds



2010-11 Title I Campus Allocations

Hawaii Community College	\$435,012
Honolulu Community College	\$298,257
Kapiolani Community College	\$226,356
Kauai Community College	\$285,788
Leeward Community College	\$395,151
Maui College	\$406,408
Windward Community College	\$302,959



2010-11 Other Funding Campus Allocations

Institution	Program Improvement	2010/11 Leadership	Carry-over Leadership
Haw CC	\$80,015	0	\$ 1,568
Hon CC	\$ 7,305	0	\$ 6,180
Kap CC	\$72,000	0	\$ 7,210
Kau CC	\$91,796	0	\$ 1,545
Lee CC	\$68,050	\$40,050	0
Mau CC	\$56,218	\$49,387	\$ 1,545
Win CC	\$137,711	0	\$ 3,605
TOTAL	\$513,095	\$89,437	\$21,653



Priorities

- ▶ UHCC Performance Indicators
- ▶ Campus Performance Indicators
- ▶ Program Performance Indicators
- ▶ Strategic Outcomes Goals (course completion, graduation, transfer, etc.)
- ▶ AtD Goals (developmental and gatekeeper course completion, student success, persistence, graduation for Native Hawaiian students)
- ▶ Accreditation/licensure, if appropriate
- ▶ Non-Trad
- ▶ Work Readiness/Workforce Development



Perkins 27 Month Funding Cycle

Months 1-12

Title I: Basic Grant
\$2,562,592

Leadership
\$160,000



Months 13-24

Title I: Basic Grant
Balance from unexpended Mo. 1-12 funds
“now called Program Improvement”

Leadership
Balance from unexpended Mo. 1-12 funds
“now called Leadership Carry-over”



Months 25-27

Title I: Basic Grant
Balance from unexpended Mo. 13-24 funds
“now called Lapsing”

Leadership
Balance from unexpended Mo. 13-24 funds
“now called Lapsing”

Supplement not supplant

- ▶ Cannot use federal funds to pay for services, staff, programs, or materials that would otherwise be paid with other federal, state, or local funds.



Perkins Funding Opportunities

- ▶ Title I funds: 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.



Funding provided to Windward CC for the Veterinary Assisting Program for a X-ray System





Perkins Funding Opportunities (cont.)

▶ Title I/Program Improvement: Nine Required Uses of Funds

1. To strengthen the academic and career and technical skills of students participating in CTE programs by strengthening the core academic subjects and the CTE programs
 2. Link CTE at the secondary level and at the postsecondary level
 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
 5. Provide professional development programs to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs
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Perkins Funding Opportunities (cont.)

▶ Title I/Program Improvement (Uses of Funds cont.):

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
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





Perkins Funding Opportunities (cont.)

▶ Leadership funds: Eight Required Uses of Funds

1. An assessment of the CTE 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
3. Professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical teachers, faculty, administrators, and career guidance and academic counselors
4. Supporting career and technical education programs that improve the academic and career and technical skills of participating students by strengthening these components





Perkins Funding Opportunities (cont.)

▶ Leadership funds (cont.):

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 developing, improving, or expanding the use of technology in CTE
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
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





Proposal Due Dates

- ▶ Title I – March 15, 2011
- ▶ Leadership and Program Improvement – June 6, 2011

Please contact your CTE Dean for the RFP forms and proposal submittal.





CTE Deans

- ▶ Jim Yoshida, Hawai'i CC
- ▶ Russell Uyeno, Honolulu CC
- ▶ Frank Haas, Kapi'olani CC
- ▶ Earl Nishiguchi, Kaua'i CC
- ▶ Ron Umehira, Leeward CC
- ▶ David Grooms, Maui College
- ▶ Bernadette Howard, Windward CC



What is a Nontraditional Student?

- ▶ Perkins Definition:
- ▶ A Nontraditional student is one who is pursuing a career or technical education program for an occupation which employs less than 25% of their gender.



Kapi'olani CC Nontraditional Programs

Nontraditional for Men

Nontraditional for Men		
Accounting	Medical Lab Technician	Paralegal
Dental Assisting	Mobile Intensive Care Tech	Physical Therapy Assistant
Educational Paraprofessional	Nurse Aid Training	Practical Nursing (LPN)
Exercise and Sports Science	Nursing	
Medical Assisting	Occupational Therapy Assistant	



Nontraditional Task Force

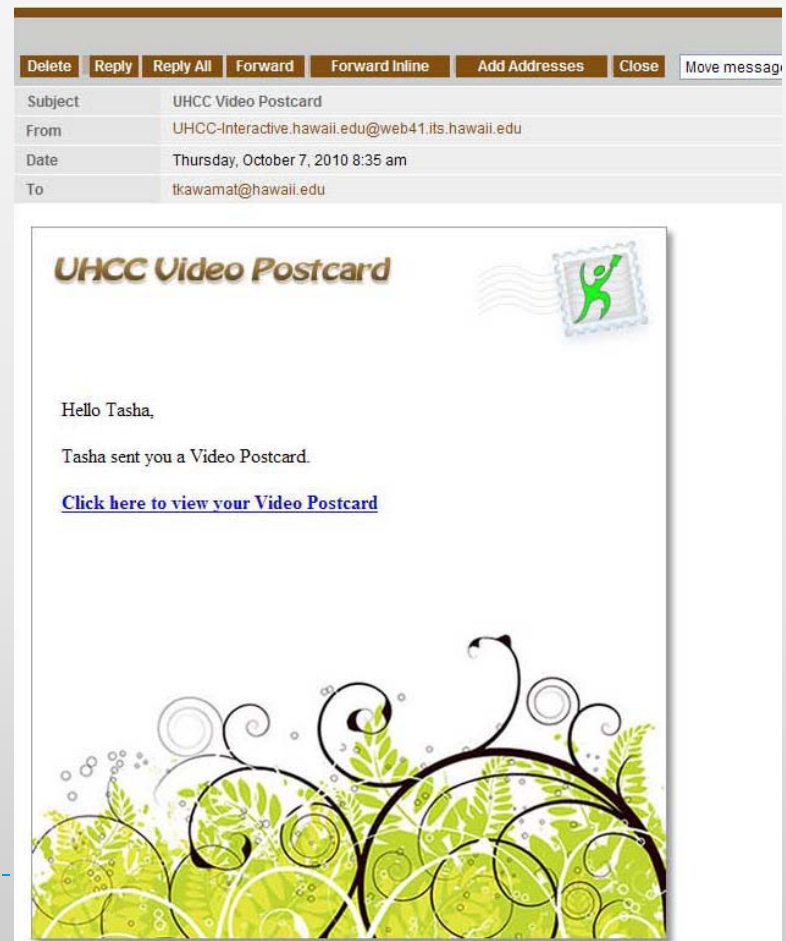
- ▶ CTE faculty and/or student support faculty from each campus.
- ▶ The goal of the task force to is to share best practices for recruiting and retaining CTE nontraditional students
- ▶ Joni Onishi-Hawai'i
- ▶ Russell Uyeno-Honolulu
- ▶ Cynthia Kimura- Kapi'olani
- ▶ Glenn Alquiza- Kaua'i
- ▶ Ron Umehira- Leeward
- ▶ Bobbie Martel- Leeward
- ▶ Rodney Hirokawa-Leeward
- ▶ Kulamanu Ishihara- Maui
- ▶ Thomas Hussey- Maui
- ▶ Donald Frost- Windward



System Wide Marketing Efforts

- Website- Thinknontrad.hawaii.edu
- Media blitz- Nontraditional Careers Awareness

➤ [UHCC Video Postcard](#)



Career Pathways

(formerly funded with Title II monies)

Hawai'i's six Career Pathways are:

- ▶ Arts and Communication
- ▶ Business
- ▶ Health Services
- ▶ Industrial and Engineering Technology
- ▶ Natural Resources
- ▶ Public & Human Services



Program of Study Articulation Efforts

Web site:

http://www.hawaii.edu/vpaa/system_aa/articulation/articulation.html

Completed Dual Articulated Programs of Study
(DCAPS) Agreements:

- ▶ CISCO
- ▶ A+
- ▶ Marketing
- ▶ Retailing
- ▶ Entrepreneurship



Program of Study Articulation Efforts (cont.)

http://www.hawaii.edu/vpaa/system_aa/articulation/articulation.html

Future DCAPS Agreements:

- ▶ Education
- ▶ HOST
- ▶ Culinary Arts
- ▶ Fashion Technology



UHCC Articulation Coordinators

- ▶ Joni Onishi, Hawai'i CC
- ▶ Scott Pary, Honolulu CC
- ▶ Frank Haas, Kapi'olani CC
- ▶ Bonnie Honma, Kaua'i CC
- ▶ Jean Hara, Leeward CC
- ▶ Debbie Nakama, Maui College
- ▶ Ardis Eschenberg, Windward CC



In summary...

How can YOU help to strengthen the CTE programs in your college and throughout the system

- ▶ Participate in campus discussions on how to improve CTE programs, especially with respect to program/college performance Perkins indicators and external accreditation
- ▶ Participate in the development of your college's Perkins Plan
- ▶ Coordinate system-wide Perkins proposals based on PCC discussions and decisions
- ▶ Promote the development of articulated Programs of Study among postsecondary institutions and between the UHCCs and the DOE
- ▶ Work with your CTE Dean to help strengthen CTE program by developing proposals through Perkins and other funding opportunities.





Any Questions?

Please contact:

- ▶ Paula Chun, UHCC Perkins Specialist chunp@hawaii.edu, (808)956-3865
- ▶ Suzette Robinson, UHCC Director of Academic Programs, suzetter@hawaii.edu, (808)956-3867
- ▶ Tasha Kawamata Ryan, Marketing Specialist & Special Services Coordinator, tkawamat@hawaii.edu, (808)956-6194

