PAPERWORK REDUCTION ACT
CHANGE WORKSHEET

Agency/Subagency ED/OVAE/DATE		OMB Control Number 1830 - 0564
	Enter only items that change Current Record	New Record
Agency form number(s)		
Annual reporting and record keeping hour burden		
Number of respondent	10	10
Total annual responses	10	10
Percent of these responses collected electronically	50 %	50 %
Total annual hours	1200	1200
Difference		
Explanation of difference		N/A
Program change adjustment		
Annual reporting and record keeping cost burden (in thousands of dollars)		
Total annualized capital/startup costs	0	0
Total annual costs (O&M)	0	0
Total annualized cost requested	0	0
Difference		
Explanation of difference		N/A
Program change adjustment		

Other change**

The purpose of the following change is to ensure that the data collected will allow comparison with other secondary, postsecondary, and adult CTE institutions. It does not increase the number of respondents or increase the annual reporting or recordkeeping hour burden.

Current performance measure language:

Performance Measures: Under the Government Performance and Results Act of 1993 (GPRA), Federal departments and agencies must clearly describe the goals and objectives of their programs, identify resources and actions needed to accomplish these goals and objectives, develop a means of measuring progress made, and regularly report on their achievement. One important source of program information on successes and lessons learned is the project evaluation conducted under individual grants. The Department has developed the following core factors and measures for evaluating the overall effectiveness of the Native Hawaiian Career and Technical Education Program and projects supported under this competition. Consequently, we advise an applicant for a grant under this program to give careful consideration to these core factors and measures.

(a) Number of Projects. The number of secondary, postsecondary, and adult programs that--

(1) Apply industry-recognized skill standards so students can earn skill certificates in those projects; and

(2) Offer skill competencies, related assessments, and industry-recognized skill certificates in secondary and postsecondary institutions.

(b) Secondary Projects. The percentage of participating secondary career and technical education students who--

(1) Meet or exceed proficiency standards in reading/language arts and mathematics;

(2) Attain a secondary school diploma or its State-recognized equivalent, or a proficiency credential in conjunction with a secondary school diploma; and

(3) Attain career and technical education skill proficiencies aligned with industry-recognized standards; and

(4) Are placed in postsecondary education, advanced training, military service, or employment in high-skill, high-wage, and high-demand occupations or in current or emerging occupations.

(c) Postsecondary Projects. The percentage of participating postsecondary students in career and technical education programs who--

(1) Receive postsecondary degrees, certificates, or credentials;

(2) Attain career and technical education skill proficiencies aligned with industry-recognized standards;

(3) Receive industry-recognized credentials, certificates, or degrees;

(4) Are retained in postsecondary education or transfer to a baccalaureate degree program; and

(5) Are placed in military service or apprenticeship programs, or are placed in employment, receive an employment promotion.

or retain employment.

(d) Adult Projects. The percentage of participating adult career and technical education students who--

(1) Enroll in a postsecondary education or training program;

(2) Attain career and technical education skill proficiencies aligned with industry-recognized standards;

(3) Receive industry-recognized credentials or certificates, or degrees; and

(4) Are placed in employment, receive an employment promotion, or retain employment.

New language:

Performance Measures: Under the Government Performance and Results Act of 1993 (GPRA), Federal departments and agencies must clearly describe the goals and objectives of their programs, identify resources and actions needed to accomplish these goals and objectives, develop a means of measuring progress made, and regularly report on their achievement. One important source of program information on successes and lessons learned is the project evaluation conducted under individual grants. The Department has developed the following core factors and measures for evaluating the overall effectiveness of the Native Hawaiian Career and Technical Education Program and projects supported under this competition. Consequently, we advise an applicant for a grant under this program to give careful consideration to these core factors and measures.

The percentage of participating secondary career and technical education students who meet or exceed proficiency standards in reading/language arts and mathematics.

The percentage of participating secondary career and technical education students who attain a secondary school diploma or its state-recognized equivalent, or a proficiency credential in conjunction with a secondary school diploma.

The percentage of participating secondary career and technical education students who attain career and technical education skill proficiencies aligned with industry-recognized standards.

The percentage of participating secondary career and technical education students who are placed in postsecondary education, advanced training, military service, or employment in high-skill, high-wage, and high-demand occupations or in current or emerging occupations.

The percentage of participating postsecondary students in career and technical education programs who receive a postsecondary degree.

The percentage of participating postsecondary students in career and technical education programs who receive industry recognized certificates or credentials.

The percentage of participating postsecondary students in career and technical education programs who are retained in postsecondary education or transfer to a baccalaureate degree program.

The percentage of participating postsecondary students in career and technical education programs who are placed in military services or apprenticeship programs, or are placed in employment, receive an employment promotion, or retain employment.

We have included the following in the selection criteria section:

Quality of data collection plan. In determining the quality of the data collection plan, we consider the following factors:

(1)The adequacy of procedures and methods for collecting data.

(2)The adequacy of a data collection plan which would allow comparison with other similar secondary, postsecondary and adult career and technical education programs.

Signature of Senior Official or designee:	Date:	For OIRA Use
Dale King, Director, PRES	1/05/09	

**This form cannot be used to extend an expiration date

OMB 83-C

1-8-09