

HAWAI'I

22

JULY 1, 2021 - JUNE 30, 2022

CAREER AND TECHNICAL EDUCATION



ANNUAL REPORT



HAWAI'I P-20
Partnerships for Education



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PREFACE

The State of Hawai'i is mandated by the Strengthening Career and Technical Education in the 21st Century Act, passed by Congress in 2018 (Perkins V), to report annually on its management of federal Career and Technical Education (CTE) funds. The legislation requires that the funds allocated to the State be used for the development, implementation, and expansion of high-quality CTE programs for the State's secondary and postsecondary students. Per Hawai'i statute, the State Board for CTE is also required to submit an annual report to the Governor. This document serves as the Governor's Report for the AY 2021-22.

In an effort to identify and close equity gaps, Perkins V requires states to disaggregate state-level outcomes on Perkins V Core Indicators of Performance at the secondary and postsecondary levels by gender, race/ethnicity, special population categories, and career clusters. For race/ethnicity disaggregation, the federally required race/ethnicity categories include American Indian or Alaskan Native, Asian, Black or African American, Hispanic/Latino, Native Hawaiian or Other Pacific Islander, White, two or more races, and unknown. To better reflect Hawai'i's population, we have further disaggregated the Asian race/ethnic category into Chinese, Filipino, Japanese, Korean, Indo-Chinese (e.g., Cambodian, Vietnamese, Laotian), and other Asian.

The 2021-2022 program year is the first year Hawai'i is reporting performance on 2S1 and 2S2 Perkins V Core Indicators of Performance and therefore a trend analysis is unavailable for these indicators of performance.

As requested by the State Board for CTE in 2021, a trend analysis comparing the performance of 2020-2021 program year to the 2021-2022 program year is included in this report. Percentage point variance can be found on each Perkins V Core Indicators of Performance table, with the exception of 2S1-Academic Proficiency in Reading/Language Arts and 2S2-Proficiency in Mathematics. Due to the interruption caused by the COVID-19 pandemic, the Hawai'i State Department of Education (HIDOE) canceled Smarter Balanced Assessments for both English Language Arts and Mathematics in Spring 2020. Smarter Balanced Assessments are administered in the spring semester of students' junior year of high school. Thus, scores for the 2020-2021 program year for Perkins V Core Indicators of Performance 2S1-Academic Proficiency in Reading/Language Arts and 2S2-Proficiency in Mathematics were unavailable.

A SNAPSHOT OF CTE IN HAWAI'I

Consolidated Annual Reporting (CAR) Year	2020	2021	2022
FUNDING			
Perkins Grant Amount - Hawai'i	\$6,148,797	\$6,247,167	\$6,504,159
State Funding for CTE: HIDOE and UHCCs	\$58,505,062	\$60,527,279	\$61,084,436
TOTAL State and Federal CTE Funding	\$64,653,859	\$66,774,446	\$67,588,595
STUDENT PARTICIPATION			
Participants*			
Secondary	27,674	26,256	28,745
Postsecondary	6,870	6,523	5,916
Total Number of Participants	34,544	32,789	34,661
Concentrators**			
Secondary	16,684	16,651	16,147
Postsecondary	4,532	4,304	4,092
Total Number of Concentrators	21,216	20,955	20,239

***Participants**

Secondary Definition for CTE Participants:

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

Postsecondary Definition for CTE Participants:

A student in a declared CTE program who has completed at least one credit or the equivalent in a CTE program.

****Concentrators**

Secondary Definition for CTE Concentrators:

A student who has completed at least two courses in a single CTE program or program of study.

Postsecondary Definition for CTE Concentrators:

A student in a CTE program who has earned at least twelve credits or the equivalent in a CTE program or completed a program that encompasses fewer than 12 credits or the equivalent in total.

For 2021, State Funding for CTE and the Total State and Federal CTE Funding were corrected from the previous year's report.

SECTION II : STUDENT ENROLLMENT

The following pages list:

- the number of secondary and postsecondary student participants enrolled in CTE courses and programs based on gender, ethnicity, and special populations; and
- the number of secondary and postsecondary students enrolled in the 16 federal career clusters.

Enrollment Data for CTE Participants

HAWAI'I 2021–2022

Line	Population	Number of Secondary Students	Number of Postsecondary Students
1	Grand Total	28,745	5916
2	GENDER		
3	Male	15,458	3017
4	Female	13,287	2899
5	RACE/ETHNICITY* (1997 Revised Standards)		
6	American Indian or Alaskan Native	53	25
7	Asian	11,136	2280
	Chinese	827	150
	Filipino	7,595	1151
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	376	78
	Japanese	1,964	340
	Korean	230	82
	Other Asian	144	479
8	Black or African American	394	108
9	Hispanic/Latino	3,496	93
10	Native Hawaiian or Other Pacific Islander	7,591	1731
11	White	2,575	763
12	Two or More Races	3,500	803
13	Unknown	0	113
14	SPECIAL POPULATION (Section 3(48) of Perkins V and ESEA)		
15	Individuals with Disabilities (ESEA/IDEA)	2,367	132
16	Individuals from Economically Disadvantaged Families	12,072	2475
17	Individuals Preparing for Nontraditional Fields	6,257	898
18	Single Parents	n/a	111
19	Out of Workforce Individuals	n/a	147
20	English Learners	1,738	192
21	Homeless Individuals	412	*
22	Youth In Foster Care	193	43
23	Youth with Parent in Active Military	644	14
24	Migrant Students	n/a	n/a

Secondary Definition for CTE Participants:

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

Postsecondary Definition for CTE Participants:

A student in a declared CTE program who has completed at least one credit or the equivalent in a CTE program.

*Counts were suppressed due to small cell sizes (<5 numerator and/or <10 denominator) or as complementary suppression to protect individuals' privacy and confidentiality.

Enrollment Data for CTE Participants by Career Cluster (DUPLICATED)

HAWAI'I 2021–2022

Line	Concentrator	SECONDARY			POSTSECONDARY			Grand Total
		Male	Female	Total	Male	Female	Total	
1	Agriculture, Food & Natural Resources	2,521	1,615	4,136	31	35	66	4,202
2	Architecture & Construction	4,479	1,166	5,645	363	84	447	6,092
3	Arts, AV Technology & Communication	3,296	3,686	6,982	259	190	449	7,431
4	Business, Marketing & Administration	2,207	2,338	4,545	101	233	334	4,879
5	Education & Training	1,492	1,896	3,388	31	317	348	3,736
6	Finance	*	*	n/a	102	308	410	410
7	Government & Public Administration	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8	Health Science	1,589	3,824	5,413	226	613	839	6,252
9	Hospitality & Tourism	3,250	3,497	6,747	295	429	724	7,471
10	Human Services	n/a	n/a	n/a	20	79	99	99
11	Information Technology	2,476	828	3,304	488	139	627	3,931
12	Law, Public Safety & Security	46	45	91	395	166	561	652
13	Manufacturing	2,112	698	2,810	344	118	462	3,272
14	Marketing Sales & Services	1,688	1,763	3,451	36	96	132	3,583
15	Science, Technology, Engineering & Math	3,072	965	4,037	*	*	53	4,090
16	Transportation, Distribution, & Logistics	3,471	841	4,312	322	43	365	4,677
17	Other (Specify)	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Secondary Definition for CTE Participants:

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

Postsecondary Definition for CTE Participants:

A student in a declared CTE program who has completed at least one credit or the equivalent in a CTE program.

*Counts were suppressed due to small cell sizes (<5 numerator and/or <10 denominator) or as complementary suppression to protect individuals' privacy and confidentiality.

Some data have been "duplicated" because students can participate and concentrate in more than one CTE cluster.

Enrollment Data for CTE Concentrators

HAWAI'I 2021–2022

Line	Population	Number of Secondary Students	Number of Postsecondary Students
1	Grand Total	16,147	4,092
2	GENDER		
3	Male	8,670	2,096
4	Female	7,477	1,996
5	RACE/ETHNICITY* (1997 Revised Standards)		
6	American Indian or Alaskan Native	33	14
7	Asian	7,151	1,636
	Chinese	524	105
	Filipino	4,926	811
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	234	60
	Japanese	1,264	262
	Korean	121	59
	Other Asian (includes Other, Mixed, Asian Indian)	82	339
8	Black or African American	160	71
9	Hispanic/Latino	1,541	69
10	Native Hawaiian or Other Pacific Islander	4,362	1,163
11	White	1,387	517
12	Two or More Races	1,513	556
13	Unknown	0	66
14	SPECIAL POPULATION (Section 3(48) of Perkins V and ESEA)		
15	Individuals With Disabilities (ESEA/IDEA)	1,177	132
16	Individuals from Economically Disadvantaged Families	6,373	1,775
17	Individuals Preparing for Nontraditional Fields	5,585	644
18	Single Parents	n/a	73
19	Out of Workforce Individuals	n/a	107
20	English Learners	811	157
21	Homeless Individuals	201	*
22	Youth In Foster Care	91	29
23	Youth with Parent in Active Military	204	11
24	Migrant Students	n/a	n/a

Secondary Definition for CTE Concentrators:

A student who has completed at least two courses in a single CTE program or program of study.

Postsecondary Definition for CTE Concentrators:

A student in a CTE program who has earned at least twelve credits or the equivalent in a CTE program or completed a program that encompasses fewer than 12 credits or the equivalent in total

*Counts were suppressed due to small cell sizes (<5 numerator and/or <10 denominator) or as complementary suppression to protect individuals' privacy and confidentiality

Enrollment Data for CTE Concentrators by Career Cluster (DUPLICATED) HAWAI'I 2021–2022

Line	Concentrator	SECONDARY			POSTSECONDARY			Grand Total
		Male	Female	Total	Male	Female	Total	
1	Agriculture, Food & Natural Resources	1,117	590	1,707	23	23	46	1,753
2	Architecture & Construction	2,003	373	2,376	284	61	345	2,721
3	Arts, AV Technology & Communication	1,544	1,839	3,383	166	120	286	3,669
4	Business, Marketing & Administration	624	607	1,231	50	124	174	1,405
5	Education & Training	43	150	193	11	176	187	380
6	Finance	0	0	0	60	183	243	243
7	Government & Public Administration	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8	Health Science	595	2,207	2,802	193	509	702	3,504
9	Hospitality & Tourism	1,601	1,887	3,488	243	332	575	4,063
10	Human Services	n/a	n/a	n/a	9	40	49	49
11	Information Technology	409	82	491	298	84	382	873
12	Law, Public Safety & Security	0	0	0	272	123	395	395
13	Manufacturing	325	23	348	177	78	255	603
14	Marketing Sales & Services	389	477	866	22	55	77	943
15	Science, Technology, Engineering & Math	1,034	215	1,249	*	*	51	1,300
16	Transportation, Distribution, & Logistics	1,276	109	1,385	285	40	325	1,710
17	Other (Specify)	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Secondary Definition for CTE Concentrators:

A student who has completed at least two courses in a single CTE program or program of study.

Postsecondary Definition for CTE Concentrators:

A student in a CTE program who has earned at least twelve credits or the equivalent in a CTE program or completed a program that encompasses fewer than 12 credits or the equivalent in total.

*Counts were suppressed due to small cell sizes (<5 numerator and/or <10 denominator) or as complementary suppression to protect individuals' privacy and confidentiality.

Some data have been "duplicated" because students can participate and concentrate in more than one career cluster.

SECTION III: PERKINS V CORE INDICATORS OF PERFORMANCE

1S1: Four-Year Graduation Rate

Numerator Definition: CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate defined in section 8101 of ESEA.

Denominator Definition: All CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate defined in section 8101 of ESEA.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Exceed, Met, Not-met 90% of SDPL	Rating	(2021) Percentage Point Change
1	Grand Total - UNDUPLICATED	7,087	7,187	98.61%	Exceed	1.14%
GENDER						
2	Male	3,745	3,816	98.14%	Exceed	1.04%
3	Female	3,342	3,371	99.14%	Exceed	1.24%
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	14	15	93.33%	Exceed	-6.67%
5	Asian	3,109	3,135	99.17%	Exceed	0.93%
	Chinese	253	255	99.22%	Exceed	0.50%
	Filipino	2,085	2,106	99.00%	Exceed	1.02%
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	125	125	100.00%	Exceed	0.89%
	Japanese	564	566	99.65%	Exceed	3.49%
	Korean	54	55	98.18%	Exceed	-1.82%
	Other Asian	28	28	100.00%	Exceed	5.88%
6	Black or African American	68	70	97.14%	Exceed	-2.86%
7	Hispanic or Latino	616	626	98.40%	Exceed	0.56%
8	Native Hawaiian or Other Pacific Islander	2,043	2,092	97.66%	Exceed	1.81%
9	White	639	644	99.22%	Exceed	1.91%
10	Two or More Races	598	605	98.84%	Exceed	0.32%
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
11	Individuals with Disabilities	506	515	98.25%	Exceed	4.69%
12	Individuals from Economically Disadvantaged Families	2,730	2,790	97.85%	Exceed	1.89%
13	Individuals Preparing for Nontraditional Fields	2,638	2,667	98.91%	Exceed	1.22%
14	Single Parents*	Unavailable	Unavailable	n/a	n/a	n/a
15	Out of Workforce Individuals*	Unavailable	Unavailable	n/a	n/a	n/a
16	English Learners	336	349	96.28%	Exceed	3.19%
17	Homeless Individuals	85	90	94.44%	Exceed	7.17%
18	Youth in Foster Care	38	39	97.44%	Exceed	4.84%
19	Youth with Parent in Active Military	81	81	100.00%	Exceed	0.00%
20	Migrant Students*	Unavailable	Unavailable	n/a	n/a	n/a
CAREER CLUSTERS (DUPLICATED)						
21	Agriculture, Food & Natural Resources	734	793	96.20%	Exceed	0.61%
22	Architecture & Construction	1,063	1,072	97.79%	Exceed	0.68%
23	Arts, A/V Technology & Communications	1,519	1,428	98.76%	Exceed	0.94%
24	Business Management & Administration	633	536	99.69%	Exceed	1.36%
25	Education & Training	107	138	100.00%	Exceed	2.90%
26	Finance**	Not offered	Not Offered	n/a	n/a	n/a
27	Government & Public Administration**	Not offered	Not Offered	n/a	n/a	n/a
28	Health Science	1,282	1,299	99.46%	Exceed	0.30%
29	Hospitality & Tourism	1,738	1,570	99.37%	Exceed	1.66%
30	Human Services**	Not offered	Not Offered	n/a	n/a	n/a
31	Information Technology	238	172	100.00%	Exceed	0.58%
32	Law, Public Safety, Corrections & Security**	Not offered	Not Offered	n/a	n/a	n/a
33	Manufacturing	196	184	95.61%	Exceed	-2.22%
34	Marketing	400	341	100.00%	Exceed	1.76%
35	Science, Technology, Engineering & Mathematics	546	562	98.03%	Exceed	-0.20%
36	Transportation, Distribution & Logistics	670	804	97.81%	Exceed	0.80%
37	Other: Please Identify:**	Not offered	Not Offered	n/a	n/a	n/a

Additional Information:

State-Determined Performance Level (SDPL): 88.1% Exceed
 Federal Requirement (90% of SDPL): 79.9% Met
 <79.9%: Not-Met

* Data on Single Parent (Row 14), Out of Workforce Individuals (Row 15), and Migrant Students (Row 20) is not collected by the Hawai'i Department of Education.

** The Hawai'i Department of Education (only eligible secondary recipient) did not offer courses in the following career clusters in the 2021-2022 academic year to the graduating class of 2022: Finance, Government and Public Administration, Human Services, and Law & Public Safety.

* Counts were suppressed due to small cell sizes (<5 numerator and/or <10 denominator) or as complementary suppression to protect individuals' privacy and confidentiality

2S1: Academic Proficiency in Reading/Language Arts

Numerator Definition: CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.

Denominator Definition: All CTE concentrators in the 12th grade that completed the academic assessment in reading/language arts as described in section 1111(b)(2) of such Act.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Exceed, Met, Not-met 90% of SDPL	Rating
1	Grand Total - UNDUPLICATED	3,142	4,847	64.82%	Exceed
GENDER					
2	Male	1,506	2,306	65.31%	Exceed
3	Female	1,636	2,541	64.38%	Exceed
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)					
4	American Indian or Alaskan Native	10	12	83.33%	Exceed
5	Asian	1,714	2,404	71.30%	Exceed
	Chinese	177	231	76.62%	Exceed
	Filipino	1,014	1,532	66.19%	Exceed
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	79	104	75.96%	Exceed
	Japanese	389	469	82.94%	Exceed
	Korean	38	46	82.61%	Exceed
	Other Asian	17	22	77.27%	Exceed
6	Black or African American	36	48	75.00%	Exceed
7	Hispanic or Latino	221	388	56.96%	Exceed
8	Native Hawaiian or Other Pacific Islander	541	1,147	47.17%	Exceed
9	White	315	430	73.26%	Exceed
10	Two or More Races	305	418	72.97%	Exceed
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)					
11	Individuals with Disabilities	44	305	14.43%	Not-met
12	Individuals from Economically Disadvantaged Families	898	1,678	53.52%	Exceed
13	Individuals Preparing for Nontraditional Fields	1,210	1,797	67.33%	Exceed
14	Single Parents ^o	-1	-1		n/a
15	Out of Workforce Individuals ^o	-1	-1		n/a
16	English Learners	13	188	6.91%	Not met
17	Homeless Individuals	16	46	34.78%	Exceed
18	Youth in Foster Care	8	25	32.00%	Exceed
19	Youth with Parent in Active Military	55	68	80.88%	Exceed
20	Migrant Students ^o	-1	-1		n/a
CAREER CLUSTERS (DUPLICATED)					
21	Agriculture, Food & Natural Resources	172	374	45.99%	Exceed
22	Architecture & Construction	408	740	55.14%	Exceed
23	Arts, A/V Technology & Communications	663	990	66.97%	Exceed
24	Business Management & Administration	345	472	73.09%	Exceed
25	Education & Training	55	77	71.43%	Exceed
26	Finance**	0	0		n/a
27	Government & Public Administration**	-9	-9		n/a
28	Health Science	739	945	78.20%	Exceed
29	Hospitality & Tourism	693	1,194	58.04%	Exceed
30	Human Services**	-9	-9		n/a
31	Information Technology	137	176	77.84%	Exceed
32	Law, Public Safety, Corrections & Security**	0	0		n/a
33	Manufacturing	64	125	51.20%	Exceed
34	Marketing	190	259	73.36%	Exceed
35	Science, Technology, Engineering & Mathematics	299	406	73.65%	Exceed
36	Transportation, Distribution & Logistics	223	467	47.75%	Exceed
37	Other: Please Identify:**	-9	-9		n/a

Additional Information:

State-Determined Performance Level (SDPL): 43.1% Exceed
 Federal Requirement (90% of SDPL): 38.79% Met
 <38.79%: Not-Met

^o Data on Single Parent (Row 14), Out of Workforce Individuals (Row 15), and Migrant Students (Row 20) is not collected by the Hawai'i Department of Education.

** The Hawai'i Department of Education (only eligible secondary recipient) did not offer courses in the following career clusters in the 2021-2022 academic year to the graduating class of 2022: Finance, Government and Public Administration, Human Services, and Law & Public Safety.

* Counts were suppressed due to small cell sizes (<5 numerator and/or <10 denominator) or as complementary suppression to protect individuals' privacy and confidentiality

2S2: Academic Proficiency in Mathematics

Numerator Definition: CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.

Denominator Definition: All CTE concentrators in the 12th grade that completed the academic assessment in mathematics as described in section 1111(b)(2) of such Act.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Exceed, Met, Not-met 90% of SDPL	Rating
1	Grand Total - UNDUPLICATED	1,372	4,831	28.40%	Exceed
GENDER					
2	Male	715	2,527	28.29%	Exceed
3	Female	657	2,304	28.52%	Exceed
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)					
4	American Indian or Alaskan Native	2	11	18.18%	False
5	Asian	862	2,383	36.17%	Exceed
	Chinese	126	231	54.55%	Exceed
	Filipino	424	1,504	28.19%	Exceed
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	38	106	35.85%	Exceed
	Japanese	245	475	51.58%	Exceed
	Korean	19	44	43.18%	Exceed
	Other Asian	10	23	43.48%	Exceed
6	Black or African American	12	49	24.49%	Exceed
7	Hispanic or Latino	74	384	19.27%	False
8	Native Hawaiian or Other Pacific Islander	144	1,162	12.39%	False
9	White	142	431	32.95%	Exceed
10	Two or More Races	136	411	33.09%	Exceed
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)					
11	Individuals with Disabilities	6	304	1.97%	Not-met
12	Individuals from Economically Disadvantaged Families	1372	1673	82.01%	Exceed
13	Individuals Preparing for Nontraditional Fields	467	1783	26.19%	Exceed
14	Single Parents ^o	-1	-1	n/a	n/a
15	Out of Workforce Individuals ^o	-1	-1	n/a	n/a
16	English Learners	8	177	4.52%	Not-met
17	Homeless Individuals	3	44	6.82%	Not-met
18	Youth in Foster Care	1	24	*	*
19	Youth with Parent in Active Military	31	70	44.29%	Exceed
20	Migrant Students ^o	-1	-1	n/a	n/a
CAREER CLUSTERS (DUPLICATED)					
21	Agriculture, Food & Natural Resources	32	368	8.70%	False
22	Architecture & Construction	214	737	29.04%	Exceed
23	Arts, AV Technology & Communications	259	989	26.19%	Exceed
24	Business Management & Administration	168	463	36.29%	Exceed
25	Education & Training	24	74	32.43%	Exceed
26	Finance**	0	0	n/a	n/a
27	Government & Public Administration**	-9	-9	n/a	n/a
28	Health Science	317	948	33.44%	Exceed
29	Hospitality & Tourism	264	1,195	22.09%	Exceed
30	Human Services**	-9	-9	n/a	n/a
31	Information Technology	104	175	59.43%	Exceed
32	Law, Public Safety, Corrections & Security**	0	0	n/a	n/a
33	Manufacturing	20	114	17.54%	False
34	Marketing	74	253	29.25%	Exceed
35	Science, Technology, Engineering & Mathematics	180	394	45.69%	Exceed
36	Transportation, Distribution & Logistics	81	468	17.31%	False
37	Other: Please Identify:**	-9	-9	n/a	n/a

Additional Information:

State-Determined Performance Level (SDPL): 20.1% Exceed
Federal Requirement (90% of SDPL): 18.09% Met
<18.09%: Not-Met

^o Data on Single Parent (Row 14), Out of Workforce Individuals (Row 15), and Migrant Students (Row 20) is not collected by the Hawai'i Department of Education.

** The Hawai'i Department of Education (only eligible secondary recipient) did not offer courses in the following career clusters in the 2021-2022 academic year to the graduating class of 2022: Finance, Government and Public Administration, Human Services, and Law & Public Safety.

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2S3: Academic Proficiency in Science

Numerator Definition: CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.

Denominator Definition: All CTE concentrators in the 12th grade that completed the academic assessment in science as described in section 1111(b)(2) of such Act.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Exceed, Met, Not-met 90% of SDPL	Rating	(2021) Percentage Point Change
1	Grand Total - UNDUPLICATED	835	1736	48.10%	Exceed	-4.66%
GENDER						
2	Male	393	855	45.96%	Exceed	-7.38%
3	Female	442	881	50.17%	Exceed	-1.85%
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	0	8	*	*	*
5	Asian	500	917	54.53%	Exceed	-3.85%
	Chinese	83	118	70.34%	Exceed	12.55%
	Filipino	216	456	47.37%	Exceed	-5.97%
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	20	51	39.22%	Exceed	-33.06%
	Japanese	156	244	63.93%	Exceed	1.77%
	Korean	16	32	50.00%	Exceed	-15.96%
	Other Asian	9	16	56.25%	*	*
6	Black or African American	5	11	45.45%	Exceed	-2.32%
7	Hispanic or Latino	50	123	40.65%	Exceed	-5.15%
8	Native Hawaiian or Other Pacific Islander	73	332	21.99%	Exceed	-12.10%
9	White	98	172	56.98%	Exceed	-11.64%
10	Two or More Races	106	178	59.55%	Exceed	-0.28%
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
11	Individuals with Disabilities	6	81	7.41%	Not-met	-4.89%
12	Individuals from Economically Disadvantaged Families	835	516	161.82%	Exceed	120.13%
13	Individuals Preparing for Nontraditional Fields	305	630	48.41%	Exceed	-3.54%
14	Single Parents ^o	-1	-1		n/a	
15	Out of Workforce Individuals ^o	-1	-1		n/a	
16	English Learners	2	43	4.65%	Not-met	-2.76%
17	Homeless Individuals	2	12	16.67%	Exceed	-21.63%
18	Youth in Foster Care	2	5	40.00%	Exceed	40.00%
19	Youth with Parent in Active Military	17	26	65.38%	Exceed	-0.40%
20	Migrant Students ^o	-1	-1		n/a	n/a
CAREER CLUSTERS (DUPLICATED)						
21	Agriculture, Food & Natural Resources	16	111	14.41%	FALSE	-17.41%
22	Architecture & Construction	118	206	57.28%	Exceed	2.93%
23	Arts, A/V Technology & Communications	164	343	47.81%	Exceed	-10.33%
24	Business Management & Administration	89	148	60.14%	Exceed	3.14%
25	Education & Training	10	18	55.56%	Exceed	-0.58%
26	Finance**	0	0		n/a	
27	Government & Public Administration**	-9	-9		n/a	
28	Health Science	229	417	54.92%	Exceed	-4.37%
29	Hospitality & Tourism	167	446	37.44%	Exceed	-0.70%
30	Human Services**	-9	-9		n/a	
31	Information Technology	58	70	82.86%	Exceed	6.67%
32	Law, Public Safety, Corrections & Security**	0	0		n/a	
33	Manufacturing	4	9	44.44%	Exceed	8.92%
34	Marketing	58	91	63.74%	Exceed	5.81%
35	Science, Technology, Engineering & Mathematics	83	132	62.88%	Exceed	-7.00%
36	Transportation, Distribution & Logistics	40	137	29.20%	Exceed	-9.58%
37	Other: Please Identify:**	-9	-9		n/a	

Additional Information:

State-Determined Performance Level (SDPL): 21.1% Exceed
 Federal Requirement (90% of SDPL): 18.99% Met
 <18.99%: Not-Met

^o Data on Single Parent (Row 14), Out of Workforce Individuals (Row 15), and Migrant Students (Row 20) is not collected by the Hawai'i Department of Education.

** The Hawai'i Department of Education (only eligible secondary recipient) did not offer courses in the following career clusters in the 2021-2022 academic year to the graduating class of 2022: Finance, Government and Public Administration, Human Services, and Law & Public Safety.

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3S1: Post-Program Placement

Numerator Definition: CTE concentrators who in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under Title I of the National and Community Service Act of 1990, are volunteers as described in section 5(a) of the Peace Corps Act, or are employed.

Denominator Definition: CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate defined in section 8101 of ESEA.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Exceed, Met, Not-met 90% of SDPL	Rating	(2021) Percentage Point Change
1	Grand Total - UNDUPLICATED	3,691	7,087	52.08%	Exceed	0.89%
GENDER						
2	Male	1,695	3,745	45.26%	Met	2.88%
3	Female	1,996	3,342	59.72%	Exceed	-1.78%
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	5	14	35.71%	Not-met	10.71%
5	Asian	1,970	3,109	63.36%	Exceed	0.69%
	Chinese	212	253	83.79%	Exceed	2.84%
	Filipino	1,170	2,085	56.12%	Exceed	0.36%
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	88	125	70.40%	Exceed	-7.34%
	Japanese	440	564	78.01%	Exceed	8.01%
	Korean	38	54	70.37%	Exceed	0.37%
	Other Asian	22	28	78.57%	Exceed	3.57%
6	Black or African American	38	68	55.88%	Exceed	-1.43%
7	Hispanic or Latino	263	616	42.69%	Met	-0.06%
8	Native Hawaiian or Other Pacific Islander	730	2,043	35.73%	Not-met	1.04%
9	White	352	639	55.09%	Exceed	4.27%
10	Two or More Races	333	598	55.69%	Exceed	-1.22%
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
11	Individuals with Disabilities	145	506	28.66%	Not-met	3.12%
12	Individuals from Economically Disadvantaged Families	1,120	2,730	41.03%	Not-met	-0.01%
13	Individuals Preparing for Nontraditional Fields	1,447	2,638	54.85%	Exceed	-0.40%
14	Single Parents*	Unavailable	Unavailable	n/a	n/a	n/a
15	Out of Workforce Individuals*	Unavailable	Unavailable	n/a	n/a	n/a
16	English Learners	101	336	30.06%	Not-met	0.03%
17	Homeless Individuals	28	85	32.94%	Not-met	3.77%
18	Youth in Foster Care	13	38	34.21%	Not-met	-1.79%
19	Youth with Parent in Active Military	57	81	70.37%	Exceed	3.70%
20	Migrant Students*	Unavailable	Unavailable	n/a	n/a	n/a
CAREER CLUSTERS (DUPLICATED)						
21	Agriculture, Food & Natural Resources	221	734	30.11%	Not-met	-1.95%
22	Architecture & Construction	454	1,063	42.71%	Not-met	2.94%
23	Arts, AV Technology & Communications	830	1,519	54.64%	Exceed	2.89%
24	Business Management & Administration	389	633	61.45%	Exceed	-2.68%
25	Education & Training	70	107	65.42%	Exceed	4.97%
26	Finance**	Not offered	Not offered	n/a	n/a	n/a
27	Government & Public Administration**	Not offered	Not offered	n/a	n/a	n/a
28	Health Science	931	1,282	72.62%	Exceed	2.12%
29	Hospitality & Tourism	846	1,738	48.68%	Exceed	0.70%
30	Human Services**	Not offered	Not offered	n/a	n/a	n/a
31	Information Technology	142	238	59.66%	Exceed	5.86%
32	Law, Public Safety, Corrections & Security**	Not offered	Not offered	n/a	n/a	n/a
33	Manufacturing	68	196	34.69%	Not-met	2.47%
34	Marketing	239	400	59.75%	Exceed	-7.41%
35	Science, Technology, Engineering & Mathematics	321	546	58.79%	Exceed	-1.72%
36	Transportation, Distribution & Logistics	215	670	32.09%	Not-met	1.70%
37	Other: Please Identify:**	Not offered	Not offered	n/a	n/a	n/a

Additional Information:

State-Determined Performance Level (SDPL): 47.1%
 Exceed Federal Requirement (90% of SDPL): 42.39% Met
 <42.39%: Not-Met

* Data on Single Parent (Row 14), Out of Workforce Individuals (Row 15), and Migrant Students (Row 20) is not collected by the Hawai'i Department of Education.

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4S1: Nontraditional Program Concentration

Numerator Definition: Number of CTE concentrators, from underrepresented gender groups, in CTE programs and programs of study that lead to nontraditional fields.

Denominator Definition: Number of CTE concentrators in a CTE program or program of study that leads to a nontraditional field, during the reporting year.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Exceed, Met, Not-met 90% of SDPL	Rating	(2021) Percentage Point Change
1	Grand Total - UNDUPLICATED	5,585	16,147	34.59%	Exceed	2.16%
GENDER						
2	Male	1,205	8,670	13.90%	Not-met	0.70%
3	Female	4,380	7,477	58.58%	Exceed	3.39%
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	13	33	39.39%	Exceed	-1.52%
5	Asian	2,420	7,151	33.84%	Exceed	3.13%
	Chinese	173	524	33.02%	Exceed	3.76%
	Filipino	1,701	4,926	34.53%	Exceed	3.14%
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	86	234	36.75%	Exceed	7.75%
	Japanese	401	1,264	31.72%	Exceed	5.89%
	Korean	38	121	31.40%	Exceed	1.78%
	Other Asian	21	82	25.61%	Exceed	-9.83%
6	Black or African American	60	160	37.50%	Exceed	-1.29%
7	Hispanic or Latino	542	1,541	35.17%	Exceed	1.81%
8	Native Hawaiian or Other Pacific Islander	1,569	4,362	35.97%	Exceed	1.43%
9	White	480	1,387	34.61%	Exceed	0.61%
10	Two or More Races	501	1,513	33.11%	Exceed	2.28%
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
11	Individuals with Disabilities	320	1,177	27.19%	Exceed	-0.53%
12	Individuals from Economically Disadvantaged Families	2,317	6,373	36.36%	Exceed	2.64%
13	Individuals Preparing for Nontraditional Fields	n/a	n/a	n/a	n/a	n/a
14	Single Parents ^o	Unavailable	Unavailable	n/a	n/a	n/a
15	Out of Workforce Individuals ^o	Unavailable	Unavailable	n/a	n/a	n/a
16	English Learners	263	811	32.43%	Exceed	2.72%
17	Homeless Individuals	70	201	34.83%	Exceed	2.66%
18	Youth in Foster Care	38	91	41.76%	Exceed	-1.32%
19	Youth with Parent in Active Military	63	204	30.88%	Exceed	0.88%
20	Migrant Students ^o	Unavailable	Unavailable	n/a	n/a	n/a
CAREER CLUSTERS (DUPLICATED)						
21	Agriculture, Food & Natural Resources	621	1,707	36.38%	Exceed	1.85%
22	Architecture & Construction	427	2,376	17.97%	Not-met	2.92%
23	Arts, A/V Technology & Communications	2,055	3,383	60.74%	Exceed	3.95%
24	Business Management & Administration	631	1,231	51.26%	Exceed	5.20%
25	Education & Training	71	193	36.79%	Exceed	3.23%
26	Finance**	Not offered	Not offered	n/a	n/a	n/a
27	Government & Public Administration**	Not offered	Not offered	n/a	n/a	n/a
28	Health Science	584	2,802	20.84%	Not-met	0.91%
29	Hospitality & Tourism	1,847	3,488	52.95%	Exceed	-1.47%
30	Human Services**	Not offered	Not offered	n/a	n/a	n/a
31	Information Technology	66	491	13.44%	Not-met	3.79%
32	Law, Public Safety, Corrections & Security**	Not offered	Not offered	n/a	n/a	n/a
33	Manufacturing	36	348	10.34%	n/a	0.70%
34	Marketing	313	866	36.14%	Exceed	7.65%
35	Science, Technology, Engineering & Mathematics	167	1,249	13.37%	n/a	4.33%
36	Transportation, Distribution & Logistics	138	1,385	9.96%	n/a	-0.28%
37	Other: Please Identify:**	Not offered	Not offered	n/a	n/a	n/a

Additional Information:

State-Determined Performance Level (SDPL): 25.1% Exceed
 Federal Requirement (90% of SDPL): 22.59% Met
 <22.59%: Not-Met

^o Data on Single Parent (Row 14), Out of Workforce Individuals (Row 15), and Migrant Students (Row 20) is not collected by the Hawai'i Department of Education.

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5S2: Program Quality – Attained Postsecondary Credits

Numerator Definition: Number of CTE concentrators that graduated having attained postsecondary credits in the relevant CTE program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.

Denominator Definition: CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate defined in section 8101 of ESEA.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Exceed, Met, Not-met 90% of SDPL	Rating	(2021) Percentage Point Change
1	Grand Total - UNDUPLICATED	2,072	7,087	29.24%	Exceed	19.21%
GENDER						
2	Male	766	3,745	20.45%	Exceed	13.75%
3	Female	1,306	3,342	39.08%	Exceed	25.13%
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	*	*	*	*	14.61%
5	Asian	1,181	3,109	37.99%	Exceed	26.01%
	Chinese	68	253	26.88%	Exceed	14.83%
	Filipino	846	2,085	40.58%	Exceed	28.62%
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	35	125	28.00%	Exceed	14.85%
	Japanese	201	564	35.64%	Exceed	25.64%
	Korean	15	54	27.78%	Exceed	20.78%
	Other Asian	16	28	57.14%	Exceed	45.75%
6	Black or African American*	*	68	*	*	16.60%
7	Hispanic or Latino	133	616	21.59%	Exceed	14.80%
8	Native Hawaiian or Other Pacific Islander	411	2,043	20.12%	Exceed	11.56%
9	White	169	639	26.45%	Exceed	16.51%
10	Two or More Races	160	598	26.76%	Exceed	18.20%
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
11	Individuals with Disabilities	27	506	5.34%	Exceed	2.95%
12	Individuals from Economically Disadvantaged Families	703	2,730	25.75%	Exceed	17.38%
13	Individuals Preparing for Nontraditional Fields	809	2,638	30.67%	Exceed	18.96%
14	Single Parents*	Unavailable	Unavailable	n/a	n/a	n/a
15	Out of Workforce Individuals*	Unavailable	Unavailable	n/a	n/a	n/a
16	English Learners	58	336	17.26%	Exceed	15.47%
17	Homeless Individuals	30	85	35.29%	Exceed	30.40%
18	Youth in Foster Care	6	38	15.79%	Exceed	11.17%
19	Youth with Parent in Active Military	16	81	19.75%	Exceed	18.17%
20	Migrant Students*	Unavailable	Unavailable	n/a	n/a	n/a
CAREER CLUSTERS (DUPLICATED)						
21	Agriculture, Food & Natural Resources	134	734	18.26%	Exceed	12.06%
22	Architecture & Construction	242	1,063	22.77%	Exceed	15.61%
23	Arts, AV Technology & Communications	374	1,519	24.62%	Exceed	15.64%
24	Business Management & Administration	209	633	33.02%	Exceed	15.65%
25	Education & Training	40	107	37.38%	Exceed	18.26%
26	Finance**	Not offered	Not offered	n/a	n/a	n/a
27	Government & Public Administration**	Not offered	Not offered	n/a	n/a	n/a
28	Health Science	680	1,282	53.04%	Exceed	34.14%
29	Hospitality & Tourism	311	1,738	17.89%	Exceed	10.83%
30	Human Services**	Not offered	Not offered	n/a	n/a	n/a
31	Information Technology	89	238	37.39%	Exceed	25.76%
32	Law, Public Safety, Corrections & Security**	Not offered	Not offered	n/a	n/a	n/a
33	Manufacturing	39	196	19.90%	Exceed	10.00%
34	Marketing	111	400	27.75%	Exceed	15.43%
35	Science, Technology, Engineering & Mathematics	164	546	30.04%	Exceed	17.57%
36	Transportation, Distribution & Logistics	92	670	13.73%	Exceed	8.38%
37	Other: Please Identify:**	Not offered	Not offered	n/a	n/a	n/a

Additional Information:

State-Determined Performance Level (SDPL): 5.1% Exceed
Federal Requirement (90% of SDPL): 4.59% Met
<4.59%: Not-Met

* Data on Single Parent (Row 14), Out of Workforce Individuals (Row 15), and Migrant Students (Row 20) is not collected by the Hawai'i Department of Education.

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1P1: Postsecondary Placement

Numerator Definition: Number of CTE concentrators who, during the 2nd quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program, are volunteers of the Peace Corps, or are placed or retained in employment.

Denominator Definition: Number of CTE concentrators who completed their program in the reporting year.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Exceed, Met, Not-met 90% of SDPL	Rating	(2021) Percentage Point Change
1	Grand Total - UNDUPLICATED	1,500	1,914	78.37%	Exceed	-3.54%
GENDER						
2	Male	757	989	76.54%	Exceed	-4.33%
3	Female	743	925	80.32%	Exceed	-2.55%
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	*	*	*	*	*
5	Asian	651	817	79.68%	Exceed	-3.09%
	Chinese	42	49	85.71%	Exceed	0.30%
	Filipino	363	423	85.82%	Exceed	-1.00%
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	20	24	83.33%	Exceed	11.90%
	Japanese	72	125	57.60%	Exceed	-6.04%
	Korean	22	36	61.11%	Exceed	-7.03%
	Other Asian (includes Other, Mixed, Asian Indian)	132	160	82.50%	Exceed	-4.08%
6	Black or African American	21	33	63.64%	Exceed	1.73%
7	Hispanic or Latino	13	21	61.90%	Exceed	-11.62%
8	Native Hawaiian or Other Pacific Islander	410	517	79.30%	Exceed	-6.88%
9	White	177	229	77.29%	Exceed	1.08%
10	Two or More Races	*	*	*	*	*
11	Unknown	18	29	62.07%	Exceed	*
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
12	Individuals with Disabilities	31	45	68.89%	Exceed	-0.50%
13	Individuals from Economically Disadvantaged Families	682	826	82.57%	Exceed	-1.26%
14	Individuals Preparing for Nontraditional Fields	216	275	78.55%	Exceed	-3.83%
15	Single Parents	29	37	78.38%	Exceed	3.38%
16	Out of Workforce Individuals	43	53	81.13%	Exceed	12.71%
17	English Learners	54	85	63.53%	Exceed	0.53%
18	Homeless Individuals	*	*	*	*	*
19	Youth in Foster Care	*	*	*	*	*
20	Youth with Parent in Active Military	*	*	*	*	*
CAREER CLUSTERS (DUPLICATED)						
21	Agriculture, Food & Natural Resources	21	25	84.00%	Exceed	*
22	Architecture & Construction	124	145	85.52%	Exceed	1.96%
23	Arts, AV Technology & Communications	75	104	72.12%	Exceed	4.21%
24	Business Management & Administration	61	72	84.72%	Exceed	15.83%
25	Education & Training	63	71	88.73%	Exceed	3.02%
26	Finance	102	121	84.30%	Exceed	-1.56%
27	Government & Public Administration	Not offered	Not offered	n/a	n/a	n/a
28	Health Science	319	358	89.11%	Exceed	0.86%
29	Hospitality & Tourism	223	288	77.43%	Exceed	-1.23%
30	Human Services	10	15	66.67%	Exceed	-25.00%
31	Information Technology	139	162	85.80%	Exceed	0.37%
32	Law, Public Safety, Corrections & Security	108	133	81.20%	Exceed	0.92%
33	Manufacturing	70	200	35.00%	Exceed	-43.00%
34	Marketing	31	40	77.50%	Exceed	*
35	Science, Technology, Engineering & Mathematics	20	23	86.96%	Exceed	10.29%
36	Transportation, Distribution & Logistics	134	157	85.35%	Exceed	8.43%
37	Other: Please Identify:	n/a	n/a	n/a	n/a	n/a
PLACEMENT						
38	Advanced Training	*	*	*	*	*
39	Military Service	*	*	*	*	*
40	National or Community Service, or Peace Corps	*	*	*	*	*
41	Employment	1,232	1,914	64.37%	Exceed	-1.03%
42	Postsecondary Education	1,914	1,914	100.00%	Exceed	0.00%
43	Certificate	768			n/a	
44	Associate Degree	1,129			n/a	
45	Baccalaureate Degree	17			n/a	

Additional Information:

State-Determined Performance Level (SDPL): 33% Exceed
 Federal Requirement (90% of SDPL): 29.7% Met
 <29.7%: Not-Met

*Counts were suppressed due to small cell sizes (<5 numerator and/or <10 denominator) or as complementary suppression to protect individuals' privacy and confidentiality.

2P1: Earned Recognized Postsecondary Credential

Numerator Definition: Number of CTE concentrators who received a recognized postsecondary credential during participation in, or within 1 year of, program completion.

Denominator Definition: Number of CTE concentrators who completed their program in the reporting year.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Exceed, Met, Not-met 90% of SDPL	Rating	(2021) Percent Change
1	Grand Total - UNDUPLICATED	3,023	4,304	70.24%	Exceed	2.12%
GENDER						
2	Male	1,475	2,133	69.15%	Exceed	2.08%
3	Female	1,548	2,171	71.30%	Exceed	2.05%
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	11	16	68.75%	Exceed	11.61%
5	Asian	1,338	1,780	75.17%	Exceed	4.20%
	Chinese	91	119	76.47%	Exceed	9.09%
	Filipino	718	955	75.18%	Exceed	5.87%
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	40	53	75.47%	Exceed	10.19%
	Japanese	176	229	76.86%	Exceed	-2.53%
	Korean	52	69	75.36%	Exceed	1.29%
	Other Asian (includes Other, Mixed, Asian Indian)	261	355	73.52%	Exceed	3.37%
6	Black or African American	37	63	58.73%	Exceed	-2.21%
7	Hispanic or Latino	51	81	62.96%	Exceed	-4.11%
8	Native Hawaiian or Other Pacific Islander	802	1,211	66.23%	Exceed	0.02%
9	White	350	532	65.79%	Exceed	1.25%
10	Two or More Races	401	574	69.86%	Exceed	2.56%
11	Unknown	33	47	70.21%	Exceed	8.39%
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
12	Individuals with Disabilities	82	119	68.91%	Exceed	16.47%
13	Individuals from Economically Disadvantaged Families	1,391	1,994	69.76%	Exceed	1.87%
14	Individuals Preparing for Nontraditional Fields	528	760	69.47%	Exceed	16.53%
15	Single Parents	60	84	71.43%	Exceed	8.22%
16	Out of Workforce Individuals	95	145	65.52%	Exceed	n/a
17	English Learners	156	190	82.11%	Exceed	9.69%
18	Homeless Individuals	*	*	*	*	*
19	Youth in Foster Care	21	39	53.85%	Exceed	*
20	Youth with Parent in Active Military	*	*	*	*	*
CAREER CLUSTERS (DUPLICATED)						
21	Agriculture, Food & Natural Resources	30	61	49.18%	Exceed	-9.84%
22	Architecture & Construction	240	346	69.36%	Exceed	3.68%
23	Arts, A/V Technology & Communications	163	284	57.39%	Exceed	7.39%
24	Business Management & Administration	179	263	68.06%	Exceed	-0.20%
25	Education & Training	195	312	62.50%	Exceed	1.12%
26	Finance	176	248	70.97%	Exceed	21.41%
27	Government & Public Administration	Not offered	Not offered	n/a	n/a	n/a
28	Health Science	589	699	84.26%	Exceed	2.78%
29	Hospitality & Tourism	503	659	76.33%	Exceed	1.46%
30	Human Services	*	*	*	*	-1.49%
31	Information Technology	264	399	66.17%	Exceed	-1.62%
32	Law, Public Safety, Corrections & Security	277	421	65.80%	Exceed	1.94%
33	Manufacturing	80	117	68.38%	Exceed	-17.19%
34	Marketing	*	*	*	*	*
35	Science, Technology, Engineering & Mathematics	60	94	63.83%	Exceed	8.88%
36	Transportation, Distribution & Logistics	225	327	68.81%	Exceed	7.78%
37	Other: Please Identify:	n/a	n/a	n/a	n/a	n/a

Additional Information:

State-Determined Performance Level (SDPL): 33% Exceed
 Federal Requirement (90% of SDPL): 29.7% Met
 <29.7%: Not-Met

*Counts were suppressed due to small cell sizes (<5 numerator and/or <10 denominator) or as complementary suppression to protect individuals' privacy and confidentiality.

3P1: Nontraditional Program Concentration

Numerator Definition: Number of CTE concentrators, from underrepresented gender groups, in CTE programs and programs of study that lead to Nontraditional fields.

Denominator Definition: Number of CTE concentrators in a CTE program or program of study that leads to a nontraditional field, during the reporting year.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Exceed, Met, Not-met 90% of SDPL	Rating	(2021) Percent Change
1	Grand Total - UNDUPLICATED	644	2,768	23.27%	Exceed	-2.09%
GENDER						
2	Male	135	1,486	9.08%	Met	-2.90%
3	Female	509	1,282	39.70%	Exceed	-2.08%
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	*	*	*	*	*
5	Asian	269	1,101	24.43%	Exceed	-3.01%
	Chinese	20	80	25.00%	Exceed	2.27%
	Filipino	119	539	22.08%	Exceed	-5.52%
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	9	36	25.00%	Exceed	-3.57%
	Japanese	44	171	25.73%	Exceed	1.42%
	Korean	9	34	26.47%	Exceed	2.17%
	Other Asian (includes Other, Mixed, Asian Indian)	68	241	28.22%	Exceed	-2.76%
6	Black or African American	9	42	21.43%	Exceed	-5.40%
7	Hispanic or Latino	9	45	20.00%	Exceed	-0.97%
8	Native Hawaiian or Other Pacific Islander	182	803	22.67%	Exceed	-2.28%
9	White	84	346	24.28%	Exceed	-0.65%
10	Two or More Races	79	378	20.90%	Exceed	-0.91%
11	Unknown	*	*	*	*	*
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
12	Individuals with Disabilities	14	57	24.56%	Exceed	3.63%
13	Individuals from Economically Disadvantaged Families	271	1,204	22.51%	Exceed	-1.80%
14	Individuals Preparing for Nontraditional Fields	n/a	n/a	n/a	n/a	n/a
15	Single Parents	13	52	25.00%	Exceed	-9.69%
16	Out of Workforce Individuals	10	69	14.49%	Exceed	-10.78%
17	English Learners	25	93	26.88%	Exceed	-3.81%
18	Homeless Individuals	*	*	*	*	*
19	Youth in Foster Care	*	*	*	*	*
20	Youth with Parent in Active Military	*	*	*	*	*
CAREER CLUSTERS (DUPLICATED)						
21	Agriculture, Food & Natural Resources	22	45	48.89%	Exceed	8.89%
22	Architecture & Construction	52	327	15.90%	Exceed	4.44%
23	Arts, AV Technology & Communications	25	48	52.08%	Exceed	-2.70%
24	Business Management & Administration	46	114	40.35%	Exceed	-2.51%
25	Education & Training	*	*	*	*	*
26	Finance	12	64	18.75%	Exceed	*
27	Government & Public Administration	-9	-9	n/a	n/a	n/a
28	Health Science	76	490	15.51%	Exceed	-10.76%
29	Hospitality & Tourism	176	358	49.16%	Exceed	3.09%
30	Human Services	*	*	*	*	*
31	Information Technology	84	382	21.99%	Exceed	3.15%
32	Law, Public Safety, Corrections & Security	73	286	25.52%	Exceed	5.63%
33	Manufacturing	32	168	19.05%	Exceed	4.52%
34	Marketing	*	*	*	*	*
35	Science, Technology, Engineering & Mathematics	*	*	*	*	*
36	Transportation, Distribution & Logistics	36	274	13.14%	Exceed	5.08%
37	Other: Please Identify:	n/a	n/a	n/a	n/a	n/a

Additional Information:

State-Determined Performance Level (SDPL): 10% Exceed
 Federal Requirement (90% of SDPL): 9% Met
 <9%: Not-Met

*Counts were suppressed due to small cell sizes (<5 numerator and/or <10 denominator) or as complementary suppression to protect individuals' privacy and confidentiality.

SECTION IV : FINANCIAL STATUS

The following are the interim and final financial reports as they were submitted to the US DOE as part of the State's federally required Consolidated Annual Report.

INTERIM FINANCIAL STATUS REPORT (FSR) FORM

I: State Name:	HAWAII
II: Federal Funding Period:	07/01/2021-09/30/2022
III: Reporting Period:	07/01/2021-09/30/2022
IV: Accounting Basis:	0
V: Grant Award Numbers: State Basic Grant (Title I):	V048A210011
Tech Prep Grant (Title II):	
VI: Title I Grant Award Amount:	6504159
VI: Title II Grant Award Amount:	FALSE
VIII: Title II Funds Consolidated with Title I Funds:	
IX: Total Title I Funds (Title I Award + Title II Consolidated Funds):	
X: Total Title II Funds Remaining (Title II - Title II Consolidated Funds):	
* XI: Amended Interim FSR:	

	1	2	3	4	5
	Net Outlays Previously Reported	Total Outlays this Report Period	"Program Income Credit"	"Net outlays this report period (Columns 2 - 3)"	"Net outlays To Date (Columns 1 + 4)"
* TOTAL TITLE I FUNDS *					
FUNDS FOR LOCAL DISTRIBUTION					
RESERVE					
A Funds for Secondary Recipients	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
B Funds for Postsecondary Recipients	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
C Subtotal Reserve Funds (Row A + B)	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
FORMULA DISTRIBUTION					
D Funds for Secondary Recipients	\$0.00	\$31,481,809.06	\$0.00	\$31,481,809.06	\$31,481,809.06
E Funds for Postsecondary Recipients	\$0.00	\$33,095,936.00	\$0.00	\$33,095,936.00	\$33,095,936.00
F Total (Row H + I)	\$0.00	\$64,577,745.06	\$0.00	64,577,745.06	\$64,577,745.06
G TOTAL LOCAL USES OF FUNDS (Row F + J)	\$0.00	\$64,577,745.06	\$0.00	64,577,745.06	\$64,577,745.06
STATE LEADERSHIP					
H Funds for State Institutions	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
I Funds for Nontraditional Preparation	\$0.00	\$1,500.00	\$0.00	\$1,500.00	\$1,500.00
J Funds for Special Population Recruitment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
K Funds for Other Leadership Activities	\$0.00	\$39,192.16	\$0.00	\$39,192.16	\$39,192.16
L Subtotal Funds for State Leadership (Row H + I + J + K)	\$0.00	\$40,692.16	\$0.00	\$40,692.16	\$40,692.16
STATE ADMINISTRATION					
M SUBTOTAL FUNDS FOR STATE ADMINISTRATION	\$0.00	\$497,000.27	\$0.00	\$497,000.27	\$497,000.27
N TOTAL FUNDS	\$0.00	\$65,115,437.49	\$0.00	\$65,115,437.49	\$65,115,437.49

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: Marlene Mattos
 Title/Agency: Assistant Director-Hawai'i P-20 Partnerships for Education

	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 Unobli- gated Federal funds (Columns 10 - 9)"
A	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
B	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
C	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
D	\$29,452,416.60	\$2,029,392.46	\$474,158.47	\$2,503,550.93	\$2,764,268.00	\$260,717.07
E	\$31,632,019.00	\$1,463,917.00	\$92,485.00	\$1,556,402.00	\$2,764,268.00	\$1,207,866.00
F	\$61,084,435.60	\$3,493,309.46	\$566,643.47	\$4,059,952.93	\$5,528,536.00	\$1,468,583.07
G	\$61,084,435.60	\$3,493,309.46	\$566,643.47	\$4,059,952.93	\$5,528,536.00	\$1,468,583.07
H	\$0.00	\$0.00	\$0.00	\$0.00	\$130,083.00	\$130,083.00
I	\$0.00	\$1,500.00	\$0.00	\$1,500.00	\$61,500.00	\$60,000.00
J	\$0.00	\$0.00	\$0.00	\$0.00	\$460.00	\$460.00
K	\$0.00	\$39,192.16	\$0.00	\$39,192.16	\$458,372.00	\$419,179.84
L	\$0.00	\$40,692.16	\$0.00	\$40,692.16	\$650,415.00	\$609,722.84
M	480,661.02	16,339.25	40,209.41	\$56,548.66	\$325,208.00	\$268,659.34
N	\$61,565,096.62	\$3,550,340.87	\$606,852.88	\$4,157,193.75	\$6,504,159.00	\$2,346,965.25

FINAL FINANCIAL STATUS REPORT (FSR) FORM

I: State Name:	HAWAII
II: Federal Funding Period:	07/01/2020-09/30/2022
III: Reporting Period:	07/01/2020-09/30/2022
IV: Accounting Basis:	0
V: Grant Award Numbers: State Basic Grant (Title I):	V048A200011
Tech Prep Grant (Title II):	
VI: Title I Grant Award Amount:	6247167
VII: Title II Grant Award Amount:	FALSE
VIII: Title II Funds Consolidated with Title I Funds:	
IX: Total Title I Funds (Title I Award + Title II Consolidated Funds):	
X: Total Title II Funds Remaining (Title II - Title II Consolidated Funds):	
* XI. Amended Interim FSR:	

	1	2	3	4	5
	Net Outlays Previously Reported	Total Outlays this Report Period	"Program Income Credit"	"Net outlays this report period (Columns 2 - 3)"	"Net outlays To Date (Columns 1 + 4)"
A	* TOTAL TITLE I FUNDS *				
B	LOCAL USE OF FUNDS				
C	RESERVE				
D	Funds for Secondary Recipients	\$0.00	\$0.00	\$0.00	\$0.00
E	Funds for Postsecondary 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	\$30,449,376.85	\$553,257.28	\$0.00	\$31,002,634.13
I	Funds for Postsecondary Recipients	\$36,732,346.90	-\$1,844,776.62	\$0.00	\$34,887,570.28
J	Total (Row H + I)	\$67,181,723.75	-\$1,291,519.34	\$0.00	\$65,890,204.41
K	TOTAL LOCAL USES OF FUNDS (Row F + J)	\$67,181,723.75	-\$1,291,519.34	\$0.00	\$65,890,204.41
L	STATE LEADERSHIP				
M	State Institutions	\$28,877.00	\$96,066.00	\$0.00	\$124,943.00
N	Nontraditional Training and Employment	\$1,500.00	\$59,036.00	\$0.00	\$60,536.00
O	Special Population Recruitment	\$0.00	\$625.00	\$0.00	\$625.00
P	Other Leadership Activities	\$106,655.26	\$279,124.46	\$0.00	\$385,779.72
Q	TOTAL STATE LEADERSHIP (Row M + N + O + P)	\$137,032.26	\$434,851.46	\$0.00	\$571,883.72
R	STATE ADMINISTRATION				
S	TOTAL STATE ADMINISTRATION	\$752,251.86	\$103,189.14	\$0.00	\$855,441.00
T	TOTAL TITLE I FUNDS (Row K + P + R)	\$68,071,007.87	-\$753,478.74	\$0.00	\$67,317,529.13

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: Marlene Mattos
 Title/Agency: Assistant Director-Hawai'i P-20 Partnerships for Education

	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 Unobli- gated Federal funds (Columns 10 - 9)"
A						
B						
C						
D	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
E	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
F	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
G						
H	\$28,321,905.13	\$2,680,729.00	\$0.00	\$2,680,729.00	\$2,680,729.00	\$0.00
I	\$32,205,374.00	\$2,682,196.28	\$0.00	\$2,682,196.28	\$2,682,196.28	\$0.00
J	\$60,527,279.13	\$5,362,925.28	\$0.00	\$5,362,925.28	\$5,362,925.28	\$0.00
K	\$60,527,279.13	\$5,362,925.28	\$0.00	\$5,362,925.28	\$5,362,925.28	\$0.00
L						
M	\$0.00	\$124,943.00	\$0.00	\$124,943.00	\$124,943.00	\$0.00
N	\$0.00	\$60,536.00	\$0.00	\$60,536.00	\$60,536.00	\$0.00
O	\$0.00	\$625.00	\$0.00	\$625.00	\$625.00	\$0.00
P	\$0.00	\$385,779.72	\$0.00	\$385,779.72	\$385,779.72	\$0.00
Q	\$0.00	\$571,883.72	\$0.00	\$571,883.72	\$571,883.72	\$0.00
R						
S	\$543,083.00	\$312,358.00	\$0.00	\$312,358.00	\$312,358.00	\$0.00
T	\$61,070,362.13	\$6,247,167.00	\$0.00	\$6,247,167.00	\$6,247,167.00	\$0.00

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SECTION V : USES OF FUNDS

Perkins V funding includes required and permissive uses. The majority—at least 85%—of the funds received by the State of Hawai'i goes directly to the Hawai'i State Department of Education (HIDOE) and the University of Hawai'i Community Colleges (UHCCs) as a basic grant. These funds are used by the 43 high schools and seven community college campuses to develop, implement, and/or expand high-quality CTE programs.

The Perkins V grant stipulates that up to 10% of the total funds can be used to carry out “State Leadership Activities,” and that up to 2% of the total grant amount must be made available to serve individuals in state correctional institutions. In Hawai'i the correctional institution funds are distributed to the State of Hawai'i Department of Public Safety. In addition, between \$60,000 and \$150,000 must be made available for services that prepare individuals for occupations that are considered nontraditional for their gender.

The grant further states that up to 5% of the funds received by the state may be used for administering and monitoring the grant as directed in the approved Hawai'i Perkins V State Plan. As of July 1, 2021, Hawai'i P-20 Partnerships for Education merged with the Office of the State Director for CTE and has since been responsible for ensuring that: 1) all required uses of funds are met, 2) all funds are expended within the grant period, and 3) all uses of the funds comply with federal, state, and University of Hawai'i regulations.

A sampling of activities implemented using Perkins V funds in AY2021-2022 is described below.

PROFESSIONAL DEVELOPMENT

2022 Hawai'i ACTE Virtual Conference

Perkins funds were used to support the statewide participation of CTE educators and support personnel from HODOE and UHCC at the Hawai'i Association for Career and Technical Education (Hawai'i ACTE) Conference. Hawai'i ACTE is the premier state professional organization for everyone involved in CTE education in Hawai'i.

Due to COVID pandemic-related travel restrictions, the 2022 Hawai'i ACTE Conference was held virtually over two days in January. The virtual format provided wider access and participation with teachers across the state. Through a variety of professional development sessions, participants learned about the most current issues, policies, and practices related to CTE education in Hawai'i and across the nation. Participants shared classroom strategies and tools, increased their knowledge and skills, and were able to network and collaborate with one another.

NONTRADITIONAL OCCUPATIONS

Increasing STEM Interest Among Female Students in Hawai'i

A nontraditional occupation is defined as an occupation in which one gender represents less than 25% of the current local workforce, such as females in engineering or males in nursing. One of the required uses of Perkins V funds is to address the underrepresented gender participation in CTE programs that lead to careers in nontraditional occupations.

In AY2021-2022, Perkins leadership funds were subawarded to the Chamber of Commerce Hawai'i to support the implementation of the "Increasing STEM Interest Among Female Students in Hawai'i" project." The project focused on engineering through the Engineering Sector Partnership, which convenes industry, postsecondary, and K-12 educators to collaborate on developing a system-wide strategy for increasing the representation of women in STEM-related fields.

The "Increasing STEM Interest Among Female Students in Hawai'i" project aimed at educating and encouraging girls' interest in pursuing careers in engineering. This included recruiting women engineers and professionals currently working in STEM-related fields to serve as classroom guest speakers and participate in career fairs and other engagement opportunities. A toolkit and additional work-based learning supports were developed to assist industry professionals in their participation in the project. Exposing female students to engineering careers at a young age, with female engineering professionals as role models, helps to demonstrate that a career in engineering is possible and attainable. A total of 27 engineering employers were recruited for the program, with 38 women engineers engaged in guest speaking opportunities, and 152 girls/non-gender binary students participating in the statewide "Introduce a Girl to Engineering Day" event.

CLOSING EQUITY GAPS

Workshop Series for English Learners

From the 2020-2021 CTE Annual Report, an equity gap for English learners in Perkins Core Indicator of Performance 3S1-Post-program Placement was identified. Although Hawai'i met the combined state-determined performance level for 3S1-Post-program Placement, an analysis of the data found that CTE concentrators who were English learners did not meet the state-determined performance level. The 3P1 Post-program Placement performance indicator measures the rate at which CTE concentrators are found in postsecondary education, employment, or military after graduating high school.

To help close the equity gap for English learners, Perkins V Leadership funds were used to cover the cost of a graduate assistant working with the Hawai'i Language Road Map to develop and implement a workshop series for English learners in high schools across the state. The workshop series focused on exploring how students' multilingual abilities align with a broad range of college programs, educational scholarships and awards, and career pathways.

PROGRAM IMPROVEMENT

Increased Access to Healthcare Programs via Online Courses

Perkins funds were utilized to enhance access to healthcare programs at Kapi'olani Community College for students from neighbor islands and rural/remote communities through the development of online course modalities. Improving access to healthcare programs supports the development of a credentialed practitioner workforce in underserved communities. As part of a multi-year strategy, this project aims to enhance online access to the Respiratory Care, Occupational Therapy Assistant, Physical Therapy Assistant, Medical Lab Technician, and Radiologic Technician programs.

Improving Students' Relevant Trade Skills with Equipment Upgrades

Honolulu Community College (Honolulu CC) used Perkins funds to acquire state-of-the-art welding and manufacturing equipment identical to those currently being used in the workforce. It is imperative that CTE programs provide training on tools and equipment that are used in a career field to properly prepare students to meet workforce needs. Graduating students will be able to use the updated equipment to test and qualify in both Shielded Metal Arc Welding (SMAW) and Gas Metal Arc Welding (Mig) processes in accordance with the American Welding Society (AWS) standards using the D1.1 Guided Bend Test.

Honolulu CC's welding program provides facilities for non-credit welding courses and includes training such as the Marine Welding Technology training with a focus on the maritime industry. These facilities also support apprenticeship training in occupational areas such as carpenter, elevator, glazier, and ironworker programs.

DEPARTMENT OF PUBLIC SAFETY

The State of Hawai'i Department of Public Safety's Corrections Program Services - Education Branch is responsible for the development and instruction of academic and CTE training courses that lead to employment for offenders upon release. As required by the federal Perkins V legislation and outlined in the Hawai'i State Perkins V plan, 2% of Hawai'i's Perkins V grant award is allocated to the State of Hawai'i Department of Public Safety to support career and technical training courses.

Culinary Arts Program

In AY2021-2022, Perkins V funds were used to support the delivery of culinary training through Kapi'olani Community College (CC) at the Women's Community Correctional Center (WCCC). Participants in the culinary training program have an opportunity to complete up to 14 college credits in Kapi'olani CC's culinary program and earn a ServSafe industry certification.

Office Worker Business Application Program

The Office Worker Business Application Program is offered at Halawa Correctional Facility, Women's Community Correctional Center, and Waiawa Correctional Facility through the Leeward Community College Office of Continuing Education and Workforce Development (OCEWD). It is composed of modules designed to prepare students interested in pursuing careers in business. The program covers essential computer skills, including beginner and intermediate levels of Microsoft Word and Excel. Participants who complete and pass each module earn a Certificate of Completion, and those who complete and pass all modules receive a Certificate of Professional Development from Leeward Community College OCEWD.

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