

HAWAI'I
23

JULY 1, 2022 - JUNE 30, 2023



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 2022-23.

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.

As requested by the State Board for CTE in 2021, a trend analysis comparing the performance of 2021-2022 program year to the 2022-2023 program year is included in this report. Percentage point variance can be found on each Perkins V Core Indicators of Performance table.

A SNAPSHOT OF CTE IN HAWAII

Consolidated Annual Reporting (CAR) Year	2021	2022	2023
FUNDING			
Perkins Grant Amount - Hawai'i	\$6,247,167	\$6,504,159	\$6,725,491
State Funding for CTE: HIDOE and UHCCs	\$60,527,279	\$61,084,436	\$62,942,524
TOTAL State and Federal CTE Funding	\$66,774,446	\$67,588,595	\$69,668,015
STUDENT PARTICIPATION			
Participants*			
Secondary	26,256	28,745	30,512
Postsecondary	6,523	5,916	5,597
Total Number of Participants	32,789	34,661	36,109
Concentrators**			
Secondary	16,651	16,147	15,701
Postsecondary	4,304	4,092	3,907
Total Number of Concentrators	20,955	20,239	19,608

*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

HAWAII 2022-2023

Line	Population	Number of Secondary Students	Number of Postsecondary Students
1	Grand Total	30,512	5,597
2	GENDER		
3	Male	16,365	2,878
4	Female	14,147	2,719
5	RACE/ETHNICITY* (1997 Revised Standards)		
6	American Indian or Alaskan Native	45	25
7	Asian	10,618	2,124
	Chinese	798	288
	Filipino	7,387	2,060
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	366	724
	Japanese	1,706	182
	Korean	210	152
	Other Asian	151	842
8	Black or African American	410	97
9	Hispanic/Latino	4,589	89
10	Native Hawaiian or Other Pacific Islander	7,802	1,704
11	White	2,556	707
12	Two or More Races	4,492	766
13	Unknown	0	85
14	SPECIAL POPULATION (Section 3(48) of Perkins V and ESEA)		
15	Individuals with Disabilities (ESEA/IDEA)	2,520	96
16	Individuals from Economically Disadvantaged Families	12,346	2,356
17	Individuals Preparing for Nontraditional Fields	6,496	928
18	Single Parents	Not available	80
19	Out of Workforce Individuals	Not available	148
20	English Learners	2,188	170
21	Homeless Individuals	482	0
22	Youth In Foster Care	254	57
23	Youth with Parent in Active Military	701	21
24	Migrant Students	454	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) HAWAII 2022-2023

Line	Concentrator	SECONDARY			POSTSECONDARY			Grand Total
		Male	Female	Total	Male	Female	Total	
1	Agriculture, Food & Natural Resources	2,411	1,540	3,951	31	33	64	4,015
2	Architecture & Construction	2,787	665	3,452	297	66	363	3,815
3	Arts, A/V Technology & Communication	2,888	3,569	6,457	248	188	436	6,893
4	Business, Marketing & Administration	2,033	2,291	4,324	102	215	317	4,641
5	Education & Training	563	854	1,417	15	226	241	1,658
6	Finance	0	0	0	99	260	359	359
7	Government & Public Administration	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8	Health Science	1,242	3,732	4,974	200	619	819	5,793
9	Hospitality & Tourism	3,232	3,383	6,615	290	414	704	7,319
10	Human Services	n/a	n/a	n/a	*	*	127	127
11	Information Technology	1,357	458	1,815	492	143	635	2,450
12	Law, Public Safety & Security	277	284	561	386	164	550	1,111
13	Manufacturing	746	311	1,057	313	110	423	1,480
14	Marketing Sales & Services	448	589	1,037	37	83	120	1,157
15	Science, Technology, Engineering & Math	2,534	924	3,458	*	*	57	3,515
16	Transportation, Distribution, & Logistics	2,420	503	2,923	339	43	382	3,305
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

HAWAII 2022-2023

Line	Population	Number of Secondary Students	Number of Postsecondary Students
1	Grand Total	15,701	3,907
2	GENDER		
3	Male	8,184	2,055
4	Female	7,517	1,852
5	RACE/ETHNICITY* (1997 Revised Standards)		
6	American Indian or Alaskan Native	32	15
7	Asian	6,589	1,501
	Chinese	453	214
	Filipino	4,602	1,490
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	204	478
	Japanese	1,123	108
	Korean	119	114
	Other Asian (includes Other, Mixed, Asian Indian)	88	598
8	Black or African American	182	64
9	Hispanic/Latino	1,806	59
10	Native Hawaiian or Other Pacific Islander	3,989	1,163
11	White	1,194	499
12	Two or More Races	1,909	542
13	Unknown	0	64
14	SPECIAL POPULATION (Section 3(48) of Perkins V and ESEA)		
15	Individuals With Disabilities (ESEA/IDEA)	1,190	96
16	Individuals from Economically Disadvantaged Families	5,938	1,713
17	Individuals Preparing for Nontraditional Fields	5,434	635
18	Single Parents	Unavailable	53
19	Out of Workforce Individuals	Unavailable	105
20	English Learners	857	130
21	Homeless Individuals	213	0
22	Youth In Foster Care	108	35
23	Youth with Parent in Active Military	238	15
24	Migrant Students	219	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) HAWAII 2022-2023

Line	Concentrator	SECONDARY			POSTSECONDARY			Grand Total
		Male	Female	Total	Male	Female	Total	
1	Agriculture, Food & Natural Resources	1,153	631	1,784	22	18	40	1,824
2	Architecture & Construction	1,606	309	1,915	250	54	304	2,219
3	Arts, A/V Technology & Communication	1,527	1,886	3,413	164	119	283	3,696
4	Business, Marketing & Administration	655	772	1,427	51	114	165	1,592
5	Education & Training	60	190	250	*	*	132	382
6	Finance	n/a	n/a	n/a	56	149	205	205
7	Government & Public Administration	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8	Health Science	630	2,286	2,916	184	534	718	3,634
9	Hospitality & Tourism	1,559	1,801	3,360	209	291	500	3,860
10	Human Services	n/a	n/a	n/a	*	*	*	*
11	Information Technology	308	38	346	320	94	414	760
12	Law, Public Safety & Security	0	0	0	292	114	406	406
13	Manufacturing	164	13	177	178	57	235	412
14	Marketing Sales & Services	89	155	244	17	47	64	308
15	Science, Technology, Engineering & Math	1,043	259	1,302	*	*	*	1,356
16	Transportation, Distribution, & Logistics	998	89	1,087	291	39	330	1,417
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	(2022) Percentage Point Change
1	Grand Total - UNDUPLICATED	7,020	7,195	97.57%	Exceed	-1.04%
GENDER						
2	Male	3,684	3,798	97.00%	Exceed	-1.14%
3	Female	3,336	3,397	98.20%	Exceed	-0.94%
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	16	17	94.12%	Exceed	0.78%
5	Asian	3,130	3,171	98.71%	Exceed	-0.46%
	Chinese	235	238	98.74%	Exceed	-0.48%
	Filipino	2,087	2,119	98.49%	Exceed	-0.51%
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	99	102	97.06%	Exceed	-2.94%
	Japanese	614	617	99.51%	Exceed	-0.13%
	Korean	57	57	100.00%	Exceed	1.82%
	Other Asian	38	38	100.00%	Exceed	0.00%
6	Black or African American	91	92	98.91%	Exceed	1.77%
7	Hispanic or Latino	604	620	97.42%	Exceed	-0.98%
8	Native Hawaiian or Other Pacific Islander	2,019	2,116	95.42%	Exceed	-2.24%
9	White	560	564	99.29%	Exceed	0.07%
10	Two or More Races	600	615	97.56%	Exceed	-1.28%
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
11	Individuals with Disabilities	515	567	90.83%	Exceed	-7.42%
12	Individuals from Economically Disadvantaged Families	2,465	2,578	95.62%	Exceed	-2.23%
13	Individuals Preparing for Non-traditional Fields	2,583	2,639	97.88%	Exceed	-1.03%
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	370	388	95.36%	Exceed	-0.91%
17	Homeless Individuals	95	104	91.35%	Exceed	-3.10%
18	Youth in Foster Care	41	46	89.13%	Exceed	-8.31%
19	Youth with Parent in Active Military	96	96	100.00%	Exceed	0.00%
20	Migrant Students	95	101	94.06%	Exceed	n/a
CAREER CLUSTERS (DUPLICATED)						
21	Agriculture, Food & Natural Resources	670	723	92.67%	Exceed	-3.53%
22	Architecture & Construction	990	1,015	97.54%	Exceed	-0.26%
23	Arts, A/V Technology & Communications	1,505	1,530	98.37%	Exceed	-0.40%
24	Business Management & Administration	783	785	99.75%	Exceed	0.06%
25	Education & Training	127	129	98.45%	Exceed	-1.55%
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	1,359	1,368	99.34%	Exceed	-0.11%
29	Hospitality & Tourism	1,609	1,665	96.64%	Exceed	-2.73%
30	Human Services	Not offered	Not offered	n/a	n/a	n/a
31	Information Technology	197	198	99.49%	Exceed	-0.51%
32	Law, Public Safety, Corrections & Security	Not offered	Not offered	n/a	n/a	n/a
33	Manufacturing	121	124	97.58%	Exceed	1.97%
34	Marketing	176	177	99.44%	Exceed	-0.56%
35	Science, Technology, Engineering & Mathematics	637	644	98.91%	Exceed	0.89%
36	Transportation, Distribution & Logistics	607	625	97.12%	Exceed	-0.69%
37	Other: Please Identify:	n/a	n/a	n/a	n/a	n/a

Additional Information:

State-Determined Performance Level (SDPL): 88.2% Exceed
 Federal Requirement (90% of SDPL): 79.38% Met
 <79.38%: Not-Met

- * Data on Single Parents (Row 14) and Out of Workforce Individuals (Row 15), is not collected by the Hawai'i Department of Education. 2022-2023 was the first year in which data on Migrant Workers were collected.
- ** The Hawai'i Department of Education (only eligible secondary recipient) did not offer courses in the following career clusters in the 2022-2023 academic year to the graduating class of 2022: Finance, Government and Public Administration, and Human Services. Courses in the Law & Public Safety career cluster are being offered, but have yet to have any concentrators.
- * 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 in the 12th grade 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	(2022) Percentage Point Change
1	Grand Total - UNDUPLICATED	3,871	6,358	60.88%	Exceed	-3.94%
GENDER						
2	Male	1,818	3,347	54.32%	Exceed	-10.99%
3	Female	2,053	3,011	68.18%	Exceed	3.80%
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	10	13	76.92%	Exceed	-6.41%
5	Asian	2,094	2,985	70.15%	Exceed	-1.15%
	Chinese	185	230	80.43%	Exceed	3.81%
	Filipino	1,301	1,974	65.91%	Exceed	-0.28%
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	70	95	73.68%	Exceed	-2.28%
	Japanese	465	594	78.28%	Exceed	-4.66%
	Korean	46	55	83.64%	Exceed	1.03%
	Other Asian	27	37	72.97%	Exceed	-4.30%
6	Black or African American	47	83	56.63%	Exceed	-18.37%
7	Hispanic or Latino	291	543	53.59%	Exceed	-3.37%
8	Native Hawaiian or Other Pacific Islander	718	1,668	43.05%	Met	-4.12%
9	White	350	515	67.96%	Exceed	-5.29%
10	Two or More Races	361	551	65.52%	Exceed	-7.45%
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
11	Individuals with Disabilities	57	443	12.87%	Not-met	-1.56%
12	Individuals from Economically Disadvantaged Families	1,038	2,123	48.89%	Exceed	-4.62%
13	Individuals Preparing for Nontraditional Fields	1,520	2,339	64.98%	Exceed	-2.35%
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	55	317	17.35%	Not-met	10.44%
17	Homeless Individuals	24	72	33.33%	Not-met	-1.45%
18	Youth in Foster Care	11	35	31.43%	Not-met	-0.57%
19	Youth with Parent in Active Military	68	94	72.34%	Exceed	-8.54%
20	Migrant Students [°]	31	78	39.74%	Met	n/a
CAREER CLUSTERS (DUPLICATED)						
21	Agriculture, Food & Natural Resources	222	546	40.66%	Met	-5.33%
22	Architecture & Construction	468	905	51.71%	Exceed	-3.42%
23	Arts, A/V Technology & Communications	877	1,371	63.97%	Exceed	-3.00%
24	Business Management & Administration	488	727	67.13%	Exceed	-5.97%
25	Education & Training	73	115	63.48%	Exceed	-7.95%
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	945	1,260	75.00%	Exceed	-3.20%
29	Hospitality & Tourism	772	1,457	52.99%	Exceed	-5.05%
30	Human Services**	Not offered	Not offered	n/a	n/a	n/a
31	Information Technology	148	189	78.31%	Exceed	0.47%
32	Law, Public Safety, Corrections & Security**	Not offered	Not offered	n/a	n/a	n/a
33	Manufacturing	31	106	29.25%	Not-met	-21.95%
34	Marketing	95	150	63.33%	Exceed	-10.03%
35	Science, Technology, Engineering & Mathematics	452	604	74.83%	Exceed	1.19%
36	Transportation, Distribution & Logistics	226	539	N/A	n/a	n/a
37	Other: Please Identify:**	n/a	n/a	n/a	n/a	n/a

Additional Information:

State-Determined Performance Level (SDPL): 43.2% Exceed
 Federal Requirement (90% of SDLP): 38.88% Met
 <38.88%: Not-Met

- [°] Data on Single Parents (Row 14) and Out of Workforce Individuals (Row 15), is not collected by the Hawai'i Department of Education. 2022-2023 was the first year in which data on Migrant Workers were collected.
- ** The Hawai'i Department of Education (only eligible secondary recipient) did not offer courses in the following career clusters in the 2022-2023 academic year to the graduating class of 2022: Finance, Government and Public Administration, and Human Services. Courses in the Law & Public Safety career cluster are being offered, but have yet to have any concentrators.
- * 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 in the 12th grade 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	(2022) Percentage Point Change
1	Grand Total - UNDUPLICATED	1,684	6,456	26.08%	Exceed	-2.32%
GENDER						
2	Male	848	3,378	25.10%	Exceed	-3.19%
3	Female	836	3,078	27.16%	Exceed	-1.36%
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	*	*	*	*	*
5	Asian	1,038	3,027	34.29%	Exceed	-1.88%
	Chinese	132	230	57.39%	Exceed	2.85%
	Filipino	529	2,008	26.34%	Exceed	-1.85%
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	40	96	41.67%	Exceed	5.82%
	Japanese	288	599	48.08%	Exceed	-3.50%
	Korean	33	56	58.93%	Exceed	15.75%
	Other Asian	16	38	42.11%	Exceed	-1.37%
6	Black or African American	*	*	*	*	*
7	Hispanic or Latino	95	554	17.15%	Not-met	-2.12%
8	Native Hawaiian or Other Pacific Islander	196	1,713	11.44%	Not-met	-0.95%
9	White	167	515	32.43%	Exceed	-0.52%
10	Two or More Races	172	549	31.33%	Exceed	-1.76%
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
11	Individuals with Disabilities	12	453	2.65%	Not-met	0.68%
12	Individuals from Economically Disadvantaged Families	1,684	2,167	77.71%	Exceed	-4.30%
13	Individuals Preparing for Nontraditional Fields	601	2,378	25.27%	Exceed	-0.92%
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	14	331	4.23%	Not-met	-0.29%
17	Homeless Individuals	*	*	*	*	*
18	Youth in Foster Care	*	*	*	*	*
19	Youth with Parent in Active Military	34	94	36.17%	Exceed	-8.12%
20	Migrant Students ^o	*	*	*	*	*
CAREER CLUSTERS (DUPLICATED)						
21	Agriculture, Food & Natural Resources	66	568	11.62%	Not-met	2.92%
22	Architecture & Construction	224	899	24.92%	Exceed	-4.12%
23	Arts, A/V Technology & Communications	339	1,390	24.39%	Exceed	-1.80%
24	Business Management & Administration	254	747	34.00%	Exceed	-2.28%
25	Education & Training	29	115	25.22%	Exceed	-7.22%
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	426	1,292	32.97%	Exceed	-0.47%
29	Hospitality & Tourism	265	1,474	17.98%	Not-met	-4.11%
30	Human Services**	Not offered	Not offered	n/a	n/a	n/a
31	Information Technology	103	189	54.50%	Exceed	-4.93%
32	Law, Public Safety, Corrections & Security**	Not offered	Not offered	n/a	n/a	n/a
33	Manufacturing	11	108	10.19%	Not-met	-7.36%
34	Marketing	45	164	27.44%	Exceed	-1.81%
35	Science, Technology, Engineering & Mathematics	278	609	45.65%	Exceed	-0.04%
36	Transportation, Distribution & Logistics	70	550	12.73%	Not-met	-4.58%
37	Other: Please Identify:**	n/a	n/a	n/a	n/a	n/a

Additional Information:

State-Determined Performance Level (SDPL): 20.2% Exceed

Federal Requirement (90% of SDLP): 18.18% Met

<18.18%: Not-Met

^o Data on Single Parents (Row 14) and Out of Workforce Individuals (Row 15), is not collected by the Hawai'i Department of Education. 2022-2023 was the first year in which data on Migrant Workers were collected.

** The Hawai'i Department of Education (only eligible secondary recipient) did not offer courses in the following career clusters in the 2022-2023 academic year to the graduating class of 2022: Finance, Government and Public Administration, and Human Services. Courses in the Law & Public Safety career cluster are being offered, but have yet to have any concentrators.

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

2S3: Academic Proficiency in Science

Numerator Definition: CTE concentrator in the 12th grade 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 and who in the reporting year left secondary education.

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 and who in the reporting year left secondary education.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Exceed, Met, Not-met 90% of SDPL	Rating	(2022) Percentage Point Change
1	Grand Total - UNDUPLICATED	1,171	3,852	30.40%	Exceed	-17.70%
GENDER						
2	Male	643	2079	30.93%	Exceed	-15.04%
3	Female	528	1,773	29.78%	Exceed	-20.39%
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	*	*	*	*	*
5	Asian	654	1,827	35.80%	Exceed	-18.73%
	Chinese	56	109	51.38%	Exceed	-18.96%
	Filipino	392	1,287	30.46%	Exceed	-16.91%
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	28	53	52.83%	Exceed	13.61%
	Japanese	156	335	46.57%	Exceed	-17.37%
	Korean	16	25	64.00%	Exceed	14.00%
	Other Asian	6	18	33.33%	Exceed	-22.92%
6	Black or African American	*	*	*	*	*
7	Hispanic or Latino	78	312	25.00%	Exceed	-15.65%
8	Native Hawaiian or Other Pacific Islander	199	1,092	18.22%	Not-met	-3.76%
9	White	109	256	42.58%	Exceed	-14.40%
10	Two or More Races	120	308	38.96%	Exceed	-20.59%
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
11	Individuals with Disabilities	10	307	3.26%	Not-met	-4.15%
12	Individuals from Economically Disadvantaged Families	298	1,368	21.78%	Exceed	-140.04%
13	Individuals Preparing for Nontraditional Fields	417	1,413	29.51%	Exceed	-18.90%
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	6	223	2.69%	Not-met	-1.96%
17	Homeless Individuals	10	54	18.52%	Not-met	1.85%
18	Youth in Foster Care	*	*	*	*	*
19	Youth with Parent in Active Military	16	49	32.65%	Exceed	-32.73%
20	Migrant Students ^o	*	*	*	*	n/a
CAREER CLUSTERS (DUPLICATED)						
21	Agriculture, Food & Natural Resources	55	327	16.82%	Not-met	2.41%
22	Architecture & Construction	171	578	29.58%	Exceed	-27.70%
23	Arts, A/V Technology & Communications	261	831	31.41%	Exceed	-16.41%
24	Business Management & Administration	144	392	36.73%	Exceed	-23.40%
25	Education & Training	20	67	29.85%	Exceed	-25.70%
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	249	665	37.44%	Exceed	-17.47%
29	Hospitality & Tourism	190	914	20.79%	Met	-16.66%
30	Human Services**	Not offered	Not offered	n/a	n/a	n/a
31	Information Technology	53	108	49.07%	Exceed	-33.78%
32	Law, Public Safety, Corrections & Security**	0	0	n/a	n/a	n/a
33	Manufacturing	13	87	14.94%	Not-met	-29.50%
34	Marketing	36	99	36.36%	Exceed	-27.37%
35	Science, Technology, Engineering & Mathematics	183	366	50.00%	Exceed	-12.88%
36	Transportation, Distribution & Logistics	79	347	22.77%	Exceed	-6.43%
37	Other: Please Identify:**	n/a	n/a	n/a	n/a	n/a

Additional Information:

State-Determined Performance Level (SDPL): 21.2% Exceed
 Federal Requirement (90% of SDLP): 19.08% Met
 <19.08%: Not-Met

^o Data on Single Parents (Row 14) and Out of Workforce Individuals (Row 15), is not collected by the Hawai'i Department of Education. 2022-2023 was the first year in which data on Migrant Workers were collected.

** The Hawai'i Department of Education (only eligible secondary recipient) did not offer courses in the following career clusters in the 2022-2023 academic year to the graduating class of 2022: Finance, Government and Public Administration, and Human Services. Courses in the Law & Public Safety career cluster are being offered, but have yet to have any concentrators.

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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	(2022) Percentage Point Change
1	Grand Total - UNDUPLICATED	3,831	7,020	54.57%	Exceed	2.49%
GENDER						
2	Male	1,680	3,684	45.60%	Not-met	0.34%
3	Female	2,151	3,336	64.48%	Exceed	4.75%
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	7	16	43.75%	Not-met	8.04%
5	Asian	2,068	3,130	66.07%	Exceed	2.71%
	Chinese	197	235	83.83%	Exceed	0.04%
	Filipino	1,229	2,087	58.89%	Exceed	2.77%
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	77	99	77.78%	Exceed	7.38%
	Japanese	480	614	78.18%	Exceed	0.16%
	Korean	52	57	91.23%	Exceed	20.86%
	Other Asian	33	38	86.84%	Exceed	8.27%
6	Black or African American	52	91	57.14%	Exceed	1.26%
7	Hispanic or Latino	276	604	45.70%	Not-met	3.00%
8	Native Hawaiian or Other Pacific Islander	745	2,019	36.90%	Not-met	1.17%
9	White	338	560	60.36%	Exceed	5.27%
10	Two or More Races	345	600	57.50%	Exceed	1.81%
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
11	Individuals with Disabilities	131	515	25.44%	Not-met	-3.22%
12	Individuals from Economically Disadvantaged Families	1,049	2,465	42.56%	Not-met	1.53%
13	Individuals Preparing for Non-traditional Fields	1,532	2,583	59.31%	Exceed	4.4%
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	132	370	35.68%	Not-met	5.62%
17	Homeless Individuals	27	95	28.42%	Not-met	-4.52%
18	Youth in Foster Care	12	41	29.27%	Not-met	-4.94%
19	Youth with Parent in Active Military	71	96	73.96%	Exceed	3.59%
20	Migrant Students	45	95	47.37%	Exceed	n/a
CAREER CLUSTERS (DUPLICATED)						
21	Agriculture, Food & Natural Resources	234	670	34.93%	Not-met	4.82%
22	Architecture & Construction	384	990	38.79%	Not-met	-3.92%
23	Arts, A/V Technology & Communications	824	1,505	54.75%	Exceed	0.11%
24	Business Management & Administration	529	783	67.56%	Exceed	6.11%
25	Education & Training	79	127	62.20%	Exceed	-3.22%
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	1,004	1,359	73.88%	Exceed	1.26%
29	Hospitality & Tourism	814	1,609	50.59%	Exceed	1.91%
30	Human Services	Not offered	Not offered	n/a	n/a	n/a
31	Information Technology	130	197	65.99%	Exceed	6.33%
32	Law, Public Safety, Corrections & Security	Not offered	Not offered	n/a	n/a	n/a
33	Manufacturing	28	121	23.14%	Not-met	-11.55%
34	Marketing	106	176	60.23%	Exceed	0.48%
35	Science, Technology, Engineering & Mathematics	391	637	61.38%	Exceed	2.59%
36	Transportation, Distribution & Logistics	193	607	N/A	n/a	n/a
37	Other: Please Identify:	n/a	n/a	n/a	n/a	n/a

Additional Information:

State-Determined Performance Level (SDPL): 47.2%

Exceed Federal Requirement (90% of SDLP): 42.48% Met

<42.48%: Not-Met

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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	(2022) Percentage Point Change
1	Grand Total - UNDUPLICATED	5,434	15,682	34.65%	Exceed	0.06%
GENDER						
2	Male	1,150	8,169	14.08%	Not-met	0.18%
3	Female	4,284	7,513	57.02%	Exceed	-1.56%
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	13	32	40.63%	Exceed	1.23%
5	Asian	2,211	6,586	33.57%	Exceed	-0.27%
	Chinese	132	453	29.14%	Exceed	-3.88%
	Filipino	1,601	4,602	34.79%	Exceed	0.26%
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	61	204	29.90%	Exceed	-6.85%
	Japanese	362	1,121	32.29%	Exceed	0.57%
	Korean	33	118	27.97%	Exceed	-3.44%
	Other Asian	22	88	25.00%	Not-met	-0.61%
6	Black or African American	80	203	39.41%	Exceed	1.91%
7	Hispanic or Latino	654	1,804	36.25%	Exceed	1.08%
8	Native Hawaiian or Other Pacific Islander	1,425	3,979	35.81%	Exceed	-0.16%
9	White	406	1,191	34.09%	Exceed	-0.52%
10	Two or More Races	653	1,909	34.21%	Exceed	1.09%
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
11	Individuals with Disabilities	315	1,183	26.63%	Exceed	-0.56%
12	Individuals from Economically Disadvantaged Families	2,091	5,929	35.27%	Exceed	-1.09%
13	Individuals Preparing for Nontraditional Fields					
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	290	857	33.84%	Exceed	1.41%
17	Homeless Individuals	77	211	36.49%	Exceed	1.66%
18	Youth in Foster Care	41	107	38.32%	Exceed	-3.44%
19	Youth with Parent in Active Military	90	238	37.82%	Exceed	6.94%
20	Migrant Students ^o	62	219	28.31%	Exceed	28.31%
CAREER CLUSTERS (DUPLICATED)						
21	Agriculture, Food & Natural Resources	637	1,782	35.75%	Exceed	-0.63%
22	Architecture & Construction	339	1,911	17.74%	Not-met	-0.23%
23	Arts, A/V Technology & Communications	2,096	3,409	61.48%	Exceed	0.74%
24	Business Management & Administration	531	1,425	37.26%	Exceed	-14.00%
25	Education & Training	88	250	35.20%	Exceed	-1.59%
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	478	2,915	16.40%	Not-met	-4.44%
29	Hospitality & Tourism	1,744	3,358	51.94%	Exceed	-1.02%
30	Human Services**	Not offered	Not offered	n/a	n/a	n/a
31	Information Technology	40	346	11.56%	Not-met	-1.88%
32	Law, Public Safety, Corrections & Security**	Not offered	Not offered	n/a	n/a	n/a
33	Manufacturing	16	177	9.04%	Not-met	-1.31%
34	Marketing	152	244	62.30%	Exceed	26.15%
35	Science, Technology, Engineering & Mathematics	270	1,302	20.74%	Not-met	7.37%
36	Transportation, Distribution & Logistics	109	1,083	10.06%	Not-met	0.10%
37	Other: Please Identify:**	n/a	n/a	n/a	n/a	n/a

Additional Information:

State-Determined Performance Level (SDPL): 25.2% Exceed
 Federal Requirement (90% of SDLP): 22.68% Met
 <22.68%: Not-Met

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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	(2022) Percentage Point Change
1	Grand Total - UNDUPLICATED	1,257	7,020	17.91%	Exceed	-11.33%
GENDER						
2	Male	454	3,684	12.32%	Exceed	-8.13%
3	Female	803	3,336	24.07%	Exceed	-15.01%
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	*	*	*	*	*
5	Asian	754	3,130	24.09%	Exceed	-13.90%
	Chinese	65	235	27.66%	Exceed	0.78%
	Filipino	495	2,087	23.72%	Exceed	-16.86%
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	31	99	31.31%	Exceed	3.31%
	Japanese	142	614	23.13%	Exceed	-12.51%
	Korean	11	57	19.30%	Exceed	-8.48%
	Other Asian	10	38	26.32%	Exceed	-30.82%
6	Black or African American*	*	*	*	*	*+
7	Hispanic or Latino	67	604	11.09%	Exceed	-10.50%
8	Native Hawaiian or Other Pacific Islander	242	2,019	11.99%	Exceed	-8.13%
9	White	103	560	18.39%	Exceed	-8.05%
10	Two or More Races	77	600	12.83%	Exceed	-13.92%
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
11	Individuals with Disabilities	23	515	4.47%	Not-met	-0.87%
12	Individuals from Economically Disadvantaged Families	381	2,465	15.46%	Exceed	-10.29%
13	Individuals Preparing for Nontraditional Fields	510	2,583	2583	2583	2583
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	39	370	10.54%	Exceed	-6.72%
17	Homeless Individuals	11	95	11.58%	Exceed	-23.72%
18	Youth in Foster Care	6	41	14.63%	Exceed	-1.16%
19	Youth with Parent in Active Military	14	96	14.58%	Exceed	-5.17%
20	Migrant Students ^o	20	95	21.05%	Exceed	n/a
CAREER CLUSTERS (DUPLICATED)						
21	Agriculture, Food & Natural Resources	79	670	11.79%	Exceed	-6.47%
22	Architecture & Construction	128	990	12.93%	Exceed	-9.84%
23	Arts, A/V Technology & Communications	256	1,505	17.01%	Exceed	-7.61%
24	Business Management & Administration	174	783	22.22%	Exceed	-10.80%
25	Education & Training	31	127	24.41%	Exceed	-12.97%
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	418	1,359	30.76%	Exceed	-22.28%
29	Hospitality & Tourism	179	1,609	11.12%	Exceed	-6.77%
30	Human Services**	Not offered	Not offered	n/a	n/a	n/a
31	Information Technology	46	197	23.35%	Exceed	-14.04%
32	Law, Public Safety, Corrections & Security**	Not offered	Not offered	n/a	n/a	n/a
33	Manufacturing	13	121	10.74%	Exceed	-9.15%
34	Marketing	41	176	23.30%	Exceed	-4.45%
35	Science, Technology, Engineering & Mathematics	110	637	17.27%	Exceed	-12.77%
36	Transportation, Distribution & Logistics	66	607	10.87%	Exceed	-2.86%
37	Other: Please Identify:**	n/a	n/a	na	n/a	n/a

Additional Information:

State-Determined Performance Level (SDPL): 5.2% Exceed

Federal Requirement (90% of SDLP): 4.68% Met

<4.68%: Not-Met

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

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	(2022) Percentage Point Change
1	Grand Total - UNDUPLICATED	1,315	1,714	76.72%	Exceed	-1.65%
GENDER						
2	Male	613	859	71.36%	Exceed	-5.18%
3	Female	702	855	82.11%	Exceed	1.78%
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	*	*	*	*	*
5	Asian	548	713	76.86%	Exceed	-2.82%
	Chinese	39	47	82.98%	Exceed	-2.74%
	Filipino	281	334	84.13%	Exceed	-1.68%
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	81	127	63.78%	Exceed	6.18%
	Japanese	12	26	46.15%	Exceed	-14.96%
	Korean	24	33	72.73%	Exceed	-10.61%
	Other Asian (includes Other, Mixed, Asian Indian)	111	146	76.03%	Exceed	-6.47%
6	Black or African American	10	18	55.56%	Exceed	-26.94%
7	Hispanic or Latino	21	28	75.00%	Exceed	-7.50%
8	Native Hawaiian or Other Pacific Islander	387	497	77.87%	Exceed	-1.44%
9	White	158	212	74.53%	Exceed	-2.76%
10	Two or More Races	169	209	80.86%	Exceed	2.78%
11	Unknown	*	*	*	*	*
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
12	Individuals with Disabilities	19	25	76.00%	Exceed	7.11%
13	Individuals from Economically Disadvantaged Families	607	743	81.70%	Exceed	-0.87%
14	Individuals Preparing for Nontraditional Fields	215	268	80.22%	Exceed	1.68%
15	Single Parents	22	24	91.67%	Exceed	13.29%
16	Out of Workforce Individuals	18	27	66.67%	Exceed	-14.47%
17	English Learners	50	77	64.94%	Exceed	1.41%
18	Homeless Individuals	*	*	*	*	*
19	Youth in Foster Care	14	17	82.35%	Exceed	15.69%
20	Youth with Parent in Active Military	*	*	*	*	*
CAREER CLUSTERS (DUPLICATED)						
21	Agriculture, Food & Natural Resources	8	12	66.67%	Exceed	-17.33%
22	Architecture & Construction	108	138	78.26%	Exceed	-7.26%
23	Arts, A/V Technology & Communications	58	83	69.88%	Exceed	-2.24%
24	Business Management & Administration	46	59	77.97%	Exceed	-6.76%
25	Education & Training	65	76	85.53%	Exceed	-3.21%
26	Finance	86	97	88.66%	Exceed	4.36%
27	Government & Public Administration	Not offered	Not offered	NA	n/a	n/a
28	Health Science	319	372	85.75%	Exceed	-3.35%
29	Hospitality & Tourism	184	227	81.06%	Exceed	3.63%
30	Human Services	15	19	78.95%	Exceed	12.28%
31	Information Technology	150	178	84.27%	Exceed	-1.53%
32	Law, Public Safety, Corrections & Security	94	110	85.45%	Exceed	4.25%
33	Manufacturing	50	189	26.46%	Not-met	-8.54%
34	Marketing	21	23	91.30%	Exceed	13.80%
35	Science, Technology, Engineering & Mathematics	11	14	78.57%	Exceed	-8.39%
36	Transportation, Distribution & Logistics	100	117	85.47%	Exceed	0.12%
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	1,053	1,714	61.44%		
42	Postsecondary Education	1,714	1,714	100.00%		
43	Certificate	692				
44	Associate Degree	1,007				
45	Baccalaureate Degree	15				

Additional Information:

State-Determined Performance Level (SDPL): 34% Exceed
 Federal Requirement (90% of SDPL): 30.6% Met
 <30.6%: 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	2022) Percentage Point Change
1	Grand Total - UNDUPLICATED	3,218	4,092	78.64%	Exceed	8.40%
GENDER						
2	Male	1,600	2,096	76.34%	Exceed	7.18%
3	Female	1,618	1,996	81.06%	Exceed	9.76%
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	12	14	85.71%	Exceed	16.96%
5	Asian	1,348	1,636	82.40%	Exceed	7.23%
	Chinese	88	105	83.81%	Exceed	7.34%
	Filipino	661	811	81.50%	Exceed	6.32%
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	226	262	86.26%	Exceed	9.40%
	Japanese	54	59	91.53%	Exceed	16.16%
	Korean	48	60	80.00%	Exceed	4.53%
	Other Asian (includes Other, Mixed, Asian Indian)	271	339	79.94%	Exceed	6.42%
6	Black or African American	53	71	74.65%	Exceed	1.13%
7	Hispanic or Latino	44	69	63.77%	Exceed	-9.75%
8	Native Hawaiian or Other Pacific Islander	902	1163	77.56%	Exceed	11.33%
9	White	384	517	74.27%	Exceed	8.49%
10	Two or More Races	431	556	77.52%	Exceed	7.66%
11	Unknown	44	66	66.67%	Exceed	-3.55%
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
12	Individuals with Disabilities	71	96	73.96%	Exceed	5.05%
13	Individuals from Economically Disadvantaged Families	1,386	1,775	78.08%	Exceed	8.33%
14	Individuals Preparing for Nontraditional Fields	487	644	75.62%	Exceed	6.15%
15	Single Parents	60	73	82.19%	Exceed	82.19%
16	Out of Workforce Individuals	82	107	76.64%	Exceed	11.12%
17	English Learners	143	157	91.08%	Exceed	8.98%
18	Homeless Individuals	*	*	*	*	*
19	Youth in Foster Care	22	29	75.86%	Exceed	22.02%
20	Youth with Parent in Active Military	*	*	*	*	*
CAREER CLUSTERS (DUPLICATED)						
21	Agriculture, Food & Natural Resources	31	46	67.39%	Exceed	18.21%
22	Architecture & Construction	251	345	72.75%	Exceed	3.39%
23	Arts, A/V Technology & Communications	176	286	61.54%	Exceed	4.14%
24	Business Management & Administration	131	174	75.29%	Exceed	7.23%
25	Education & Training	156	187	83.42%	Exceed	20.92%
26	Finance	203	243	83.54%	Exceed	12.57%
27	Government & Public Administration	Not Offered	Not Offered	n/a	n/a	n/a
28	Health Science	613	702	87.32%	Exceed	3.06%
29	Hospitality & Tourism	469	575	81.57%	Exceed	5.24%
30	Human Services	34	49	69.39%	Exceed	14.16%
31	Information Technology	301	382	78.80%	Exceed	12.63%
32	Law, Public Safety, Corrections & Security	262	395	66.33%	Exceed	0.53%
33	Manufacturing	235	255	92.16%	Exceed	23.78%
34	Marketing	69	77	89.61%	Exceed	18.18%
35	Science, Technology, Engineering & Mathematics	42	51	82.35%	Exceed	18.52%
36	Transportation, Distribution & Logistics	245	325	75.38%	Exceed	6.58%
37	Other: Please Identify:	n/a	n/a	n/a	n/a	n/a

Additional Information:

State-Determined Performance Level (SDPL): 34% Exceed

Federal Requirement (90% of SDLP): 30.6% Met

<30.6%: 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	2022) Percentage Point Change
1	Grand Total - UNDUPLICATED	635	2,683	23.67%	Exceed	0.40%
GENDER						
2	Male	162	1,425	11.37%	Exceed	2.28%
3	Female	473	1,258	37.60%	Exceed	-2.10%
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	*	*	*	*	*
5	Asian	253	1,050	24.10%	Exceed	-0.34%
	Chinese	24	88	27.27%	Exceed	2.27%
	Filipino	113	511	22.11%	Exceed	0.04%
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	40	157	25.48%	Exceed	-0.25%
	Japanese	11	40	27.50%	Exceed	1.03%
	Korean	10	36	27.78%	Exceed	2.78%
	Other Asian (includes Other, Mixed, Asian Indian)	55	218	25.23%	Exceed	-2.99%
6	Black or African American	11	40	27.50%	Exceed	-0.72%
7	Hispanic or Latino	15	46	32.61%	Exceed	4.39%
8	Native Hawaiian or Other Pacific Islander	176	803	21.92%	Exceed	-0.75%
9	White	87	321	27.10%	Exceed	2.83%
10	Two or More Races	76	367	20.71%	Exceed	-0.19%
11	Unknown	*	*	*	*	*
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
12	Individuals with Disabilities	12	36	33.33%	Exceed	8.77%
13	Individuals from Economically Disadvantaged Families	291	1,171	24.85%	Exceed	2.34%
14	Individuals Preparing for Nontraditional Fields	n/a	n/a	n/a	n/a	n/a
15	Single Parents	7	41	17.07%	Exceed	17.07%
16	Out of Workforce Individuals	10	47	21.28%	Exceed	6.78%
17	English Learners	25	77	32.47%	Exceed	5.59%
18	Homeless Individuals	*	*	*	*	*
19	Youth in Foster Care	*	*	*	*	*
20	Youth with Parent in Active Military	*	*	*	*	*
CAREER CLUSTERS (DUPLICATED)						
21	Agriculture, Food & Natural Resources	16	38	42.11%	Exceed	-6.78%
22	Architecture & Construction	45	290	15.52%	Exceed	-0.38%
23	Arts, AV Technology & Communications	21	37	56.76%	Exceed	4.67%
24	Business Management & Administration	45	102	44.12%	Exceed	3.77%
25	Education & Training	*	*	*	*	*
26	Finance	36	126	28.57%	Exceed	9.82%
27	Government & Public Administration	Not Offered	Not Offered	n/a	n/a	n/a
28	Health Science	82	505	16.24%	Exceed	0.73%
29	Hospitality & Tourism	173	348	49.71%	Exceed	0.55%
30	Human Services	*	*	*	*	*
31	Information Technology	94	414	22.71%	Exceed	0.72%
32	Law, Public Safety, Corrections & Security	68	306	22.22%	Exceed	-3.30%
33	Manufacturing	25	165	15.15%	Exceed	-3.90%
34	Marketing	n/a	n/a	n/a	n/a	n/a
35	Science, Technology, Engineering & Mathematics	*	*	*	*	*
36	Transportation, Distribution & Logistics	19	161	11.80%	Exceed	-1.34%
37	Other: Please Identify:	n/a	n/a	n/a	n/a	n/a

Additional Information:

State-Determined Performance Level (SDPL): 11% Exceed
 Federal Requirement (90% of SDPL): 9.9% Met
 <9.9%: 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 Department of Education 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:	07/01/2022-09/30/2023
III: Reporting Period:	07/01/2022-09/30/2023
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:	6725491
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	
	Net Outlays Previously Reported	Total Outlays This Report Period	Program Income Credits	New Outlays This Report Period (Column 2 - 3)	
FUNDS FOR LOCAL DISTRIBUTION					
RESERVE FUNDS					
A	Funds for Secondary Recipients	\$0.00	\$0.00	\$0.00	\$0.00
B	Funds for Postsecondary Recipients	\$0.00	\$0.00	\$0.00	\$0.00
C	Subtotal Reserve Funds (Row A + B)	\$0.00	\$0.00	\$0.00	\$0.00
LOCAL FORMULA FUNDS					
D	Funds for Secondary Recipients	\$0.00	\$33,342,788.14	\$0.00	\$33,342,788.14
E	Funds for Postsecondary Recipients	\$0.00	\$33,106,766.22	\$0.00	\$33,106,766.22
F	Subtotal Local Formula Funds (Row D + E)	\$0.00	\$66,449,554.36	\$0.00	\$66,449,554.36
G	Subtotal Funds for Local Distribution (Row C + F)	\$0.00	\$66,449,554.36	\$0.00	\$66,449,554.36
FUNDS FOR STATE LEADERSHIP					
H	Funds for State Institutions	\$0.00	\$0.00	\$0.00	\$0.00
I	Funds for Nontraditional Preparation	\$0.00	\$1,500.00	\$0.00	\$1,500.00
J	Funds for Special Population Recruitment	\$0.00	\$0.00	\$0.00	\$0.00
K	Funds for Other Leadership Activities	\$0.00	\$756.59	\$0.00	\$756.59
L	Subtotal Funds for State Leadership (Row H + I + J + K)	\$0.00	\$2,256.59	\$0.00	\$2,256.59
STATE ADMINISTRATION					
M	Subtotal Funds for State Administration	\$0.00	\$506,725.30	\$0.00	\$506,725.30
N	Total Funds	\$0.00	\$66,958,536.25	\$0.00	\$66,958,536.25

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

5	6	7	8	9	10	11
Net Outlays To Date (Column 1 + 4)	Non-Federal Share of Outlays	Total Federal Share of Outlays (Column 5 - 6)	Federal Share of Unliquidated Obligations	Federal Share of Outlays & Unliquidated Obligations (Column 7 + 8)	Federal Funds Authorized	Balance of Unobligated Federal Funds (Column 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
\$33,342,788.14	\$31,303,602.67	\$2,039,185.47	\$299,571.32	\$2,338,756.79	\$2,858,334.00	\$519,577.21
\$33,106,766.22	\$31,638,921.00	\$1,467,845.22	\$137,629.86	\$1,605,475.08	\$2,858,334.00	\$1,252,858.92
\$66,449,554.36	\$62,942,523.67	\$3,507,030.69	\$437,201.18	\$3,944,231.87	\$5,716,668.00	\$1,772,436.13
\$66,449,554.36	\$62,942,523.67	\$3,507,030.69	\$437,201.18	\$3,944,231.87	\$5,716,668.00	\$1,772,436.13
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$134,509.00	\$134,509.00
\$1,500.00	\$0.00	\$1,500.00	\$24,211.25	\$25,711.25	\$60,000.00	\$34,288.75
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$673.00	\$673.00
\$756.59	\$0.00	\$756.59	\$47,707.06	\$48,463.65	\$477,367.00	\$428,903.35
\$2,256.59	\$0.00	\$2,256.59	\$71,918.31	\$74,174.90	\$672,549.00	\$598,374.10
\$506,725.30	\$492,769.62	\$13,955.68	\$610.00	\$14,565.68	\$336,274.00	\$321,708.32
\$66,958,536.25	\$63,435,293.29	\$3,523,242.96	\$509,729.49	\$4,032,972.45	\$6,725,491.00	\$2,692,518.55

FINAL FINANCIAL STATUS REPORT (FSR) FORM

I: State Name:	HAWAII
II: Federal Funding Period:	07/01/2022-09/30/2023
III: Reporting Period:	07/01/2022-09/30/2023
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
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	
	Net Outlays Previously Reported	Total Outlays This Report Period	Program Income Credits	New Outlays This Report Period (Column 2 - 3)	
FUNDS FOR LOCAL DISTRIBUTION					
RESERVE FUNDS					
A	Funds for Secondary Recipients	\$0.00	\$0.00	\$0.00	\$0.00
B	Funds for Postsecondary Recipients	\$0.00	\$0.00	\$0.00	\$0.00
C	Subtotal Reserve Funds (Row A + B)	\$0.00	\$0.00	\$0.00	\$0.00
LOCAL FORMULA FUNDS					
D	Funds for Secondary Recipients	\$31,481,809.06	\$734,780.54	\$0.00	\$734,780.54
E	Funds for Postsecondary Recipients	33,095,935.69	\$1,338,256.31	\$0.00	\$1,338,256.31
F	Subtotal Local Formula Funds (Row D + E)	\$64,577,744.75	\$2,073,036.85	\$0.00	\$2,073,036.85
G	Subtotal Funds for Local Distribution (Row C + F)	\$64,577,744.75	\$2,073,036.85	\$0.00	\$2,073,036.85
FUNDS FOR STATE LEADERSHIP					
H	Funds for State Institutions	\$0.00	\$97,348.03	\$0.00	\$97,348.03
I	Funds for Nontraditional Preparation	\$1,500.00	\$60,000.00	\$0.00	\$60,000.00
J	Funds for Special Population Recruitment	\$0.00	\$10,000.00	\$0.00	\$10,000.00
K	Funds for Other Leadership Activities	\$39,192.16	\$417,958.45	\$0.00	\$417,958.45
L	Subtotal Funds for State Leadership (Row H + I + J + K)	\$40,692.16	\$585,306.48	\$0.00	\$585,306.48
STATE ADMINISTRATION					
M	Subtotal Funds for State Administration	\$497,000.27	\$295,475.11	\$0.00	\$295,475.11
N	Total Funds	\$65,115,437.18	\$2,953,818.44	\$0.00	\$2,953,818.44

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

5	6	7	8	9	10	11
Net Outlays To Date (Column 1 + 4)	Non-Federal Share of Outlays	Total Federal Share of Outlays (Column 5 - 6)	Federal Share of Unliquidated Obligations	Federal Share of Outlays & Unliquidated Obligations (Column 7 + 8)	Federal Funds Authorized	Balance of Unobligated Federal Funds (Column 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
\$32,216,589.60	\$29,452,416.60	\$2,764,173.00	\$0.00	\$2,764,173.00	\$2,764,173.00	\$0.00
\$34,434,192.00	\$31,632,019.00	\$2,802,173.00	\$0.00	\$2,802,173.00	\$2,802,173.00	\$0.00
\$66,650,781.60	\$61,084,435.60	\$5,566,346.00	\$0.00	\$5,566,346.00	\$5,566,346.00	\$0.00
\$66,650,781.60	\$61,084,435.60	\$5,566,346.00	\$0.00	\$5,566,346.00	\$5,566,346.00	\$0.00
\$97,348.03	\$0.00	\$97,348.03	\$0.00	\$97,348.03	\$97,348.03	\$0.00
\$61,500.00	\$0.00	\$61,500.00	\$0.00	\$61,500.00	\$61,500.00	\$0.00
\$10,000.00	\$0.00	\$10,000.00	\$0.00	\$10,000.00	\$10,000.00	\$0.00
\$457,150.61	\$0.00	\$457,150.61	\$0.00	\$457,150.61	\$457,150.61	\$0.00
\$625,998.64	\$0.00	\$625,998.64	\$0.00	\$625,998.64	\$625,998.64	\$0.00
\$792,475.38	\$480,661.02	\$311,814.36	\$0.00	\$311,814.36	\$311,814.36	\$0.00
\$68,069,255.62	\$61,565,096.62	\$6,504,159.00	\$0.00	\$6,504,159.00	\$6,504,159.00	\$0.00

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 46 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 AY2022-2023 is described below.

PROFESSIONAL DEVELOPMENT

2023 Hawai'i ACTE Conference

Perkins funds were used to the statewide participation of CTE educators and support personnel from HIDOE and UHCC at the 6th Annual 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. Over 300 CTE educators, and support personnel from HIDOE and UHCC participated in the ACTE Conference that provided a wide variety of professional development sessions on current issues, policies, emerging trends, and best practices in career and technical education.

NONTRADITIONAL OCCUPATIONS

Marketing Videos to Reach Nontraditional Gender Occupations

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 2022-2023, Perkins Leadership funds were used to fund the creation of marketing videos for the University of Community College programs in which one gender represents 25% of the workforce. A total of seven videos were created and posted at <https://uhcc.hawaii.edu/programs/non-traditional.php> to attract nontraditional gender students to various programs and occupations. Each video highlighted the story of one nontraditional student from each of the seven community college campuses in the area of automotive technology, welding, information technology, carpentry, nursing, and veterinary technology. Each video is posted with links to various campuses in the University of Hawai'i Community College system.

CLOSING EQUITY GAPS

Workshop Series for English Learners

Since the 2021-2022 CTE Annual Report, an equity gap for English learners in Perkins Core Indicator of Performance 351-Post-program Placement was identified. Although Hawai'i met the combined state-determined performance level for 351-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 351 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

Mini-Excavator & Skid Steer Certification

In AY 2022-2023, Perkins V funds were used to purchase a mini-excavator to enable Hawai'i Community College to provide Mini-Excavator and Skid Steer Certifications to their students in the Carpentry, Electrical Installation & Maintenance Technology, Agriculture, and Tropical Forest Ecosystem & Agroforestry Management programs. Machine operations is a highly desired skill in the construction industry and having students complete these certifications as part of their educational program will make them more marketable in the workforce.

Improving Connections to Employers in Trade Industries

As part of a multiyear strategy, Perkins V funds were used to support the Trades Workforce Development Coordinator at Kaua'i Community College to improve individual connections between students and employers. The role of the Trades Workforce Development Coordinator is to set up working agreements with employers and campus mentors and coordinate practical learning through interactive instruction and engagement activities through place-based learning and experiential projects that are conducive to the student's trade.

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.

ServSafe Certification

In AY 2022-2023, Perkins V funds were used to support the delivery of ServSafe Food Handler Certification training for over 50 students at Halawa Correctional Facility (HCF), Waiawa Correctional Facility (WCF), and the Women's Community Correctional Center (WCCC). The ServSafe Food Handler program provides training on basic food safety, personal hygiene, cross-contamination and allergens, time and temperature, and cleaning and sanitation for the food service industry.

Forklift Training and Certification

Offered at HCF, WCF, and Kulani Correctional Facility (KCF), forklift training and certification was provided to over 300 students who earned a three-year certificate from Leeward Community College.

