

HAWAI'I
20

JULY 1, 2019 - JUNE 30, 2020

CAREER AND TECHNICAL EDUCATION

ANNUAL REPORT



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PREFACE

The State of Hawai'i is required 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 provided to the State be used for the development, implementation, and expansion of high quality CTE programs for the State's secondary and postsecondary students.

The State Board for CTE is required by Hawaii Statute to make a similar annual report to the Governor. This document serves as the Governor's Report for the AY 2019-20.

With Perkins V came changes in many of the traditional end-of-year reporting requirements. You will see those reflected in this report.

1. The U.S. DOE requested that states submit only two categories of student information:
 - (1) the number by ethnicity, gender, and special population categories of secondary and postsecondary students participating in career and technical education and
 - (2) the number of secondary and postsecondary students considered concentrators by the U.S. Department of Education's 16 occupational clusters.

Each state was required to use prescribed definitions for data collection – *definitions that are (in some cases significantly) different from previous years*. You will see a huge increase in the number of secondary concentrators as a result of the new definition as compared to the last two years. Increases and decreases in the number of postsecondary CTE concentrators in each of the cluster areas can be attributed to the use of the more precise definitions of identifying CTE students and/or the effects of COVID on UH Community College enrollment overall.

2. The state was also required to report on its management of federal CTE funds. For the period of the 2019-2020 reporting year, Hawai'i complied with all criteria for the use of Perkins funds.
3. The final required reporting element for the 2019-2020 program year was a narrative regarding the use of Perkins State Leadership funds. This Governor's report includes examples of the use of Leadership funds and all other categories of Perkins funding. They reveal a broad view of the implementation of the State's Perkins V Plan. For this reporting year Hawaii complied with all criteria for the uses of Perkins funds.

A SNAPSHOT OF CTE IN HAWAII

Consolidated Annual Reporting (CAR) Year	2018	2019	2020
FUNDING			
Perkins Grant Amount - Hawai'i	\$5,496,906	\$5,804,502	\$6,148,797
State Funding for CTE: HIDOE and UHCCS	\$55,462,670	\$56,556,937	\$58,505,062
TOTAL State and Federal CTE Funding	\$60,959,576	\$62,361,439	\$64,653,859
STUDENT PARTICIPATION			
Participants*			
Secondary	26,229	26,076	27,674
Postsecondary	8,303	8,685	6,870
Total Number of Participants	34,532	34,761	34,544
Concentrators**			
Secondary	6,556	6,141	16,684
Postsecondary	5,725	6,021	4,532
Total Number of Concentrators	12,281	12,162	21,216

*Participants

Secondary Participant: A secondary student who has earned one or more credits in any career and technical education program area.

Postsecondary Participant: A postsecondary student in a declared career and technical (CTE) program who has completed at least one credit or the equivalent in a CTE program.

**Concentrators

Former definition: *Secondary Concentrator:* A 12th grade student who has completed the requirements for her/his selected State Certificated Career and Technical Education Program of Study. A Program of Study includes at least two Carnegie units in the proper sequence in a single career pathway program area plus one required academic course.

New definition: *Secondary Concentrator:* A student who has completed at least two courses in a single CTE program or program of study.

Postsecondary Concentrator:

Former definition: *Postsecondary Concentrator:* A postsecondary student in a declared career and technical education (CTE) program who has completed at least twelve credits or the equivalent in a CTE program.

New definition: 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.

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 specific Career Pathways.

Enrollment Data for CTE Participants

HAWAII 2019–2020

Line	Population	Number of Secondary Students	Number of Postsecondary Students
1	Grand Total	27,674	6,870
2	GENDER		
3	Male	15,102	3,548
4	Female	12,572	3,322
5	RACE/ETHNICITY* (1997 Revised Standards)		
6	American Indian or Alaskan Native	88	22
7	Asian	11,178	2,979
8	Black or African American	399	106
9	Hispanic/Latino	2,384	130
10	Native Hawaiian or Other Pacific Islander	8,354	1,831
11	White	2,897	807
12	Two or More Races	2,374	867
13	Unknown	0	128
14	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES		
15	Individuals With Disabilities (ESEA/IDEA)	2,396	120
16	Individuals from Economically Disadvantaged Families	10,934	2,901
17	Individuals Preparing for Non-traditional Fields	0	37
18	Single Parents	0	162
19	Out of Workforce Individuals	0	0
20	English Learners	1,737	299
21	Homeless Individuals	349	0
22	Youth In Foster Care	497	0
23	Youth with Parent in Active Military	598	0
24	Migrant Students	0	0

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.

The postsecondary agency, the University of Hawai'i Community College System, has been revising its collection of data for non-traditional programs. They were unable to provide that student data for this year's CAR.

Enrollment Data for CTE Concentrators

HAWAII 2019–2020

Line	Concentrator	SECONDARY			POSTSECONDARY			Grand Total
		Male	Female	Total	Male	Female	Total	
1	Agriculture, Food & Natural Resources	1,144	557	1,701	40	21	61	1,762
2	Architecture & Construction	2,342	316	2,658	321	52	373	3,031
3	Arts, A/V Technology & Communication	1,748	1,819	3,567	181	127	308	3,875
4	Business, Marketing & Administration	512	594	1,106	71	159	230	1,336
5	Education & Training	69	289	358	16	230	246	604
6	Finance	0	0	0	47	181	228	228
7	Government & Public Administration	0	0	0	0	0	0	0
8	Health Science	496	2,100	2,596	168	507	675	3,271
9	Hospitality & Tourism	1,514	1,952	3,466	335	441	776	4,242
10	Human Services	0	0	0	13	54	67	67
11	Information Technology	349	62	411	353	63	416	827
12	Law, Public Safety & Security	0	0	0	272	143	415	415
13	Manufacturing	392	35	427	205	79	284	711
14	Marketing Sales & Services	334	413	747	7	6	13	760
15	Science, Technology, Engineering & Math	1,060	217	1,277	17	74	91	1,368
16	Transportation, Distribution, & Logistics	1,679	129	1,808	320	29	349	2,157
17	Total	9,224	7,460	16,684	2,366	2,166	4,532	21,216

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.

There was a decrease or increase in the number of postsecondary CTE concentrators for PY 2019-20 in each of the cluster areas due to methods that UHCCS adopted to be more precise with identifying students as CTE Participants.

Former definition: Postsecondary Concentrator:

A postsecondary student in a declared career and technical education (CTE) program who has completed at least twelve credits or the equivalent in a CTE program.

New definition:

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.

NOTE re Non-traditional student numbers: The postsecondary agency, the University of Hawai'i Community College System, has been revising its collection of data for non-traditional programs. They were unable to provide that student data for this year's CAR.

SECTION III : 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:	07/01/2019-09/30/2020
III: Reporting Period:	07/01/2019-09/30/2020
IV: Accounting Basis:	0
V: Grant Award Numbers: State Basic Grant (Title I):	V048A190011
Tech Prep Grant (Title II):	
VI: Title I Grant Award Amount:	6148797
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 Net Outlays Previously Reported	2 Total Outlays this Report Period	3 "Program Income Credit"	4 "Net outlays this report period (Columns 2 - 3)"	5 "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	\$28,649,388.81	\$0.00	\$28,649,388.81	\$28,649,388.81
E	Funds for Postsecondary Recipients	\$0.00	\$33,941,889.88	\$0.00	\$33,941,889.88	\$33,941,889.88
F	Total (Row H + I)	\$0.00	\$62,591,278.69	\$0.00	\$62,591,278.69	\$62,591,278.69
G	TOTAL LOCAL USES OF FUNDS (Row F + J)	\$0.00	\$62,591,278.69	\$0.00	\$62,591,278.69	\$62,591,278.69
	STATE LEADERSHIP					
H	Funds for State Institutions	\$0.00	\$43,323.35	\$0.00	\$43,323.35	\$43,323.35
I	Funds for Nontraditional Preparation	\$0.00	\$3,265.71	\$0.00	\$3,265.71	\$3,265.71
J	Funds for Special Population Recruitment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
K	Funds for Other Leadership Activities	\$0.00	\$147,074.11	\$0.00	\$147,074.11	\$147,074.11
L	Subtotal Funds for State Leadership (Row H + I + J + K)	\$0.00	\$193,663.17	\$0.00	\$193,663.17	\$193,663.17
	STATE ADMINISTRATION					
M	SUBTOTAL FUNDS FOR STATE ADMINISTRATION	\$0.00	\$694,019.65	\$0.00	\$694,019.65	\$694,019.65
N	TOTAL FUNDS	\$0.00	\$63,478,961.51	\$0.00	\$63,478,961.51	\$63,478,961.51

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: JOYCE CLAPP

Title/Agency: Fiscal Administrator-Ofc of St Dir for Career & Technical Ed

	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 Unobili- gated Federal funds (Columns 10 - 9)"
A	\$0.00	\$0.00	\$0.00	\$0.00	\$340,531.00	\$340,531.00
B	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
C	\$0.00	\$0.00	\$0.00	\$0.00	\$340,531.00	\$340,531.00
D	\$26,475,692.35	\$2,173,696.46	\$127,205.29	\$2,300,901.75	\$2,680,729.00	\$379,827.25
E	\$32,029,369.00	\$1,912,520.88	\$34,695.99	\$1,947,216.87	\$2,721,671.61	\$774,454.74
F	\$58,505,061.35	\$4,086,217.34	\$161,901.28	\$4,248,118.62	\$5,402,400.61	\$1,154,281.99
G	\$58,505,061.35	\$4,086,217.34	\$161,901.28	\$4,248,118.62	\$5,742,931.61	\$1,494,812.99
H	\$0.00	\$43,323.35	\$0.00	\$43,323.35	\$61,487.00	\$18,163.65
I	\$0.00	\$3,265.71	\$9,023.36	\$12,289.07	\$60,000.00	\$47,710.93
J	\$0.00	\$0.00	\$0.00	\$0.00	\$321.00	\$321.00
K	\$0.00	\$147,074.11	\$0.00	\$147,074.11	\$159,057.39	\$11,983.28
L	\$0.00	\$193,663.17	\$9,023.36	\$202,686.53	\$280,865.39	\$78,178.86
M	\$579,729.00	\$114,290.65	\$0.00	\$114,290.65	\$125,000.00	\$10,709.35
N	\$59,084,790.35	\$4,394,171.16	\$170,924.64	\$4,565,095.80	\$6,148,797.00	\$1,583,701.20

FINAL FINANCIAL STATUS REPORT (FSR) FORM

I: State Name:	HAWAII
II: Federal Funding Period:	07/01/2018-09/30/2019
III: Reporting Period:	07/01/2018-09/30/2020
IV: Accounting Basis:	0
V: Grant Award Numbers: State Basic Grant (Title I):	V048A180011
Tech Prep Grant (Title II):	
VI: Title I Grant Award Amount:	5804502
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 Net Outlays Previously Reported	2 Total Outlays this Report Period	3 "Program Income Credit"	4 "Net outlays this report period (Columns 2 - 3)"	5 "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	\$313,400.00	\$0.00	\$313,400.00
E	Funds for Postsecondary Recipients	\$0.00	\$17,276.00	\$0.00	\$17,276.00
F	Total (Row D + E)	\$0.00	\$330,676.00	\$0.00	\$330,676.00
G	FORMULA DISTRIBUTION				
H	Funds for Secondary Recipients	\$27,023,812.62	\$481,145.90	\$0.00	\$481,145.90
I	Funds for Postsecondary Recipients	33,432,045.72	\$650,714.28	\$0.00	\$650,714.28
J	Total (Row H + I)	\$60,455,858.34	\$1,131,860.18	\$0.00	\$1,131,860.18
K	TOTAL LOCAL USES OF FUNDS (Row F + J)	\$60,455,858.34	\$1,462,536.18	\$0.00	\$1,462,536.18
L	STATE LEADERSHIP				
M	Nontraditional Training and Employment	\$4,937.26	\$55,062.74	\$0.00	\$55,062.74
N	State Institutions	\$4,671.44	\$53,373.56	\$0.00	\$53,373.56
O	Other Leadership Activities	\$190,280.41	\$9,718.59	\$0.00	\$9,718.59
P	TOTAL STATE LEADERSHIP (Row M + N + O)	\$199,889.11	\$118,154.89	\$0.00	\$118,154.89
Q	STATE ADMINISTRATION				
R	TOTAL STATE ADMINISTRATION	\$601,831.62	\$71,291.38	\$0.00	\$71,291.38
S	TOTAL TITLE I FUNDS (Row K + P + R)	\$61,257,579.07	\$1,651,982.45	\$0.00	\$1,651,982.45

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: JOYCE CLAPP
 Title/Agency: Fiscal Administrator-Ofc of St Dir for Career & Technical Ed

	6	7	8	9	10	11
	Non-Federal share of outlays	"Total Federal share of outlays (Columns 5 - 6)"	Federal share of unliquidated obligations	"Federal share of outlays and unliquidated obligations (Columns 7 + 8)"	Federal Funds Authorized	"Balance of Unobili- gated Federal funds (Columns 10 - 9)"
A						
B						
C						
D	\$0.00	\$313,400.00	\$0.00	\$313,400.00	\$313,400.00	\$0.00
E	\$0.00	\$17,276.00	\$0.00	\$17,276.00	\$17,276.00	\$0.00
F	\$0.00	\$330,676.00	\$0.00	\$330,676.00	\$330,676.00	\$0.00
G						
H	\$24,989,567.52	\$2,515,391.00	\$0.00	\$2,515,391.00	\$2,515,391.00	\$0.00
I	\$31,567,369.00	\$2,515,391.00	\$0.00	\$2,515,391.00	\$2,515,391.00	\$0.00
J	\$56,556,936.52	\$5,030,782.00	\$0.00	\$5,030,782.00	\$5,030,782.00	\$0.00
K	\$56,556,936.52	\$5,361,458.00	\$0.00	\$5,361,458.00	\$5,361,458.00	\$0.00
L						
M	\$0.00	\$60,000.00	\$0.00	\$60,000.00	\$60,000.00	\$0.00
N	\$0.00	\$58,045.00	\$0.00	\$58,045.00	\$58,045.00	\$0.00
O	\$0.00	\$199,999.00	\$0.00	\$199,999.00	\$199,999.00	\$0.00
P	\$0.00	\$318,044.00	\$0.00	\$318,044.00	\$318,044.00	\$0.00
Q						
R	\$548,123.00	\$125,000.00	\$0.00	\$125,000.00	\$125,000.00	\$0.00
S	\$57,105,059.52	\$5,804,502.00	\$0.00	\$5,804,502.00	\$5,804,502.00	\$0.00

SECTION IV : USES OF FUNDS

There are required and permissive uses of Perkins funds.

The bulk – at least 85% - of the funds received by Hawaii goes directly to the DOE and UHCCs as a basic grant for use by the 43 high schools and seven community college campuses to develop, implement, and/or expand high quality CTE programs.

Not more than 10% must be used to carry out what are called “State Leadership” activities. Not more than 2 percent of this amount must be made available to serve individuals in State correctional institutions (In Hawaii: the Department of Public Safety) and not less than \$60,000 or more than \$150,000 must be made available for services that prepare individuals for occupations that are nontraditional for their gender.

Not more than 5% of the funds received by the state may be used for administering and monitoring the grant as directed in the approved State Plan for CTE. The Office of the State Director for CTE is responsible for ensuring that 1) all required uses of funds are met, 2) all funds are expended within the grant period, 3) all performance indicators are met, and 4) all uses of the funds comply with federal, state, and UH regulations.

What follows is a sampling of the activities carried out with Perkins during 2019-2020.

COVID RESPONSE

The state responded to the COVID crisis affecting high school seniors in spring 2020 by developing a program called Next Steps. It was a partnership among the State CTE Office, the UHCCs, DOE, and P20. More than 2,700 recent public high school graduates prepared for college and careers this summer for free through the Next Steps to Your Future initiative, a partnership between the University of Hawai'i Community Colleges and Hawai'i P-20 Partnerships for Education. The UH Community Colleges offered free online Next Step: Career Exploration classes to help students develop career plans and goals and decide whether to enroll in college, seek employment or both.

The Community Colleges reprioritized their plans for their funds to address remote delivery of CTE class instruction. It happened in phases to address two objectives,

1. Complete Spring term via remote delivery.

To address immediate needs, Perkins expenditures allowed CTE classes to be completed in the Spring term (or as much of the class as possible to minimize what would need to be completed once we returned to face to face instruction).

Examples of expenditures:

- HawCC Electrical Installation and Maintenance Technology (EIMT): SIMUTECH online training and simulation software to tackle equipment malfunctions quickly, accurately, and safely through simulation-based troubleshooting training
- WinCC Veterinary Technology (VETT): models and simulation equipment to provide online instructions
- HawCC Automotive Mechanics Technology (AMT): GoPro equipment to provide online video tutorials
- UHMaui College Nursing (NURS): simulation coordinator to run Zoom and support students in Nursing classes that cannot complete hands-on training.

NOTE: In spite of the challenges in completing many CTE classes, including some classes which were suspended due to limitations in conducting in person activities (e.g., hospital clinicals), students earned credit in 89% of the classes (compared with 91% by Spring 2020). CTE programs were completed at higher rates than classes overall.

2. Invest in critical program improvements for 2020-21, given new economic context and educational environment.

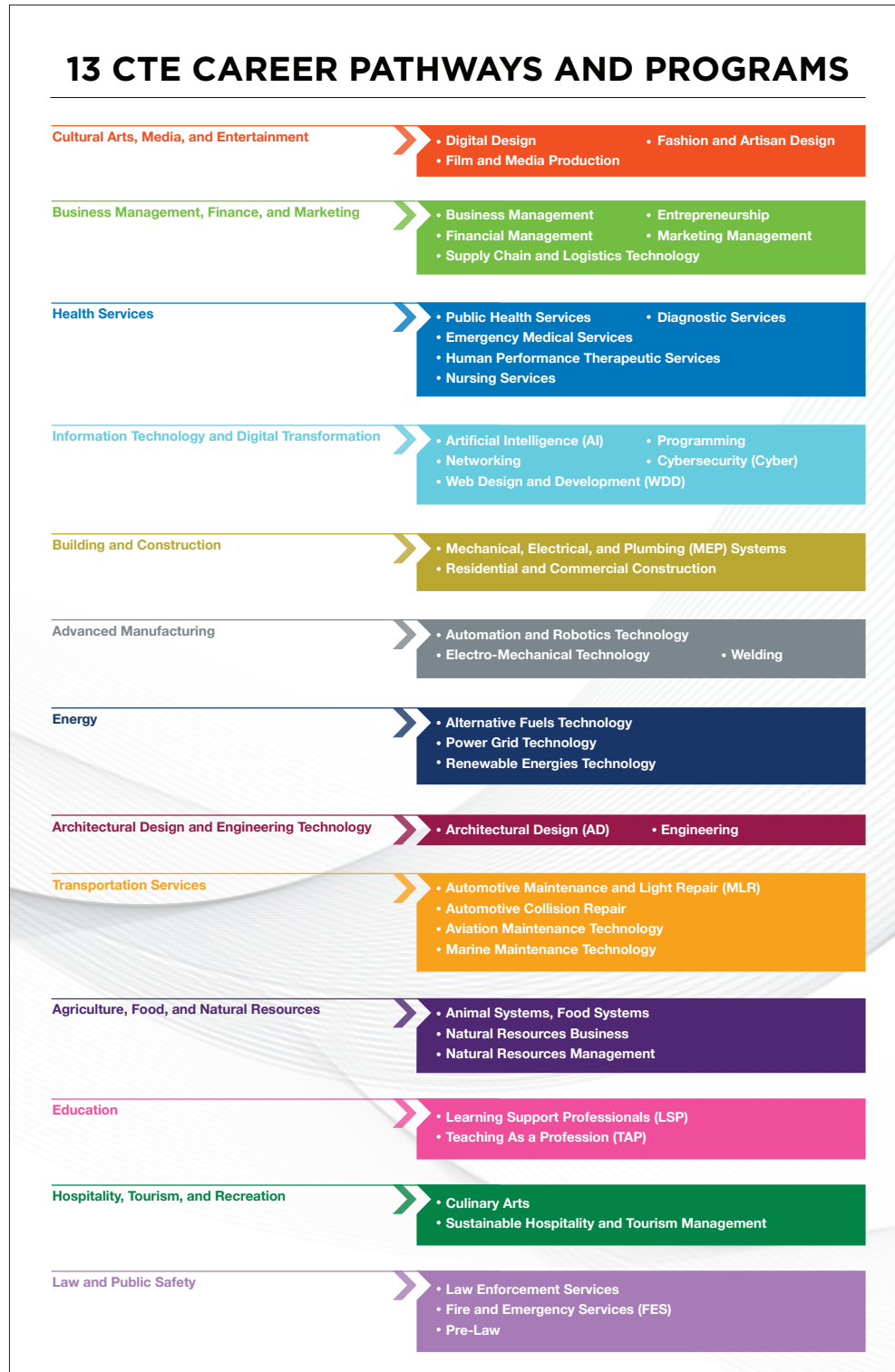
To respond to the impacts of the COVID-19 emergency on the economy, education and workforce needs, campuses prioritized and resubmitted revised Perkins proposals for FY21, as well as submitted new proposals to address immediate workforce needs through credit programs.

Examples:

- HonCC Computing, Security, and Networking Technology (CSNT): Purchased computers to provide training for cybersecurity and other IT programs
- KauCC Culinary Arts (CULN): Purchased personal protective equipment (PPE) for face to face training
- UHMaui College Construction Technology (CTEC): Purchased additional tools to avoid sharing of common tools

UPDATING OF ALL DOE CTE PROGRAMS

Using reserve funds, the state hired a consultant, Steel Dynamics, LLC, to revamp all of the DOE's CTE programs. The work is extensive and will take place over a 3-year period.



The scope of work for Steele Dynamics, LLC, includes working with the HIDOE CTE Design Team and CTE personnel from state, complex area, and school level to increase their knowledge, skills, and build their capacity to:

- make recommendations for industry-recognized certifications for all CTE Programs of Study that are aligned and valued with employer workforce needs.
- develop professional development modules, including materials, on the standards, work-based learning, and supporting documents.
- facilitate trainings (virtual and physical) for CTE educators and with HIDOE support staff.
- make recommendations of classroom, lab, and shop equipment lists for all CTE courses.
- support secondary-postsecondary CTE program/credentials alignment to ensure vertical matriculation alignment and to ensure identification of appropriate dual credit courses for advanced CTE coursework at the secondary level that is fully aligned with more rigorous learning.
- support and facilitate the development of a statewide work-based learning program that is high-quality.
- support development of essential program protocols, training modules, and other instructional supports; facilitate educator trainings (virtual and physical) for CTE educators and with HIDOE.
- offer technical assistance to HIDOE to support development of department statewide program.
- assess the current HIDOE CTE teacher licensing, endorsements, and certifications for CTE instruction to fully affirm teaching requirements with new CTE programs and courses.

DATA DASHBOARDS

State leadership funds were used to develop statewide, systemwide CTE data dashboards that included data by school/community college, by program, by gender, by all special populations' groups, and by each required program performance indicator; the critical element is the use of these dashboards to identify performance gaps and under enrollment by any particular population through gap analysis.

Secondary and postsecondary educators were introduced to the concept of employing gap analysis using the CTE dashboards at a statewide conference. State leadership funds were used to contract professional development services from National Alliance for Partnership in Equity. Participants were introduced to gap analysis processes but were also made more aware of how individual biases, mindsets, and “micro-messaging” influence student participation and successful completion of CTE courses that offer provide employment in-demand, high-wage, and high-skill occupations.

WORK-BASED LEARNING

A continuum of work-based learning experiences, from career awareness and exploration to career preparation was developed and is incorporated into the state’s Career Pathway System framework. It is aligned with the industry focus of each pathway. Work-based learning opportunities are integrated with classroom learning, allowing students to reflect on and apply what they have learned and develop both technical and transferable employability skills as outlined in our Perkins State Plan.

Continuum:

<https://www.hawaiip20.org/wp-content/uploads/2020/09/WBL-continuum.png>

Work-Based Learning Continuum:

<https://www.hawaiip20.org/p-20-initiatives/college-career-pathways/work-based-learning/>

NON-TRADITIONAL OCCUPATIONS

Windward Community College was awarded a grant to increase awareness among males and special population groups, particularly those students whose parent is a member of the armed forces and is on active duty, of the availability of a Veterinary Technology Program and the employment opportunities the program affords. Male students in the Veterinary Technology Programs have been consistently under-represented. One possible cause for this under enrollment was identified as the lack of males in informational materials used to describe the program. The college revised its outreach materials to include not only more males but also people of all races and special populations. The project included a special informational document that was made available to those in the armed forces

The college reports increased interested in the program from a wider audience but changing enrollment patterns is a process. As students see a more diverse population enrolled in and successfully completing that program, they believe they will achieve enrollment more aligned with the State’s population.

CORRECTIONAL INSTITUTIONS

The DPS' Corrections Program Services, Education Branch, is responsible for the development and instruction of the academic and career and technical training courses that lead to employment for offenders upon release. This is their report on the use of FY 2020 Perkins funding for the incarcerated women at the Women's Community Correctional Center (WCCC) and men at the Halawa Correctional Facility (HCF) and at the Waiawa Correctional Facility (WCF). These facilities house the minimum custody inmates who will be doing furlough or will be paroling soon.

CULINARY ARTS (WCCC)

The culinary training at the Women's Community Correctional Center provides a quality education in culinary arts. It is a credited program. So women who finished the program in the facility may enroll in the culinary program at the Kapiolani Community College (KCC). The credits earned at WCCC are transferrable to KCC. There are four modules covered: Module 1: Introduction to Culinary Industry (CULN 111), Module 2: Safety and Sanitation (CULN 112), Module 3: Fundamentals of Cookery (CULN 120), and Module 4: Intermediate Cookery (CULN 130).

Women who completed Module 2 –Safety and Sanitation, received the Serv-Safe certificate, a national certification. Women who completed and passed in the four modules earned 13 college credits from KCC.

The Perkins's funds paid for the KCC Culinary Program at WCCC in 2020.

Culinary Arts.	Enrolled.	Completed.	Percent
Module 4 – Intermediate Cookery	6	6	100%
Module 1 - Intro to Culinary Industry	14	14	100%
Module 2 - Safety and Sanitation	14	14	100%
Module 3 – Fundamentals of Cookery*	10	7	70%

**Final class delayed to FY 2021 due to COVID 19*

The Office Worker Business Application Program (HCF, WCF, WCCC), is comprised of modules designed to prepare students interested in entering careers in the business environment. The program covers the following training modules: Introduction to World of Computers, Microsoft Word 2016 for the Business World, Level 1 & 2; Business Applications Using Microsoft Excel 2016, Level 1 & 2; and Business Presentations Using Microsoft PowerPoint, Level 1. Participants who completed and passed each module

earned a Certificate of Completion from the Windward Community College. Those who completed and passed all the modules received a Certificate of Professional Development from the WCC Continuing and Workforce Development.

The Office Worker Business Application courses offered in HCF, WCCC and WCF were funded by the Card D. Perkins funds.

Office Worker Business Application	Enrolled.	Completed.	Percent
Halawa Correctional Facility	15	8	53%
Module 1 - Intro to Culinary Industry	15	13	87%

*Women's Community Correctional Center *Class did not run due to Covid 19 shut down*

Career Explorations: This course is designed to prepare participants to enter the workforce with the tools and skills needed to make good work-related decisions and to build successful careers. The course is presented in 2 modules: Knowing One's Self and Applied Life Skills. Those who completed and passed both modules received a Certificate of Professional Development from the WCC Continuing and Workforce Development. The Career Explorations courses are offered at HCF, WCCC and WCF. Due to the COVID 19 pandemic only partial courses could be completed at WCCC and WCF in the FY 2020 and were funded by the Card D. Perkins funds.

Career Explorations	Enrolled.	Completed.	Percent
Halawa Correctional Facility	*Class did not run due to Covid 19 shut down		
Waiawa Correctional Facility & WCCC.	12 were halfway through the course and had received course text/ consumables; could not complete due to statewide shut down.		

Forklift Certification, a 16-hour New Forklift Operator training course that allows participants who complete the requirements (passing a Forklift Operator's Knowledge Test, and practical Forklift Operator Evaluation) of training earn a 3 year Forklift Operator Certificate from Leeward Community College Office of Continuing Education. This course was

Forklift Certification	Enrolled.	Completed.	Percent
Halawa Correctional Facility	9	9	100%

No other institutions received Perkins funds for these populations.

