

HAWAI'I 24

JULY 1, 2023 - JUNE 30, 2024

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 2023-24.

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 the 2022-2023 program year to the 2023-2024 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	2022	2023	2024
FUNDING			
Perkins Grant Amount - Hawai'i	\$6,504,159	\$6,725,491	\$6,971,416
State Funding for CTE: HDOE and UHCCs	\$61,084,436	\$62,942,524	\$68,591,274
TOTAL State and Federal CTE Funding	\$67,588,595	\$69,668,015	\$75,562,690
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 2023-2024

Line	Population	Number of Secondary Students	Number of Postsecondary Students
1	Grand Total	29,119	5,810
2	GENDER		
3	Male	15,570	2,933
4	Female	13,549	2,877
5	RACE/ETHNICITY* (1997 Revised Standards)		
6	American Indian or Alaskan Native	36	27
7	Asian	9,566	2,262
	Chinese	647	144
	Filipino	6,724	1166
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	319	331
	Japanese	1,499	89
	Korean	212	68
	Other Asian	165	464
8	Black or African American	368	123
9	Hispanic/Latino	4,971	98
10	Native Hawaiian or Other Pacific Islander	6,708	1,721
11	White	2,519	741
12	Two or More Races	4,951	779
13	Unknown	0	59
14	SPECIAL POPULATION (Section 3(48) of Perkins V and ESEA)		
15	Individuals with Disabilities (ESEA/IDEA)	2,524	86
16	Individuals from Economically Disadvantaged Families	11,915	2,485
17	Individuals Preparing for Nontraditional Fields	4,737	972
18	Single Parents	Not available	77
19	Out of Workforce Individuals	Not available	113
20	English Learners	2,324	173
21	Homeless Individuals	854	*
22	Youth In Foster Care	139	59
23	Youth with Parent in Active Military	740	24
24	Migrant Students	418	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 2023-2024

Line	Concentrator	SECONDARY			POSTSECONDARY			Grand Total
		Male	Female	Total	Male	Female	Total	
1	Agriculture, Food & Natural Resources	1,959	1,308	3,267	39	51	90	3,357
2	Architecture & Construction	2,462	533	2,995	323	86	409	3,404
3	Arts, A/V Technology & Communication	2,280	2,997	5,277	265	179	444	5,721
4	Business, Marketing & Administration	1,946	2,079	4,025	131	268	399	4,424
5	Education & Training	147	434	581	31	326	357	938
6	Finance	n/a	n/a	n/a	105	267	372	372
7	Government & Public Administration	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8	Health Science	1,107	3,566	4,673	240	701	941	5,614
9	Hospitality & Tourism	3,177	3,280	6,457	269	390	659	7,116
10	Human Services	n/a	n/a	n/a	30	90	120	120
11	Information Technology	1,098	316	1,414	512	145	657	2,071
12	Law, Public Safety & Security	250	263	513	323	148	471	984
13	Manufacturing	539	192	731	318	122	440	1,171
14	Marketing Sales & Services	40	71	111	n/a	n/a	n/a	111
15	Science, Technology, Engineering & Math	2,017	822	2,839	2	58	60	2,899
16	Transportation, Distribution, & Logistics	2,150	346	2,496	345	46	391	2,887
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 2023-2024

Line	Population	Number of Secondary Students	Number of Postsecondary Students
1	Grand Total	16,964	4,118
2	GENDER		
3	Male	9,040	2,202
4	Female	7,924	1,916
5	RACE/ETHNICITY* (1997 Revised Standards)		
6	American Indian or Alaskan Native	20	17
7	Asian	6,299	1,649
	Chinese	423	112
	Filipino	4,521	845
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	200	245
	Japanese	960	57
	Korean	110	52
	Other Asian (includes Other, Mixed, Asian Indian)	85	338
8	Black or African American	169	72
9	Hispanic/Latino	2,664	62
10	Native Hawaiian or Other Pacific Islander	3,847	1,197
11	White	1,215	506
12	Two or More Races	2,750	568
13	Unknown	0	47
14	SPECIAL POPULATION (Section 3(48) of Perkins V and ESEA)		
15	Individuals With Disabilities (ESEA/IDEA)	1,240	86
16	Individuals from Economically Disadvantaged Families	6,549	1,762
17	Individuals Preparing for Nontraditional Fields	4,474	723
18	Single Parents	Unavailable	54
19	Out of Workforce Individuals	Unavailable	75
20	English Learners	1,025	134
21	Homeless Individuals	478	0
22	Youth In Foster Care	65	41
23	Youth with Parent in Active Military	268	20
24	Migrant Students	216	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 2023-2024

Line	Concentrator	SECONDARY			POSTSECONDARY			Grand Total
		Male	Female	Total	Male	Female	Total	
1	Agriculture, Food & Natural Resources	1,185	717	1,902	24	32	56	1,958
2	Architecture & Construction	1,455	262	1,717	275	68	343	2,060
3	Arts, A/V Technology & Communication	1,303	1,660	2,963	173	102	275	3,238
4	Business, Marketing & Administration	894	1,064	1,958	75	135	210	2,168
5	Education & Training	59	193	252	*	*	252	426
6	Finance	n/a	n/a	n/a	57	154	211	202
7	Government & Public Administration	n/a	n/a	n/a	n/a	n/a	n/a	n/a
8	Health Science	628	2,280	2,908	191	520	711	3,619
9	Hospitality & Tourism	1,596	1,723	3,319	212	293	505	3,824
10	Human Services	n/a	n/a	n/a	15	45	60	60
11	Information Technology	336	60	396	341	90	431	827
12	Law, Public Safety & Security	0	0	0	227	105	332	332
13	Manufacturing	240	40	280	300	110	410	690
14	Marketing Sales & Services	12	38	50	n/a	n/a	n/a	50
15	Science, Technology, Engineering & Math	1,246	384	1,630	*	*	1,630	1,687
16	Transportation, Distribution, & Logistics	1,184	95	1,279	304	39	343	1,622
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	(2023) Percentage Point Change
1	Grand Total - UNDUPLICATED	7,045	7,092	99.34%	Exceed	1.77%
GENDER						
2	Male	3,705	3,733	99.25%	Exceed	2.25%
3	Female	3,340	3,359	99.43%	Exceed	1.23%
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	8	8	100.00%	Exceed	5.88%
5	Asian	2,714	2,719	99.82%	Exceed	1.11%
	Chinese	194	194	100.00%	Exceed	1.26%
	Filipino	1,913	1,916	99.84%	Exceed	1.35%
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	86	87	98.85%	Exceed	1.79%
	Japanese	443	444	99.77%	Exceed	0.26%
	Korean	42	42	100.00%	Exceed	0.00%
	Other Asian	36	36	100.00%	Exceed	0.00%
6	Black or African American	65	65	100.00%	Exceed	1.09%
7	Hispanic or Latino	1,064	1,073	99.16%	Exceed	1.74%
8	Native Hawaiian or Other Pacific Islander	1,616	1,640	98.54%	Exceed	3.12%
9	White	499	500	99.80%	Exceed	0.51%
10	Two or More Races	1,079	1,087	99.26%	Exceed	1.70%
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
11	Individuals with Disabilities	495	518	95.56%	Exceed	4.73%
12	Individuals from Economically Disadvantaged Families	2,610	2,640	98.86%	Exceed	3.25%
13	Individuals Preparing for Non-traditional Fields	2,246	2,259	99.42%	Exceed	1.55%
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	342	347	98.56%	Exceed	3.20%
17	Homeless Individuals	201	202	99.50%	Exceed	8.16%
18	Youth in Foster Care	20	21	95.24%	Exceed	6.11%
19	Youth with Parent in Active Military	87	87	100.00%	Exceed	0.00%
20	Migrant Students	76	78	97.44%	Exceed	3.38%
CAREER CLUSTERS (DUPLICATED)						
21	Agriculture, Food & Natural Resources	766	786	97.46%	Exceed	4.79%
22	Architecture & Construction	773	779	99.23%	Exceed	1.69%
23	Arts, A/V Technology & Communications	1,343	1,351	99.41%	Exceed	1.04%
24	Business Management & Administration	881	885	99.55%	Exceed	-0.20%
25	Education & Training	112	112	100.00%	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	1,232	1,232	100.00%	Exceed	0.66%
29	Hospitality & Tourism	1,621	1,630	99.45%	Exceed	2.81%
30	Human Services	Not offered	Not offered	n/a	n/a	n/a
31	Information Technology	163	165	98.79%	Exceed	-0.71%
32	Law, Public Safety, Corrections & Security	0	0	n/a	n/a	n/a
33	Manufacturing	114	114	100.00%	Exceed	2.42%
34	Marketing	36	36	100.00%	Exceed	0.56%
35	Science, Technology, Engineering & Mathematics	654	655	99.85%	Exceed	0.93%
36	Transportation, Distribution & Logistics	564	567	99.47%	Exceed	2.35%
37	Other: Please Identify:	n/a	n/a	n/a	n/a	n/a

Additional Information:

State-Determined Performance Level (SDPL): 88.3% Exceed

Federal Requirement (90% of SDPL): 79.47% Met

<79.47%: Not-Met

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

** The Hawai'i State Department of Education (only eligible secondary recipient) did not offer courses in the following career clusters in the 2023-2024 program year: 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 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. (Hawaii: Only students in grade 12 have completed an assessment in reading/language arts.)

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

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Exceed, Met, Not-met 90% of SDPL	Rating	(2023) Percentage Point Change
1	Grand Total - UNDUPLICATED	3,934	6,567	59.91%	Exceed	-0.98%
GENDER						
2	Male	1,810	3,426	52.83%	Exceed	-1.49%
3	Female	2,124	3,141	67.62%	Exceed	-0.56%
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	*	*	*	*	*%
5	Asian	1,779	2,605	68.29%	Exceed	-1.86%
	Chinese	150	191	78.53%	Exceed	-1.90%
	Filipino	1,174	1,824	64.36%	Exceed	-1.54%
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	61	83	73.49%	Exceed	-0.19%
	Japanese	334	433	77.14%	Exceed	-1.15%
	Korean	32	40	80.00%	Exceed	-3.64%
	Other Asian	28	34	82.35%	Exceed	9.38%
6	Black or African American	33	56	58.93%	Exceed	2.30%
7	Hispanic or Latino	556	986	56.39%	Exceed	2.80%
8	Native Hawaiian or Other Pacific Islander	568	1,414	40.17%	Met	-2.88%
9	White	343	467	73.45%	Exceed	5.49%
10	Two or More Races	653	1,032	63.28%	Exceed	-2.24%
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
11	Individuals with Disabilities	57	446	12.78%	Not-met	-0.09%
12	Individuals from Economically Disadvantaged Families	1,204	2,335	51.56%	Exceed	2.67%
13	Individuals Preparing for Nontraditional Fields	1,383	2,129	64.96%	Exceed	-0.02%
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	48	303	15.84%	Not-met	-1.51%
17	Homeless Individuals	83	177	46.89%	Exceed	13.56%
18	Youth in Foster Care	8	16	50.00%	Exceed	18.57%
19	Youth with Parent in Active Military	62	80	77.50%	Exceed	5.16%
20	Migrant Students*	22	63	34.92%	Not-met	-4.82%
CAREER CLUSTERS (DUPLICATED)						
21	Agriculture, Food & Natural Resources	226	639	35.37%	Not-met	-5.29%
22	Architecture & Construction	331	717	46.16%	Exceed	-5.55%
23	Arts, A/V Technology & Communications	816	1,272	64.15%	Exceed	0.18%
24	Business Management & Administration	592	848	69.81%	Exceed	2.69%
25	Education & Training	82	111	73.87%	Exceed	10.40%
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	867	1,167	74.29%	Exceed	-0.71%
29	Hospitality & Tourism	824	1,535	53.68%	Exceed	0.70%
30	Human Services**	Not offered	Not offered	n/a	n/a	n/a
31	Information Technology	129	161	80.12%	Exceed	1.82%
32	Law, Public Safety, Corrections & Security**	0	0	n/a	n/a	n/a
33	Manufacturing	61	104	58.65%	Exceed	29.41%
34	Marketing	22	35	62.86%	Exceed	-0.48%
35	Science, Technology, Engineering & Mathematics	453	630	71.90%	Exceed	-2.93%
36	Transportation, Distribution & Logistics	220	515	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): 43.3% Exceed
Federal Requirement (90% of SDPL): 38.97% Met
<38.97%: Not-Met

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

** The Hawai'i State Department of Education (only eligible secondary recipient) did not offer courses in the following career clusters in the 2023-2024 program year: 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 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. (Hawaii: Only students in grade 12 have completed an assessment in mathematics)

Denominator Definition: All CTE concentrators that completed the academic assessment in mathematics as described in section 111(b)(2) of such Act. (Hawaii: Only students in grade 12 have completed an assessment in mathematics)

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Exceed, Met, Not-met 90% of SDPL	Rating	(2023) Percentage Point Change
1	Grand Total - UNDUPLICATED	1,730	6,572	26.32%	Exceed	-2.08%
GENDER						
2	Male	867	3,435	25.24%	Exceed	-3.05%
3	Female	863	3,137	27.51%	Exceed	-1.01%
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	*	*	*	*	*
5	Asian	938	2,618	35.83%	Exceed	-0.34%
	Chinese	104	193	53.89%	Exceed	-0.66%
	Filipino	538	1,833	29.35%	Exceed	1.16%
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	38	83	45.78%	Exceed	9.93%
	Japanese	226	433	52.19%	Exceed	0.62%
	Korean	17	40	42.50%	Exceed	-0.68%
	Other Asian	15	36	41.67%	Exceed	-1.81%
6	Black or African American	*	*	*	*	*
7	Hispanic or Latino	185	982	18.84%	Met	-0.43%
8	Native Hawaiian or Other Pacific Islander	150	1,419	10.57%	Not-met	-1.82%
9	White	174	462	37.66%	Exceed	4.72%
10	Two or More Races	274	1,029	26.63%	Exceed	-6.46%
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
11	Individuals with Disabilities	10	443	2.26%	Not-met	0.28%
12	Individuals from Economically Disadvantaged Families	426	2,332	18.27%	Met	-63.74%
13	Individuals Preparing for Nontraditional Fields	542	2,122	25.54%	Exceed	-0.65%
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	12	310	3.87%	Not-met	-0.65%
17	Homeless Individuals	24	184	13.04%	Not-met	*
18	Youth in Foster Care	*	*	*	*	*
19	Youth with Parent in Active Military	37	80	46.25%	Exceed	1.96%
20	Migrant Students*	*	*	*	*	*
CAREER CLUSTERS (DUPLICATED)						
21	Agriculture, Food & Natural Resources	53	641	8.27%	Not-met	-0.43%
22	Architecture & Construction	155	713	21.74%	Exceed	-7.30%
23	Arts, A/V Technology & Communications	327	1,274	25.67%	Exceed	-0.52%
24	Business Management & Administration	272	853	31.89%	Exceed	-4.40%
25	Education & Training	41	109	37.61%	Exceed	5.18%
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	427	1,170	36.50%	Exceed	3.06%
29	Hospitality & Tourism	282	1,534	18.38%	Met	-3.71%
30	Human Services**	Not offered	Not offered	n/a	n/a	n/a
31	Information Technology	80	160	50.00%	Exceed	-9.43%
32	Law, Public Safety, Corrections & Security**	0	0	n/a	n/a	n/a
33	Manufacturing	35	105	33.33%	Exceed	15.79%
34	Marketing	7	35	20.00%	Not-met	-9.25%
35	Science, Technology, Engineering & Mathematics	291	630	46.19%	Exceed	0.51%
36	Transportation, Distribution & Logistics	60	509	11.79%	Not-met	-5.52%
37	Other: Please Identify:**	n/a	n/a	n/a	n/a	n/a

Additional Information:

State-Determined Performance Level (SDPL): 20.3% Exceed

Federal Requirement (90% of SDPL): 18.27% Met

<18.27%: 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.

** The Hawai'i State Department of Education (only eligible secondary recipient) did not offer courses in the following career clusters in the 2023-2024 program year: 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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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 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	(2023) Percentage Point Change
1	Grand Total - UNDUPLICATED	5,729	15,345	37.33%	Exceed	1.60%
GENDER						
2	Male	3,024	8,189	36.93%	Exceed	2.05%
3	Female	2,705	7,156	37.80%	Exceed	1.12%
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	*	*	*	*	*
5	Asian	2,794	5,933	47.09%	Exceed	4.68%
	Chinese	244	392	62.24%	Exceed	4.42%
	Filipino	1,814	4,282	42.36%	Exceed	4.90%
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	100	183	54.64%	Exceed	-1.78%
	Japanese	525	897	58.53%	Exceed	4.42%
	Korean	63	100	63.00%	Exceed	5.67%
	Other Asian	48	79	60.76%	Exceed	5.20%
6	Black or African American	*	*	*	*	*
7	Hispanic or Latino	694	2,390	29.04%	Exceed	-0.40%
8	Native Hawaiian or Other Pacific Islander	583	3,369	17.30%	Not-met	-0.59%
9	White	556	1,003	55.43%	Exceed	3.55%
10	Two or More Races	1,049	2,497	42.01%	Exceed	-1.62%
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
11	Individuals with Disabilities	66	1,072	6.16%	Not-met	1.67%
12	Individuals from Economically Disadvantaged Families	1,568	5,885	26.64%	Exceed	1.58%
13	Individuals Preparing for Nontraditional Fields	1,530	4,067	37.62%	Exceed	3.28%
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	62	941	6.59%	Not-met	2.28%
17	Homeless Individuals	87	397	21.91%	Exceed	1.64%
18	Youth in Foster Care	12	58	20.69%	Not-met	6.59%
19	Youth with Parent in Active Military	124	214	57.94%	Exceed	8.27%
20	Migrant Students*	23	191	12.04%	Not-met	-0.20%
CAREER CLUSTERS (DUPLICATED)						
21	Agriculture, Food & Natural Resources	301	1,646	18.29%	Not-met	-0.45%
22	Architecture & Construction	413	1,532	26.96%	Exceed	-3.10%
23	Arts, A/V Technology & Communications	1,105	2,692	41.05%	Exceed	3.24%
24	Business Management & Administration	750	1,777	42.21%	Exceed	0.00%
25	Education & Training	90	236	38.14%	Exceed	3.87%
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	1,268	2,647	47.90%	Exceed	0.80%
29	Hospitality & Tourism	870	3,054	28.49%	Exceed	2.37%
30	Human Services**	Not offered	Not offered	n/a	n/a	n/a
31	Information Technology	244	373	65.42%	Exceed	6.88%
32	Law, Public Safety, Corrections & Security**	0	0	n/a	n/a	n/a
33	Manufacturing	92	238	38.66%	Exceed	15.40%
34	Marketing	20	43	46.51%	Exceed	2.72%
35	Science, Technology, Engineering & Mathematics	835	1,476	56.57%	Exceed	1.77%
36	Transportation, Distribution & Logistics	247	1,141	21.65%	Exceed	0.09%
37	Other: Please Identify:**	n/a	n/a	n/a	n/a	n/a

Additional Information:

State-Determined Performance Level (SDPL): 21.3% Exceed

Federal Requirement (90% of SDLP): 19.17% Met

<19.17%: Not-Met

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

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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	(2023) Percentage Point Change
1	Grand Total - UNDUPLICATED	3,910	7,045	55.50%	Exceed	0.93%
GENDER						
2	Male	1,696	3,705	45.78%	Met	0.17%
3	Female	2,214	3,340	66.29%	Exceed	1.81%
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	*	*	*	*	*
5	Asian	1,857	2,714	68.42%	Exceed	2.35%
	Chinese	174	194	89.69%	Exceed	5.86%
	Filipino	1,205	1,913	62.99%	Exceed	4.10%
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	68	86	79.07%	Exceed	1.29%
	Japanese	346	443	78.10%	Exceed	-0.07%
	Korean	37	42	88.10%	Exceed	-3.13%
	Other Asian	27	36	75.00%	Exceed	-11.84%
6	Black or African American	*	*	*	*	*
7	Hispanic or Latino	492	1,064	46.24%	Met	0.55%
8	Native Hawaiian or Other Pacific Islander	599	1,616	37.07%	Not-met	0.17%
9	White	301	499	60.32%	Exceed	-0.04%
10	Two or More Races	624	1,079	57.83%	Exceed	0.33%
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
11	Individuals with Disabilities	120	495	24.24%	Not-met	-1.19%
12	Individuals from Economically Disadvantaged Families	1,165	2,610	44.64%	Met	2.08%
13	Individuals Preparing for Non-traditional Fields	1,374	2,246	61.18%	Exceed	1.87%
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	139	342	40.64%	Not-met	4.97%
17	Homeless Individuals	108	201	53.73%	Exceed	25.31%
18	Youth in Foster Care	8	20	40.00%	Not-met	10.73%
19	Youth with Parent in Active Military	62	87	71.26%	Exceed	-2.69%
20	Migrant Students	28	76	36.84%	Not-met	-10.53%
CAREER CLUSTERS (DUPLICATED)						
21	Agriculture, Food & Natural Resources	261	766	34.07%	Not-met	-0.85%
22	Architecture & Construction	287	773	37.13%	Not-met	-1.66%
23	Arts, A/V Technology & Communications	819	1,343	60.98%	Exceed	6.23%
24	Business Management & Administration	578	881	65.61%	Exceed	-1.95%
25	Education & Training	79	112	70.54%	Exceed	8.33%
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	932	1,232	75.65%	Exceed	1.77%
29	Hospitality & Tourism	819	1,621	50.52%	Exceed	-0.07%
30	Human Services	Not offered	Not offered	n/a	n/a	n/a
31	Information Technology	119	163	73.01%	Exceed	7.02%
32	Law, Public Safety, Corrections & Security	0	0	n/a	n/a	n/a
33	Manufacturing	47	114	41.23%	Not-met	18.09%
34	Marketing	26	36	72.22%	Exceed	11.99%
35	Science, Technology, Engineering & Mathematics	435	654	66.51%	Exceed	5.13%
36	Transportation, Distribution & Logistics	195	564	34.57%	Not-met	2.77%
37	Other: Please Identify:	n/a	n/a	n/a	n/a	n/a

Additional Information:

State-Determined Performance Level (SDPL): 47.3%

Exceed Federal Requirement (90% of SDPL): 42.57% Met

<42.57%: 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	(2023) Percentage Point Change
1	Grand Total - UNDUPLICATED	4,474	16,952	26.39%	Exceed	-8.26%
GENDER						
2	Male	797	9,033	8.82%	Not-met	-5.25%
3	Female	3,677	7,919	46.43%	Exceed	-10.59%
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native*	*	*	*	*	*
5	Asian	1,626	6,298	25.82%	Exceed	-7.75%
	Chinese	99	423	23.40%	Met	-5.73%
	Filipino	1,221	4,521	27.01%	Exceed	-7.78%
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	46	200	23.00%	Met	-6.90%
	Japanese	221	960	23.02%	Met	-9.27%
	Korean	20	109	18.35%	Not-met	-9.62%
	Other Asian	19	85	22.35%	Not-met	-2.65%
6	Black or African American*	*	*	*	*	*
7	Hispanic or Latino	741	2,663	27.83%	Exceed	-8.43%
8	Native Hawaiian or Other Pacific Islander	996	3,842	25.92%	Exceed	-9.89%
9	White	297	1,214	24.46%	Met	-9.62%
10	Two or More Races	755	2,746	27.49%	Exceed	-6.71%
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
11	Individuals with Disabilities	239	1,236	19.34%	Not-met	-7.29%
12	Individuals from Economically Disadvantaged Families	1,784	6,541	27.27%	Exceed	-7.99%
13	Individuals Preparing for Nontraditional Fields					
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	259	1,025	25.27%	Met	-8.57%
17	Homeless Individuals	153	478	32.01%	Exceed	-4.48%
18	Youth in Foster Care	20	65	30.77%	Exceed	-7.55%
19	Youth with Parent in Active Military	78	268	29.10%	Exceed	-8.71%
20	Migrant Students*	48	216	22.22%	Not-met	n/a
CAREER CLUSTERS (DUPLICATED)						
21	Agriculture, Food & Natural Resources	464	1,901	24.41%	Not-met	-11.34%
22	Architecture & Construction	276	1,714	16.10%	Not-met	-1.64%
23	Arts, A/V Technology & Communications	1,328	2,958	44.90%	Exceed	-16.59%
24	Business Management & Administration	245	1,957	12.52%	Not-met	-24.74%
25	Education & Training	64	252	25.40%	Exceed	-9.80%
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	365	2,908	12.55%	Not-met	-3.85%
29	Hospitality & Tourism	1,673	3,318	50.42%	Exceed	-1.51%
30	Human Services**	Not offered	Not offered	n/a	n/a	n/a
31	Information Technology	65	396	16.41%	Not-met	4.85%
32	Law, Public Safety, Corrections & Security**	0	0	n/a	n/a	n/a
33	Manufacturing	43	280	15.36%	Not-met	6.32%
34	Marketing	32	50	64.00%	Exceed	1.70%
35	Science, Technology, Engineering & Mathematics	399	1,630	24.48%	Met	3.74%
36	Transportation, Distribution & Logistics	105	1,278	8.22%	Met	-1.85%
37	Other: Please Identify:**	n/a	n/a	n/a	n/a	n/a

Additional Information:

State-Determined Performance Level (SDPL): 25.3% Exceed
 Federal Requirement (90% of SDPL): 22.77% Met
 <22.77%: 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	(2023) Percentage Point Change
1	Grand Total - UNDUPLICATED	1,420	7,045	20.16%	Exceed	2.25%
GENDER						
2	Male	532	3,705	14.36%	Exceed	2.04%
3	Female	888	3,340	26.59%	Exceed	2.52%
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native*	*	*	*	*	*
5	Asian	733	2,714	27.01%	Exceed	2.92%
	Chinese	46	194	23.71%	Exceed	-3.95%
	Filipino	559	1,913	29.22%	Exceed	5.50%
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	17	86	19.77%	Exceed	-11.55%
	Japanese	92	443	20.77%	Exceed	-2.36%
	Korean	9	42	21.43%	Exceed	2.13%
	Other Asian	10	36	27.78%	Exceed	1.46%
6	Black or African American*	*	*	*	*	*
7	Hispanic or Latino	147	1,064	13.82%	Exceed	2.72%
8	Native Hawaiian or Other Pacific Islander	239	1,616	14.79%	Exceed	2.80%
9	White	94	499	18.84%	Exceed	0.44%
10	Two or More Races	200	1,079	18.54%	Exceed	5.70%
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
11	Individuals with Disabilities	23	495	4.65%	Not-met	0.18%
12	Individuals from Economically Disadvantaged Families	477	2,610	18.28%	Exceed	2.82%
13	Individuals Preparing for Nontraditional Fields	516	2,246	22.97%	Exceed	3.23%
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	44	342	12.87%	Exceed	2.32%
17	Homeless Individuals	37	201	18.41%	Exceed	6.83%
18	Youth in Foster Care	4	20	20.00%	Exceed	5.37%
19	Youth with Parent in Active Military	18	87	20.69%	Exceed	6.11%
20	Migrant Students*	13	76	17.11%	Exceed	n/a
CAREER CLUSTERS (DUPLICATED)						
21	Agriculture, Food & Natural Resources	90	766	11.75%	Exceed	-0.04%
22	Architecture & Construction	123	773	15.91%	Exceed	2.98%
23	Arts, A/V Technology & Communications	254	1,343	18.91%	Exceed	1.90%
24	Business Management & Administration	203	881	23.04%	Exceed	0.82%
25	Education & Training	34	112	30.36%	Exceed	5.95%
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	425	1,232	34.50%	Exceed	3.74%
29	Hospitality & Tourism	230	1,621	14.19%	Exceed	3.06%
30	Human Services**	Not offered	Not offered	n/a	n/a	n/a
31	Information Technology	36	163	22.09%	Exceed	-1.26%
32	Law, Public Safety, Corrections & Security**	0	0	n/a	n/a	n/a
33	Manufacturing	19	114	16.67%	Exceed	5.92%
34	Marketing	9	36	25.00%	Exceed	1.70%
35	Science, Technology, Engineering & Mathematics	157	654	24.01%	Exceed	6.74%
36	Transportation, Distribution & Logistics	64	564	11.35%	Exceed	0.47%
37	Other: Please Identify:**	n/a	n/a	na	n/a	n/a

Additional Information:

State-Determined Performance Level (SDPL): 5.3% Exceed

Federal Requirement (90% of SDPL): 4.77% Met

<4.77%: Not-Met

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POSTSECONDARY LEVEL

HAWAII 2023-2024

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	(2023) Percentage Point Change
1	Grand Total - UNDUPLICATED	1,452	1,812	80.13%	Exceed	1.76%
GENDER						
2	Male	719	942	76.33%	Exceed	-0.21%
3	Female	733	870	84.25%	Exceed	3.93%
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	*	*	*	*	*
5	Asian	617	765	80.65%	Exceed	0.97%
	Chinese	38	49	77.55%	Exceed	-8.16%
	Filipino	354	398	88.94%	Exceed	3.13%
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	85	129	65.89%	Exceed	8.29%
	Japanese	15	21	71.43%	Exceed	10.32%
	Korean	19	23	82.61%	Exceed	-0.72%
	Other Asian (includes Other, Mixed, Asian Indian)	106	145	73.10%	Exceed	-9.40%
6	Black or African American	22	24	91.67%	Exceed	9.17%
7	Hispanic or Latino	*	*	*	*	*
8	Native Hawaiian or Other Pacific Islander	413	522	79.12%	Exceed	-0.18%
9	White	159	200	79.50%	Exceed	2.21%
10	Two or More Races	204	247	82.59%	Exceed	4.51%
11	Unknown	20	27	74.07%	Exceed	12.01%
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
12	Individuals with Disabilities	15	21	71.43%	Exceed	2.54%
13	Individuals from Economically Disadvantaged Families	688	807	85.25%	Exceed	2.69%
14	Individuals Preparing for Nontraditional Fields	250	324	77.16%	Exceed	-1.38%
15	Single Parents	22	24	91.67%	Exceed	91.67%
16	Out of Workforce Individuals	23	25	92.00%	Exceed	10.87%
17	English Learners	45	70	64.29%	Exceed	0.76%
18	Homeless Individuals	0	0	n/a	n/a	n/a
19	Youth in Foster Care	15	17	88.24%	Exceed	21.57%
20	Youth with Parent in Active Military	11	12	91.67%	Exceed	11.67%
CAREER CLUSTERS (DUPLICATED)						
21	Agriculture, Food & Natural Resources	26	30	86.67%	Exceed	2.67%
22	Architecture & Construction	102	131	77.86%	Exceed	-7.65%
23	Arts, A/V Technology & Communications	68	81	83.95%	Exceed	11.84%
24	Business Management & Administration	80	88	90.91%	Exceed	6.19%
25	Education & Training	53	59	89.83%	Exceed	1.10%
26	Finance	80	94	85.11%	Exceed	0.81%
27	Government & Public Administration	-9	-9	100.00%	Exceed	0.00%
28	Health Science	346	369	93.77%	Exceed	4.66%
29	Hospitality & Tourism	209	251	83.27%	Exceed	5.84%
30	Human Services	20	22	90.91%	Exceed	24.24%
31	Information Technology	140	170	82.35%	Exceed	-3.45%
32	Law, Public Safety, Corrections & Security	94	117	80.34%	Exceed	-0.86%
33	Manufacturing	78	212	36.79%	Exceed	1.79%
34	Marketing	0	0	n/a	n/a	n/a
35	Science, Technology, Engineering & Mathematics	19	24	79.17%	Exceed	-7.79%
36	Transportation, Distribution & Logistics	137	164	83.54%	Exceed	-1.81%
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	1,178	1,812	65.01%		
42	Postsecondary Education	1,812	1,812	100.00%		
43	Certificate	770				
44	Associate Degree	1,031				
45	Baccalaureate Degree	11				

Additional Information:

State-Determined Performance Level (SDPL): 35% Exceed

Federal Requirement (90% of SDLP): 31.5% Met

<31.5%: 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 in the prior reporting year.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Exceed, Met, Not-met 90% of SDPL	Rating	(2023) Percentage Point Change
1	Grand Total - UNDUPLICATED	2,998	3,907	76.73%	Exceed	-1.91%
GENDER						
2	Male	1,525	2,055	74.21%	Exceed	-2.13%
3	Female	1473	1852	79.54%	Exceed	-1.53%
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	11	15	73.33%	Exceed	-12.38%
5	Asian	1,218	1,501	81.15%	Exceed	-1.25%
	Chinese	88	107	82.24%	Exceed	-1.57%
	Filipino	601	745	80.67%	Exceed	-0.83%
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	205	239	85.77%	Exceed	-0.49%
	Japanese	45	54	83.33%	Exceed	-8.19%
	Korean	45	57	78.95%	Exceed	-1.05%
	Other Asian (includes Other, Mixed, Asian Indian)	234	299	78.26%	Exceed	-1.68%
6	Black or African American	47	64	73.44%	Exceed	-1.21%
7	Hispanic or Latino	44	59	74.58%	Exceed	10.81%
8	Native Hawaiian or Other Pacific Islander	870	1,163	74.81%	Exceed	-2.75%
9	White	349	499	69.94%	Exceed	-4.33%
10	Two or More Races	411	542	75.83%	Exceed	-1.69%
11	Unknown	48	64	75.00%	Exceed	8.33%
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
12	Individuals with Disabilities	47	66	71.21%	Exceed	-2.75%
13	Individuals from Economically Disadvantaged Families	1,317	1,713	76.88%	Exceed	-1.20%
14	Individuals Preparing for Nontraditional Fields	487	635	76.69%	Exceed	1.07%
15	Single Parents	38	53	71.70%	Exceed	-10.49%
16	Out of Workforce Individuals	72	105	68.57%	Exceed	-8.06%
17	English Learners	115	130	88.46%	Exceed	-2.62%
18	Homeless Individuals	0	0	n/a	n/a	n/a
19	Youth in Foster Care	30	35	85.71%	Exceed	9.85%
20	Youth with Parent in Active Military	11	15	73.33%	Exceed	0.61%
CAREER CLUSTERS (DUPLICATED)						
21	Agriculture, Food & Natural Resources	24	40	60.00%	Exceed	-7.39%
22	Architecture & Construction	226	304	74.34%	Exceed	1.59%
23	Arts, A/V Technology & Communications	168	283	59.36%	Exceed	-2.17%
24	Business Management & Administration	113	165	68.48%	Exceed	-6.80%
25	Education & Training	116	132	87.88%	Exceed	4.46%
26	Finance	165	205	80.49%	Exceed	-3.05%
27	Government & Public Administration	Not offered	Not offered	n/a	n/a	n/a
28	Health Science	620	718	86.35%	Exceed	-0.97%
29	Hospitality & Tourism	414	500	82.80%	Exceed	1.23%
30	Human Services	40	57	70.18%	Exceed	0.79%
31	Information Technology	324	414	78.26%	Exceed	-0.53%
32	Law, Public Safety, Corrections & Security	238	406	58.62%	Exceed	-7.71%
33	Manufacturing	214	235	91.06%	Exceed	-1.09%
34	Marketing	53	64	82.81%	Exceed	-6.80%
35	Science, Technology, Engineering & Mathematics	40	54	74.07%	Exceed	-8.28%
36	Transportation, Distribution & Logistics	243	330	73.64%	Exceed	-1.75%
37	Other: Please Identify:	n/a	n/a	n/a	n/a	n/a

Additional Information:

State-Determined Performance Level (SDPL): 35% Exceed

Federal Requirement (90% of SDPL): 31.5% Met

<31.5%: 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 non-traditional 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	(2023) Percentage Point Change
1	Grand Total - UNDUPLICATED	723	2,870	25.19%	Exceed	1.52%
GENDER						
2	Male	164	1,523	10.77%	Not-met	-0.60%
3	Female	559	1,347	41.50%	Exceed	3.90%
MAJOR RACIAL AND ETHNIC GROUPS (ESEA)						
4	American Indian or Alaskan Native	*	*	*	*	*
5	Asian	287	1,178	24.36%	Exceed	0.27%
	Chinese	24	83	28.92%	Exceed	1.64%
	Filipino	142	607	23.39%	Exceed	1.28%
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	35	157	22.29%	Exceed	-3.18%
	Japanese	15	34	44.12%	Exceed	16.62%
	Korean	11	44	25.00%	Exceed	-2.78%
	Other Asian (includes Other, Mixed, Asian Indian)	60	253	23.72%	Exceed	-1.51%
6	Black or African American	13	45	28.89%	Exceed	1.39%
7	Hispanic or Latino	12	43	27.91%	Exceed	-4.70%
8	Native Hawaiian or Other Pacific Islander	197	833	23.65%	Exceed	1.73%
9	White	103	340	30.29%	Exceed	3.19%
10	Two or More Races	96	388	24.74%	Exceed	4.03%
11	Unknown	*	*	*	*	*
SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)						
12	Individuals with Disabilities	8	29	27.59%	Exceed	-5.75%
13	Individuals from Economically Disadvantaged Families	333	1,248	26.68%	Exceed	1.83%
14	Individuals Preparing for Nontraditional Fields	n/a	n/a	n/a	n/a	n/a
15	Single Parents	11	40	27.50%	Exceed	10.43%
16	Out of Workforce Individuals	14	49	28.57%	Exceed	7.29%
17	English Learners	20	72	27.78%	Exceed	-4.69%
18	Homeless Individuals	0	0	n/a	n/a	n/a
19	Youth in Foster Care	8	27	29.63%	Exceed	8.58%
20	Youth with Parent in Active Military	*	*	*	*	*
CAREER CLUSTERS (DUPLICATED)						
21	Agriculture, Food & Natural Resources	30	54	55.56%	Exceed	13.45%
22	Architecture & Construction	59	329	17.93%	Exceed	2.42%
23	Arts, A/V Technology & Communications	21	42	50.00%	Exceed	-6.76%
24	Business Management & Administration	51	90	56.67%	Exceed	12.55%
25	Education & Training	*	*	*	*	*
26	Finance	42	138	30.43%	Exceed	1.86%
27	Government & Public Administration	n/a	n/a	n/a	n/a	n/a
28	Health Science	85	505	16.83%	Exceed	0.59%
29	Hospitality & Tourism	185	361	51.25%	Exceed	1.53%
30	Human Services	5	16	31.25%	Exceed	10.20%
31	Information Technology	90	431	20.88%	Exceed	-1.82%
32	Law, Public Safety, Corrections & Security	54	233	23.18%	Exceed	0.95%
33	Manufacturing	73	328	22.26%	Exceed	7.10%
34	Marketing	n/a	n/a	n/a	N/a	n/a
35	Science, Technology, Engineering & Mathematics	*	*	*	*	*
36	Transportation, Distribution & Logistics	23	155	14.84%	Exceed	3.04%
37	Other: Please Identify:	n/a	n/a	n/a	n/a	n/a

Additional Information:

State-Determined Performance Level (SDPL): 12% Exceed

Federal Requirement (90% of SDPL): 10.8% Met

<10.8%: 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:	Hawai'i
II. Federal Funding Period:	7/1/2023 - 9/30/2024
III. Reporting Period:	7/1/2023 - 9/30/2024
IV. Accounting Basis:	0
V. Grant Award Number:	V048A230011
Tech Prep Grant (Title II):	
VI. Grant Award Amount:	6971416
VII. Amended Interim FSR:	0
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				
B Funds for Postsecondary Recipients				
C Subtotal Reserve Funds (Row A + B)				
LOCAL FORMULA FUNDS				
D Funds for Secondary Recipients	\$0.00	\$37,821,284.07	\$0.00	\$37,821,284.07
E Funds for Postsecondary Recipients	\$0.00	\$34,758,181.60	\$0.00	\$34,758,181.60
F Subtotal Local Formula Funds (Row D + E)	\$0.00	\$72,579,465.67	\$0.00	\$72,579,465.67
G Subtotal Funds for Local Distribution (Row C + F)	\$0.00	\$72,579,465.67	\$0.00	\$72,579,465.67
FUNDS FOR STATE LEADERSHIP				
H Funds for State Institutions	\$0.00	\$0.00	\$0.00	\$0.00
I Funds for Nontraditional Preparation	\$0.00	\$0.00	\$0.00	\$0.00
J Funds for Special Population Recruitment	\$0.00	\$0.00	\$0.00	\$0.00
K Funds for Other Leadership Activities	\$0.00	\$49,225.11	\$0.00	\$49,225.11
L Subtotal Funds for State Leadership (Row H + I + J + K)	\$0.00	\$49,225.11	\$0.00	\$49,225.11
STATE ADMINISTRATION				
M Subtotal Funds for State Administration	\$0.00	\$562,451.66	\$0.00	\$562,451.66
N Total Funds	\$0.00	\$73,191,142.44	\$0.00	\$73,191,142.44

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)
A							
B							
C							
D	\$37,821,284.07	\$35,483,155.40	\$2,338,128.67	\$283,074.32	\$2,621,202.99	\$2,962,853.00	\$341,650.01
E	\$34,758,181.60	\$33,108,119.00	\$1,650,062.60	\$128,203.94	\$1,778,266.54	\$2,962,853.00	\$1,184,586.46
F	\$72,579,465.67	\$68,591,274.40	\$3,988,191.27	\$411,278.26	\$4,399,469.53	\$5,925,706.00	\$1,526,236.47
G	\$72,579,465.67	\$68,591,274.40	\$3,988,191.27	\$411,278.26	\$4,399,469.53	\$5,925,706.00	\$1,526,236.47
H	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$139,428.00	\$139,428.00
I	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$60,000.00	\$60,000.00
J	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$698.00	\$698.00
K	\$49,225.11	\$0.00	\$49,225.11	\$31,633.58	\$80,858.69	\$497,015.00	\$416,156.31
L	\$49,225.11	\$0.00	\$49,225.11	\$31,633.58	\$80,858.69	\$697,141.00	\$616,282.31
M	\$562,451.66	\$500,605.64	\$61,846.02	\$1,714.00	\$63,560.02	\$348,569.00	\$285,008.98
N	\$73,191,142.44	\$69,091,880.04	\$4,099,262.40	\$444,625.84	\$4,543,888.24	\$6,971,416.00	\$2,427,527.76

FINAL FINANCIAL STATUS REPORT (FSR) FORM

I. State Name:	Hawai'i
II. Federal Funding Period:	7/1/2023 - 9/30/2024
III. Reporting Period:	7/1/2023 - 9/30/2024
IV. Accounting Basis:	0
V. Grant Award Number:	V048A220011
Tech Prep Grant (Title II):	
VI. Grant Award Amount:	6725491
VII. Amended Interim FSR:	0
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			
B	Funds for Postsecondary Recipients			
C	Subtotal Reserve Funds (Row A + B)			
LOCAL FORMULA FUNDS				
D	Funds for Secondary Recipients	\$33,342,788.14	\$957,470.53	\$0.00
E	Funds for Postsecondary Recipients	\$33,106,766.22	\$1,485,360.78	\$0.00
F	Subtotal Local Formula Funds (Row D + E)	\$66,449,554.36	\$2,442,831.31	\$0.00
G	Subtotal Funds for Local Distribution (Row C + F)	\$66,449,554.36	\$2,442,831.31	\$0.00
FUNDS FOR STATE LEADERSHIP				
H	Funds for State Institutions	\$0.00	\$92,000.00	\$0.00
I	Funds for Nontraditional Preparation	\$1,500.00	\$60,000.00	\$0.00
J	Funds for Special Population Recruitment	\$0.00	\$673.00	\$0.00
K	Funds for Other Leadership Activities	\$756.59	\$285,925.41	\$0.00
L	Subtotal Funds for State Leadership (Row H + I + J + K)	\$2,256.59	\$438,598.41	\$0.00
STATE ADMINISTRATION				
M	Subtotal Funds for State Administration	\$506,725.30	\$320,818.32	\$0.00
N	Total Funds	\$66,958,536.25	\$3,202,248.04	\$0.00

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)
A							
B							
C							
D	\$34,300,258.67	\$31,303,602.67	\$2,996,656.00	\$0.00	\$2,996,656.00	\$2,996,656.00	\$0.00
E	\$34,592,127.00	\$31,638,921.00	\$2,953,206.00	\$0.00	\$2,953,206.00	\$2,953,206.00	\$0.00
F	\$68,892,385.67	\$62,942,523.67	\$5,949,862.00	\$0.00	\$5,949,862.00	\$5,949,862.00	\$0.00
G	\$68,892,385.67	\$62,942,523.67	\$5,949,862.00	\$0.00	\$5,949,862.00	\$5,949,862.00	\$0.00
H	\$92,000.00	\$0.00	\$92,000.00	\$0.00	\$92,000.00	\$92,000.00	\$0.00
I	\$61,500.00	\$0.00	\$61,500.00	\$0.00	\$61,500.00	\$61,500.00	\$0.00
J	\$673.00	\$0.00	\$673.00	\$0.00	\$673.00	\$673.00	\$0.00
K	\$286,682.00	\$0.00	\$286,682.00	\$0.00	\$286,682.00	\$286,682.00	\$0.00
L	\$440,855.00	\$0.00	\$440,855.00	\$0.00	\$440,855.00	\$440,855.00	\$0.00
M	\$827,543.62	\$492,769.62	\$334,774.00	\$0.00	\$334,774.00	\$334,774.00	\$0.00
N	\$70,160,784.29	\$63,435,293.29	\$6,725,491.00	\$0.00	\$6,725,491.00	\$6,725,491.00	\$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

2024 ACTE Region V Leadership Conference Attendance

Perkins funds were used to support the attendance of CTE educators from the Hawai'i State Department of Education and University of Hawai'i Community Colleges at the Association for Career and Technical Education (ACTE) Region V Leadership Conference, held in Hawai'i for the first time. This presented a unique opportunity for a large number of Hawai'i educators to learn from other states in the western region about best practices and cutting-edge developments in career and technical education. The Association for Career and Technical Education is the nation's largest not-for-profit association committed to the advancement of education that prepares youth and adults for successful careers.

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 2023-2024, Perkins Leadership funds were used to promote [a series of videos](#) for the University of Hawai'i Community College (UHCC) programs featuring nontraditional students in automotive technology, welding, information technology, carpentry, nursing, and veterinary technology. These videos were aimed at reaching UHCC's target audiences for enrollment and broadcast on television stations (KITV and HNN) as well as shared across digital media platforms including YouTube, Facebook and Instagram.

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 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 3S1 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 fund 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. This initiative continued into the 2023-2024 academic year, further supporting English learners in achieving successful post-program placements.

PROGRAM IMPROVEMENT

Enhancing Architecture, Engineering, and Construction (AEC) at Honolulu CC

Honolulu Community College's Architecture, Engineering, and Construction (AEC) program has strategically utilized funding to enhance program delivery and better prepare students for the evolving demands of the industry in three key ways.

1. Expanding the use of immersive technologies by integrating augmented reality (AR) to complement the existing virtual reality (VR) tools, providing students with hands-on experience with cutting-edge technologies.
2. Purchasing two robotic total stations to give students real-world experience with advanced surveying equipment commonly used in the field.
3. Supporting students in earning industry-recognized certifications, including OSHA 30, Concrete Field-Testing Tech, MTRB Soils and Aggregate Certification, and MTRB Asphalt Certification, strengthening their qualifications and employability.

Algae-Cultivation Certificate Program

Windward Community College's Agripharmatech program and Hawai'i Community College's Natural Sciences program collaborated on an initiative using funds to develop a curriculum for a new Algae Cultivation Certificate Program, addressing the need for algae-based workforce training at the University of Hawai'i Community Colleges. The new Certificate of Competence (CO) in Algae Cultivation will provide essential training for a skilled workforce in algal-based bioproducts and related fields, including wastewater treatment, biotechnology, and multitrophic aquaculture.

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.

Certificate of Competence in Culinary Arts

In AY 2023-2024, Perkins V funds were used to support the delivery of Kapi'olani Community College Certificate of Competence in Culinary Arts at the Women's Community Correctional Center (WCCC). The Certificate of Competence in Culinary Arts includes a total of 12 credits and is designed for students who are interested in obtaining entry-level jobs in hotel, restaurant, cafeteria, and coffee shop kitchens. Technical cooking skills, the development of proper work habits, attitudes, professionalism, and the practice of safety and sanitation procedures are stressed.

