

**Notice of Meeting  
UNIVERSITY OF HAWAI'I  
STATE BOARD FOR CAREER AND TECHNICAL EDUCATION**

**Date:** Thursday, May 19, 2022  
**Time:** 9:00 a.m.  
**Place:** Honolulu Community College  
Norman W.H. Loui Conference Center  
Building 2, Room 201  
874 Dillingham Blvd.  
Honolulu, Hawai'i 96817

***See the Board of Regents website to access the live broadcast of the meeting and related updates: [www.hawaii.edu/bor](http://www.hawaii.edu/bor)***

**AGENDA**

- I. Call Meeting to Order**
- II. Approval of the Minutes of the November 18, 2021 Meeting**
- III. Public Comment Period for Agenda Items:**

All written testimony on agenda items received after posting of this agenda and up to 24 hours in advance of the meeting will be distributed to the board. Late testimony on agenda items will be distributed to the board within 24 hours of receipt. Written testimony may be submitted via the board's website through the testimony link provided on the [Meeting Agendas, Minutes and Materials](#) page. Testimony may also be submitted via email at [bor.testimony@hawaii.edu](mailto:bor.testimony@hawaii.edu), U.S. mail at 2444 Dole Street, Bachman 209, Honolulu, HI 96822, or facsimile at (808) 956-5156.

Those wishing to provide oral testimony virtually may register [here](#). Given the constraints with the format of hybrid meetings, individuals wishing to orally testify virtually must register no later than 7:30 a.m. on the day of the meeting in order to be accommodated. Registration for in-person oral testimony on agenda items will also be provided at the meeting location 15 minutes prior to the meeting and closed at the posted meeting time. It is highly recommended that written testimony be submitted in addition to registering to provide oral testimony. Oral testimony will be limited to three (3) minutes per testifier.

All written testimony submitted are public documents. Therefore, any testimony that is submitted orally or in writing, electronically or in person, for use in the public meeting process is public information and will be posted on the board's website.

**IV. Agenda Items**

- A. Review and Approval of the Career and Technical Education Annual Report for the 2020-2021 Fiscal Year

B. Career and Technical Education Highlights and New Directions

**V. Adjournment**

**DISCLAIMER – THE FOLLOWING ARE DRAFT MINUTES AND ARE SUBJECT TO FURTHER REVIEW AND CHANGE UPON APPROVAL BY THE BOARD**

**MINUTES**

**STATE BOARD FOR CAREER AND TECHNICAL EDUCATION MEETING**

**November 18, 2021**

**Note:** On October 1, 2021, Governor David Y. Ige issued a proclamation related to the COVID-19 Delta Response that temporarily suspended Chapter 92, Hawai'i Revised Statutes, relating to public meetings and records, "only to the extent necessary to minimize the potential spread of COVID-19 and its variants".

**I. CALL TO ORDER**

Chair Moore called the meeting to order at 8:31 a.m. on Thursday, November 18, 2021. The meeting was conducted with regents participating from various locations.

Quorum (10): Chair Randy Moore; Vice-Chair Alapaki Nahale-a; Vice-Chair Benjamin Kudo; Regent Simeon Acoba; Regent Kelli Acopan; Regent Eugene Bal; Regent William Haning; Regent Wayne Higaki; Regent Diane Paloma; and Regent Ernest Wilson.

Excused (1): Regent Robert Westerman.

Others in attendance: President David Lassner; Vice President (VP) for Community Colleges Erika Lacro; VP for Legal Affairs/University General Counsel Carrie Okinaga; VP for Information Technology/Chief Information Officer Garret Yoshimi; UH Mānoa Provost Michael Bruno; UH-West O'ahu Chancellor Maenette Benham; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Kendra Oishi; and others as noted.

**II. APPROVAL OF THE MINUTES**

Regent Higaki moved to approve the minutes of the March 18, 2021, meeting, seconded by Regent Acoba, and noting the excused absence of Regent Westerman, the motion carried with all members present voting in the affirmative.

**III. PUBLIC COMMENT PERIOD**

Board Secretary Oishi announced that the Board Office did not receive written testimony and that no individuals signed up to provide oral testimony.

**IV. AGENDA ITEMS**

**A. Merging of the State Career and Technical Education Office with Hawai'i P-20**

Stephen Schatz, Executive Director of the Hawai'i P-20 Partnerships for Education (Hawaii P-20), stated that this was his first meeting with the State Board for Career and Technical Education (SBCTE) since the merger of the Office of the State Director for

Career and Technical Education (OSDCTE) with Hawai'i P-20. He provided background information on Hawai'i P-20 noting that greater collaboration on several issues related to career and technical education (CTE), particularly with regard to educational pathways, has occurred with OSDCTE over the last few years which led to greater integration between the two offices and prompted the merger. This merger is expected to enhance cohesive communication and collaboration among state- and local-level secondary, postsecondary, and business and industry partners; enable Hawaii P-20 to use its expertise to leverage federal, state, and private funding to support the development and implementation of aligned career pathway programs; utilize Hawaii P-20's capacity for data use, analysis, and sharing to augment the existing work of OSDCTE; reduce duplication of effort and inefficient layers of administrative bureaucracy; and create seamless, vertically articulated pathways from middle school through high school and college and into the workforce so that all students are prepared for career and life success.

Several of the goals of Hawai'i P-20 with respect to CTE were reviewed and included establishing partnerships between Hawai'i's high schools and the university's community college system; increasing the enrollment of Hawai'i's high school graduates in post-secondary education, particularly at the community college level; and collaborating with the State's Workforce Development Council to align workforce development needs with educational programming in Hawai'i using labor market data to drive program development. Executive Director Schatz stated that, while students' interests are a part of the equation, Hawai'i P-20 must provide realistic expectations given the availability of opportunities and the labor market in Hawai'i.

Referencing local and national efforts to revamp general education core curriculum requirements in higher education, Regent Wilson suggested that these efforts be taken into account when working to improve curriculum alignment so that a seamless transition can eventually occur throughout K through 20 education and asked where Hawai'i P-20 was in regard to this process. Executive Director Schatz replied that the State Department of Education is in the course of adopting a new framework to ensure that the educational requirements of Hawai'i's public high schools align with community college expectations. He also stressed the importance of communicating with high school counselors, teachers, and most importantly, students on educational pathways. While there remains work to be done on this issue, Hawai'i P-20 is looking forward to playing a more formal role in providing guidance and creating frameworks that afford clarity to these pathways.

Regent Haning expressed his belief that there needed to be coherence between the various educational initiatives currently occurring and asked what impacts the merger will have on the relationship between SBCTE and the Hawai'i P-20 Council. Executive Director Schatz responded that the Hawai'i P-20 Council, which includes board members among its membership, will continue to exist, work with, and report to the SBCTE. He also explained that, although a number of jurisdictions have P-20 councils, Hawai'i is unique in that it has a P-20 office which can implement the directions of the Council. Chair Moore added that the board has been mandated to serve as the statutorily established SBCTE and that the SBCTE acts as an intermediary between the

federal government and the State by providing oversight of federal funds received for CTE and the way in which these funds are utilized by the receiving agency.

**B. Act 163, Session Laws of Hawai'i 2021, Industry-Recognized Credentials**

Executive Director Schatz provided a report on Act 163, which will require the SBCTE to review and report on student attainment of industry-recognized credentials throughout Hawai'i beginning in summer 2022 and include this information in the statewide longitudinal data system. He provided background information on the rationale leading to the passage of Act 163 and explained the importance of industry-recognized credentials in that they teach skills that are required by a specific industry or occupation and oftentimes give students or potential workers an advantage in the labor market. Although information collected in the past on degree attainment also included figures on credentialing, a more focused effort on gathering and analyzing data with respect to the conferring of industry-recognized credentials represents a new area of data collection and analysis for Hawai'i.

Executive Director Schatz also highlighted the Promising Credentials project which was developed in collaboration with the university and community partners to identify high-value industry-recognized credentials in the State and the educational pathways necessary to attain these credentials. He stated that work on Promising Credentials is ongoing and a reevaluation of credential criteria will take place in 2022.

Chair Moore observed that the duty to review and report on student attainment of industry-recognized credentials is a new responsibility for the SBCTE.

Regent Wilson noted the importance of credentialing and asked if an update on the progress of Act 163 could be provided to the board as it is being implemented in the community colleges. Chair Moore asked Executive Director Schatz what the appropriate time would be for such a report to be presented to the board. Executive Director Schatz replied that providing an update to the board a year after all of the details of Act 163 are fully assessed would be ideal.

Referencing the merger between OSDCTE and Hawai'i P-20, which here-to-fore have been separately governed by the SBCTE and the Hawai'i P-20 Council, Vice-Chair Kudo expressed the importance of an alignment of focus and culture and asked whether there have been any conflicts observed since the merger took place. Executive Director Schatz replied that he has not observed any conflicts but rather saw a synergy between the two. He also explained that the Hawai'i P-20 Council provides broad direction and is advisory in nature whereas the SBCTE is statutorily established and has more direct oversight of the CTE functions of Hawai'i P-20. Vice-Chair Kudo expressed his concerns with this issue cautioning that, whenever there are two bodies providing guidance and oversight of an organization, the potential for conflict with respect to the direction of an organization increases.

**V. ADJOURNMENT**

There being no further business, Regent Wilson moved to adjourn, seconded by Vice-Chair Nahale-a, and noting the excused absence of Regent Westerman, and with

all members present voting in the affirmative, the motion carried and the meeting was adjourned at 9:01 a.m.

Respectfully Submitted,

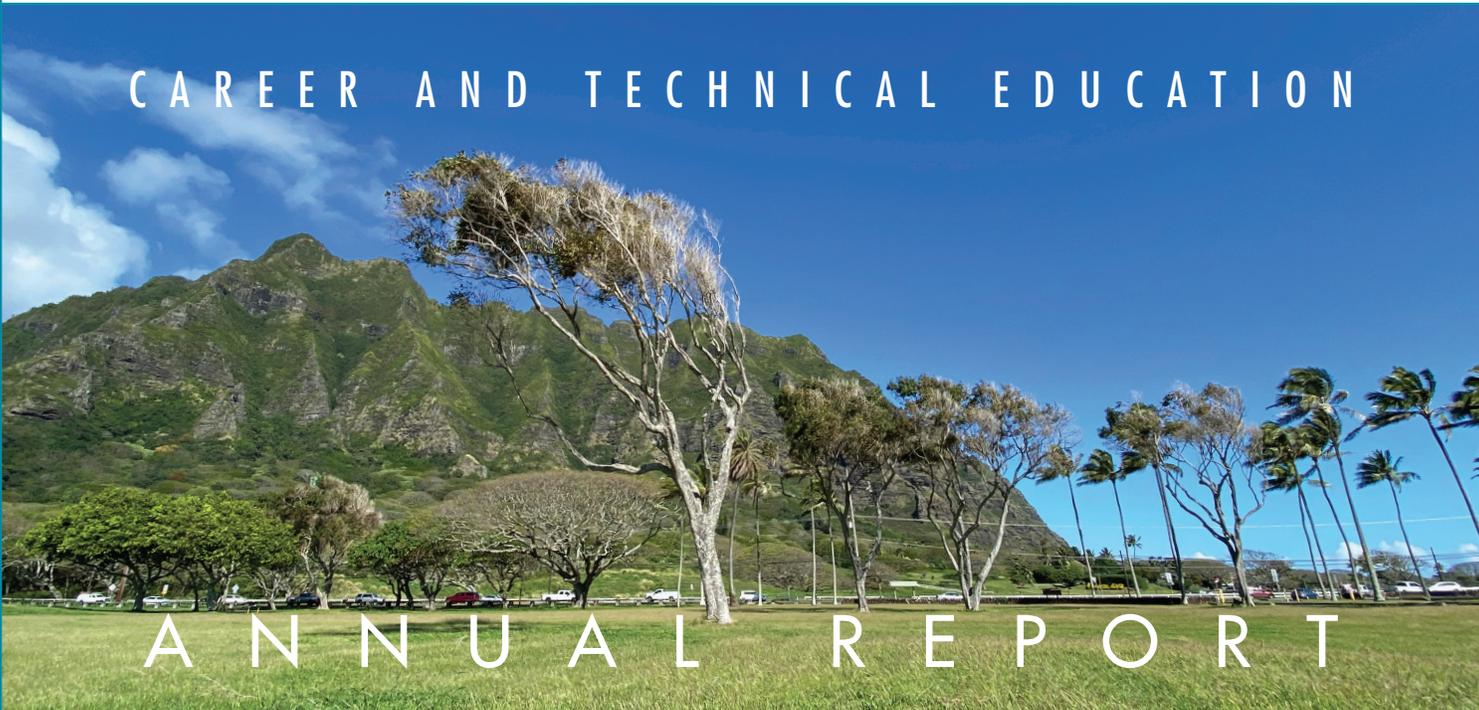
Kendra Oishi  
Executive Administrator and Secretary  
of the Board of Regents

HAWAI'I

21

JULY 1, 2020 - JUNE 30, 2021

CAREER AND TECHNICAL EDUCATION



**HAWAI'I P-20**  
Partnerships for Education  
*Spark. Transform. Excel.*





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# STATE BOARD FOR CAREER AND TECHNICAL EDUCATION (SBCTE)

THE UNIVERSITY OF HAWAI'I BOARD OF REGENTS IS DESIGNATED BY STATE LAW AS THE STATE BOARD FOR CAREER AND TECHNICAL EDUCATION

## MEMBERS

Simeon Acoba  
Kelli K.K. Acopan  
Benjamin Asa Kudo  
Eugene Bal III  
William F. Haning III  
Wayne Higaki  
Randolph G. Moore, *Chair*  
Alapaki Nahale-a  
Diane Paloma  
Robert Frank Westerman  
Ernest Wilson

### **David Lassner**

President of the University of Hawai'i and Administrative Officer of the State Board for Career and Technical Education

### **Stephen Schatz**

State Director for Career and Technical Education

# CAREER AND TECHNICAL EDUCATION COORDINATING ADVISORY COUNCIL (CTECAC)

## MEMBERS

### WORKFORCE DEVELOPMENT COUNCIL

Yvette Gibson  
Cary Miyashiro

### HAWAI'I STATE BOARD OF EDUCATION

William Arakaki  
Kili Namau'u  
Catherine Payne

### UNIVERSITY OF HAWAI'I BOARD OF REGENTS

Simeon Acoba  
Robert Westerman

### HAWAI'I STATE DEPARTMENT OF EDUCATION

Keith Hayashi, Ex-Officio

### UNIVERSITY OF HAWAI'I OFFICE OF THE PRESIDENT

David Lassner, Ex-Officio  
Erika Lacro, Official Designee

# 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<sup>1</sup> (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 Hawai'i Statute<sup>2</sup> to make a similar annual report to the Governor. This document serves as the Governor's Report for the AY 2020-21.

As of July 1, 2021, Hawai'i P-20 Partnerships for Education (Hawai'i P-20) merged with the Office of the State Director for Career and Technical Education (OSDCTE) and will now serve as the administrative arm of the State Board for CTE. As a result of the merger, the Hawai'i P-20 Executive Director now also serves as the State Director for CTE and is responsible for management of the Hawai'i Perkins grant. This 2020-2021 annual report covers a time period prior to the merger of Hawai'i P-20 and OSDCTE.

With the scheduled adoption of the new Perkins V Federal reporting requirements, AY 2020-2021 was the first year states were required to submit data on the new Perkins V Core Indicators of Performance. In addition to the revised federal definitions of CTE "participant" and "concentrator" reported in AY 2019-2020, the Perkins V legislation also made changes to the definitions and formulas of the Core Performance Indicators in AY 2020-2021.

In an effort to identify and close equity gaps, Perkins V now 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. The 2020-2021 program year is the first year in which states are reporting disaggregated data on the Perkins V Core Indicators of Performance.

Due to the interruption caused by the COVID-19 pandemic, the Hawai'i Department of Education (HIDOE) canceled Smarter Balanced Assessments for both English Language Arts and Mathematics in Spring 2020. Smarter Balanced Assessments are administered in the spring semester of students' junior year of high school. Thus, scores for the 2020-2021 program year for Perkins V Core Indicators of Performance 2S1-Academic Proficiency in Reading/Language Arts and 2S3-Proficiency in Mathematics are unavailable.

# A SNAPSHOT OF CTE IN HAWAI'I

Consolidated Annual Reporting (CAR) Year	2019	2020	2021
<b>FUNDING</b>			
Perkins Grant Amount - Hawai'i	\$5,804,502	\$6,148,797	\$ 6,247,167
State Funding for CTE: HIDOE and UHCCs	\$56,556,937	\$58,505,062	\$ 63,579,126
TOTAL State and Federal CTE Funding	\$62,361,439	\$64,653,859	\$ 68,826,293
<b>STUDENT PARTICIPATION</b>			
<b>Participants*</b>			
Secondary	26,076	27,674	26,256
Postsecondary	8,685	6,870	6,523
Total Number of Participants	34,761	34,544	32,789
<b>Concentrators**</b>			
Secondary	6,141	16,684	16,651
Postsecondary	6,021	4,532	4,304
Total Number of Concentrators	12,162	21,216	20,955

**\*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.



# 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

HAWAI'I 2020–2021

Line	Population	Number of Secondary Students	Number of Postsecondary Students
1	Grand Total	26,256	6,523
2	GENDER		
3	Male	13,933	3,268
4	Female	12,323	3,255
5	RACE/ETHNICITY* (1997 Revised Standards)		
6	American Indian or Alaskan Native	58	24
7	Asian	10,881	2,556
	Chinese	813	165
	Filipino	7,332	1,306
	Japanese	2,012	368
	Korean	205	98
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	384	88
	Other Asian	135	531
8	Black or African American	331	108
9	Hispanic/Latino	2,637	115
10	Native Hawaiian or Other Pacific Islander	7,048	1,887
11	White	2,587	839
12	Two or More Races	2,714	886
13	Unknown	0	108
14	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES		
15	Individuals with Disabilities (ESEA/IDEA)	2,078	187
16	Individuals from Economically Disadvantaged Families	10,992	2,798
17	Individuals Preparing for Non-traditional Fields	3,994	1,191
18	Single Parents	n/a	133
19	Out of Workforce Individuals	n/a	201
20	English Learners	1,400	247
21	Homeless Individuals	281	*
22	Youth In Foster Care	120	58
23	Youth with Parent in Active Military	443	19
24	Migrant Students	n/a	n/a

### Secondary Definition for CTE Participants:

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

### Postsecondary Definition for CTE Participants:

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

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

**Enrollment Data for CTE Participants by Career Cluster** (DUPLICATED) **HAWAI'I 2020–2021**

Line	Concentrator	SECONDARY			POSTSECONDARY			Grand Total
		Male	Female	Total	Male	Female	Total	
1	Agriculture, Food & Natural Resources	1,986	1,269	3,255	49	48	*	<b>3,352</b>
2	Architecture & Construction	4,504	1,033	5,537	359	56	415	<b>5,952</b>
3	Arts, AV Technology & Communication	2,576	2,877	5,453	275	194	469	<b>5,922</b>
4	Business, Marketing & Administration	1,825	1,992	3,817	159	346	505	<b>4,322</b>
5	Education & Training	1,344	1,881	3,225	54	490	544	<b>3,769</b>
6	Finance	n/a	n/a	n/a	111	346	457	<b>457</b>
7	Government & Public Administration	n/a	n/a	n/a	n/a	n/a	n/a	<b>n/a</b>
8	Health Science	1,269	3,696	4,965	196	584	780	<b>5,745</b>
9	Hospitality & Tourism	2,798	3,360	6,158	354	500	854	<b>7,012</b>
10	Human Services	n/a	n/a	n/a	*	102	121	<b>121</b>
11	Information Technology	3,272	872	4,144	521	133	654	<b>4,798</b>
12	Law, Public Safety & Security	n/a	n/a	n/a	407	174	581	<b>581</b>
13	Manufacturing	3,152	784	3,936	389	151	540	<b>4,476</b>
14	Marketing Sales & Services	1,204	1,346	2,550	*	*	*	<b>2,550</b>
15	Science, Technology, Engineering & Math	3,694	935	4,629	22	88	110	<b>4,739</b>
16	Transportation, Distribution, & Logistics	4,099	884	4,983	347	*	383	<b>5,366</b>
17	Other (Specify)	n/a	n/a	n/a	n/a	n/a	n/a	<b>n/a</b>

**Secondary Definition for CTE Participants:**

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

**Postsecondary Definition for CTE Participants:**

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

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

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

## Enrollment Data for CTE Concentrators

HAWAI'I 2020–2021

Line	Population	Number of Secondary Students	Number of Postsecondary Students
1	Grand Total	16,651	4,304
2	GENDER		
3	Male	9,025	2,133
4	Female	7,626	2,171
5	RACE/ETHNICITY* (1997 Revised Standards)		
6	American Indian or Alaskan Native	44	16
7	Asian	7,415	1,780
	Chinese	523	119
	Filipino	5,119	955
	Japanese	1,331	229
	Korean	120	69
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	243	53
	Other Asian (includes Other, Mixed, Asian Indian)	79	355
8	Black or African American	165	63
9	Hispanic/Latino	1,385	81
10	Native Hawaiian or Other Pacific Islander	4,719	1,211
11	White	1,509	532
12	Two or More Races	1,414	574
13	Unknown	0	47
14	SPECIAL POPULATION AND OTHER STUDENT CATEGORIES		
15	Individuals With Disabilities (ESEA/IDEA)	1,216	187
16	Individuals from Economically Disadvantaged Families	7,023	1,994
17	Individuals Preparing for Non-traditional Fields	5,400	760
18	Single Parents	n/a	84
19	Out of Workforce Individuals	n/a	145
20	English Learners	838	190
21	Homeless Individuals	143	*
22	Youth In Foster Care	65	39
23	Youth with Parent in Active Military	190	9
24	Migrant Students	n/a	n/a

### Secondary Definition for CTE Concentrators:

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

### Postsecondary Definition for CTE Concentrators:

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

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

**Enrollment Data for CTE Concentrators by Career Cluster (DUPLICATED) HAWAI'I 2020–2021**

Line	Concentrator	SECONDARY			POSTSECONDARY			Grand Total
		Male	Female	Total	Male	Female	Total	
1	Agriculture, Food & Natural Resources	1,122	604	1,726	34	27	61	<b>1,787</b>
2	Architecture & Construction	2,124	308	2,432	308	38	346	<b>2,778</b>
3	Arts, AV Technology & Communication	1,605	1,823	3,428	170	114	284	<b>3,712</b>
4	Business, Marketing & Administration	568	624	1,192	77	186	263	<b>1,455</b>
5	Education & Training	56	242	298	29	283	312	<b>610</b>
6	Finance	n/a	n/a	n/a	52	196	248	<b>248</b>
7	Government & Public Administration	n/a	n/a	n/a	n/a	n/a	n/a	<b>n/a</b>
8	Health Science	573	2,221	2,794	183	516	699	<b>3,493</b>
9	Hospitality & Tourism	1,507	1,920	3,427	274	385	659	<b>4,086</b>
10	Human Services	n/a	n/a	n/a	*	*	*	<b>*</b>
11	Information Technology	330	74	404	325	74	399	<b>803</b>
12	Law, Public Safety & Security	n/a	n/a	n/a	293	128	421	<b>421</b>
13	Manufacturing	361	33	394	60	57	117	<b>511</b>
14	Marketing Sales & Services	371	408	779	*	*	*	<b>786</b>
15	Science, Technology, Engineering & Math	1,131	241	1,372	17	77	94	<b>1,466</b>
16	Transportation, Distribution, & Logistics	1,581	137	1,718	295	32	327	<b>2,045</b>
17	Other (Specify)	n/a	n/a	n/a	n/a	n/a	n/a	<b>n/a</b>

**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 CTE cluster.

## **SECTION III:** PERKINS V CORE INDICATORS OF PERFORMANCE

# SECONDARY LEVEL

## 1S1: Four-Year Graduation Rate

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

**Denominator Definition:** All CTE concentrators who graduate high school, as measured by the reporting 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
1	Grand Total - UNDUPLICATED	6884	7063	97.47%	Exceed
<b>GENDER</b>					
2	Male	3712	3823	97.10%	Exceed
3	Female	3172	3240	97.90%	Exceed
<b>MAJOR RACIAL AND ETHNIC GROUPS (ESEA)</b>					
4	American Indian or Alaskan Native	20	20	100.00%	Exceed
5	Asian	3011	3065	98.24%	Exceed
	Chinese	231	234	98.72%	Exceed
	Filipino	2041	2083	97.98%	Exceed
	Japanese	557	562	99.11%	Exceed
	Korean	50	52	96.15%	Exceed
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	100	100	100.00%	Exceed
	Other Asian	32	34	94.12%	Exceed
6	Black or African American	82	82	100.00%	Exceed
7	Hispanic or Latino	545	557	97.85%	Exceed
8	Native Hawaiian or Other Pacific Islander	2009	2096	95.85%	Exceed
9	White	616	633	97.31%	Exceed
10	Two or More Races	601	610	98.52%	Exceed
<b>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</b>					
11	Individuals with Disabilities	509	544	93.57%	Exceed
12	Individuals from Economically Disadvantaged Families	2710	2824	95.96%	Exceed
13	Individuals Preparing for Non-traditional Fields	2324	2379	97.69%	Exceed
14	Single Parents <sup>o</sup>	Unavailable	Unavailable	n/a	n/a
15	Out of Workforce Individuals <sup>o</sup>	Unavailable	Unavailable	n/a	n/a
16	English Learners	323	347	93.08%	Exceed
17	Homeless Individuals	48	55	87.27%	Exceed
18	Youth in Foster Care	25	27	92.59%	Exceed
19	Youth with Parent in Active Military	69	69	100.00%	Exceed
20	Migrant Students <sup>o</sup>	Unavailable	Unavailable	n/a	n/a
<b>CAREER CLUSTERS (DUPLICATED)</b>					
21	Agriculture, Food & Natural Resources	758	793	95.59%	Exceed
22	Architecture & Construction	1041	1072	97.11%	Exceed
23	Arts, A/V Technology & Communications	1397	1428	97.83%	Exceed
24	Business Management & Administration	527	536	98.32%	Exceed
25	Education & Training	134	138	97.10%	Exceed
26	Finance**	Not Offered	Not Offered	n/a	n/a
27	Government & Public Administration**	Not Offered	Not Offered	n/a	n/a
28	Health Science	1288	1299	99.15%	Exceed
29	Hospitality & Tourism	1534	1570	97.71%	Exceed
30	Human Services**	Not Offered	Not Offered	n/a	n/a
31	Information Technology	171	172	99.42%	Exceed
32	Law, Public Safety, Corrections & Security**	Not Offered	Not Offered	n/a	n/a
33	Manufacturing	180	184	97.83%	Exceed
34	Marketing	335	341	98.24%	Exceed
35	Science, Technology, Engineering & Mathematics	552	562	98.22%	Exceed
36	Transportation, Distribution & Logistics	780	804	97.01%	Exceed
37	Other: Please Identify:**	Not Offered	Not Offered	n/a	n/a

### Additional Information:

**State-Determined Performance Level (SDPL):** 88% Exceed  
**Federal Requirement (90% of SDPL):** 79.2% Met  
 <79.2%: Not-Met

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

\*\* The Hawai'i Department of Education (only eligible secondary recipient) did not offer courses in the following career clusters in the 2020-2021 academic year: Finance, Government and Public Administration, Human Services, and Law & Public Safety.

## 2S1: Academic Proficiency in Reading/Language Arts

**Numerator Definition:** Number of CTE concentrators who achieved reading / language arts 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 described in section 1111(b)(2) of such Act; whose scores were included in the computation of the State's secondary education Academic Achievement indicator, and who in the reporting year left secondary education.

**Denominator Definition:** Number of CTE concentrators who took the ESEA assessments in reading / language arts whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.

**Additional Information:**

Chart data unavailable.

*Smarter-Balanced Testing in the Hawai'i Department of Education was canceled in Spring 2020 due to the interruption caused by the COVID-19 pandemic. Smarter-Balanced Tests are completed in the spring of a student's junior year, therefore, there were no scores available for the graduating Class of 2021.*

## 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 and who in the reporting year left secondary education.

**Denominator Definition:** Number of CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.

**Additional Information:**

Chart data unavailable.

*Smarter-Balanced Testing in the Hawai'i Department of Education was canceled in Spring 2020 due to the interruption caused by the COVID-19 pandemic. Smarter-Balanced Tests are completed in the spring of a student's junior year, therefore, there were no scores available for the graduating Class of 2021.*

## 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 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
1	Grand Total - UNDUPLICATED	5023	9521	52.76%	Exceed
<b>GENDER</b>					
2	Male	2811	5269	53.35%	Exceed
3	Female	2212	4252	52.02%	Exceed
<b>MAJOR RACIAL AND ETHNIC GROUPS (ESEA)</b>					
4	American Indian or Alaskan Native	7	17	41.18%	Exceed
5	Asian	2801	4798	58.38%	Exceed
	Chinese	193	334	57.78%	Exceed
	Filipino	1692	3172	53.34%	Exceed
	Japanese	709	981	72.27%	Exceed
	Korean	46	74	62.16%	Exceed
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	124	188	65.96%	Exceed
	Other Asian	37	49	75.51%	Exceed
6	Black or African American	43	90	47.78%	Exceed
7	Hispanic or Latino	316	690	45.80%	Exceed
8	Native Hawaiian or Other Pacific Islander	754	2212	34.09%	Exceed
9	White	597	870	68.62%	Exceed
10	Two or More Races	505	844	59.83%	Exceed
<b>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</b>					
11	Individuals with Disabilities	53	431	12.30%	Not-met
12	Individuals from Economically Disadvantaged Families	1369	3284	41.69%	Exceed
13	Individuals Preparing for Non-traditional Fields	1704	3280	51.95%	Exceed
14	Single Parents <sup>o</sup>	Unavailable	Unavailable	n/a	n/a
15	Out of Workforce Individuals <sup>o</sup>	Unavailable	Unavailable	n/a	n/a
16	English Learners	*	324	*	*
17	Homeless Individuals	18	47	38.30%	Exceed
18	Youth in Foster Care	*	26	*	*
19	Youth with Parent in Active Military	50	76	65.79%	Exceed
20	Migrant Students <sup>o</sup>	Unavailable	Unavailable	n/a	n/a
<b>CAREER CLUSTERS (DUPLICATED)</b>					
21	Agriculture, Food & Natural Resources	267	839	31.82%	Exceed
22	Architecture & Construction	862	1586	54.35%	Exceed
23	Arts, A/V Technology & Communications	1146	1971	58.14%	Exceed
24	Business Management & Administration	501	879	57.00%	Exceed
25	Education & Training	128	228	56.14%	Exceed
26	Finance**	Not Offered	Not Offered	n/a	n/a
27	Government & Public Administration**	Not Offered	Not Offered	n/a	n/a
28	Health Science	1130	1906	59.29%	Exceed
29	Hospitality & Tourism	740	1940	38.14%	Exceed
30	Human Services**	Not Offered	Not Offered	n/a	n/a
31	Information Technology	272	357	76.19%	Exceed
32	Law, Public Safety, Corrections & Security**	Not Offered	Not Offered	n/a	n/a
33	Manufacturing	81	228	35.53%	Exceed
34	Marketing	307	530	57.92%	Exceed
35	Science, Technology, Engineering & Mathematics	682	976	69.88%	Exceed
36	Transportation, Distribution & Logistics	380	980	38.78%	Exceed
37	Other: Please Identify:**	Not Offered	Not Offered	n/a	n/a

**Additional Information:**

**State-Determined Performance Level (SDPL):** 21% Exceed  
**Federal Requirement (90% of SDPL):** 18.9% Met  
 <18.9%: Not-Met

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

\*\* The Hawai'i Department of Education (only eligible secondary recipient) did not offer courses in the following career clusters in the 2020-2021 academic year: Finance, Government and Public Administration, Human Services, and Law & Public Safety.

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

## 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 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
1	Grand Total - UNDUPLICATED	3524	6884	51.19%	Exceed
<b>GENDER</b>					
2	Male	1573	3712	42.38%	Met
3	Female	1951	3172	61.51%	Exceed
<b>MAJOR RACIAL AND ETHNIC GROUPS (ESEA)</b>					
4	American Indian or Alaskan Native	5	20	25.00%	Not-met
5	Asian	1887	3011	62.67%	Exceed
	Chinese	187	231	80.95%	Exceed
	Filipino	1138	2041	55.76%	Exceed
	Japanese	433	557	77.74%	Exceed
	Korean	35	50	70.00%	Exceed
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	70	100	70.00%	Exceed
	Other Asian	24	32	75.00%	Exceed
6	Black or African American	47	82	57.32%	Exceed
7	Hispanic or Latino	233	545	42.75%	Met
8	Native Hawaiian or Other Pacific Islander	697	2009	34.69%	Not-met
9	White	313	616	50.81%	Exceed
10	Two or More Races	342	601	56.91%	Exceed
<b>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</b>					
11	Individuals with Disabilities	130	509	25.54%	Not-met
12	Individuals from Economically Disadvantaged Families	1112	2710	41.03%	Not-met
13	Individuals Preparing for Non-traditional Fields	1284	2324	55.25%	Exceed
14	Single Parents <sup>o</sup>	Unavailable	Unavailable	n/a	n/a
15	Out of Workforce Individuals <sup>o</sup>	Unavailable	Unavailable	n/a	n/a
16	English Learners	97	323	30.03%	Not-met
17	Homeless Individuals	14	48	29.17%	Not-met
18	Youth in Foster Care	9	25	36.00%	Not-met
19	Youth with Parent in Active Military	46	69	66.67%	Exceed
20	Migrant Students <sup>o</sup>	Unavailable	Unavailable	n/a	n/a
<b>CAREER CLUSTERS (DUPLICATED)</b>					
21	Agriculture, Food & Natural Resources	243	758	32.06%	Not-met
22	Architecture & Construction	414	1041	39.77%	Not-met
23	Arts, A/V Technology & Communications	723	1397	51.75%	Exceed
24	Business Management & Administration	338	527	64.14%	Exceed
25	Education & Training	81	134	60.45%	Exceed
26	Finance**	Not Offered	Not Offered	n/a	n/a
27	Government & Public Administration**	Not Offered	Not Offered	n/a	n/a
28	Health Science	908	1288	70.50%	Exceed
29	Hospitality & Tourism	736	1534	47.98%	Exceed
30	Human Services**	Not Offered	Not Offered	n/a	n/a
31	Information Technology	92	171	53.80%	Exceed
32	Law, Public Safety, Corrections & Security**	Not Offered	Not Offered	n/a	n/a
33	Manufacturing	58	180	32.22%	Not-met
34	Marketing	225	335	67.16%	Exceed
35	Science, Technology, Engineering & Mathematics	334	552	60.51%	Exceed
36	Transportation, Distribution & Logistics	237	780	30.38%	Not-met
37	Other: Please Identify:**	Not Offered	Not Offered	n/a	n/a

**Additional Information:**

**State-Determined Performance Level (SDPL):** 47% Exceed  
**Federal Requirement (90% of SDPL):** 42.3% Met  
 <42.3%: Not-Met

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

\*\* The Hawai'i Department of Education (only eligible secondary recipient) did not offer courses in the following career clusters in the 2020-2021 academic year: Finance, Government and Public Administration, Human Services, and Law & Public Safety.

## 4S1: Non-Traditional Program Concentration

**Numerator Definition:** Number of CTE concentrators, from underrepresented gender groups, in career and technical education 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
1	Grand Total - UNDUPLICATED	5400	16651	32.43%	Exceed
<b>GENDER</b>					
2	Male	1191	9025	13.20%	Not-met
3	Female	4209	7626	55.19%	Exceed
<b>MAJOR RACIAL AND ETHNIC GROUPS (ESEA)</b>					
4	American Indian or Alaskan Native	18	44	40.91%	Exceed
5	Asian	2277	7415	30.71%	Exceed
	Chinese	153	523	29.25%	Exceed
	Filipino	1607	5119	31.39%	Exceed
	Japanese	386	1331	29.00%	Exceed
	Korean	31	120	25.83%	Exceed
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	72	243	29.63%	Exceed
	Other Asian	28	79	35.44%	Exceed
6	Black or African American	64	165	38.79%	Exceed
7	Hispanic or Latino	462	1385	33.36%	Exceed
8	Native Hawaiian or Other Pacific Islander	1630	4719	34.54%	Exceed
9	White	513	1509	34.00%	Exceed
10	Two or More Races	436	1414	30.83%	Exceed
<b>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</b>					
11	Individuals with Disabilities	337	1216	27.71%	Exceed
12	Individuals from Economically Disadvantaged Families	2368	7023	33.72%	Exceed
13	Individuals Preparing for Non-traditional Fields	Unavailable	Unavailable	n/a	n/a
14	Single Parents <sup>o</sup>	Unavailable	Unavailable	n/a	n/a
15	Out of Workforce Individuals <sup>o</sup>	Unavailable	Unavailable	n/a	n/a
16	English Learners	249	838	29.71%	Exceed
17	Homeless Individuals	46	143	32.17%	Exceed
18	Youth in Foster Care	28	65	43.08%	Exceed
19	Youth with Parent in Active Military	57	190	30.00%	Exceed
20	Migrant Students <sup>o</sup>	Unavailable	Unavailable	n/a	n/a
<b>CAREER CLUSTERS (DUPLICATED)</b>					
21	Agriculture, Food & Natural Resources	596	1726	34.53%	Exceed
22	Architecture & Construction	366	2432	15.05%	Not-met
23	Arts, A/V Technology & Communications	1947	3428	56.80%	Exceed
24	Business Management & Administration	549	1192	46.06%	Exceed
25	Education & Training	100	298	33.56%	Exceed
26	Finance**	Not Offered	Not Offered	n/a	n/a
27	Government & Public Administration**	Not Offered	Not Offered	n/a	n/a
28	Health Science	557	2794	19.94%	Not-met
29	Hospitality & Tourism	1865	3427	54.42%	Exceed
30	Human Services**	Not Offered	Not Offered	n/a	n/a
31	Information Technology	39	404	9.65%	Not-met
32	Law, Public Safety, Corrections & Security**	Not Offered	Not Offered	n/a	n/a
33	Manufacturing	38	394	9.64%	Not-met
34	Marketing	222	779	28.50%	Exceed
35	Science, Technology, Engineering & Mathematics	124	1372	9.04%	Not-met
36	Transportation, Distribution & Logistics	176	1718	10.24%	Not-met
37	Other: Please Identify:**	Not Offered	Not Offered	n/a	n/a

**Additional Information:**

State-Determined Performance Level (SDPL): 25% Exceed  
 Federal Requirement (90% of SDPL): 22.5% Met  
 <22.5%: Not-Met

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

\*\* The Hawai'i Department of Education (only eligible secondary recipient) did not offer courses in the following career clusters in the 2020-2021 academic year: Finance, Government and Public Administration, Human Services, and Law & Public Safety.

## 5S2: Program Quality – Attained Postsecondary Credits

**Numerator Definition:** CTE concentrators having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.

**Denominator Definition:** All CTE concentrators.

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Exceed, Met, Not-met 90% of SDPL	Rating
1	Grand Total - UNDUPLICATED	1669	16651	10.02%	Exceed
<b>GENDER</b>					
2	Male	605	9025	6.70%	Exceed
3	Female	1064	7626	13.95%	Exceed
<b>MAJOR RACIAL AND ETHNIC GROUPS (ESEA)</b>					
4	American Indian or Alaskan Native	3	44	6.82%	Exceed
5	Asian	888	7415	11.98%	Exceed
	Chinese	63	523	12.05%	Exceed
	Filipino	612	5119	11.96%	Exceed
	Japanese	175	1331	13.15%	Exceed
	Korean	12	120	10.00%	Exceed
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	17	243	7.00%	Exceed
	Asian two or more & Other	9	79	11.39%	Exceed
6	Black or African American	9	165	5.45%	Exceed
7	Hispanic or Latino	94	1385	6.79%	Exceed
8	Native Hawaiian or Other Pacific Islander	404	4719	8.56%	Exceed
9	White	150	1509	9.94%	Exceed
10	Two or More Races	121	1414	8.56%	Exceed
<b>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</b>					
11	Individuals with Disabilities	29	1216	2.38%	Not-met
12	Individuals from Economically Disadvantaged Families	588	7023	8.37%	Exceed
13	Individuals Preparing for Non-traditional Fields	632	5400	11.70%	Exceed
14	Single Parents <sup>o</sup>	Unavailable	Unavailable	n/a	n/a
15	Out of Workforce Individuals <sup>o</sup>	Unavailable	Unavailable	n/a	n/a
16	English Learners	15	838	1.79%	Not-met
17	Homeless Individuals	7	143	4.90%	Met
18	Youth in Foster Care	*	65	*	n/a
19	Youth with Parent in Active Military	*	190	*	n/a
20	Migrant Students <sup>o</sup>	Unavailable	Unavailable	n/a	n/a
<b>CAREER CLUSTERS (DUPLICATED)</b>					
21	Agriculture, Food & Natural Resources	107	1726	6.20%	Exceed
22	Architecture & Construction	174	2432	7.15%	Exceed
23	Arts, A/V Technology & Communications	308	3428	8.98%	Exceed
24	Business Management & Administration	207	1192	17.37%	Exceed
25	Education & Training	57	298	19.13%	Exceed
26	Finance**	Not Offered	Not Offered	n/a	n/a
27	Government & Public Administration**	Not Offered	Not Offered	n/a	n/a
28	Health Science	528	2794	18.90%	Exceed
29	Hospitality & Tourism	242	3427	7.06%	Exceed
30	Human Services**	Not Offered	Not Offered	n/a	n/a
31	Information Technology	47	404	11.63%	Exceed
32	Law, Public Safety, Corrections & Security**	Not Offered	Not Offered	n/a	n/a
33	Manufacturing	39	394	9.90%	Exceed
34	Marketing	96	779	12.32%	Exceed
35	Science, Technology, Engineering & Mathematics	171	1372	12.46%	Exceed
36	Transportation, Distribution & Logistics	92	1718	5.36%	Exceed
37	Other: Please Identify:**	Not Offered	Not Offered	n/a	n/a

**Additional Information:**

**State-Determined Performance Level (SDPL):** 5% Exceed  
**Federal Requirement (90% of SDPL):** 4.5% Met  
 <4.5%: Not-Met

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

\*\* The Hawai'i Department of Education (only eligible secondary recipient) did not offer courses in the following career clusters in the 2020-2021 academic year: Finance, Government and Public Administration, Human Services, and Law & Public Safety.

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

# POSTSECONDARY LEVEL

## 1P1: Postsecondary Placement

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

**Denominator Definition:** All CTE concentrators who graduate high school, as measured by the one-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
1	Grand Total - UNDUPLICATED	1444	1763	81.91%	Exceed
<b>GENDER</b>					
2	Male	689	852	80.87%	Exceed
3	Female	755	911	82.88%	Exceed
<b>MAJOR RACIAL AND ETHNIC GROUPS (ESEA)</b>					
4	American Indian or Alaskan Native	*	*	*	*
5	Asian	668	807	82.78%	Exceed
	Chinese	41	48	85.42%	Exceed
	Filipino	382	440	86.82%	Exceed
	Japanese	77	113	68.14%	Exceed
	Korean	25	35	71.43%	Exceed
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	14	22	63.64%	Exceed
	Other Asian (includes Other, Mixed, Asian Indian)	129	149	86.58%	Exceed
6	Black or African American	13	21	61.90%	Exceed
7	Hispanic or Latino	25	34	73.53%	Exceed
8	Native Hawaiian or Other Pacific Islander	393	456	86.18%	Exceed
9	White	157	206	76.21%	Exceed
10	Two or More Races	170	214	79.44%	Exceed
11	Unknown	*	*	*	*
<b>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</b>					
12	Individuals with Disabilities	34	49	69.39%	Exceed
13	Individuals from Economically Disadvantaged Families	684	816	83.82%	Exceed
14	Individuals Preparing for Non-traditional Fields	243	295	82.37%	Exceed
15	Single Parents	27	36	75.00%	Exceed
16	Out of Workforce Individuals	39	57	68.42%	Exceed
17	English Learners	63	100	63.00%	Exceed
18	Homeless Individuals	*	*	*	*
19	Youth in Foster Care	12	14	85.71%	Exceed
20	Youth with Parent in Active Military	*	*	*	*
<b>CAREER CLUSTERS (DUPLICATED)</b>					
21	Agriculture, Food & Natural Resources	*	*	*	*
22	Architecture & Construction	127	152	83.55%	Exceed
23	Arts, A/V Technology & Communications	55	81	67.90%	Exceed
24	Business Management & Administration	62	90	68.89%	Exceed
25	Education & Training	90	105	85.71%	Exceed
26	Finance	85	99	85.86%	Exceed
27	Government & Public Administration	Not Offered	Not Offered	n/a	n/a
28	Health Science	353	400	88.25%	Exceed
29	Hospitality & Tourism	258	328	78.66%	Exceed
30	Human Services	22	24	91.67%	Exceed
31	Information Technology	129	151	85.43%	Exceed
32	Law, Public Safety, Corrections & Security	114	142	80.28%	Exceed
33	Manufacturing	39	50	78.00%	Exceed
34	Marketing	*	*	*	*
35	Science, Technology, Engineering & Mathematics	23	30	76.67%	Exceed
36	Transportation, Distribution & Logistics	70	91	76.92%	Exceed
37	Other: Please Identify:	Not Offered	Not Offered	n/a	n/a
<b>PLACEMENT</b>					
38	Advanced Training	*	*	*	*
39	Military Service	*	*	*	*
40	National or Community Service, or Peace Corps	*	*	*	*
41	Employment	1153	1763	65.40%	Exceed
42	Postsecondary Education	1763	1763	100.00%	Exceed
43	Certificate	711			n/a
44	Associate Degree	1035			n/a
45	Baccalaureate Degree	17			n/a

**Additional Information:**

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

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

## 2P1: Earned Recognized Postsecondary Credential

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

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

Line	Population	Number of Students in the Numerator	Number of Students in the Denominator	Exceed, Met, Not-met 90% of SDPL	Rating
1	Grand Total - UNDUPLICATED	3087	4532	68.12%	Exceed
<b>GENDER</b>					
2	Male	1587	2366	67.08%	Exceed
3	Female	1500	2166	69.25%	Exceed
<b>MAJOR RACIAL AND ETHNIC GROUPS (ESEA)</b>					
4	American Indian or Alaskan Native	8	14	57.14%	Exceed
5	Asian	1420	2001	70.96%	Exceed
	Chinese	95	141	67.38%	Exceed
	Filipino	698	1007	69.31%	Exceed
	Japanese	258	325	79.38%	Exceed
	Korean	47	72	65.28%	Exceed
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	40	54	74.07%	Exceed
	Other Asian (includes Other, Mixed, Asian Indian)	282	402	70.15%	Exceed
6	Black or African American	39	64	60.94%	Exceed
7	Hispanic or Latino	55	82	67.07%	Exceed
8	Native Hawaiian or Other Pacific Islander	809	1222	66.35%	Exceed
9	White	333	516	64.53%	Exceed
10	Two or More Races	389	578	67.30%	Exceed
11	Unknown	34	55	61.82%	Exceed
<b>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</b>					
12	Individuals with Disabilities	43	82	52.44%	Exceed
13	Individuals from Economically Disadvantaged Families	1387	2043	67.89%	Exceed
14	Individuals Preparing for Non-traditional Fields	9	17	52.94%	Exceed
15	Single Parents	67	106	63.21%	Exceed
16	Out of Workforce Individuals	*	*	*	*
17	English Learners	168	232	72.41%	Exceed
18	Homeless Individuals	*	*	*	*
19	Youth in Foster Care	*	*	*	*
20	Youth with Parent in Active Military	*	*	*	*
<b>CAREER CLUSTERS (DUPLICATED)</b>					
21	Agriculture, Food & Natural Resources	36	61	59.02%	Exceed
22	Architecture & Construction	245	373	65.68%	Exceed
23	Arts, A/V Technology & Communications	154	308	50.00%	Exceed
24	Business Management & Administration	157	230	68.26%	Exceed
25	Education & Training	151	246	61.38%	Exceed
26	Finance	113	228	49.56%	Exceed
27	Government & Public Administration	Not Offered	Not Offered	n/a	n/a
28	Health Science	550	675	81.48%	Exceed
29	Hospitality & Tourism	581	776	74.87%	Exceed
30	Human Services	38	67	56.72%	Exceed
31	Information Technology	564	832	67.79%	Exceed
32	Law, Public Safety, Corrections & Security	265	415	63.86%	Exceed
33	Manufacturing	243	284	85.56%	Exceed
34	Marketing	9	13	69.23%	Exceed
35	Science, Technology, Engineering & Mathematics	50	91	54.95%	Exceed
36	Transportation, Distribution & Logistics	213	349	61.03%	Exceed
37	Other: Please Identify:	*	*	*	*

**Additional Information:**

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

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

## 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
1	Grand Total - UNDUPLICATED	760	2997	25.36%	Exceed
<b>GENDER</b>					
2	Male	198	1652	11.99%	Exceed
3	Female	562	1345	41.78%	Exceed
<b>MAJOR RACIAL AND ETHNIC GROUPS (ESEA)</b>					
4	American Indian or Alaskan Native	*	12	*	*
5	Asian	331	1206	27.45%	Exceed
	Chinese	20	88	22.73%	Exceed
	Filipino	178	645	27.60%	Exceed
	Japanese	35	144	24.31%	Exceed
	Korean	14	49	28.57%	Exceed
	Indo-Chinese (Ex. Cambodian, Vietnamese, Laotian)	*	25	*	*
	Other Asian (includes Other, Mixed, Asian Indian)	79	255	30.98%	Exceed
6	Black or African American	11	41	26.83%	Exceed
7	Hispanic or Latino	13	62	20.97%	Exceed
8	Native Hawaiian or Other Pacific Islander	211	846	24.94%	Exceed
9	White	91	365	24.93%	Exceed
10	Two or More Races	94	431	21.81%	Exceed
11	Unknown	7	34	20.59%	Exceed
<b>SPECIAL POPULATIONS (Section 3(48) of Perkins V and ESEA)</b>					
12	Individuals with Disabilities	18	86	20.93%	Exceed
13	Individuals from Economically Disadvantaged Families	333	1370	24.31%	Exceed
14	Individuals Preparing for Non-traditional Fields	n/a	n/a	n/a	n/a
15	Single Parents	17	49	34.69%	Exceed
16	Out of Workforce Individuals	23	91	25.27%	Exceed
17	English Learners	31	101	30.69%	Exceed
18	Homeless Individuals	*	*	*	*
19	Youth in Foster Care	6	23	26.09%	Exceed
20	Youth with Parent in Active Military	*	*	*	*
<b>CAREER CLUSTERS (DUPLICATED)</b>					
21	Agriculture, Food & Natural Resources	12	30	40.00%	Exceed
22	Architecture & Construction	36	314	11.46%	Exceed
23	Arts, A/V Technology & Communications	126	230	54.78%	Exceed
24	Business Management & Administration	54	126	42.86%	Exceed
25	Education & Training	*	151	*	*
26	Finance	*	*	*	*
27	Government & Public Administration	Not Offered	Not Offered	n/a	n/a
28	Health Science	165	628	26.27%	Exceed
29	Hospitality & Tourism	170	369	46.07%	Exceed
30	Human Services	*	*	*	*
31	Information Technology	130	690	18.84%	Exceed
32	Law, Public Safety, Corrections & Security	76	382	19.90%	Exceed
33	Manufacturing	17	117	14.53%	Exceed
34	Marketing	*	*	*	*
35	Science, Technology, Engineering & Mathematics	18	94	19.15%	Exceed
36	Transportation, Distribution & Logistics	17	211	8.06%	Not-met
37	Other: Please Identify:	*	*	*	*

**Additional Information:**

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

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



## SECTION IV : FINANCIAL STATUS

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

# INTERIM FINANCIAL STATUS REPORT (FSR) FORM

I: State Name:	HAWAII
II: Federal Funding Period:	07/01/2020-09/30/2021
III: Reporting Period:	07/01/2020-09/30/2021
IV: Accounting Basis:	0
V: Grant Award Numbers: State Basic Grant (Title I):	V048A200011
Tech Prep Grant (Title II):	
VI: Title I Grant Award Amount:	6247167
VI: Title II Grant Award Amount:	FALSE
VIII: Title II Funds Consolidated with Title I Funds:	
IX: Total Title I Funds (Title I Award + Title II Consolidated Funds):	
X: Total Title II Funds Remaining (Title II - Title II Consolidated Funds):	
* XI: Amended Interim FSR:	

	1	2	3	4	5
	Net Outlays Previously Reported	Total Outlays this Report Period	"Program Income Credit"	"Net outlays this report period (Columns 2 - 3)"	"Net outlays To Date (Columns 1 + 4)"
<b>* TOTAL TITLE I FUNDS *</b>					
<b>FUNDS FOR LOCAL DISTRIBUTION</b>					
<b>RESERVE</b>					
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 <b>Subtotal Reserve Funds (Row A + B)</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>FORMULA DISTRIBUTION</b>					
D Funds for Secondary Recipients	\$0.00	\$30,449,376.85	\$0.00	\$30,449,376.85	\$30,449,376.85
E Funds for Postsecondary Recipients	\$0.00	\$36,732,346.90	\$0.00	\$36,732,346.90	\$36,732,346.90
F <b>Total (Row H + I)</b>	<b>\$0.00</b>	<b>\$67,181,723.75</b>	<b>\$0.00</b>	<b>\$67,181,723.75</b>	<b>\$67,181,723.75</b>
G <b>TOTAL LOCAL USES OF FUNDS (Row F + J)</b>	<b>\$0.00</b>	<b>\$67,181,723.75</b>	<b>\$0.00</b>	<b>\$67,181,723.75</b>	<b>\$67,181,723.75</b>
<b>STATE LEADERSHIP</b>					
H Funds for State Institutions	\$0.00	\$28,877.00	\$0.00	\$28,877.00	\$28,877.00
I Funds for Nontraditional Preparation	\$0.00	\$1,500.00	\$0.00	\$1,500.00	\$1,500.00
J Funds for Special Population Recruitment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
K Funds for Other Leadership Activities	\$0.00	\$105,675.52	\$0.00	\$105,675.52	\$105,675.52
L <b>Subtotal Funds for State Leadership (Row H + I + J + K)</b>	<b>\$0.00</b>	<b>\$136,052.52</b>	<b>\$0.00</b>	<b>\$136,052.52</b>	<b>\$136,052.52</b>
<b>STATE ADMINISTRATION</b>					
M SUBTOTAL FUNDS FOR STATE ADMINISTRATION	\$0.00	\$752,251.86	\$0.00	\$752,251.86	\$752,251.86
N <b>TOTAL FUNDS</b>	<b>\$0.00</b>	<b>\$68,070,028.13</b>	<b>\$0.00</b>	<b>\$68,070,028.13</b>	<b>\$68,070,028.13</b>

**Additional Information:**

XII: Certification: I certify to the best of my knowledge and belief that this financial status report is accurate and complete.

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

	6 Non-Federal share of outlays	7 "Total Federal share of outlays (Columns 5 - 6)"	8 Federal share of unli- quidated 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	?	?
B	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
C	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	?	?
D	\$28,373,751.99	\$2,075,624.86	\$383,218.45	\$2,458,843.31	\$2,680,729.00	\$221,885.69
E	\$35,205,374.00	\$1,526,972.90	\$183,889.46	\$1,710,862.36	\$2,682,196.28	\$971,333.92
F	<b>\$63,579,125.99</b>	<b>\$3,602,597.76</b>	<b>\$567,107.91</b>	<b>\$4,169,705.67</b>	<b>\$5,362,925.28</b>	<b>\$1,193,219.61</b>
G	<b>\$63,579,125.99</b>	<b>\$3,602,597.76</b>	<b>\$567,107.91</b>	<b>\$4,169,705.67</b>	<b>\$5,362,925.28</b>	<b>\$1,193,219.61</b>
H	\$0.00	\$28,877.00	\$0.00	\$28,877.00	\$124,943.00	\$96,066.00
I	\$0.00	\$1,500.00	\$0.00	\$1,500.00	\$60,875.00	\$60,000.00
J	\$0.00	\$0.00	\$0.00	\$0.00	\$625.00	\$625.00
K	\$0.00	\$105,675.52	\$135,800.00	\$241,475.52	\$385,440.72	\$143,340.20
L	<b>\$0.00</b>	<b>\$136,052.52</b>	<b>\$135,800.00</b>	<b>\$271,852.52</b>	<b>\$571,883.72</b>	<b>\$300,031.20</b>
M	\$543,083.00	\$209,168.86	\$24,750.00	\$233,918.86	\$312,358.00	\$78,439.14
N	<b>\$64,122,208.99</b>	<b>\$3,947,819.14</b>	<b>\$727,657.91</b>	<b>\$4,675,477.05</b>	<b>\$6,247,167.00</b>	<b>\$1,571,689.95</b>

# FINAL FINANCIAL STATUS REPORT (FSR) FORM

I: State Name:	HAWAII
II: Federal Funding Period:	07/01/2019-09/30/2021
III: Reporting Period:	07/01/2019-09/30/2021
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	2	3	4	5
	Net Outlays Previously Reported	Total Outlays this Report Period	"Program Income Credit"	"Net outlays this report period (Columns 2 - 3)"	"Net outlays To Date (Columns 1 + 4)"
<b>A</b>	<b>* TOTAL TITLE I FUNDS *</b>				
<b>B</b>	<b>LOCAL USE OF FUNDS</b>				
<b>C</b>	<b>RESERVE</b>				
D	Funds for Secondary Recipients	\$0.00	\$340,531.00	\$0.00	\$340,531.00
E	Funds for Postsecondary Recipients	\$0.00	\$0.00	\$0.00	\$0.00
F	<b>Total (Row D + E)</b>	<b>\$0.00</b>	<b>\$340,531.00</b>	<b>\$0.00</b>	<b>\$340,531.00</b>
<b>G</b>	<b>FORMULA DISTRIBUTION</b>				
H	Funds for Secondary Recipients	\$28,649,388.81	\$507,032.54	\$0.00	\$29,156,421.35
I	Funds for Postsecondary Recipients	\$33,941,889.88	\$809,150.73	\$0.00	\$34,751,040.61
J	<b>Total (Row H + I)</b>	<b>\$62,591,278.69</b>	<b>\$1,316,183.27</b>	<b>\$0.00</b>	<b>\$63,907,461.96</b>
K	<b>TOTAL LOCAL USES OF FUNDS (Row F + J)</b>	<b>\$62,591,278.69</b>	<b>\$1,656,714.27</b>	<b>\$0.00</b>	<b>\$64,247,992.96</b>
<b>L</b>	<b>STATE LEADERSHIP</b>				
M	State Institutions	\$43,323.35	\$18,163.65	\$0.00	\$61,487.00
N	Nontraditional Training and Employment	\$3,265.71	\$56,734.29	\$0.00	\$60,000.00
O	Special Population Recruitment	\$0.00	\$321.00	\$0.00	\$321.00
P	Other Leadership Activities	\$147,074.11	\$11,983.28	\$0.00	\$159,057.39
Q	<b>TOTAL STATE LEADERSHIP (Row M + N + O + P)</b>	<b>\$193,663.17</b>	<b>\$87,202.22</b>	<b>\$0.00</b>	<b>\$280,865.39</b>
<b>R</b>	<b>STATE ADMINISTRATION</b>				
S	TOTAL STATE ADMINISTRATION	\$694,019.65	\$10,709.35	\$0.00	\$704,729.00
T	<b>TOTAL TITLE I FUNDS (Row K + P + R)</b>	<b>\$63,478,961.51</b>	<b>\$1,754,625.84</b>	<b>\$0.00</b>	<b>\$65,233,587.35</b>

**Additional Information:**

XII: Certification: I certify to the best of my knowledge and belief that this financial status report is accurate and complete.

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

	6	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 Unobligated Federal funds (Columns 10 - 9)"
A						
B						
C						
D	\$0.00	\$340,531.00	\$0.00	\$340,531.00	\$340,531.00	\$0.00
E	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
F	<b>\$0.00</b>	<b>\$340,531.00</b>	<b>\$0.00</b>	<b>\$340,531.00</b>	<b>\$340,531.00</b>	<b>\$0.00</b>
G						
H	\$26,475,692.35	\$2,680,729.00	\$0.00	\$2,680,729.00	\$2,680,729.00	\$0.00
I	\$32,029,369.00	\$2,721,671.61	\$0.00	\$2,721,671.61	\$2,721,671.61	\$0.00
J	<b>\$58,505,061.35</b>	<b>\$5,402,400.61</b>	<b>\$0.00</b>	<b>\$5,402,400.61</b>	<b>\$5,402,400.61</b>	<b>\$0.00</b>
K	<b>\$58,505,061.35</b>	<b>\$5,742,931.61</b>	<b>\$0.00</b>	<b>\$5,742,931.61</b>	<b>\$5,742,931.61</b>	<b>\$0.00</b>
L						
M	\$0.00	\$61,487.00	\$0.00	\$61,487.00	\$61,487.00	\$0.00
N	\$0.00	\$60,000.00	\$0.00	\$60,000.00	\$60,000.00	\$0.00
O	\$0.00	\$321.00	\$0.00	\$321.00	\$321.00	\$0.00
P	\$0.00	\$159,057.39	\$0.00	\$159,057.39	\$159,057.39	\$0.00
Q	<b>\$0.00</b>	<b>\$280,865.39</b>	<b>\$0.00</b>	<b>\$280,865.39</b>	<b>\$280,865.39</b>	<b>\$0.00</b>
R						
S	\$579,729.00	\$125,000.00	\$0.00	\$125,000.00	\$125,000.00	\$0.00
T	<b>\$59,084,790.35</b>	<b>\$6,148,797.00</b>	<b>\$0.00</b>	<b>\$6,148,797.00</b>	<b>\$6,148,797.00</b>	<b>\$0.00</b>

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## SECTION V : USES OF FUNDS

There are required and permissive uses of Perkins funds. The majority—at least 85%—of the funds received by Hawai'i goes directly to the HDOE and the University of Hawai'i Community Colleges (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% of this amount must be made available to serve individuals in State correctional institutions (In Hawai'i: 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. As of July 1, 2021, Hawai'i P-20 Partnerships for Education merged with the Office of the State Director for CTE and is now 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 2020-2021.

## PROFESSIONAL DEVELOPMENT

### Hawai'i Academies

Perkins Leadership funds were used to support the professional development of CTE teachers, support personnel, and administrators from July 1, 2020 through June 30, 2021 through the Hawai'i Academies Leadership Collaborative, which includes 24 HIDOE high schools. CTE teachers, administrators, and support personnel from each of the 24 Hawai'i Academy High Schools were supported in the use of state- and school-level data to analyze economic, occupational, postsecondary, and student indicators to determine program misalignment, student access inequalities, and promising practices to inform the development of school-level actionable strategic plans to address targeted need areas through monthly in-person and virtual all-day professional development sessions during the 2020-2021 academic year.

The goal of these efforts are to: 1) increase the number of students who enroll and complete a high-quality HIDOE CTE program, 2) increase the number of CTE participants and completers who score at proficient or advanced levels on state assessments, 3) increase the number of students who participate and complete high-quality work-based learning experiences, and 4) increase the number of CTE students who matriculate to a credentialed postsecondary program in the industry/occupation they studied through their chosen high school CTE program.

### Project-Based Learning

Perkins Leadership funds were used to facilitate a professional development opportunity for all HIDOE schools and teachers on embedding specific program-of-study work-based learning activities into project based learning that leads to a capstone experience in an academy model. CTE teachers participated in standards-based interdisciplinary planning and training while examining content standards through an interdisciplinary lens to discover common concepts and skills. Over the course of the academic year, teachers developed two Project-Based Learning units aligned to content and priority standards, identified learning targets and success criteria, and included a teacher experiential learning experience (TELE).

## NON-TRADITIONAL OCCUPATIONS

### Specialized Tableau Dashboards

The University of Hawai'i Community Colleges (UHCCs) utilized Perkins Leadership funds to expand the development of data collection, data dashboards, and visualization capacities related to non-traditional students in CTE programs. The expansion of data dashboards and the data collection system has provided each of the seven community colleges in the UHCC system more timely access to program data and enhanced the reporting of underrepresented groups and special populations including students preparing for non-traditional fields. Utilization of dashboards dedicated to non-traditional students will inform stakeholders in the creation of projects and initiatives to improve student participation in non-traditional fields.

## **Windward Community College - Veterinary Technology Program**

Male students in the Veterinary Technology Program 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. Perkins Leadership funds were provided to the community college with the only Veterinary Technology Program in the state to develop outreach materials and conduct outreach activities to promote the program to nontraditional male students at the secondary school level particularly those students whose parent is a member of the armed forces and is on active duty, or in the veterinary care industry.

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. Outreach included recruitment materials printed in five print publications including Island Dog Magazine, Military Newcomers Guide, Kāne'ohe Magazine, Go Kailua Magazine, and the Honolulu Star-Advertiser. Videos were also created for outreach and used in presentations, online, and television. CTE poster sets highlighting Veterinary Technology as a career option were created and provided to 90% of HIDOE middle and high schools. In the 2021-22 academic year, the Veterinary Technology program saw a significant increase in male students with three coming from the Neighbor Islands.

## **SUPPORTING CAREER PATHWAYS**

The Hawai'i Department of Education utilized Perkins funding to support its transition from 6 career pathways to 13 career pathways. The 13 career pathways include new programs of study, content standards, and work-based learning standards.

Perkins funds were used to support teacher professional development on new courses and standards, development of Pathway Advisory Councils, teacher workgroups, and coordination of work-based learning opportunities. HIDOE is currently in Year 2 of its 4-year career pathway rollout timeline.

## **MOVING CTE PROGRAMS ONLINE**

The COVID-19 pandemic created a need for many traditionally in-person CTE programs to move to a virtual modality. The UHCCs re-prioritized Perkins funds to support moving CTE programs online to continue to support students' academic achievement and degree progression. Specialized simulation software, SmartCarts, equipment, materials, and tools were purchased to support the online and/or hybrid delivery of Nursing, Automotive Technology, Fire Science, Electrical Installation and Maintenance Technology, Construction Technology, Hospitality, Occupational Therapy Assistant, Physical Therapist Assistant, and Veterinary Technology programs.

## DEPARTMENT OF PUBLIC SAFETY

The Department of Public Safety's 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. The department is pleased to report the benefit of FY 2021 Perkins funding for the incarcerated women at the Women's Community Correctional Center (WCCC) and the women at the Oahu Community Correctional Center as well as the men at the Halawa Correctional Facility (HCF) and at the Waiawa Correctional Facility (WCF).

### Culinary Arts, WCCC

The culinary training at the Women's Community Correctional Center provides a quality education in Culinary Arts. It is an accredited program delivered by the Kapi'olani Community College (Kap CC) through a Memorandum of Agreement with the Department of Public Safety PSD. Women who finished the program in the facility may enroll in the Culinary Arts Program at KCC. The credits earned at WCCC are transferable to Kap CC. 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 nationally recognized certification. Women who completed and passed the four modules earned 14 college credits from Kap CC. Perkins Leadership funds paid for Modules 1, 2, and 4.

Culinary Arts	Enrolled	Completed	Percentage
Module 1 - Intro to Culinary Industry	8	8	100%
Module 2 - Safety and Sanitation	12	10	83%
Module 4 - Intermediate Cookery	12	12	100%

### The Office Worker Business Application Program

This program is composed of modules designed to prepare students interested in entering careers in the business environment. The program has been modified to cover the following: Essential Computer Skills, Microsoft Word: Beginner and Intermediate, and Microsoft Excel: Beginner and Intermediate. The program is delivered by the Leeward Community College Office of Continuing Education and Workforce Development through a Memorandum of Agreement with the Department of Public Safety.

Participants who completed and passed each module earned a Certificate of Completion, and those who completed and passed all the modules received a Certificate of Professional Development from the college. The Office Worker Business Application courses offered in HCF, WCCC and WCF were funded by Perkins Leadership funds.

Office Worker Business Application - Essential Computer Skills	Enrolled	Completed	Percentage
HCF	11	8	100%

Microsoft Work: Intro & Intermediate	Enrolled	Completed	Percentage
WCCC	14	7	50%
WCF	10	9	90%

Microsoft Excel: Intro & Intermediate	Enrolled	Completed	Percentage
WCCC	9	7	78%
WCF	10	10	100%

## Financial Literacy

This course is a month-long program of highly relevant lessons in major aspects of personal finance and money management on the theme of Earn-Build-Protect. The lessons include an exploration of employment and income, employee benefits, education's link to income, and understanding of wealth vs. income, saving, budgeting, credit and credit cards, insurance, basic investing and more. A total of 92 students enrolled of which 50 completed.

Facility	Enrolled	Completed	Percentage
HCF	20	11	55%
OCCC	24	15	63%
WCCC	26	13	50%
WCF	22	11	50%

## References

<sup>1</sup> <https://www.congress.gov/bill/115th-congress/house-bill/2353/text>

<sup>2</sup> [https://www.capitol.hawaii.gov/hrsarchive/hrs2006/Vol05\\_Ch02](https://www.capitol.hawaii.gov/hrsarchive/hrs2006/Vol05_Ch02)



# **2021 Career and Technical Education Annual Report**

## **CTE Highlights & New Directions**

May 19, 2022



HAWAI'I

21

JULY 1, 2020 - JUNE 30, 2021

CAREER AND TECHNICAL EDUCATION

ANNUAL REPORT



# NEW PERKINS V REPORTING REQUIREMENTS 2021

- First year states are reporting on Perkins V Core Indicators of Performance
- Disaggregation of state-level outcomes on Perkins V Core Indicators of Performance
  - Gender, race/ethnicity, special populations, career clusters
- State-determined performance levels (SDPL) for each indicator were set in the Perkins V State Plan
- Revised Federal definitions of participant and concentrator



# A SNAPSHOT OF CTE IN HAWAI'I

Consolidated Annual Reporting (CAR) Year	2019	2020	2021
<b>FUNDING</b>			
Perkins Grant Amount - Hawai'i	\$5,804,502	\$6,148,797	\$ 6,247,167
State Funding for CTE: HIDOE and UHCCs	\$56,556,937	\$58,505,062	\$ 63,579,126
<b>TOTAL State and Federal CTE Funding</b>	<b>\$62,361,439</b>	<b>\$64,653,859</b>	<b>\$ 68,826,293</b>
<b>STUDENT PARTICIPATION</b>			
<b>Participants*</b>			
Secondary	26,076	27,674	26,256
Postsecondary	8,685	6,870	6,523
<b>Total Number of Participants</b>	<b>34,761</b>	<b>34,544</b>	<b>32,789</b>
<b>Concentrators**</b>			
Secondary	6,141	16,684	16,651
Postsecondary	6,021	4,532	4,304
<b>Total Number of Concentrators</b>	<b>12,162</b>	<b>21,216</b>	<b>20,955</b>



# PERKINS V CORE INDICATORS OF PERFORMANCE HIDOE 2020-2021

CORE INDICATOR OR PERFORMANCE	STATE-DETERMINED LEVEL OF PERFORMANCE	RESULT	
1S1: Four-Year Graduation Rate	88%	97.47%	Exceed
2S1: Academic Proficiency in Reading/Language Arts	43%	Unavailable	
2S2: Academic Proficiency in Mathematics	20%	Unavailable	
2S3: Academic Proficiency in Science	21%	52.76%	Exceed
3S1: Post-Program Placement	47%	51.19%	Exceed
4S1: Non-Traditional Program Concentration	25%	32.43%	Exceed
5S2: Program Quality - Attained Postsecondary Credits	5%	10.02%	Exceed

# PERKINS V CORE INDICATORS OF PERFORMANCE UHCC 2020-2021

CORE INDICATOR OR PERFORMANCE	STATE-DETERMINED LEVEL OF PERFORMANCE	RESULT	
		IPI: Postsecondary Placement	33%
2PI: Earned Recognized Postsecondary Credential	33%	68.12%	Exceed
3PI: Non-traditional Program Concentration	10%	25.36%	Exceed



# CTE Highlights and New Directions

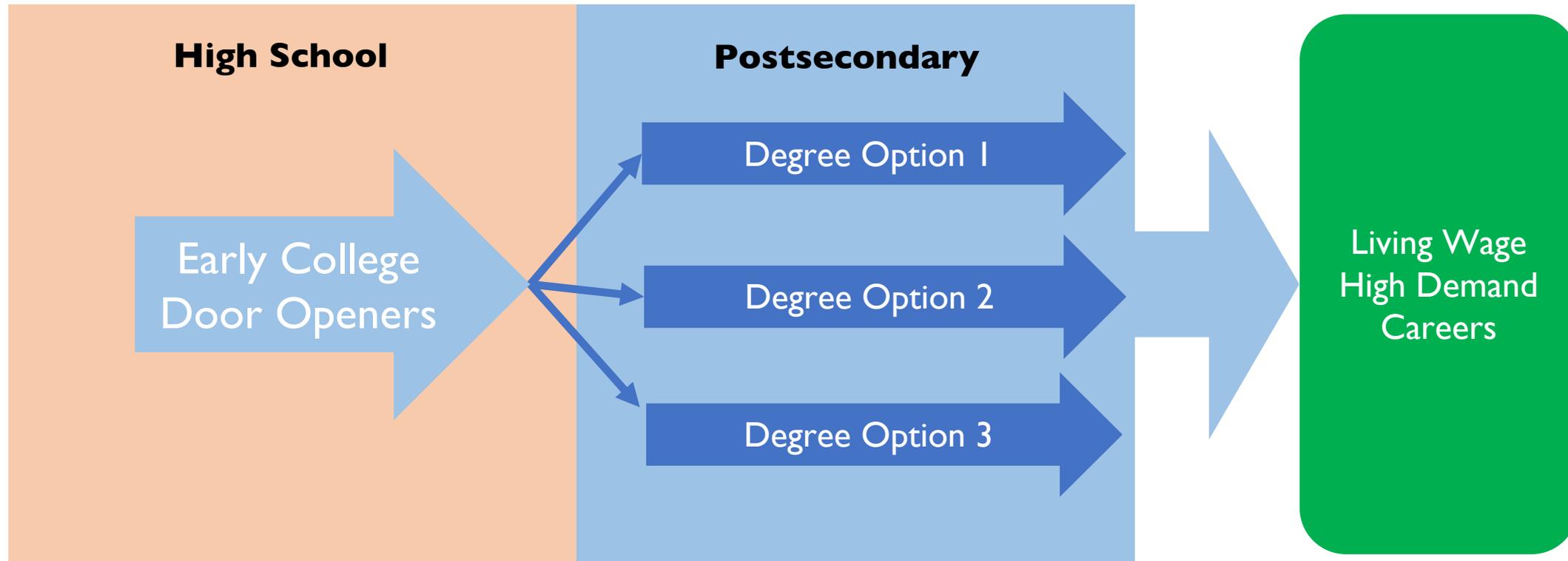


# CTE HIGHLIGHTS & NEW DIRECTIONS

1. Early College CTE Door Openers
2. Shared Online Early College Classes
3. Kealahou High School Automotive Mechanic Technology  
Early College Pilot Program



# EARLY COLLEGE CTE DOOR OPENERS



# EARLY COLLEGE CTE DOOR OPENERS

- Goal: To provide high schools clear guidance on high-leverage Early College CTE courses that align to postsecondary programs
- Identify postsecondary courses that meet degree requirements for multiple degrees in a career pathway
  - CTE & Academic courses
- Recommend Early College course sequencing in high school
- Accelerated degree completion
- Communicates transferability within the UH System



# PILOT: SHARED ONLINE EARLY COLLEGE CLASSES

- Spring 2022
  - 4 Community Colleges (Kapi'olani CC, Kaua'i CC, UH Maui College, Windward CC)
  - 6 classes (ICS 101)
  - 22 high schools
- Funded by Governor's Emergency Educational Relief Fund (GEERF) for Hawai'i Academies
- Future: Expansion of shared online Early College classes and CTE course offerings



# KEALAKEHE HIGH SCHOOL AUTOMOTIVE MECHANIC TECHNOLOGY EARLY COLLEGE PILOT PROGRAM

- Shortage of automotive technicians in West Hawai'i
  - Labor market demand; no training program in the region
- High school students complete 50% of a 2-year associate's degree in high school through Early College courses.
- After high school, students enroll in college and earn an associate's degree in one year.
  - First cohort: 9 students completed high school portion and enrolled at Hawai'i CC
- First cohort completing an associate's degree in Spring 2022
  - 8 students projected to graduate in Spring 2022

