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

*Board business not completed on this day will be taken up on another day and time
announced at the conclusion of the meeting.*

Date: Thursday, April 17, 2025
Time: 2:30 p.m.
Place: Kapiolani Community College
Kopiko 126 - 128
4303 Diamond Head Road
Honolulu, HI 96816

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

ORDER OF THE DAY

- I. Call Meeting to Order**
- II. Approval of the Minutes of the January 16, 2025 Meeting**
- III. Public Comment Period for Agenda Items:**

All communications from the Public to the Board of Regents is welcomed and distributed to all regents. To enable the Board to conduct its business, public comment at meetings may only be provided on agenda items noted below. Individuals who are unable to provide testimony at this time will be allowed an opportunity to testify when specific agenda items are called.

All comments on agenda items received after posting of this agenda and up to the end of the meeting will be distributed to the board as testimony. 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, U.S. mail at 2444 Dole Street, Bachman 103, Honolulu, HI 96822, or facsimile at (808) 956-5156.

Those wishing to provide oral testimony virtually may register [here](#). Individuals wishing to orally testify virtually are requested to register no later than 7:00 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.

This is a remote meeting by interactive conference technology under Section 92-3.7, Hawai'i Revised Statutes (HRS). Therefore, the meeting will continue

If you need an auxiliary aid/service or other accommodation due to a disability, contact the Board Office at (808) 956-8213 or bor@hawaii.edu as soon as possible. Requests made as early as possible have a greater likelihood of being fulfilled. Upon request, this notice is available in alternate/accessible formats.

notwithstanding loss of audiovisual communication with remote testifiers or loss of the public broadcast of the meeting.

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 Hawaii State Career and Technical Education State Plan (New Perkins V State Plan)
- B. Review and Approval of the Career and Technical Education Annual Report for the 2023-2024 Fiscal Year

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

JANUARY 16, 2025

A video recording of this meeting may be viewed at the Board of Regents website as follows:

[Meeting Video](#)

I. CALL TO ORDER

Chair Lee called the meeting to order at 9:34 a.m. on Thursday, January 16, 2025, at the University of Hawai'i (UH) at West Oahu, Campus Center, Room C208, 91-1001 Farrington Highway, Kapolei, Hawai'i, 96707, with regents participating from various locations.

Quorum (11): Chair Gabriel Lee; Vice-Chairs Laurie Tochiki and Laurel Loo; and Regents Neil Abercrombie, Lauren Akitake, Joshua Faumuina, William Haning, Wayne Higaki, Michael Miyahira, Diane Paloma, and Ernest Wilson.

Others in attendance: President Wendy Hensel; Vice President (VP) for Academic Strategy Debora Halbert; VP for Legal Affairs/UH General Counsel Carrie Okinaga; VP for Research and Innovation Vassilis Syrmos; VP for Information Technology/Chief Information Officer Garret Yoshimi; VP for Budget and Finance/Chief Financial Officer Kalbert Young; Interim VP for Community Colleges Della Teraoka; UH-Mānoa (UHM) Provost Michael Bruno; UH-West O'ahu Chancellor Maenette Benham; Hawai'i Community College Chancellor Susan Kazama; Kapi'olani Community College Chancellor Misaki Takabayashi; Leeward Community College Chancellor Carlos Peñaloza; Executive Administrator and Secretary of the Board of Regents (Board Secretary) Yvonne Lau; and others as noted.

II. APPROVAL OF THE MINUTES OF THE MAY 16, 2024, MEETING

Chair Lee inquired if there were any corrections to the minutes of the May 16, 2024, meeting which had been distributed. Hearing none, the minutes were approved.

III. PUBLIC COMMENT PERIOD

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

IV. AGENDA ITEMS

A. Update on Hawai'i State Career and Technical Education (CTE) Plan

Stephen Schatz, Executive Director of Hawai'i P-20 Partnerships for Education (Hawai'i P-20) and State Director for CTE, provided an update on the Hawai'i State CTE Plan, which is more commonly referred to as Hawai'i's Perkins V State Plan (Hawai'i Perkins Plan). He explained that, while Hawai'i's receipt of CTE grant monies via the federal Perkins V Act requires the development of a State level plan, there is no obligation for the plan to be revised by a certain timeline. However, leadership within the Hawai'i P-20/State CTE Office, Hawai'i State Department of Education (HiDOE), and University of Hawai'i (UH) determined it was time for the Hawai'i Perkins Plan to be revised and improved and recently embarked on a collaborative journey, along with other parties within the ecosystem of workforce development and education in Hawai'i, to do so. Executive Director Schatz then proceeded to share information on the membership of the team leading these efforts; offered some details on the new approach being considered for the Hawai'i Perkins Plan, such as improving alignment between the UH System Strategic Plan, the HiDOE Strategic and Implementation Plan, and the Workforce Innovation and Opportunity Act Unified State Plan in terms of workforce development objectives, strategies, and metrics; summarized some of the changes to the Hawai'i Perkins Plan being envisioned by the project lead team; and went over the goals of, and timeline for, this work, along with strategies to achieve the noted objectives. He also reviewed the mandatory 2025 – 2029 State-Determined Performance Levels for both HiDOE and UH's Community College System (UHCC), stressing they were tentative and, in his opinion, should be more aspirational; discussed the implementation of a requirement for each HiDOE high school and UHCC campus to submit a completed school or college-level Comprehensive Local Needs Assessment as well as the usefulness of this action; and touched upon the statewide distribution of Perkins V funds.

Referencing the table of proposed 2025-2029 State Determined Performance Levels in the materials packet, Regent Miyahira asked about the four-year graduation rates currently being experienced by Hawai'i's public high schools. Executive Director Schatz replied the four-year graduation rate for Hawai'i's public high school students presently sits at around 86 percent in general and 97 percent for CTE concentrators.

Regent Abercrombie questioned whether the Hawai'i Perkins Plan explored the establishment of apprenticeships in workforce need areas such as the building trades. Executive Director Schatz stated the Hawai'i Perkins Plan is more of a CTE direction setting document for HiDOE and UHCC and includes information about things like the use and management of nearly \$7 million in Perkins V funds received from the United States Department of Education (USDOE). While the document does not delve into the level of detail with respect to issues such as apprenticeships, the Hawai'i P-20/State CTE Office is supportive of these activities, especially when there is a labor market need.

A brief conversation took place between Regent Abercrombie and Executive Director Schatz on the value of apprenticeships and CTE programs, as well as the importance and benefits of coordinated efforts between Hawai'i P-20, educational institutions, and industry partners on these matters.

Regent Akitake sought further information about the Hawai'i P-20/State CTE Office's plans to utilize and alternatively distribute 15 percent of State-level reserve funds with a focus on particular areas of workforce interest. Executive Director Schatz stated the Hawai'i P-20/State CTE Office has been examining ways to strategically incentivize and encourage the development of workforce programs for areas where there is an emerging or known statewide employment need, in addition to the fields of healthcare, information technology, skilled trades, and education, and then using up to 15 percent of its reserve monies to finance these programs, possibly through a mini-grant process. Given this response, Regent Akitake asked what would be considered an emerging sector in Hawai'i. Executive Director Schatz replied that the Hawai'i P-20/State CTE Office has been in conversations with entities such as the State Department of Business, Economic Development and Tourism to identify emerging workforce sectors in Hawai'i. Some of the emerging sectors where the State is currently making investments include areas related to value-added product development, information technology, and media culture and the arts. However, Executive Director Schatz stressed the need to take a cautious approach when it comes to developing workforce programs associated with emerging sectors due to the uncertainty of future employment needs for these areas and the amount of time, effort, and resources needed to pivot CTE programming.

Regent Paloma inquired as to whether the Hawai'i P-20/State CTE Office foresaw any threats to federal CTE funding over the next four years in view of the change in presidential administrations. Although he could not hazard a guess about future threats to federal CTE funding under the current presidential administration, Executive Director Schatz stated the Hawai'i P-20/State CTE Office was taking a wait and see approach to the situation but noted the level of federal CTE funding did not diminish and the USDOE was committed to training for the skilled trades during the previous administration of President Trump.

Regent Abercrombie shared his thoughts on, and stressed the importance of, the skilled trades. Additionally, he voiced his concerns about the conditions of facilities used by the Hawai'i P-20/State CTE Office which, in his opinion, were unhealthy and unsuitable for habitation, let alone daily work. As such, he proposed future discussions be held on this matter and suggested the pursuit of funding to address this issue.

Regent Wilson asked about if there was a connection between the work being done by Hawai'i P-20 and the efforts of the State of Hawai'i Workforce Development Council (WDC). Executive Director Schatz stated Hawai'i P-20 has a close working relationship with the WDC. He also mentioned witnessing an increase in collaboration between educational entities and the WDC over the past few years.

B. Attainment of Industry-Recognized Credentials in Hawai'i's Education System Report

Executive Director Schatz spoke about the statutory requirements for the provision of an Annual Report on the Attainment of Industry-Recognized Credentials in Hawai'i by State Educational Systems and Agencies to the Legislature; briefly touched upon the methodology used to construct, as well as data contained within, the inaugural report; and spoke about some of the challenges faced in collecting data for the report.

V. ADJOURNMENT

There being no further business, Chair Lee adjourned the meeting at 9:06 a.m.

Respectfully Submitted,

Yvonne Lau
Executive Administrator and Secretary
of the Board of Regents

Hawai'i State Board for Career and Technical Education

April 17, 2025

Stephen Schatz, Executive Director, Hawai'i P-20

Agenda

- Review and Approval of the Hawai'i State Career and Technical Education Plan (New Perkins V State Plan)
- Review and Approval of the Career and Technical Education Annual Report 2023-2024

Hawai'i State Career and Technical Education (CTE) Plan

Hawai'i State CTE Plan

An integration of state and federal priorities into an implementation plan for Perkins V

Project Lead Team

Hawai'i P-20/State CTE Office

Warren Kawano (Career Pathways Strategy Director)
Jarret Yip (CTE Specialist)

Hawai'i Department of Education (HIDOE)

Wanelle Kaneshiro (Dir, Workforce Development)
Wendi Vincent (Administrator, Career Readiness)
Troy Sueoka (CTE Educational Specialist)
Danny Addis (CTE Educational Specialist)
Cindee Izuo (CTE District Resource Teacher - Honolulu District)

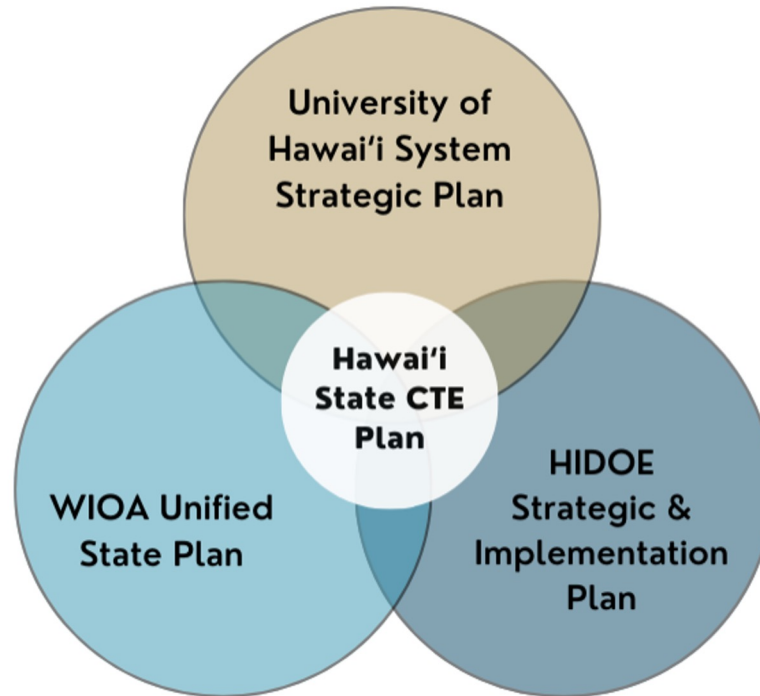
UH Community Colleges (UHCC)

Della Teraoka (Interim VP for Community Colleges)
Preshess Willets-Vaquilar (CTE Dean, Honolulu CC)
Laura Nagle (CTE Dean, UH Maui College)

Workforce/Industry

Cary Miyashiro (President, Quad D Solutions, Workforce Dev. Council)
Leslie Wilkins (Exec. Dir., Maui Economic Dev. Board, P-20 Council)
Tui Scanlan (President, Local 665, Workforce Dev. Council)

Alignment with UH, Hawai'i Department of Education (HIDOE), Workforce Innovation and Opportunity Act (WIOA)



1. Access for All

Ensure all students, regardless of background or circumstances, have access to high-quality CTE programs and resources to achieve their career and educational goals.

2. Quality and Pathways Alignment

Develop and maintain CTE programs that are aligned with industry standards and labor market needs, ensuring high quality, rigor, and relevance to current and future job markets.

3. Partnerships

Expand and strengthen partnerships and collaboration with industry, community organizations, and postsecondary institutions to create synergistic opportunities that enhance program quality and student outcomes.

4. College and Career Navigation

Expand and strengthen personalized college and career advising and counseling to help every student reach their career goals.

5. A Native Hawaiian Sense of Place

Integrate and advance Native Hawaiian culture and values across all aspects of career and technical education programs and support the success of all students.

Major Change #1

School/College-level Comprehensive Local Needs Assessment aligned with regional labor market needs using data resources.

Instead of a broad, statewide needs assessment, individual high schools and community colleges are required to complete a local needs assessment, which includes labor market data, to align their Perkins allocation to identified need areas.

Comprehensive Local Needs Assessment

- Data driven self-assessment and prioritization of individual high school or community college needs
- Directly connects Perkins allocation to needs
- Required every two years

Major Change #2

Reserve Fund: Strengthening CTE Pathways and Alignment

Up to 15% of Basic grant funds (or 12.75% of total grant) will be held in reserve for alternative distribution to HDOE and UHCC, part of which will include a competitive award process to support the development of CTE programs that align to identified workforce and economic development need areas.

Reserve Fund: Strengthening CTE Pathways and Alignment

- Directed from the State CTE Office (Hawai'i P-20) to HIDOE and UHCC
- Aims to expand career pathways in high demand fields and underserved geographic areas
- Strengthen alignment between HIDOE, UHCC CTE programs and workforce

CTE Annual Report 2023-2024

HAWAI'I 24

JULY 1, 2023 - JUNE 30, 2024



PERKINS V FEDERAL REPORTING

- All states are required to submit a report annually on CTE participants, CTE concentrators, and data on performance indicators
- Timeline:
 - Initial Report due to Office of Career, Technical and Adult Education (OCTAE): January 31, 2025 (Report for 2023-2024)
 - Revision Period: February - March 2025
 - OCTAE final acceptance of state report March-April 2025
- State-Determined Performance Levels (SDPL) are set in the Hawai'i Perkins V State Plan by year
- CTE Annual Report - Serves as the State Board for CTE's report to the Governor.



PERKINS V DEFINITIONS

- Secondary Definitions

- **Participant:** Earned one or more credits in any CTE program area.
- **Concentrator:** Completed at least two courses in a single CTE program or program of study.

- Postsecondary Definitions

- **Participant:** A student in a declared CTE program who has completed at least one credit or the equivalent in a CTE program.
- **Concentrator:** A student in a CTE program who has earned at least 12 credits or the equivalent in a CTE program or completed a program that encompasses fewer than 12 credits or the equivalent in total.

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: HIDOE 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



PERKINS V CORE INDICATORS OF PERFORMANCE 22

HIDOE 2023-2024

CORE INDICATOR OF PERFORMANCE	STATE-DETERMINED LEVEL OF PERFORMANCE	2023-2024 RESULT		PERCENTAGE POINT CHANGE (FROM 2022-2023)
ISI: Four-Year Graduation Rate	88.2%	99.34%	Exceed	+1.77%
2SI: Academic Proficiency in Reading/Language Arts	43.2%	59.91%	Exceed	-1.49%
2S2: Academic Proficiency in Mathematics	20.2%	26.32%	Exceed	-2.08%
2S3: Academic Proficiency in Science	21.2%	37.33%	Exceed	+1.60%
3SI: Post-Program Placement	47.2%	55.50%	Exceed	+0.93%
4SI: Non-Traditional Program Concentration	25.2%	26.39%	Exceed	-8.26%
5S2: Program Quality - Attained Postsecondary Credits	5.2%	20.16%	Exceed	+2.25%

PERKINS V CORE INDICATORS OF PERFORMANCE 23

UHCC 2023-2024

CORE INDICATOR OF PERFORMANCE	STATE-DETERMINED LEVEL OF PERFORMANCE	2023-2024 RESULT		PERCENTAGE POINT CHANGE (FROM 2022-2023)
IPI: Postsecondary Placement	34%	80.13%	Exceed	+1.76%
2PI: Earned Recognized Postsecondary Credential	34%	76.73%	Exceed	-1.91%
3PI: Non-traditional Program Concentration	11%	25.19%	Exceed	1.52%

Questions?



HAWAI'I STATE CTE PLAN

An integration of state and federal priorities into an
implementation plan for Perkins V

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Overview

Hawai'i's Career and Technical Education (CTE) System prepares Hawai'i's students to thrive in an evolving local and global economy. Hawai'i's CTE programs are offered at the Hawai'i State Department of Education (HIDOE) public high schools and University of Hawai'i Community Colleges (UHCCs) statewide. At the HIDOE, 13 career pathways, including 42 unique programs of study, are implemented in the public high schools,¹ and among the seven UHCCs, there are more than 100 CTE degree and certificate programs. Hawai'i's CTE system is overseen by the State Board for CTE, which is advised by the legislatively created Career and Technical Education Coordinating Advisory Council (CTECAC).²

The federal *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V) provides resources to HIDOE high schools and UHCCs to support the implementation of inclusive, high-quality CTE programs in Hawai'i. The Hawai'i State CTE Plan provides guidance to HIDOE high schools and the UHCCs to ensure Perkins V funds are leveraged to advance the state's vision for CTE in compliance with federal guidelines. The State Plan was developed by Hawai'i P-20 Partnerships for Education as the administrative arm of the State Board for CTE, in consultation with a Project Lead Team that included representation from the HIDOE and UHCCs, as well as workforce development representatives.³

The plan is centered around five priority areas listed below. These priority areas were identified based on the findings of the most recent [Comprehensive Local Needs Assessment](#) (CLNA), the Hawai'i State Board of Education Strategic Plan, UH System Strategic Plan, and WIOA Unified State Plan, as well as input from the Project Lead Team. These priority areas are aligned with other Hawai'i education and workforce development plans and are fundamental to the state's vision for CTE.

1. Access for All
2. Quality & Pathways Alignment
3. Partnerships
4. College & Career Navigation
5. A Native Hawaiian Sense of Place

For each priority area, the State Plan outlines strategies and best practices as guidance to HIDOE high schools and UHCCs on implementation in their school or campus. The plan also details key elements of Perkins V compliance, including how Hawai'i will distribute Perkins V funds, conduct fiscal monitoring, and measure program performance. Ultimately, the Hawai'i State CTE Plan serves as a roadmap for the

¹ CTE pathways and programs of study vary among HIDOE high schools. See the [2024-25 projected listing of HIDOE CTE offerings](#).

² See HRS §304A-301, §304A-302, and §304A-303 pertaining to the State Board for CTE and Career and Technical Education Coordinating Advisory Council (CTECAC).

³ A listing of Project Lead Team members can be found in [Appendix I: Plan Development & Stakeholder Outreach](#).

Hawai'i State CTE Plan (Perkins V)

continual improvement of Hawai'i's CTE System for the benefit of all students in the state.

The Hawai'i State CTE Plan (Perkins V implementation plan) is structured with the main plan presented on pages 1-18, while additional details, resources, templates, and federal requirements are included in the appendices. Links to all appendices are available in the table of contents.



Vision

“Hawai'i Career and Technical Education will cultivate an inclusive and dynamic educational ecosystem, rooted in Native Hawaiian culture and values, that empowers all learners to thrive in an evolving local and global economy.”

Hawai'i's vision for the state's CTE system is the foundation of the Hawai'i State CTE Plan. This vision reflects core values of inclusivity, a Native Hawaiian sense of place, and alignment to evolving labor market needs that are essential to preparing all Hawai'i students for college and career success, now and for the future.

Hawai'i is committed to ensuring that CTE programs are accessible to all students statewide, regardless of their gender, race and ethnicity, or special population status (including individuals from economically disadvantaged families, English language learners, and individuals with disabilities) or location (including rural communities and neighbor islands).

Closing performance gaps both within and between different CTE programs is critical to the inclusivity and efficacy of the state's CTE system.

Grounding Hawai'i's CTE system in a Native Hawaiian sense of place and knowledge also supports student inclusivity and empowerment.

Moreover, Hawai'i's evolving local economy requires a CTE system that is responsive to the changing demands of industry. Ensuring that CTE programs are aligned with current industry needs will maintain a dynamic CTE system that produces a pipeline of qualified, local talent for high-wage, in-demand careers in sectors like technology, healthcare, and skilled trades that are vital to Hawai'i's economy.

Realizing Hawai'i's vision for CTE requires unified efforts at the state level, HIDOE and UHCC System level, as well as individual schools and UHCC campuses. Hawai'i's State CTE Plan describes how the state will achieve its vision by providing guidance to Perkins V recipients and subrecipients on implementation and compliance, facilitating a coordinated statewide approach.

Size, Scope, and Quality Criteria

To achieve Hawai'i's vision for CTE, pathways and programs of study must adhere to size, scope, and quality criteria, as defined in Table 1. These definitions were developed by Hawai'i P-20 in consultation with the Project Lead Team.

Table 1: Size, Scope, and Quality Definitions

Criteria	Definition
Size	• Provide adequate classroom and lab facilities for CTE programs—consistent with building industry standards for the types of spaces and activities—accessible by all students and large enough to support program enrollments. • Provide appropriate technology, equipment, supplies, and materials for CTE programs to support academic and technical learning requirements on which students and instructors are trained to industry standards. • Offer at least one state-approved CTE program of study. • Provide adequate staffing to support CTE program enrollments.
Scope	• The CTE program includes a sequence of courses that progress from career exploration to career development, providing students with the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations. • The CTE program is built on industry-based technical, academic, and workplace skills, and may incorporate work-based learning opportunities, dual credit opportunities, and industry recognized credentials. • The CTE program has a system of support for excellent teaching, leading, specialized instructional support, career guidance and academic counseling, including staff recruitment and retention and systematic, sustained professional development activities.
Quality	• The CTE program is aligned to high-skill, high-wage, or in-demand occupations (or occupational clusters). • The CTE program is employer-informed (e.g., by advisory councils) to ensure the program is aligned with industry needs and expectations. • The CTE program meets or is working towards state and federal performance outcomes and is implementing an evaluation process to identify and address gaps.

High-Skill, High-Wage, and In-Demand

High-quality CTE pathways and programs of study must prepare students for high-skill, high-wage, OR in-demand occupations, as defined in Table 2. Pathways and programs of study must meet *at least one* of these three criteria to qualify for Perkins V funds.

Table 2: High-Skill, High-Wage, and In-Demand Definitions

Criteria	Definition
High-Skill	Occupations that require specialized experience, vocational training or long-term on-the-job training, industry-recognized certifications, and/or degrees beyond a high school diploma.
High-Wage	Occupations that have an average annual salary that meets or exceeds the Massachusetts Institute of Technology (MIT) Living Wage statewide or for a particular county. Note: The MIT Living Wage for Hawai'i is \$62,233 (\$29.92/hr) for a single adult (2025). *The MIT Living Wage Calculator is widely used by states as a reliable source for wage data providing region-specific cost-of-living estimates based on publicly available economic data.
In-Demand	Occupations that have a higher number of annual openings than the state average, and/or higher annual growth rate than the state average, as evidenced by Bureau of Labor Statistics (O*NET) labor market data or other credible labor market data sources.

Labor Market Data Sources

In addition to O*NET, recommended sources of Hawai'i labor market data include [HireNet Hawaii](#) and [Hawaii Career Explorer](#). Both are trusted sources of Hawai'i labor market data, although they provide different insights and utilize different methodologies.

HireNet Hawaii provides various job market projections, including short- and long-term growth projections at the industry and occupation levels. HireNet Hawaii's job projections are developed by the State Department of Labor & Industrial Relations (DLIR).

Hawaii Career Explorer offers various tools that allow users to find workforce demand data for various occupations in Hawai'i based on real time job postings data sourced from Lightcast, a trusted labor market data provider.

Additional labor market data sources are listed in [Appendix G](#).

Priorities & Strategies

Hawai'i has identified five priority areas that are essential to achieving the state's vision for CTE. These priorities were identified based on the findings of the most recent CLNA, in consultation with the Project Lead Team.



Goals for these five priority areas are listed below and implementation strategies for each priority are outlined in the following sections to provide guidance to secondary and post-secondary Perkins V subrecipients. Examples of best practices for strategy implementation are included in [Appendix B](#).

Hawai'i's Perkins V State Plan Priorities:

1. **Access for All:** Ensure all students, regardless of background or circumstances, have equitable access to high-quality CTE programs and resources to achieve their career and educational goals.
2. **Quality & Pathways Alignment:** Develop and maintain CTE programs that are aligned with industry standards and labor market needs, ensuring high quality, rigor, and relevance to current and future job markets.
3. **Partnerships:** Expand and strengthen partnerships and collaboration with industry, community organizations, and post-secondary institutions to create synergistic opportunities that enhance program quality and student outcomes.
4. **College & Career Navigation:** Expand and strengthen personalized college and career advising and counseling to help every student reach their career goals.
5. **A Native Hawaiian Sense of Place:** Integrate and advance Native Hawaiian culture and values across all aspects of career and technical education programs and support the success of all students.



Courtesy of Honolulu Community College

Access for All

Goal: Ensure all students, regardless of background or circumstances, have equitable access to high-quality CTE programs and resources to achieve their career and educational goals.

Hawai'i strongly believes that ensuring access to high-quality CTE programs for all Hawai'i students is paramount. Access in the context of CTE means that all students have the support and resources needed to fully participate, feel included, and succeed in CTE programs, regardless of their race or ethnicity, gender, special population status (including English language learners, individuals from economically disadvantaged families, and individuals with disabilities) or location (including rural areas and neighbor islands).

Hawai'i's 2023 Perkins V [Comprehensive Local Needs Assessment](#) (CLNA) illustrated performance gaps for several special populations at the secondary and post-secondary levels, including individuals with disabilities, out of workforce individuals, Native Hawaiian and Pacific Islander students, and English learners. Performance gaps were also identified for several pathways, including Agriculture, Food & Natural Resources, Manufacturing, and Transportation, Distribution & Logistics.

Addressing gaps in CTE participation and performance through targeted interventions and outreach efforts will strengthen Hawai'i's CTE system and workforce talent pipeline.

Strategies:

- Develop interventions and initiatives to close gaps in access and outcomes of various student groups.
- Increase outreach efforts to communicate CTE opportunities for all students with a focus on non-traditional students and special populations.
- Provide innovative and flexible learning systems including equipment, tools, and techniques that allow students to gain necessary skills where and how it best meets their needs.



Courtesy of Honolulu Community College

Quality & Pathways Alignment

Goal: Develop and maintain CTE programs that are aligned with industry standards and labor market needs, ensuring high quality, rigor, and relevance to current and future job markets.

Alignment of CTE programs to evolving industry standards and labor market needs is essential to preparing Hawai'i students for in-demand, high-skill, or high-wage career paths in Hawai'i and globally. Providing industry-aligned curriculum, tools and equipment, work-based learning activities, and educator professional development ensures that Hawai'i's students are learning the most relevant knowledge and skills that will serve them in the workforce.

In the 2023 CLNA, pathway advisory board support, educator professional development, staff recruitment and retention, expanding early college and dual credit opportunities, and improving integration of core academic subjects in CTE emerged as high-need areas for many HIDOE high schools and UHCCs to be addressed with Perkins V funds. Hawai'i is committed to enhancing the quality and alignment of CTE programs by leveraging strategies that address these critical pathway components.

Strategies:

- Develop and maintain industry advisory committees on both state and local levels to ensure program alignment with industry standards and labor market needs.
- Provide relevant and sustained professional development for educators.
- Strengthen pipeline of CTE educators through recruitment, training, and retention of skilled educators.
- Promote and expand accelerated learning opportunities (e.g., dual credit, AP, IB, non-credit post-secondary training).
- Improve academic proficiency across all career pathways through strategic integration of academic and technical education.
- Enhance data analysis capabilities and use to establish more efficient program quality measures and foster continuous improvement.



Courtesy of Hawai'i Community College

Partnerships

Goal: Expand and strengthen partnerships and collaboration with industry, community organizations, and post-secondary institutions to create synergistic opportunities that enhance program quality and student outcomes.

Hawai'i believes that high-quality CTE programs require robust collaboration and partnerships between industry, education, and community partners. Industry-education partnerships enable opportunities such as work-based learning for students and professional development for educators which are critical to student success and workforce preparedness. Community partners, including those that serve as [Work-Based Learning Intermediaries](#), are vital to making connections between education and industry partners. Partnerships between HIDOE high schools and UH Community Colleges help to facilitate a smooth transition from secondary to post-secondary and the workforce, such as through Early College and dual credit opportunities.

In the 2023 CLNA, many HIDOE schools and UHCCs shared a need for increased industry partnerships to enhance the quality of their CTE programs. Industry partnerships play a key role in quality industry advisory boards and work-based learning opportunities, such as job shadowing and internships. Creating new Early College and dual credit programs was also cited by many HIDOE high schools and UHCCs as a high-need area. Expanding industry, education, and community partnerships at the program, local, and state levels will enable Hawai'i's CTE system to address these key needs.

Strategies:

- Develop state and local partnerships to improve access and quality of a continuum of work-based learning opportunities (WBL) for all students.
- Develop and enhance partnerships that prepare students for successful transitions from secondary programs to post-secondary programs and to the workforce.
- Develop and strengthen program partnerships at all levels that leverage federal, state, and local initiatives.



Courtesy of Honolulu Community College

College & Career Navigation

Goal: Expand and strengthen personalized college and career advising and counseling to help every student reach their career goals.

Hawai'i is committed to providing personalized college and career advising and counseling that supports students' informed educational, career, and life choices. College and career advising should inform students of the range of post-secondary college and career opportunities available and educational requirements relevant to their pathways of interest, as well as help them develop personal transition plans to meet their goals and provide support services that meet students' individual needs.

Career counseling and advising was cited as a high-need area for many HIDEOE schools and UHCCs in the 2023 CLNA. To help students, parents, and counselors more easily navigate students' options from high school to post-secondary programs and careers, [Hawai'i Career Pathway Maps](#) are being developed to connect each of the 13 HIDEOE CTE pathways and 42 programs of study to related post-secondary programs in the state. Hawai'i will continue to enhance its college and career navigation efforts by expanding support systems, providing professional development for counselors and educators, and implementing a holistic approach to college and career advising.

Strategies:

- Develop systems of support to ensure all students receive and have regular access to college and career guidance and advising.
- Provide professional development and resources that can support counselors and educators to advance their skills and knowledge around effective college and career advising.
- Develop state and local career pathway maps that connect secondary programs to post-secondary programs and to careers.
- Promote a holistic approach to college and career advising that guides students in making informed decisions by assessing job opportunities, skills and ability, personality types, cultural values, ensuring financial viability, and aligning to personal interests.



A Native Hawaiian Sense of Place

Goal: Integrate and advance Native Hawaiian culture and values across all aspects of career and technical education programs and support the success of all students.

Native Hawaiian culture and knowledge is fundamental to Hawai'i and guides Hawai'i's efforts to prepare all CTE students statewide for post-secondary and career success. These efforts align with the HDOE's [Nā Hopena A'o \(HĀ\) framework](#) and the UH System's strategic plan goal of a [Native Hawaiian Place of Learning](#), both of which emphasize culturally responsive programs that integrate Native Hawaiian language, history, culture, and values for the benefit of all students.

Hawai'i believes a Native Hawaiian sense of place is essential to promoting an inclusive environment and addressing existing gaps among Native Hawaiian and Pacific Islander students in Hawai'i's CTE system. Culture-based education in Hawai'i has been demonstrated to improve student outcomes, particularly among Native Hawaiian students, including socio-emotional well-being and math and reading test scores.⁴ To foster a Native Hawaiian sense of place, Hawai'i will ensure inclusivity and cultural relevancy of CTE programs, expand the integration of Hawaiian culture and values in CTE in student learning and educator professional development, and partner with indigenous-serving organizations.

Strategies:

- Expand indigenous awareness and access by developing inclusive and culturally relevant programs.
- Expand the integration of Hawaiian language and cultural parity across programs to support a comprehensive and inclusive learning experience.
- Support opportunities for students, faculty and staff to better inform their work by learning about Hawaiian language, culture and knowledge.
- Collaborate with other indigenous-serving organizations and initiatives to ensure that all programs support the academic and career success of Native Hawaiian students.

⁴ Kana'iaupuni, S., B. Ledward, and U. Jensen. Culture-Based Education and Its Relationship to Student Outcomes. Honolulu: Kamehameha Schools, Research & Evaluation.

Accountability for Results

This section outlines Hawai'i's CTE state-determined performance levels, programmatic monitoring system, and methods of administration for civil rights compliance.

Performance Measures

Hawai'i's state-determined performance levels for 2025-2029 are listed in Table 3.⁵ These performance levels were determined in consultation with representatives from the Hawai'i Department of Education (HIDOE) and University of Hawai'i Community Colleges (UHCCs) based on a review of past performance data. HIDOE and UHCC are required to submit annual data on state-determined performance levels no later than December 31 of each year.

Table 3: 2025-2029 State-Determined Performance Levels

Secondary	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
1S1: Four-Year Graduation Rate	98.6%	98.65%	98.7%	98.75%	98.8%
2S1: Academic Proficiency in Reading/Language Arts	65.3%	65.4%	65.5%	65.6%	65.7%
2S2: Academic Proficiency in Mathematics	28.4%	28.9%	29.4%	29.9%	30.4%
2S3: Academic Proficiency in Science	30.4%	30.5%	30.6%	30.7%	30.8%
3S1: Post-Program Placement	54.6%	54.7%	54.8%	54.9%	55.0%
4S1: Non-Traditional Program Concentration	34.7%	34.8%	34.9%	35.0%	35.1%
5S2: Program Quality - Attained Post-secondary Credits	29.3%	29.4%	29.5%	29.6%	29.7%
Post-secondary	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
1P1: Post-secondary Placement	78.4%	78.5%	78.6%	78.7%	78.8%
2P1: Earned Recognized Post-secondary Credential	78.7%	78.8%	78.9%	79.0%	79.1%
3P1: Non-traditional Program Concentration	23.7%	23.8%	23.9%	24.0%	24.1%

Programmatic Monitoring

Hawai'i P-20 will conduct annual programmatic monitoring of HIDOE and UHCC subrecipients in coordination with the HIDOE Office of Curriculum & Instruction Design (OCID) and University of Hawai'i Office of the Vice President for Community Colleges. The monitoring process will include a combination of on-site and desk review. HIDOE and UHCC monitoring schedules are outlined in Tables 4-5 below.

⁵ The Perkins Collaborative Resource Network provides definitions of the Perkins V Core Indicators of Performance. See <https://cte.ed.gov/accountability/core-indicators>.

Table 4: HIDOE Programmatic Monitoring Schedule

Milestone	Deadline
Individual school One-Year Perkins Plans will be submitted to Hawai'i P-20 no later than November 30.	September - November
Hawai'i P-20 will conduct an on-site or desk review of no less than 20% of schools with all schools being reviewed no-less than every 5 years. HIDOE will be notified of selected schools at least 30 days before the review date. The review will include: • Permissible use of funds • Alignment to current comprehensive local needs assessment • Alignment to HIDOE current local application	November - May
All annually completed CTE Perkins V Monitoring Reports will be submitted to Hawai'i P-20.	July
Results of the review will be provided to HIDOE Office of Curriculum & Instructional Design and individual schools.	July

Table 5: UHCC Programmatic Monitoring Schedule

Milestone	Deadline
All awarded Perkins proposals and campus budgets (if applicable) and completion reports from the previous program year will be submitted no later than November 30.	September - November
Hawai'i P-20 will conduct an on-site or desk review of no less than 20% of awards and/or campus budget plans. UHCC will be notified of selected schools at least 30 days before the review date. The review will include: • Permissible use of funds • Alignment to current comprehensive local needs assessment • Alignment to UHCC current local application	November - May
Results of the review will be provided to the University of Hawai'i Office of the Vice President for Community Colleges and to individual community college campuses.	June
All awarded Perkins proposals will submit completion reports to Hawaii P-20 no later than October 15 of the following year after initial award.	October

Civil Rights Compliance

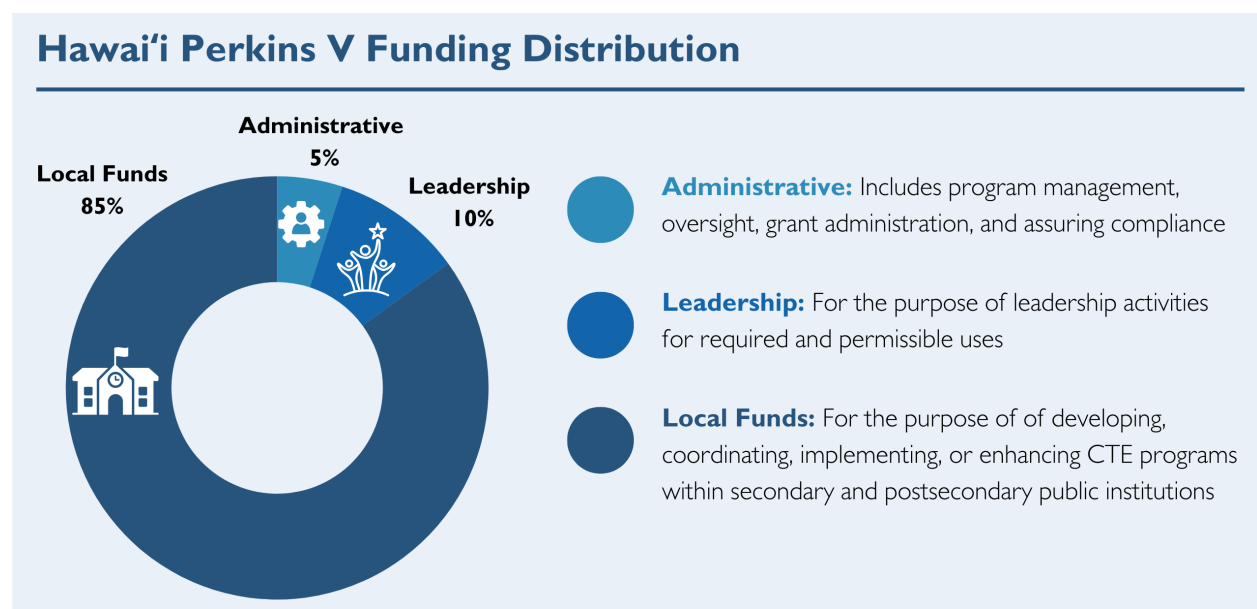
The U.S. Education Department (ED) requires each career and technical education (CTE) state agency to adopt a compliance program for identifying, preventing, and remedying discrimination on the basis of race, color, national origin, sex, and disability by its subrecipients. The Hawai'i CTE civil rights compliance program is detailed within the Hawai'i Methods of Administration (MOA) Plan and is responsible for ensuring that Hawai'i complies with the US Education Department requirement that every state monitor school, districts, and community college for civil rights compliance in regards to CTE programs. Hawai'i P-20 Partnerships for Education (Hawai'i P-20) is the state agency's administrative office with current responsibility for oversight and implementation of the Hawai'i MOA Plan.

The complete Hawai'i Methods of Administration plan can be found in [Appendix F](#) of the Hawai'i State CTE Plan.

Funding Distribution

Unique to Hawai'i, there is one state public school system, Hawai'i State Department of Education (HIDOE), and the University of Hawai'i System is the state's public system of post-secondary education. As the administrative office of the State Board for Career and Technical Education, Hawai'i P-20 Partnerships for Education allocates Hawai'i's local funds to eligible recipients (HIDOE and University of Hawai'i Community Colleges) according to federal guidelines set forth in Section 112: Within State allocation of the Perkins V legislation.

As has historically been the case, Hawai'i's local Perkins V funds are split evenly between secondary and post-secondary recipients. Hawai'i's history of equitable sharing of funds was reaffirmed during discussions with UHCC, HIDOE, and workforce partners.



Administration (5%)

In accordance with Section 112(c), Hawai'i's Perkins V administrative funds are capped at 5% total state allocation, which may be used for the costs of developing the state plan, program management and oversight, grant administration, assuring compliance with all applicable Federal laws, professional development for administrative staff, and providing technical assistance and support with program coordinators and/or data specialist.

Local Funds (85%)

In accordance with Section 135: Local Uses of Funds, each local recipient of Perkins V funds may allocate up to 5 percent of these funds for administrative purposes. The remaining funds must be dedicated to developing, coordinating, implementing, or enhancing CTE programs that address the priorities identified in the comprehensive

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needs assessment. Spending must clearly align with the needs assessment and be directed toward supporting CTE programs that are substantial, comprehensive, and effective. Hawai'i's local Perkins V funds are split evenly between secondary and post-secondary recipients. The distribution process for local funds to schools or colleges will be detailed in each recipient's local application.

Reserve Fund Use

Hawai'i allocates up to 15% of local funds to hold in reserve for alternative distribution to local education agencies (HIDOE & UHCC) through a mix of formula funding and reserve grant applications. The percentage held in reserve (up to 15%) will be determined and communicated to local recipients by April 30 prior to the start of each program year.

Reserve funds will be used for, but not limited to:

1. Pathways alignment between secondary and post-secondary CTE programs
2. Systemwide Professional Development
3. Closing gaps in participation and outcomes
4. Addressing Perkins Special Populations

Leadership Funds (10%)

Hawai'i is committed to focusing resources on areas of identified need. Ten percent of the total state award will be set aside for leadership activities for the required and permissible uses of State Leadership funds under Section 124. As required by Section 112 of the Strengthening Career and Technical Education for the 21st Century Act, the following allocations of leadership funds will be set aside:

- \$60,000 - \$150,000 for improving non-traditional student participation in CTE programs.
- 1% - 2% for CTE programming in correctional facilities run by the Hawaii Department of Public Safety.
- 0.1% for recruitment of special populations of learners.

The remaining funds will focus on achieving the Hawai'i Perkins V State Plan goals through various initiatives, projects, subawards, and contracts.

Comprehensive Local Needs Assessment

As required by the Perkins V legislation Section 134(c), all eligible recipients of Perkins V funds must complete a Comprehensive Local Needs Assessment (CLNA) related to CTE not less than every 2 years. Given Hawai'i's unique education landscape with only one eligible secondary agency (HIDOE) and one eligible post-secondary agency (UHCC), Hawai'i implements a coordinated state-level comprehensive local needs assessment, which requires each HIDOE high school and UH Community College campus to submit a completed school/college-level CLNA. Each school/campus is provided data specific to their school/campus that address Perkins V Performance Indicators and disaggregated participant and concentrator data. These school/campus needs assessments are aggregated at a state-level and combined with larger state-level stakeholder engagement.

The post-secondary and secondary CLNA templates are included as [Appendix J](#) and [Appendix L](#), respectively.

Local Application

To receive local Perkins V funds, the HIDOE and UHCC will each submit a local application to the state every two years. The application will be a four-year strategic plan for career and technical education that aligns to the Hawai'i State CTE Plan and addresses needs in the comprehensive local needs assessment. There will be an annual submission of a budget to the state that demonstrates the connection to meeting the needs identified in the comprehensive local needs assessment. The local application template is included as [Appendix H](#).

Fiscal Responsibility

As detailed in the local application, to ensure that expenditures are meeting the needs identified in the comprehensive local needs assessment, HIDOE and UHCC will submit an annual submission of a budget to the state that demonstrates the connection between expenditures and identified needs.

To ensure that eligible expenditures are properly processed, federal drawdown requests and transaction reports are sent by HIDOE and UHCC to the state no less than every quarter. As the administrative office of the State Board for CTE, Hawai'i P-20 Partnerships for Education reviews transactions and federal drawdown requests to ensure permissible uses. If any issues are identified, they will be remedied with the eligible agency.

Appendix A: Assurances, Certifications, and Other Forms

A. Statutory Assurances

☐ The eligible agency assures that:

1. It made the State plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)
2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)
3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)
4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)
5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)
6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

1. EDGAR Certifications

- ☐ By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:
1. It is eligible to submit the Perkins State plan.

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2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
8. The plan is the basis for State operation and administration of the Perkins program.

- ☐ By submitting a Perkins V State Plan revision, consistent with 34 CFR 76.141, the eligible agency certifies that it used the same procedures as those it used to prepare and submit its original State plan.

2. Other Forms

- ☐ The eligible agency certifies and assures compliance with the following enclosed forms:

1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) -
<https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>
2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013):
https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf
3. Certification Regarding Lobbying (ED 80-0013 Form):
<https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>
4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005):
<https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

Appendix B: Best Practices for Strategy Implementation

Appendix B provides resources on best practices to assist with the implementation of strategies related to the five priority areas of Hawai'i State CTE Plan: Access for All, Quality & Pathways Alignment, Partnerships, College & Career Navigation, and A Native Hawaiian Sense of Place.

Priority: Access for All

Resources:

- [Series: Maximizing Access and Success for Special Populations in Career and Technical Education](#): A collection of briefs from Advance CTE and the Association for Career and Technical Education (ACTE) that explores definitions, strategies and guiding questions for supporting each of the nine special populations as defined by Perkins V as well as learner groups who, while not special populations under the law, may need additional supports to enroll and succeed in CTE.
- [Engaging Families and Communities to Support Special and Underserved Populations in CTE](#): Describes examples of CTE and career development programs doing promising work in family engagement with examples from Arizona, Hawai'i, Nevada, Ohio and Rhode Island.
- [National Alliance for Partnerships in Equity \(NAPE\)](#): Provides various resources on supporting underrepresented populations in CTE.

Best Practices Examples in Hawai'i:

- *Maui Economic Development Board (MEDB)* prioritizes increasing representation of women in STEM pathways, such as through [Code.org](#) and [Introduce a Girl to Engineering Day](#).

Priority: Quality & Pathways Alignment

Resources:

- [Projected Listing of HIDOE CTE Program Offerings](#): For reference, the Hawai'i Department of Education (HIDOE) provides a [2024-2025 projected listing of CTE pathways and programs of study](#) offered in each HIDOE high school. Updated projected listings are posted annually on the HIDOE website.
- [Advisory Boards: Lessons in Collaboration: Principles in the Governance of an Industry Advisory Board](#): This brief from the Association of Career and Technical Education (ACTE) reviews the research on industry advisory boards and provides recommendations for developing an industry advisory board.

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- CTE Professional Development: A variety of professional development opportunities are available to Hawai'i CTE educators. Below are some of the entities that offer CTE professional development in Hawai'i.
 - General CTE Topics:
 - [Hawaii ACTE](#) - Offers an annual conference and other professional development opportunities.
 - [UH Community Colleges Continuing Education](#) - Search non-credit courses available through the UHCCs.
 - [HIDOE Office of Curriculum & Instructional Design](#) - The Office of Curriculum & Instructional Design provides CTE-related professional development opportunities for HIDOE educators.
 - [Chamber of Commerce Hawaii](#) - Offerings include [educator externships](#) for healthcare, engineering, and IT, and the annual Future of Work conference.
 - Technology:
 - [Pacific Center for Advanced Technology Training](#) (PCATT) - Offers a variety of Advanced Technology courses that may be of interest to IT educators.
 - [Maui Economic Development Board](#) - Offers Code.org curriculum and various technology-based PD opportunities.
 - Healthcare:
 - [Healthcare Association of Hawaii](#) - Offers various PD opportunities for healthcare educators.
- Educator Recruitment & Retention: [ACTE Teach CTE Repository](#): Highlights promising programs and practices around the CTE educator pipeline, including reports, articles and other resources.
- Dual Enrollment: [Intentional Acts of Dual Enrollment: State Strategies for Scaling Early Post-secondary Opportunities in Career Pathways](#) (Advance CTE): Offers best practices for designing strong statewide policies for removing barriers for participation in EPSOs in post-secondary credential and degree programs that lead to high-skill, high-wage and in-demand careers.
- Integration of Academic & Technical Education: Examples of strategies to integrate academic subjects in CTE include:
 - [Math-in-CTE Resources](#)
 - [CTE is Your STEM Strategy](#)
- Data Analysis: Hawai'i provides the following CTE data reporting tools for HIDOE and the UH Community Colleges:
 - [LEI System](#) (HIDOE)
 - [Annual Report of Program Data](#) (UH Community Colleges)

Best Practices Examples in Hawai'i:

- *Honolulu Community College* maintains robust industry engagement on their [CTE Program Advisory Committees](#), and recently developed a handbook on best practices for advisory committee creation and management.

Priority: Partnerships

Resources:

- Work-Based Learning:
 - [Hawai'i Work-Based Learning Framework](#): The Hawai'i Work-Based Learning (WBL) framework is a resource created with key partners involved in providing and growing high-quality WBL experiences for students.
 - [WBL Tracker](#): This WBL tracker, developed by the National Career Academy Coalition (NCAC), provides a sample checklist of WBL and college & career readiness activities progressing from 9th grade through 12th grade.
 - [ClimbHI Bridge](#): A portal built to connect Hawai'i educators and businesses through streamlined communication.
 - [STEMworks](#): Maui Economic Development Board's STEMworks program offers various work-based learning resources including [internships](#) and curriculum resources.
- Career Academies:
 - [National Career Academy Coalition Services](#): The NCAC offers a variety of services for existing and emerging career academies. [Free Academy Rubrics](#) are available to download on their website.
 - [Hawai'i Academies \(HA\)](#): Hawai'i Academies (HA) is a partnership between twenty-seven Hawai'i State Department of Education (HIDOE) high schools seeking to improve educational outcomes by implementing smaller learning communities (SLCs).
- State & Local Partnerships:
 - [Strengthening Career Pathways Through the Power of State and Local Partnerships](#): This brief elevates five key components of strong state and local partnerships, exploring initiatives in Colorado, Hawai'i, Nebraska and Tennessee.
 - [Sector Partnerships](#): Industry-led, community-supported collaboratives that strengthen local economies and prepare and connect Hawai'i's young people to careers in in-demand industries.

Best Practices Examples in Hawai'i:

- *Honolulu Community College* offers early college initiatives in areas such as automotive technology and welding in partnership with the HIDOE. They also host a [Summer CTE Academy](#) that offers high school students the opportunity to

experience various career and technical education programs offered at Honolulu Community College.

Priority: College and Career Navigation

Resources:

- [Hawai'i College & Career Navigators](#): The Hawai'i College & Career Navigators site is a repository of college and career exploration resources for counselors to utilize with their students. It includes guidance on career exploration, college enrollment, employment, and enlisting in the military service.
- [Hawai'i Career Pathways](#): Hawai'i P-20's Career Pathway Maps show students in various CTE programs of study how to get from high school to post-secondary or employment.
- [College, Career & Community Readiness \(CCCR\) Expectations Guide](#): Provides a suggested continuum of grade-level benchmarks or outcomes to help prepare middle, high school, and college students for life success. The CCCR Expectations Guide can be utilized as a template for individual school complexes to develop their own customized benchmarks and outcomes.
- [Hawai'i Career Explorer](#): Hawai'i Career Explorer offers a variety of tools for students to discover careers that match their interests, skills, and lifestyle, including:
 - [RIASEC](#): A theoretical vocational survey based on personality types to match career possibilities.
 - [Lifestyles Survey](#): Exercise to see how much your lifestyle might cost.
 - [Interests to Occupations](#): Select your interest and see a list of potential occupations that match.
 - [Career Clusters Test](#): A career guidance tool that allows learners to respond to questions and identify the top three Career Clusters of interest based on their responses.
 - [Find an Occupation](#): Find current labor market information about a particular occupation in Hawai'i, including number of jobs, job growth, salary range, and top companies hiring using different search parameters like skills, job titles, college major, etc.
- [Issue Brief: Hawai'i Counseling & Advising](#): This issue brief provides an overview of Hawai'i P-20's counseling and advising projects from 2017-2021, along with best practices and policy recommendations. Current counseling & advising projects for counselors and educators to explore include:
 - [College, Career & Community Readiness \(CCCR\) Webinar Series & Summit](#): Find upcoming events at hawaiip20.org/events.
 - [Next Steps to Your Future](#): An initiative to help graduating seniors stay on track with achieving their post-high school plans.

- [Career Advising Resource Collection Sheet](#): A repository of resources from Advance CTE on career exploration, guidance and readiness.

Best Practices Examples in Hawai'i:

- *The HIDOE Kailua-Kalaheo Complex* developed a customized College, Career & Community Readiness (CCCR) Expectations Guide for their complex through a grant from Harold K.L. Castle Foundation. This effort was championed by Kailua-Kalaheo Complex leaders with support from Hawai'i P-20 staff and an education consulting partner. Over the course of a year, this team created a scope and sequencing framework of CCCR activities and experiences by grade level, "soft" piloted the framework in schools, gathered feedback and revised the framework, and launched the full complex pilot in August 2024.

Priority: A Native Hawaiian Sense of Place

Resources:

- [Office of Hawaiian Education Hub](#): A resource hub from the Hawai'i Department of Education's Office of Hawaiian Education, which includes information about [Hawaiian Studies](#), [Kaiapuni](#), and [Nā Hopena A'o](#). Support resources are also available for 'ōlelo Hawai'i (Hawaiian language learning and usage), 'ike ku'una (traditional Hawaiian worldview), and honua (place-based knowledge and practice).
- [Nā Hopena A'o \(HĀ\) Framework](#): Identified by the Board of Education as the core values of Hawai'i's education system, this framework guides in the development of skills, behaviors and dispositions that are reminiscent of Hawai'i's unique context and honors the qualities and values of the indigenous language and culture of Hawai'i. Training and support are available for schools upon request via [google form](#).
- ['Āina Aloha Competencies](#): A tool intended to help educators design for Hawai'i content by integrating 'Ōlelo Hawai'i (Hawaiian Language), Kuana'ike (Worldview) and Honua (Place) into curricular content. Training and support are available upon request via [google form](#).
- [Community-Based Organizations](#): The Office of Hawaiian Education offers a list of community-based organizations throughout the state that may offer opportunities such as community workdays or other professional development opportunities for students and educators.
- [Additional Resources on A Native Hawaiian Sense of Place](#):
 - [This Land is my Land: The Role of Place in Native Hawaiian Identity](#) by Shawn Malia Kana'iaupuni & Nolan Malone

- [Kanaka 'Ōiwi Methodologies: Mo'olelo and Metaphor](#): A collection of “methods-focused” essays written by kanaka scholars across disciplines. Particularly, Maya L. Kawailanaokeawaiki Saffery's essay “He Ala Nihinihi la A Hiki I ka Mole: A Precarious Yet Worthwhile Path to Kuleana Through Hawaiian Place-Based Education” shares a mo'olelo of a journey to kuleana through Hawaiian place-based education.
- ['O Ka 'Āina, Ka 'Ōlelo, a me Ke Kaiāulu](#): Article written by Kanoelani Nāone for Hūlili, vol. 5 in which she “describes Hawaiian cultural practices and beliefs related to land, language, and community.”
- [Nā Honua Maui Ola](#): 'Ike Honua Pathway on pages 77-83 of this book speaks to the importance of having “...a strong sense of place, including a commitment to preserve the delicate balance of life and protect it for generations to come.”

Best Practices Examples in Hawai'i:

- *Honolulu Community College's* [Hulili Ke Kukui Hawaiian Center](#) offers a variety of student services and resources, including a student lounge and study space, cultural enrichment workshops, a computer lab and printing, and advising with support from a Native Hawaiian Counselor. Their [Native Hawaiian-serving programs](#) include [Po'i Nā Nalu](#), which provides culturally appropriate opportunities for academic and professional success, and [Ola Niuhelewai](#), which aims to increase educational attainment and improve personal health and well-being. They also offer [Hawaiian Culture-Based Professional Development](#) opportunities for educators.

If you have any questions or are seeking additional resources, please reach out to p20hawaii@hawaii.edu.

Appendix C: Budget Form Template

A. Instructions

1. On the form in Item IV.B below, provide a budget for the upcoming fiscal year. As you prepare your budget, refer to the statutory descriptions and assurances in Section II.C and Section III.A, respectively, of this guide.
2. In completing the budget form, provide--
 - Line 1: The total amount of funds allocated to the eligible agency under section 112(a) of Perkins V. *This amount should correspond to the amount of funds noted in the Department's program memorandum with estimated State allocations for the fiscal year.*
 - Line 2: The amount of funds made available to carry out the administration of the State plan under section 112(a)(3). *The percent should equal not more than 5 percent of the funds allocated to the eligible agency as noted on Line 1, or \$250,000, whichever is greater.*
 - Line 3: The amount of funds made available to carry out State leadership activities under section 112(a)(2) of Perkins V. *The percent should equal not more than 10 percent of the funds allocated to the eligible agency as noted on Line 1.*
 - Line 4: The percent and amount of funds made available to serve individuals in State institutions, such as: (a) correctional institutions; (b) juvenile justice facilities; (c) educational institutions that serve individuals with disabilities; or (d) other State institutions pursuant to section 112(a)(2)(A) of Perkins V. *The percent of funds should equal not more than 2 percent of the funds allocated to the eligible agency as noted on Line 1.*
 - Line 5: The amount of funds to be made available for services that prepare individuals for non-traditional fields pursuant to section 112(a)(2)(B) of Perkins V. *The amount of funds should be not less than \$60,000 and not more than \$150,000.*
 - Line 6: The amount of funds to be made available for the recruitment of special populations to enroll in career and technical education programs pursuant to section 112 (a)(2)(C) of Perkins V. *The percent of funds shall not be less than the lesser of an amount equal to 0.1 percent of the funds made available by the eligible agency for State leadership activities as noted on Line 3, or \$50,000.*
 - Line 7: The percent and amount of funds to be made available to eligible recipients [local education agencies (secondary recipients) and institutions of higher education (post-secondary recipients)] pursuant

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to section 112(a)(1) of Perkins V. *The percent of funds should be not less than 85 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 8: The percent and amount, if any, of funds to be reserved and made available to eligible recipients under section 112(c) of Perkins V. *The percent of funds should be not more than 15 percent of the 85 percent of funds noted on Line 7.*

Line 9: The percent and amount, if any, of funds to be reserved and made available to secondary recipients under section 112(c) of Perkins V.

Line 10: The percentage and amount, if any, of funds to be reserved and made available to post-secondary recipients under section 112(c) of Perkins V.

Line 11: The percent and amount of funds to be made available to eligible recipients under section 112(a)(1) of Perkins V. *The percent and amount of funds should represent the funds remaining after subtracting any reserve as noted on Line 8.*

Line 12: The percent and amount of funds to be distributed to secondary recipients under the allocation formula described in section 131 of Perkins V.

Line 13: The percent and amount of funds to be distributed to post-secondary recipients under the allocation formula described in section 132 of Perkins V.

Line 14: The amount of funds to be made available for the State administration match requirement under section 112(b) of Perkins. *The amount of funds shall be provided from non-Federal sources and on a dollar-for-dollar basis.*

B. Budget Form

State Name: Hawai'i

Fiscal Year (FY): _____

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation	Not applicable	\$

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2	State Administration	%	\$
3	State Leadership	%	\$
4	Individuals in State Institutions	%	\$
4a	- Correctional Institutions	Not required	\$
4b	- Juvenile Justice Facilities	Not required	\$
4c	- Institutions that Serve Individuals with Disabilities	Not required	\$
4d	- Other State Institutions	Not required	\$
5	Non-traditional Training and Employment	Not applicable	\$
6	Special Populations Recruitment	%	\$
7	Local Formula Distribution	%	\$
8	Reserve	%	\$
9	- Secondary Recipients	%	\$
10	- Post-secondary Recipients	%	\$
11	Allocation to Eligible Recipients	%	\$
12	- Secondary Recipients	%	\$
13	- Post-secondary Recipients	%	\$
14	State Match (<i>from non-federal funds</i>)	Not applicable	\$

Appendix D: Comprehensive Local Needs Assessment (CLNA)

Hawai'i's Comprehensive Local Needs Assessment (CLNA) is available for review on the Hawai'i P-20 website:

<https://www.hawaiip20.org/wp-content/uploads/2024/04/State-CLNA-Report-Final-3.18.24.pdf>

Appendix E: Federal Submission Questions

Hawai'i P-20 Partnerships for Education merged with the Hawai'i Office of the State Director for Career and Technical Education (OSDCTE) in 2021, streamlining efforts to strengthen Hawai'i's education-to-workforce pipeline. As the administrative arm of the State CTE Board, Hawai'i P-20 oversees the coordination of CTE programs statewide and manages the distribution and accountability of Perkins V funding, supporting secondary and post-secondary institutions in delivering high-quality CTE offerings.

A) Plan Development and Consultation

1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.

Hawai'i P-20 began convening regular meetings for a Perkins V State Plan Project Lead Team in July 2024. This team serves as the overall steering committee for the updated Hawai'i State CTE Plan. The Project Lead Team (PLT) is composed of 14 members representing leadership within Hawai'i P-20, secondary programs (HIDOE), post-secondary programs (UHCC) and workforce/industry representatives via the State of Hawai'i Workforce Development Council (WDC). The PLT member listing is included in the Hawai'i State CTE Plan as [Appendix I](#).

PLT meetings took place monthly via video conference with the overarching goal of developing a comprehensive update to the Hawai'i State CTE Plan that seeks to advance CTE programs, extend its reach and improve overall student achievement.

Larger stakeholder groups have been engaged throughout the development of this plan. These groups include CTE subject matter advisory groups within both of Hawai'i's sole secondary and post-secondary public organizations and the Sector Strategies Committee of the WDC. Hawai'i P-20 also solicited public review and comment for a period of 30 days between February 1, 2025, and March 3, 2025. Comments received from the public comment period were subsequently reviewed by the PLT. Public comment responses are included in the Hawai'i State CTE Plan as [Appendix K](#).

2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, post-secondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)

During development of the State Plan, funding distribution was discussed at length among members of the PLT. Hawai'i P-20 will set aside 15% of the local program allocation for reserve funding. These funds will be distributed under the direction of the state director in accordance with Perkins V regulations and guidelines to support the specific needs of our state, such as promoting learning innovation and aligning programs with high-skill, high-wage, and in-demand careers. Reserve funds will also be leveraged to ensure all goals set forth in our Perkins V State Plan update are fulfilled.

Consultation was conducted with the PLT and directly with secondary and post-secondary leadership who have agreed to the funding terms.

3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

The draft Hawai'i State CTE Plan was posted online for public comment from February 1, 2025, until March 3, 2025, via the University of Hawai'i and Hawai'i P-20 [website](#). Public comments were accepted via a variety of methods, including an online form on the P-20 website, via email to a designated Perkins V public comment email address, and via mail or in-person at the Hawai'i P-20 office.

Additionally, five in-person and virtual public feedback opportunities were held during the public comment period. Public feedback sessions were held at a variety of locations and times to ensure accessibility, including both during and after business hours, on O'ahu and the neighbor islands.

B) Program Administration and Implementation

1. State's Vision for Education and Workforce Development

a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)

Hawai'i State CTE Plan Vision: Hawai'i Career and Technical Education will cultivate an inclusive and dynamic educational ecosystem, rooted in Native Hawaiian culture and values, that empowers all learners to thrive in an evolving local and global economy.

Hawai'i will continue to support high quality programs and pathways alignment among our robust secondary and post-secondary CTE offerings in alignment with our state's workforce development initiatives. Hawai'i P-20 continues to work closely with the WDC (State Workforce Board), CTE advisory groups from both secondary and post-secondary programs, and meet regularly with the WDC Sector Strategies Committee.

b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)

The vision for Hawai'i's State CTE Plan emphasizes equitable access to high-quality CTE programs for all students, with strategies to close gaps, enhance outreach, and provide flexible learning systems. It also focuses on aligning CTE programs with industry standards and labor market needs, ensuring relevance and rigor. Strengthening partnerships with industry, community organizations, and post-secondary institutions will be essential to ensure the highest program quality and student outcomes.

In addition, the plan aims to expand personalized college and career advising, supporting students in achieving their individualized career goals through well-developed support systems and resources. The plan also seeks to better integrate Native Hawaiian culture and values within CTE programs, fostering a culturally inclusive environment that supports the success of Native Hawaiian students.

Hawai'i's State CTE Plan goals are outlined in detail in the [Priorities & Strategies](#) section of the plan.

c. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)

Hawai'i P-20 maintains a longstanding and productive partnership with the State Workforce Development Council (WDC), meeting regularly to collaborate on statewide initiatives. This relationship also extends to relevant committees of the WDC as well as each of the local county workforce boards.

Through these strong relationships, we have historically and consistently leveraged funding and opportunities to ensure that all students across the state, and especially those from our special populations, are informed of and able to access our high-quality secondary and post-secondary CTE programs, regardless of economic background or geographic location.

d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)

The Hawai'i State CTE Plan outlines the use of state leadership funds for program enhancement in several key areas. These funds support the development and improvement of CTE programs of study, provide professional development for educators, and facilitate data collection and analysis to evaluate program effectiveness.

Additionally, these funds promote collaboration among stakeholders, encourage innovation and research in instructional practices, and fund initiatives expanding access to CTE for special populations. Centralized through Hawai'i P-20, the strategic allocation of these funds aims to improve the quality, accessibility, and effectiveness of CTE programs in Hawai'i, aligning them with current and future workforce needs.

2. Implementing Career and Technical Education Programs and Programs of Study

a. Describe the career and technical education programs or programs of study at the middle (if any), secondary, and post-secondary levels that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)

The Hawai'i State CTE Plan addresses the development, support, and improvement of Career and Technical Education (CTE) programs by focusing on several key areas. The plan emphasizes the alignment of CTE programs with industry standards and labor market needs to ensure that they are high-quality, rigorous, and relevant to current and future job markets. It includes the development and maintenance of industry advisory committees at both the state and local levels to ensure that these programs remain aligned with industry requirements.

Hawai'i has adopted a career pathways framework that includes 13 overarching career pathways. This framework ensures alignment among secondary (Hawai'i Department of Education) and post-secondary (University of Hawai'i Community Colleges) CTE programs to ensure smooth transitions for students from high school to college and beyond. Hawai'i's secondary and post-secondary programs collaboratively develop and support programs of study that introduce students to career pathways by elementary and middle school, and define course sequences in high school that continue through college, ensuring alignment with industry demand.

Hawai'i's plan outlines the creation of CTE programs of study that will be made available for adoption by eligible recipients. These programs of study will integrate academic and technical education, promoting a seamless transition from secondary to post-secondary education and the workforce. The state also aims to enhance the quality of CTE programs by offering relevant and sustained professional development for

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educators and expanding accelerated learning opportunities, such as dual credit programs. Additionally, the plan prioritizes the improvement of academic proficiency across all career pathways and the use of enhanced data analysis to establish efficient program quality measures, fostering continuous improvement among CTE offerings.

Hawai'i's State CTE Plan supports the development of CTE programs that are aligned with industry needs, offer robust educational pathways, and are designed to be accessible and effective for all students, with a particular focus on creating programs that can be adopted and implemented statewide.

b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 1328 will—

- . promote continuous improvement in academic achievement and technical skill attainment;***
- . expand access to career and technical education for special populations; and***
- . support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)***

The Hawai'i State CTE Plan outlines a structured process and specific criteria for approving locally developed programs of study and/or career pathways through a comprehensive local application process. Within this process, secondary and post-secondary providers are required to demonstrate how their prospective program(s) meet or exceed the criteria for size, scope and quality measurements. Meeting these criteria will help to ensure programs funded through Perkins V monies will help students to acquire the relevant skills necessary for further post-secondary training and/or entrance into the workforce.

Programs must align with state workforce needs using reliable labor market information and involve continuous collaboration with stakeholders such as industry partners and educational institutions. The plan emphasizes continuous improvement in academic and technical skills, expanding access for special populations through expanded outreach and technology use, and incorporating employability skills into curricula. Additionally, periodic program reviews will help to ensure relevance and effectiveness. The Hawai'i State CTE Plan sets the framework for developing and improving CTE programs that meet the needs of all students and our local employers.

c. Describe how the eligible agency will—

- . make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and post-secondary education, and***

special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;
. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;
. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;
. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;
. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;
. support effective and meaningful collaboration between secondary schools, post-secondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and
. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

The Hawai'i State CTE Plan ensures that information on approved programs of study and career pathways is made accessible through various mechanisms. Our plan emphasizes the use of both digital and printed materials, such as emails, social media postings, newsletters, handbooks, flyers, and other mixed media, to disseminate information to students, parents, educators, and community members. Our plan also highlights the importance of providing guidance and advisement resources in clear, understandable and in multiple languages to cater to diverse audiences, including special populations. Additionally, our plan encourages collaboration among educational institutions to ensure that all stakeholders are informed about career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment programs, thereby enhancing accessibility and understanding of available resources.

Hawai'i will facilitate collaboration among eligible recipients by establishing a framework for the development and coordination of programs that incorporate multiple entry and exit points. This is achieved through regular meetings and partnerships among educational institutions, industry stakeholders, and state and local workforce development boards, ensuring that programs are aligned with local and state workforce needs. The plan emphasizes the importance of stakeholder engagement in the design and delivery of CTE programs, allowing for input from business and industry partners to create relevant pathways. Additionally, this promotes the sharing of best practices and

resources among institutions to enhance program accessibility and flexibility, enabling students to transition smoothly between different educational and career pathways.

Hawai'i will use labor market data to align CTE programs with the needs of the state and local economies, ensuring relevance to in-demand sectors (see [Appendix G](#) for recommended labor market data sources). We emphasize equal access for special populations by requiring local applications to demonstrate strategies for removing barriers to participation in CTE activities (see [Appendix H](#) for local application template). Coordination will continue to occur among local workforce development boards to develop articulated career pathways that meet regional economic needs. Hawai'i will prioritize collaboration among secondary schools, post-secondary institutions, and employers to provide students with work-based learning experiences, enhancing their understanding of various industries. We will strive to improve outcomes for CTE concentrators, particularly those from special populations, by continuing to monitor performance gaps and implementing targeted support strategies.

d. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

HIDOE and UHCC have two distinct programs that provide dual/concurrent enrollment for CTE students. Early College provides students the opportunity to enroll in and earn college credit on their high school campuses taught by qualified UHCC instructors. Running Start provides high school students the opportunity to participate in college courses conducted on UHCC campuses.

Hawai'i P-20 seeks to expand these opportunities to ensure that all secondary CTE students may earn post-secondary credits while still in high school, promoting a seamless transition into higher education and enhancing their career pathways.

e. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)

Hawai'i's plan requires the inclusion of parents, educators, administrators, career counselors, local businesses, labor organizations, and representatives from Native Hawaiian community organizations in the planning, development, implementation, and evaluation of CTE programs. The plan emphasizes ongoing engagement through regular meetings, such as quarterly sessions with the Career and Technical Education Coordinating Advisory Council (CTECAC), which includes diverse representatives to ensure multiple perspectives are considered. Additionally, Hawai'i's plan encourages collaboration with community advocacy organizations to gather feedback and insights,

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fostering a participatory approach that enhances the effectiveness and relevance of CTE programs.

f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins V.

Hawai'i's local application template is included as [Appendix H](#).

g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of Perkins V.

Hawai'i's post-secondary and secondary comprehensive local needs assessment templates are included as [Appendix J](#) and [Appendix L](#).

h. [UPDATED] Pursuant to section 135(b) of Perkins V, provide the eligible agency's definition for "size", "scope", and "quality" that will be used to evaluate the uses of funds for eligible recipients that receive funds under section 131 (secondary education programs).

Size:

- Provide adequate classroom and lab facilities for CTE programs—consistent with building industry standards for the types of spaces and activities—accessible by all students and large enough to support program enrollments.
- Provide appropriate technology, equipment, supplies, and materials for CTE programs to support academic and technical learning requirements on which students and instructors are trained to industry standards.
- Offer at least one state-approved CTE program of study.
- Provide adequate staffing to support CTE program enrollments.

Scope:

- The CTE program includes a sequence of courses that progress from career exploration to career development, providing students with the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.
- The CTE program is built on industry-based technical, academic, and workplace skills, and may incorporate work-based learning opportunities, dual credit opportunities, and industry recognized credentials.
- The CTE program has a system of support for excellent teaching, leading, specialized instructional support, career guidance and academic counseling, including staff recruitment and retention and systematic, sustained professional development activities.

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Quality:

- The CTE program is aligned to high-skill, high-wage, or in-demand occupations (or occupational clusters).
- The CTE program is employer informed (e.g., by advisory councils) to ensure alignment to industry standards.
- The CTE program meets or is working towards state and federal performance outcomes and is implementing an evaluation process to identify and address gaps.

i. [UPDATED] Pursuant to section 135(b) of Perkins V, provide the eligible agency's definition for "size", "scope", and "quality" that will be used to evaluate the uses of funds for eligible recipients that receive funds under section 132 (post-secondary education programs).

Hawai'i utilizes the same definitions for "size," "scope," and "quality" to evaluate the uses of funds for both secondary and post-secondary eligible recipients.

j. [UPDATED] Describe how the eligible agency defines "high-skill" and "high-wage" occupations or industries to meet the requirement in section 122(d)(9)(C) of Perkins V and to meet the assurance in section 122(d)(13) of Perkins V.

High-Skill: Occupations that require specialized experience, vocational training or long-term on-the-job training, industry-recognized certifications, and/or degrees beyond a high school diploma.

High-Wage: Occupations that have an average annual salary that meets or exceeds the Massachusetts Institute of Technology (MIT) Living Wage statewide or for a particular county.

Note: The current MIT Living Wage for Hawai'i is \$62,233 (\$29.92/hr) for a single adult (2025).

In-Demand: Occupations that have a higher number of annual openings than the state average, and/or higher annual growth rate than the state average, as evidenced by Bureau of Labor Statistics (O*NET) labor market data or other credible labor market data sources.

k. [UPDATED] Describe how the eligible agency provides information on high-skill, high-wage, or in-demand industry sectors or occupations to eligible recipients to enable eligible recipients to meet the requirements for the contents of local applications in section 134(b) of Perkins V and comprehensive local needs assessments in section 134(c) of Perkins V.

The Hawai'i Career Explorer online portal, developed by the University of Hawai'i Community College System, helps students and job seekers explore career pathways, plan their education, and connect with Hawai'i's workforce and industry needs. The tool provides real-time labor market data from the U.S. Bureau of Labor Statistics (BLS) and

other credible data sources, including job demand, salary ranges, and future projections, alongside skill assessments to match users with suitable careers. It also links to local education and training programs, highlighting required credentials and degrees for various fields. The tool empowers students to make informed decisions and prepare for in-demand careers in Hawai'i.

I. [UPDATED] Describe briefly the eligible agency's policies on the use of Perkins V funds to serve students in the middle grades, including the grade levels for which funds may be used in the State.

Hawai'i conducts career exploration activity at its middle schools supported through Perkins V funding. The state emphasizes early career exploration and counseling to help students develop foundational skills and explore potential career pathways starting from sixth grade. Perkins V funds also support work-based learning, employability skill development, and professional development for educators and counselors. These efforts aim to create a seamless CTE system from middle school through post-secondary education, ensuring equitable access to high-demand, high-wage career paths for all students.

2. Meeting the Needs of Special Populations

a. Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—

- . will be provided with equal access to activities assisted under this Act;***
- . will not be discriminated against on the basis of status as a member of a special population;***
- . will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113,***
- . will be provided with appropriate accommodations; and***
- . will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)***

Hawai'i's plan outlines comprehensive strategies to support special populations, ensuring equitable access to CTE programs and positive outcomes for all students. The state is committed to providing equal access to Perkins V-supported activities by identifying and removing barriers to participation. This includes offering accessible facilities, financial assistance, and targeted outreach to underrepresented groups. Schools and colleges are required to review programs regularly to ensure equitable recruitment, enrollment, and retention practices. To prevent discrimination, Hawai'i enforces anti-discrimination policies aligned with Title IX, ADA, and Section 504 of the Rehabilitation Act, and provides training for educators and administrators to foster inclusive environments and address implicit biases.

Programs are tailored to enable members of special populations to meet or exceed state-determined levels of performance by offering support such as tutoring, academic coaching, career counseling, mentoring, and access to specialized equipment and assistive technologies. Progress is monitored through data-driven approaches to ensure students are on track. Additionally, students are provided with appropriate accommodations to fully participate in CTE programs, such as flexible scheduling, alternative formats for instruction and assessments, alignment with Individualized Education Programs (IEPs), and language support services for English learners.

Hawai'i emphasizes inclusive and integrated settings for instruction and work-based learning (WBL) opportunities. The state partners with employers to create competitive, integrated employment experiences, embedding universal design principles to accommodate diverse needs and ensuring that students participate alongside peers in authentic workplace environments. These efforts are complemented by active engagement with families, advocacy organizations, and special education experts to continuously improve access and outcomes. Perkins funding supports initiatives like professional development for educators and outreach programs to increase awareness and participation, reinforcing Hawai'i's commitment to an equitable and high-performing CTE system.

3. Preparing Teachers and Faculty

a. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)

To recruit, prepare, and support educators and leaders for high-quality CTE programs, the state collaborates with teacher preparation programs and local agencies to create pipelines for new teachers, including special education and industry professionals, and offers alternative certification programs to attract diverse candidates.

Professional development equips educators with skills to improve instruction for all students, emphasizing evidence-based practices, culturally responsive teaching, universal design for learning (UDL), and strategies for supporting special populations. School principals, administrators, and other leaders receive training to sustain inclusive and effective CTE programs, while specialized support personnel and paraprofessionals are trained to assist in implementing accommodations and facilitating integrated work-based learning experiences. This comprehensive approach ensures a skilled and inclusive workforce of CTE educators and leaders.

C) Fiscal Responsibility

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—

- a. each eligible recipient will promote academic achievement;**
- b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized post-secondary credential; and**
- c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)**

Hawai'i P-20 approves eligible recipients for Perkins V funds through a process that emphasizes alignment with academic, technical, and workforce priorities. Recipients must demonstrate how their CTE programs promote academic achievement by integrating rigorous academic content with technical instruction to improve student outcomes. They must also show how their programs will equip students with industry-relevant technical and employability skills, including opportunities to earn recognized post-secondary credentials such as industry certifications, licenses, or degrees. Additionally, recipients are required to complete a Comprehensive Local Needs Assessment (CLNA) that addresses local economic and educational needs. This involves analyzing labor market data, identifying gaps in program offerings, and prioritizing in-demand industry sectors and occupations.

Hawai'i P-20 reviews applications to ensure compliance with these criteria and provides technical assistance to support recipients in aligning their programs with state and federal goals. This process ensures that Perkins V funds are used effectively to promote academic success, skill attainment, and alignment with local workforce needs.

2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—

- a. among career and technical education at the secondary level, or career and technical education at the post-secondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and**
- b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)**

Hawai'i P-20 distributes Perkins V funds received under Section 111 equally between secondary and post-secondary programs, with 50% of local funding allocated to each program. This balanced approach ensures that both secondary students and post-secondary learners have access to high-quality CTE opportunities. This distribution strategy is designed to equip students with the technical and employability skills necessary for workplace success, emphasizing alignment with labor market demands and in-demand industry sectors.

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Funds are distributed based on a collaborative plan submitted by program consortium members. This plan must outline each member's role, contributions, and the rationale for funding allocation. By fostering partnerships that enhance program quality, expand resource access, and align CTE programs with industry needs, the distribution ensures that all students served by the consortium have equitable opportunities to develop the skills required to thrive in the workforce. The 50/50 split further supports consistent development across both educational levels, fostering a seamless pathway from secondary education to post-secondary and career success.

3. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

The State of Hawai'i has a single statewide public school district, Hawai'i Department of Education (HIDOE). There are no additional school district boundaries beyond that of the HIDOE. There are no changes in school district boundaries that would necessitate adjustments to the data used for allocations.

4. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—
a. include a proposal for such an alternative formula; and
b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

NOT APPLICABLE

5. If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.

Reserve funding equal to 15% of local funding allocation will be held by Hawai'i P-20. Reserve funding will be used exclusively to supplement local secondary and post-secondary funds secondary and post-secondary programs in supplement of their local funds on a competitive basis.

Reserve funds will be used for, but not limited to:

1. Pathways alignment between secondary and post-secondary CTE programs

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2. Systemwide Professional Development
3. Closing gaps in participation and outcomes
4. Addressing Perkins Special Populations

Allocation of reserve funding is to be based on merit, prior performance and the potential impact of the proposed programs or initiatives. This process will also allow for a more directed, state-level approach ensuring all program goals and objectives outlined in the state plan are met.

6. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

The State of Hawai'i's fiscal effort (aggregate expenditures) that will establish the baseline is approximately \$63 million.

D) Accountability for Results

1. Identify and include at least one (1) of the following indicators of career and technical education program quality—

- a. the percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized post-secondary credential;***
- b. the percentage of CTE concentrators graduating high school having attained post-secondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or***
- c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)***

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of "other" program quality measure(s) is optional for States.

Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

Hawai'i utilizes indicator "b" or 5S2 — the percentage of CTE concentrators graduating high school having attained post-secondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement — as a measure of education

program quality. Hawai'i defines the numerator as the number of CTE concentrators that graduated having attained post-secondary credits in the relevant CTE program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement. The denominator is CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate defined in section 8101 of ESEA.

Additionally, Hawai'i believes that indicator "c," the percentage of CTE concentrators graduating from high school having participated in work-based learning, would be a valuable program quality indicator, and is making progress toward including this indicator in the future.

2. [UPDATED] If the eligible agency counts CTE concentrators who received "industry-recognized certificates and certifications" in the numerator of the secondary program quality indicator that measures the attainment of a recognized post-secondary credential (5S1), please describe how the eligible agency determines that these credentials are recognized by industry, and what methods, if any, are used to disseminate this information to eligible recipients.

NOT APPLICABLE - Hawai'i does not utilize program quality indicator 5S1.

3. [UPDATED] For CTE concentrators who received "industry-recognized certificates and certifications" and were counted in the numerator of the post-secondary performance indicator that measures the attainment of a recognized post-secondary credential (2P1), please describe how the eligible agency determines that these credentials are recognized by industry and what methods, if any, are used to disseminate this information to eligible recipients.

Determination of industry-recognized credentials for CTE concentrators involves collaboration with industry stakeholders, workforce development agencies, and educational institutions. This ensures alignment with labor market demands and in-demand occupations offering living wages. Hawai'i conducts Comprehensive Local Needs Assessments (CLNAs) and uses resources like the "Promising Credentials in Hawai'i" report to validate relevant credentials. Information is disseminated through secondary and post-secondary institutions, public reports, and advisory committees, ensuring transparency and alignment with industry standards. These efforts help students acquire valuable credentials that enhance career prospects and support economic growth.

4. [UPDATED] Provide the number of post-secondary credits that a student must complete in order to be counted in the numerator for 5S2.

Hawai'i requires a student to complete at least one (1) post-secondary credit in order to be counted in the numerator for 5S2.

5. [UPDATED] Provide the number of work-based learning hours (or other unit of measurement used by the State) that a student must complete in order to be counted in the numerator for 5S3.

NOT APPLICABLE - Hawai'i does not utilize program quality indicator 5S3.

6. Optional: Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of "other" program quality measure(s) is optional for States.

7. Provide on the form in Section V.B, for each year covered by the 4-year State plan or annual revisions State determined performance levels for each of the secondary and post-secondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)

The form on State determined performance levels covered by the 4-year State plan is included as [Appendix M](#).

[UPDATED] The numerator and denominator data specifications in Table 3 must be used to collect and report performance data for FY 2026 (which begins July 1, 2026) and for subsequent years. An eligible agency must report on FY 2026 performance in its Consolidated Annual Report (OMB #1830-0569) for that year, which may be submitted as early as October 1, 2027, but no later than January 31, 2028. If the eligible agency wishes to modify its SDPLs in light of the data specifications, it should do so by FY 2026. States continue to be solely responsible for establishing SDPLs at the numerical values of their choice and must engage in the public comment process detailed in section 113(b)(3)(B) of Perkins to the extent that its SDPLs are adjusted.

8. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—

- i. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);**
- ii. an explanation for the State determined levels of performance, including the State's definition of "meaningful progress" and how each of the performance levels satisfy that definition, that meet each of the other statutory requirements in Text Box 8; and**
- iii. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives of other Federal and State laws, (Section 122(d)(10) of Perkins V).**

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Hawai'i's State Determined Levels of Performance (SDLPs) under Perkins V are established through a collaborative process and led by the Perkins V Project Lead Team. This process includes consultations with secondary and post-secondary programs and other stakeholders to ensure that the performance levels are both ambitious and realistic, aiming for continuous improvement in CTE outcomes.

Hawai'i's Public Comment period on the Hawai'i State CTE Plan, which includes Hawai'i's SDLPs for 2025-2029, took place from February 1, 2025, to March 3, 2025. The Public Comment period provided opportunities for the public to review and comment on the SDLPs through various methods, including an online form on the Hawai'i State CTE website, via email to a designated Perkins V public comment email address, via mail or in-person at the Hawai'i P-20 office, and via in-person and virtual public comment and feedback sessions held at varying times and locations.

The State defines "meaningful progress" as the continual improvement of performance across all CTE students, including subgroups such as those defined by race, ethnicity, gender, and special populations. This definition aligns with the statutory requirements of Perkins V, which mandate that SDLPs be designed to promote ongoing enhancement of CTE program quality and student achievement.

To ensure alignment with other federal and state laws, Hawai'i's SDLPs are coordinated with the goals and objectives of the Workforce Innovation and Opportunity Act (WIOA) and the Every Student Succeeds Act (ESSA). This alignment is achieved by setting performance levels that complement the broader educational and workforce development objectives of the state, fostering a cohesive strategy for enhancing student outcomes and meeting labor market demands.

Through this comprehensive approach, Hawai'i ensures that its SDLPs not only comply with federal requirements but also support the state's commitment to providing high-quality CTE programs that prepare students for successful careers.

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

Baseline SDLPs are primarily established in consultation with the U.S. Department of Education based on prior performance data. This includes trends in student achievement, credential attainment, graduation rates, and placement in post-secondary education, employment, or military service.

9. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).

As part of the written response, include a description of any changes made to the State determined performance levels as a result of stakeholder feedback.

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During the public comment period, one comment was received requesting clarification on how Hawai'i's State Determined Performance Levels were identified. The following response was provided:

Response: Perkins V indicators of performance are defined by the U.S. Department of Education. States are required to report annually on these core indicators of performance. Definitions of the indicators of performance can be found on the [Perkins Collaborative Resource Network website](#).

The State Determined Performance Levels for 2025-2029 specified in the Hawai'i State CTE Plan were determined in consultation with the Hawai'i Department of Education and UH Community College System in accordance with Perkins V requirements. Perkins V specifies that the State Determined Performance Levels must be higher than the average actual performance of the two most recently completed program years.

HIDOE schools and UHCC campus performance data is aggregated annually, enabling continuous monitoring and evaluation. Hawai'i P-20 also publishes statewide performance data in the Consolidated Annual Reports. Hawai'i P-20 continues to collaborate with government and community partners to enhance the accuracy and reliability of longitudinal data for tracking student outcomes.

No changes were made to Hawai'i's State Determined Performance Levels as a result of this stakeholder feedback.

10. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)

Reserve funds, up to 15% of the local allocation, will be set aside and centrally managed through Hawai'i P-20. These funds will be strategically utilized to address identified disparities or gaps in performance, ensuring equitable access and outcomes across all learner groups.

When disparities or gaps in performance are identified through data analysis and stakeholder engagement, Hawai'i P-20 will immediately direct these reserved funds toward targeted activities to mitigate the identified issues. Examples of such activities include professional development for educators, enhanced student support services, expanded access to CTE programs, and the implementation of evidence-based interventions.

If meaningful progress in reducing disparities or gaps has not been achieved by the third program year, Hawai'i will implement additional actions to eliminate these disparities or gaps. These actions will include, but are not limited to:

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- Conducting comprehensive root-cause analyses to better understand the underlying factors contributing to performance gaps.
- Collaborating with local education agencies and stakeholders to develop and execute tailored improvement plans.
- Allocating additional resources or modifying the allocation methodology to prioritize high-need areas.
- Strengthening monitoring and accountability measures to ensure effective use of funds and sustained improvements.

By adopting a proactive and data-driven approach, the eligible agency will work to achieve equitable outcomes for all learners and continuously improve CTE program performance.

As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP), the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.

Hawai'i P-20 Partnerships for Education will analyze disaggregated data on core performance indicators to identify gaps across student groups and use evidence-based research to address them. Root cause analyses will inform targeted technical assistance and professional development tailored to eligible recipients' needs. Evidence-based strategies, such as mentoring programs and improved access to work-based learning, will be implemented to close gaps and promote access for all. Progress will be monitored through established benchmarks, with adjustments made as needed to ensure continuous improvement and meaningful student outcomes statewide.

Appendix F: Hawai'i Methods of Administration Plan

CTE Civil Rights Compliance Program

Section 1: Introduction

The US Education Department (ED) requires each career and technical education (CTE) state agency to adopt a compliance program for identifying, preventing, and remedying discrimination on the basis of race, color, national origin, sex, and disability by its subrecipients. The state agency must document its methods of administering that CTE civil rights compliance program within a Methods of Administration (MOA) Plan. Hawai'i P-20 Partnerships for Education (Hawai'i P-20) is the state agency's administrative office with current responsibility for oversight and implementation of the Hawai'i MOA Plan.

In accordance with Guidelines (44 Federal Register 17162, March 21, 1979) issued by the ED Office for Civil Rights (OCR) and the February 6, 2020, Memorandum of Procedures issued jointly by the ED's OCR and Office of Career, Technical, and Adult Education (OCTAE), this MOA Plan sets forth the intent of Hawai'i P-20 to periodically conduct civil rights compliance reviews of secondary schools and post-secondary campuses receiving federal ED Perkins funds that operate CTE programs. The development of this Hawai'i MOA Plan was developed through a process that included the opportunity for public comment in conjunction with that of the 2025 Hawai'i State CTE Plan (Perkins V State Plan) also developed by Hawai'i P-20 in partnership with local educational agencies. This Hawai'i MOA Plan will take effect on July 1, 2025. It will replace the previous MOA plan implemented from August 26, 2020 through June 30, 2025.

Section 2: Plan for Performing Oversight Responsibilities

Purpose of the Review Process

The purpose of reviewing institutions that offer career-technical education is to ensure that all students, regardless of race, color, national origin, sex, or disability, have equal access and opportunities to succeed in career-technical programs. Hawai'i's approach to monitoring will utilize comprehensive reviews that include both remote desk audits and onsite assessments of the secondary and post-secondary subrecipients of Perkins funds in Hawai'i.

Subrecipient Universe

Hawai'i is unique in that there is one eligible secondary local educational agency in the Hawai'i State Department of Education (HIDOE) and one eligible post-secondary local educational agency in the University of Hawai'i Community Colleges (UHCC). Together HIDOE and UHCC make up the Hawai'i subrecipient universe. HIDOE currently operates 46 high schools with eligible CTE programs and UHCC comprises 7 community colleges offering CTE programs.

Selection Determination and Review Schedule

Integration with existing systems and data-driven approach to selection

Hawai'i P-20 intends to integrate and conduct the civil rights reviews of secondary and post-secondary programs under this MOA Plan in coordination with its overall Perkins monitoring of subrecipients. Alternatively, as necessary to identify the specific subrecipient schools, campuses, programs, or activities, Hawai'i P-20 will apply a data-driven or other objective approach for the purposes of determining its reviews by collecting and analyzing civil rights related data and information that subrecipients compile for their own purposes or that are submitted to State and Federal officials under existing authorities.

Examples of data to be analyzed may include student enrollment and CTE program participation information from the subrecipients relating to race, color, national origin, sex, or disability, and that may be compared to overall institutional enrollment or participation data, as well as accountability and quality assurance performance indicators utilized for subrecipient monitoring under the Hawai'i Perkins State Plan. Selection of subrecipient schools, campuses, programs, or activities by geographic location with respect to existing groupings by district, complex area, or other partnerships across the Hawaiian Islands based on proximity may also be considered to facilitate efficiencies or other benefits of review or collaboration among subrecipient programs in the same vicinity. In certain circumstances Hawai'i P-20 may conduct a statewide review of a recurring issue of noncompliance or concern noted within its prior MOA findings letters

Secondary schools review schedule

All eligible public HIDOE high schools offering at least one CTE program of study will undergo a comprehensive review, which includes a remote desk audit and onsite assessment, once within a seven year cycle. Hawai'i P-20 will consider the last date of review for a school and may defer selection to provide a gap of at least two program years between comprehensive reviews of any given school. An issue-based limited-scope statewide review may be included between review cycles if deemed beneficial towards collaboration with subrecipients to address recurring issues of noncompliance or concern.

Post-secondary campuses review schedule

All eligible UHCC campuses offering at least one CTE program, as defined by each agency's state office, will undergo a comprehensive review, which includes a remote desk audit and onsite assessment, once within a seven year cycle. Hawai'i P-20 will consider the last date of review for a campus and may defer selection to provide a gap of at least two program years between comprehensive reviews of any given campus. An issue-based limited-scope statewide review may be included between review cycles if deemed beneficial towards collaboration with subrecipients to address recurring issues of noncompliance or concern.

Review Process

Hawai'i P-20 will periodically conduct compliance reviews, issue related Letters of Findings, then negotiate and monitor subsequent corrective action efforts, as appropriate, to comply with the requirements set forth in Section II(B)2 of the Guidelines. Per the selection and review schedule, schools will be identified by July 1 of each year for review in the upcoming program year. Each school or campus will be notified by memorandum of their selection and provided details of the review process, requirements, and expectations. Each civil rights review of the secondary or post-secondary CTE programs at each school or college will generally include the following processes:

1. Notification of selection for CTE civil rights review - July
2. Orientation and introduction meeting - August to September
3. Submission of required evidence - October to November
4. Desk review - October to November
5. On-site review - October to December
6. Discussion of preliminary findings - January
7. Follow up on preliminary findings - February to March
8. Closing meeting and Letter of Findings - April to May
9. Negotiation of Corrective Action Plan towards voluntary compliance - May to July.

The Letter of Findings will be separated into two sections: (1) Program and Administrative, and (2) Facilities.

Subsequent to the negotiation of a Corrective Action Plan that includes signature of the HDOE Superintendent or UHCC Vice President for Community Colleges, Hawai'i P-20 will request periodic status updates from the subrecipients and offer technical assistance to facilitate remediation. Hawai'i P-20 will use its discretion to engage ED-OCR in technical assistance, compliance, or enforcement activities if deemed necessary or appropriate.

Scope of the Review

The review of CTE programs is to ensure that all students, regardless of race, color, national origin, sex or disability, have equal access and opportunities to succeed in career-technical programs. The scope of the review will cover the nine areas of civil rights review listed below. In regards to facilities, only facilities that house CTE programs, as defined by each agency's state office, will be included in the review. This extends to the accessibility of these facilities, but shall not include access to core academic courses (English, Math, Physical Education), and common areas (bathrooms, locker rooms, cafeteria, library, student parking lots, etc.).

Areas of Civil Rights Review	
1. Determination of Administrative Requirements	Civil rights administrative requirements regarding publication of nondiscrimination policy or related grievance procedures.
2. Determination on Admissions, Recruiting, and Counseling	

	Civil rights responsibilities concerning admissions, recruitment, and counseling.
3. Determination on Accessibility	Civil rights requirements of nondiscrimination on the basis of disability under Section 504 and further informed by Title II of the Americans with Disabilities Act.
4. Determination on Comparable Facilities	Civil rights responsibilities concerning comparable facilities.
5. Determination of Services for Students with Disabilities	Civil rights responsibilities regarding service for students with disabilities.
6. Determination on Financial Assistance	Civil rights responsibilities concerning financial assistance to students.
7. Determination on Work Study, Cooperative CTE Programs, and Job Placement	Civil rights responsibilities concerning assurances of nondiscrimination by employers within certain program work-based learning agreements.
8. Determination on Employment	Civil rights responsibilities regarding notices on nondiscrimination in job advertisements or other areas reviewed that pertain to employment.
9. Determination on Housing for Post-secondary CTE Programs (if applicable)	Civil rights responsibilities regarding nondiscrimination in housing, as extended by subrecipients to students in post-secondary CTE programs.

Section 3: Technical Assistance

Technical assistance for all subrecipients will be provided by the MOA Coordinator. Specific activities related to technical assistance will be conducted in order to help subrecipients attend to their ongoing federal civil rights obligations as well as to address specific issues of noncompliance or concern towards improving student access, participation, and success relating to CTE programs. Civil rights monitoring and comprehensive reviews will typically include an offering of technical assistance to encourage active collaboration towards improving upon civil rights issues whether on an interim or long-term basis.

Examples of technical assistance include:

- Civil rights process and on-site review orientations
- On-site and remote consultation, including accessibility assessments
- Guidance in applying regulations or best practices associated with federal civil rights
- Review or input concerning new subrecipient policies and procedures
- Promotion of relevant training resources and opportunities, whether developed independently by the MOA coordinator, in collaboration with subrecipients, or via third parties such as other government agencies, industry associations, or subject matter experts

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- Sharing and leveraging the resources offered by ED-OCR, including materials from its OCR Reading Room and the OCR Outreach, Prevention, Education, and Nondiscrimination (OPEN) Center.

Appendix G: Labor Market Data Sources

Hawai'i utilizes the following labor market data sources to ensure CTE programs are aligned with current state and local labor market needs to prepare students for high-skill, high-wage, or in-demand occupations.

- **O*NET**: O*NET is an online database sponsored by the U.S. Department of Labor that provides detailed occupational profiles. Occupational profiles include wages and employment trends, as well as associated training and skill sets.
- **HireNet Hawaii**: HireNet Hawaii, provided by the State Department of Labor and Industrial Relations, offers various labor market data dashboards, reports, and publications, including short- and long-term employment projections statewide and by county.
- **Hawaii Career Explorer**: Hawaii Career Explorer, developed by the University of Hawai'i Community Colleges, allows users to search for occupations to find real-time labor market data based on Hawai'i job postings sourced from Lightcast, a trusted labor market data provider.
- **Department of Business, Economic Development and Tourism**: The Research & Economic Analysis Division (READ) of the Department of Business, Economic Development & Tourism publishes various labor market data files and reports, including state and county employment and wages by occupation sourced from the U.S. Bureau of Labor Statistics.

Appendix H: Local Application Template

OVERVIEW

The federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V) provides resources to Hawai'i Department of Education public high schools and University of Hawai'i Community College campuses to support the implementation of high-quality CTE programs. Hawai'i has two recipients of Perkins V local funding: The Hawai'i Department of Education and University of Hawai'i Community College System. Recipients must submit a Perkins V local application to Hawai'i P-20 (the administrative arm of the State Board for CTE) every two years, coinciding with each Comprehensive Local Needs Assessment (CLNA).

This local application template is designed to help recipients develop strong applications for Perkins V funding that describe how funds will be used to address the priorities identified in their CLNA.

LOCAL APPLICATION TEMPLATE SECTIONS

- A. SUMMARY OF CLNA & STAKEHOLDER ENGAGEMENT
- B. INSTRUCTIONS
- C. GOALS & STRATEGIES
- D. USE OF FUNDS
- E. PERFORMANCE ACCOUNTABILITY
- APPENDIX: BUDGET DETAILS

A. SUMMARY OF CLNA & STAKEHOLDER ENGAGEMENT

Hawai'i P-20 will provide a summary of the CLNA and stakeholder engagement to recipients.

B. INSTRUCTIONS

In Section C, based on your CLNA findings, you will identify priorities for the next two years that correspond to the five priority areas in Hawai'i's Perkins V State Plan (Access for All, Quality & Pathways Alignment, College & Career Navigation, Partnerships, and A Native Hawaiian Sense of Place).

Identifying S.M.A.R.T. Goals: For each priority, you will start by identifying a S.M.A.R.T. Goal, as defined below.

Criteria	Description
S trategic	Reflects an important dimension of what your organization seeks to

	accomplish (programmatic or capacity-building priorities).
M easurable	Includes standards by which reasonable people can agree on whether the goal has been met (by numbers or defined qualities).
A mbitious	Challenging enough that achievement would mean significant progress—a “stretch” for the organization.
R ealistic	Not so challenging as to indicate lack of thought about resources, capacity, or execution; possible to track and worth the time and energy to do so.
T ime-Bound	Includes a clear deadline.

Example S.M.A.R.T. Goals:

- Expanding Early College Opportunities: Increase the number of early college or dual credit opportunities by 10% over the next two years by collaborating with HIDOE high schools.
- Increasing Non-Traditional Student Enrollment: Meet or exceed the State-Determined Performance Level for Non-Traditional Program Concentration in all programs of study over the next two years through targeted outreach and interventions.

Identifying Strategies & Activities: For each S.M.A.R.T. Goal, you will then identify at least one strategy to achieve your goal and propose at least one activity to implement each strategy.

Example Strategies & Activities:

Priority: Increasing Non-Traditional Student Enrollment

S.M.A.R.T. Goal: Meet or exceed the State-Determined Performance Level for Non-Traditional Program Concentration in all programs of study over the next two years through targeted outreach and interventions.	
Strategy	Proposed Activities
Target High-Need Programs	• Review current program performance data to identify those that have not met the SDPL for Non-Traditional Program Concentration.
Develop Outreach Plans for High-Need Programs	• Identify current outreach strategies/activities programs are using to recruit and retain non-traditional students. • Consult with stakeholders, including program leads and faculty, students, and industry representatives, to identify additional outreach strategies.

C. GOALS & STRATEGIES

For each of the State Plan priority areas, review your [CLNA](#) and identify your top two priorities related to that area. Develop a S.M.A.R.T. goal for each priority. Then, identify at least one strategy for achieving each of your goals and at least one proposed activity for strategy implementation.

1. Quality & Pathways Alignment

State Plan Goal: Develop and maintain CTE programs that are aligned with industry standards and labor market needs, ensuring high quality, rigor, and relevance to current and future job markets.

Quality & Pathways Alignment Priority 1:

S.M.A.R.T. Goal:	
Strategy	Proposed Activities
Strategy 1	- Activity 1 - Activity 2 - Activity 3
Strategy 2	- Activity 1 - Activity 2 - Activity 3

Quality & Pathways Alignment Priority 2:

S.M.A.R.T. Goal:	
Strategy	Proposed Activities
Strategy 1	- Activity 1 - Activity 2 - Activity 3
Strategy 2	- Activity 1 - Activity 2 - Activity 3

Required Questions: Quality & Pathways Alignment

Please answer the following required questions in 250 words or less OR indicate if previously addressed by priorities above.

1. What career-technical education course offerings and activities will the eligible recipient provide or support with funds?
2. How did the results of the [CLNA](#) inform the selection of the specific career and technical education programs and activities selected to be funded?
3. Describe any new programs of study the eligible recipient will develop and submit to the state for approval.
4. How will students, including students who are members of special populations, learn about their school's career and technical education course offerings and whether each course is part of a career and technical education program of study?

5. How will you improve the academic and technical skills of students participating in career and technical education programs, by strengthening the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education?
6. How will you provide students participating in CTE programs with the opportunity to obtain post-secondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school?
7. How will you coordinate with the State workforce board/agency and State of Hawaii Department of Education OR University of Hawaii to support the recruitment, preparation, retention, and training, including professional development of teachers, faculty, administrators, and specialized instructional support personnel and paraprofessionals, who meet applicable Hawaii certification and licensure requirements, including individuals from groups underrepresented in the teaching professions?

2. Access for All

State Plan Goal: Ensure all students, regardless of background or circumstances, have equitable access to high-quality CTE programs and resources to achieve their career and educational goals.

Access for All Priority 1:

S.M.A.R.T. Goal:	
Strategy	Proposed Activities
Strategy 1	· Activity 1 · Activity 2 · Activity 3
Strategy 2	· Activity 1 · Activity 2 · Activity 3

Access for All Priority 2:

S.M.A.R.T. Goal:	
Strategy	Proposed Activities
Strategy 1	· Activity 1 · Activity 2 · Activity 3
Strategy 2	· Activity 1 · Activity 2 · Activity 3

Required Questions: Access for All

Please answer the following required questions in 250 words or less OR indicate if previously addressed by priorities above.

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1. How will you provide activities to prepare special populations for high-skill, high-wage, or in-demand occupations that will lead to self-sufficiency?
2. How will you prepare CTE participants for non-traditional fields?
3. How will you provide equal access for special populations to CTE courses, programs, and programs of study?
4. How will you ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations?
5. How will you address disparities or gaps in performance in each of the plan years? If no meaningful progress has been achieved prior to the third program year, describe additional actions you will take to eliminate these disparities or gaps.

3. College and Career Navigation

State Plan Goal: Expand and strengthen personalized college and career advising and counseling to help every student reach their career goals.

College and Career Navigation Priority 1:

S.M.A.R.T. Goal:	
Strategy	Proposed Activities
Strategy 1	· Activity 1 · Activity 2 · Activity 3
Strategy 2	· Activity 1 · Activity 2 · Activity 3

College and Career Navigation Priority 2:

S.M.A.R.T. Goal:	
Strategy	Proposed Activities
Strategy 1	· Activity 1 · Activity 2 · Activity 3
Strategy 2	· Activity 1 · Activity 2 · Activity 3

Required Questions: College and Career Navigation:

Please answer the following required questions in 250 words or less OR indicate if previously addressed by priorities above.

1. How will you provide career exploration and career development coursework, activities, or services?
2. How will you provide career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, in demand

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industry sectors or occupations, as determined by the comprehensive local needs assessment?

- How will you provide an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program?

4. Partnerships

State Plan Goal: Expand and strengthen partnerships and collaboration with industry, community organizations, and post-secondary institutions to create synergistic opportunities that enhance program quality and student outcomes.

Partnerships Priority 1:

S.M.A.R.T. Goal:	
Strategy	Proposed Activities
Strategy 1	- Activity 1 - Activity 2 - Activity 3
Strategy 2	- Activity 1 - Activity 2 - Activity 3

Partnerships Priority 2:

S.M.A.R.T. Goal:	
Strategy	Proposed Activities
Strategy 1	- Activity 1 - Activity 2 - Activity 3
Strategy 2	- Activity 1 - Activity 2 - Activity 3

Required Questions:

Please answer the following required questions in 250 words or less OR indicate if previously addressed by priorities above.

- Describe the work-based learning opportunities that will be provided to students participating in the CTE programs.
- How will you work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students?

5. A Native Hawaiian Sense of Place

State Plan Goal: Integrate and advance Native Hawaiian culture and values across all aspects of career and technical education programs and support the success of all students.

A Native Hawaiian Sense of Place Priority 1:

S.M.A.R.T. Goal:	
Strategy	Proposed Activities
Strategy 1	• Activity 1 • Activity 2 • Activity 3
Strategy 2	• Activity 1 • Activity 2 • Activity 3

A Native Hawaiian Sense of Place Priority 2:

S.M.A.R.T. Goal:	
Strategy	Proposed Activities
Strategy 1	• Activity 1 • Activity 2 • Activity 3
Strategy 2	• Activity 1 • Activity 2 • Activity 3

D. USE OF FUNDS

- 1. Budget Summary**
- 2. Prioritization of Funds**

E. PERFORMANCE ACCOUNTABILITY**1. Performance Indicators**

- List the specific Perkins V performance indicators the institution is responsible for, such as:
 - Post-secondary retention and credential attainment.
 - Placement in employment or further education.
 - Participation and performance of special populations.
 - Data Collection and Reporting
- Explain how the institution will collect and report data to track progress on performance indicators. Include methods for analyzing data and adjusting strategies based on results.

APPENDIX: BUDGET DETAILS

Appendix I: Plan Development & Stakeholder Outreach

Hawai'i's State CTE Plan was developed in close collaboration with the Perkins V State Plan Project Lead Team (PLT), which served as a steering committee for the plan update. Additionally, Hawai'i P-20 and the PLT conducted direct outreach to variety of stakeholder groups and subject matter experts to solicit their formal comments on the draft plan.

Plan Development

The PLT comprised 14 members representing leadership within Hawai'i P-20, secondary programs (HIDOE), post-secondary programs (UHCC) and workforce/industry representatives via the State of Hawai'i Workforce Development Council (WDC).

From July 2024 to March 2025, the PLT met monthly via video conference to review and provide feedback on key components of the plan. A complete member listing of the PLT is included below.

Hawai'i Perkins V State Plan Project Lead Team Members

Organization	PLT Member(s)
Hawai'i P-20	• Warren Kawano (Pathways Strategy Dir/Associate State CTE Director) • Jarret Yip (CTE Specialist)
Hawai'i Department of Education	• Wanelle Kaneshiro (Director, Workforce Development) • Wendi Vincent (Administrator, Career Readiness) • Troy Sueoka (CTE Educational Specialist) • Danny Addis (CTE Educational Specialist) • Cindee Izuo (CTE District Resource Teacher - Honolulu District) • Cori Tanimura (Program Specialist, Career Tech Ed/Perkins)
University of Hawai'i Community Colleges	• Della Teraoka (Associate Vice President for Academic Affairs) • Preshess Willets-Vaquilar (CTE Dean, Honolulu Community College) • Laura Nagle (CTE Dean, UH Maui College)
Workforce Development Council	• Cary Miyashiro (President, Quad D Solutions) • Tui Scanlan (President, IATSE Local 665)
Hawai'i P-20 Council	• Leslie Wilkins (Executive Director, Maui Economic Development Board)

Stakeholder Outreach

Hawai'i P-20 and the PLT engaged the stakeholder groups below to provide formal comment on the plan draft:

- Hawai'i Department of Education CTE District Resource Teachers
- Hawai'i Department of Education CTE Coordinators
- Hawai'i Department of Education, Office of Hawaiian Education (OHE)
- University of Hawai'i Community College CTE Deans
- State of Hawai'i Workforce Development Council, Sector Strategies Committee
- State of Hawai'i Department of Business, Economic Development and Tourism (DBEDT)

Consulting Partners

AE Consulting was contracted by Hawai'i P-20 to provide technical support for the development of the Hawai'i State CTE Plan.



Appendix J: Post-secondary CLNA Template

PURPOSE

Biennial completion of a Comprehensive Local Needs Assessment (CLNA) is required by the Strengthening Career and Technical Education for the 21st Century Act, also known as Perkins V. In years prior, the Hawai'i Office of the State Director for Career and Technical Education (OSDCTE) has conducted a single, statewide comprehensive CLNA to guide the allocation of Perkins V funding to Hawai'i DOE high schools and the University of Hawai'i Community Colleges. However, a statewide CLNA cannot capture the unique CTE needs of individual schools, and Perkins V requires that each school utilizes their funding in alignment with school-specific needs. Therefore, to maintain compliance, a CLNA must be completed biennially by each HIDOE high school and UHCC.

Hawai'i P-20 Partnerships for Education, as the administrative arm of the State Board for CTE, has prepared the following template to assist Hawai'i DOE high schools and the UHCCs in completing their individual CLNAs. The CLNAs, to be submitted by **May 15, 2023**, will be used by schools to apply for Perkins V funds for School Year 2024-2025. This CLNA template is designed to help schools identify their priority needs and strategies to improve their CTE programs and pathways. Schools will then utilize Perkins V funds to address the priority needs identified in their CLNA.

Each section of the CLNA template corresponds to a requirement of Perkins V. Instructions and reference materials are provided for each section. This template has been provided for schools to prepare their responses to the questions, but official responses should be submitted through the online form with the link provided below. Completed CLNAs will not be used to compare or rank schools. Rather, the CLNA is an exercise for schools to self-assess their CTE programs, prioritize their needs, and maintain eligibility for Perkins V funds.

We recognize that including campus-level CLNAs may be challenging at first, but it is necessary to maintain compliance with Perkins V requirements and ensure budgets and expenditures are aligned with each campus' identified needs. Our hope is that this template makes completing a CLNA efficient, straightforward, and useful for improving your campus' CTE programs and pathways.

HOW TO SUBMIT

Please submit your campus' responses for each section of the CLNA template through this survey link: <https://survey.sms-hawaii.com/s3/CLNA-2023>

For each question, enter your response into the corresponding text-entry field. Once you have begun entering your responses, you may save your progress and return to complete the submission later by selecting "Save and continue later" in the upper right corner of the window and providing your email address. You will then receive a link to return to where you left off.

All submissions are due no later than May 15, 2023.

CLNA TEMPLATE SECTIONS

- A. IDENTIFY CLNA TEAM
- B. PERFORMANCE ON FEDERAL PERKINS V INDICATORS
- C. RECRUITMENT, RETENTION, AND TRAINING OF FACULTY AND STAFF
- D. PROGRESS TOWARD IMPROVING ACCESS FOR ALL
- E. ALIGNMENT TO LABOR MARKET NEEDS
- F. SIZE, SCOPE, AND QUALITY OF PROGRAMS OFFERED
- G. PROGRESS TOWARD IMPLEMENTING CAREER PATHWAYS
- H. PRIORITIZE NEEDS

A. IDENTIFY CLNA TEAM

Perkins V Requirement

Section 134(d) requires schools to involve a diverse body of stakeholders in the CLNA, including, at a minimum—

- (1) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- (2) representatives of career and technical education programs at post-secondary educational institutions, including faculty and administrators;
- (3) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- (4) parents and students;
- (5) representatives of special populations;
- (6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
- (7) representatives of Indian Tribes and Tribal organizations in the State, where applicable; and
- (8) any other stakeholders that the eligible agency may require the eligible recipient to consult.

Instructions

Identify your campus' CLNA team below. This team will provide guidance and input to ensure your assessment is comprehensive and inclusive of diverse perspectives. All

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representatives do not have to be involved in every stage of the CLNA. For example, your CTE Dean may draft responses to the CLNA questions and share the draft with your CLNA team to collect feedback.

Representative	Name(s)	Business/Position
CTE Dean(s)		
Division/Department Chair(s)		
Program Coordinators		
Secondary Representative		
Community / Business / Workforce Development		
Counselor(s)		
Student(s)		
Special Populations		
Other		

B. PERFORMANCE ON FEDERAL PERKINS V INDICATORS

Perkins V Requirement

Section 134(c)(2)(A) (A): An evaluation of the performance of the students served by the eligible recipient with respect to State-determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.

Instructions

The questions in this section ask you to consider your campus' performance on the Perkins V indicators and identify strategies for improvement. Please refer to your campus' Perkins V Core Indicators of Performance data in preparing your responses.

Questions

1. Which performance accountability indicators is your campus struggling with the most? Why do you think that is?
2. What strategies can you implement to improve performance?

C. RECRUITMENT, RETENTION, AND TRAINING OF FACULTY AND STAFF

Perkins V Requirement

Section 134(c)(2)(D): (D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

Instructions

The questions in this section ask you to consider your campus' needs in terms of CTE faculty/staff recruitment and professional development.

Questions

1. For which CTE programs or pathways do you need to develop or recruit faculty, paraprofessionals, and staff?
2. Which professional development needs are most pressing?
3. What strategies will you use to support educators over the next two years to upgrade their skills and knowledge through professional development?

D. PROGRESS TOWARD IMPROVING ACCESS FOR ALL**Perkins V Requirement**

Section 134(c)(2)(E): (E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including— (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations; (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

Instructions

The questions in this section are focused on current gaps in access in your campus' CTE programs. Please refer to your campus' Perkins V Core Indicators of Performance data in preparing your responses.

Special Populations are defined in Perkins V as: individuals with disabilities; individuals from economically disadvantaged families, including low- income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty.

Hawai'i also considers students who identify as Native Hawaiian as part of an expanded set of special population students.

Questions

1. How does student performance on the Perkins V performance indicators vary **within** each CTE program or pathway of study on your campus? Are there any performance gaps between gender and/or ethnic groups? How are students who are members of special populations performing?

2. How does student performance on the Perkins V performance indicators vary **between** CTE programs or pathways of study on your campus? Are there any performance gaps between gender and/or ethnic groups? How are students who are members of special populations performing?
3. What strategies can be implemented to address these performance gaps?
4. Which specific subpopulations are not participating in CTE?
5. What efforts have been made to recruit and retain students in special populations into your programs? Which efforts have been most and least effective?

E. ALIGNMENT TO LABOR MARKET NEEDS

Perkins V Requirement

Section 134(c)(2)(B)(ii) (ii) (I) A description of how career and technical education programs offered by the eligible recipient are aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the 'State board') or local workforce development board, including career pathways, where appropriate; or (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

Instructions

The questions in this section ask you to evaluate the alignment of your current CTE programs to local labor market needs. Please refer to your institution's 2022 [Annual Report of Program Data](#) (ARPD) using the "Workforce" tab in preparing your responses.

Questions

1. After reviewing your local labor market data, are there immediate employer needs in the community that can be addressed by a career pathway? What about longer-term needs that could be supported by any additional CTE program that may be needed in your area?
2. Does the local labor market data indicate that any CTE programs are no longer feasible for your area (i.e., oversaturated, loss of industry, etc.)?
3. Are your facilities and equipment adequate given your pathway offerings, student enrollment and labor market needs?

F. SIZE, SCOPE, AND QUALITY OF PROGRAMS OFFERED

Perkins V Requirement

Section 134(c)(2)(B)(i): (B) A description of how career and technical education programs offered by the eligible recipient are— (i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient.

Instructions

Please complete the [Hawai'i Pathways Quality Self-Assessment](#) before responding to the questions below. The self-assessment is NOT a formal evaluation tool for monitoring or accountability. Rather, it is designed to assist your campus in identifying areas of need in developing quality career pathways.

Questions

1. Based on your Hawai'i Pathways Quality Self-Assessment results, for which components did you perform the *lowest*?
2. What strategies can be implemented to improve performance in these areas?

G. PROGRESS TOWARD IMPLEMENTING CAREER PATHWAYS

Perkins V Requirement

Section 134(c)(2)(C): (C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.

Instructions

The questions in this section ask you to consider the alignment of your CTE programs between secondary and post-secondary levels.

Questions

1. What process is in place to ensure secondary and post-secondary alignment provides CTE students a seamless transition?
2. Which elements of your pathways are the strongest? The weakest? Which of the weaker elements, if addressed, would have the largest impact on student performance?

H. PRIORITIZE NEEDS

Instructions

The allocation of Perkins V funding will be informed by the prioritized needs identified in each campus' CLNA. Refer to your responses in Sections B-G to rank your campus' top 5 needs to be addressed with Perkins V funding, with 1 being the highest priority need. Your campus' priority needs must be vetted and approved by your CTE Dean(s).

Priority Needs

Based on your needs analysis, identify and rank your school's top 5 needs to be addressed with Perkins V funding.

- 1.
- 2.
- 3.
- 4.
- 5.

Appendix K: Public Comments and Responses

Hawai'i's Public Comment period for the State CTE Plan took place from February 1, 2025, to March 3, 2025. The draft State CTE Plan was posted via the University of Hawai'i and Hawai'i P-20 [website](#), and comments were accepted by Hawai'i P-20 via a variety of methods, including an online form, in-person, via email or mail, and during five virtual and in-person public feedback sessions.

All public comment submissions and feedback were categorized according to 11 content-based topics for clarity and brevity. A description of the comments and a response are provided below for each topic area.

1. Use of Perkins V Funds for Hawai'i Charter Schools

Description of Comments: Comments regarding Hawai'i public charter schools' access to Perkins V funding to ensure equitable distribution of CTE funding to all Hawai'i students.

Response: As the administrative office of the State Board for Career and Technical Education, Hawai'i P-20 allocates Hawai'i's local Perkins V funds to local eligible recipients according to federal Perkins V Act (Sections 132-133). Per Hawai'i Revised Statutes §302D-3, the state public charter school commission is placed within the Hawai'i Department of Education (HIDOE) for administrative purposes. Determination of funding distribution to Hawai'i charter schools is at the discretion of the HIDOE as the local eligible recipient for Hawai'i's public schools and is therefore beyond the scope of the State Plan for CTE.

2. High-Wage Definition and Labor Market Data

Description of Comments: Comments regarding the determination of Hawai'i's "high-wage" definition, recommended labor market data sources, and inclusion of occupational wage data.

Response:

Hawai'i's CTE pathways and programs of study must prepare students for high-skill, high-wage, OR in-demand occupations, meaning that pathways and programs of study must meet **at least one** of these criteria to qualify for Perkins V funds. Therefore, a pathway or program of study that does not meet the high-wage definition would not be disqualified from receiving Perkins V funds, as long as the pathway or program of study prepares students for high-skill and/or in-demand occupations.

Hawai'i's "high wage" definition was determined in consultation with the Project Lead Team based on national best practices from other states' Perkins V plans. The MIT Living Wage for a single adult is utilized as a "high wage" threshold in several other Perkins V State Plans. Moreover, the MIT Living Wage for a single adult in Hawai'i

(\$62,233, as of 2025) is higher than the median individual wage in Hawai'i (\$50,510, as of [2023 Bureau of Labor Statistics data](#)), making the MIT living wage a more suitable and ambitious goal for high wage qualification.

Additionally, the Hawai'i State CTE Plan provides guidance on several trusted Hawai'i labor market data sources that enable CTE educators and students to explore average wages associated with different occupations in Hawai'i, such as HireNet Hawai'i and Hawaii Career Explorer. In particular, Hawaii Career Explorer provides a [Life Styles Survey tool](#) that allows students to see which occupations would allow them to maintain their desired lifestyle in Hawai'i.

3. Adding or Removing CTE Programs

Description of Comments: Comments requesting clarification on the process for creating new CTE programs and removing existing CTE programs.

Response: The creation of new CTE programs and removal of existing CTE programs is guided by the Perkins V Comprehensive Local Needs Assessment (CLNA) and Local Application.

Hawai'i implements a coordinated state-level CLNA, requiring each Hawai'i Department of Education (HIDOE) high school and University of Hawai'i Community College campus to submit a school/college-level CLNA every two years. As part of the CLNA, each HIDOE high school and UHCC campus assesses their current CTE pathways and programs of study, including alignment to local labor market needs, to identify any CTE programs they need to add or remove.

Based on the CLNA findings, Hawai'i's Perkins V local eligible recipients (HIDOE and UHCC) are required to submit a Local Application every two years that specifies how they will address the needs identified in the CLNA, which may include the creation or removal of CTE programs. At the post-secondary level, [UHCC Policy 5.203](#) outlines the procedures for establishing new degrees and certificates.

4. CTE Program Offerings in HIDOE Schools

Description of Comments: Comments requesting clarification on CTE program variations among HIDOE schools.

Response: CTE program offerings vary at each Hawai'i Department of Education high school based on student interest, resource availability, and enrollment constraints, in addition to the consideration of labor market needs. It should also be noted that school leadership ultimately decides program offerings at their school based on these factors and that Perkins V funding is limited and only a portion of each school's overall CTE funding.

A list of projected CTE program offerings at each HIDOE high school for the 2024-25 school year is available [here](#). Projected CTE program offerings are posted annually on the HIDOE website.

5. State Determined Performance Levels

Description of Comments: Comments regarding the identification and tracking of State Determined Performance Levels.

Response: Perkins V indicators of performance are defined by the U.S. Department of Education. States are required to report annually on these core indicators of performance. Definitions of the indicators of performance can be found on the [Perkins Collaborative Resource Network website](#).

The State Determined Performance Levels for 2025-2029 specified in the Hawai'i State CTE Plan were determined in consultation with the Hawai'i Department of Education and UH Community College System in accordance with Perkins V requirements. Perkins V specifies that the State Determined Performance Levels must be higher than the average actual performance of the two most recently completed program years.

HIDOE schools and UHCC campus performance data is aggregated annually, enabling continuous monitoring and evaluation. Hawai'i P-20 also publishes statewide performance data in the [Consolidated Annual Reports](#). Hawai'i P-20 continues to collaborate with government and community partners to enhance the accuracy and reliability of longitudinal data for tracking student outcomes.

6. Inclusion of Special Education Students

Description of Comments: Comments regarding support for students with disabilities, including students in Special Education settings, to earn CTE credits and enroll in post-secondary CTE programs.

Response: The Hawai'i Department of Education emphasizes that CTE programs are accessible to all students interested in acquiring the necessary academic, technical, and employability skills for success in post-secondary education and high-demand careers. HIDOE's Exceptional Support Branch (ESB) provides leadership and assistance to ensure effective implementation of special education processes and best practices.

7. Size Criteria

Description of Comments: Comments requesting clarification on adequate staffing to support CTE program enrollments, as included in the "size" criteria definition.

Response: Adequate staffing to support CTE program enrollments is determined by individual schools/campuses based on available resources with guidance from HIDOE and UHCC policies. UHCC policy (5.202) outlines procedures for program review and assessment, including considerations for staffing adequacy. These policies provide a structured approach to evaluating and ensuring that CTE programs are effectively staffed to meet educational goals and industry standards.

Additionally, schools and campuses have established procedures to submit appeals or requests for additional staffing support, which are individually evaluated to ensure fair resource allocation based on program demand and workforce needs.

8. Stakeholder Engagement

Description of Comments: Comments regarding inclusion of stakeholder feedback from economically disadvantaged families, English language learners, individuals with disabilities, and current HIDOE high school students and recent graduates.

Response: Hawai'i is committed to ensuring the State CTE Plan addresses the diverse needs of all students, including students from economically disadvantaged families, English language learners, and individuals with disabilities. While direct outreach to students in these stakeholder groups was not within the scope of the development of the Hawai'i State CTE Plan, the Project Lead Team was intentionally selected for their expertise and representation of these student populations. Direct feedback from these student populations was also welcomed during the public comment period.

Stakeholder outreach included CTE representatives and leadership from secondary and post-secondary education, workforce development, economic development, the legislature, and business and industry leaders—many of whom work directly with and advocate for these populations. These stakeholders provide essential insight into the needs and challenges faced by special populations and contribute to the development of policies and initiatives that promote access for all students in CTE programs.

9. HIDOE Graduation Requirements

Description of Comments: Comments regarding consideration of HIDOE graduation requirements in the Hawai'i State CTE Plan.

Response: Hawai'i's CTE system includes secondary (HIDOE) and post-secondary (UHCC) education, and the State CTE Plan emphasizes coordination and alignment between them. At the secondary level, CTE pathways and programs of study are designed to complement the [HIDOE graduation requirements](#) and prepare students for post-graduation success, whether they pursue post-secondary education or enter the workforce.

As part of the HIDOE graduation requirements, students are required to complete 2 credits in CTE, Fine Arts, or World Language. While a minimum of 24 total credits is required to earn a high school diploma, the majority of HIDOE high schools allow students to take up to 28-32 credits, enabling them to pursue additional CTE electives that align with their post-secondary and/or career interests. Moreover, more than half of all HIDOE high schools are designed in a CTE academy model, in which students complete at least 2-4 CTE courses in a sequence. Many students in CTE academy schools choose to concentrate (earn at least 2 credits) in multiple CTE pathways in preparation for post-secondary education and workforce.

10. Monitoring and Accountability

Description of Comments: Comments regarding the importance of quality control and ongoing monitoring for successful long-term implementation of the Hawai'i State CTE Plan.

Response: Hawai'i P-20 will conduct ongoing monitoring to ensure successful implementation of the Hawai'i State CTE Plan, including annual programmatic monitoring of Hawai'i Department of Education (HIDOE) high schools and University of Hawai'i Community College (UHCC) campuses. The HIDOE and UHCC programmatic monitoring schedules are outlined under the [Accountability for Results](#) section of the Hawai'i State CTE Plan. Regarding fiscal monitoring, Hawai'i P-20 will also review annual budget submissions and quarterly federal drawdown requests from HIDOE and UHCC to ensure permissible uses of funds, as described in the [Fiscal Responsibility](#) section of the Hawai'i State CTE Plan.

11. Federal Funding

Description of Comments: Comments regarding the importance of ongoing federal Perkins V funding to successful implementation of the Hawai'i State CTE Plan.

Response: As the administrative office of the State Board for Career and Technical Education, Hawai'i P-20 will comply as required by federal mandates that may impact Perkins V, under the guidance of the U.S. Department of Education and the University of Hawai'i System.

Appendix L: Secondary CLNA Template

PURPOSE

Biennial completion of a Comprehensive Local Needs Assessment (CLNA) is required by the Strengthening Career and Technical Education for the 21st Century Act, also known as Perkins V. In years prior, the Hawai'i Office of the State Director for Career and Technical Education (OSDCTE) has conducted a single, statewide comprehensive CLNA to guide the allocation of Perkins V funding to Hawai'i DOE high schools and the University of Hawai'i Community Colleges. However, a statewide CLNA cannot capture the unique CTE needs of individual schools, and Perkins V requires that each school utilizes their funding in alignment with school-specific needs. Therefore, to maintain compliance, a CLNA must be completed biennially by each HIDOE high school and UHCC.

Hawai'i P-20 Partnerships for Education, as the administrative arm of the State Board for CTE, has prepared the following template to assist Hawai'i DOE high schools and the UHCCs in completing their individual CLNAs. The CLNAs, to be submitted by **September 29, 2023**, will be used by schools to apply for Perkins V funds for School Year 2024-2025. This CLNA template is designed to help schools identify their priority needs and strategies to improve their CTE programs and pathways. Schools will then utilize Perkins V funds to address the priority needs identified in their CLNA.

Each section of the CLNA template corresponds to a requirement of Perkins V. Instructions and reference materials are provided for each section. This template has been provided for schools to prepare their responses to the questions, but official responses should be submitted through the online form with the link provided below. Completed CLNAs will not be used to compare or rank schools. Rather, the CLNA is an exercise for schools to self-assess their CTE programs, prioritize their needs, and maintain eligibility for Perkins V funds.

We recognize that including school-level CLNAs may be challenging at first, but it is necessary to maintain compliance with Perkins V requirements and ensure budgets and expenditures are aligned with each school's identified needs. Our hope is that this template makes completing a CLNA efficient, straightforward, and useful for improving your school's CTE programs and pathways.

HOW TO SUBMIT

Please submit your school's responses for each section of the CLNA template through this survey link: <https://survey.smshawaii.com/s3/CLNA-2023>

For each question, enter your response into the corresponding text-entry field. Once you have begun entering your responses, you may save your progress and return to complete the submission later by selecting "Save and continue later" in the upper right corner of the window and providing your email address. You will then receive a link to return to where you left off.

All submissions are due no later than September 29, 2023.

CLNA TEMPLATE SECTIONS

- A. IDENTIFY CLNA TEAM
- B. PERFORMANCE ON FEDERAL PERKINS V INDICATORS
- C. RECRUITMENT, RETENTION, AND TRAINING OF FACULTY AND STAFF
- D. PROGRESS TOWARD IMPROVING ACCESS FOR ALL
- E. ALIGNMENT TO LABOR MARKET NEEDS
- F. SIZE, SCOPE, AND QUALITY OF PROGRAMS OFFERED
- G. PROGRESS TOWARD IMPLEMENTING CAREER PATHWAYS
- H. PRIORITIZE NEEDS

A. IDENTIFY CLNA TEAM

Perkins V Requirement

Section 134(d) requires schools to involve a diverse body of stakeholders in the CLNA, including, at a minimum—

- (1) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- (2) representatives of career and technical education programs at post-secondary educational institutions, including faculty and administrators;
- (3) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- (4) parents and students;
- (5) representatives of special populations;
- (6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
- (7) representatives of Indian Tribes and Tribal organizations in the State, where applicable; and
- (8) any other stakeholders that the eligible agency may require the eligible recipient to consult.

Instructions

Identify your school's CLNA team below. This team will provide guidance and input to ensure your assessment is comprehensive and inclusive of diverse perspectives. All

representatives do not have to be involved in every stage of the CLNA. For example, your school's CTE Coordinator may draft responses to the CLNA questions and share the draft with your school's CLNA team to collect feedback.

Representative	Name(s)	Business/Position
Principal or Designee		
CTE District Resource Teacher		
Secondary Teacher(s)		
Post-secondary Representative		
Community / Business / Workforce Development		
Counselor(s)		
Parent(s)		
Student(s)		
Special Populations		
Other		

B. PERFORMANCE ON FEDERAL PERKINS V INDICATORS

Perkins V Requirement

Section 134(c)(2)(A) (A): An evaluation of the performance of the students served by the eligible recipient with respect to State-determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.

Instructions

The questions in this section ask you to consider your school's performance on the Perkins V indicators and identify strategies for improvement. Please refer to your school's Perkins V Core Indicators of Performance data in preparing your responses.

Questions

1. Which performance accountability indicators is your campus struggling with the most? Why do you think that is?
2. What strategies can you implement to improve performance?

C. RECRUITMENT, RETENTION, AND TRAINING OF FACULTY AND STAFF

Perkins V Requirement

Section 134(c)(2)(D): (D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

Instructions

The questions in this section ask you to consider your school's needs in terms of CTE faculty/staff recruitment and professional development.

Questions

1. For which CTE programs or pathways do you need to develop or recruit faculty, paraprofessionals, and staff?
2. Which professional development needs are most pressing?
3. What strategies will you use to support educators over the next two years to upgrade their skills and knowledge through professional development?

D. PROGRESS TOWARD IMPROVING ACCESS FOR ALL

Perkins V Requirement

Section 134(c)(2)(E): (E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including— (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations; (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

Instructions

The questions in this section are focused on current gaps in access in your school's CTE programs. Please refer to your school's Perkins V Core Indicators of Performance data in preparing your responses.

Special Populations are defined in Perkins V as: individuals with disabilities; individuals from economically disadvantaged families, including low- income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty. Hawai'i also considers students who identify as Native Hawaiian as part of an expanded set of special population students.

Questions

1. How does student performance on the Perkins V performance indicators vary **within** each CTE program or pathway of study on your campus? Are there any performance gaps between gender and/or ethnic groups? How are students who are members of special populations performing?
2. How does student performance on the Perkins V performance indicators vary **between** CTE programs or pathways of study on your campus? Are there any

performance gaps between gender and/or ethnic groups? How are students who are members of special populations performing?

3. What strategies can be implemented to address these performance gaps?
4. Which specific subpopulations are not participating in CTE?
5. What efforts have been made to recruit and retain students in special populations into your programs? Which efforts have been most and least effective?

E. ALIGNMENT TO LABOR MARKET NEEDS

Perkins V Requirement

Section 134(c)(2)(B)(ii) (ii) (I) A description of how career and technical education programs offered by the eligible recipient are aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the 'State board') or local workforce development board, including career pathways, where appropriate; or (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

Instructions

The questions in this section ask you to evaluate the alignment of your current CTE programs to local labor market needs.

Please refer to the Department of Labor and Industrial Relations' [State of Hawaii Best Job Opportunities report](#) in preparing your responses. You may also refer to the [Best Job Opportunities County dashboard](#) to access labor market data specific to your county. Use the "Select Area" dropdown menu on the top-right corner of the dashboard to view data for your county.

Questions

1. After reviewing your local labor market data, are there immediate employer needs in the community that can be addressed by a career pathway? What about longer-term needs that could be supported by any additional CTE program that may be needed in your area?
2. Does the local labor market data indicate that any CTE programs are no longer feasible for your area (i.e., oversaturated, loss of industry, etc.)?
3. Are your facilities and equipment adequate given your pathway offerings, student enrollment and labor market needs?

F. SIZE, SCOPE, AND QUALITY OF PROGRAMS OFFERED

Perkins V Requirement

Section 134(c)(2)(B)(i): (B) A description of how career and technical education programs offered by the eligible recipient are— (i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient.

Instructions

Please complete the [Hawai'i Pathways Quality Self-Assessment](#) before responding to the questions below. The self-assessment is NOT a formal evaluation tool for monitoring or accountability. Rather, it is designed to assist your school in identifying areas of need in developing quality career pathways.

Questions

1. Based on your Hawai'i Pathways Quality Self-Assessment results, for which components did you perform the *lowest*?
2. What strategies can be implemented to improve performance in these areas?

G. PROGRESS TOWARD IMPLEMENTING CAREER PATHWAYS**Perkins V Requirement**

Section 134(c)(2)(C): (C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.

Instructions

The questions in this section ask you to consider the alignment of your CTE programs between secondary and post-secondary levels.

Questions

1. What process is in place to ensure secondary and post-secondary alignment provides CTE students a seamless transition?
2. Which elements of your pathways are the strongest? The weakest? Which of the weaker elements, if addressed, would have the largest impact on student performance?

H. PRIORITIZE NEEDS**Instructions**

The allocation of Perkins V funding will be informed by the prioritized needs identified in each school's CLNA. Refer to your responses in Sections B-G to rank your school's top 5 needs to be addressed with Perkins V funding, with 1 being the highest priority need. Your school's priority needs must be vetted and approved by your school's principal or designee.

Priority Needs

Based on your needs analysis, identify and rank your school's top 5 needs to be addressed with Perkins V funding.

- 1.
- 2.
- 3.
- 4.
- 5.

Appendix M: State Determined Performance Levels (SDPLs) Form

A. Instructions

1. *[UPDATED]* On the form in Item V.B, provide State determined performance levels (SDPLs), *for the period covered by your State plan submission* for each of the secondary and post-secondary core indicators of performance for all CTE concentrators in the State described in section 113(b) of Perkins V (see Table 3). In preparing your SDPLs, refer to your narrative descriptions in Section II.D of this guide.
2. *[UPDATED]* *You must begin collecting and reporting performance data consistent with the numerator and denominator specifications in Table 3 of this Guide no later than FY 2026, beginning July 1, 2026.*
3. In completing the SDPL form, provide—

[UPDATED] Column 2: Baseline level - *A State must establish a baseline level of performance in instances where an indicator of performance is added in a subsequent program year. In any reporting year, if a State's measurement approach changes, the State must determine if it is necessary to establish a new baseline level of performance.*

Columns 3-10: State determined levels of performance for each year covered by the State plan, beginning for FY 2020, expressed in percentage or numeric form and that meets the requirements of section 113(b)(3)(A)(III) of Perkins V. See Text Box 8 for the statutory requirements for setting State determined levels of performance under section 113(b)(3)(A)(i)(III) of Perkins V.

4. Revise, as applicable, the State determined levels of performance for any of the core indicators of performance—
 - i. Prior to the third program year covered by the State plan for the subsequent program years covered by the State plan pursuant to section 113(b)(3)(A)(ii); and/or
 - ii. Should unanticipated circumstances arise in a State or changes occur related to improvement in data or measurement approaches pursuant to section 113(b)(3)(A)(iii).

Text Box 8: Statutory Requirements for State Determined Performance Levels

(III) REQUIREMENTS.—Such State determined levels of performance shall, at a minimum—

- (aa) be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable;
- (bb) require the State to continually make meaningful progress toward improving the performance of all career and technical education

students, including the subgroups of students described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and

- (cc) have been subject to the public comment process described in subparagraph (B), and the eligible agency has provided a written response;
- (dd) when being adjusted pursuant to clause (ii), take into account how the levels of performance involved compare with the State levels of performance established for other States, considering factors including the characteristics of actual (as opposed to anticipated) CTE concentrators when the CTE concentrators entered the program, and the services or instruction to be provided;
- (ee) when being adjusted pursuant to clause (ii), be higher than the average actual performance of the 2 most recently completed program years, except in the case of unanticipated circumstances that require revisions in accordance with clause (iii); and
- (ff) take into account the extent to which the State determined levels of performance advance the eligible agency's goals, as set forth in the State plan.

(Section 113(b)(3)(A)(i)(III) of Perkins V)

[UPDATED] Table 3: Section 113(b) Core Indicators of Performance

Numerator and Denominator Data Specifications	Indicator Codes	Indicator Names
Secondary Level		
The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965 (ESEA)). <i>Numerator: The number of CTE concentrators at the secondary level who, in the reporting year, are included in the numerator for the four-year adjusted cohort graduation rate under ESEA section 8101(25)(A)(ii) (i.e., the number of CTE concentrators at the secondary level who graduated from high school with a regular high school diploma as defined in ESEA section 8101(43) at the conclusion of the fourth year of</i>	1S1	Four-Year Graduation Rate

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<i>high school or the summer session immediately following the fourth year of high school; plus, if the State has adopted an alternate diploma, all CTE concentrators with the most significant cognitive disabilities who were assessed using an alternate assessment aligned with alternate academic achievement standards under ESEA section 1111(b)(2)(D) of and who graduated with a State-defined alternate diploma that is standards-based, aligned with the State requirements for the regular high school diploma, and obtained within the time period for which the State ensures the availability of a free appropriate public education under section 612(a)(1) of the Individuals with Disabilities Education Act, in the reporting year).</i> <i>Denominator: The number of CTE concentrators at the secondary level who, in the reporting year, were included in the four-year adjusted cohort (i.e., denominator) used to calculate the four-year adjusted cohort graduation rate (as defined in ESEA section 8101(25)).</i>		
(At the State's discretion) The percentage of CTE concentrators who graduate high school, as measured by the extended-year adjusted cohort graduation rate (defined in ESEA section 8101). <i>Numerator: The number of CTE concentrators at the secondary level who, in the reporting year, are included in the numerator for the extended-year adjusted cohort graduation rate under ESEA section 8101(23)(A)(ii) (i.e., the number of CTE concentrators at the secondary level who earned a regular high school diploma as defined in ESEA section 8101(43) before, during, or at the conclusion of one or more additional years beyond the fourth year of high school, or a summer session immediately following the additional year of high school; and all students with the most significant cognitive disabilities in the cohort assessed using the alternate assessment aligned to alternate academic achievement standards under ESEA section 1111(b)(2)(D) and awarded a State-defined alternate diploma that is standards-based; aligned with the State requirements for the regular high school diploma; and obtained within the time period for which the State ensures the</i>	1S2	Extended Graduation Rate

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<i>availability of a free appropriate public education under section 612(a)(1) of the Individuals with Disabilities Education Act (20 U.S.C. 1412(a)(1) in the reporting year).</i> <i>Denominator: The number of CTE concentrators at the secondary level who, in the reporting year, were included in the adjusted cohort (i.e., denominator) used to calculate the extended-year adjusted cohort graduation rate (as defined in ESEA section 8101(23)).</i>		
CTE concentrator proficiency in the challenging State academic standards adopted by the State under ESEA section 1111(b)(1), as measured by the academic assessments in reading/language arts as described in ESEA section 1111(b)(2). <i>Numerator: The number of CTE concentrators who achieved proficiency or higher in reading/language arts in the challenging State academic standards adopted by the State under section 1111(b)(1) of ESEA, as measured by the academic assessments described in ESEA section 1111(b)(2), whose scores were reported by the State in accordance with ESEA section 1111(h)(1)(C)(ii) for any year in which the student was enrolled in the school, and who, in the reporting year, exited secondary education.</i> <i>Denominator: The number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were reported by the State in accordance with ESEA section 1111(h)(1)(C)(ii) for any year in which the student was enrolled in school, and who, in the reporting year, exited secondary education.</i>	2S1	Academic Proficiency in Reading/Language Arts
CTE concentrator proficiency in the challenging State academic standards adopted by the State under ESEA section 1111(b)(1), as measured by the academic assessments in mathematics as described in ESEA section 1111(b)(2). <i>Numerator: The number of CTE concentrators who achieved proficiency or higher in mathematics in the challenging State academic standards adopted by the State under ESEA section</i>	2S2	Academic Proficiency in Mathematics

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1111(b)(1), as measured by the academic assessments described in section 1111(b)(2) of such Act, whose scores were reported by the State in accordance with ESEA section 1111(h)(1)(C)(ii) for any year in which the student was enrolled in the school, and who, in the reporting year, exited secondary education. <i>Denominator: The number of CTE concentrators who took the ESEA assessment in mathematics whose scores were reported by the State in accordance with ESEA section 1111(h)(1)(C)(ii) for any year in which the student was enrolled in school, and who, in the reporting year, exited secondary education.</i>		
CTE concentrator proficiency in the challenging State academic standards adopted by the State under ESEA section 1111(b)(1) , as measured by the academic assessments in science as described in ESEA section 1111(b)(2). <i>Numerator: The number of CTE concentrators who achieved proficiency or higher in science in the challenging State academic standards adopted by the State under ESEA section 1111(b)(1), as measured by the academic assessments described in ESEA section 1111(b)(2), whose scores were reported by the State in accordance with ESEA section 1111(h)(1)(C)(ii) for any year in which the student was enrolled in the school, and who, in the reporting year, exited secondary education.</i> <i>Denominator: The number of CTE concentrators who took the ESEA assessment in science whose scores were reported by the State in accordance with ESEA section 1111(h)(1)(C)(ii) for any year in which the student was enrolled in school, and who, in the reporting year, exited secondary education.</i>	2S3	Academic Proficiency in Science
The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in post-secondary 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 (42 U.S.C. 12511 et seq.), are volunteers as	3S1	Post-Program Placement

described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed. <i>Numerator: The number of students who were CTE concentrators and exited secondary education during the preceding reporting year, who, in the second quarter after exiting from secondary education, were enrolled in post-secondary education, advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C 12511 et seq.), or were volunteers as described in section 5(a) of Peace Corps Act (22 U.S.C. 2504(a)), or were employed.</i> <i>Denominator: The number of CTE concentrators who exited secondary education in the preceding reporting year.</i>		
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Table 3: Section 113(b) Core Indicators of Performance (continued)

Numerator and Denominator Data Specifications	Indicator Codes	Indicator Names
Secondary Level (continued)		
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. <i>Numerator: The number of CTE concentrators in secondary CTE programs and programs of study that lead to non-traditional fields who are a gender that comprises less than 25 percent of the individuals employed in the occupation or field of work for which the CTE program prepares students.</i> <i>Denominator: The number of CTE concentrators in secondary CTE programs and programs of study that lead to non-traditional fields.</i>	4S1	Non-traditional Program Concentration

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* This means that a student gets counted under this indicator if individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work.		
<i>The eligible agency must include at least one program quality indicator—5S1, 5S2, or 5S3—and may include any other quality measure(s) that are statewide, valid, reliable, and comparable across the State.</i>		
The percentage of CTE concentrators graduating from high school having attained a recognized post-secondary credential. <i>Numerator: The number of CTE concentrators who graduated from high school in the reporting year who have attained a recognized post-secondary credential.</i> <i>Denominator: The number of CTE concentrators who graduated from high school in the reporting year.</i>	5S1	Program Quality – Attained Recognized Post-secondary Credential
The percentage of CTE concentrators graduating from high school having attained post-secondary 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. <i>Numerator: The number of CTE concentrators who graduated from high school in the reporting year having attained through dual or concurrent enrollment or another credit transfer agreement post-secondary credits in the relevant career and technical education program or program of study in which each student concentrated their studies.</i> <i>Denominator: The number of CTE concentrators who graduated from high school in the reporting year.</i>	5S2	Program Quality – Attained Post-secondary Credits
The percentage of CTE concentrators graduating from high school having participated in work-based learning.	5S3	Program Quality – Participated in Work-Based Learning

<i>Numerator: The number of CTE concentrators graduating from high school in the reporting year having participated in work-based learning.</i> <i>Denominator: The number of CTE concentrators who graduated from high school in the reporting year.</i>		
Other(s) (optional): The percentage of CTE concentrators achieving on any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State. Please identify. <i>Numerator: Specified by the eligible agency.</i> <i>Denominator: Specified by the eligible agency.</i>	5S4, 5S5, 5S6, ...	Program Quality – Other

Table 3: Section 113(b) Core Indicators of Performance (continued)

<i>Numerator and Denominator Data Specifications</i>	<i>Indicator Codes</i>	<i>Indicator Names</i>
Post-secondary Level		
The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in post-secondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment. <i>Numerator: The number of students who were CTE concentrators at the post-secondary level during the preceding reporting year who, during the second quarter after program completion, remained enrolled in post-secondary education, were in advanced training, military service, or a service program that receives assistance under</i>	1P1	Post-Program Placement

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<i>title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), were volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or were placed or retained in employment.</i> <i>Denominator: The number of students who were CTE concentrators at the post-secondary level who completed a CTE program or program of study during the preceding reporting year.</i>		
The percentage of CTE concentrators who receive a recognized post-secondary credential during participation in or within 1 year of program completion. [±] <i>Numerator: The number of CTE concentrators at the post-secondary level who received a recognized post-secondary credential during participation in the reporting year or within one year of program completion.</i> <i>Denominator: The number of CTE concentrators at the post-secondary level enrolled in the reporting year or who completed a CTE program during the previous reporting year.</i> [±] This means that a student gets counted under this indicator whether the student obtains the credential during participation or within 1 year of completion. The Department interprets "within 1 year of completion" to have the plain meaning of those words: that the student would be counted if the student obtains the credential in the 1 year following that student's completion of the program.	2P1	Earned Recognized Post-secondary Credential
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. [·] <i>Numerator: The number of CTE concentrators in post-secondary CTE programs and programs of study that lead to non-traditional fields who are a gender that comprises less than 25 percent of the</i>	3P1	Non-traditional Program Concentration

Hawai'i State CTE Plan (Perkins V)

<i>individuals employed in the occupation or field of work for which the CTE program prepares students.</i> <i>Denominator: The number of CTE concentrators in post-secondary CTE programs and programs of study that lead to non-traditional fields.</i> <i>* This means that a student gets counted under this indicator if individuals from their gender comprise less than 25 percent of the individuals employed in the related occupation or field of work.</i>		
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B. State Determined Performance Levels (SDPL) Form

State Name: Hawai'i

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		PY 2025-26	PY 2026-27	PY 2027-28	PY 2028-29
1S1: Four-Year Graduation Rate	98.6%	98.65%	98.7%	98.75%	98.8%
1S2: Extended Graduation Rate	N/A	N/A	N/A	N/A	N/A
2S1: Academic Proficiency in Reading Language Arts	65.3%	65.4%	65.5%	65.6%	65.7%
2S2: Academic Proficiency in Mathematics	28.4%	28.9%	29.4%	29.9%	30.4%
2S3: Academic Proficiency in Science	30.4%	30.5%	30.6%	30.7%	30.8%
3S1: Post-Program Placement	54.6%	54.7%	54.8%	54.9%	55.0%
4S1: Non-traditional Program Concentration	34.7%	34.8%	34.9%	35.0%	35.1%

Hawai'i State CTE Plan (Perkins V)

5S1: Program Quality – Attained Recognized Post-secondary Credential	N/A	N/A	N/A	N/A	N/A
5S2: Program Quality – Attained Post-secondary Credits	29.3%	29.4%	29.5%	29.6%	29.7%
5S3: Program Quality – Participated in Work- Based Learning	N/A	N/A	N/A	N/A	N/A
5S4: Program Quality – Other	N/A	N/A	N/A	N/A	N/A

State Determined Performance Levels (SDPL) Form (continued)

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		PY 2025-26	PY 2026-27	PY 2027-28	PY 2028-29
1P1: Post-Program Placement	78.4%	78.5%	78.6%	78.7%	78.8%
2P1: Earned Recognized Post-secondary Credential	78.7%	78.8%	78.9%	79.0%	79.1%
3P1: Non-traditional Program Concentration	23.7%	23.8%	23.9%	24.0%	24.1%

HAWAI'I
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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

HAWAII 2023-2024

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.

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

2S3: Academic Proficiency in Science

Numerator Definition: CTE concentrator 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.

** 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

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

* 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.

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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

* 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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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 SDLP): 4.77% Met

<4.77%: Not-Met

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POSTSECONDARY LEVEL

140

HAWAI'I 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 SDLP): 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				
B				
C				
LOCAL FORMULA FUNDS				
D	\$0.00	\$37,821,284.07	\$0.00	\$37,821,284.07
E	\$0.00	\$34,758,181.60	\$0.00	\$34,758,181.60
F	\$0.00	\$72,579,465.67	\$0.00	\$72,579,465.67
G	\$0.00	\$72,579,465.67	\$0.00	\$72,579,465.67
FUNDS FOR STATE LEADERSHIP				
H	\$0.00	\$0.00	\$0.00	\$0.00
I	\$0.00	\$0.00	\$0.00	\$0.00
J	\$0.00	\$0.00	\$0.00	\$0.00
K	\$0.00	\$49,225.11	\$0.00	\$49,225.11
L	\$0.00	\$49,225.11	\$0.00	\$49,225.11
STATE ADMINISTRATION				
M	\$0.00	\$562,451.66	\$0.00	\$562,451.66
N	\$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.

