



HAWAI'I P-20
Partnerships for Education

HAWAI'I STATE CTE PLAN

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

DRAFT



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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 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).¹

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 in consultation with a Project Lead Team that included representation from the HIDOE and UHCCs, as well as workforce development representatives.²

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

¹ 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).

² A listing of Project Lead Team members can be found in [Appendix I: Plan Development & Stakeholder Outreach](#).



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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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.

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 MIT Living Wage statewide or for a particular county. Note: The MIT Living Wage for Hawai'i is \$56,841 (\$27.33/hr) for a single adult (2024).
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. **Equity & Access:** 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.



Equity & Access

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 equity and access to high-quality CTE programs for all Hawai'i students is paramount. Equity and 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 equity 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 equity 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.



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.



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.



College & Career Navigation

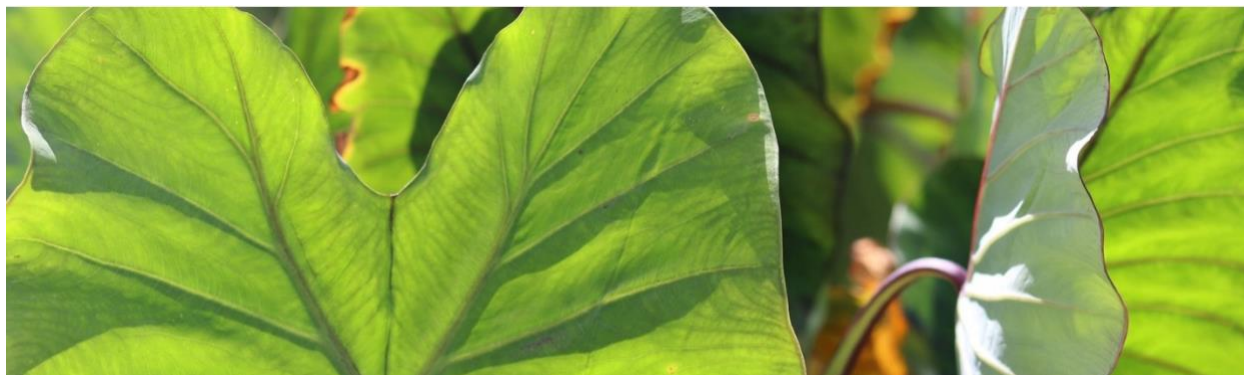
Goal: Expand and strengthen personalized college and career advising and counseling to help every student reach their career goals.

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 HIDOE 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 HIDOE 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 HIDOE'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 equity 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.³ 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.

³ 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. 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.

Table 4: HIDEO 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. HIDEO will be notified of selected schools at least 30 days before the review date. The review will include: <ul style="list-style-type: none"> • Permissible use of funds • Alignment to current comprehensive local needs assessment • Alignment to HIDEO 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 HIDEO 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: <ul style="list-style-type: none"> • 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.

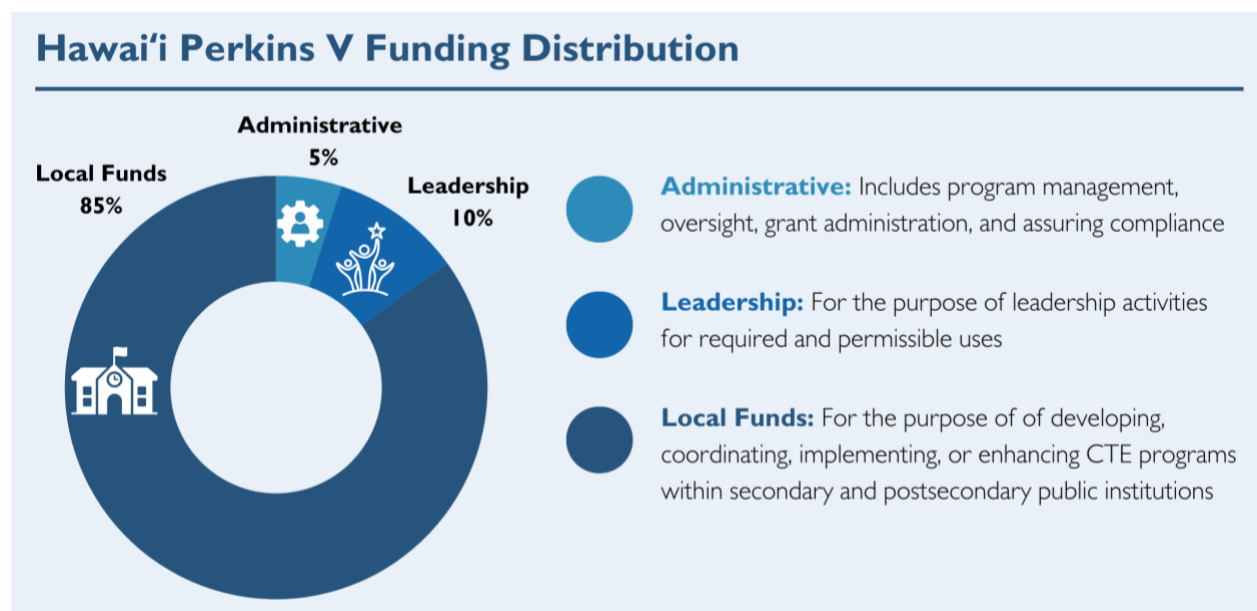
The complete Hawai'i Methods of Administration plan can be found in [Appendix F](#) of the Hawai'i State CTE Plan.

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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

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 postsecondary CTE programs
2. Systemwide Professional Development
3. Closing equity 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 secondary and post-secondary CLNA templates are included as [Appendices J-K.](#)

Local Application

To receive local Perkins V funds, the HIDEOE 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.](#)

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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.

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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.

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: Equity & Access, Quality & Pathways Alignment, Partnerships, College & Career Navigation, and A Native Hawaiian Sense of Place.

Priority: Equity & Access

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, Hawaii, Nevada, Ohio and Rhode Island.
- [The Power of Micromessages in Marketing, Recruitment, and Success in CTE](#): A feature from the National Alliance for Partnerships in Equity (NAPE) on messaging strategies for the recruitment of underrepresented populations in CTE. Additional resources available at napequity.org.

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:

- 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.
- 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 Postsecondary 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 WBL framework is a resource created with key partners involved in providing and growing high-quality work-based learning 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 I ka 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.”
- [Culturally-Sustaining Strategies: Place-Based Education](#): This brief provides an overview of PBE, best practices and examples, a description of PBE initiatives in Hawai‘i, and examples of PBE programs and projects for indigenous students.

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 (postsecondary recipients)] pursuant to

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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 postsecondary 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 postsecondary 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> Non-traditional Training and Employment 	Not applicable	\$
6	<ul style="list-style-type: none"> Special Populations Recruitment 	%	\$
7	Local Formula Distribution	%	\$
8	<ul style="list-style-type: none"> Reserve 	%	\$
9	- Secondary Recipients	%	\$
10	- Postsecondary Recipients	%	\$
11	<ul style="list-style-type: none"> Allocation to Eligible Recipients 	%	\$
12	- Secondary Recipients	%	\$
13	- Postsecondary Recipients	%	\$
14	State Match (from non-federal funds)	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>

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Appendix E: Federal Submission Questions

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.

The Office of the State Director for CTE (OSDCTE) 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 twelve (12) members representing leadership within the OSDCTE, secondary programs (HIDOE), postsecondary programs (UHCC) and workforce/industry representatives via the State of Hawai'i Workforce Development Council (WDC). PLT member listing is included in [Appendix I](#).

Meetings take 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 postsecondary public organizations and the Sector Strategies Committee of the WDC. OSDCTE will solicit review and comment from the general public for a period of 30 days between February 1, 2025, and March 3, 2025. Comments received from the public comment period will be subsequently reviewed by the PLT.

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, postsecondary 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 in length among members of the PLT. The OSDCTE 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 postsecondary 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 on February 1, 2025, via the University of Hawai'i, Hawai'i P-20/OSDCTE [website](#). The public comment period will take place from February 1, 2025, to March 3, 2025.

Public comments will be accepted via several methods, including an online form on the P-20/OSDCTE website, via email to a designated Perkins V public comment email address, and via mail or in-person at the Office of the State Director for CTE (see address below).

Hawai'i P-20/Office of the State Director for Career and Technical Education
University of Hawai'i
2444 Dole Street (Bachman Annex 6)
Honolulu, HI 96822

A variety of in-person and virtual public comment and feedback opportunities will also be available between February 4, 2025, to February 26, 2025, at a variety of locations and times, including both during and after business hours.

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 postsecondary CTE offerings in alignment with our state's workforce development initiatives. The OSDCTE continues to work closely with the WDC (State Workforce Board), CTE advisory groups from both secondary and

postsecondary 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 equity 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 postsecondary 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)

The State of Hawai'i OSDCTE 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 postsecondary 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 OSDCTE, 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 postsecondary 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 postsecondary (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 postsecondary 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 postsecondary education and the workforce. The state also aims to enhance the quality of CTE programs by offering relevant and sustained professional development for

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 postsecondary 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 postsecondary 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 postsecondary 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, postsecondary 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, postsecondary 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.

OSDCTE seeks to expand these opportunities to ensure that all secondary CTE students may earn postsecondary 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 Advisory Council (CTEAC), 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, 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 [Appendices J-K](#).

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.

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 (postsecondary 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 MIT Living Wage statewide or for a particular county.

Note: The current MIT Living Wage for Hawai'i is \$56,841 (\$27.33/hr) for a single adult (2024).

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.

1. [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 postsecondary 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 postsecondary 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)***

The Hawai'i OSDCTE 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 postsecondary 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 OSDCTE 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 postsecondary 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)***

The Hawai'i OSDCTE distributes Perkins V funds received under Section 111 equally between secondary and postsecondary programs, with 50% of local funding allocated to each program. This balanced approach ensures that both secondary students and postsecondary 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.

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 postsecondary 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 at the OSDCTE level. Reserve funding will be used exclusively to supplement local secondary and postsecondary funds secondary and postsecondary 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 postsecondary CTE programs
2. Systemwide Professional Development
3. Closing equity 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 postsecondary credential;**
- b. the percentage of CTE concentrators graduating high school having attained postsecondary 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 postsecondary 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 postsecondary 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 postsecondary 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 postsecondary performance indicator that measures the attainment of a recognized postsecondary 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 postsecondary 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 postsecondary 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) postsecondary 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 postsecondary 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 L](#).

[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).**

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 postsecondary programs and other stakeholders to ensure that the performance levels are both ambitious and realistic, aiming for continuous improvement in CTE outcomes.

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.

Hawai'i's Public Comment period on the Hawai'i State CTE Plan, which includes Hawai'i's SDLPs for 2025-2029, will take place from February 1, 2025, to March 3, 2025. The Public Comment period provides 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 Office of the State Director for CTE, and via in-person and virtual public comment and feedback sessions held at varying times and locations.

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 postsecondary 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.

A written response to any comments regarding State determined performance levels will be provided after the public comment period closes on March 3, 2025.

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 OSDCTE. 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, the OSDCTE 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:

- 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.

The Hawai'i OSDCTE 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 equity. Progress will be monitored through established benchmarks, with adjustments made as needed to ensure continuous improvement and meaningful student outcomes statewide.

DRAFT

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 postsecondary 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 postsecondary 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 postsecondary 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 postsecondary 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.

Postsecondary 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 postsecondary 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.

Subsequent to the negotiation of a Corrective Action Plan that includes signature of the HIDEO 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.

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 Postsecondary CTE Programs (if applicable) Civil rights responsibilities regarding nondiscrimination in housing, as extended by subrecipients to students in postsecondary 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, equity, 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:

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- 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
- 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.

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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 (Equity & Access, 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 efforts.	
Strategy	Proposed Activities
Target High-Need Programs	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> · Activity 1 · Activity 2 · Activity 3
Strategy 2	<ul style="list-style-type: none"> · Activity 1 · Activity 2 · Activity 3

Quality & Pathways Alignment Priority 2:

S.M.A.R.T. Goal:	
Strategy	Proposed Activities
Strategy 1	<ul style="list-style-type: none"> · Activity 1 · Activity 2 · Activity 3
Strategy 2	<ul style="list-style-type: none"> · 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 postsecondary 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. Equity & Access

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.

Equity & Access Priority 1:

S.M.A.R.T. Goal:	
Strategy	Proposed Activities
Strategy 1	<ul style="list-style-type: none"> · Activity 1 · Activity 2 · Activity 3
Strategy 2	<ul style="list-style-type: none"> · Activity 1 · Activity 2 · Activity 3

Equity & Access Priority 2:

S.M.A.R.T. Goal:	
Strategy	Proposed Activities
Strategy 1	<ul style="list-style-type: none"> · Activity 1 · Activity 2 · Activity 3
Strategy 2	<ul style="list-style-type: none"> · Activity 1 · Activity 2 · Activity 3

Required Questions: Equity & Access

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

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	<ul style="list-style-type: none"> · Activity 1 · Activity 2 · Activity 3
Strategy 2	<ul style="list-style-type: none"> · Activity 1 · Activity 2 · Activity 3

College and Career Navigation Priority 2:

S.M.A.R.T. Goal:	
Strategy	Proposed Activities
Strategy 1	<ul style="list-style-type: none"> · Activity 1 · Activity 2 · Activity 3
Strategy 2	<ul style="list-style-type: none"> · 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

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 postsecondary 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	<ul style="list-style-type: none"> · Activity 1 · Activity 2 · Activity 3
Strategy 2	<ul style="list-style-type: none"> · Activity 1 · Activity 2 · Activity 3

Partnerships Priority 2:

S.M.A.R.T. Goal:	
Strategy	Proposed Activities
Strategy 1	<ul style="list-style-type: none"> · Activity 1 · Activity 2 · Activity 3
Strategy 2	<ul style="list-style-type: none"> · 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

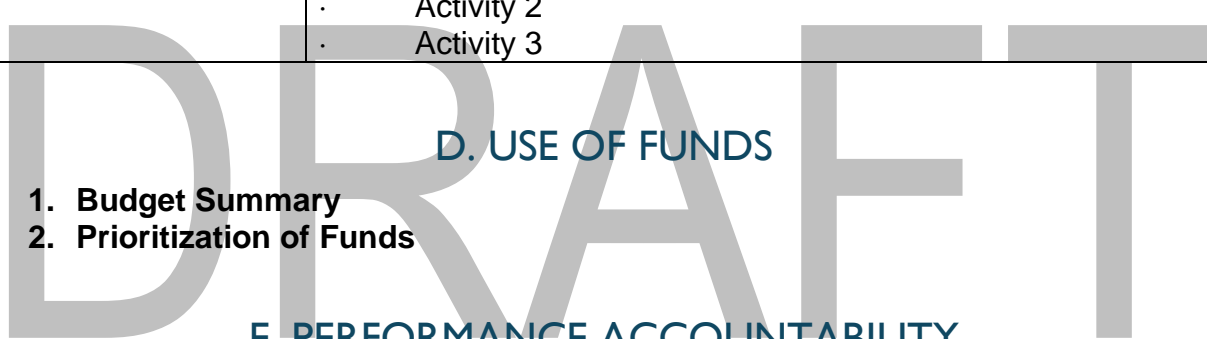
State Plan Goal: Integrate and advance Native Hawaiian culture and values across all aspects of career and technical education programs and support the success of all students.

A Native Hawaiian Sense of Place Priority 1:

S.M.A.R.T. Goal:	
Strategy	Proposed Activities
Strategy 1	<ul style="list-style-type: none"> · Activity 1 · Activity 2 · Activity 3
Strategy 2	<ul style="list-style-type: none"> · 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	<ul style="list-style-type: none"> · Activity 1 · Activity 2 · Activity 3
Strategy 2	<ul style="list-style-type: none"> · Activity 1 · Activity 2 · Activity 3



D. USE OF FUNDS

1. Budget Summary
2. Prioritization of Funds

E. PERFORMANCE ACCOUNTABILITY

1. Performance Indicators

- I. List the specific Perkins V performance indicators the institution is responsible for, such as:
 - Postsecondary retention and credential attainment.
 - Placement in employment or further education.
 - Participation and performance of special populations.
 - Data Collection and Reporting

- II. 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, the Office of the State Director for CTE (OSDCTE) 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 twelve (12) members representing leadership within the OSDCTE, secondary programs (HIDOE), postsecondary programs (UHCC) and workforce/industry representatives via the State of Hawai'i Workforce Development Council (WDC). Beginning in July 2024, 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)
OSDCTE/Hawai'i P-20	<ul style="list-style-type: none"> • Warren Kawano (Pathways Strategy Dir/Associate State CTE Director) • Jarret Yip (CTE Specialist)
Hawai'i Department of Education	<ul style="list-style-type: none"> • 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)
University of Hawai'i Community Colleges	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Cary Miyashiro (President, Quad D Solutions) • Tui Scanlan (President, IATSE Local 665)
Hawai'i P-20 Council	<ul style="list-style-type: none"> • Leslie Wilkins (Executive Director, Maui Economic Development Board)

Stakeholder Outreach

The OSDCTE and 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

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- 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.



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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.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 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 AND EQUITY
- 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 postsecondary 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 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 AND EQUITY

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 and equity 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. Native Hawaiian is considered a special population group per the 2020 State of Hawai'i Perkins V State Plan.

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 postsecondary levels.

Questions

1. What process is in place to ensure secondary and postsecondary 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: 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.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 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 AND EQUITY
- 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 postsecondary 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)		
Postsecondary 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 AND EQUITY

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 and equity 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. Native Hawaiian is considered a special population group per the 2020 State of Hawai'i Perkins V State Plan.

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 postsecondary levels.

Questions

1. What process is in place to ensure secondary and postsecondary 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 L: 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 postsecondary 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		
<p>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)).</p> <p><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></p>	1S1	Four-Year Graduation Rate

<p><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></p> <p><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></p>		
<p><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></i></p>	<p>1S2</p>	<p>Extended Graduation Rate</p>

<p><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></p> <p><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></p>		
<p>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).</p> <p><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></p> <p><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></p>	2S1	Academic Proficiency in Reading/Language Arts
<p>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).</p> <p><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></p>	2S2	Academic Proficiency in Mathematics

<p>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.</p> <p><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></p>		
<p>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).</p> <p><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></p> <p><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></p>	2S3	Academic Proficiency in Science
<p>The percentage of 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 (42 U.S.C. 12511 et seq.), are volunteers as</p>	3S1	Post-Program Placement

<p>described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.</p> <p><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 postsecondary 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></p> <p><i>Denominator: The number of CTE concentrators who exited secondary education in the preceding reporting year.</i></p>		
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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)		
<p>The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.</p> <p><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></p> <p><i>Denominator: The number of CTE concentrators in secondary CTE programs and programs of study that lead to non-traditional fields.</i></p>	4S1	Non-traditional Program Concentration

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<p>* 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.</p>		
<p><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></p>		
<p>The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.</p> <p><i>Numerator: The number of CTE concentrators who graduated from high school in the reporting year who have attained a recognized postsecondary credential.</i></p> <p><i>Denominator: The number of CTE concentrators who graduated from high school in the reporting year.</i></p>	<p>5S1</p>	<p>Program Quality – Attained Recognized Postsecondary Credential</p>
<p>The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.</p> <p><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 postsecondary credits in the relevant career and technical education program or program of study in which each student concentrated their studies.</i></p> <p><i>Denominator: The number of CTE concentrators who graduated from high school in the reporting year.</i></p>	<p>5S2</p>	<p>Program Quality – Attained Postsecondary Credits</p>
<p>The percentage of CTE concentrators graduating from high school having participated in work-based learning.</p>	<p>5S3</p>	<p>Program Quality – Participated in Work-Based Learning</p>

<p><i>Numerator: The number of CTE concentrators graduating from high school in the reporting year having participated in work-based learning.</i></p> <p><i>Denominator: The number of CTE concentrators who graduated from high school in the reporting year.</i></p>		
<p>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.</p> <p><i>Numerator: Specified by the eligible agency.</i></p> <p><i>Denominator: Specified by the eligible agency.</i></p>	<p>5S4, 5S5, 5S6, ...</p>	<p>Program Quality – Other</p>

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

Numerator and Denominator Data Specifications	Indicator Codes	Indicator Names
Postsecondary Level		
<p>The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary 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.</p> <p><i>Numerator: The number of students who were CTE concentrators at the postsecondary level during the preceding reporting year who, during the second quarter after program completion, remained enrolled in postsecondary education, were in advanced training, military service, or a service program that receives assistance under</i></p>	<p>1P1</p>	<p>Post-Program Placement</p>

<p><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></p> <p><i>Denominator: The number of students who were CTE concentrators at the postsecondary level who completed a CTE program or program of study during the preceding reporting year.</i></p>		
<p>The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion. ±</p> <p><i>Numerator: The number of CTE concentrators at the postsecondary level who received a recognized postsecondary credential during participation in the reporting year or within one year of program completion.</i></p> <p><i>Denominator: The number of CTE concentrators at the postsecondary level enrolled in the reporting year or who completed a CTE program during the previous reporting year.</i></p> <p>± 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.</p>	2P1	Earned Recognized Postsecondary Credential
<p>The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. ·</p> <p><i>Numerator: The number of CTE concentrators in postsecondary 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></p>	3P1	Non-traditional Program Concentration

<p><i>individuals employed in the occupation or field of work for which the CTE program prepares students.</i></p> <p><i>Denominator: The number of CTE concentrators in postsecondary CTE programs and programs of study that lead to non-traditional fields.</i></p> <p>* 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.</p>	
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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%

5S1: Program Quality – Attained Recognized Postsecondary Credential	N/A	N/A	N/A	N/A	N/A
5S2: Program Quality – Attained Postsecondary 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 Postsecondary 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%