Erika Lacro
Vice President for Community Colleges

August 17, 2020

MEMORANDUM

TO: Bernadette Howard
State Director for Career and Technical Education

FROM: Erika Lacro
Vice President for Community Colleges

SUBJECT: UHCC SYSTEM 2020-21 APPLICATION FOR PERKINS V TITLE I FUNDS

Attached is the University of Hawaii system community colleges' application for funds under the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

Should you have questions, please call Dominic "Nic" Estrella at 956-3865.

Enclosures:
1. Perkins V Local Application UHCC 2020-21 Summary
2. Perkins V Local Application UHCC 2020-21

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PERKINS V LOCAL APPLICATION UHCC 2020-21 SUMMARY

- The Hawai‘i Office of the State Director of CTE (HI-OSDCTE) developed a Perkins V Local Application that requires the UHCC to create three-year systematic improvement and innovation/transformation plans with detailed change activities associated with each of these strategies to improve the quality of the CTE system and its CTE programs/POS as demonstrated by improved and more equitable access, increased and more equitable participation, and improved and more equitable educational and workforce outcomes.

- During fall 2020, the UHCC will address the following four strategies to improve the quality of the CTE programs/POS and the CTE system through the use of systematic improvement methods (TBD)*:
  - Identification of the improvements to be accomplished (e.g., program participation, educational achievement and outcomes, or workforce achievement and outcomes)
  - Outcome or process measures/metrics, including Perkins V performance & quality indicators or other state-approved indicators, to determine if changes are improvements
  - Strategies and activities to address identified root causes to guide improvement efforts, including change ideas and rationales of why changes are believed to lead to quality improvements and projected implementation schedules
  - Systematic methods of learning from testing and adapting the change ideas (e.g., the use of PlanDo-Study-Act cycles) across the multiple deliveries of the CTE programs/POS in secondary schools and community college campuses

*Contingent on our community's response both during and in the aftermath of the COVID-19 crisis.

- UHCC campus projects listed in the local application are a result of efforts and attention for expenses for program improvement and enhancement, because of changes in delivery of instruction for fall 2020.

LOCAL APPLICATION SECTION I: CTE PROGRAMS/POS OFFERINGS & DESCRIPTIONS

I-A. Program Design & Review Process (Quality Criterion)

Describe the process(es) of continuously reviewing, updating, and realigning CTE programs/POS with the industry-identified knowledge, skills, and competencies of in-demand, living-wage occupations/occupational clusters.

- Using Labor Market Information (LMI) and other evidence to inform alignment to in-demand occupations/occupational clusters in demand in the State, regional, or local economy.
  https://uhcc.hawaii.edu/career_explorer/explorer.php

- Using LMI and other evidence to inform development of CTE pathways to in-demand, living-wage occupations/occupational clusters.
  https://uhcc.hawaii.edu/career_explorer/lifestyle2/pathways.php

- Engaging with the HI-OSDCTE, the other major Eligible Recipient, and statewide stakeholder groups (e.g., business and industry partners, labor organizations, CTE teachers and faculty, academic and career counselors, Native Hawaiian organizations, other community-based organizations, parents/families) to review:
  - Statewide and regional LMI and wage data of aligned occupations/occupational clusters;
    https://uhcc.hawaii.edu/career_explorer/reports/salary_dashboard.php?state=HI
  - Measures of CTE program/POS access, participation, and educational and workforce outcomes across subrecipients;
    https://uhcc.hawaii.edu/varpd/
  - Emergent needs related to the design and delivery of high-quality CTE programs/POS.
    http://uhcc.hawaii.edu/ovpcc/policies/UHCCP_5.202

- Engaging as an inter-agency and multi-stakeholder CTE program/POS advisory group at the regional (county) levels to review:
  - Statewide and regional LMI and wage data of aligned occupations/occupational clusters;
    https://uhcc.hawaii.edu/varpd/
  - Measures of CTE program/POS access, participation, and educational and workforce outcomes across subrecipients;
    https://uhcc.hawaii.edu/varpd/
  - Emergent needs related to the design and delivery of high-quality CTE programs/POS.
    http://uhcc.hawaii.edu/ovpcc/policies/UHCCP_5.202

- Moving to joint program advisory and review with other CTE system and Hawai‘i Career Pathway System partners.

  As described in the HI Perkins V State Plan, “with the HI-OSDCTE and the HIDOE, the UHCCS advisory councils will meet together at least once annually at a statewide level with business and industry, labor, and community-based organizations and together with these stakeholders at least once annually at a regional (county) level—including county workforce development boards. These annual state and regional convenings are intended to review the designed and delivered quality of HIDOE and UHCCS CTE programs/POS, understand unmet economic and workforce development needs, explore new solutions to meet those unmet needs, and identify opportunities to improve student access to high-quality CTE learning opportunities and success.”

LOCAL APPLICATION SECTION I: CTE PROGRAMS/POS OFFERINGS & DESCRIPTIONS

I-B. Systematic Continuous Improvement & Evaluation Processes (Quality Criterion)

Describe the systematic continuous improvement & evaluation processes used to improve, innovate, and transform the CTE system and CTE programs/POS.

- Identify needs across and within CTE programs/POS, including those needs identified in the Comprehensive Local Needs Assessment; size, scope, and quality criteria; and student access, participation, and educational and workforce outcomes data, especially those of special populations and other disparities (addressing equity goals).

  The UHCCS will: 1) use the NAPE data dashboard (customized for UHCC) to identify performance gaps between student groups in nontraditional CTE programs; and 2) develop an in-house data dashboard to identify other areas in which equity gaps exist. The information gleaned from these dashboards will allow data-driven approaches to closing the gaps.

- Each CTE program will conduct a regular assessment of the effectiveness of degree programs, of significant non-credit programs, of areas of major curricular emphasis, and of major educational and administrative support functions. Program reviews are conducted by the faculty and staff in the program, based on agreed-upon measures and program plans. Program reviews provide for assessment of student learning, program demand and efficiency, analysis of external factors impacting a program, and assessment of planned program improvements. Program review results shall be used for decisions relating to program improvement, program modification, and/or program termination.

  http://uhcc.hawaii.edu/ovpcc/policies/UHCCP_5.202

- Use measures/metrics and other evidence to inform whether the changes pursued are improvements in the design and delivery of the CTE system and of CTE programs/POS.

  http://uhcc.hawaii.edu/ovpcc/policies/UHCCP_5.202_A1A

LOCAL APPLICATION SECTION I: CTE PROGRAMS/POS OFFERINGS & DESCRIPTIONS

I-C. Management Plan for CTE Program/POS Intervention

Describe the agency's management plan of additional actions if no meaningful progress has been achieved to improve the CTE system and CTE program/POS access, participation, and educational and workforce outcomes, particularly those identifiable gaps and disparities between groups of students (those of special populations) prior to the third program year.

The UHCCS Annual Report of Program Data (ARPD) is the result of a review process in which faculty and staff analyze a variety of quantitative and qualitative data, including SLO assessments, to validate achievements and identify areas for program improvement and growth. This tool, along with a third-party customized data dashboard, will provide information to the UHCC systems office and subrecipients (individual community colleges) to create strategies that will address performance gaps between groups of students in CTE programs, as well as groups of students in non-traditional CTE programs.

The UHCCS will independently analyze the core indicators performance outcomes to identify gaps in performance, determine how to use evidence-based research to develop a plan to provide support and technical assistance to eligible subrecipients to address and close such gaps, and how to implement this plan.

LOCAL APPLICATION SECTION I: CTE PROGRAMS/POS OFFERINGS & DESCRIPTIONS

I-D. Systemic Opportunities to Gain Postsecondary Credits While Still Attending High School

This section, consistent with the requirements for local applications in Section 134(b)(7), captures "a description of how the eligible recipient will provide students participating in career and technical education programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable."

http://www.uhcc.hawaii.edu/earlycollege/

Early College - Early College is an initiative that allows high school students to take college classes on their high school campus. For the most part, students in an early college class are taught by college professors and take the class with their high school peers. Students who successfully complete the college class receive both high school and college credit. Early College opportunities are different at each high school. Some high schools may be offering Early College classes as part of a pathway that leads to a college certificate or associate's degree; other high schools may just be offering one Early College class per semester to students in a specific career academy.

http://uhcc.hawaii.edu/ovpcc/initiatives/hgi/readiness:

Initiatives Include:

Dual Credit - Dual Credit is a program that allows high school students to enroll in college classes, and earn credit toward high school graduation and a college degree. There are several different dual credit programs in Hawai‘i that academically qualified high school students can participate in. The two most common dual credit programs are Early College and Running Start

American Diploma Project - A national project to raise high school graduation requirements, align curriculum with national common core standards, and better prepare students for college and living wage careers. In Hawai'i, the American Diploma Project has led to a revised Board of Education Recognition diploma and the "Step-Up" effort to encourage students to voluntarily meet these higher standards. As part of the Race to the Top project, the BOE is currently considering making the more rigorous graduation standards mandatory for all high school graduates by 2018.

GEAR UP - A federal program dedicated to helping low-income students prepare for college. While the programs have previously focused on students prior to entering college, the newest grant application now includes first year community college.

College Access Portal - Funded by a College Access Challenge Grant, the Community Colleges are working with P-20, the State Department of Labor and Industrial Relations, and the DOE to create an on-line environment where high school students and their parents can get information and plan for college. The site would allow students to build their portfolio, match high school courses to college entrance requirements, obtain career planning information, and automatically apply for college and financial. ConnectEDU is the vendor for the project.

Running Start - Programs for students who are ready for college and want a head start. These programs allow students to attend college classes while earning both high school and college credits.

iCAN - A fast-track career and workforce certification student support program designed to help you find your career pathway and then to improve your reading, writing, and math skills in preparation for one of our exciting certification programs. Students can explore career options through our Career Matchmaking workshops. Receive the training you need to certify for employment or advancement in a demand industry: renewable energy, sustainable agriculture, and healthcare.

LOCAL APPLICATION SECTION I: CTE PROGRAMS/POS OFFERINGS & DESCRIPTIONS

I-E. Current CTE Program/POS Offerings & Descriptions

This section, consistent with the requirements for local applications in Section 134(b)(2), captures "information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2), including—(A) how the results of the comprehensive needs assessment described in subsection (c) informed the selection of the specific career and technical education programs and activities selected to be funded."

The information to be gathered for each Perkins V funding-eligible CTE program/POS is:

- **Description of CTE program/POS purpose**
  - **Short description of the purpose of the CTE programs/POS**
  - **List of aligned occupations/occupational clusters**
  - **Inventory of the course offerings within each CTE program/POS, including**
    - **Description of how the student learning objectives align to the knowledge, skills, and competencies associated with the associated occupations/occupational clusters.**
- **Evidence of statewide in-demand and/or economic development of aligned occupations (or occupational clusters) using valid, reliable LMI or other evidence**
- **Evidence of living wage or on pathway to living wage of aligned in-demand or economic development occupations (or occupational clusters)**
  - **Denote those occupations/occupational clusters that have average wages at or exceeding the living wage for a single individual and for a family of three (two workers)**
- **Industry, workforce development, and community-based organizations serving in program advisory, review, and/or development**
  - **As one measure of access, identify the subrecipients in which the CTE programs/POS are offered, by county and by regional subdivision (e.g., Complex Area) (if applicable)**
  - **Articulation between secondary-to-postsecondary programs/POS (if any)**
  - **Indicate those that are recognized statewide programs of study.**

- All UHCCS CTE Programs/POS align academic standards with technical knowledge and skills to prepare students for careers in current or emerging occupations and further education. Course content is guided by business and industry input.

  - For information on course offering and related occupations, see http://www.uhcc.hawaii.edu/programs/viewer/index.php
  - For information on aligned occupations and wages, see example at https://uhcc.hawaii.edu/career_explorer/lifestyle2/pathways.php

- Advisory Committees: Faculty in CTE Programs/POS creates and/or maintains an advisory committee to advise, assist, and provide support to ensure programs are of quality and remain current with industry and/or professional standards. Efforts are made to select advisory committee members who have some direct relationship to career and technical education in the community. Effective advisory committees are large enough to reflect the diversity of the community and industry, yet small enough to be managed effectively. Members of the committee may be formally appointed by the program coordinator or lead instructor. Appointments to advisory committees may be made for definite periods of time. This procedure promotes a continuing flow of new ideas that helps keep the committee's advice current and relevant. Members are more likely to give their time freely when the term of service is predetermined.
  - Members may include and/or be composed of:
    - Employers
    - Human Resource Personnel
    - Technicians
    - Current and former students
    - Suppliers
    - Manufacturers
    - Secondary education instructors
    - College Administration
    - Labor unions, where applicable
    - Industry-specific individuals
    - Economic Development Council and local Chamber of Commerce members
    - Workforce Investment Board members

- Year 1
  - The UHCC will: 1) develop a tracking document of all CTE Programs/POS that meet or do not meet scope and quality; 2) conduct a review of 30% of CTE Program/POS to assess whether they meet scope and quality; and 3) provide technical assistance to those CTE Programs/POS that do not meet scope and quality, and track/document their progress.
  - The UHCC will: 1) develop a tracking document of all CTE Programs/POS-WIDE that meet or do not meet scope and quality; 2) conduct a review of 30% of CTE Program/POS-WIDE to assess whether they meet scope and quality; and 3) provide technical assistance to those CTE Programs/POS-WIDE that do not meet scope and quality, and track/document their progress.

- In light of COVID, we reprioritized Perkins funding to support the following objectives in three phases in year 1:

  Phase 1: Complete Spring term via remote delivery. (2019-20 Perkins funds)

  Phase 2: Commit to critical expenses for the 2020-21 academic year, such as continuing personnel. (2020-21 Perkins funds)

  Phase 3: Invest in critical program improvements for 2020-21, given new economic context and educational environment. (2020-21 Perkins funds)

A system-level summary of the proposals that we intend to support with 2020-21 Perkins funds in year 1 are as follows:

Campus	Project Name	$ Amount
Haw	Automotive Technology(AMT): Online Delivery of AMT Curriculum http://go.hawaii.edu/AsN	3,045
Haw	Fire Science: FLAIM Trainer® http://go.hawaii.edu/wsA	112,737
Haw	Electrical Installation and Maintenance Program (EIMT): Simulator/Trainer http://go.hawaii.edu/AsM	20,662
Haw	Human Services (HSER): Online Community Services and Practicum http://go.hawaii.edu/QsA	5,500
Hon	Distance Education Coordinator http://go.hawaii.edu/UsA	101,241
Hon	CTE Onboarding and Career Alignment http://go.hawaii.edu/AsE	80,000
Kap	Mobile Intensive Care Technician (MICT): Paramedic Clinical/Internship Evaluation http://go.hawaii.edu/Asq	15,000
Kap	Culinary, Hospitality. Business, Legal, and Information Technology: CTE Collaborative Internship ExperienceY2 http://go.hawaii.edu/WtA	210,753
Kau	Continuing Trades Career Track Coordinator Y3 http://go.hawaii.edu/HsA http://go.hawaii.edu/Ast	110,129
Lee	Creating A Clear Pathway to Obtain Degrees / Certificates YR3 http://go.hawaii.edu/vsA	95,276
Lee	Professional Arts and Technology (PAT): Increasing Enrollment and Perkins Performance IndicatorsY3 http://go.hawaii.edu/AsC	99,593
Lee	CTE Business Student Success Program:Y3 http://go.hawaii.edu/WsA	99,593
Mau	Collaborative and Targeted Learning Support for CTE Students http://go.hawaii.edu/Asu	24,540
Mau	Integrating Hospitality Case Simulations into Hospitality & Tourism (HOST) Classes http://go.hawaii.edu/NUA	6,000

Mau	Automotive Technology (AMT): Moving UHMC AMT Into the Future Y2 http://go.hawaii.edu/Ase	12,945
Mau	Construction Technology (CONST) and Health Careers as a Means to Address the Housing Needs and Healthcare Shortage on Moloka'i http://go.hawaii.edu/AtC	80,443
Mau	Using Cooperative Education for Career Development, Advising, and Exploration to Improve Collaboration with Secondary Education http://go.hawaii.edu/AUw	1,500
Mau	Nursing (NURS): Expand Simulation Learning in Nursing Education http://go.hawaii.edu/zsA	83,500
Win	CTE Student Support Program for Outreach, Retention & Completion YR2 http://go.hawaii.edu/AsL	98,994
Win	Veterinary Technology (VETT): Hybrid Veterinary Technology Program – Serving Students Throughout the State http://go.hawaii.edu/7sA	191,854
Consortium (TBD)	14% of total Perkins allocation for: • The development of the three CTE program/POS components identified in the Comprehensive Local Needs Assessment (approximately —design and integration of a continuum of work-based learning, design and integration of a continuum of counseling and advising, and design and integration of transferable skills. Funding for these activities are estimated to be approximately 70%-75% of earmarked funds. • Funding of improvement and innovation consortia—regional that includes secondary and postsecondary (and workforce development partners), multiple secondary schools or multiple colleges, or multiple CTE programs/POS with shared aims. Funding for these activities are estimated to be approximately 10%-15% of earmarked funds. • Design and development or refinement of CTE programs/POS within a "Hawai'i Pathway." Funding for these activities are estimated to be approximately 10%-15% of earmarked funds.	356,537
System-Wide (TBD)	Program improvements (TBD) related to post-COVID economic recovery and to courses disrupted by coronavirus (e.g. completion of spring courses, new technologies to complete courses with new social distancing requirements or online). New proposals will be considered during the summer as Fall 2020 UH term plans, as state and local recovery plans develop.	736,851
UHCC Administration	5% of total allocation for system-wide administration of Perkins funds.	134,036
	Total	2,680,729

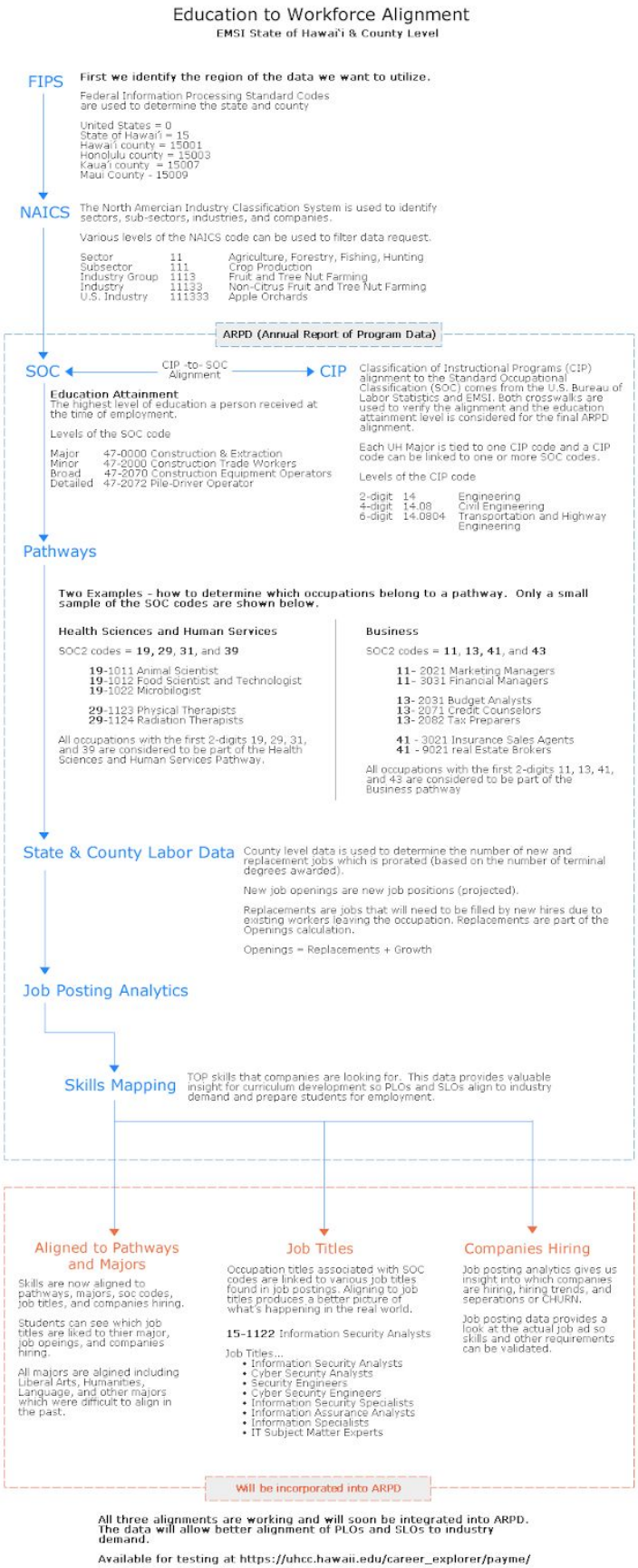
- Year 2
    - The UHCC will: 1) conduct a review on a second set of 30% of CTE Program/POS to assess whether they meet scope and quality; and 2) provide technical assistance to those CTE Programs/POS that do not meet scope and quality, and track/document their progress.
    - The UHCC will: 1) conduct a review on a second set of 30% of CTE Program/POS-WIDE to assess whether they meet scope and quality; and 2) provide technical assistance to those CTE Programs/POS-WIDE that do not meet scope and quality, and track/document their progress.

- Year 3
    - The UHCC will: 1) conduct a review on a last set of 40% of CTE Program/POS to assess whether they meet scope and quality; and 2) provide technical assistance to those CTE Programs/POS that do not meet scope and quality, and track/document their progress.
    - The UHCC will: 1) conduct a review on a last set of 40% of CTE Program/POS-WIDE to assess whether they meet scope and quality; and 2) provide technical assistance to those CTE Programs/POS-WIDE that do not meet scope and quality, and track/document their progress.

CTE Program/POS Name	See:https://uhcc.hawaii.edu/programs/viewer/index.php
Short Description of CTE Program/POS Purpose	See:https://uhcc.hawaii.edu/programs/viewer/index.php
Aligned Occupations/Occupational Clusters	See:https://uhcc.hawaii.edu/programs/viewer/index.php
Description of Alignment Between CTE Program/POS course student learning objectives and knowledge, skills, competencies of associated occupations/occupational clusters	See Diagram 1 below.
Evidence of statewide in-demand and/or economic development priority	The UHCC assesses in-demand only at the occupation level in the state and county.
Evidence of living wage pathway	See sample at https://uhcc.hawaii.edu/career_explorer/sectors/sectors.php?naics=51
Industry, workforce development, and community-based organizations serving in program advisory, review, and/or development	See Advisory Committees paragraph above.
Identify subrecipients offering the CTE program/POS	See: https://uhcc.hawaii.edu/programs/viewer/index.php
Identify the recognized postsecondary credential(s)[1] that would constitutes a program of study	See: https://uhcc.hawaii.edu/programs/viewer/index.php https://drive.google.com/file/d/1gUiEI6td7XMa2yf62xZic2QVeihBvoGU/view?usp=sharing

[1] A recognized postsecondary credential is defined as a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State involved or Federal government, or an associate or baccalaureate degree, as well as graduate degrees for purposes of the VR program as required by section 103(a)(5) of the Rehabilitation Act of 1973, as amended by title IV of WIOA.

Diagram 1


Education to Workforce Alignment
EMSI State of Hawai'i & County Level
FIPS
First we identify the region of the data we want to utilize.
Federal Information Processing Standard Codes are used to determine the state and county
United States = 0
State of Hawai'i = 15
Hawai'i county = 15001
Honolulu county = 15003
Kaua'i county = 15007
Maui County - 15009
NAICS
The North Amercian Industry Classification System is used to identify sectors, sub-sectors, industries, and companies.
Various levels of the NAICS code can be used to filter data request.
Sector 11 Agriculture, Forestry, Fishing, Hunting
Subsector 111 Crop Production
Industry Group 1113 Fruit and Tree Nut Farming
Industry 11133 Non-Citrus Fruit and Tree Nut Farming
U.S. Industry 111333 Apple Orchards
ARPD (Annual Report of Program Data)
SOC
CIP -to- SOC Alignment
CIP
Education Attainment
The highest level of education a person received at the time of employment.
Levels of the SOC code
Major 47-0000 Construction & Extraction
Minor 47-2000 Construction Trade Workers
Broad 47-2070 Construction Equipment Operators
Detailed 47-2072 Pile-Driver Operator
Classification of Instructional Programs (CIP) alignment to the Standard Occupational Classification (SOC) comes from the U.S. Bureau of Labor Statistics and EMSI. Both crosswalks are used to verify the alignment and the education attainment level is considered for the final ARPD alignment.
Each UH Major is tied to one CIP code and a CIP code can be linked to one or more SOC codes.
Levels of the CIP code
2-digit 14 Engineering
4-digit 14.08 Civil Engineering
6-digit 14.0804 Transportation and Highway Engineering
Pathways
Two Examples - how to determine which occupations belong to a pathway. Only a small sample of the SOC codes are shown below.
Health Sciences and Human Services
SOC2 codes = 19, 29, 31, and 39
19-1011 Animal Scientist
19-1012 Food Scientist and Technologist
19-1022 Microbiologist
29-1123 Physical Therapists
29-1124 Radiation Therapists
All occupations with the first 2-digits 19, 29, 31, and 39 are considered to be part of the Health Sciences and Human Services Pathway.
Business
SOC2 codes = 11, 13, 41, and 43
11- 2021 Marketing Managers
11- 3031 Financial Managers
13- 2031 Budget Analysts
13- 2071 Credit Counselors
13- 2082 Tax Preparers
41 - 3021 Insurance Sales Agents
41 - 9021 real Estate Brokers
All occupations with the first 2-digits 11, 13, 41, and 43 are considered to be part of the Business pathway
State & County Labor Data
County level data is used to determine the number of new and replacement jobs which is prorated (based on the number of terminal degrees awarded).
New job openings are new job positions (projected).
Replacements are jobs that will need to be filled by new hires due to existing workers leaving the occupation. Replacements are part of the Openings calculation.
Openings = Replacements + Growth
Job Posting Analytics
Skills Mapping
TOP skills that companies are looking for. This data provides valuable insight for curriculum development so PLOs and SLOs align to industry demand and prepare students for employment.
Aligned to Pathways and Majors
Skills are now aligned to pathways, majors, soc codes, job titles, and companies hiring.
Students can see which job titles are liked to thier major, job opeings, and companies hiring.
All majors are aligned including Liberal Arts, Humanities, Language, and other majors which were difficult to align in the past.
Job Titles
Occupation titles associated with SOC codes are linked to various job titles found in job postings. Aligning to job titles produces a better picture of what's happening in the real world.
15-1122 Information Security Analysts
Job Titles...
• Information Security Analysts
• Cyber Security Analysts
• Security Engineers
• Cyber Security Engineers
• Information Security Specialists
• Information Assurance Analysts
• Information Specialists
• IT Subject Matter Experts
Companies Hiring
Job posting analytics gives us insight into which companies are hiring, hiring trends, and seperations or CHURN.
Job posting data provides a look at the actual job ad so skills and other requirements can be validated.
Will be incorporated into ARPD
All three alignments are working and will soon be integrated into ARPD. The data will allow better alignment of PLOs and SLOs to industry demand.
Available for testing at https://uhcc.hawaii.edu/career_explorer/payme/

LOCAL APPLICATION SECTION I: CTE PROGRAMS/POS OFFERINGS & DESCRIPTIONS

I-F. Special Populations Learn About CTE Program/POS Opportunities

This section, consistent with the requirements for local applications in Section 134(b)(2), captures "information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than 1 program of study approved by a State under section 124(b)(2), including—(C) how students, including students who are members of special populations, will 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."

Describe how students throughout the state, including students who are members of special populations, are made aware of the CTE programs/POS offered by the HIDOE and UHCC and information about those CTE programs/POS provided in Section I-E.

- The UHCC makes information about the CTE programs/POS available across the seven community colleges through its website: http://www.uhcc.hawaii.edu/programs/viewer/index.php.
    - One UHCC workforce development initiative is the Hawai'i Career Explorer website that provides labor market information, including high-demand occupations, high-demand STEM occupations, high-earning occupations, and educational requirements for different occupations among other information available to students and workers.
        - In addition, Leeward Community College has utilized Career Coach to bring together labor market information in easily accessible and interpretable ways for students (https://leeward.emsicc.com/?radius=®ion=Honolulu)
    - The UHCC website is translatable into several dozen languages using Google Translate as a pre-installed widget on their website.
    - Each of the seven community college campuses has a career or employment center where students are provided career counseling services and information related to different careers or occupations and the educational requirements associated with them.
- The UHCC will continue to support funding for projects and programs focused on serving special populations such as: (a) efforts to identify and assist military members, veterans, and former special population students to bring them back to college, especially

if they have CTE-related prior learning experiences, which may be applied to the college credits; (b) focused counseling and academic support services that address persistence issues to improve student success in CTE programs; and (c) providing students with disabilities the accommodations and services they need to raise retention and completion.

LOCAL APPLICATION SECTION I: CTE PROGRAMS/POS OFFERINGS & DESCRIPTIONS

I-G. Non-Discrimination of Members of Special Populations

This section, consistent with the requirements for local applications in Section 134(b)(5)(D), captures "a description of how the eligible recipient will—(D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations." Please describe how the eligible recipient will ensure that members of special populations will not be discriminated against in their access, participation, and achievement of desired educational and workforce outcomes..

- The University of Hawai'i Policy on Nondiscrimination and Affirmative Action is provided in Section 1-5 of the Board of Regents Bylaws and Policies. This Executive Policy establishes the administrative framework to ensure compliance with applicable federal and state statutes, rules, regulations, city and county ordinances, and provisions in the collective bargaining agreements governing nondiscrimination and affirmative action.
- UHCC CTE programs address equity issues and provide equal opportunities to individuals without discrimination on the basis of race, color, national origin, sex, marital status, disability, creed, or age as follows:
    - The UHCC has developed outreach procedures, including eliminating barriers, for increasing the enrollment of special populations in CTE programs, e.g. scheduling, marketing materials, newsletters, and the UHCC website.
    - Staff development activities on diversity, including gender equity, are planned and implemented on an ongoing basis.
    - Action plans are in place and utilized to recruit and improve participation, retention, and completion of nontraditional students in CTE programs.
- The UHCC will continue to support funding for projects and programs focused on serving special populations such as: (a) efforts to identify and assist military members, veterans, and former special population students to bring them back to college, especially if they have CTE-related prior learning experiences, which may be applied to the college credits; (b) focused counseling and academic support services that address persistence issues to improve student success in CTE programs; and (c) providing students with disabilities the accommodations and services they need to raise retention and completion rates, as well as a supportive learning environment.

LOCAL APPLICATION SECTION II: CTE SYSTEM COORDINATION & LEARNING HUBS (Subcommittees)

II-A. Sectors & Pathways – Program Quality Subcommittee

Provide a list of individuals associated with the Eligible Recipient who will participate on the Perkins V Sectors & Pathways – Program Quality Subcommittee.

- TBD in fall 2020.

LOCAL APPLICATION SECTION II: CTE SYSTEM COORDINATION & LEARNING HUBS (Subcommittees)

II-B. Human Capital Subcommittee

This section, consistent with the requirements for local applications in Section 134(b)(8), captures "description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel."

Provide a list of individuals associated with the Eligible Recipient who will participate on the Perkins V Human Capital Subcommittee, including on its two working groups--Pipeline Development, and Leadership and Educator Professional Development and Capacity-Building. Ideally, at least one member of the executive leadership team from the Eligible Recipient and at least one member of the governing board of the Eligible Recipient will participate on this subcommittee.

- TBD in fall of 2020.

1. Pipeline Development and Enhancement.

Provide a list of individuals associated with the Eligible Recipient who will participate on the Perkins V Human Capital Subcommittee Pipeline Development and Enhancement Working Group, including those who are front-line practitioners.

- TBD in fall of 2020.

As institutional members of the Teacher Education Coordinating Committee, describe how issues related to the need to build an educator (teacher and counselor) pipeline will be pursued as permanent agenda items with action plans to be developed.

- Of the seven community colleges, Leeward Community College is a member of the Teacher Education Coordinating Committee (TECC). The 2020-2021 TECC meetings will focus on:
    - A deeper understanding of what each Educator Preparation Programs (EPP) does and where each fits in the pipeline;
    - Begin implementing activities identified in the draft plan with clear designations of responsibility and regular check-ins with the group; and
    - Updating, re-thinking, and re-tooling how the members' institutions currently record, store, and analyze recruitment, retention and program completer survey data to better lay out and find bottlenecks in teacher recruitment and retention, and to proceed to devise solutions.

Describe any current strategies and initiatives with the Hawai‘i Teachers Standards Board, the public and private in-state and out-of-state educator preparation programs, and other strategies and initiatives that work to increase the number of high-quality formal and informal educators in CTE programs/POS across the state with emphasis on addressing issues of equitable access for members of special populations, including equitable access for CTE programs/POS in small, rural, and remote schools/campuses.

- In addressing issues of equitable access for members of special populations, including equitable access for CTE programs/POS in small, rural, and remote schools/campuses:
    - Leeward Community College offers the following programs:
        - Associate in Science in Teaching (AST) degree program to improve equity and access to teacher education for underrepresented groups and non-traditional students. The program seeks to address the critical teacher shortage in the state of Hawai`i by providing quality pre-service teachers who are locally educated and culturally sensitive to schools in their own communities. The degree is considered terminal as graduates are prepared to enter the Hawai`i Department of Education (HIDOE) as highly qualified para-educators (Educational Assistants, Part-time teachers, paraprofessional tutors). The degree is also considered transfer as graduates enter bachelor's degree programs at the university level.
        - Advanced Professional Certificate (APC) in Special Education (SPED) K-12, an alternative pathway leading to teacher licensure in SPED, and approved by the Hawaii Teacher Standards Board.
    - The UHCC will continue to support funding for strategies focused on serving special populations such as: (a) efforts to identify and assist military members, veterans, and former special population students to bring them back to college, especially if they have CTE-related prior learning experiences, which may be applied to the college credits; (b) focused counseling and academic support

services that address persistence issues to improve student success in CTE programs; and (c) providing students with disabilities the accommodations and services they need to raise retention and completion.

2. Leadership and Educator Professional Development and Capacity-Building.

Provide a list of individuals associated with the Eligible Recipient who will participate on the Perkins V Human Capital Subcommittee Leadership and Educator Professional Development and Capacity-Building Working Group, including those who are front-line practitioners.

- TBD in fall of 2020.

LOCAL APPLICATION SECTION II: CTE SYSTEM COORDINATION & LEARNING HUBS (Subcommittees)

II-C. Policy Subcommittee

Provide a list of individuals associated with the Eligible Recipient who will participate on the Perkins V Policy Subcommittee. Ideally, at least one member of the executive leadership team from the Eligible Recipient and at least one member of the governing board of the Eligible Recipient will participate on this subcommittee.

- TBD in fall 2020.

LOCAL APPLICATION SECTION II: CTE SYSTEM COORDINATION & LEARNING HUBS (Subcommittees)

II-D. Quality Assurance & Continuous Improvement Subcommittee

Provide a list of individuals associated with the Eligible Recipient who will participate on the Perkins V Quality Assurance and Continuous Improvement Subcommittee. This form also asks for identification of individuals who will serve on this subcommittee's three working groups.

- TBD in fall of 2020.

D1. Monitoring, Evaluation, and Feedback Working Group

Provide a list of individuals associated with the Eligible Recipient who will participate on the Perkins V Quality Assurance & Continuous Improvement Subcommittee Monitoring, Evaluation, and Feedback Working Group, including those who are front-line practitioners.

- TBD in fall of 2020.

D2. Data Infrastructure, Reporting, and Use Working Group

Provide a list of individuals associated with the Eligible Recipient who will participate on the Perkins V Quality Assurance & Continuous Improvement Subcommittee Data Infrastructure, Reporting, and Use Working Group, including those who are front-line practitioners.

- TBD in fall of 2020.

D3. Accountability Working Group

Provide a list of individuals associated with the Eligible Recipient who will participate on the Perkins V Quality Assurance & Continuous Improvement Subcommittee Accountability Working Group, including those who are front-line practitioners.

- TBD in fall of 2020.

LOCAL APPLICATION SECTION III: IDENTIFICATION OF CTE SYSTEM NEEDS

A. Statewide Comprehensive Local Needs Assessment

This section, consistent with the requirements for local applications in Section 134(b)(1), presents "a description of the results of the comprehensive needs assessment conducted under Section 134(c)."

The 2019 Comprehensive Local Needs Assessment identified the needs to improve the *design and delivery* of the CTE system so as to systemically, systematically, and equitably improve access to high-quality CTE programs/POS, increase participation in those CTE programs/POS, and improve the educational and workforce outcomes of CTE program/POS participants across the state.

- **Strengthening the robustness of CTE programs/POS through rigorous size, scope, and quality criteria;**
- **Development of CTE program/POS scope components identified in the Comprehensive Local Needs Assessment;**

  A. Career counseling and advising throughout the 6-14 continuum

  B. Continuum of work-based learning activities with expected learning outcomes associated with activities in school and non-school spaces

  C. Articulation and inclusion of employability/transferable skills

- **Continual improvement, innovation, and transformation of CTE programs/POS by leveraging their intersections and interdependencies to achieve better educational and workforce outcomes; and**
- **Building CTE system capacities to design and deliver CTE programs/POS with high levels of systemic and systematic interactions, intersections, and interdependencies.**

LOCAL APPLICATION SECTION III: IDENTIFICATION OF CTE SYSTEM NEEDS

B. Data Infrastructure and Data Use

Provide a narrative description of the data infrastructure and data use needs of the Eligible Recipient, including individual CTE programs/POS and subrecipients, related to available labor market information (e.g., in-demand, wages) and/or access, participation, and educational and workforce outcomes, especially for understanding gaps and disparities of students who are members of special populations. Identification of and providing evidence of specific gaps, disparities, and misalignments will be captured on a separate form along with the proposed remedies to be included in Section IV of the Local Application.

- Statewide services provided by Economic Modeling Specialists, Inc. (EMSI) augment Labor Market Information (LMI) tools are essential in determining current and future demands, skills/training required, and wage information for specific occupations in Hawaii. The data are used by the UHCC in the development of Annual Reports of Program Data (ARPD).

  The ARPD compiles and provides data in online data templates that include the metrics to assess CTE program health in the areas of demand, efficiency, effectiveness, and overall quality for all colleges within the UHCCS. Components of the ARPD are:

  - Program Quantitative Indicators
  - An executive level summary of the Instructional Reports of Program Data (ARPD) completed including significant actions or issues identified in the reports.
  - Program mission/description, quantitative indications, analysis of the quantitative indicators, action plan and resources implications.
  - Data from UH System sources on key measures of Demand, Efficiency, and Effectiveness.
  - Program Analysis
  - Skills
  - GPA
  - Campus Overview

- The UHCC NAPE data dashboard will be used to identify performance gaps between student groups in CTE programs and to identify other areas in which equity gaps exist. The information gleaned from these dashboards will allow data-driven approaches to closing the gaps. By analyzing disaggregated data, colleges can empower academic and

student services teams to examine student data collaboratively and work together to narrow equity gaps. As the data dashboards are utilized, and their usage becomes a shared resource, faculty and staff will become increasingly familiar with a range of metrics that correlate with and predict student success and the impact their efforts have on course completion, persistence, retention and completion.

LOCAL APPLICATION SECTION III: IDENTIFICATION OF CTE SYSTEM NEEDS

C. Identified gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes, with emphasis on special populations, *across* the CTE system

Beyond those needs identified in the Comprehensive Local Needs Assessment, please identify any additional CTE system needs and CTE program/POS needs across the state. Present data and other evidence on access, participation, and educational and workforce outcomes of the CTE system—variation *across* CTE pathways, programs/POS.

These identified needs will be prioritized in Section IV and Section V of this Local Application. This form provides opportunities to identify gaps, disparities, and misalignments in: 1) Access; 2) Participation; and 3) Education and Workforce Outcomes.

- Due to COVID-19, efforts and attention are for expenses for program improvement and enhancement because of changes in delivery of instruction for Fall 2020. In addition to being responsive to COVID-19, we are also addressing the needs resulting from the 2018-19 needs assessment. The next needs assessment will be completed by 2020-21.

C1. Identified gaps, disparities, and misalignments in access that exist *across* the CTE system

Provide a narrative description of any gaps, disparities, or misalignments associated with access to:

- **CTE program/POS offerings and the in-demand, living-wage occupations/occupational clusters, statewide and at the county level;**
- **Postsecondary credit-earning opportunities for high school students;**
- **WBL offerings.**

- Due to COVID-19, efforts and attention are for expenses for program improvement and enhancement because of changes in delivery of instruction for Fall 2020. In addition to

being responsive to COVID-19, we are also addressing the needs resulting from the 2018-19 needs assessment. The next needs assessment will be completed by 2020-21.

Identification of and providing evidence of specific gaps, disparities, and misalignments will be captured on a separate form along with the proposed remedies to be included in Section IV of the Local Application.

- See Section IV of the Local Application.

C2. Identified gaps, disparities, and misalignments in participation that exist *across* the CTE system

Provide a narrative description of any gaps, disparities, or misalignments across CTE programs/POS and disaggregated by county, regional subdivision (if any), subrecipient, special populations of students associated with:

- **Enrollment (number of students enrolled and as percentage of total enrollment).**
  - **Number of special populations enrolled and as percentage of total special population students)**
- **Postsecondary credit-earning participation**
  - **Number (%) of special populations participating in early college, dual credit, and other postsecondary credit-earning opportunities**
- **Work-based learning at the Preparation and Training levels.**
  - **Number (%) of special populations participating in work-based learning opportunities at the Preparation and Training levels.**

Identification of and providing evidence of specific gaps, disparities, and misalignments will be captured on a separate form along with the proposed remedies to be included in Section IV of the Local Application.

- See Section IV of the Local Application.

C3. Identified gaps, disparities, and misalignments in education and workforce outcomes that exist *across* the CTE system

Provide a narrative description of any gaps, disparities, or misalignments associated with:

- **Proficiency in English/Language Arts, Math, and Science;**
- **CTE course outcomes (GPA);**
- **Concentrator/Completer status;**
- **Postsecondary credits earned (in CTE and non-CTE courses);**
- **Transferable skills attainment**
- **Graduation rate of concentrators/completers (on-time rate and more);**
- **Postsecondary matriculation;**
    - **Non-credit program;**
    - **Credit-earning program (CTE and non-CTE);**
- **Workforce placement;**
- **Graduates feedback;**
- **Employer feedback;**
- **Other education and workforce outcomes used by the Eligible Recipient.**

For each of these education and workforce outcomes, attention should be made to gaps, disparities, and misalignments that exist across the CTE system for students who are members of special populations.

Identification of and providing evidence of specific gaps, disparities, and misalignments will be captured on a separate form along with the proposed remedies to be included in Section IV of the Local Application.

- See Section IV of the Local Application.

LOCAL APPLICATION SECTION III: IDENTIFICATION OF CTE SYSTEM NEEDS

D. Identified gaps, disparities, and misalignments in meeting size criteria by CTE program/POS and subrecipients

Provide evidence of gaps, disparities, and misalignments in meeting size criteria across the CTE system or within individual CTE programs/POS and subrecipients. This form provides opportunities to identify gaps, disparities, and misalignments in meeting two size criteria--1) physical space, industry-standard technology, equipment, supplies, and materials; and 2) CTE professionals.

- Due to COVID-19, efforts and attention are for expenses for program improvement and enhancement because of changes in delivery of instruction for Fall 2020.

- Post-COVID-19: The UHCC will develop strategies to identify gaps, disparities, and misalignments in meeting size criteria across the CTE system or within individual CTE programs/POS and subrecipients in fall 2020.

D1. Physical space, industry-standard technology, equipment, supplies, and materials

Provide a narrative description of inadequate classroom and lab facilities or needed industry-standard technology, equipment, supplies, and materials necessary to deliver a quality CTE program/POS. Proposed remedies to be included in Section V. Identification of and providing evidence of specific gaps, disparities, and misalignments will be captured on a separate form along with the proposed remedies to be included in Section IV of the Local Application.

- TBD fall of 2020.

D2. CTE professionals

Provide a narrative description of CTE professionals-to-pupil ratios not meeting recommended standards. Proposed remedies to be included in Section V. Identification of and providing evidence of specific gaps, disparities, and misalignments will be captured on a separate form along with the proposed remedies to be included in Section IV of the Local Application.

- TBD fall of 2020.

LOCAL APPLICATION SECTION III: IDENTIFICATION OF CTE SYSTEM NEEDS

E. Identified gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes, with emphasis on special populations, *within* CTE programs/POS and subrecipients

Present data and other evidence on access, participation, and educational and workforce outcomes within CTE programs/POS (across and within subrecipients)–variation between subrecipients offering the same CTE programs/POS; variation within subrecipient program offerings.

These identified needs will be prioritized in Section IV and Section V of this Local Application. This form provides opportunities to identify within-CTE programs/POS and subrecipient gaps, disparities, and misalignments in: 1) Access; 2) Participation; and 3) Education and Workforce Outcomes.

TBD during fall 2020.

E1. *Within-CTE program/POS and subrecipients* gaps, disparities, and misalignments in Access

Provide a narrative description of any gaps, disparities, or misalignments associated with access *within* the CTE programs/POS offerings:

- **Subrecipient offerings aligned to in-demand, living wage occupations/occupational clusters (statewide and/or regionally/locally)**
- **Postsecondary credit-earning opportunities for high school students**
- **WBL offerings**

TBD during fall 2020.

Identification of and providing evidence of specific gaps, disparities, and misalignments will be captured on a separate form along with the proposed remedies to be included in Section V of the Local Application.

TBD during fall 2020.

E2. *Within-CTE program/POS and subrecipients* gaps, disparities, and misalignments in Participation

Provide a narrative description of any participation gaps, disparities, or misalignments *within* CTE programs/POS and disaggregated by county, regional subdivision (if any), subrecipient, special populations of students associated with:

- **Enrollment (number of students enrolled and as percentage of total enrollment).**
    - **Number of special populations enrolled and as percentage of total special population students)**
- **Postsecondary credit-earning opportunities for high school students**
- **Work-based learning at the Preparation and Training levels.**

Identification of and providing evidence of specific gaps, disparities, and misalignments will be captured on a separate form along with the proposed remedies to be included in Section V of the Local Application.

TBD during fall 2020.

E3. *Within-CTE program/POS and subrecipients* gaps, disparities, and misalignments in Educational and Workforce Outcomes

Provide a narrative description of any gaps, disparities, or misalignments in education and workforce outcomes *within* CTE programs/POS and disaggregated by county, regional subdivision (if any), subrecipient, special populations of students associated with:

- **Proficiency in English/Language Arts, Math, and Science**
- **CTE course outcomes (GPA)**
- **Concentrator/Completer status**
- **Postsecondary credits earned (in CTE and non-CTE courses)**
- **Transferable skills attainment**
- **Graduation rate of concentrators/completers (on-time rate and more)**
- **Postsecondary matriculation**
    - **Non-credit program**
    - **Credit-earning program (CTE and non-CTE)**
- **Workforce placement**
- **Graduates feedback**
- **Employer feedback**
- **Other education and workforce outcome measures used by the Eligible Recipient.**

Identification of and providing evidence of specific gaps, disparities, and misalignments will be captured on a separate form along with the proposed remedies to be included in Section V of the Local Application.

TBD during fall 2020.

LOCAL APPLICATION SECTION IV: DEVELOPMENT OF THE CTE SYSTEM

A. CTE System Components – Counseling & Advising

This section, consistent with the requirements for local application in Section 134(b)(3), captures a description of the work to be done by the eligible recipient, "in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems described in section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners, [to] provide—(A) career exploration and career development coursework, activities, or services" through "an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study" consistent with Section 135(b)(1).

This form is divided into three sections related to the development of counseling & advising as a CTE component provided throughout the CTE system:

1. **Identifying individuals to participate in the working group tasked with these activities.** TBD
2. **Narrative description of existing systemic initiatives related to design and development of counseling & advising as a CTE component.** Counseling within the UHCC does not differentiate between CTE and General Pre-Professional (GPP) programs.
3. **Narrative description of the processes to engage other Hawai'i Career Pathway System partners.** UHCC will follow the Hawaii WIOA Unified State Plan in engaging state partners.
4. **Narrative description of the proposed outputs to be developed.** TBD
5. **Identification of possible enabling assumptions and potential barriers associated with getting the work done.** TBD during fall 2020.
6. **Narrative description of the design, development, and implementation strategies, activities, and timelines of counseling & advising as a CTE component provided throughout the CTE system.** TBD by June 2021.

   All of the above is contingent upon COVID-19 responses.

Articulation of the individual strategies and activities and their budgeted costs will be done through a separate form and the anticipated timing of these activities will be submitted through a GANTT chart (or similar) through a separate form.

1. Identifying Working Group Members

Identify the individuals (and their roles within the CTE system) who will participate in the Career Counseling and Advising Working Group tasked with developing this CTE system component.

- TBN front-line practitioner
- Others TBD

2. Existing Systemic Initiatives

Describe any systemic initiatives currently underway in your agency (or inter-agency) for which your agency is already engaged in the design, development, and deployment of a systemic counseling and advising CTE system component.

3. Engagement with Other Hawai‘i Career Pathway System Partners

Describe the processes by which your agency will engage other Hawai‘i Career Pathway System partners, including the other agencies and stakeholders in the CTE system, in the design and development of counseling & advising as a CTE system component and the integration into CTE programs/POS to ensure seamless learning experiences and activities for students as they move through the CTE system and the broader Hawai‘i Career Pathway System.

Specifically, describe the processes, including practitioners as co-designers and co-developers, to create prototypes and pilot, iteratively test, and adapt counseling & advising so as to be reliably effective across different CTE programs/POS and subrecipient contexts.

Due to COVID-19, efforts and attention are for expenses for program improvement and enhancement because of changes in delivery of instruction for Fall 2020. Campuses may request Perkins funds to facilitate return to Fall 2020 classes by securing tools, materials, technology, equipment and/or contracts.

Post-COVID-19: The UHCC will develop strategies to describe the processes, including practitioners as co-designers and co-developers, to create prototypes and pilot, iteratively test, and adapt counseling & advising so as to be reliably effective across different CTE programs/POS and subrecipient contexts.

4. Proposed Outputs

Provide a narrative description of the proposed outputs to be developed that will constitute a counseling & advising CTE component to be provided throughout the CTE system.

Due to COVID-19, efforts and attention are for expenses for program improvement and enhancement because of changes in delivery of instruction for Fall 2020. Campuses may request Perkins funds to facilitate return to Fall 2020 classes by securing tools, materials, technology, equipment and/or contracts.

Post-COVID-19: The UHCC will develop strategies to identify proposed outputs to be developed that will constitute a counseling & advising CTE component to be provided throughout the CTE system.

5. Enabling Assumptions & Possible Barriers

Identify any enabling assumptions being made by the Eligible Recipient that increases the probability of success for the articulated design and development activities and/or the schedule of those activities. Identify possible barriers that might negatively affect the design and development activities and/or the schedule of activities.

Due to COVID-19, efforts and attention are for expenses for program improvement and enhancement because of changes in delivery of instruction for Fall 2020. Campuses may request Perkins funds to facilitate return to Fall 2020 classes by securing tools, materials, technology, equipment and/or contracts.

Post-COVID-19: The UHCC will develop strategies that increase the probability of success for the articulated design and development activities and/or the schedule of those activities. Identify possible barriers that might negatively affect the design and development activities and/or the schedule of activities.

Enabling Assumptions

Possible Barriers

6. Design & Development Strategies and Activities

Provide a narrative description of the design and development strategies, activities, and timelines associated with creating the proposed outputs of a systemic counseling and advising CTE component. These strategies and activities should fall within three general phases provided below. Articulation of the individual strategies and activities and their budgeted costs will be done through a separate form and the anticipated timing of these activities will be submitted through a GANTT chart (or similar) through a separate form.

Due to COVID-19, efforts and attention are for expenses for program improvement and enhancement because of changes in delivery of instruction for Fall 2020. Campuses may request Perkins funds to facilitate return to Fall 2020 classes by securing tools, materials, technology, equipment and/or contracts.

Post-COVID-19: The UHCC will develop strategies addressing the design and development strategies, activities, and timelines associated with creating the proposed outputs of a systemic counseling and advising CTE component. These strategies and activities will fall within three general phases provided below. Articulation of the individual strategies and activities and their budgeted costs will be done through a separate form and the anticipated timing of these activities will be submitted through a GANTT chart (or similar) through a separate form.

Phase 1: Design and development of a statewide framework associated with counseling & advising, including operational definitions, standards and expectations, and guidance materials in fiscal 2021.

Phase 2: Prototyping, piloting, testing, and adapting the counseling & advising framework as it's integrated into each of the state's CTE programs/POS, initiated no later than fiscal year 2022.

Phase 3: Train educators and career pathway partners to deliver counseling & advising as part of high-quality CTE programs/POS in fiscal years 2022 and 2023.

What do we want to accomplish?	Short Description of Year 1	Anticipated Budget of Year 1	Short Description of Year 2	Anticipated Budget of Year 2	Short Description of Year 3	Anticipated Budget of Year 3
1. Identify individuals to participate in the working group tasked with these activities. 2. Propose outputs to be developed. 3. Identify possible enabling assumptions and potential barriers associated with getting the work done. 4. Design, development, and implementation strategies, activities, and timelines of counseling & advising as a CTE component provided throughout the CTE system.	Phase 1: Design and development of a statewide framework associated with counseling and advising, including operational definitions, standards and expectations, and guidance materials in fiscal 2021.	TBD	Phase 2: Prototyping, piloting, testing, and adapting the counseling and advising framework as it is integrated into each of the state's CTE programs/POS, initiated no later than fiscal year 2022	TBD	Phase 3: Train appropriate individuals to deliver counseling and advising as part of high-quality CTE programs/POS in fiscal years 2022 and 2023.	TBD

LOCAL APPLICATION SECTION IV: DEVELOPMENT OF THE CTE SYSTEM

A. CTE System Components – Work-Based Learning

This section, consistent with the requirements for local application in Section 134(b)(6), captures a description of the work to be done to design and deliver "work-based learning opportunities that the eligible recipient will provide to students participating in career and technical education programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for career and technical education students, as applicable."

This form is divided into three sections related to the development of work-based learning as a CTE component provided throughout the CTE system:

1. **Identifying individuals to participate in the working group tasked with these activities.** TBD
2. **Narrative description of existing systemic initiatives related to design and development of work-based learning as a CTE component.** Counseling within the UHCC does not differentiate between CTE and General Pre-Professional (GPP) programs.
3. **Narrative description of the processes to engage other Hawai'i Career Pathway System partners. Narrative description of the proposed outputs to be developed.** TBD
4. **Identification of possible enabling assumptions and potential barriers associated with getting the work done.** TBD during fall 2020.
5. **Narrative description of the design, development, and implementation strategies, activities, and timelines of work-based learning as a CTE component provided throughout the CTE system.** TBD by June 2021.

   All of the above is contingent upon COVID-19 responses.

Articulation of the individual strategies and activities and their budgeted costs will be done through a separate form and the anticipated timing of these activities will be submitted through a GANTT chart (or similar) through a separate form.

1. Identifying Working Group Members

Identify the individuals (and their roles within the CTE system) who will participate in the Work-Based Learning Working Group tasked with developing this CTE system component.

TBD fall of 2020.

2. Existing Systemic Initiatives

Describe any systemic initiatives currently underway in your agency (or inter-agency) for which your agency is already engaged in the design, development, and deployment of a systemic work-based learning CTE system component.

1. Identifying individuals to participate in the working group tasked with these activities. TBD
2. Narrative description of existing systemic initiatives related to design and development of work-based learning as a CTE component. Counseling within the UHCC does not differentiate between CTE and General Pre-Professional (GPP) programs.
3. Narrative description of the processes to engage other Hawai‘i Career Pathway System partners. UHCC will follow the Hawaii WIOA Unified State Plan in engaging state partners.
4. Narrative description of the proposed outputs to be developed. TBD
5. Identification of possible enabling assumptions and potential barriers associated with getting the work done. TBD during fall 2020.
6. Narrative description of the design, development, and implementation strategies, activities, and timelines of work-based learning as a CTE component provided throughout the CTE system. TBD by June 2021.

   All of the above is contingent upon COVID-19 responses.

3. Engagement with Other Hawai‘i Career Pathway System Partners

Describe the processes by which your agency will engage other Hawai‘i Career Pathway System partners, including the other agencies and stakeholders in the CTE system, in the design and development of work-based learning as a CTE system component and the integration into CTE programs/POS to ensure seamless learning experiences and activities for students as they move through the CTE system and the broader Hawai‘i Career Pathway System.

Specifically, describe the processes, including practitioners as co-designers and co-developers, to create prototypes and pilot, iteratively test, and adapt work-based learning so as to be reliably effective across different CTE programs/POS and subrecipient contexts.

1. Identifying individuals to participate in the working group tasked with these activities. TBD
2. Narrative description of existing systemic initiatives related to design and development of work-based learning as a CTE component. Counseling within the UHCC does not differentiate between CTE and General Pre-Professional (GPP) programs.
3. Narrative description of the processes to engage other Hawai‘i Career Pathway System partners. UHCC will follow the Hawaii WIOA Unified State Plan in engaging state partners.
4. Narrative description of the proposed outputs to be developed. TBD
5. Identification of possible enabling assumptions and potential barriers associated with getting the work done. TBD during fall 2020.
6. Narrative description of the design, development, and implementation strategies, activities, and timelines of work-based learning as a CTE component provided throughout the CTE system. TBD by June 2021.

   All of the above is contingent upon COVID-19 responses.

4. Proposed Outputs

Provide a narrative description of the proposed outputs to be developed that will constitute a work-based learning CTE component to be provided throughout the CTE system.

1. Identifying individuals to participate in the working group tasked with these activities. TBD
2. Narrative description of existing systemic initiatives related to design and development of work-based learning as a CTE component. Counseling within the UHCC does not differentiate between CTE and General Pre-Professional (GPP) programs.
3. Narrative description of the processes to engage other Hawai‘i Career Pathway System partners. UHCC will follow the Hawaii WIOA Unified State Plan in engaging state partners.
4. Narrative description of the proposed outputs to be developed. TBD
5. Identification of possible enabling assumptions and potential barriers associated with getting the work done. TBD during fall 2020.
6. Narrative description of the design, development, and implementation strategies, activities, and timelines of work-based learning as a CTE component provided throughout the CTE system. TBD by June 2021.

   All of the above is contingent upon COVID-19 responses.

5. Enabling Assumptions & Possible Barriers

Identify any enabling assumptions being made by the Eligible Recipient that increases the probability of success for the articulated design and development activities and/or the schedule of those activities. Identify possible barriers that might negatively affect the design and development activities and/or the schedule of activities.

1. Identifying individuals to participate in the working group tasked with these activities. TBD
2. Narrative description of existing systemic initiatives related to design and development of work-based learning as a CTE component. Counseling within the UHCC does not differentiate between CTE and General Pre-Professional (GPP) programs.
3. Narrative description of the processes to engage other Hawai‘i Career Pathway System partners. UHCC will follow the Hawaii WIOA Unified State Plan in engaging state partners.
4. Narrative description of the proposed outputs to be developed. TBD
5. Identification of possible enabling assumptions and potential barriers associated with getting the work done. TBD during fall 2020.
6. Narrative description of the design, development, and implementation strategies, activities, and timelines of work-based learning as a CTE component provided throughout the CTE system. TBD by June 2021.

   All of the above is contingent upon COVID-19 responses.

Enabling Assumptions

Possible Barriers

6. Design & Development Strategies and Activities

Provide a narrative description of the design and development strategies, activities, and timelines associated with creating the proposed outputs of a systemic work-based learning CTE component. These strategies and activities should fall within three general phases provided below. Articulation of the individual strategies and activities and their budgeted costs will be done through a separate form and the anticipated timing of these activities will be submitted through a GANTT chart (or similar) through a separate form.

Phase 1: Design and development of a statewide framework associated with work-based learning, including operational definitions, standards and expectations, and guidance materials in fiscal 2021. TBD during fall 2020.

Phase 2: Prototyping, piloting, testing, and adapting the work-based learning framework as it's integrated into each of the state's CTE programs/POS, initiated no later than fiscal year 2022. TBD during fall 2020.

Phase 3: Train educators and career pathway partners to deliver work-based learning as part of high-quality CTE programs/POS in fiscal years 2022 and 2023. TBD during fall 2020.

What do we want to accomplish?	Short Description of Year 1	Anticipated Budget of Year 1	Short Description of Year 2	Anticipated Budget of Year 2	Short Description of Year 3	Anticipated Budget of Year 3
1. Identify the individuals (and their roles within the CTE system) who will participate in the Work-Based Learning Working Group tasked with developing this CTE system component. 2. Propose outputs to be developed. 3. Identify possible enabling assumptions and potential barriers associated with getting the work done. 4. Design, develop, and implementation strategies, activities, and timelines of work-based learning as a CTE component provided throughout the CTE system.	Phase 1: Design and development of a statewide framework associated with work-based learning, including operational definitions, standards and expectations, and guidance materials in fiscal 2021.	TBD	Phase 2: Prototyping, piloting, testing, and adapting the work-based learning framework as it's integrated into each of the state's CTE programs/POS, initiated no later than fiscal year 2022	TBD	Phase 3: Train educators and career pathway partners to deliver work-based learning as part of high-quality CTE programs/POS in fiscal years 2022 and 2023.	TBD

LOCAL APPLICATION SECTION IV: DEVELOPMENT OF THE CTE SYSTEM

A. CTE System Components – Transferable Skills

This section captures a description of the work to be done to design and deliver transferable skills that the eligible recipient will provide to students in CTE programs/POS and how the recipient will work with representatives from employers and community stakeholders to develop the expected transferable skills.

This form is divided into three sections related to the development of transferable skills as a CTE component provided throughout the CTE system:

1. **Identifying individuals to participate in the working group tasked with these activities.** TBD
2. **Narrative description of existing systemic initiatives related to design and development of transferable skills as a CTE component.** TBD
3. **Narrative description of the processes to engage other Hawai‘i Career Pathway System partners.** TBD
4. **Narrative description of the proposed outputs to be developed.** TBD
5. **Identification of possible enabling assumptions and potential barriers associated with getting the work done.** TBD during fall 2020.
6. **Narrative description of the design, development, and implementation strategies, activities, and timelines of transferable skills as a CTE component provided throughout the CTE system.** TBD by June 2021.

   All of the above is contingent upon COVID-19 responses.

Articulation of the individual strategies and activities and their budgeted costs will be done through a separate form and the anticipated timing of these activities will be submitted through a GANTT chart (or similar) through a separate form.

1. Identifying Working Group Members

Identify the individuals (and their roles within the CTE system) who will participate in the Transferable Skills Working Group tasked with developing this CTE system component.

TBD fall of 2020.

2. Existing Systemic Initiatives

Describe any systemic initiatives currently underway in your agency (or inter-agency) for which your agency is already engaged in the design, development, and deployment of a systemic transferable skills CTE system component.

1. Identifying individuals to participate in the working group tasked with these activities. TBD
2. Narrative description of existing systemic initiatives related to design and development of transferable skills as a CTE component. TBD
3. Narrative description of the processes to engage other Hawai‘i Career Pathway System partners. TBD
4. Narrative description of the proposed outputs to be developed. TBD
5. Identification of possible enabling assumptions and potential barriers associated with getting the work done. TBD during fall 2020.
6. Narrative description of the design, development, and implementation strategies, activities, and timelines of transferable skills as a CTE component provided throughout the CTE system. TBD by June 2021.

   All of the above is contingent upon COVID-19 responses.

3. Engagement with Other Hawai‘i Career Pathway System Partners

Describe the processes by which your agency will engage other Hawai‘i Career Pathway System partners, including the other agencies and stakeholders in the CTE system, in the design and development of transferable skills as a CTE system component and the integration into CTE programs/POS to ensure seamless learning experiences and activities for students as they move through the CTE system and the broader Hawai‘i Career Pathway System.

Specifically, describe the processes, including practitioners as co-designers and co-developers, to create prototypes and pilot, iteratively test, and adapt transferable skills so as to be reliably effective across different CTE programs/POS and subrecipient contexts.

1. Identifying individuals to participate in the working group tasked with these activities. TBD
2. Narrative description of existing systemic initiatives related to design and development of transferable skills as a CTE component. TBD
3. Narrative description of the processes to engage other Hawai‘i Career Pathway System partners. TBD
4. Narrative description of the proposed outputs to be developed. TBD
5. Identification of possible enabling assumptions and potential barriers associated with getting the work done. TBD during fall 2020.
6. Narrative description of the design, development, and implementation strategies, activities, and timelines of transferable skills as a CTE component provided throughout the CTE system. TBD by June 2021.

   All of the above is contingent upon COVID-19 responses.

4. Proposed Outputs

Provide a narrative description of the proposed outputs to be developed that will constitute a transferable skills CTE component to be provided throughout the CTE system.

1. Identifying individuals to participate in the working group tasked with these activities. TBD
2. Narrative description of existing systemic initiatives related to design and development of transferable skills as a CTE component. TBD
3. Narrative description of the processes to engage other Hawai‘i Career Pathway System partners. TBD
4. Narrative description of the proposed outputs to be developed. TBD
5. Identification of possible enabling assumptions and potential barriers associated with getting the work done. TBD during fall 2020.
6. Narrative description of the design, development, and implementation strategies, activities, and timelines of transferable skills as a CTE component provided throughout the CTE system. TBD by June 2021.

   All of the above is contingent upon COVID-19 responses.

5. Enabling Assumptions & Possible Barriers

Identify any enabling assumptions being made by the Eligible Recipient that increases the probability of success for the articulated design and development activities and/or the schedule of those activities. Identify possible barriers that might negatively affect the design and development activities and/or the schedule of activities.

1. Identifying individuals to participate in the working group tasked with these activities. TBD
2. Narrative description of existing systemic initiatives related to design and development of transferable skills as a CTE component. TBD
3. Narrative description of the processes to engage other Hawai‘i Career Pathway System partners. TBD
4. Narrative description of the proposed outputs to be developed. TBD
5. Identification of possible enabling assumptions and potential barriers associated with getting the work done. TBD during fall 2020.
6. Narrative description of the design, development, and implementation strategies, activities, and timelines of transferable skills as a CTE component provided throughout the CTE system. TBD by June 2021.

   All of the above is contingent upon COVID-19 responses.

Enabling Assumptions

Possible Barriers

6. Design & Development Strategies and Activities

Provide a narrative description of the design and development strategies, activities, and timelines associated with creating the proposed outputs of a systemic transferable skills CTE component. These strategies and activities should fall within three general phases provided below. Articulation of the individual strategies and activities and their budgeted costs will be done through a separate form and the anticipated timing of these activities will be submitted through a GANTT chart (or similar) through a separate form.

Phase 1: Design and development of a statewide framework associated with transferable skills, including operational definitions, standards and expectations, and guidance materials in fiscal 2021. TBD during fall 2020.

Phase 2: Prototyping, piloting, testing, and adapting the transferable skills framework as it's integrated into each of the state's CTE programs/POS, initiated no later than fiscal year 2022. TBD during fall 2020.

Phase 3: Train educators and career pathway partners to deliver transferable skills as part of high-quality CTE programs/POS in fiscal years 2022 and 2023. TBD during fall 2020.

What do we want to accomplish?	Short Description of Year 1	Anticipated Budget of Year 1	Short Description of Year 2	Anticipated Budget of Year 2	Short Description of Year 3	Anticipated Budget of Year 3
1. Identify the individuals to participate in the working group tasked with these activities. 2. Propose outputs to be developed. 3. Identify possible enabling assumptions and potential barriers associated with getting the work done. 4. Design, develop, and implementation strategies, activities, and timelines of transferable skills as a CTE component provided throughout the CTE system.	Phase 1: Design and development of a statewide framework associated with transferable skills, including operational definitions, standards and expectations, and guidance materials in fiscal 2021.	TBD	Phase 2: Prototyping, piloting, testing, and adapting the transferable skills framework as it is integrated into each of the state's CTE programs/POS, initiated no later than fiscal year 2022	TBD	Phase 3: Train educators and career pathway partners to deliver transferable skills as part of high-quality CTE programs/POS in fiscal years 2022 and 2023.	TBD

LOCAL APPLICATION SECTION IV: DEVELOPMENT OF THE CTE SYSTEM

B. Data, Monitoring, Evaluation, and Continuous Improvement

1. Data Dashboard

Describe the processes by which the Eligible Recipient will provide valid, reliable, and timely data for use in the NAPE data dashboards.

The UHCC NAPE data dashboard will be used to identify performance gaps between student groups in CTE programs and to identify other areas in which equity gaps exist. The information gleaned from these dashboards will allow data-driven approaches to closing the gaps. By analyzing disaggregated data, colleges can empower academic and student services teams to examine student data collaboratively and work together to narrow equity gaps. As the data dashboards are utilized, and their usage becomes a shared resource, faculty and staff will become increasingly familiar with a range of metrics that correlate with and predict student success and the impact their efforts have on course completion, persistence, retention and completion.

Identify any barriers in providing those data.

None as of this writing.

Identify action plans to address those barriers.

None as of this writing.

LOCAL APPLICATION SECTION IV: DEVELOPMENT OF THE CTE SYSTEM

B. Data, Monitoring, Evaluation, and Continuous Improvement

2. Evaluation of Perkins V-Funded Activities

Describe how Perkins V-funded activities will be evaluated consistent with the requirements to "develop and implement evaluations of the activities carried out with funds under this part [Section 135]."

The Perkins V Quality Assurance & Continuous Improvement Subcommittee's Monitoring, Evaluation, and Feedback will work with the Eligible Recipients to leverage these evaluation activities to help inform bi-annual comprehensive local needs assessments.

LOCAL APPLICATION SECTION IV: DEVELOPMENT OF THE CTE SYSTEM

B. Data, Monitoring, Evaluation, and Continuous Improvement

3. Data Use

Provide a narrative description of any data infrastructure and professional development and capacity building activities to improve the use of LMI or data dashboards to identify gaps and disparities in quality of access, participation, and educational and workforce outcomes. Address those needs identified in Section III-B.

- Statewide services provided by Economic Modeling Specialists, Inc. (EMSI) augment Labor Market Information (LMI) tools are essential in determining current and future demands, skills/training required, and wage information for specific occupations in Hawaii. The data are used by the UHCC in the development of Annual Reports of Program Data (ARPD).

  The ARPD compiles and provides data in online data templates that include the metrics to assess CTE program health in the areas of demand, efficiency, effectiveness, and overall quality for all colleges within the UHCCS. Components of the ARPD are:

  - Program Quantitative Indicators
  - An executive level summary of the Instructional Reports of Program Data (ARPD) completed including significant actions or issues identified in the reports.
  - Program mission/description, quantitative indications, analysis of the quantitative indicators, action plan and resources implications.
  - Data from UH System sources on key measures of Demand, Efficiency, and Effectiveness.
  - Program Analysis
  - Skills
  - GPA
  - Campus Overview

- The UHCC NAPE data dashboard will be used to identify performance gaps between student groups in CTE programs and to identify other areas in which equity gaps exist. The information gleaned from these dashboards will allow data-driven approaches to

closing the gaps. By analyzing disaggregated data, colleges can empower academic and student services teams to examine student data collaboratively and work together to narrow equity gaps. As the data dashboards are utilized, and their usage becomes a shared resource, faculty and staff will become increasingly familiar with a range of metrics that correlate with and predict student success and the impact their efforts have on course completion, persistence, retention and completion.

A separate form will collect activities and anticipated budgets to improve data use in the CTE system.

DATA INFRASTRUCTURE AND DATA USE IMPROVEMENT ACTIVITIES & BUDGETS													
		What changes can we make that will lead to improvements?											
Disparity/ Misalignment/ Gap	What do we want to accomplish?	Short Description of Year 1 Non-PD Activity	Anticipated Budget of Year 1 Non-PD Activity	Short Description of Year 1 PD Activity	Anticipated Budget of Year 1 Non-PD Activity	Short Description of Year 2 Non-PD Activity	Anticipated Budget of Year 2 Non-PD Activity	Short Description of Year 2 PD Activity	Anticipated Budget of Year 2 Non-PD Activity	Short Description of Year 3 Non-PD Activity	Anticipated Budget of Year 3 Non-PD Activity	Short Description of Year 3 PD Activity	Anticipated Budget of Year 3 Non-PD Activity
TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

LOCAL APPLICATION SECTION IV: DEVELOPMENT OF THE CTE SYSTEM

C. Identified gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes, with emphasis on special populations, *across* the CTE system

Provide a narrative description of CTE system-wide strategies and activities to improve access, increase participation, and improve educational and workforce outcomes.

Priority use of Perkins V funds is to address demonstrated system-wide gaps, disparities, and misalignments in access, participation, and achievement of educational and workforce outcomes, especially for students who are members of special populations, articulated in Section III-C.

These CTE system-wide improvement strategies and activities, consistent with the requirements for local applications in Section 134(b)(4), must include "a description of how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through 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 (as defined in section 8101 of the Elementary and Secondary Education Act of 1965)."

In addition, these CTE system-wide improvement strategies and activities, consistent with the requirements for local applications in Section 134(b)(5), must include "a description of how the eligible recipient will—(A) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency; (B) prepare CTE participants for non-traditional fields; (C) provide equal access for special populations to career and technical education courses, programs, and programs of study."

Also captured in this section are those CTE system-wide efforts on the part of the eligible recipient, consistent with the requirements for local applications in Section 134(b)(7), to expand "opportunit[ies] to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable."

Anticipated strategies and activities and budgets are captured under a separate form of this Local Application.

CTE System-wide scope & quality component improvement activities – Non-Professional Development – to address identified gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes, with emphasis on special populations

Provide a narrative summary description of the non-professional development-related improvement activities to address identified CTE system-wide gaps, disparities, and misalignments, especially for those related to students who are members of special populations.

Anticipated activities & budgets for those activities collected through another form in this Local Application.

CTE System-wide scope & quality component improvement activities – Professional Development[1] – to address identified gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes, with emphasis on special populations

Provide a narrative summary description of the professional development-related improvement activities to address identified CTE system-wide gaps, disparities, and misalignments, especially for those related to students who are members of special populations.

Anticipated activities & budgets for those activities collected through another form in this Local Application.

[1] Systematic professional development activities that are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, including induction and mentorship of new professionals (ESEA section 8101(42)) to improve their effectiveness in impacting student outcomes – 135(b)(2).

CTE SYSTEM-WIDE **SCOPE & QUALITY COMPONENT IMPROVEMENT ACTIVITIES & BUDGETS**														
			What changes can we make that will lead to improvements?											
Evidence of Disparity/ Misalignment/ Gap	**What component to be improved?**	**What do we want to accomplish?**	**Short Description of Year 1 Non-PD Activity**	**Anticipated Budget of Year 1 Non-PD Activity**	**Short Description of Year 1 PD Activity**	**Anticipated Budget of Year 1 Non-PD Activity**	**Short Description of Year 2 Non-PD Activity**	**Anticipated Budget of Year 2 Non-PD Activity**	**Short Description of Year 2 PD Activity**	**Anticipated Budget of Year 2 Non-PD Activity**	**Short Description of Year 3 Non-PD Activity**	**Anticipated Budget of Year 3 Non-PD Activity**	**Short Description of Year 3 PD Activity**	**Anticipated Budget of Year 3 Non-PD Activity**
TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

LOCAL APPLICATION SECTION V: CONTINUAL & CONTINUOUS IMPROVEMENT OF THE DESIGN & DELIVERY OF CTE PROGRAMS/POS

This section includes the following requirements of the Perkins V Local Application. “Quality” is defined as the degree to which the results of the work we do match the needs we intend to meet. The CTE system seeks to:

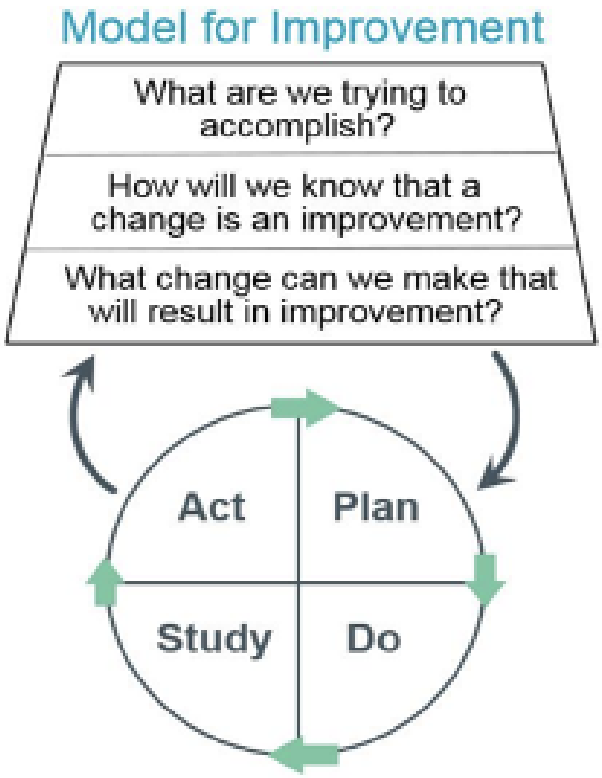
(1) improve access and the equity of that access to high-quality CTE programs/POS;

(2) increase participation and the equity of that participation in high-quality CTE programs/POS; and

(3) improve the educational and workforce outcomes and the equity of those outcomes for CTE program/POS participants.

All of the activities included in this section of the Local Application must connect to at least one of those goals. Specifically, the continual and continuous improvement, innovation, and transformation of the design and delivery of CTE program/POS size, scope, and quality criteria and components should be to improve the quality of those CTE programs/POS and the CTE system in systemic, systematic, and equitable ways. Priority of Perkins-funded activities must be given to addressing those needs identified in the Comprehensive Local Needs Assessment and those gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes identified in Section III of this Local Application.

The Model for Improvement, as an example of a tool for systematic improvement/innovation, serves to help organize improvement and innovation activities (see figure).



For each CTE program/POS, describe the specific goal to be pursued (access, participation, educational and workforce outcomes), the activities being pursued to are believed to lead to furthering those goals, and the measurable measures/metrics that the changes made have made improvements on our goals.

LOCAL APPLICATION SECTION V: CONTINUAL & CONTINUOUS IMPROVEMENT OF THE DESIGN & DELIVERY OF CTE PROGRAMS/POS

A. CTE Program/POS Improvement

Describe the activities (and budgets) to improve access, increase participation, and improve educational and workforce outcomes for specific CTE programs/POS, including the addressing of size criteria and CTE program/POS needs specific to subrecipients.

> ***Priority use of Perkins V funds is to those CTE programs/POS with demonstrated gaps, disparities, and misalignments in access, participation, and achievement of educational and workforce outcomes, especially for students who are members of special populations, identified in Section III-D & E.***
>
> **These improvement strategies and activities, consistent with the requirements for local applications in Section 134(b)(4), must include "a description of how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through 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 (as defined in section 8101 of the Elementary and Secondary Education Act of 1965)."**
>
> **In addition, these improvement strategies and activities, consistent with the requirements for local applications in Section 134(b)(5), must include "a description of how the eligible recipient will—(A) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency; (B) prepare CTE participants for non-traditional fields; (C) provide equal access for special populations to career and technical education courses, programs, and programs of study."**
>
> **Also captured in this section are those CTE program/POS-specific efforts on the part of the eligible recipient, consistent with the requirements for local applications in Section 134(b)(7), to expand "opportunit[ies] to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable."**

Anticipated strategies and activities and budgets are captured under a separate form of this Local Application.

Activities to address identified gaps, disparities, and misalignments in meeting *size criteria* by CTE Program/POS and subrecipients

Provide a narrative summary description of those activities to be pursued to address identified gaps, disparities, and misalignments in meeting *size criteria* by CTE Program/POS and subrecipients (articulated in Section III-D of this Local Application).

- Due to COVID-19, efforts and attention are for expenses for program improvement and enhancement because of changes in delivery of instruction for fall 2020.

- Post-COVID-19: The UHCC will develop strategies to address identified gaps, disparities, and misalignments in meeting size criteria across the CTE system or within individual CTE programs/POS and subrecipients in fall 2020.

CTE Program/POS-wide scope & quality component improvement activities – Non-Professional Development – to address identified gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes, with emphasis on special populations

Provide a narrative summary description of those *CTE program/POS-wide* non-professional development activities to be pursued to address identified gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes.

- Due to COVID-19, efforts and attention are for expenses for program improvement and enhancement because of changes in delivery of instruction for fall 2020.

- Post-COVID-19: The UHCC will develop CTE Program/POS-wide scope & quality component improvement activities – Non-Professional Development – to address identified gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes, with emphasis on special populations in fall 2020.

CTE Program/POS-wide scope & quality component improvement activities – Professional Development – to address identified gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes, with emphasis on special populations

Provide a narrative description summary of those *CTE program/POS-wide* professional development[1] activities to be pursued to address identified gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes.

- Due to COVID-19, efforts and attention are for expenses for program improvement and enhancement because of changes in delivery of instruction for fall 2020.
- Post-COVID-19: The UHCC will develop CTE Program/POS-wide scope & quality component improvement activities – Professional Development – to address identified gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes, with emphasis on special populations in fall 2020.

[1] Systematic professional development activities that are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, including induction and mentorship of new professionals (ESEA section 8101(42)) to improve their effectiveness in impacting student outcomes – 135(b)(2).

Subrecipient-specific improvement activities – Non-Professional Development – to address identified gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes, with emphasis on special populations

Provide a narrative summary description of those *subrecipient-specific* non-professional development activities to be pursued to address identified gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes. Identify the CTE program(s)/POS targeted for improvement associated with the subrecipient.

- Due to COVID-19, efforts and attention are for expenses for program improvement and enhancement because of changes in delivery of instruction for fall 2020.
- Post-COVID-19: The UHCC will develop subrecipient-specific improvement activities – Non-Professional Development – to address identified gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes, with emphasis on special populations in fall 2020.

Subrecipient-specific improvement activities – Professional Development – to address identified gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes, with emphasis on special populations

Provide a narrative description summary of those *subrecipient-specific* professional development[2] activities to be pursued to address identified gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes. Identify the CTE program(s)/POS targeted for improvement associated with the subrecipient.

- Due to COVID-19, efforts and attention are for expenses for program improvement and enhancement because of changes in delivery of instruction for fall 2020.
- Post-COVID-19: The UHCC will develop subrecipient-specific improvement activities – Professional Development – to address identified gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes, with emphasis on special populations in fall 2020.

[2] Systematic professional development activities that are sustained (not stand-alone, 1-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, including induction and mentorship of new professionals (ESEA section 8101(42)) to improve their effectiveness in impacting student outcomes – 135(b)(2).

	SIZE CRITERIA IMPROVEMENT ACTIVITIES & BUDGETS					SIZE CRITERIA IMPROVEMENT ACTIVITIES & BUDGETS				SIZE CRITERIA IMPROVEMENT ACTIVITIES & BUDGETS				
			What changes can we make that will lead to improvements?											
CTE Program/POS to be improved	Evidence of SIZE Disparity/ Misalignment/ Gap	What do we want to accomplish?	Short Description of Year 1 Non-Personnel Activity	Anticipated Budget of Year 1 Non-Personnel Activity	Short Description of Year 1 Personnel Activity	Anticipated Budget of Year 1 Personnel Activity	Short Description of Year 2 Non-Personnel Activity	Anticipated Budget of Year 2 Non-Personnel Activity	Short Description of Year 2 Personnel Activity	Anticipated Budget of Year 2 Personnel Activity	Short Description of Year 3 Non-Personnel Activity	Anticipated Budget of Year 3 Non-Personnel Activity	Short Description of Year 3 Personnel Activity	Anticipated Budget of Year 3 Personnel Activity
Random selection of CTE Progams/POS	TBD	Ensure that CTE Programs/POS meet scope and quality.	Develop a tracking document of all CTE Programs/POS that meet or do not meet scope and quality. Conduct a review of 30% of CTE Program/POS to assess whether they meet scope and quality. Provide technical assistance to those CTE Programs/POS that do not meet scope and quality, and track/document their progress.	TBD	TBD	TBD	Conduct a review on a second set of 30% of CTE Program/POS to assess whether they meet scope and quality. Provide technical assistance to those CTE Programs/POS that do not meet scope and quality, and track/document their progress.	TBD	TBD	TBD	Conduct a review on a last set of 40% of CTE Program/POS to assess whether they meet scope and quality. Provide technical assistance to those CTE Programs/POS that do not meet scope and quality, and track/document their progress.	TBD	TBD	TBD

LOCAL APPLICATION SECTION V: CONTINUAL & CONTINUOUS IMPROVEMENT OF THE DESIGN & DELIVERY OF CTE PROGRAMS/POS

B. Consortia-Based Improvement Activities

Provide a narrative summary description of any consortia-based improvement, innovation, or transformation activities to improve access, increase participation, and/or improve educational and workforce outcomes, including the strengthening of the design and delivery of scope and quality components to improve the academic and technical skills of students participating in career and technical education programs (Section 134(b)(4)); provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency; (B) prepare CTE participants for non-traditional fields; (C) provide equal access for special populations to career and technical education courses, programs, and programs of study (Section 134(b)(5)); and increase CTE program-specific opportunities for CTE program participants to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school (Section 134(b)(7)).

These consortia may come in the form of regional or statewide, intra-agency (multi-CTE program/POS), or inter-agency/multi-stakeholder (one or more CTE programs/POS) around shared problems of practice (access, participation, and educational and workforce outcomes) and the needs to improve the design and delivery of CTE program/POS size, scope, and quality components to more efficiently and effectively achieve the goals of the CTE system.

Begin with the consortium name, location, and include all subrecipients involved and the CTE programs/POS included in the consortia.

Anticipated activities and budgets for each consortium is collected through a separate form in this Local Application.

Consortium 1: TBD by June 2021.
Consortium 2: TBD by June 2021.
Consortium 3: TBD by June 2021.

All of the above is contingent upon COVID-19 responses.

SUBRECIPIENT-SPECIFIC IMPROVEMENT ACTIVITIES & BUDGETS						SUBRECIPIENT-SPECIFIC IMPROVEMENT ACTIVITIES & BUDGETS						SUBRECIPIENT-SPECIFIC IMPROVEMENT ACTIVITIES & BUDGETS									
Consortium (Name, Location)	Subrecipients included in the consortium	Included CTE Programs/POS	Evidence of Disparity/ Misalignment/ Gap	What component(s) to be improved?	What do we want to accomplish?	Short Description of Year 1 Non-PD Activity	Anticipated Budget of Year 1 Non-PD Activity	Short Description of Year 1 PD Activity	Anticipated Budget of Year 1 Non-PD Activity	Short Description of Year 2 Non-PD Activity	Anticipated Budget of Year 2 Non-PD Activity	Short Description of Year 2 PD Activity	Anticipated Budget of Year 2 Non-PD Activity	Short Description of Year 3 Non-PD Activity	Anticipated Budget of Year 3 Non-PD Activity	Short Description of Year 3 PD Activity	Anticipated Budget of Year 3 Non-PD Activity
TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD

LOCAL APPLICATION SECTION V: CONTINUAL & CONTINUOUS IMPROVEMENT OF THE DESIGN & DELIVERY OF CTE PROGRAMS/POS

C. Proposed CTE Program/POS Research & Development

This section, consistent with the requirements for local applications in Section 134(b)(2), captures information about how the eligible recipient will provide "information on the career and technical education course offerings and activities that the eligible recipient will provide with funds under this part," specifically, "(B) a description of any new programs of study the eligible recipient will develop and submit to the State for approval."

Describe exploration, design, and development activities—including prototyping and iterative testing of size, scope, and quality components—related to the potential design and delivery of new CTE programs/POS or innovations to existing CTE programs/POS. For each new CTE program/POS or CTE program/POS innovation, provide:

- **Description of CTE program/POS purpose**
    - **Aligned occupations/occupational clusters** See: https://uhcc.hawaii.edu/programs/viewer/index.php
- **Evidence of statewide in-demand and/or economic development of aligned occupations (or occupational clusters) using valid, reliable LMI or other evidence** See Diagram 1 below
    - **Evidence of living wage or on pathway to living wage of aligned in-demand or economic development occupations (or occupational clusters)** See sample at https://uhcc.hawaii.edu/career_explorer/sectors/sectors.php?naics=51
    - **Evidence of the unmet need** Information on each CTE Program/POS can be found in the https://uhcc.hawaii.edu/varpd/ dashboard.
- **Industry, workforce development, and community-based organizations serving in program advisory, review, and/or development** Advisory Committees: Faculty in CTE Programs/POS creates and/or maintains an advisory committee to advise, assist, and provide support to ensure programs are of quality and remain current with industry and/or professional standards. Efforts are made to select advisory committee members who have some direct relationship to career and technical education in the community. Effective advisory committees are large enough to reflect the diversity of the community and industry, yet small enough to be managed effectively. Members of the committee may be formally appointed by the program coordinator or lead instructor. Appointments to advisory committees may be made for definite periods of time. This procedure promotes a continuing flow of new ideas that helps keep the committee's advice current and relevant. Members are more likely to give their time freely when the term of service is predetermined.

- Members may include and/or be composed of:
  - Employers
  - Human Resource Personnel
  - Technicians
  - Current and former students
  - Suppliers
  - Manufacturers
  - Secondary education instructors
  - College Administration
  - Labor unions, where applicable
  - Industry-specific individuals
  - Economic Development Council and local Chamber of Commerce members
  - Workforce Investment Board members

- **Articulated secondary-to-postsecondary program/POS alignment (if any)**
  (Bernadette/Tammi/Della to discuss at 07/02 meeting with Danielle)
- **Description of the research and development process(es), including:**
  - **Identification of industry, workforce, or economic development need**
  - **The size, scope, and quality criteria in need of development**
  - **Systematic processes to design prototypes and iteratively test size, scope, and quality components in pursuit of quality (inclusive of equity) of access, participation, and educational and workforce outcomes.**

  Year 1

  - The UHCC will: 1) develop a tracking document of all CTE Programs/POS that meet or do not meet scope and quality; 2) conduct a review of 30% of CTE Program/POS to assess whether they meet scope and quality; and 3) provide technical assistance to those CTE Programs/POS that do not meet scope and quality in pursuit of quality (inclusive of equity) of access, participation, and educational and workforce outcomes, and track/document their progress.
  - The UHCC will: 1) develop a tracking document of all CTE Programs/POS-WIDE that meet or do not meet scope and quality; 2) conduct a review of 30% of CTE Program/POS-WIDE to assess whether they meet scope and quality in pursuit of quality (inclusive of equity) of access, participation, and educational and workforce outcomes; and 3) provide technical assistance to those CTE Programs/POS-WIDE that do not meet scope and quality, and track/document their progress.

Year 2

- The UHCC will: 1) conduct a review on a second set of 30% of CTE Program/POS to assess whether they meet scope and quality in pursuit of quality (inclusive of equity) of access, participation, and educational and workforce outcomes; and 2) provide technical assistance to those CTE Programs/POS that do not meet scope and quality, and track/document their progress.
- The UHCC will: 1) conduct a review on a second set of 30% of CTE Program/POS-WIDE to assess whether they meet scope and quality in pursuit of quality (inclusive of equity) of access, participation, and educational and workforce outcomes; and 2) provide technical assistance to those CTE Programs/POS-WIDE that do not meet scope and quality, and track/document their progress.

Year 3

- The UHCC will: 1) conduct a review on a last set of 40% of CTE Program/POS to assess whether they meet scope and quality; and 2) provide technical assistance to those CTE Programs/POS that do not meet scope and quality in pursuit of quality (inclusive of equity) of access, participation, and educational and workforce outcomes, and track/document their progress.
- The UHCC will: 1) conduct a review on a last set of 40% of CTE Program/POS-WIDE to assess whether they meet scope and quality in pursuit of quality (inclusive of equity) of access, participation, and educational and workforce outcomes; and 2) provide technical assistance to those CTE Programs/P

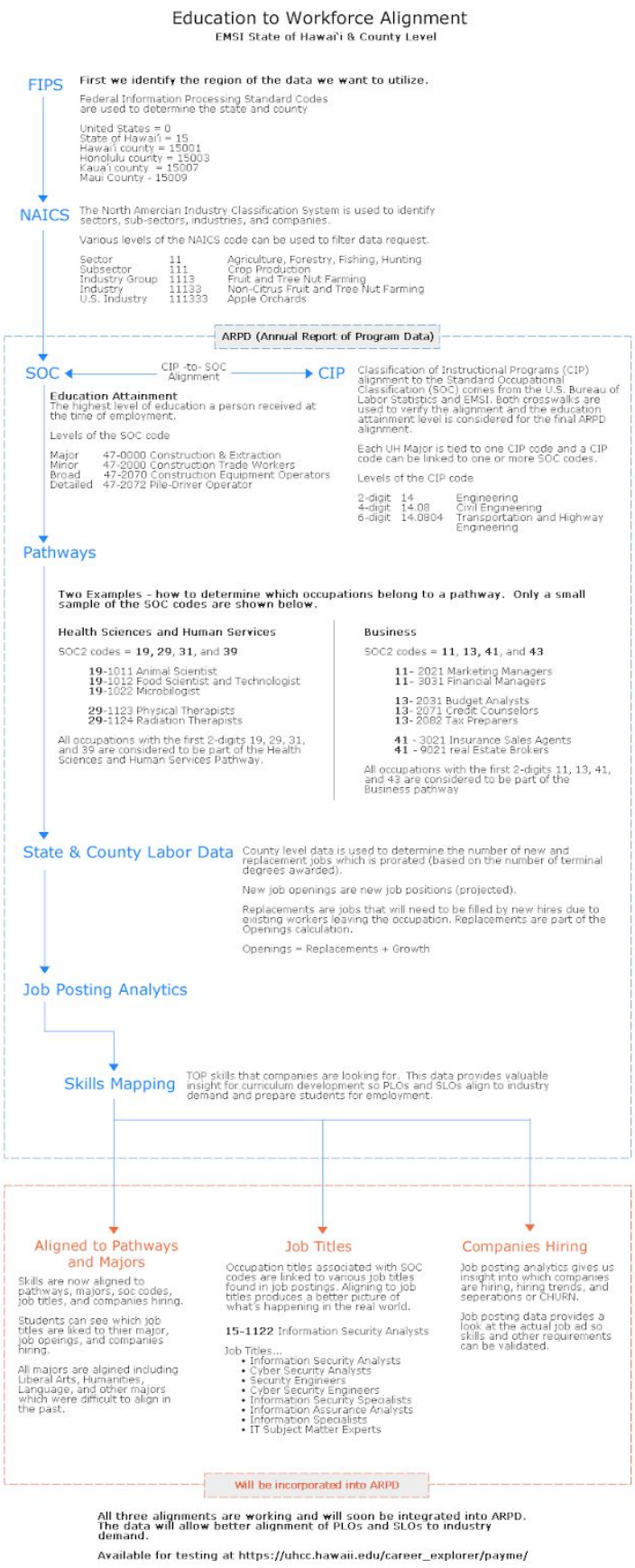
- **Strategies and activities to be pursued using Perkins V funds and the timeline of those activities.**

  R&D #1: Collect data in year 1 to determine post-COVID-19 industry needs and how the UHCC can meet those needs with new/existing CTE Programs/POS.

  R&D #2: Use the information gleaned from year 1 to recommend improvements to existing, and/or develop new and diverse, CTE Programs/POS to meet post-COVID-19 industry needs.

  R&D #3: Track and record progress on those existing/new CTE Programs/POS that implemented strategies to respond to post-COVID-19 industry needs.

Diagram 1



All three alignments are working and will soon be integrated into ARPD. The data will allow better alignment of PLOs and SLOs to industry demand.

Available for testing at https://uhcc.hawaii.edu/career_explorer/payme/

CTE PROGRAM/POS R&D IMPROVEMENT ACTIVITIES & BUDGETS		CTE PROGRAM/POS R&D IMPROVEMENT ACTIVITIES & BUDGETS											
		What changes can we make that will lead to improvements?											
Proposed CTE Program/POS	**What outcomes/outputs do we want to accomplish with these activities?**	**Short Description of Year 1 Non-Personnel Activity**	**Anticipated Budget of Year 1 Non-Personnel Activity**	**Short Description of Year 1 Personnel Activity**	**Anticipated Budget of Year 1 Non-Personnel Activity**	**Short Description of Year 2 Non-Personnel Activity**	**Anticipated Budget of Year 2 Non-Personnel Activity**	**Short Description of Year 2 Personnel Activity**	**Anticipated Budget of Year 2 Non-Personnel Activity**	**Short Description of Year 3 Non-Personnel Activity**	**Anticipated Budget of Year 3 Non-Personnel Activity**	**Short Description of Year 3 Personnel Activity**	**Anticipated Budget of Year 3 Non-Personnel Activity**
Random selection of CTE Progams/POS	Conduct research to determine post-COVID-19 industry needs and how the UHCC can meet those needs with new/existing CTE Programs/POS.	TBD	TBD	TBD	TBD	Use the information gleaned from year 1 to recommend improvements to existing, and/or develop new and diverse, CTE Programs/POS to meet post-COVID-19 industry needs.	TBD	TBD	TBD	Track and record progress on those existing/new CTE Programs/POS that implemented strategies to respond to post-COVID-19 industry needs.	TBD	TBD	TBD