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

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

Date: Thursday, January 16, 2025
Time: 9:30 a.m.
Place: University of Hawai'i at West Oahu
Campus Center, Room C208
91-1001 Farrington Highway
Kapolei, HI 96707

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

ORDER OF THE DAY

- I. Call Meeting to Order**
- II. Approval of the Minutes of the May 16, 2024 Meeting**
- III. Public Comment Period for Agenda Items:**

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

All comments on agenda items received after posting of this agenda and up to the end of the meeting will be distributed to the board as testimony. Written testimony may be submitted via the board's website through the testimony link provided on the Meeting Agendas, Minutes and Materials page. Testimony may also be submitted via email at bor.testimony@hawaii.edu, U.S. mail at 2444 Dole Street, Bachman 103, Honolulu, HI 96822, or facsimile at (808) 956-5156.

Those wishing to provide oral testimony virtually may register [here](#). Individuals wishing to orally testify virtually are requested to register no later than 8:00 a.m. on the day of the meeting in order to be accommodated. Registration for in-person oral testimony on agenda items will also be provided at the meeting location 15 minutes prior to the meeting and closed at the posted meeting time. It is highly recommended that written testimony be submitted in addition to registering to provide oral testimony. Oral testimony will be limited to three (3) minutes per testifier.

Although remote oral testimony is being permitted, this is a regular meeting and not a remote meeting by interactive conference technology under Section 92-3.7, Hawai'i Revised Statutes (HRS). Therefore, the meeting will continue

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

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

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

IV. Agenda Items

- A. Update on Hawai'i State Career and Technical Education Plan
- B. Attainment of Industry-Recognized Credentials in Hawai'i's Education System Report

V. Adjournment

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

MINUTES

STATE BOARD FOR CAREER AND TECHNICAL EDUCATION MEETING

MAY 16, 2024

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

[Meeting Video](#)

I. CALL TO ORDER

Interim Chair Lee called the meeting to order at 8:32 a.m. on Thursday, May 16, 2024, at University of Hawai'i (UH) at Mānoa, Information Technology Building, 1st Floor Conference Room 105A/B, 2520 Correa Road, Honolulu, Hawai'i 96822, with regents participating from various locations.

Quorum (11): Interim Chair Gabriel Lee; Interim Vice-Chair Ernest Wilson; Regent Neil Abercrombie; Regent Lauren Akitake; Regent William Haning; Regent Wayne Higaki; Regent Laurel Loo; Regent Abigail Mawae; Regent Michael Miyahira; Regent Diane Paloma; and Regent Laurie Tochiki.

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

II. APPROVAL OF THE MINUTES OF THE NOVEMBER 16, 2023, MEETING

Interim Chair Lee inquired if there were any corrections to the minutes of the November 16, 2023, committee meeting which had been distributed. Hearing none, the minutes were approved.

III. PUBLIC COMMENT PERIOD

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

IV. AGENDA ITEMS

A. Review and Approval of the Career and Technical Education Annual Report for the 2022 – 2023 Fiscal Year (2022-2023 CTE Annual Report)

Stephen Schatz, Executive Director of the Hawai'i P-20 Partnerships for Education (Hawai'i P-20) and State Director for CTE, presented the 2022-2023 CTE Annual

Report, explaining that the Annual Report is required to be submitted to the United States Department of Education under the Perkins V Act (Perkins V), as well as to the Governor, under the Hawai'i Revised Statutes. He stated the Annual Report, which contains information on, among other things, the management of federal CTE funds, must also be approved by the board prior to its being submitted to the Governor. He then went on to discuss various Perkins V definitions used in the Annual Report; provided a snapshot of CTE funding given to the state as well as student participation and concentrator data; and reviewed 2022-2023 Perkins V core indicators of performance for both the Hawai'i State Department of Education (HiDOE) and the University of Hawai'i Community College System (UHCC), highlighting percentage variances from the previous year's data and providing the rationale for some of these differences.

Regent Wilson arrived at 8:40 a.m.

Regent Abercrombie inquired as to whether the CTE coursework for students attaining postsecondary credits was conducted online as opposed to in-person. Executive Director Schatz replied that CTE classes in high schools are all conducted in person aside from students enrolled in dual credit coursework which may include some online coursework. However, he noted coursework and training in some of the skilled trades, such as the auto mechanic program, are mainly conducted in-person.

Given this response, Regent Abercrombie asked if more funding was needed for apprenticeship programs to pay for things such as transportation or tools for students. Executive Director Schatz stated that while the legislature has appropriated monies for early college courses and CTE curricula in general, a funding gap does exist for apprenticeship programs. Regent Abercrombie suggested working with the Legislature, the building trades, and other skilled trade organizations to address this matter statewide since costs for those wishing to enter an apprenticeship program can be prohibitive. Executive Director acknowledged Regent Abercrombie's recommendation.

Regent Mawae arrived at 8:44 a.m.

Regent Tochiki lauded the collaboration between the various entities associated with providing CTE training and education including HiDOE, UHCC, and Hawai'i P-20 as evidenced in the Annual Report. She also mentioned the misspelling of her name in the report. Executive Director Schatz apologized for this error stating it will be corrected.

Regent Wilson underscored the need for aircraft mechanics in Hawai'i and noted attempts by Honolulu Community College (HonCC) to meet this demand. He noted the potential for partnerships with air carriers, such as Hawaiian Airlines (HAL), to establish high school pathways in this field and asked if this was something Hawai'i P-20 was considering. Executive Director Schatz replied that HAL has been working with HonCC with respect to the provision of coursework specific to aircraft mechanics. He also commented on pathway partnerships currently in existence within Hawai'i's high schools and the benefits they provide not only in developing a workforce but more importantly, in engaging young students and encouraging them to pursue a post-secondary education.

Regent Haning moved to approve the Annual Report, seconded by Regent Wilson, and noting the excused absence of Regent Loo, the motion carried with all members present voting in the affirmative.

B. Update on the 2023 Perkins V Comprehensive Local Needs Assessment (CLNA)

Warren Kawano, Career Pathways Strategy Director for Hawai'i P-20, provided background information on the CLNA noting such an assessment is required to be completed every two years under Perkins V. He spoke about efforts to pivot the CLNA from an external evaluation at the statewide level to one that includes data-driven self-analysis and need prioritization at the school and college level; noted the benefits of, this pivot, including increasing the usefulness of data collected, as well as the increased flexibility provided by the 2018 reauthorization of Perkins V regarding the CLNA; went over the process used to develop the CLNA; and pointed out 11 identified need areas in the state with respect to CTE.

Regent Loo arrived at 8:59 a.m.

Regent Abercrombie inquired as to whether feedback has been received from the federal government regarding how Hawai'i has conducted itself in complying with Perkins V. Director Kawano responded that the federal government does not generally provide feedback to Hawai'i P-20 about its work on Perkins V requirements other than that it is in compliance. However, comments have been received from other constituencies in the field regarding the new direction taken by Hawai'i P-20 with respect to the CLNA. Although there was some initial pushback, the vast majority of responses have been positive.

Referencing the proposed presidential profile which will be discussed at a meeting later today, and noting the importance of collaboration between the university, HiDOE, and Hawai'i P-20 in addressing Hawai'i's CTE needs, Regent Abercrombie asked Executive Director Schatz to review the presidential profile to determine whether P-20 issues should be explicitly noted in the document. Executive Director Schatz recognized Regent Abercrombie's request. He also stressed the close working relationships Hawai'i P-20 has enjoyed with the university administration, HiDOE, and UHCC over the years through various governors, school superintendents, and university presidents.

Regent Miyahira questioned whether Hawai'i P-20 worked with community colleges to develop CTE strategies or plans. Executive Director Schatz responded in the affirmative but stated Hawai'i P-20 does so more in the context of creating early college and education-to-career pathways connecting CTE programs in HiDOE to the university and Hawai'i's labor market.

Regent Abercrombie asked about funding sources available for use by Hawai'i P-20. He also questioned whether the agency had enough fiscal resources and staff to support its efforts. Executive Director Schatz replied that Hawai'i P-20 is funded through a variety of sources including federal funding under Perkins V, competitive

federal grant funding, and philanthropic support. With respect to the adequacy of fiscal resources and staff, Executive Director Schatz stated he was not prepared to adequately respond to that inquiry at this point in time.

V. ADJOURNMENT

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

Respectfully Submitted,

Yvonne Lau
Executive Administrator and Secretary
of the Board of Regents

Hawai'i State Board for Career and Technical Education (CTE)

January 16, 2025

Stephen Schatz, Executive Director, Hawai'i P-20
Warren Kawano, Director, Career Pathways and Strategy



Agenda

- Update on Hawai'i State CTE Plan (New Perkins V State Plan)
- Attainment of Industry-Recognized Credentials in Hawai'i's Education System Report



Hawai'i State CTE Plan

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

Project Lead Team

Hawai'i P-20/State CTE Office

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

Hawai'i Department of Education (HIDOE)

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

UH Community College (UHCC) System

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

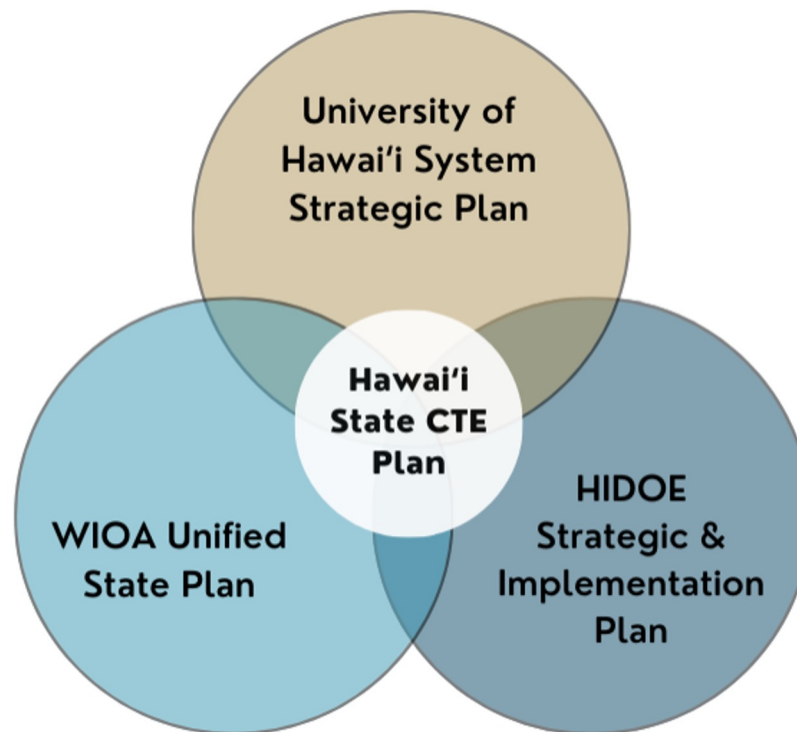
Workforce/Industry

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

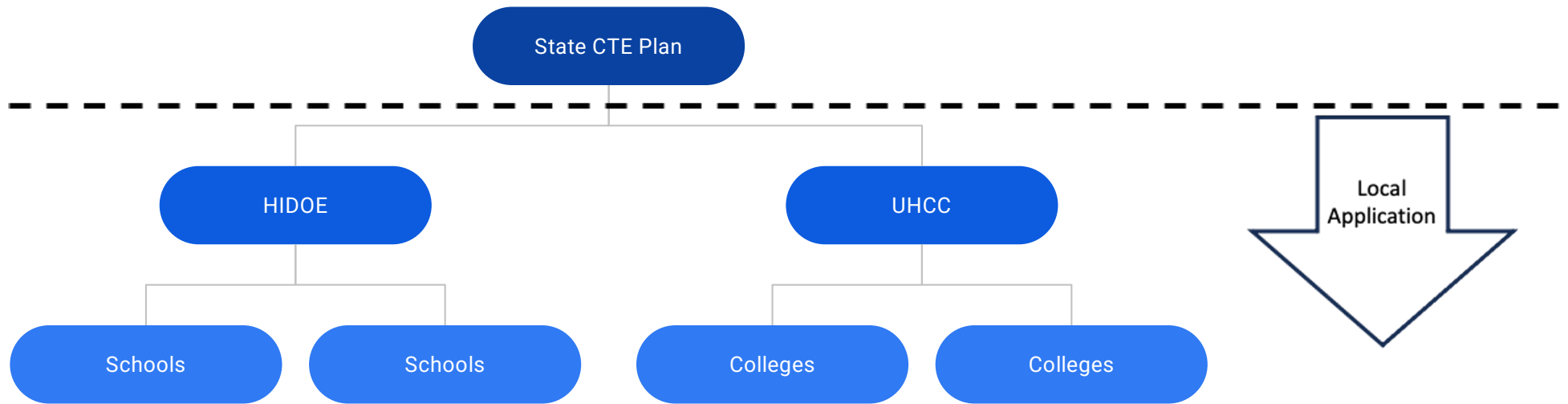
New Approach to a Perkins V State Plan

The Hawai'i State CTE plan is a high-level state plan that integrates state and federal priorities into an implementation plan for the "Strengthening Career and Technical Education for the 21st Century Act" (commonly known as Perkins V).

Alignment with UH, HIDOE, Workforce Innovation & Opportunity Act (WIOA)



Hawai'i State CTE Plan - Strategic Directions Document



Summary of Changes

1. Explicit vision statement
2. Clear goal statements
3. Defined strategies for improvement with best practices
4. School/college-level Comprehensive Local Needs Assessment
5. Labor market data resources
6. Definition for high skill, high wage, and in-demand occupations
7. Resources: national and local best practices

Timeline

1. Project Lead Team development of first draft (August - November 2024)
2. Key stakeholder input (November 2024 - January 2025)
3. Completed second draft (February 2025)
4. Required public comment period (February - March 2025)
5. Final Hawai'i State CTE Plan submitted to State Board for CTE (April 2025)
6. Final Hawai'i State CTE Plan submitted to federal Office of Career, Technical and Adult Education (OCTAE) (May 2025)

Goals

1. Equity & Access

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

2. Quality & Pathways Alignment

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

3. Partnerships

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

4. College and Career Navigation

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

5. A Native Hawaiian Sense of Place

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

2025-2029 State-Determined Performance Levels

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

2025-2029 State-Determined Performance Levels

Postsecondary	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
1P1: Postsecondary Placement	78.4%	78.5%	78.6%	78.7%	78.8%
2P1: Earned Recognized Postsecondary Credential	78.7%	78.8%	78.9%	79.0%	79.1%
3P1: Non-traditional Program Concentration	23.7%	23.8%	23.9%	24.0%	24.1%

Comprehensive Local Needs Assessment

- All eligible recipients of Perkins V funds must complete a **Comprehensive Local Needs Assessment (CLNA)** related to CTE not less than every 2 years.
- Hawai'i requires each Hawai'i Department of Education high school and UH Community College campus to submit a completed school/college-level CLNA.
- Each school/campus is provided data specific to their school/campus that address Perkins V Performance Indicators and disaggregated participant and concentrator data.
- School/campus needs assessments are aggregated at a state-level and combined with larger state-level stakeholder engagement.

Funding Distribution

Secondary-Postsecondary Split

- 50/50 split of Basic Funds

State-Level Reserve Funds at State CTE Office

- Up to 15% of Basic Funds for alternative distribution
- Percentage for a program year will be determined by May 1 prior to the start of the program year on July 1

Attainment of Industry- Recognized Credentials

Report to the Legislature

Background

- [Act 163 \(2021\)](#) established an annual report to the legislature on the attainment of industry-recognized credentials by state educational systems and agencies. [HRS 304A-304 Industry-Recognized Credentials, data collection](#)



HAWAII P-20
Partnerships for Education



Promising Credentials Report

- [Promising Credentials in Hawai'i](#) report seeks to clarify and validate industry-recognized credentials that matter most to in-demand occupations that pay a living wage in Hawai'i
- Initial report in 2020 used as the basis for [Act 163 \(SLH 2021\)](#)
- Outlines the methodology used in the identification of industry-recognized credentials for reporting purposes

Methodology

- Identification of promising occupations that meet demand and wage thresholds

Demand Thresholds
250+ positions, 50+ annual openings
Positive growth, 25+ annual openings

Median Hourly Wage	Wage Threshold
\$0.00 - \$15.52	Below living wage
\$15.53+	ALICE (Asset Limited, Income Constrained, Employed) Individual

Report Summary

	University of Hawai'i	Hawai'i Department of Education	Total
2023-2024	566	1,912	2,478

Most attained credentials in the report:

- Food Handler's Card (808) - HIDOE
- ServSafe Certification (776) - HIDOE
- National Council Licensure Examination for Registered Nurses (NCLEX-RN) (157) - UH
- Emergency Medical Technician (104 - 2024) - UH

Data Collection Challenges

- Industry-recognized credentials are, by definition, issued by third party vendors outside of the education system
- Student self-reporting is challenging and difficult to validate
- For certain credentials, only pass rates are provided to UH (no disaggregation)

Hawai'i State CTE Plan
2025-2029

DRAFT

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Overview

Hawai'i's Career and Technical Education (CTE) System prepares Hawai'i's students to thrive in an evolving local and global economy. Hawai'i's CTE programs are offered at the Hawai'i State Department of Education (HIDOE) public high schools and University of Hawai'i Community Colleges (UHCCs) statewide. At the HIDOE, 13 career pathways, including 42 unique programs of study, are implemented in the public high schools and among the seven UHCCs, there are more than 100 CTE degree and certificate programs. The federal *Strengthening Career and Technical Education for the 21st Century Act* (Perkins V) provides resources to HIDOE high schools and UHCCs to support the implementation of inclusive, high-quality CTE programs in Hawai'i.

The Hawai'i State CTE Plan integrates state and federal priorities into an implementation plan for Perkins V that provides guidance to HIDOE high schools and the UHCC campuses to advance the state's vision for CTE. The Hawai'i State CTE Plan was developed in consultation with a Project Team that included representation from the HIDOE and UHCCs, as well as workforce development representatives.

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

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

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

Ultimately, the Hawai'i State CTE Plan serves as a roadmap for the continual improvement of Hawai'i's CTE System for the benefit of all students in the state.



Vision

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

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

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

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

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

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

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

Size, Scope, and Quality Criteria

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

Table 1: Size, Scope, and Quality Definitions	
Criteria	Definition
Size	<ul style="list-style-type: none"> • Provide adequate classroom and lab facilities for CTE programs—consistent with building industry standards for the types of spaces and activities—accessible by all students and large enough to support program enrollments; • Provide appropriate technology, equipment, supplies, and materials for CTE programs to support academic and technical learning requirements on which students and instructors are trained to industry standards; • Offer at least one state-approved CTE program of study. • Provide adequate staffing to support CTE program enrollments.
Scope	<ul style="list-style-type: none"> • The CTE program includes a sequence of courses that progress from career exploration to career development, providing students with the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations. • The CTE program is built on industry-based technical, academic, and workplace skills, and may incorporate work-based learning opportunities, dual credit opportunities, and industry recognized credentials. • The CTE program has a system of support for excellent teaching, leading, specialized instructional support, career guidance and academic counseling, including staff recruitment and retention and systematic, sustained professional development activities.
Quality	<ul style="list-style-type: none"> • The CTE program is aligned to high-skill, high-wage, or in-demand occupations (or occupational clusters). • The CTE program is employer-informed (e.g., by advisory councils) to ensure the program is aligned with industry needs and expectations. • The CTE program meets or is working towards state and federal performance outcomes and is implementing an evaluation process to identify and address gaps.

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

High-quality CTE pathways and programs of study must prepare students for high-skill, high-wage, or in-demand occupations, as defined in Table 2.

Table 2: High-Skill, High-Wage, and In-Demand Definitions	
Criteria	Definition
High-Skill	Occupations that require specialized experience, vocational training or long-term on-the-job training, industry-recognized certifications, and/or degrees beyond a high school diploma.
High-Wage	Occupations that have an average annual salary that meets or exceeds the MIT Living Wage statewide or for a particular county. Note: The MIT Living Wage for Hawai'i is \$56,841 (\$27.33/hr) for a single adult (2024).
In-Demand	Occupations that have a higher number of annual openings than the state average, and/or higher annual growth rate than the state average, as evidenced by Bureau of Labor Statistics (O*NET) labor market data or other credible labor market data sources.

Labor Market Data Sources

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

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

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

Priorities & Strategies

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



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

Hawai'i's State CTE Plan Priorities:

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



Equity & Access

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

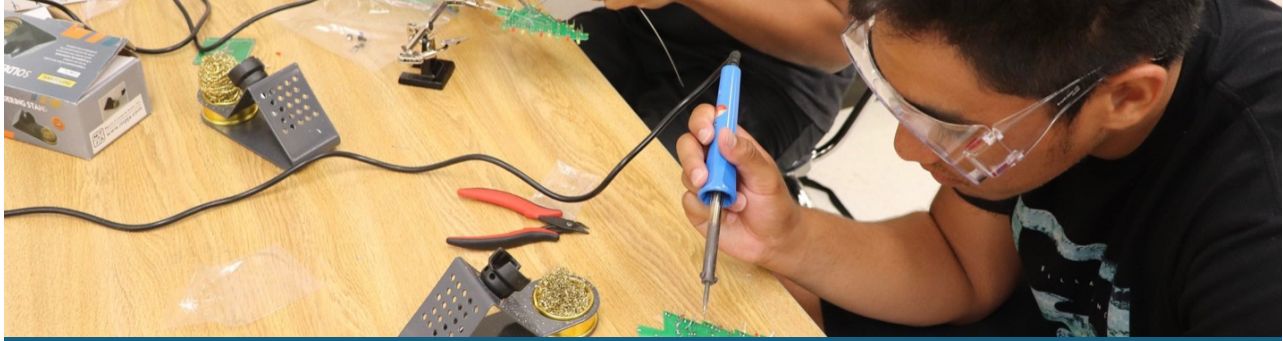
Hawai'i strongly believes that ensuring equity and access to high-quality CTE programs for all Hawai'i students is paramount. Equity and access in the context of CTE means that all students have the support and resources needed to fully participate, feel included, and succeed in CTE programs, regardless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

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

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

Strategies:

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



Quality & Pathways Alignment

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

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

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

Strategies:

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



Partnerships

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

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

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

Strategies:

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



College & Career Navigation

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

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

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

Strategies:

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



A Native Hawaiian Sense of Place

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

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

Hawai'i believes a Hawaiian sense of place is essential to promoting an inclusive environment and addressing existing equity gaps among Native Hawaiian and Pacific Islander students in Hawai'i's CTE system. Culture-based education in Hawai'i has been demonstrated to improve student outcomes, particularly among Native Hawaiian students, including socio-emotional well-being and math and reading test scores.¹

To foster a Native Hawaiian sense of place, Hawai'i will ensure inclusivity and cultural relevancy of CTE programs, expand the integration of Hawaiian culture and values in CTE in student learning and educator professional development, and partner with indigenous-serving organizations.

Strategies:

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

¹ https://www.ksbe.edu/assets/research/collection/10_0117_kanaiaupuni.pdf

Accountability for Results

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

Performance Measures

Hawai'i's state-determined performance levels for 2025-2029 are listed in Table 3. These performance levels were determined in consultation with representatives from the Hawai'i Department of Education (HIDOE) and University of Hawai'i Community Colleges (UHCCs) based on a review of past performance data. HIDOE and UHCC are required to submit annual data on state-determined performance levels no later than December 31 of each year.

Table 3: 2025-2029 State-Determined Performance Levels					
Secondary	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
1S1: Four-Year Graduation Rate	98.6%	98.65%	98.7%	98.75%	98.8%
2S1: Academic Proficiency in Reading/Language Arts	65.3%	65.4%	65.5%	65.6%	65.7%
2S2: Academic Proficiency in Mathematics	28.4%	28.9%	29.4%	29.9%	30.4%
2S3: Academic Proficiency in Science	30.4%	30.5%	30.6%	30.7%	30.8%
3S1: Post-Program Placement	54.6%	54.7%	54.8%	54.9%	55.0%
4S1: Non-Traditional Program Concentration	34.7%	34.8%	34.9%	35.0%	35.1%
5S2: Program Quality - Attained Post-secondary Credits	29.3%	29.4%	29.5%	29.6%	29.7%
Post-secondary	2024-2025	2025-2026	2026-2027	2027-2028	2028-2029
1P1: Post-secondary Placement	78.4%	78.5%	78.6%	78.7%	78.8%
2P1: Earned Recognized Post-secondary Credential	78.7% (72.3)	78.8%	78.9%	79.0%	79.1%
3P1: Non-traditional Program Concentration	23.7%	23.8%	23.9%	24.0%	24.1%

Programmatic Monitoring

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

Table 4: HIDOE Programmatic Monitoring	
Individual school One-Year CTE Plans will be submitted to Hawai'i P-20 no later than November 30.	September - November
Hawai'i P-20 will conduct an on-site or desk review of no less than 20% of schools with all schools being reviewed no-less than every 5 years. HIDOE will be notified of selected schools at least 30 days before the review date. The review will include: <ul style="list-style-type: none"> • Permissible use of funds • Alignment to current comprehensive local needs assessment • Alignment to HIDOE current local application 	November - May
All annually completed CTE Perkins V Monitoring Reports will be submitted to Hawai'i P-20.	July
Results of the review will be provided to HIDOE Office of Curriculum & Instructional Design and individual schools.	July

Table 5: UHCC Programmatic Monitoring	
All awarded Perkins proposals and campus budgets (if applicable) and completion reports from the previous program year will be submitted no later than November 30.	September - November
Hawai'i P-20 will conduct an on-site or desk review of no less than 20% of awards and/or campus budget plans. UHCC will be notified of selected schools at least 30 days before the review date. The review will include: <ul style="list-style-type: none"> • Permissible use of funds • Alignment to current comprehensive local needs assessment • Alignment to UHCC current local application 	November - May
Results of the review will be provided to the University of Hawai'i Office of the Vice President for Community Colleges and to individual community college campuses.	June

<p>All awarded Perkins proposals will submit completion reports to Hawai'i P-20 no later than October 15 of the following year after initial award.</p>	<p>October</p>
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Civil Rights Compliance

Coming Soon

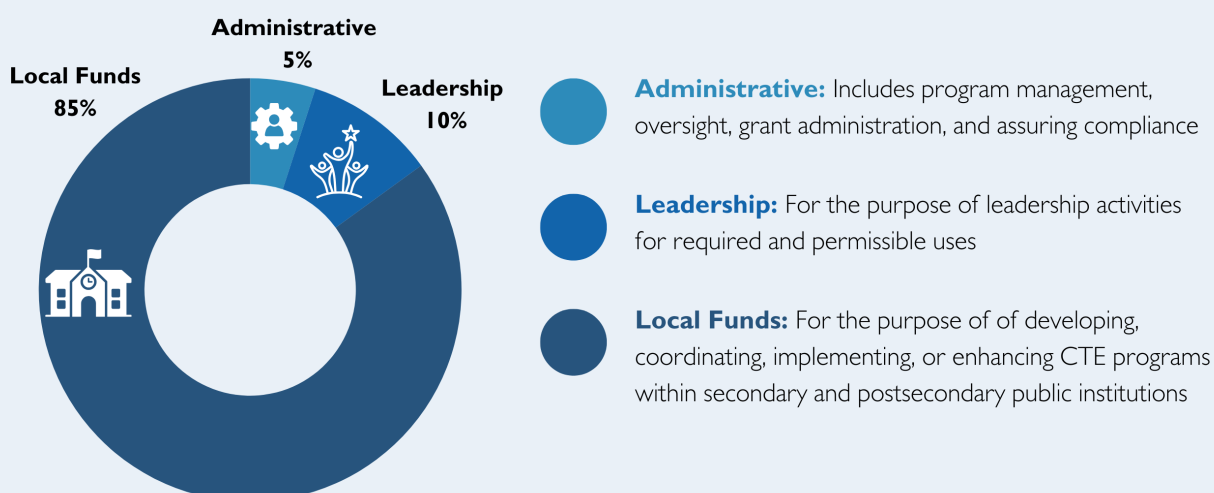
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Funding Distribution

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

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

Hawai'i Perkins V Funding Distribution



Administration (5%)

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

Local Funds (85%)

In accordance with Section 135: Local Uses of Funds, each local recipient of Perkins V funds may allocate up to 5 percent of these funds for administrative purposes. The

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

Reserve Fund Use

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

- Professional development and capacity building
- Supporting innovation and program improvement
- Expanding or scaling programs
- Work-based learning opportunities
- Improving equity and access
- Serving rural or high need areas
- Industry-relevant equipment and technology
- Regional CTE priorities

Leadership Funds (10%)

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

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

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

Comprehensive Local Needs Assessment

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

The secondary and postsecondary CLNA templates are included in the appendices.

Local Application

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

Fiscal Responsibility

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

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

Appendices

[Comprehensive Local Needs Assessment \(CLNA\)](#)

[Secondary CLNA Template](#)

[Post-secondary CLNA Template](#)

[Local Application Template](#)

[Best Practices for Strategy Implementation](#)

[Labor Market Data Sources](#)

Reserve Fund Proposal Template

Federal Submission Questions

Budget

Assurances, Certifications, and Other Forms

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