Background

The Strengthening Career and Technical Education Act for the 21st Century Act (Perkins V) was signed into law by President Trump on July 31, 2018. Perkins V provides roughly $1.3 billion annually in Federal funding for career and technical education (CTE) nationwide. Hawaii’s share for Program Year July 1, 2019-June 30, 2020 is $6.1 million.

The Act challenges the recipients of the funds to expand opportunities for every student to explore, choose, and complete CTE programs. It requires States to:

- expand workforce development coordination efforts,
- maximize data analysis in decision making,
- improve efforts to better serve special populations groups,
- integrate academic and technical education,
- provide work-based learning opportunities for students,
- expand articulation efforts between secondary and postsecondary CTE programs, and offer high-quality programs that meet Hawaii’s workforce preparation needs.

Timeline

The provisions of Perkins V are effective beginning with the program year July 1, 2019 through June 30, 2020. The duration of the Act is from July 1, 2019 - June 30, 2024. The state is required to submit a one-year Transition Plan by May 24, 2019 and a four-year State Plan by April 2020.

A Statewide Needs Assessment

A statewide Needs Assessment was begun in February 2019 and the results will be available on August 1, 2019. This assessment is important not only as a requirement of Perkins V but also because it is a vital and fundamental element of the planning process overall. The results will drive the fall 2019 discussions for the four-year State Plan.

The Needs Assessment involves sectors from all parts of the education, family, business and labor communities related to career and technical education. The Needs Assessment takes advantage of survey instruments, focus groups, and various meeting venues to gather information and data to help determine the needs of a changing economy, the needs of employers, and the needs of students who will benefit from a revamped, integrated system of career and technical education that focuses on high-skill, high-wage, and in-demand career fields.
The Transition Plan

The one-year plan is just that – a transitioning period. The content of the Transition Plan requires only limited elements of the full Perkins V four-year State Plan. Aside from the required cover page; budget forms; and assurances, certifications and other forms, the Transition Plan must include at a minimum the following (from the Guide for the Submission of State Plans):

B. Program Administration and Implementation

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

2.a Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients.

2.b Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which local application will

(i) promote continuous improvement in academic achievement and technical skill attainment;

(ii) expand access to career and technical education for special populations; and

(iii) support the inclusion of employability skills in programs of study and career pathways

2.c Describe how the eligible agency will

(i) make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities; and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in language students, parents, and educators can understand;

2.d Describe how the eligible agency, if it chooses to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education.
2.h Provide the eligible agency’s definition for “size, scope and quality” that will be used to make funds available to eligible recipients.

3. Meeting the Needs of Special Populations
3.a Describe the eligible agency’s program strategies for special populations, including a description of how individuals who are members of special populations—
   (i) will be provided with equal access to activities assisted under this Act;
   (ii) will not be discriminated against on the basis of status as a member of a special population;
   (iv) will be provided with appropriate accommodations.

C. Fiscal Responsibility
1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—
   1.a each eligible recipient will promote academic achievement;
   1.b each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and
   1.c each eligible recipient will ensure the local needs assessment takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations.

2. Describe how funds received by the eligible recipient through the allotment will be distributed—
   2.a among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and
   2.b among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needs to succeed in the workplace.

3. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study and describe how these allocations are distributed to local education agencies, area school career and technical education schools and educational service agencies within the State.

4. For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study and describe how these
allocations are distributed to eligible institutions and consortia of eligible institutions within the State.

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

6. **If the eligible agency will submit an application for a waiver to the secondary allocation formula provided in the Law—**
   - 6.a include a proposal for such an alternative formula; and
   - 6.b describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty

7. **If the eligible agency will submit an application for a waiver to the postsecondary formula described in the Law—**
   - 7.a include a proposal for such an alternative formula; and
   - 7.b describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution.

9. **Provide the State’s fiscal effort per student, or aggregate expenditures for the State that will establish the baseline for the Secretary’s annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year.**

**The Transition Year**

The real work of the transition year will be the development of the four-year State Plan. Using the results of the Needs Assessment to be available on August 1, 2019, work will begin in earnest to address the full requirements of Perkins V. The four-year State Plan requires greater collaboration and use of data analyses to justify decision-making and assure that Hawaii takes advantage of the opportunity to build the best system to prepare students for the jobs of today and tomorrow.

Some of the **key provisions** in Perkins V that must be considered during the transition year are:

*Requiring extensive collaboration among secondary and postsecondary education systems and business and industry to develop and implement high-quality CTE programs;*
*Including a needs assessment to align CTE programs to locally identified high-wage, high-skill, and in-demand career fields;

*Strengthening the CTE teacher and faculty pipeline;

*Promoting innovative practices to reshape where, how, and to whom CTE is delivered;

*Expanding the reach and scope of career guidance and academic counseling;

*Revising and expanding the list of special populations to be served and requiring States to set aside funds to recruit and serve these students in CTE programs; and

*Shifting responsibility to States to determine their performance measures, including new program quality measures, and related levels of performance to optimize outcomes for students.

**Key questions**, such as the following, must be asked and answered during the transition year:

*What is the right “split of funds” between secondary and postsecondary programs given today’s environment?

*How can “reserve” funds be used to incentivize “high-quality CTE programs?*

*How should Hawaii define and approve high-quality CTE programs?*

*How can work-based learning, including “earn and Learn programs” such as apprenticeships be the rule and not the exception?*

*How can Hawaii build the pipeline of teachers necessary to develop the pathways needed by in the State?*

*What is the best role for employers in the development and delivery of CTE programs?*

*How can all students, regardless of background or circumstances, have access to high-quality CTE programs?
Performance Indicators

The transition year will also be used to determine Hawaii’s State Performance Levels for secondary and post secondary career and technical education programs. Perkins V mandated a revised set of performance indicators as well as definitions used within the performance indicators to measure student progress in such categories as graduation/completion/placement rates and participation of students in programs leading to occupations that are gender nontraditional. Additionally, the categories of special population students to be reported in the performance indicators were expanded and the agencies will need to determine how they will collect data for these additional categories.