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

Date: Thursday, August 20, 2020
Time: 8:30 a.m.
Place: Virtual Meeting

In light of the evolving COVID-19 situation, protecting the health and welfare of the community is of utmost concern. As such, this will be a virtual meeting and written testimony and oral testimony will be accepted in lieu of in-person testimony. Meetings may be monitored remotely via the livestream pilot project. See the Board of Regents website for information on accessing the livestream: www.hawaii.edu/bor. Mahalo for your consideration.

AGENDA

I. Call Meeting to Order

II. Approval of the Minutes of the March 19, 2020 Meeting

III. Public Comment Period for Agenda Items:

All written testimony on agenda items received after posting of this agenda and up to 24 hours in advance of the meeting will be distributed to the board. Late testimony on agenda items will be distributed to the board within 24 hours of receipt. 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, or facsimile at (808) 956-5156. All written testimony submitted are public documents. Therefore, any testimony that is submitted for use in the public meeting process is public information and will be posted on the board’s website.

Those wishing to provide oral testimony for the virtual meeting may register here. Given constraints with the online format of our meetings, individuals wishing to orally testify must register no later than 7:00 a.m. on the day of the meeting in order to be accommodated. 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.

IV. Agenda Items

A. Review and Approval of the 2020-2021 Local Applications for State Perkins V Funded Activities from the University of Hawaii Community Colleges and the Hawaii State Department of Education

B. Review and Approval of the State Methods of Administration Civil Rights Monitoring Plan

V. Adjournment

For disability accommodations, contact the Board Office at 956-8213 or bor@hawaii.edu. Advance notice requested five (5) days in advance of the meeting.
I. CALL TO ORDER

Chair Ben Kudo called the meeting to order at 9:40 a.m. on Thursday, March 19, 2020, at Honolulu Community College, Norman W.H. Loui Conference Center, Building 2, Room 201, 874 Dillingham Boulevard, Honolulu, Hawai‘i 96817, and at a remote site located at the University of Hawai‘i Maui College (UHMC), Office of the Chancellor, Conference Room, Pilina 216, 310 West Ka‘ahumanu Avenue, Kahului, Hawai‘i 96732. Some regents participated remotely through video conference technology as indicated below.

Quorum (11): Chair Ben Kudo; Vice-Chair Jan Sullivan (remote); Vice-Chair Wayne Higaki; Regent Simeon Acoba (remote); Regent Eugene Bal (UHMC); Regent Michael McEnerney; Regent Randy Moore (remote); Regent Alapaki Nahale-a (remote); Regent Michelle Tagorda; Regent Robert Westerman (remote); and Regent Ernest Wilson Jr. (UHMC).

Excused (1): Regent Kelli Acopan.

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 Research and Innovation Vassilis Syrmos; VP for Budget and Finance/Chief Financial Officer Kalbert Young; Interim Honolulu Community College (HonCC) Chancellor Karen Lee; and Secretary of the Board of Regents (Board Secretary) Kendra Oishi; and others as noted.

II. APPROVAL OF THE MINUTES OF THE JANUARY 16, 2020 MEETING

Vice-Chair Higaki moved to approve the minutes of the January 16, 2020, meeting, seconded by Regent McEnerney, and noting the excused absence of Regent Acopan, the motion carried with all members present voting in the affirmative.

III. PUBLIC COMMENT PERIOD
Board Secretary Oishi announced that the Board Office did not receive any written testimony, and no individuals signed up to provide oral testimony at HonCC. She inquired if any individuals had signed up to provide oral testimony at the remote site located at UHMC. Regent Wilson replied that no individuals had signed up to provide oral testimony at UHMC.

IV. AGENDA ITEMS

A. Review and Approval of the State Perkins V Plan for Submission to the U.S. Department of Education (USDOE)

Bernadette Howard, State Director for Career and Technical Education (CTE), explained that the Perkins V State 4-Year Plan (Plan) required formal approval by the board prior to the April 15, 2020, deadline for submittal to the USDOE. She provided a brief overview of the various elements of the plan and its alignment with the educational and workforce development agencies in the state.

Ms. Howard identified and reviewed a number of conditions imposed on the Plan by the Perkins V Act (Act). Among other things, the Act required that:

- The State solicit and accept public comment during development of the Plan;
- Funds received under the Act be used to promote preparation for high-skill, high-wage, or in-demand occupations as identified by the State and be prohibited from use for other specified purposes;
- Technical assistance to local educational agencies and eligible institutions on closing the gaps in student participation and performance in CTE programs be provided;
- Funds received under the Act be subject to a financial audit; and
- CTE programs and programs of study for individuals in state correctional institutions be implemented.

Ms. Howard declared that the Plan met all of the statutory requirements under the Perkins V Act and that Plan approval by the board would assure the USDOE that the State was in compliance with these requirements. Board approval of the Plan would also certify that all provisions of the Plan were consistent with State law and that the Plan would serve as the basis for State operation and administration of the Perkins program. She stated that the Plan has already been endorsed by Governor Ige, State Department of Education Superintendent Christina Kishimoto, and the Perkins V Steering Committee which was convened to help inform development of the Plan.

Regent Acoba moved to approve the State Perkins V Plan for submission to USDOE, seconded by Regent Moore, and noting the excused absence of Regent Acopan, the motion carried with all members present voting in the affirmative.
B. Review and Approval of Report to the Governor, pursuant to Section 304A-302, Hawai‘i Revised Statutes

Ms. Howard explained that Hawaii Revised Statutes requires the board, which serves as the official State Board for CTE, to review and approve submittal of an annual report to the Governor. She noted that this was the final report to the Governor under the State Perkins IV Plan and also served as the State’s Consolidated Annual Report which was submitted to the USDOE last December. The report has been officially accepted by the USDOE and the State remains in good standing with the federal Office of CTE.

Regent Westerman moved to approve the Report to the Governor, seconded by Regent Wilson, and the motion carried, with all members present voting in the affirmative.

V. ADJOURNMENT

There being no further business, Regent Tagorda moved to adjourn, and Regent McEnerney seconded, and with all member present voting in the affirmative, the meeting was adjourned at 9:49 a.m.

Respectfully Submitted,

Kendra Oishi
Executive Administrator and Secretary of the Board of Regents
LOCAL APPLICATION

The purposes of the Hawai‘i Career Pathway System, Career & Technical Education (CTE) System, and Perkins V are aligned to serve individuals throughout the learning pathways.

- Lifelong learning and training for employment towards self-sufficiency and well-being as part of a competitively skilled workforce for employers and a thriving, sustainable Hawai‘i.

- High-quality grades 6-16 formal learning experiences paired with work-based learning experiences that provide all learners the knowledge, skills, and competencies to fully participate in, contribute to, and benefit from Hawai‘i’s economy and our communities.

- Strengthen CTE systems and systems capacities to continuously improve, innovate, and transform Hawai‘i’s programs and programs of study in grades 6-14 that ensure equitable access and outcomes for all learners in in-demand, high-skill, high-wage pathways.

The three primary goals for Perkins V-funded activities through the Local Applications are:

- Ensure students have equitable access to high-quality CTE programs—those programs that meet size, scope, and quality criteria in their design and delivery to achieve the desired educational and workforce outcomes.
- Increase participation and improve the equity of participation in high-quality CTE programs.
- Improve educational and workforce outcomes of CTE program participants and improve the equity of those outcomes.
SECTION I: CTE PROGRAMS/POS OFFERINGS & DESCRIPTIONS

A. Program Design & Review Process

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, ...

UHCC

- 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.

- 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;
  - 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

B. Systematic Continuous Improvement & Evaluation Processes

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

**UHCC**

- 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 UHCC 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

C. Management Plan for CTE Program/POS Intervention

Describe the Eligible Recipient'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.

UHCC

The UHCC 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 UHCC 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.

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

This section...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.”

UHCC

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.

E. Current CTE Program/POS Offerings & Descriptions

This section...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.”
UHCC

- All UHCC 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.
  
  o For information on course offering and related occupations, see http://www.uhcc.hawaii.edu/programs/viewer/index.php
  
  o 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.
  
  o 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
  
  o 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:

<table>
<thead>
<tr>
<th>Campus</th>
<th>Project Name</th>
<th>$ Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haw</td>
<td>Automotive Technology (AMT): Online Delivery of AMT Curriculum <a href="http://go.hawaii.edu/AsN">http://go.hawaii.edu/AsN</a></td>
<td>3,045</td>
</tr>
<tr>
<td>Haw</td>
<td>Fire Science: FLAIM Trainer® <a href="http://go.hawaii.edu/wsA">http://go.hawaii.edu/wsA</a></td>
<td>112, 737</td>
</tr>
<tr>
<td>Haw</td>
<td>Electrical Installation and Maintenance Program (EIMT): Simulator/Trainer <a href="http://go.hawaii.edu/AsM">http://go.hawaii.edu/AsM</a></td>
<td>20,662</td>
</tr>
<tr>
<td>Haw</td>
<td>Human Services (HSER): Online Community Services and Practicum <a href="http://go.hawaii.edu/OsA">http://go.hawaii.edu/OsA</a></td>
<td>5,500</td>
</tr>
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<td>Hon</td>
<td>Distance Education Coordinator <a href="http://go.hawaii.edu/UasA">http://go.hawaii.edu/UasA</a></td>
<td>101, 241</td>
</tr>
<tr>
<td>Hon</td>
<td>CTE Onboarding and Career Alignment <a href="http://go.hawaii.edu/AsE">http://go.hawaii.edu/AsE</a></td>
<td>80,000</td>
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<tr>
<td>Kap</td>
<td>Mobile Intensive Care Technician (MICT): Paramedic Clinical/Internship Evaluation <a href="http://go.hawaii.edu/Asq">http://go.hawaii.edu/Asq</a></td>
<td>15,000</td>
</tr>
<tr>
<td>Kap</td>
<td>Culinary, Hospitality, Business, Legal, and Information Technology: CTE Collaborative Internship ExperienceY2 <a href="http://go.hawaii.edu/WtA">http://go.hawaii.edu/WtA</a></td>
<td>210, 753</td>
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Kau  Continuing Trades Career Track Coordinator Y3  
http://go.hawaii.edu/HsA  http://go.hawaii.edu/As  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 Indicators Y3  
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 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.

System-Wide 736,851
(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.

UHCC 134,036
Administration 5% of total allocation for system-wide administration of Perkins funds.

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.

F. Special Populations Learn About CTE Program/POS Opportunities

Describe how students, including students who are members of special populations, will learn about the CTE programs/POS offered.

UHCC

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

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.

UHCC

- 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.
SECTION II: CTE SYSTEM COORDINATION & SUBCOMMITTEES

The purpose of these subcommittees (and their associated working groups) is to primarily serve as coordinating and learning hubs for the Eligible Agency and the Eligible Recipients. The activities to be pursued by these subcommittees are to: identify the work to be done to address those needs identified in the Comprehensive Local Needs Assessment; identify where there are opportunities to coordinate, collaborate, and partner between the Eligible Recipients and other CTE system stakeholders; articulate intentional strategies while identifying and addressing any barriers to get the work done; and learn from the pursued activities and make adjustments based on what is learned to further continuous and continual improvement of Hawai‘i’s CTE programs/POS.

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.

B. Human Capital Subcommittee

Provide a list of individuals associated with the Eligible Recipient who will participate on the Perkins V Human Capital 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.

This subcommittee is concerned with the development and enhancement of the CTE educator (teachers, instructors, and counselors) pipeline and the ongoing professional development and capacity building of leadership, educators, and other professionals engaged in the design and delivery of quality CTE programs/POS. There are two working groups associated with this subcommittee—pipeline development and enhancement and leadership; and educator professional development and capacity-building.

TBD in fall of 2020.
I. 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.

o 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.

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.

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.
TBD in fall of 2020.

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.

2. 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.

3. 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.

SECTION III: IDENTIFICATION OF CTE SYSTEM NEEDS

A. Statewide Comprehensive Local Needs Assessment
Describe the results of the comprehensive needs assessment conducted under Section 134(e).”
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.

B. Data Infrastructure and Data Use

Identify 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.

• 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:

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

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 V of this Local Application.

Access: As measures of access, identify any gaps, disparities, or misalignments associated with:
- 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

Participation: As measures of participation, identify 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
- Work-based learning at the Preparation and Training levels.
Educational and workforce outcomes: As measures of participation, identify 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

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.

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

Provide evidence 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.

TBD fall of 2020.

Provide evidence of CTE professionals-to-pupil ratios not meeting recommended standards. Proposed remedies to be included in Section V.

TBD fall of 2020.
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.

**Access:** As measures of access, identify any gaps, disparities, or misalignments associated 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

**Participation:** As measures of participation, identify any 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.

**Educational and workforce outcomes:** As measures of participation, identify any gaps, disparities, or misalignments within CTE programs/POS 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

TBD fall of 2020.
LOCAL APPLICATION SECTION IV:
DEVELOPMENT OF THE CTE SYSTEM

The Comprehensive Local Needs Assessment identified the need for systematic and systemic development, integration, and delivery of CTE program/POS scope components as part of the design and delivery of high-quality CTE programs/POS. The Eligible Recipients are to articulate how the following scope components will be developed as frameworks and standards for the CTE system and how those frameworks and standards are integrated and operationalized into their CTE programs/POS over the next three years (2021-2023) consistent with the general expectations set forth in Perkins V.

A. CTE System Components – Counseling & Advising, Work-Based Learning, and Transferable Skills

For each of the following CTE system components, identify the individuals (and their roles within the CTE system) who will participate in the Career Counseling and Advising Working Group, the Work-Based Learning Working Group, and the Transferable Skills Working Group tasked with developing these CTE system components.

Counseling & Advising Working Group and Activities.

Describe 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).

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.

**Work-Based Learning Working Group and Activities.**

Describe 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.”

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.

**Transferable Skills Working Group and Activities.**
Describe 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.

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.

Describe any systemic initiatives currently underway in your agency (or inter-agency) for which your agency is already engaged related to each of these CTE system components.

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.
Describe the proposed design and development strategies, activities, and timelines for each of the three CTE system components. These strategies and activities should fall within three general phases, including:

**Phase 1:** *Design and development* of a statewide framework associated with each of these three components, including operational definitions, standards and expectations, and guidance materials in fiscal 2021.

**Phase 2:** *Prototyping, piloting, testing, and adapting* these components as they are integrated into each of the state's CTE programs/POS, in fiscal year 2022.

**Phase 3:** *Train educators and career pathway partners* to deliver these components as part of high-quality CTE programs/POS in fiscal year 2023.

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.
### IV-A1a. Counseling & Advising Component Development Summary of Activities

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Summary of Year (Phase) 1 Activities</th>
<th>Deliverables/Outputs from Year (Phase) 1 Activities</th>
<th>Summary of Year (Phase) 2 Activities</th>
<th>Deliverables/Outputs from Year (Phase) 2 Activities</th>
<th>Summary of Year (Phase) 3 Activities</th>
<th>Deliverables/Outputs from Year (Phase) 3 Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>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 &amp; advising as a CTE component provided throughout the CTE system.</td>
<td>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.</td>
<td>TBD</td>
<td>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</td>
<td>TBD</td>
<td>Phase 3: Train appropriate individuals to deliver counseling and advising as part of high-quality CTE programs/POS in fiscal years 2022 and 2023.</td>
<td>TBD</td>
</tr>
</tbody>
</table>

### IV-A1b. Counseling & Advising Component Development Budgets

<table>
<thead>
<tr>
<th>Summary Budget of 2021</th>
<th>Summary Budget of 2022</th>
<th>Summary Budget of 2023</th>
<th>Summary Budget of 2024</th>
<th>Summary Budget of 2025</th>
<th>Summary Budget of 2026</th>
<th>Summary Budget of 2027</th>
<th>Summary Budget of 2028</th>
<th>Summary Budget of 2029</th>
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<tbody>
<tr>
<td>Year (Phase)</td>
<td>Activities - Personnel</td>
<td>Activities - Non-Personnel</td>
<td>Year (Phase)</td>
<td>Activities - Personnel</td>
<td>Activities - Non-Personnel</td>
<td>Year (Phase)</td>
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</table>

TBD = To Be Determined
# IV-A2a. Work-Based Learning Component Development Summary of Activities

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Summary of Year (Phase) 1 Activities</th>
<th>Deliverables/Outputs from Year (Phase) 1 Activities</th>
<th>Summary of Year (Phase) 2 Activities</th>
<th>Deliverables/Outputs from Year (Phase) 2 Activities</th>
<th>Summary of Year (Phase) 3 Activities</th>
<th>Deliverables/Outputs from Year (Phase) 3 Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>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.</td>
<td>TBD</td>
<td>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</td>
<td>TBD</td>
<td>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.</td>
<td>TBD</td>
</tr>
</tbody>
</table>
### IV-A2b. Work-Based Learning Component Development Budgets

<table>
<thead>
<tr>
<th>Summary Budget of Year (Phase) 1 Activities - Personnel</th>
<th>Summary Budget of Year (Phase) 2 Activities - Personnel</th>
<th>Summary Budget of Year (Phase) 3 Activities - Personnel</th>
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<tbody>
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<td>TBD</td>
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TBD: To Be Determined
### IV-A3a. Transferable Skills Component Development Summary of Activities

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Summary of Year (Phase) 1 Activities</th>
<th>Deliverables/Outputs from Year (Phase) 1 Activities</th>
<th>Summary of Year (Phase) 2 Activities</th>
<th>Deliverables/Outputs from Year (Phase) 2 Activities</th>
<th>Summary of Year (Phase) 3 Activities</th>
<th>Deliverables/Outputs from Year (Phase) 3 Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Identify the individuals to participate in the working group tasked with these activities.</td>
<td>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.</td>
<td>TBD</td>
<td>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.</td>
<td>TBD</td>
<td>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.</td>
<td>TBD</td>
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<td>2. Propose outputs to be developed.</td>
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<td>3. Identify possible enabling assumptions and potential barriers associated with getting the work done.</td>
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<td>4. Design, develop, and implementation strategies, activities, and timelines of transferable skills as a CTE component provided throughout the CTE system.</td>
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### IV-A3b. Transferable Skills Component Development Budgets

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<th>Summary Budget of</th>
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28
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<tr>
<th>Year (Phase) 1 Activities - Personnel</th>
<th>Year (Phase) 1 Activities - Non-Personnel</th>
<th>Year (Phase) 2 Activities - Personnel</th>
<th>Year (Phase) 2 Activities - Non-Personnel</th>
<th>Year (Phase) 3 Activities - Personnel</th>
<th>Year (Phase) 3 Activities - Non-Personnel</th>
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29
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 these CTE system components 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 these scope components.

Provide a GANTT chart or similar articulation of the schedule of activities. Provide the anticipated resources and budgets associated with the design and development activities across these three phases, including the amount of Perkins V funds being used. The schedule of activities, resources, and budgets will aid in the monitoring of progress and make adjustments and course-corrections based on that progress.

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.
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.

a. Identify any barriers in providing those data.

None as of this writing.

b. Identify action plans to address those barriers.

None as of this writing.

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.

3. Data Use

Describe 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 impa
### IV-B1a. Data Infrastructure and Data Use Professional Development and Capacity-Building Activities – Non-Professional Development

<table>
<thead>
<tr>
<th>Disparity/Misalignment/Gap</th>
<th>Summary of Year 1 Activities</th>
<th>Deliverables/Outputs from Year 1 Activities</th>
<th>Summary of Year 2 Activities</th>
<th>Deliverables/Outputs from Year 2 Activities</th>
<th>Summary of Year 3 Activities</th>
<th>Deliverables/Outputs from Year 3 Activities</th>
<th>Expected Outcomes</th>
</tr>
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<tbody>
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</table>

### IV-B1b. Data Infrastructure and Data Use Professional Development and Capacity-Building Activities – Professional Development

<table>
<thead>
<tr>
<th>Disparity/Misalignment/Gap</th>
<th>Summary of Year 1 Activities</th>
<th>Deliverables/Outputs from Year 1 Activities</th>
<th>Summary of Year 2 Activities</th>
<th>Deliverables/Outputs from Year 2 Activities</th>
<th>Summary of Year 3 Activities</th>
<th>Deliverables/Outputs from Year 3 Activities</th>
<th>Expected Outcomes</th>
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<tbody>
<tr>
<td>TBD</td>
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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 – §35(b)(2).
### IV-B1c. Data Infrastructure and Data Use Professional Development and Capacity-Building Activities – Budget

<table>
<thead>
<tr>
<th>Summary Budget of Year 1 Activities - Personnel</th>
<th>Summary Budget of Year 1 Activities – Non-Personnel</th>
<th>Summary Budget of Year 2 Activities - Personnel</th>
<th>Summary Budget of Year 2 Activities – Non-Personnel</th>
<th>Summary Budget of Year 3 Activities - Personnel</th>
<th>Summary Budget of Year 3 Activities – Non-Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBD</td>
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</tbody>
</table>
C. Identified gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes, with emphasis on special populations, across the CTE system

Describe the activities (and budgets) to improve access, increase participation, and improve educational and workforce outcomes across the CTE system.

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, articulated in Section III-C.

IV-C1a. 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

<table>
<thead>
<tr>
<th>Access-P</th>
<th>Participation-</th>
<th>Outcomes</th>
<th>Scope &amp; Quality Criteria</th>
<th>Summary of Year 1 Activities &amp; Outputs</th>
<th>Summary</th>
<th>Budget of Year 2 Activities &amp; Outputs</th>
<th>Summary</th>
<th>Budget of Year 3 Activities &amp; Outputs</th>
<th>Summary</th>
<th>Budget of Year 3 Activities</th>
<th>Expected Outcome(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gap / Disparity / Misalignment</td>
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</table>

35
IV-C1b. *CTE System-wide* scope & quality component improvement activities – Professional Development\(^2\) – to address identified gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes, with emphasis on special populations

<table>
<thead>
<tr>
<th>Access-Participation-Outcomes</th>
<th>Scope &amp; Quality Criteria</th>
<th>Summary of Year 1 Activities &amp; Outputs</th>
<th>Summary Budget of Year 1 Activities &amp; Outputs</th>
<th>Summary of Year 2 Activities &amp; Outputs</th>
<th>Summary Budget of Year 2 Activities &amp; Outputs</th>
<th>Summary of Year 3 Activities &amp; Outputs</th>
<th>Summary Budget of Year 3 Activities &amp; Outputs</th>
<th>Expected Outcome(s)</th>
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</thead>
<tbody>
<tr>
<td>TBD</td>
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</table>

\(^2\) 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).
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.

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.

- 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.
V-A1. Activities to address identified gaps, disparities, and misalignments in meeting size criteria by CTE Program/POS and subrecipients

<table>
<thead>
<tr>
<th>PROGRAM/POS</th>
<th>GAP / DISPARITY / MISALIGNMENT</th>
<th>What changes can we make that will lead to improvements?</th>
<th>What do we want to achieve?</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBD</td>
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</tbody>
</table>
**V-A2a. 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**

- 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.

<table>
<thead>
<tr>
<th>PROGRAM/POS</th>
<th>Access-Participation-Outcomes</th>
<th>Scope &amp; Quality Criteria</th>
<th>Summary of Year 1 Activities &amp; Outputs</th>
<th>Summary of Year 2 Activities &amp; Outputs</th>
<th>Summary of Year 3 Activities &amp; Outputs</th>
<th>What changes can we make that will lead to improvements?</th>
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</table>

**V-A2b. 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

- 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.

---

3 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).
- 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.

<table>
<thead>
<tr>
<th>PROGRAM/POS</th>
<th>Access-Participation-Outcomes</th>
<th>Scope &amp; Quality Criteria</th>
<th>Summary of Year 1 Activities &amp; Outputs</th>
<th>Summary Budget of Year 1 Activities</th>
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<th>Summary Budget of Year 2 Activities</th>
<th>Summary of Year 3 Activities &amp; Outputs</th>
<th>Summary Budget of Year 3 Activities</th>
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</thead>
<tbody>
<tr>
<td>TBD</td>
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</tbody>
</table>

V-A3a. 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

- 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.
V-A3b. *Subrecipient-specific 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

- 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.

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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).
B. Consortia-Based Improvement Activities

Describe any consortium-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...

Consortium 1: TBD by June 2021.  

All of the above is contingent upon COVID-19 responses.
V-B1a. Consortium-Based Improvement Activities – Non-Professional Development

<table>
<thead>
<tr>
<th>Consortium</th>
<th>Included CTE Programs/POS</th>
<th>Involved Subrecipients</th>
<th>Summary of Year 1 Activities &amp; Outputs</th>
<th>Summary Budget of Year 1 Activities</th>
<th>Summary of Year 2 Activities &amp; Outputs</th>
<th>Summary Budget of Year 2 Activities</th>
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<th>Summary Budget of Year 3 Activities</th>
<th>Expected Outcomes</th>
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</table>

V-B1b. Consortium-Based Improvement Activities – Professional Development

<table>
<thead>
<tr>
<th>Consortium</th>
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<th>Involved Subrecipients</th>
<th>Summary of Year 1 Activities &amp; Outputs</th>
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^ 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).
C. Proposed CTE Program/POS Research & Development

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.

- **Description of CTE program/POS purpose**
- **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](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](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:
  o Identification of industry, workforce, or economic development need
  o The size, scope, and quality criteria in need of development
  o 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

  o 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.

  o 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

  o 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.

  o 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

  o 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/POS.

- **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

Education to Workforce Alignment

**EMSI State of Hawaii & County Level**

**FIPS**
- First we identify the regions of the data we want to utilize.
- Federal Information Processing System codes are used to determine the states and counties.
  - United States: 10
  - State of Hawaii: 13
  - Honolulu County: 1029

**NAICS**
- The North American Industry Classification System is used to identify industries, sub-industries, and companies.
- Various levels of the NAICS code can be utilized to filter data requests.
  - Sub-Sector: Agriculture, Fishing, Hunting
  - Sector: Manufacturing
  - Industry Group: Food and Kindred Products
  - Industry: Meat and Meat Product

**SOC**
- Classification of Instructional Programs (CIP) programs linked to the Hawaiian government.
- The U.S. Bureau of Labor Statistics and EMSI combine CIP codes to determine which degree level is associated with a particular occupation.
  - Each NAICS code is matched to one CIP code.
  - SOC codes are designed to be part of the CIP codes.

**SOC Pathways**
- A small sample of SOC codes is shown below.

**Health Sciences and Related Fields**
- SOC codes: 15, 29, 31, and 33
- 0000071: Animal Science
- 0000072: Fishery Science and Aquaculture
- 0100034: Medical Laboratory Technology
- 0100035: X-Ray Technology
- 0100036: Nuclear Technology
- 0100037: Radiation Therapy

**Health Care and Related Fields**
- SOC codes: 13, 20, 21, and 33
- These degrees are considered part of the health sciences and human services pathway.

**State & County Labor Data**
- County level data is used to determine the number of new and replacement positions which are available.
  - New positions = new job openings
  - Replacements = jobs that were not filled by new hires due to existing workers leaving the occupation
  - Excess = total openings - replacements

**Job Posting Analytics**
- EMSI data is used to determine if job openings and replacements are balanced based on the number of personnel projections.

**Skills Mapping**
- EMSI data is used to determine if new positions and replacements are aligned to degree programs.

**Compensation History**
- EMSI data is used to determine if new positions and replacements are aligned to degree programs.

**Aligned to Pathways**
- EMSI data is used to determine if new positions and replacements are aligned to degree programs.

**Job Titles**
- EMSI data is used to determine if new positions and replacements are aligned to degree programs.

**Companies Hiring**
- EMSI data is used to determine if new positions and replacements are aligned to degree programs.

All three alignments are working and will soon be integrated into ARPD. This data will allow better alignment of PLOS and SLOS to industry needs.

Available for licensing at https://hawaii.edu/talent/explore/pymap/
<table>
<thead>
<tr>
<th>Proposed CTE Program/POS</th>
<th>Purpose of CTE Program/POS</th>
<th>Summary of Year 1 Activity &amp; Outputs</th>
<th>Summary of Year 2 Activity &amp; Outputs</th>
<th>Summary of Year 3 Activity &amp; Outputs</th>
<th>What changes can we make that will lead to our desired outcome?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Random selection of CTE Programs/POS</td>
<td>TBD</td>
<td>Conduct research to determine post-COVID-19 industry needs and how the UHCC can meet those needs with new/existing CTE Programs/POS.</td>
<td>TBD</td>
<td>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.</td>
<td>TBD</td>
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</tbody>
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**V-C1b. Proposed CTE Program/POS Research & Development – Professional Development**

<table>
<thead>
<tr>
<th>Proposed CTE Program/POS</th>
<th>Purpose of CTE Program/POS</th>
<th>Summary of Year 1 Activity &amp; Outputs</th>
<th>Summary of Year 2 Activity &amp; Outputs</th>
<th>Summary of Year 3 Activity &amp; Outputs</th>
<th>Summary Budget of Year 3 Activities</th>
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6 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).
The purposes of the Hawai‘i Career Pathway System, Career & Technical Education (CTE) System, and Perkins V are aligned to serve individuals throughout the learning pathways.

- Lifelong learning and training for employment towards self-sufficiency and well-being as part of a competitively skilled workforce for employers and a thriving, sustainable Hawai‘i.

- High-quality grades 6-16 formal learning experiences paired with work-based learning experiences that provide all learners the knowledge, skills, and competencies to fully participate in, contribute to, and benefit from Hawai‘i’s economy and our communities.

- Strengthen CTE systems and systems capacities to continuously improve, innovate, and transform Hawai‘i’s programs and programs of study in grades 6-14 that ensure equitable access and outcomes for all learners in in-demand, high-skill, high-wage pathways.

The three primary goals for Perkins V-funded activities through the Local Applications are:

- Ensure students have equitable access to high-quality CTE programs—those programs that meet size, scope, and quality criteria in their design and delivery to achieve the desired educational and workforce outcomes.
- Increase participation and improve the equity of participation in high-quality CTE programs.
- Improve educational and workforce outcomes of CTE program participants and improve the equity of those outcomes.
SECTION I: CTE PROGRAMS/POS OFFERINGS & DESCRIPTIONS

- Program Design & Review Process

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, ...

Hawaii Department of Education (HIDOE) current transition year related to: Program Design and Review Process

- Expanding six pathways to 13 pathways in response to increasing school design and industry demands
- Contracting a consultant to produce standards and professional development opportunities for all courses within the 13 new pathways
- Offering two new pathways in SY20-21
  - Law and Public Safety
  - Education

HIDOE SY 2020-2021, SY 2021-2022, SY 2022-2023 Objectives

- In the absence of state approved processes and protocols HIDOE will develop a plan in SY 2020-2021 that includes the following:
  - A process to ensure CTE programs meet the criteria of in-demand and living wage; alignment with Hawaii Department of Business and Economic Development Emerging Industries Report, and the Hawaii Department of Labor and Industrial Relations HireNet Hot Jobs Report
  - A process that requires Pathway Advisory Councils to review annually that CTE programs utilize current industry standards (knowledge, skills and competencies)
  - A process for HIDOE and the University of Hawaii Community College (UHCC) system to align CTE pathways and programs
- Create Pathway Advisory Councils (PACs) in SY 2020-2021, SY 2021-2022 and SY 2022-2023 for 13 pathways. PAC members will consisting of:
  - Industry Professionals
  - Post-Secondary representatives
  - High School Principals
  - HIDOE CTE Staff
- Create teacher work-groups for 13 pathways in SY 2020-2021, SY 2021-2022 and SY 2022-2023
- Connect pathway continuum work among HIDOE, Office of the State Director of CTE (OSDCTE), Hawaii P-20 in SY 2020-2021, SY 2021-2022 and SY 2022-2023
- Establish partnerships for education and business, industry and community partners in SY 2020-2021, SY 2021-2022 and SY 2022-2023

- **Systematic Continuous Improvement & Evaluation Processes**

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

**HIDOE current transition year related to: Systematic Continuous Improvement & Evaluation**

Systematic continuous improvement and evaluation is an ongoing effort. To better meet the needs of schools with CTE programs, the HIDOE is implementing the following:

- CTE Coordinator meetings twice a year to receive feedback on how to improve and better support the school CTE program
- CTE District Resource Teacher meetings once a month to receive feedback on how to improve and better support the CTE work at the district level
- Pathway Advisory Councils for all current CTE Pathways to inform the HIDOE if pathways are current and relevant
- Teacher Workgroups for all current CTE Pathways to provide feedback to the HIDOE from the classroom perspective

**HIDOE SY 2020-2021, SY 2021-2022, SY 2022-2023 Objectives**

- Develop a system to roll out and gather feedback of the new pathways and programs in SY 2020-2021
- Increase from six CTE pathways to 13 pathways while gathering feedback to assess the readiness of schools in SY 2020-2021, SY 2021-2022 and SY 2022-2023
- Change from a two-course sequence to a four-course sequence program of study and monitor the impact on concentrators or program of study completion in SY 2020-2021, SY 2021-2022 and SY 2022-2023
- Embed industry recognized credentials in all 13 pathways and monitor the impact on concentrators or program of study completion in SY 2020-2021, SY 2021-2022 and SY 2022-2023
- Provide professional development for teachers on new pathways and programs in SY 2020-2021, SY 2021-2022 and SY 2022-2023
- Provide opportunities for schools to create their own specialized POS to meet their needs in SY SY 2020-2021, SY 2021-2022 and SY 2022-2023
- Create a system for pathway, programs and standards review in SY 2022-2023 which may include:
  - Program monitoring and data analysis to drive improvement and innovation
  - Evaluate pathways, programs and standards to keep up with industry needs
  - Evaluate the effectiveness of current CTE programs in our high schools
    - CTE Concentrators vs Non-CTE Concentrators
    - Rural Schools vs Urban Schools
    - Title 1 Schools vs Non-Title 1 Schools
C. Management Plan for CTE Program/POS Intervention

Describe the Eligible Recipient'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.

**HIDOE current transition year related to: Management Plan for CTE Program/POS Intervention**

There currently isn’t available disaggregation of data for special populations who access CTE programs and their performance compared to those not enrolled in CTE. In the absence of this data, HIDOE will develop a plan to disaggregate the data for special populations in SY 2020-2021.

**HIDOE SY 2020-2021, SY 2021-2022, SY 2022-2023 Objectives**

- Identify and analyze data to determine which special populations require greater access and what performance gaps exist in courses compared with non-special population students. Schools may be tasked to submit a self-study report of their special populations demographic in CTE. This initiative will start in SY 2020-2021 and may include the following data points:
  - Special population access
  - Special population participation
  - Special population outcomes

- Create systems of support for programs with challenges making progress with special populations based on identifiable gaps and disparities in SY 2020-2021, SY 2021-2022 and SY 2022-2023. Based on the identified gaps some interventions may include:
  - Develop professional capacity and standards in curriculum designed for special populations
  - Provide resources for special populations based on the new Perkins V legislation and HIDOE Promise Plan
  - Advocate for and promoting professional relationships with other agencies, organizations, and institutions that support special populations
  - Provide professional development opportunities to support workplace readiness and technical skills for special populations

- Strengthen the continuum of pathways to promote student choices and sustain PD support by the state office as a focus area in SY 2020-2021, SY 2021-2022 and SY 2022-2023.

D. Systemic Opportunities to Gain Post Secondary Credits While Still Attending High School
This section...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.”

HIDOE current transition year related to: Systemic Opportunities to Gain Post Secondary Credits While Still Attending High School
- HIDOE has an established Early College program in place, which is closely tied to the CTE program of study in some high schools
- The CTE program of study recognizes the dual credit articulation of agreement which allows qualified high school teachers to teach courses that meet community college credit requirements
- The Running Start program allows a high school student to earn dual credit while attending classes at a community college

HIDOE SY 2020-2021, SY 2021-2022, SY 2022-2023 Objectives
- Partner with UHCC to expand course offerings for dual credit, starting in SY 2020-2021
- Identify and incorporate dual credit courses in the 13 pathways starting in SY 2021-2022

E. Current CTE Program/POS Offerings & Descriptions

This section...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.”

HIDOE current transition year related to: Current CTE Program/POS Offerings and Descriptions

HIDOE contracted a consultant to recommend a new CTE Pathway and POS structure to meet the requirements of Perkins V which has resulted in the following:
- Expand the current six pathways to 13 pathways in response to school design and industry demands
- Analyze appropriate state and regional economic and workforce data through state agencies to create relevant CTE pathways and programs
- Develop rigorous statewide industry standards for pathway programs
- Facilitate professional development on pathway programs and accompanying statewide industry standards
- Develop CTE equipment lists for CTE pathway programs
- Develop CTE educator licensing, endorsements, and certifications for new CTE pathways and programs
• Develop a list of CTE industry-recognized certifications supportive of pathways
• Develop work-based learning program supports and professional development on work-based learning program
• Facilitate professional development on work-based learning programs
• Review vertical alignment of HIDOE and UHCC CTE programs
• Develop recommendations of course standards to bridge secondary/postsecondary credit attainment

All HIDOE CTE Programs/POS align careers in current or emerging occupations and post secondary education. Standards are evaluated by pathway advisory councils that include post secondary and industry representatives.

Data sources that align CTE Programs/POS to regional economic development and workforce demand:
https://uhcc.hawaii.edu/career_explorer/occupations/datasource.php
https://www.biwi.org/gsipub/documentview.aspx?enc=5RFewuqjlyp/6GJLeOkqsp00evwsBV8305jbMYrxjys
https://www.biwi.org/admin/gsipub/htmlarea/uploads/LTIP%202016-26-HonCtyMsa.xls
https://www.biwi.org/admin/gsipub/htmlarea/uploads/LTIP%202016-26-HawCty.xlsx
https://www.biwi.org/admin/gsipub/htmlarea/uploads/LTIP%202016-26-MauMsa.xls
https://www.biwi.org/admin/gsipub/htmlarea/uploads/LTIP%202016-26-KauCty.xls
HIDOE is developing an alignment sheet for every CTE POS. The sheet encompasses many attributes that are in the table template provided. See below for the draft sample alignment sheet.

### EDUCATION

#### LEARNING SUPPORT PROFESSIONALS

#### PROGRAM OF STUDY

<table>
<thead>
<tr>
<th>Required CTE course</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations of Learning Support Professionals (1 cr)</td>
<td>Learning Support Professionals 1 (1 cr)</td>
<td>Learning Support Professionals 2 (1 cr)</td>
<td>Learning Support Professionals 3 (1 cr) and/or Learning Support Professionals Work Based Learning</td>
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<table>
<thead>
<tr>
<th>Course 1</th>
<th>9th Grade</th>
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<th>11th Grade</th>
<th>12th Grade</th>
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</thead>
<tbody>
<tr>
<td>English 1/ Language Arts I (1 cr)</td>
<td>English 2/ Language Arts II (1 cr)</td>
<td>Expository Writing (.5 cr) + Common Core aligned language arts elective or proficiency based equivalents with Emphasis on Writing (.5 cr)</td>
<td>Common Core aligned Language Arts electives or proficiency based equivalents (1 cr)</td>
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</table>

<table>
<thead>
<tr>
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<th>12th Grade</th>
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<tbody>
<tr>
<td>World History and Culture (1 cr)</td>
<td>U.S. History and Government (1 cr)</td>
<td>Modern History of Hawaii (5 cr)</td>
<td>Participation in a Democracy (5 cr)</td>
<td>Psychology (0.5) &amp; Social Studies elective (e.g., Sociology/Anthropology) (0.5 cr)</td>
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</table>

<table>
<thead>
<tr>
<th>Course 3</th>
<th>9th Grade</th>
<th>10th Grade</th>
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<th>12th Grade</th>
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</thead>
<tbody>
<tr>
<td>Algebra 1 (1 cr)</td>
<td>Geometry (1 cr)</td>
<td>Mathematics basic elective-Algebra 2 (1 cr)</td>
<td>Mathematics elective - Recommend a 4th year of Math (1 cr)</td>
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<table>
<thead>
<tr>
<th>Course 4</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science basic elective (e.g., physical science) (1 cr)</td>
<td>Biology 1 (1 cr)</td>
<td>Science elective-Chemistry (1 cr)</td>
<td>Science elective - Recommend a 4th year of science - Human Physiology (1 cr)</td>
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<table>
<thead>
<tr>
<th>Course 5</th>
<th>9th Grade</th>
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<th>11th Grade</th>
<th>12th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) PE Lifetime Fitness (.5 cr) + PE Elective (.5 cr)</td>
<td>2) Health Today and Tomorrow (.5 cr)</td>
<td>3) Personal Transition Plan (.5 cr)</td>
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<table>
<thead>
<tr>
<th>Course 6</th>
<th>9th Grade</th>
<th>10th Grade</th>
<th>11th Grade</th>
<th>12th Grade</th>
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</thead>
<tbody>
<tr>
<td>Specialized Elective (e.g., World Languages, Fine Arts)</td>
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<table>
<thead>
<tr>
<th>Career and Technical Student Organizations</th>
<th>Work-Based Learning</th>
<th>Industry Recognized Certifications</th>
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</thead>
<tbody>
<tr>
<td>FCCLA</td>
<td>WBL awareness and exploration activities embedded in each course: guest speakers, informational interviews, and workplace visits, exchange with professionals and job shadowing.</td>
<td>Link here</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>High Wage - High Skill - High Demand Careers</th>
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</thead>
<tbody>
<tr>
<td>School Psychologists, Social Workers, Counselors, Program Advisors, Career Counselors/Advisors, Career and Employment Placement Counselors, Speech Language Pathologists and Audiologists.</td>
</tr>
<tr>
<td>Explore more careers at <a href="https://uhcc.hawaii.edu/career_explorer/">https://uhcc.hawaii.edu/career_explorer/</a></td>
</tr>
</tbody>
</table>
Below is HIDOE’s current six CTE Pathways and related POSs.

### Hawaii Department of Education Career Technical Education

#### 6 Pathways 2020-2021

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Career Technical Education Program (P)</th>
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<tbody>
<tr>
<td></td>
<td>Programs of Study (POS)</td>
</tr>
<tr>
<td><strong>Arts, Creative Media, and Communications</strong></td>
<td>Core foundation course for all Arts, Creative Media and Communications programs and programs of study.</td>
</tr>
<tr>
<td></td>
<td>Fashion Design (P)</td>
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<tr>
<td></td>
<td>Digital Media Technology (P)</td>
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<td>Animation (P)</td>
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<td>Broadcast Media (P)</td>
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<td></td>
<td>Gaming (P)</td>
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<td>Web Design (P)</td>
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<tr>
<td></td>
<td>Graphic Design (P)</td>
</tr>
<tr>
<td><strong>Business, Marketing, and Finance</strong></td>
<td>Core foundation course for all Business, Marketing and Finance programs and programs of study.</td>
</tr>
<tr>
<td></td>
<td>Accounting (P)</td>
</tr>
<tr>
<td></td>
<td>Business Law (P)</td>
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<td>Finance (P)</td>
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<tr>
<td></td>
<td>Business Principles and Management (P)</td>
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<td></td>
<td>Human Resources Management (P)</td>
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<td></td>
<td>Travel Industry Management (P)</td>
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<tr>
<td>Marketing Principles and Applications (P)</td>
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<tr>
<td>Retail Marketing and Merchandising I (P)</td>
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<tr>
<td>Office and Administrative Technologies (P)</td>
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<tr>
<td>Entrepreneurship</td>
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</tbody>
</table>

This course can be used to provide an entrepreneurship experience for students in all programs.

<table>
<thead>
<tr>
<th>Health Science and Services</th>
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</thead>
<tbody>
<tr>
<td>Core foundation course for all Health Sciences and Services programs and programs of study.</td>
</tr>
<tr>
<td>Clinical Health (P)</td>
</tr>
<tr>
<td>Emergency Medical Services (P)</td>
</tr>
<tr>
<td>Health Informatics (P)</td>
</tr>
<tr>
<td>Nurse’s Aide Training (P)</td>
</tr>
<tr>
<td>Nutrition (P)</td>
</tr>
<tr>
<td>Medical Biotechnology (P)</td>
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</tbody>
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<thead>
<tr>
<th>Industrial and Engineering Technology</th>
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</thead>
<tbody>
<tr>
<td>Core foundation course for all Industrial and Engineering Technology programs and programs of study.</td>
</tr>
<tr>
<td>Building and Construction (PS)</td>
</tr>
<tr>
<td>Electricity and Electronics (P)</td>
</tr>
<tr>
<td>Design Technology (P)</td>
</tr>
<tr>
<td>Engineering Technology (PS)</td>
</tr>
<tr>
<td>Electronic Technology (P)</td>
</tr>
<tr>
<td>Automotive Body Repair and Refinishing (P)</td>
</tr>
<tr>
<td>Metals Technology (P)</td>
</tr>
<tr>
<td>Automotive Technology (P)</td>
</tr>
<tr>
<td>Agriculture, Food Innovation and Natural Resources</td>
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<thead>
<tr>
<th>Public Human Services</th>
<th>Core foundation course for all Public Human Services programs and programs of study.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Culinary (PS)</td>
</tr>
<tr>
<td></td>
<td>Baking and Pastry Arts (PS)</td>
</tr>
<tr>
<td></td>
<td>Hotel Operations (PS)</td>
</tr>
<tr>
<td></td>
<td>Hospitality and Tourism Service (PS)</td>
</tr>
</tbody>
</table>
### HIDOE SY 2020-2021, SY 2021-2022, SY 2022-2023 Objectives

- Developing a system to roll out new pathways and programs during SY 2020-2021, SY 2021-2022 and SY 2022-2023.
- Increasing from six CTE pathways to 13 pathways
- Seeking representatives from industry, workforce development, and community-based organizations to serve in program advisory councils to review, and/or development programs for all pathways in SY 2020-2021, SY 2021-2022 and SY 2022-2023.

### Draft 13 Pathways and POS

<table>
<thead>
<tr>
<th>HI Career Pathway</th>
<th>CTE Program of Study (POS)</th>
<th>CTE POS: Course Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Level I</td>
</tr>
<tr>
<td>Advanced Manufacturing</td>
<td>Automation and Robotics Technology</td>
<td>Foundations of Manufacturing</td>
</tr>
<tr>
<td>Advanced Manufacturing</td>
<td>Welding</td>
<td>Foundations of Manufacturing</td>
</tr>
<tr>
<td>Advanced Manufacturing</td>
<td>Electro-Mechanical Technology</td>
<td>Foundations of Manufacturing</td>
</tr>
<tr>
<td>Agriculture, Food, and Natural Resources</td>
<td>Animal Systems</td>
<td>Foundations of Agriculture, Food, and Natural Resources</td>
</tr>
</tbody>
</table>

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**Hospitality Career and Customer Service Skills (PS)**

**Early Childhood Education (P)**

**Elementary Education (P)**

**Secondary Education (P)**
<table>
<thead>
<tr>
<th>HI Career Pathway</th>
<th>CTE Program of Study (POS)</th>
<th>CTE POS: Course Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td>Level I</td>
</tr>
<tr>
<td>Building and Construction</td>
<td>Mechanical, Electrical, and Plumbing (MEP) Systems</td>
<td>Foundations of Construction</td>
</tr>
<tr>
<td>Building and Construction</td>
<td>Residential and Commercial Construction</td>
<td>Foundations of Construction</td>
</tr>
<tr>
<td>Cultural Arts, Media, and Entertainment</td>
<td>Digital Design</td>
<td>Foundations of Creative Media</td>
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<tr>
<td>Cultural Arts, Media, and Entertainment</td>
<td>Fashion and Artisan Design</td>
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<td>HI Career Pathway</td>
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<td>CTE POS: Course Sequence</td>
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<tr>
<td>Cultural Arts, Media, and Entertainment</td>
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<td>Digital Video Technology</td>
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<td>Business Management, Finance, and Marketing</td>
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<td>Entrepreneurship 1</td>
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<td>Business Management, Finance, and Marketing</td>
<td>Financial Management</td>
<td>Principles of Finance and Economics</td>
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<td><strong>Energy</strong></td>
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<td>CTE POS: Course Sequence</td>
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<td>Hospitality,</td>
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F. Special Populations Learn About CTE Program/POS Opportunities

Describe of how students, including students who are members of special populations, will learn about the CTE programs/POS offered.

HIDOE current transition year related to: Special Populations Learn About CTE Program/POS Opportunities

- SY19-20 funding to districts with criteria of use for special populations
- Career counseling for all students including special populations
- School level registration guides and handbooks for all students including special populations
HIDOES SY 2020-2021, SY 2021-2022, SY 2022-2023 Objectives

- Develop a plan with the help of the Office of Student Support Services to educate special population about CTE POS opportunities in SY 2020-2021
- Create a new pathways and programs handbook for the 13 pathways in SY 2022-2023
- Meet with District Resource teachers and Coordinators to address special populations in SY 2020-2021, SY 2021-2022 and SY 2022-2023
- Explore ways that funds can be used for special populations in SY 2020-2021, SY 2021-2022 and SY 2022-2023
- Provide professional development for a school career advising program at the high school level in SY 2020-2021, SY 2021-2022 and SY 2022-2023
- Create a registration packet for each pathway in SY 2020-2021, SY 2021-2022 and SY 2022-2023.
  The registration packet will include the following:
  - ACCN list
  - Program of study alignment sheet
  - Highly qualified teacher requirements
  - Standards for each program of study
  - Pathway marketing materials

G. Non-Discrimination of Members of Special Populations

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.

HIDOES current transition year related to: Non-Discrimination of Members of Special Populations

- Students are protected against discrimination by Hawaii State Board of Education (BOE) Policy 305.10, ANTI-HARASSMENT, ANTI-BULLYING, AND ANTI-DISCRIMINATION AGAINST STUDENT(S) BY EMPLOYEES
- The following BOE policies also address special populations access to education. 105-12 Special Education and Related Service, 105-13 Inclusion, 105-16 English Learners, 900-4 Gender Equity, and 900-5 Rights of Students Who Are Deaf, Hard-of-Hearing, or Deaf-Blind
- There are also federal laws that address special populations access to education such as the Individuals with Disabilities Education Act (IDEA) and the Every Student Succeeds Act, (ESSA) that addresses Students with Disabilities, Migrant Youth, Students in Foster Care, English Language Learners, and Homeless Youth

HIDOES SY 2020-2021, SY 2021-2022, SY 2022-2023 Objectives

- Ensure special population students have access to all programs of study in SY 2020-2021, SY 2021-2022 and SY 2022-2023
- Provide PD on BOE policies and federal laws in SY 2020-2021, SY 2021-2022 and SY 2022-2023
- Inform CTE coordinators of the annual notice on discrimination. See link below. [link]
- Develop a plan in SY 2020-2021 to provide students of special populations across all grade levels with equitable access to career pathway programs, through a state-of-the-art career advising program, utilization of online learning through the HIDOE e-school, as well as industry-supported academic pathway designs

SECTION II: CTE SYSTEM COORDINATION & SUBCOMMITTEES

The purpose of these subcommittees (and their associated working groups) is to primarily serve as coordinating and learning hubs for the Eligible Agency and the Eligible Recipients. The activities to be pursued by these subcommittees are to: identify the work to be done to address those needs identified in the Comprehensive Local Needs Assessment; identify where there are opportunities to coordinate, collaborate, and partner between the Eligible Recipients and other CTE system stakeholders; articulate intentional strategies while identifying and addressing any barriers to get the work done; and learn from the pursued activities and make adjustments based on what is learned to further continuous and continual improvement of Hawai‘i’s CTE programs/POS.

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.

HIDOE transition year initiatives related to: Sectors & Pathways - Program Quality Subcommittee

These are the program quality areas subcommittee members will address.
- Continual improvement of the CTE system and the quality of design and delivery of CTE programs/POS (size, scope, and quality components) such that the academic and technical skills of students participating in CTE programs/POS are improved, including the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE 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) (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
- Prepare CTE participants for non-traditional fields
• Provide equal access for special populations to career and technical education courses, programs, and programs of study
• Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations
• Create working group(s) to address:
  o Counseling and Advising
  o Work-Based Learning
  o Employability/Transferable Skills
• HIDOE subcommittee members may include the following:
  o Counseling and Advising
    • Assistant Superintendent of the Office of Student Support Services
    • Director of Student Services Branch
    • Administrator of Student Support Section
    • Educational Specialist, Transition
  o Work-based Learning
    • Assistant Superintendent of the Office of Curriculum and Instructional Design
    • Director of the Curriculum Innovation Branch
    • Administrator, Career Readiness Team
    • CTSO Educational Specialist
  o Employability/Transferable Skills
    • Assistant Superintendent of the Office of Student Support Services
    • Assistant Superintendent of the Office of Curriculum and Instructional Design
    • Director of Student Services Branch
    • Director of the Curriculum Innovation Branch
    • Director of the Exceptional Support Branch
    • Administrator of Special Education
    • Administrator of Student Support Section
    • Administrator of Career Readiness Team
    • Transition Educational Specialist
    • CTE CTSO Educational Specialist
    • RTI Educational Specialist
    • Academic Support Educational Specialist

HIDOE SY 2020-2021, SY 2021-2022, SY 2022-2023 Objectives
• Once the subcommittee has been established, 3 year objectives will be created.
B. Human Capital Subcommittee

Provide a list of individuals associated with the Eligible Recipient who will participate on the Perkins V Human Capital 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.

This subcommittee is concerned with the development and enhancement of the CTE educator (teachers, instructors, and counselors) pipeline and the ongoing professional development and capacity building of leadership, educators, and other professionals engaged in the design and delivery of quality CTE programs/POS. There are two working groups associated with this subcommittee—pipeline development and enhancement and leadership; and educator professional development and capacity-building.

HIDOE Transition Year Initiatives Related to Human Capital Subcommittee

These are the human capital areas subcommittee members will address.

- Create working groups for the following areas:
  - Leadership and Educator Professional Development and Capacity Building
  - Pipeline Development and Enhancement

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.

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.

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.

The HIDOE working group members for Pipeline Development and Enhancement will address the following areas..
- Secondary education CTE teacher shortage, with strategies associated with alleviating this chronic and persistent problem as a statewide issue and one that is felt most acutely by small, rural, and remote high schools in the state

- TECC Membership
  - Work with the Teacher Education Coordinating Committee (TECC), an advisory committee to develop recommendations on matters of education of common interest to the HIDOE and the institutions of higher education in Hawai‘i
  - TECC may develop a report that could be shared with the BOE or other educational entities
  - Work with teacher education programs to identify, support, and cultivate innovative programs to increase the supply of qualified CTE instructors and career counselors
  - For instance, the education division at the University of Hawai‘i-West O‘ahu (UHWO) has expressed willingness to explore the feasibility to create an online secondary education program with concentrations/certifications in CTE. Similarly, UHWO has expressed interest in the design and development of a graduate-level program in school counseling with an emphasis on career advising and counseling.
  - Recommend that development of a educator workforce pipeline be a permanent part of the TECC agenda with emphasis on CTE teachers and counselors

- Current Strategies and Initiatives
  - Collaborate with Hawaii Teacher Standards Board (HTSB) and review CTE teacher licensing requirements and adjust as needed
  - Explore, design, and develop alternative teacher pathways and models to improve student access to quality CTE learning experiences
  - Assess training needs and skills gaps of CTE teachers, inventory current capacity for professional development and services, and identify high-priority areas to address
  - Build stronger networks between industry and education and training partners to identify high-priority skills gaps and in-demand sectors to inform CTE teacher professional development
  - Collaborate with the HSTB to expand CTE licensing opportunities
  - Early College CTE or dual credit CTE courses provide opportunities for students to learn from UHCC instructors with industry experience
  - Industry partnerships with the Hawaii Healthcare Association and Hawaii Pacific Health provides students opportunities to learn from UHCC faculty and industry partners
  - Dual Credit Articulated Program of Study for training HIDOE teachers through UHCC

- HIDOE Participants on the Pipeline Development and Enhancement Group
  - Possible HIDOE subcommittee members may include the following:
    - Assistant Superintendent of the Office of Talent Management
    - Director of the Office of Talent Management
    - Administrator of the Office of Talent Management
    - Educational Specialist of the Office of Talent Management
    - Principal
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.

The HIDOE working group members for Leadership and Educator Professional Development and Capacity-Building will address the following areas.

- Identify systemic professional development and capacity-building needs and systemic, systematic, and equitable strategies to remedy those needs, including those associated with design and delivery of scope components, quality criteria (e.g., LMI data, systematic continuous improvement methods), and civic infrastructure and culture. Consistent with the definition of professional development in the Every Student Succeeds Act, systematic professional development activities that are sustained (not stand-alone, one-day, or short-term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused, including induction and mentorship of new professionals to improve their effectiveness in impacting student outcomes.

- Develop opportunities for professional development training for CTE teachers, school counselors, and school administrators.

- Support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations.

- Collaborate with the HTSB to explore opportunities to pursue alternative certifications and expedited pathways for CTE teachers.

- HIDOE subcommittee members may include the following:
  - Assistant Superintendent of the Office of Curriculum and Instructional Design
  - Director of Instructional Service Branch
  - Executive Director of the Leadership Institute
  - Director of the Office of Talent Management Personnel Development Branch
  - CTE Educational Specialist
  - CTE District Resource Teacher
  - Principal

HIDOE SY 2020-2021, SY 2021-2022, SY 2022-2023 Objectives

- Once the subcommittee and working groups have been established, 3 year objectives will be created.
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.

HIDOE transition year initiatives related to: Policy Subcommittee

These are the policy areas subcommittee members will address.

- Policies that enable the design and delivery of high-quality CTE programs/POS.
- Policies that improve access to CTE programs, bolster inter-agency and public-private coordination, collaboration, and partnership; support continuous improvement and innovation and braiding of funds to improve Hawaii's Career Pathway System.
  - Note: In 2018, the WDC and HI-OSDCTE identified more than $101 million in state and federal program funds for workforce development in Hawaii and made that information available through a funding map (https://tinyurl.com/HIfundingmap)
- Policies that establish criteria as to what kinds of work-based learning activities constitute a quality CTE learning experience.
- Policies to support identification of multi-sector opportunities and strategies to expand access for special populations, including those students in rural, remote, and small schools and colleges where programmatic offerings and quality of programs may be impacted. Leveraging funding and resources can expand the availability and quality of CTE-related learning opportunities and access to all students.
- Policies to support coordination with the State CTE Coordinating Advisory Council and board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate. Policies that support the creation of pathways that explicitly addresses workforce and economic development needs associated with Hawaii. For instance, a Hawaii Pathway may include those occupations and occupational clusters associated with the study of climate change, climate change resilience, food and agriculture sustainability, clean energy, transportation and logistics, marine science, and entrepreneurism to help fuel the economic development and sustainability of the small business sector.
  - Several of these are in line with Governor Ige’s strategic priorities, including: education (NAICS 61); sustainable initiatives, including agriculture (NAICS 11), environment, and energy (NAICS 2211); housing and homelessness; health (NAICS 62); hospitality and tourism; effective, efficient, and open government, including construction, broadband expansion and improvement, infrastructure (e.g., driverless cars), early education classroom construction, and cybersecurity; and the business support of the military (NAICS 483).
- HIDOE subcommittee members may include the following:
  - Assistant Superintendent of the Office of Curriculum and Instructional Design
Board of Education Member

HIDOE SY 2020-2021, SY 2021-2022, SY 2022-2023 Objectives

• Once the subcommittee and working groups have been established, 3 year objectives will be created.

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.

HIDOE transition year initiatives related to: Quality Assurance & Continuous Improvement Subcommittee

These are the quality assurance and continuous improvement areas subcommittee members will address.

• Develop working groups for the following areas:
  o Monitoring, Evaluation, and Feedback
  o Data infrastructure, Reporting, and Use
  o Accountability


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.

The HIDOE working group members for Monitoring, Evaluation, and Feedback will address the following areas.

• Address project and fiscal management monitoring mechanisms to understand progress being made on proposed activities included in the Local Applications and inform adjustments and technical assistance to overcome barriers.
• Review information gained from systematic continuous improvement efforts and formal evaluations to understand what works, for whom, under what conditions.
• A system to capture student feedback on their CTE learning experiences and employer feedback on their needs and the quality of CTE completers to meet those needs.
• Address the need to monitor and track progress and provide indicators for course-correcting; and monitor implementation schedules (including expenditure schedules) and progress towards
process and outcome measures, including the Perkins V performance indicators included in the Consolidated Annual Report (CAR).

- Address the need for an evaluation system to gain increased understanding of what is and is not working), for whom, and under what conditions, and, more deeply, gain understanding of potential reasons why.
- Review and provide feedback on HIDOE’s and UHCC’s standards and assessments, academic and career technical content and work skills;
- A system to ensure continual feedback from stakeholders to gain better understanding of how well students’ learning experiences in CTE programs/POS served them, the experiences of employers and workforce partners participating in work-based learning activities, and the experiences of employers and workforce partners hiring new graduates who participated in CTE programs/POS.
- Improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations.
  - Note: The HI-OSDCTE invested in the development, deployment, and training of a CTE data application that reports participation and educational and workforce outcomes of HIDOE and UHCCS CTE programs/POS, including the participation and outcomes of special populations.
- Use of systematic continuous improvement & evaluation processes addressing needs identified in the Comprehensive Local Needs Assessment; size, scope, and quality requirements; and student outcomes, including those of special populations and other disparities (addressing equity goals).
- Systematic improvement plans articulating, at a minimum:
  - What improvements to be accomplished for the CTE program/POS
  - Outcome measures/metrics, including Perkins V performance & quality indicators or other state-approved indicators, to determine if changes are improvements
  - A theory of practice improvement to be used to guide improvement efforts, including change ideas and rationales of why changes are believed to lead to quality improvements, implementation schedules
  - Systematic methods of learning from monitoring and evaluation of improvement strategies and making at-least-annual adjustments to the Local Application
- HIDOE subcommittee members may include the following:
  - Director of the Policy, Innovation, Performance and Evaluation (PIPE) Branch
  - Administrator of School Transformation Branch
  - PIPE Institutional Analyst
  - CTE Educational Specialist
  - CTE District Resource Teacher
  - Principals
  - CTE Coordinator

2. 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.

The HIDOE working group members for Data Infrastructure, Reporting, and Use will address the following areas.

- Identify the data infrastructure, reporting, and use needs throughout the CTE system.
- Development of coordinated strategies that enhance the abilities of the entire CTE system to better collect, store, manage, and report valid, reliable, and timely data as part of the continual and continuous improvement of the CTE system and CTE programs/POS.
- Identify and address disparities or gaps in performance to focus improvement and innovation efforts.
- Analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan.
- Utilize data dashboards to identify performance associated with CTE program/POS offerings across the state and students’ participation (issues of access) and students’ achievement of educational and workforce outcomes (issues of success) across CTE programs/POS.
- Identify data collection and reporting requirements, including establishment of business rules.
  - Note: As the work-based learning operating definitions and data collections are developed, the HI-OSDCTE and HIDOE will use the percentage of CTE concentrators graduating from high school having attained postsecondary credits in relevant CTE programs/POS earned through a dual or concurrent enrollment program or another credit transfer agreement. With existing early college and dual credit programs in the state, high school students can access a variety of college coursework to earn postsecondary credits in relevant CTE programs/POS.
- Expand access to career and technical education for special populations. The HI-OSDCTE developed a data dashboard application, in partnership with the National Alliance for Partnerships in Equity (NAPE), that displays CTE program/POS participation and outcomes data at the statewide level and at the individual program delivery levels—secondary schools and community college campuses. These data dashboards display participation and outcomes data for all Perkins V special populations allowing the HI-OSDCTE and the HIDOE and UHCCS (and their subrecipients) to see systemic, systematic, and equity successes, improvements, and ongoing challenges, gaps, and disparities that exist across CTE programs/POS and within CTE programs/POS by offerings across secondary schools and community college campuses.
- Use of State, regional, or local labor market data to determine alignment of eligible recipients’ programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate.
  - The HI-OSDCTE requires as part of its size, scope, and quality criteria for Perkins funding eligibility that CTE program/POS offered by the HIDOE and UHCCS demonstrate, at a statewide level, their alignment to the needs of the State, including
in-demand industry sectors and occupations identified by the State Workforce Development Board or the county-level workforce development boards using valid and reliable LMI. Additionally, the economic development priorities of the Governor serve as in-demand industry sectors and occupations. As an example, the Hawai‘i Career Explorer website (https://uhcc.hawaii.edu/career_explorer/) includes the occupations with the highest projected annual openings at a statewide level on its homepage, data demonstrating “in-demand” and average salaries for several occupations and occupational clusters. The expectation is that the HIDOE and UHCCS present valid and reliable labor market information similar to those included in Hawai‘i Career Explorer, in consultation with the State and/or County Workforce Development Boards, for each of their CTE programs/POS at a statewide level. Additionally, the HIDOE and UHCCS must demonstrate the alignment of CTE program/POS offerings by their subrecipients (secondary schools and community college campuses) to the in-demand sectors and occupational needs in the state, regional (county), or local economies.

- HIDOE subcommittee members may include the following:
  - Data Governance Data Quality Institutional Analyst
  - Longitudinal Data System Instructional Analyst
  - CTE Educational Specialist
  - CTE District Resource Teacher
  - Principal
  - CTE Coordinator

3. 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.

The HIDOE working group members for Accountability Working Group will address the following areas.

- Identify issues related to requirements.
- Identify CTE programs/POS that have not demonstrated significant improvements in closing gaps and disparities between special populations and non-special population students.
- Explore additional measures and metrics (and operating definitions) beyond federal reporting requirements related to access, participation, and educational and workforce outcomes that provide meaningful information.
- Address equal access to approved career and technical education programs of study and activities assisted under this Act for special populations.
  - Through the availability of CTE system data via the state’s newly developed data reporting application, the HI-OSDCTE and the HIDOE and UHCCS are able to monitor the availability of CTE program offerings across the state and the accessing of those CTE programs by students, including by Perkins-specified special populations.
• Identify disparities, misalignments, or inequities in program offerings and program participation (issues of access) and program achievement of educational and workforce outcomes (issues of success), particularly those associated as being part of Perkins V-identified special populations. Based on these identified gaps, the HIDOE and UHCCS will be required to create systematic improvement strategies to be pursued through the term of the Local Application.

• HIDOE subcommittee members may include the following:
  o Administrator of Accountability
  o Accountability Evaluation Specialist
  o Office of Curriculum and Instructional Design Career Readiness Team Administrator
  o CTE Educational Specialist
  o CTE District Resource Teacher
  o Principal
  o CTE Coordinator

HIDOE SY 2020-2021, SY 2021-2022, SY 2022-2023 Objectives

• Once the subcommittee and working groups have been established, 3 year objectives will be created.

SECTION III: IDENTIFICATION OF CTE SYSTEM NEEDS

A. Statewide Comprehensive Local Needs Assessment

Describe 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.

B. Data Infrastructure and Data Use

Identify 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.

HIDOE will develop a real time data infrastructure to enhance the existing previous school year data reports to determine what CTE programs high schools are offering and if these programs align with the Labor Market Information (LMI) of Hawaii. The data will determine whether all students have equal access to the courses, which students participate in each course and do students go on to post-secondary or are employed after graduation. This also includes data on special populations (disaggregated) and their relationship to CTE courses and programs. The LMI alignment will need a field in the current data structure to indicate the value of a CTE program in relation to a school’s location.

The infrastructure could be the Longitudinal Education Information system or LEI system being developed by the HIDOE Data Governance Office. An additional position in the Data Governance Office that supports CTE data requirements will ensure the necessary efforts are progressing. Additional data elements such as work-based learning, industry recognized credentials and dual credit will need to be added as well.

HIDOE Transition Year Initiatives Related to: Data Infrastructure and Data Use

HIDOE will develop, create and assess a system for collecting, analyzing and reporting of system wide data to drive decision making on all levels for CTE. These are the current initiatives that were implemented during the transition year.

- Contracted a consultant to analyze appropriate state and regional economic and workforce data to recommend new CTE Pathways and POS.
- Contracted the National Alliance for Partnerships in Equity (NAPE) to create a dashboard to better understand equity gaps and to support the process of program improvement.
• Offered professional development on the Hawaii Career Explorer website for schools and districts to analyze labor marking information and in demand occupations. 
https://ulcc.hawaii.edu/career_explorer/

• Provided data to schools based on CTE pathways offered, Perkins indicators performance and number of CTE concentrators; see the sample monitoring report below with the school’s data elements provided.

CTE Perkins Monitoring Report

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<td>IET</td>
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<td>Natural Resources</td>
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<td>Public &amp; Human Services</td>
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<table>
<thead>
<tr>
<th>Concentrators SY 18-19</th>
<th>M</th>
<th>F</th>
<th>Total</th>
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<tbody>
<tr>
<td></td>
<td>88</td>
<td>86</td>
<td>174</td>
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<table>
<thead>
<tr>
<th>Number of CTE Off-Ratio Teachers</th>
<th>Quantity</th>
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<tr>
<td></td>
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<table>
<thead>
<tr>
<th>CTE Off-Ratio teacher position usage as a CTE coordinator</th>
<th>YES</th>
<th>NO</th>
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<table>
<thead>
<tr>
<th>CTE Off-Ratio teacher position coordinates CTE OYP &amp; EOY Plan.</th>
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<thead>
<tr>
<th>Performance Indicators</th>
<th>State Target</th>
<th>School Proficiency</th>
<th>District Proficiency</th>
<th>State Proficiency</th>
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<tr>
<td>1S1 Attainment of</td>
<td>62.50%</td>
<td>74.71%</td>
<td>69.11%</td>
<td>58.00%</td>
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<tr>
<td>Academic Skills - E LA</td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>1S2 Attainment of</td>
<td>35.25%</td>
<td>54.02%</td>
<td>56.19%</td>
<td>47.51%</td>
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<tr>
<td>Academic Skills - Math</td>
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<td>2S1 Technical Skill</td>
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<td>NA</td>
<td>NA</td>
<td>NA</td>
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<td>Attainment</td>
<td></td>
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<td>3S1 School Completion</td>
<td>96.00%</td>
<td>100.00%</td>
<td>99.63%</td>
<td>99.28%</td>
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<td>4S1 Graduation Rate</td>
<td>99.00%</td>
<td>97.13%</td>
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<td>97.96%</td>
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<td>5S1 Placement</td>
<td>100.00%</td>
<td>57.47%</td>
<td>62.60%</td>
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<tr>
<td>6S1 Non-Traditional</td>
<td>38.75%</td>
<td>13.48%</td>
<td>11.39%</td>
<td>11.75%</td>
</tr>
<tr>
<td>Participants</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6S2 Non-Traditional</td>
<td>39.75%</td>
<td>33.33%</td>
<td>29.24%</td>
<td>30.98%</td>
</tr>
<tr>
<td>Concentrators</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Perkins Consolidated Annual Report SY 18-19</th>
<th></th>
</tr>
</thead>
</table>

31
HIDOE SY 2020-2021, SY 2021-2022, SY 2022-2023 Objectives

- Develop a system for collecting, analyzing and reporting system wide data to drive decision making on all levels for CTE. The planning process will occur during SY 2020-2021.
- Explore ways to utilize the LEI system and the NAPE dashboard to identify gaps in special populations in SY 2020-2021.
- Provide professional development for schools and districts on the use of the NAPE dashboard in SY 2020-2021.

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 V of this Local Application.

Access: As measures of access, identify any gaps, disparities, or misalignments associated with:

- 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

Participation: As measures of participation, identify 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
- Work-based learning at the Preparation and Training levels.
Educational and workforce outcomes: As measures of participation, identify 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

HIDOE transition year initiatives related to: Identified gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes, with emphasis on special populations, across the CTE system.

HIDOE will develop a system for collecting, analyzing and reporting of system wide data to identify gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes, with emphasis on special populations, across the CTE system.

Data is collected for some of the targeted areas and listed below but is not available in the form of reports to be analyzed.

- Proficiency in English/Language Arts, Math, and Science (Data collected);
- CTE course outcomes (GPA) (Data not collected);
- Concentrator/Completer status (Data collected);
- Postsecondary credits earned (in CTE and non-CTE courses) (Data not collected);
- Transferable skills attainment (Data not collected);
- Graduation rate of concentrators/completers (on-time rate and more) (Data collected);
- Postsecondary matriculation;
  - Non-credit program (Data not collected);
  - Credit-earning program (CTE and non-CTE) (Data not collected);
- Workforce placement (Data not collected);
- Graduates feedback (Data not collected);
- Employer feedback (Data not collected);
• Other education and workforce outcomes used by the Eligible Recipient.

These are the current initiatives that were implemented during the transition year.
• HIDOE contracted a consultant to recommend new CTE Pathways and POS and carry out the following activities in developing the recommendations:
  o Analyze appropriate state and regional economic and workforce data through state agencies to align with in-demand, living-wage occupations/occupational clusters, statewide and at the county level
  o Develop recommendations for rigorous statewide industry standards for pathway programs to prepare students for postsecondary or workforce placement.
  o Professional development on pathway programs and accompanying statewide industry standards to make sure teachers can deliver high quality content and curriculum for students.
• Contracted the National Alliance for Partnerships in Equity (NAPE) to create a dashboard to better understand equity gaps and to support the process of program improvement
• Offered professional development to schools and districts on the Hawaii Career Explorer website to analyze labor market information and in-demand occupations https://uhcc.hawaii.edu/career_explorer/
• Provided data to schools based on CTE pathways offered, Perkins indicators performance and number of CTE concentrators; see the sample monitoring report below with the school’s data elements provided

CTE Perkins Monitoring Report

<table>
<thead>
<tr>
<th>School:</th>
<th>Aloha High School</th>
<th>School Year:</th>
<th>Date of Monitoring:</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Monitoring Team Members</th>
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<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>-------------------------</td>
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<tr>
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<table>
<thead>
<tr>
<th>School Enrollment SY 18-19 (LDS)</th>
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</thead>
<tbody>
<tr>
<td>Pathway (Concentrators)</td>
<td>M</td>
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<tr>
<td>Arts &amp; Communication</td>
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<td>17</td>
<td>37</td>
</tr>
<tr>
<td>Business</td>
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<td>4</td>
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<tr>
<td>Health</td>
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<table>
<thead>
<tr>
<th>Perkins Consolidated Annual Report SY 18-19</th>
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<tbody>
<tr>
<td>Performance Indicators</td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td>151 Attainment of Academic Skills - ELA</td>
</tr>
<tr>
<td>152 Attainment of Academic Skills - Math</td>
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HIDOE SY 2020-2021, SY 2021-2022, SY 2022-2023 Objectives

- Develop a system for collecting, analyzing and reporting system wide data to identify gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes, with emphasis on special populations, across the CTE system. The planning process will occur during SY 2020-2021.
- Utilize the NAPE dashboard to identify gaps in special populations. Also provide professional development for schools and districts on the use of the NAPE dashboard in SY 2020-2021.
- HIDOE has contracted a consultant to assist in the rollout of new CTE Pathways and POS in SY 2020-2021 that includes the following focus areas:
  - Review of CTE educator licensing, endorsements, and certifications to align with education workforce outcomes
  - Recommended CTE industry-recognized certifications supportive of pathways to support students entering workforce or postsecondary
  - Provide work-based learning program supports and professional development to CTE teachers on the work-based learning program
  - Vertical alignment of HIDOE and UH CTE programs to support post secondary matriculation
  - Recommendations of course standards to bridge secondary/postsecondary credit attainment
D. Identified gaps, disparities, and misalignments in meeting size criteria by CTE program/POS and subrecipients

Provide evidence 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.

HIDOE transition year initiatives related to: Identified gaps, disparities, and misalignments in meeting size criteria by CTE program/POS and subrecipients.

HIDOE will develop a system for collecting, analyzing and reporting of system wide data to identify gaps, disparities, and misalignments in meeting size criteria by CTE program/POS and subrecipients. These are the current initiatives that were implemented during the transition year.

- Contracted a consultant to recommend new CTE Pathways and POS and includes:
  - A recommended list of CTE equipment for programs
  - Professional development on programs and accompanying statewide industry standards which includes recommended teacher to pupil ratios
- Annual monitoring visits to schools that include recommendations for classroom size, industry standard technology and equipment, supplies and other materials needed to deliver a quality CTE program.
- Schools are allocated state funded CTE teaching positions that could be used to reduce teacher to student ratios for smaller class sizes.
- Schools create one year plans as a requirement for receiving Perkins funds which includes proposed purchases for industry-standard equipment and technology.

HIDOE SY 2020-2021, SY 2021-2022, SY 2022-2023 Objectives

- Develop a system for collecting, analyzing and reporting of system-wide data to identify gaps, disparities, and misalignments in meeting size criteria by CTE program/POS and subrecipients. The planning process will occur during SY 2020-2021.
- Continue to contract a consultant to assist in rolling out additional new CTE Pathways and POS in SY2020-2021 and includes:
  - Professional development on pathway programs and accompanying statewide industry standards which includes recommended teacher to pupil ratios
  - Vertical alignment of HIDOE and UH CTE programs including technology and space requirements
- Create work-based learning courses for each POS to increase professional to student ratio types of experiences in SY 2020-2021, SY 2021-2022 and SY 2022-2023.
- Create a long range planning to ensure size, scope and quality of CTE programs. The planning process will occur during SY 2020-2021.
Provide evidence of CTE professionals-to-pupil ratios not meeting recommended standards. Proposed remedies to be included in Section V.

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.

Access: As measures of access, identify any gaps, disparities, or misalignments associated 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

Participation: As measures of participation, identify any 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.

Educational and workforce outcomes: As measures of participation, identify any gaps, disparities, or misalignments within CTE programs/POS 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)
HI DOE transition year initiatives related to: Identified gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes, with emphasis on special populations, within CTE programs/POS and subrecipients.

HI DOE will develop a system for collecting, analyzing and reporting of system wide data to identify gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes, with emphasis on special populations, within CTE programs/POS and subrecipients.

These are the current initiatives that were implemented during the transition year.
- Contracted a consultant to recommend new CTE Pathways and POS which includes:
  - Recommendations for rigorous statewide industry standards for pathway programs to align with educational workforce outcomes
  - Professional development on pathway programs and accompanying statewide industry standards to prepare students for postsecondary or workforce placement

Data is collected for some of the targeted areas and listed below but is not available in the form of reports to be analyzed.
- Proficiency in English/Language Arts, Math, and Science (Data collected);
- CTE course outcomes (GPA) (Data not collected);
- Concentrator/Completer status (Data collected);
- Postsecondary credits earned (in CTE and non-CTE courses) (Data not collected);
- Transferable skills attainment (Data not collected);
- Graduation rate of concentrators/completers (on-time rate and more) (Data collected);
- Postsecondary matriculation:
  - Non-credit program (Data not collected);
  - Credit-earning program (CTE and non-CTE) (Data not collected);
- Workforce placement (Data not collected);
- Graduates feedback (Data not collected);
- Employer feedback (Data not collected);
- Other education and workforce outcomes used by the Eligible Recipient.

HI DOE SY 2020-2021, SY 2021-2022, SY 2022-2023 Objectives
- Develop a system for collecting, analyzing and reporting of system-wide data to identify gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes, with emphasis on special populations, within CTE programs/POS and subrecipients. The planning process will occur during SY 2020-2021.
• Continue to contract a consultant to assist in rolling out additional new CTE Pathways and POS in SY2020-2021 which includes:
  ○ Recommended CTE industry-recognized certifications supportive of pathways to align with in-demand, living wage occupations/occupational clusters
  ○ Work-based learning program supports and professional development on work-based learning programs
  ○ Vertical alignment of HIDOE and UH CTE programs to support post secondary matriculation
  ○ Recommendations of course standards to bridge secondary/postsecondary credit attainment

• Professional development to identify gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes, with emphasis on special populations which could occur in SY 2021-2022 and or SY 2022-2023.

LOCAL APPLICATION SECTION IV:
DEVELOPMENT OF THE CTE SYSTEM

The Comprehensive Local Needs Assessment identified the need for systematic and systemic development, integration, and delivery of CTE program/POS scope components as part of the design and delivery of high-quality CTE programs/POS. The Eligible Recipients are to articulate how the following scope components will be developed as frameworks and standards for the CTE system and how those frameworks and standards are integrated and operationalized into their CTE programs/POS over the next three years (2021-2023) consistent with the general expectations set forth in Perkins V.

A. CTE System Components – Counseling & Advising, Work-Based Learning, and Transferable Skills

For each of the following CTE system components, identify the individuals (and their roles within the CTE system) who will participate in the Career Counseling and Advising Working Group, the Work-Based Learning Working Group, and the Transferable Skills Working Group tasked with developing these CTE system components.

Counseling & Advising Working Group and Activities.
Describe 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).

**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.

“Sectors & Pathways - Program Quality” Subcommittee #2 will create criteria for identifying individuals who participate in the Career Counseling and Advising Work Group.

HIDOE Career Counseling and Advising Work Group members may include the following:

- Assistant Superintendent of the Office of Talent Management
- Director of the Office of Talent Management
- Administrator of the Office of Talent Management
- Educational Specialist of the Office of Talent Management
- Principal

**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.

- HIDOE will create a system for the design, development, and deployment of a systemic counseling and advising CTE system component. The planning process will occur during SY 2020-2021.
- HIDOE is acquiring an online College and Career Planning tool for grades 6-12. The planning tool will complement existing school efforts in college and career planning such as the Personal Transition Plan which is a graduation requirement.
- The GEAR UP grant 6 to 16 model, grade 6 to college completion, is being piloted in one HIDOE complex and three complex areas utilizing a middle school, high school and postsecondary vertically-aligned, comprehensive 6-16 college and career program that will provide counseling and support for students to explore career interests, develop their Personalized Transition Plans
(PTP), engage in work-based learning opportunities, transition successfully through the 6-16 pipeline, and eventually attain their career goals.

- Creation of CTE program sheets which provides a comprehensive description of pathway courses, aligned academic coursework, aligned industry standards, work-based learning experiences, industry recognized credentials, dual credit opportunities, associated CTE Student Organization, and alignment to postsecondary programs. CTE program sheets will be part of a counseling and advising CTE system.

**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.

HIDOE will create a process to engage with other Hawaii Career Pathway System partners. The planning process will occur during SY 2020-2021.

**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.

**HIDOE Proposed Outputs for Counseling and Advising in SY 2020-2021, SY 2021-2022 and SY 2022-2023**

- Create a process to engage with other Hawaii Career Pathway System partners.
- Provide students with multiple opportunities to engage in a career pathway.
- Increase access to Early College, dual-credit and Advanced Placement courses.
- Expand e-school CTE course offerings to provide students with a broad array of courses.
- Create a digital system for coordinating internships, apprenticeships and industry certificates for workforce readiness.
- Provide college and career counseling using realistic student-to-counselor ratios.
- Pilot middle school career exploration to prepare students for a pathway or program of study at their complex high school.
- An increase in CTE participants and concentrators.
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.

**Enabling Assumptions**

- College and career counseling will remain a priority for HIDOE.
- A Transitions Specialist position at the state level that focuses on career counseling for all high schools.
- Hawaii P-20 work in work-based learning, regional pathways, college and career readiness and transitions to postsecondary that are aligned with HIDOE.
- The HIDOE 2030 Promise Plan includes career counseling and advising strategies as a way to improve student outcomes.

**Possible Barriers**

- HIDOE is unsure how COVID-19 will affect the planning process and advancement of our goals for college and career counseling.
- Human resources constraints to implement all of the activities proposed in the application.
- Financial resources constraints due to the economic situation of the state of Hawaii.
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.

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.

HIDOE will engage in the design and development of a statewide counseling and advising framework in SY 2020-2021.

- Establish a Sectors & Pathways - Program Quality Subcommittee
  - Working Group to address Counseling and Advising
- Define design and development strategies and activities
- Propose outputs
- Create a timeline associated with proposed outputs
- Create operational definition
- Develop standards and expectations
- Create fiscal guidance
- Research existing counseling & advising frameworks within the Department
- Research other states counseling & guidance framework
- Form an advisory group to examine the functional application of the framework
- Form a work group to develop the framework

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.

HIDOE will prototype, pilot, test and adapt a counseling and advising framework in SY 2021-2022.

- Demonstrate the framework to the advisory group.
- Establish metrics to guide the evaluation of the framework.
- Identify schools to pilot and prototype the framework with financial support.
- Evaluating results at predetermined intervals.
- Revise and modify through phase 2.
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.

Provide professional development for school teams to implement the framework in SY 2022-2023.
- Determine the pre-work for schools to implement the framework
- Establish school readiness
- Create school plans for implementation
- Measure success of the implementation
- Develop a plan for sustainability

Work-Based Learning Working Group and Activities.

Describe 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.”

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.

“Sectors & Pathways - Program Quality” Subcommittee #2 will create criteria for identifying individuals who participate in the Work-Based Learning (WBL) Working Group.

HIDOE Work-Based Learning Working Group members may include the following:
- Assistant Superintendent of the Office of Curriculum and Instructional Design
- Director of the Curriculum Innovation Branch
- Administrator, Career Readiness Team
- CTSO Educational Specialist

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.

- HIDOE will create a system for the design, development, and deployment of a systemic work-based learning (WBL) CTE system component. The planning process will occur during SY 2020-2021.
- HIDOE is developing 13 new Career Pathways with all programs within each pathway having a work-based learning option in year 4 of the sequence of courses.
- The Connect to Careers, Hawaii Carpenters Training and Apprenticeship Fund program began with three high schools as a pilot program in 2018. This program provides students in the Building and Construction program of study with direct entry into the Hawaii Carpenters Apprenticeship program upon graduation. One of the requirements of the program is a summer WBL experience. The number of high schools participating in the program has grown to over 20.
- The HIDOE launched a pilot summer internship program for high school graduates that allows students to work as employees in HIDOE offices within the context of a CTE framework. Offices responsible for student interns and student interns attend an orientation on the CTE framework.
- The HIDOE has been part of a CTE teacher externship program since 2017 in partnership with the Office of the State Director of CTE. The externship program provides WBL experiences for CTE teachers. Externship experiences are coordinated with businesses that are related to the pathway the CTE teacher, and provides meaningful experiences which are integrated with the classroom and their students' learning.

**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.

Beyond the subcommittee and work group described in the state plan, HIDOE will collaborate with Hawaii P-20 on a regional pathways project which includes WBL. In addition, HIDOE will create a process to engage with other Hawaii Career Pathway System partners across the state.
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.

HIDOE Proposed Outputs for Work-Based Learning in SY 2020-2021, SY 2021-2022 and SY 2022-2023

- Design and deliver WBL opportunities to students participating in CTE programs that includes how schools will work with representatives from employers to provide optimal experiences for CTE students.
- Understand the workforce and economic development needs, gaps in skills, and in-demand occupations and occupational clusters at the state, and regional (county) levels.
- Identify WBL operating definitions as well as a list of definitions that are used by the Workforce, Innovation and Opportunity Act (WIOA) and Perkins V.
- Increase high-quality, WBL opportunities for secondary students that lead to industry recognized credentials.
- Make information on approved programs of study and career pathways which includes career exploration, WBL opportunities, early college, 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, to the extent practicable, in a language that is appropriate to the audience.
- Identify public outreach of information to students and their families, teachers, faculty, counselors, school and educational system administrators, and employers and community-members through a variety of communications outreach strategies.
- Create guidance for high schools to establish WBL opportunities.
- Develop a system to capture WBL experiences data.
- Develop standards for WBL.
- Develop assessments for WBL
- Create CTE program alignment sheets which will include WBL opportunities

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.

Enabling Assumptions

- Work-Based Learning will remain a priority for HIDOE.
- A CTE CTSO Educational Specialist position at the state level that focuses on the development of a WBL system.
- Hawaii P-20 work in WBL, regional pathways, college and career readiness and transitions to postsecondary that are aligned with HIDOE.
- Established WBL pilot projects within the Department that includes the Hawaii Carpenters Apprenticeship program.
- The HIDOE 2030 Promise Plan includes WBL strategies as a way to improve student outcomes.

Possible Barriers

- HIDOE is unsure how COVID-19 will affect the planning process and advancement of our goals for WBL.
- Human resources constraints to implement all of the activities proposed in the application.
- Financial resource constraints due to the economic situation of the state of Hawaii.
- Time constraints

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.

HIDOE will engage in the design and development stage for a WBL framework in SY 2020-2021.
- Create a Sectors & Pathways - Program Quality Subcommittee
  - Working Group to address Work-Based Learning
- Define design and development strategies and activities
- Propose outputs
- Create a timeline associated with proposed outputs
- Define operational definition
- Develop standards and expectations
- Create fiscal guidance
- Research existing framework with Hawaii P-20
- Research other states frameworks
- Form an advisory group to examine the functional application of the framework
- Form a work group to develop the framework
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.

- HIDOE will prototype, pilot, test and adapt a WBL framework in SY 2021-2022. Demonstration of the framework to advisory group.
- Establish metrics to guide the evaluation of the framework.
- Identify schools to pilot and prototype the framework with financial support.
- Evaluate results at predetermined intervals.
- Revise and modify through phase 2.

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.

Professional development for school teams to implement the framework which could include the following in SY 2022-2023.

- Determine the pre-work to implement the framework.
- Establish school readiness.
- Create school plans for implementation.
- Measure success of the implementation.
- Develop a plan for sustainability.

Transferable Skills Working Group and Activities.

Describe 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.

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.

"Sectors & Pathways - Program Quality" Subcommittee #2 will create criteria for identifying individuals who participate in the Transferable Skills Working Group.
HIDOE Transferable Skills Working Group members may include the following:
- Assistant Superintendent of the Office of Student Support Services
- Assistant Superintendent of the Office of Curriculum and Instructional Design
- Director of Student Services Branch
- Director of the Curriculum Innovation Branch
- Director of the Exceptional Support Branch
- Administrator of Special Education
- Administrator of Student Support Section
- Administrator of Career Readiness Team
- Transition Educational Specialist
- CTE CTSA Educational Specialist
- RTI Educational Specialist
- Academic Support Educational Specialist

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.

- HIDOE will design, development, and deploy a systemic transferable skills CTE system. The planning process will occur during SY 2020-2021.
- The HIDOE CTE State Office has contracted Peak Performance U to offer online transferable skills curriculum as a resource for CTE teachers and students. [https://peakperformanceu.net/](https://peakperformanceu.net/)
- HIDOE continues to use the Hawaii Content and Performance Standards III Skills for Life and Work standard and benchmarks
- Hawaii General Learner Outcomes (GLOs) which includes, self-directed learner, community contributor, complex thinker, quality producer, effective communicator, and effective and ethical user of technology is a part of the HIDOE standards-based instructional system.
- Nā Hopena A’o is a framework of outcomes that reflects the Department of Education’s core values and beliefs in action throughout the public educational system of Hawaii. The Department of Education works together as a system that includes everyone in the broader community to develop the competencies that strengthen a sense of belonging, responsibility, excellence, aloha, total-well-being and Hawaii (“BREATH”) in ourselves, students and others.

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.

HIDOE will create a process to engage with other Hawaii Career Pathway System partners to implement a transferable skills system. Beyond the subcommittee and work group described in the state plan, HIDOE will collaborate with work-based learning stakeholders in the development of a transferable skills system which is an integral component of work-based learning.

**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.

HIDOE will create successful student work-based learning experiences through clear guidance which include transferable skills. There will be cross content alignment of transferable skills with HCPS III, GLOs and Nā Hōpena A'ō.

**HIDOE Proposed Outputs for Transferable Skills in SY 2020-2021, SY 2021-2022 and SY 2022-2023**

- Identify new industry-recognized credentials or work-based programs that give companies confidence in the skills of new hires with credentials and work-based learning experience and also provide workers with more mobility.
- Develop systemic and systematic delivery of employability or transferable skills across the state’s CTE programs which will meet the required criteria within the size, scope, and quality requirements for Perkins V funding eligibility.
- Design, develop, and integrate into HIDOE and UHCCS’ CTE programs over the first three years, a set of skills similar to those identified and categorized by the Partnership for 21st Century Learning ([tinyurl.com/HItransferable](http://tinyurl.com/HItransferable)).
- Create metrics for transferable skills outcomes.
- Align transferable skills with the HIDOE StriveHI Career Readiness Measure.

**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.
Enabling Assumptions

- Transferable Skills will remain a priority for HIDOE.
- Existing work completed by the Department
- Hawaii P-20 work in work-based learning, regional pathways, college and career readiness and transitions to postsecondary that are aligned with HIDOE
- The HIDOE 2030 Promise Plan includes strategies that require the development of transferable skills in students to be college and career ready.

Possible Barriers

- Human and financial resource constraints to fully implement the transferable skills system.
- Time constraints to complete the project.
- HIDOE is unsure how COVID-19 will affect the planning process and advancement of our goals for transferable skills.
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.

HIDOE will engage in the design and development of a statewide framework for transferable skills.
- Establish a Sectors & Pathways - Program Quality Subcommittee
  - Working Group to address Transferable Skills
- Define design and development strategies and activities
- Propose outputs
- Create a timeline associated with proposed outputs
- Define operational definition
- Develop standards and expectations
- Create fiscal guidance
- Form an advisory group to examine the functional application of the framework

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.

HIDOE will prototype, pilot, test and adapt a transferable skills framework in SY 2021-2022.
- Demonstrate the framework to the advisory group.
- Establish metrics to guide the evaluation of the framework.
- Identify schools to pilot and prototype the framework with financial support.
- Evaluate results at predetermined intervals.
- Revisit and modify through phase 2.

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.
Provide professional development for school teams to implement the framework in SY 2022-2023.

- Determine the pre-work for schools to implement the framework.
- Establish school readiness
- Create school plans for implementation
- Measure success of the implementation
- Develop a plan for sustainability
### IV-A1a. Counseling & Advising Component Development Summary of Activities

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Summary of Year (Phase 1) Activities</th>
<th>Deliverables/Outputs from Year (Phase 1) Activities</th>
<th>Summary of Year (Phase 2) Activities</th>
<th>Summary of Year (Phase 3) Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>To provide a centrally managed online College and Career Readiness Planning Tool.</td>
<td>Acquiring a college and career readiness planning tool for grades 6-12.</td>
<td>The college and career readiness planning tool will complement online standards-based curriculum, blended learning, and online peer collaboration.</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

### IV-A1b. Counseling & Advising Component Development Budgets

<table>
<thead>
<tr>
<th>Summary Budget of Year (Phase 1) Activities – Non-Personnel</th>
<th>Summary Budget of Year (Phase 2) Activities – Non-Personnel</th>
<th>Summary Budget of Year (Phase 3) Activities – Non-Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Software Licensing</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>$310,000 - $510,000</td>
<td>$5-$7/student</td>
<td>$10,000</td>
</tr>
<tr>
<td>Students Affected: 86,747 (Grades 6-12)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Estimated Cost: $5-$7/student</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training and Support: $10,000</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Perkins Year 1 Funding - $300,000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### IV-A2a. Work-Based Learning Component Development Summary of Activities

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Summary of Year (Phase) 1 Activities</th>
<th>Deliverables/Outputs from Year (Phase) 1 Activities</th>
<th>Summary of Year (Phase) 2 Activities</th>
<th>Summary of Year (Phase) 3 Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work-Based learning courses to be developed for all CTE programs</td>
<td>Contracted Steele Dynamics, LLC to assist HIDOE in the development and rollout of all new CTE pathways, programs and standards. This includes the development of work-based learning courses. Cost - $316,880</td>
<td>By developing new CTE pathways, programs and standards we will be supporting equity, excellence and innovation in effective teaching, training and leadership. We will also be meeting the new Perkins definition for size, scope and quality which includes work-based learning.</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

### IV-A2b. Work-Based Learning Component Development Budgets

<table>
<thead>
<tr>
<th>Summary Budget of Year (Phase) 1 Activities – Non-Personnel</th>
<th>Summary Budget of Year (Phase) 2 Activities – Non-Personnel</th>
<th>Summary Budget of Year (Phase) 3 Activities – Non-Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development for Work-Based Learning Activities</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>
IV-A3a. Transferable Skills Component Development Summary of Activities

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Summary of Year (Phase) 1 Activities</th>
<th>Deliverables/Outputs from Year (Phase) 1 Activities</th>
<th>Summary of Year (Phase) 2 Activities</th>
<th>Summary of Year (Phase) 3 Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offer an affordable online curriculum for schools and teachers to use as a resource to teach transferable skills</td>
<td>Peak Performance</td>
<td>Transferable Skills being delivered through online curriculum in 20% of High Schools receiving Perkins funds</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

IV-A3b. Transferable Skills Component Development Budgets

<table>
<thead>
<tr>
<th>Summary Budget of Year (Phase) 1 Activities – Non-Personnel</th>
<th>Summary Budget of Year (Phase) 2 Activities – Non-Personnel</th>
<th>Summary Budget of Year (Phase) 3 Activities – Non-Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development for online transferable skills curriculum</td>
<td>TBD</td>
<td>TBD</td>
</tr>
<tr>
<td>$8000 for trainer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost of subs for participating teachers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary Budget of Year (Phase) 1 Activities – Personnel

Summary Budget of Year (Phase) 2 Activities – Personnel

Summary Budget of Year (Phase) 3 Activities – Personnel
<table>
<thead>
<tr>
<th>3 Resource Teachers to assist in professional development for transferable skills learning activities</th>
<th>$390,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Resource Teachers to assist in professional development for transferable skills learning activities</td>
<td>$400,000</td>
</tr>
<tr>
<td>3 Resource Teachers to assist in professional development for transferable skills learning activities</td>
<td>$410,000</td>
</tr>
</tbody>
</table>
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.

HIDOE has an established replicable process to provide data in the required templates for the NAPE dashboards developed in collaboration with Hawaii P-20.

HIDOE's Plan A is to utilize the newly developed LEI System to provide valid, reliable and timely data for CTE. Plan B will be to use the NAPE data dashboards.

Identify any barriers in providing those data.

Barriers to providing the NAPE data include Hawaii P-20 personnel changes and reduced funding.

Plan A Barriers - LEI System
B. Inability to establish data definitions.
C. Inability to establish report metrics.
D. Inability to define comparisons for data.
E. The LEI system is not able to accommodate CTE data requirements.

Plan B Barriers - NAPE dashboards
F. Data will not be in real time.
G. Manual data analysis.

Identify action plans to address those barriers.

HIDOE is exploring the transfer of the data processing responsibility to the HIDOE Data Governance Office, assuming no significant changes are required to the programming to generate the data.

Plan A Actions - LEI System
- Consult with the working group for data monitoring, evaluation and continuous improvement to define data definitions, reporting metrics and comparisons.
- Leverage Perkins funds to provide support to utilize the LEI system for CTE data reporting purposes.
Plan B Barriers - NAPE dashboards

- Leverage Perkins funds to create dashboards multiple times a year to provide timely data and automate the analysis process.

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.

The Perkins V Quality Assurance & Continuous Improvement Subcommittee’s Monitoring, Evaluation, and Feedback working group will work with the Eligible Recipients to leverage these evaluation activities to help inform bi-annual comprehensive local needs assessments. HIDOE will continue to utilize the sub-recipient monitoring process already established which includes school level data, a desk review with monitoring flags such as financial carry over, which will inform the need for onsite monitoring visits.

3. Data Use

Describe 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.

HIDOE will be looking to improve from the NAPE dashboard to identify gaps and disparities. The improvement being real-time data instead of previous year data. Professional Development (PD) on the LEI system will be provided to familiarize users with access to their school data. PD will also be provided in a data analysis process, how to use data to inform instruction and decisions. LMI data will be built into the CTE program alignment sheets as a simple way to communicate the information. An analysis of LMI will be done at the state level and shared in an easy to use format for schools.

HIDOE Transition Year Initiatives Related to: Data Infrastructure and Data Use

- HIDOE contracted a consultant to analyze appropriate state and regional economic and workforce data through state agencies to recommend new CTE Pathways and POS.
- Contracted NAPE to create a dashboard to better understand equity gaps and to support the process of program improvement.
- Offered professional development on the Hawaii Career Explorer website for schools and districts to analyze labor marking information and in demand occupations.

https://uhcc.hawaii.edu/career_explorer/
• Provided data to schools based on CTE pathways offered, Perkins indicators performance and number of CTE concentrators.

HIDOE SY 2020-2021, SY 2021-2022, SY 2022-2023 Year Objectives
• Develop a system for collecting, analyzing and reporting system wide data to drive decision making on all levels for CTE. The planning process will occur during SY 2020-2021.
• Explore ways to utilize the LEI system and the NAPE dashboard to identify gaps in special populations in SY 2020-2021.
• Provide professional development for schools and districts on the use of the NAPE dashboard in SY 2020-2021.
### IV-B1a. Data Infrastructure and Data Use Professional Development and Capacity-Building Activities – Non-Professional Development

<table>
<thead>
<tr>
<th>Disparity/Misalignment/Gap</th>
<th>Summary of Year 1 Activities</th>
<th>Deliverables/Outputs from Year 1 Activities</th>
<th>Summary of Year 2 Activities</th>
<th>Summary of Year 3 Activities</th>
<th>Expected Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect and analyze data to identify gaps in special populations</td>
<td>Explore how the NAPE dashboard can help with data collection and analysis</td>
<td>NAPE dashboard utilization - $8,000</td>
<td>TBD</td>
<td>TBD</td>
<td>50% of High Schools receiving Perkins funds training on using the NAPE Dashboard</td>
</tr>
<tr>
<td>Collect and analyze data to identify gaps in special populations</td>
<td>Explore how the LEI System can help with data collection and analysis</td>
<td>Meeting with Data Governance to discuss possibilities and how Perkins can support this initiative. Create a plan of action. Funds TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>Plan to utilize the LEI System to collect and analyze data to identify gaps in special populations</td>
</tr>
</tbody>
</table>

### IV-B1b. Data Infrastructure and Data Use Professional Development and Capacity-Building Activities – Professional Development

<table>
<thead>
<tr>
<th>Disparity/Misalignment/Gap</th>
<th>Summary of Year 1 Activities</th>
<th>Deliverables/Outputs from Year 1 Activities</th>
<th>Summary of Year 2 Activities</th>
<th>Summary of Year 3 Activities</th>
<th>Expected Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect and analyze data to identify gaps in special populations</td>
<td>Explore how the NAPE dashboard can help with data</td>
<td>NAPE dashboard PD for schools and districts - $10,000 for</td>
<td>TBD</td>
<td>TBD</td>
<td>50% of High Schools receiving Perkins funds training on</td>
</tr>
</tbody>
</table>

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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).
### IV-B1c. Data Infrastructure and Data Use Professional Development and Capacity-Building Activities – Budget

<table>
<thead>
<tr>
<th>Summary Budget of Year (Phase) 1 Activities – Personnel</th>
<th>Summary Budget of Year (Phase) 2 Activities – Personnel</th>
<th>Summary Budget of Year (Phase) 3 Activities – Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Specialist Position to collect and analyze data to identify gaps in special populations</td>
<td>Program Specialist Position to collect and analyze data to identify gaps in special populations</td>
<td>Program Specialist Position to collect and analyze data to identify gaps in special populations</td>
</tr>
<tr>
<td>$86,360</td>
<td>$86,360</td>
<td>$86,360</td>
</tr>
</tbody>
</table>
**H. Identified gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes, with emphasis on special populations, across the CTE system**

Describe the activities (and budgets) to improve access, increase participation, and improve educational and workforce outcomes across the CTE system.

*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, articulated in Section III-C.*

**IV-C1a. 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**

<table>
<thead>
<tr>
<th>Access-Participation-Outcomes</th>
<th>Scope &amp; Quality Criteria</th>
<th>What changes can we make that will lead to improvements?</th>
<th>What do we want to achieve?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gap / Disparity / Misalignment</strong></td>
<td></td>
<td><strong>Summary of Year 1 Activities &amp; Outputs</strong></td>
<td><strong>Summary Budget of Year 1 Activities &amp; Outputs</strong></td>
</tr>
<tr>
<td>Collect and analyze data to address identified gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes, with emphasis on special populations</td>
<td>Scope and Quality</td>
<td>Explore how the NAPE dashboard can help with data collection and analysis</td>
<td>NAPE dashboard utilization - $8,000</td>
</tr>
<tr>
<td>Collect and analyze data to address identified gaps, disparities, and misalignments in access.</td>
<td>Scope and Quality</td>
<td>Explore how the LEI System can help with data</td>
<td>TBD</td>
</tr>
</tbody>
</table>

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participation, and educational and workforce outcomes, with emphasis on special populations | collection and analysis |  |  | gaps in special populations

| IV-C1b. CTE System-wide scope & quality component improvement activities – Professional Development\(^2\) – to address identified gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes, with emphasis on special populations |

<table>
<thead>
<tr>
<th>Access-Participation-Outcome</th>
<th>Gap / Disparity / Misalignment</th>
<th>Scope &amp; Quality Criteria</th>
<th>Summary of Year 1 Activities &amp; Outputs</th>
<th>Summary Budget of Year 1 Activities</th>
<th>Summary of Year 2 Activities &amp; Outputs</th>
<th>Summary of Year 3 Activities &amp; Outputs</th>
<th>Expected Outcome(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collect and analyze data to identify gaps in special populations</td>
<td>Scope and Quality</td>
<td>Explore how the NAPE dashboard can help with data collection and analysis</td>
<td>NAPE dashboard PD for schools and districts - $10,000 for substitutes and training</td>
<td>TBD</td>
<td>TBD</td>
<td>50% of High Schools receiving Perkins funds training on using the NAPE Dashboard</td>
<td></td>
</tr>
</tbody>
</table>

\(^2\) 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).
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.

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.

HIDOE SY 2020-2021, SY 2021-2022, SY 2022-2023 Objectives

- HIDOE will develop a system for collecting, analyzing and reporting of system wide data to identify gaps, disparities, and misalignments in meeting size criteria by CTE program/POS and subrecipients. The planning process will occur during SY 2020-2021.
- Contract a consultant in SY 2020-2021 to assist in rolling out new CTE Pathways and POS which includes:
  - Professional development on pathway programs and accompanying statewide industry standards which includes recommended pupil to pupil ratios
  - Review vertical alignment of HIDOE and UH CTE programs including technology and space requirements
- Develop WBL courses for each POS to increase professional to student ratio types of experiences in SY 2020-2021.
- CTE state office, districts and schools develop long range planning to ensure size, scope and quality of their CTE programs in SY 2020-2021.
- Establish a NAPE data dashboard and related processes to identify system-wide gaps, disparities and misalignments has been in process for over a year.
- Explore the LEI System to provide real-time data for CTE participants.
• Create an early college data report to inform capacity and access to dual credit courses.
• Expand distance learning early college courses that allows multiple high schools to combine students to create a minimum class size.

HIDOE will have the following non-professional development activities to be pursued to address identified gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes:
• Redesign the CTE pathways and programs which include recommended industry credentials, WBL, dual credit opportunities, and post-secondary alignment.
• Develop reports to inform overall student participation and special populations in industry recognized credential attainment, WBL, and dual credit opportunities.
• Provide guidance on special populations access through PD.
• Develop a system for collecting, analyzing and reporting of system wide data to identify gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes, with emphasis on special populations. Through data analysis, CTE program/POS non-professional development activities will be developed.
### V-A1. Activities to address identified gaps, disparities, and misalignments in meeting size criteria by CTE Program/POS and subrecipients

<table>
<thead>
<tr>
<th>PROGRAM/POS</th>
<th>GAP / DISPARITY / MISALIGNMENT</th>
<th>Summary of Year 1 Activities &amp; Outputs</th>
<th>Summary Budget of Year 1 Activities</th>
<th>Summary Budget of Year 2 Activities</th>
<th>Summary Budget of Year 3 Activities</th>
<th>Expected Outcome(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Current CTE pathways and programs offerings do not align to increasing school design and industry demands</td>
<td>Contracted Steele Dynamics, LLC to assist HIDOE in the development and rollout of all new CTE pathways, programs and standards. This includes the expansion of the current six pathways to 13 pathways.</td>
<td>$316,880</td>
<td>TBD</td>
<td>TBD</td>
<td>Expanding the current six pathways to 13 pathways in response to increasing school design and industry demands</td>
</tr>
</tbody>
</table>
V-A2a. 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

<table>
<thead>
<tr>
<th>PROGRAM/POS</th>
<th>Access-Participation-Outcomes</th>
<th>Scope &amp; Quality Criteria</th>
<th>Summary of Year 1 Activities &amp; Outputs</th>
<th>Summary Budget of Year 1 Activities</th>
<th>Summary of Year 2 Activities &amp; Outputs</th>
<th>Summary Budget of Year 2 Activities</th>
<th>Summary of Year 3 Activities &amp; Outputs</th>
<th>Expected Outcome(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Current CTE pathways and programs offerings do not align to increasing school design and industry demands</td>
<td>Size, Scope and Quality</td>
<td>3 Resource Teachers to assist in the development and rollout of 13 pathways</td>
<td>$390,000</td>
<td>$400,000</td>
<td>$410,000</td>
<td>Expanding the current six pathways to 13 pathways in response to increasing school design and industry demands</td>
<td></td>
</tr>
</tbody>
</table>

V-A2b. 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

<table>
<thead>
<tr>
<th>PROGRAM/POS</th>
<th>Access-Participation-Outcomes</th>
<th>Scope &amp; Quality Criteria</th>
<th>Summary of Year 1 Activities &amp; Outputs</th>
<th>Summary Budget of Year 1 Activities</th>
<th>Summary of Year 2 Activities &amp; Outputs</th>
<th>Summary Budget of Year 2 Activities</th>
<th>Summary of Year 3 Activities &amp; Outputs</th>
<th>Expected Outcome(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Current CTE pathways and programs offerings do not align to</td>
<td>Size, Scope and Quality</td>
<td>Professional Development for Teachers</td>
<td>No more than 20% of allocated profession</td>
<td>TBD</td>
<td>TBD</td>
<td>Expanding the current six pathways to 13 pathways in response to</td>
<td></td>
</tr>
</tbody>
</table>

3 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).
V-A3a. *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

Subrecipients (Schools and Districts), create a One Year Plan that includes improvement of non-professional development activities to address identified gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes, with emphasis on special populations. The One Year Plan is due in September of every school year.

V-A3b. *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

Subrecipients (Schools and Districts), create a One Year Plan that includes improvement of professional development activities to address identified gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes, with emphasis on special populations. The One Year Plan is due in September of every school year.

---

4 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).
B. Consortia-Based Improvement Activities

Describe 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.

Consortium 1

Consortium Name: New CTE Pathways and Programs
Location: HIDOE CTE State Office
Subrecipients: All Districts and Schools
POS: All Pathways and Programs
Interagencies: OSDCTE, UHCCs, Industry Partners, P20
Statewide Effort

Consortium 2

Consortium Name: Work-Based Learning
Location: HIDOE CTE State Office
Subrecipients: All Districts and Schools
POS: All Pathways and Programs
Interagencies: OSDCTE, UHCCs, Industry Partners, P20, Chamber of Commerce
Statewide Effort

Consortium 3
TBD
### V-B1a. Consortium-Based Improvement Activities – Non-Professional Development

<table>
<thead>
<tr>
<th>Consortium</th>
<th>Included CTE Programs/POS</th>
<th>Involved Subrecipients</th>
<th>Summary of Year 1 Activities &amp; Outputs</th>
<th>Summary Budget of Year 1 Activities</th>
<th>Summary of Year 2 Activities &amp; Outputs</th>
<th>Summary of Year 3 Activities &amp; Outputs</th>
<th>Expected Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>New CTE Pathways and Programs</td>
<td>TBD</td>
<td>All</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>Supporting Equity, Excellence and Innovation in Effective Teaching, Training and Leadership, Training in Coaching and Support, Needs Assessment</td>
</tr>
<tr>
<td>Work-Based Learning</td>
<td>TBD</td>
<td>All</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>Provide work-based learning experiences for students</td>
</tr>
</tbody>
</table>

### V-B1b. Consortium-Based Improvement Activities – Professional Development

<table>
<thead>
<tr>
<th>Consortium</th>
<th>Included CTE Programs/POS</th>
<th>Involved Subrecipients</th>
<th>Summary of Year 1 Activities &amp; Outputs</th>
<th>Summary Budget of Year 1 Activities</th>
<th>Summary of Year 2 Activities &amp; Outputs</th>
<th>Summary of Year 3 Activities &amp; Outputs</th>
<th>Expected Outcomes</th>
</tr>
</thead>
</table>

5 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).
<table>
<thead>
<tr>
<th>New CTE Pathways and Programs</th>
<th>Education, Law and Public Safety</th>
<th>TBD</th>
<th>PD for Law and Public Safety and Education Pathway</th>
<th>TBD</th>
<th>TBD</th>
<th>TBD</th>
<th>Teacher training on standards and implementation of the Law and Public Safety and Education Pathway</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work-Based Learning</td>
<td>All</td>
<td>TBD</td>
<td>Guidelines for work-based learning</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
<td>Teacher training on work-based learning standards and implementation</td>
</tr>
</tbody>
</table>
C. Proposed CTE Program/POS Research & Development

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.

Contracted a consultant to recommend new CTE Pathways and POS which includes:

- Expand the current six pathways to 13 pathways in response to increasing school design and industry demands.
- Analyze appropriate state and regional economic and workforce data through state agencies to align CTE pathways and programs.
- Developing recommendations for rigorous statewide industry standards for pathway programs to meet the needs of industry and postsecondary.
- Professional development on pathway programs and accompanying statewide industry standards so teachers can design standards based instructional strategies for students.
- Develop a list of CTE equipment lists for pathway programs to align with industry standards.
- Develop a list of recommended CTE industry-recognized certifications supportive of pathways to meet the needs of industry.
- Develop work-based learning program supports and professional development on work-based learning program to ensure equity for all students including special populations.
- Review vertical alignment of HIDOE and UH CTE programs including technology and space requirements.
- Developing recommendations of course standards to bridge secondary/postsecondary credit attainment.

All HIDOE CTE Programs/POS align occupations/occupational clusters for careers in current or emerging occupations and post secondary education. Standards are guided by pathway advisory councils that include post secondary and industry.

Sources:
https://uhcc.hawaii.edu/career_explorer/occupations/datable.php
https://www.hiwi.org/vosnet/gs/pub/documentview.aspx?enc=5RFewuajlyp6Gi4Le0ksp00cXvwsBVY830YjBMYrXw=
https://www.hiwi.org/admin/gs/pub/htmlarea/uploads/LTIP%202016-26-HonCtyMsa.xls
https://www.hiwi.org/admin/gs/pub/htmlarea/uploads/LTIP%202016-26-HawnCty.xlsx
https://www.hiwi.org/admin/gs/pub/htmlarea/uploads/LTIP%202016-26-MauMsa.xls
https://www.hiwi.org/admin/gs/pub/htmlarea/uploads/LTIP%202016-26-KauCty.xlsx
https://www.hiwi.org/vosnet/Default.aspx?enc=vl.a15KtdCzQOMP6jrcRdIO==

HIDOE SY 2020-2021, SY 2021-2022, SY 2022-2023 Objectives
- Develop system to roll out new pathways and programs while gathering feedback for continuous improvement during SY 2020-2021, SY 2021-2022 and SY 2022-2023.
- Increasing from 6 CTE pathways to 13 pathways while gathering feedback for the design and deliver of CTE pathways and programs.
- Develop industry, workforce development, and community-based organizations serving in program advisory, review, and/or development for all Pathways to align with occupational clusters and post secondary offerings in SY 2020-2021, SY 2021-2022 and SY 2022-2023.

R&D #1

In SY 2020-2021, HIDOE will be piloting two news pathways: Law and Public Safety Pathway and Education Pathway. This includes the following:
- Creating new ACCNs
- Standards Review by
  - Teacher Workgroups
  - Pathway Advisory Councils
- Professional Development
- Post Secondary Alignment
- Industry Recognized Credentials
- Developing list of CTE equipment lists for pathway programs
- Reviewing of CTE educator licensing, endorsements, and certifications
- Work-Based Learning Supports

This model will be the base for all new CTE Pathways as they rollout.

R&D #2

TBD

R&D #3

TBD
### V-C1a. Proposed CTE Program/POS Research & Development – Non-Professional Development

<table>
<thead>
<tr>
<th>Proposed CTE Program/POS</th>
<th>Purpose of CTE Program/POS</th>
<th>Summary of Year 1 Activity &amp; Outputs</th>
<th>Summary Budget of Year 1 Activities</th>
<th>Summary of Year 2 Activity &amp; Outputs</th>
<th>Summary of Year 3 Activity &amp; Outputs</th>
</tr>
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<tbody>
<tr>
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<td>$316,880</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

### V-C1b. Proposed CTE Program/POS Research & Development – Professional Development

<table>
<thead>
<tr>
<th>Proposed CTE Program/POS</th>
<th>Purpose of CTE Program/POS</th>
<th>Summary of Year 1 Activity &amp; Outputs</th>
<th>Summary Budget of Year 1 Activities</th>
<th>Summary of Year 2 Activity &amp; Outputs</th>
<th>Summary of Year 3 Activity &amp; Outputs</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Professional Development for Teachers on new Pathways and Programs</td>
<td>No more then 20% of allocated professional development funds</td>
<td>TBD</td>
<td>TBD</td>
<td>TBD</td>
</tr>
</tbody>
</table>

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* 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).
Hawaii CTE Civil Rights Compliance Methods of Administration Plan ("MOA Plan")

1. INTRODUCTION

The Civil Rights Act of 1964 included the Title VI statute prohibiting discrimination by race, color, and national origin in federally assisted programs. In 1979, *Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex, and Handicap* ("Guidelines") were added as Appendix B to Title VI, also prohibiting discrimination by sex and disability, in accordance with Title IX of the Education Amendments of 1972 and Section 504 of the Rehabilitation Act of 1973, respectively.

Vocational education has evolved and is now referred to as career and technical education (CTE). Under the Guidelines, each state agency responsible for administering CTE programs must have a compliance program to prevent, identify, and remedy race, color, national origin, sex, and disability discrimination in its subrecipients' CTE programs. Sections II(A) and II(B) of the Guidelines specifically require that State agencies must prevent, identify, and remedy civil rights noncompliance by their subrecipients in CTE through:

1. Collecting and analyzing civil rights information and data;
2. Conducting periodic compliance reviews and upon finding noncompliance, working with the subrecipient to remediate such noncompliance;
3. Providing technical assistance; and
4. Periodically reporting state agency civil rights compliance activities and findings to the Office for Civil Rights (OCR) of the US Department of Education (USDOE).

In Hawaii, the Office of the State Director for Career and Technical Education (HI-OSDCTE) is the administrative office of the state agency (Hawaii State Board for Career and Technical Education) responsible for administering CTE programs and the Carl D. Perkins CTE federal grant. The methods of administration (MOA) and related procedures for carrying out the aforementioned four state agency responsibilities and MOA Program's civil rights compliance activities required by the Guidelines are set forth in this MOA Plan developed by HI-OSDCTE.

The Strengthening Career and Technical Education for the 21st Century Act ("Perkins V") was signed into law on July 31, 2018. A significant consideration by HI-OSDCTE in developing the MOA Plan was aligning certain Perkins administration and civil rights oversight activities.

HI-OSDCTE requested feedback on its draft MOA Plan from stakeholders including secondary and postsecondary system administrators and personnel involved with Perkins grant administration, civil rights and equity oversight, and facilities management. HI-OSDCTE amended the draft to provide clarifications and additional information in response to comments received. Prior to final submission to OCR, HI-OSDCTE will seek review and feedback from its CTE Coordinating Advisory Council.

The Hawaii MOA Plan will take effect immediately upon submission to OCR by HI-OSDCTE.
II. PLAN FOR PERFORMING OVERSIGHT RESPONSIBILITIES

This subpart of the MOA plan is intended to set out in sufficient detail the State agency’s plans for fulfilling its obligations under Section II(B) of the Guidelines to ensure that its subrecipients are complying with the civil rights laws. The State agency responsible for the administration of CTE programs must adopt a compliance program to prevent, identify and remedy discrimination on the basis of race, color, national origin, sex disability by its subrecipients. A "subrecipient," in this context, is a local agency that receives financial assistance through the State CTE agency.

The plan for performing oversight responsibilities:

1. Sets out the state’s compliance program to prevent, identify, and remedy discrimination based on race, color, national origin, sex, and disability in its subrecipients’ CTE programs.

2. Outlines State’s plans to analyze civil rights data and information; conduct periodic compliance reviews; notify subrecipients of illegal discrimination to remedy; and address voluntary corrective actions.

3. States are encouraged to use Perkins data, consider enrollment disparities in CTE (e.g. race, sex, and disability), target those most at risk for noncompliance, and build reviews into existing systems (e.g. CTE program approvals, Perkins monitoring).

It is recommended that Part II outline a program that includes procedures for identifying potential discrimination through review of data and subrecipient monitoring, if necessary, as well as procedures for addressing voluntary corrective action with subrecipients who are found to be discriminating.

A. To address Section II(B)1 of the Guidelines:

Collecting and analyzing civil rights related data and information that subrecipients compile for their own purposes or that are submitted to State and Federal officials under existing authorities.

Describe the State agency’s plans for collecting and analyzing civil rights related data and information that subrecipients compile for their own purposes or that are submitted to State and Federal officials under existing authorities. The material that follows provides suggestions for structuring the various aspects of the State agency’s program. It will be up to each individual State agency to determine the details of its program for assisting and monitoring its subrecipients. It is recommended that States include data collected under Perkins V, Section 113(b)(3)(C) (Accountability – State Report) and Section 134 (Local Application and Comprehensive Needs Assessment), in addition to the data comparing total institutional enrollment to CTE enrollment by race, sex, and disability, to perform these oversight responsibilities.
Subrecipient universes

For purposes of this MOA Plan and HI-OSDCTE civil rights compliance activities, the local education agency subrecipients, the Hawaii Department of Education (HIDOE) and University of Hawaii Community College (UHCC) System are further divided into subrecipient universes comprised of the individual institutions that service students and having the actual CTE programs or programs of study (POS). HI-OSDCTE plans to collect and analyze civil rights related data applicable to its subrecipients' individual institutions for CTE civil rights reviews. HI-OSDCTE will divide subrecipients into two separate secondary and postsecondary subrecipient universes:

- HIDOE (secondary) high schools
- UHCC (postsecondary) colleges.

NOTE:
For clarification purposes, we would like to provide additional organizational information regarding each of the aforementioned subrecipient universes. Hawaii is unique in that all of its public secondary schools across the state fall under the one HIDOE statewide system that has a state superintendent and state-level support offices and personnel. Further, HIDOE schools are organized into seven districts that may include densely populated areas within one island to less densely populated areas over multiple islands, with each district having its own district support personnel. Within those respective HIDOE districts, each complex comprised of one high school and its feeder schools may be organized into a complex area with groups of two, three, or four complexes (geographically neighboring but in one case across three islands), with each complex area having its own complex area superintendent and support personnel. HI-OSDCTE allocates Perkins funds to the HIDOE system and those funds ultimately flow through to its high schools.

Hawaii's public postsecondary institutions likewise fall under one University of Hawaii statewide system. That postsecondary system is comprised of three university campuses, one UHCC System of seven colleges, and various community-based learning centers attached to nearby sponsoring UHCC colleges. A Vice President for Community Colleges oversees the UHCC System and is assisted by UHCC System support offices and personnel. The UHCC colleges generally function independently from one another and are managed by their own college chancellors. HI-OSDCTE allocates Perkins funds to the UHCC System and those funds ultimately flow through to the individual UHCC colleges.

Data-driven targeting of subrecipients

The separation of subrecipient universes is particularly necessary for data collection and analysis purposes given considerations regarding the comparability of certain data between secondary and postsecondary systems, as well as the number of individual institutions within those respective systems (HIDOE high schools outnumber UHCC colleges at roughly a 6:1 ratio). The civil rights related data the HIDOE and UHCC systems compile for their own purposes or that are
submitted to State and Federal officials under existing authorities and may be analyzed by the HI-OSDCTE include:

- **Student enrollment data for HIDOE high schools and UHCC colleges by**
  - race/ethnicity
  - sex
  - limited English proficiency
  - disability

- **Facilities construction and alteration**
  - facilities inventories
  - facilities improvement programming on capital improvement projects or other facilities improvement efforts

- **Perkins V, Section 113(b)(3)(C) (Accountability – State Report) regarding**
  - the progress of the State in achieving the State determined levels of performance on the core indicators of performance described in section 113(b)(2)(A) of Perkins V
  - the actual levels of performance for all CTE concentrators, and for each of the subgroups of students, as described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48) of Perkins V

- **Perkins V, Section 134 (Local Application and Comprehensive Needs Assessment) as outlined in Appendix G of the HI-OSDCTE Perkins V State Plan and coordinated by the HI-OSDCTE Quality Assurance & Continuous Improvement Subcommittee, specifically the Monitoring, Evaluation, and Feedback working group that will cover**
  - Evaluation of student performance
  - Size, scope, and quality of CTE programs/POS
  - Evaluation of CTE programs/POS implementation
  - Recruitment, retention, and training (human capital)
  - Ensuring equitable access and participation for members of special populations to high-quality CTE
  - Data infrastructure and use
  - Continued consultation and engagement.

There are three additional sources of data that provide valuable context specific information relating to CTE and the subrecipient universes. The additional sources of data that may be collected, compiled, and analyzed by HI-OSDCTE include:

- **Letters of Findings issued by HI-OSDCTE noting**
  - Program year a particular HIDOE high school or UHCC college was reviewed
  - Issues of noncompliance
  - Issues of concern

- **HIDOE high school and UHCC college course catalogs, registration handbooks, or similar institution-wide consolidated program or course description documents created by**
those individual high schools and colleges to describe their available academic programs and related courses, including those pertaining to CTE

- US Census Bureau data, including American Community Survey local data to determine prevalence of national origin English Learners by geographic service area.

HI-OSDCTE may analyze the aforementioned data sources to identify HIDOE high schools and UHCC colleges, or programs within one or more high schools or colleges, with the greatest potential of CTE-related civil rights noncompliance, for the purposes of targeting high schools, colleges, or their specific CTE programs for review. HI-OSDCTE may also analyze the aforementioned data sources to identify the specific issue areas with the greatest potential of CTE-related civil rights noncompliance for the purposes of determining scope or focus of reviews.

B. Describe the processes and procedures the State will implement to conduct periodic compliance reviews of selected subrecipients. States are encouraged to build the compliance reviews into existing systems (for example: CTE program approval processes, Consolidated Annual Report preparations and analysis, and Perkins V monitoring), and to target for review those subrecipients with the greatest potential for civil rights noncompliance.

It is recommended that this part of the MOA plan describe the procedures the State agency will follow to comply with the requirements set forth in Section II(B)2 of the Guidelines:

Conducting periodic compliance reviews of selected subrecipients (i.e., an investigation of a subrecipient to determine whether it engages in unlawful discrimination in any aspect of its program); upon finding unlawful discrimination, notifying the subrecipient of steps it must take to attain compliance and attempting to obtain voluntary compliance.

Hawaii State CTE civil rights compliance reviews

HI-OSDCTE will periodically conduct compliance reviews, issue related Letters of Findings, then negotiate and monitor subsequent corrective action efforts, as appropriate, to comply with the requirements set forth in Section II(B)2 of the Guidelines.

Determination of CTE civil rights compliance reviews

CTE civil rights compliance reviews intend to prevent, identify, and remedy discrimination by race, color, national origin, sex, or disability that affect CTE programs and student admission, equity, and participation that may relate to or impact those CTE programs. Previously, in accordance with guidance from OCR, each state CTE agency applied its predetermined targeting plan to select a minimum of 2.5% of the subrecipient universe (but not less than 2 or more than
25 subrecipients) to be individually reviewed for a given program year and the compliance reviews were always comprehensive in scope. Comprehensive reviews typically assess a subrecipient’s federal civil rights compliance administrative requirements; recruiting, advising, and counseling; accessibility; comparable facilities; services for students with disabilities; financial assistance; work-study, cooperative CTE programs, and job placement; and employment. The scope of comprehensive CTE civil rights compliance reviews extends beyond the actual CTE programs to other components of subrecipient’s programs and activities affecting students’ institutional enrollment and admission, participation, and completion of CTE programs, including but not limited to core classes required for graduation, common use facilities and areas, and student support services such as academic advising and counseling.

In the most recent periods prior to the initial implementation of this MOA Plan, HI-OSDCTE typically selected and reviewed two HIDOE high schools and one UHCC college annually for comprehensive CTE civil rights compliance reviews. However, moving forward with the implementation of this MOA Plan, there are some potentially significant changes to that approach as a result of USDOE rescinding prior guidance and now allowing states flexibility in carrying out their CTE civil rights compliance responsibilities.

First, the selection of subrecipients for civil rights compliance reviews may now be determined via a flexible data-driven approach and built into other existing state CTE agency oversight processes, including Perkins V monitoring. In this regard, HI-OSDCTE will primarily rely upon its civil rights coordinator to conduct data analysis and determine the high schools and colleges to be reviewed. However, in other instances, the HI-OSDCTE Quality Assurance & Continuous Improvement Subcommittee’s working group on Monitoring, Evaluation, and Feedback may review Perkins V, Section 113(b)(3)(C) (Accountability – State Report) and Section 134 (Local Application and Comprehensive Needs Assessment) data to determine subrecipient institutions for monitoring reviews in which a civil rights review component is automatically included.

The second significant change is that OCR no longer requires CTE compliance reviews to only be comprehensive in scope. HI-OSDCTE sets forth through this MOA Plan that its civil rights compliance reviews may either be comprehensive or more focused, limited scope reviews. Limited scope reviews may be used when data analysis indicates very specific areas of potential systemic or institutional discrimination amongst certain HIDOE high schools or UHCC colleges, or concerning particular matters affecting CTE programs. Further, HI-OSDCTE recognizes that comprehensive reviews can create significant imposition upon selected institutions and HIDOE or UHCC agency personnel such as scheduling difficulties and other burdens relating to the on-site review and subsequent corrective action processes. There is no intent to use limited scope reviews as a means to investigate complaints such as matters of faculty-on-student or student-on-student discrimination.

Additionally, a third change through this MOA Plan is that HI-OSDCTE may combine limited scope reviews with multiple-institution reviews. HI-OSDCTE has consistently found certain issues of noncompliance to be pervasive across similar programs and institutions. When an issue
of noncompliance is pervasive across many HIDOE high schools or several UHCC colleges, the efforts relating to the compliance assessment, issuance of findings, and pursuit of corrective action for that particular issue results in duplicate review processes, very similar noncompliance found, and often fairly consistent corrective action remedies that repeat over a series of single-institution reviews. HI-OSDCTE expects that by conducting a limited scope review involving multiple subrecipients, it will likely provide economies of scale that benefit HI-OSDCTE, HIDOE or UHCC, and included high schools or colleges. Regardless of whether the same noncompliance is found at every institution, HI-OSDCTE expects concurrent limited scope reviews of multiple institutions to allow for more productive collection and analysis of institutional information to be reviewed, numerous and diverse of perspectives from the various high schools and colleges to be considered, and systemic approach to agreeing upon and implementing corrective action that can facilitate consistency across those respective high schools or colleges. Moreover, HI-OSDCTE can leverage concurrent limited scope reviews of multiple high schools and colleges with its technical assistance efforts because HI-OSDCTE will have greater insight and confidence as to the pervasiveness of potential noncompliance, root causes and symptoms of discrimination, and recommendations on how HIDOE high schools or UHCC colleges might proactively apply that technical assistance in consistent or flexible manner relative to its peer institutions or CTE programs. To allow further economies based on proximity as well as involvement of common HIDOE administrative and support personnel, the number and selection of the multiple high schools for a limited scope review may involve data analysis for targeting of HIDOE high schools by district or complex areas.

The fourth major change through this MOA Plan is that the number of reviews and involved HIDOE high schools or UHCC colleges, along with the scope of reviews, may vary from year to year, as determined by the HI-OSDCTE State Director for CTE with consultation of the MOA Coordinator and largely considering evidence of potential noncompliance found through prior reviews. In certain instances, HI-OSDCTE may seek input from HIDOE and UHCC systems administration regarding scope of reviews. Aside from instances where civil rights compliance reviews are automatically attached to Perkins V monitoring reviews, selection of subrecipients will be based on the HI-OSDCTE MOA Coordinator’s objective analysis of the available, aforementioned data deemed relevant to a given scope of review to identify the subrecipient high school(s) or college(s) with the greatest potential for noncompliance.

**Major stages leading up to the compliance review**

Once HI-OSDCTE determines the scope of reviews and selects the institutions or programs for review, the coordination of the review will typically involve the major components and logistical processes similar to what HI-OSDCTE has included for past comprehensive, single-institution reviews.

HI-OSDCTE will continue to inform the local education agency administration and high schools or college of selection for review via a notification letter. The letter is normally sent electronically by the HI-OSDCTE State Director for CTE to the agency administrator authorized
to make subrecipient corrective action binding, as well as the administrator of the subrecipient itself and other relevant agency personnel. For secondary recipients, HI-OSDCTE issues the notification letter to the HIDOE Superintendent, high school principal, and may also copy to other relevant HIDOE personnel. For postsecondary subrecipients, HI-OSDCTE sends the notification letter to the Vice President of UHCC System, campus chancellor, and may also copy to other relevant UHCC personnel.

Though not required by OCR, within approximately 45 days from the notification letter HI-OSDCTE has previously sought an entrance meeting with the high school or college selected for each review to discuss the compliance review process, concerns, and logistics. HI-OSDCTE works with each selected institution to estimate the time requirements for the review and schedule a fairly compressed period over which the review will take place, while allowing an appropriate amount of time for pre- and post-review activities. Under this MOA Plan, HI-OSDCTE expects to continue to extend the opportunity for these entrance meetings and may conduct those meetings in-person or remotely.

Investigative techniques and procedures for conducting compliance reviews

OCR allows state CTE agencies to employ a wide variety of investigative techniques for civil rights compliance reviews. Certain investigative techniques are more appropriate or conducive towards accurate, precise, or reliable information than others, contingent upon the issue reviewed, level of detail or confidence sought, logistical factors, and other considerations. HI-OSDCTE may utilize the following investigative techniques:

- Desk audit;
- Personal interviews, discussions, or questionnaires;
- Observation of programs and activities; and
- Facility assessments.

Desk audits might include review of documents, materials, electronic media and Web sites, etc., that would typically take place off-site from the high school or college’s premises and require little to no interaction with subrecipient personnel. For purposes of this MOA Plan, desk audits will also include those instances where items are reviewed on-site due to issues including, but not limited to, document security and privacy, systems access, or other logistical considerations. HI-OSDCTE adheres to the Family Educational Rights and Privacy Act (FERPA) and other applicable privacy requirements when collecting and maintaining information through desk audits or other processes.

Personal interviews and questionnaires take place between the reviewer and subrecipient stakeholders deemed relevant to the matter of review. While OCR allows for the reviewer to question subrecipient personnel, students, and parents, HI-OSDCTE does not collect information directly from students or their parents. HI-OSDCTE conducts personal interviews primarily with HIDOE high school and UHCC college personnel, and in certain circumstances, HI-OSDCTE will utilize questionnaires, email, or other means to collect information from those institutional
personnel. OCR has advised state agencies of necessary actions to afford privacy and prevent undue influence or retaliation upon those persons participating in the compliance review. Interviews are to be conducted with interviewees individually in a manner that affords privacy and may include an advisor that an interviewee specifies. OCR does not allow subrecipients or local education agency administration to insert other personnel into interviews except where those agencies provide counsel for interviews involving upper management. In this regard, HI-OSDCTE will also note to personnel questioned that while strict confidentiality cannot be guaranteed (such as when there is a duty or ethical responsibility for the reviewer to report personal harm or other misconduct), it will collect, safeguard, and report in findings, the information of the review in a manner that makes it difficult to identify the exact persons who provided such information. Electronic recording of personal interviews will not be utilized or allowed.

Observation of programs and activities allow the reviewer to collect authentic, context-specific information. The reviewer will generally conduct observation on-site though certain circumstances and technologies may allow for remote observation. Observation of programs and activities allows the reviewer to gain a better understanding of issues including but not limited to accessibility, inclusion of students, implementation of policies, etc.

Facilities assessments are conducted by the reviewer to determine accessibility of the site and its elements that may relate to or impact CTE programs and students. The facilities assessments are akin to inspections of site elements including but not limited to interior and exterior facilities such as classrooms and common areas, routes between accessible facilities and student parking areas or the public-way, as well as signage and other ancillary elements. The reviewer’s use of measuring tools and recording devices are standard to conducting facilities assessments. Facilities assessments are typically conducted in-person though certain matters and circumstances might be amenable to remote assessment.

Although allowed by OCR, HI-OSDCTE historically has not conducted broad surveys of the school/campus community or conducted personal interviews with students or their parents. There is no intent under this MOA Plan to begin doing so.

Exit meeting and closing the initial collection process

HI-OSDCTE normally offers the opportunity to the subrecipient institution’s administrator – HIDOE high school principal or UHCC chancellor – to discuss preliminary findings and concerns identified during the review. This exit meeting is not required by OCR. HI-OSDCTE offers the exit meeting as a courtesy near the end of the initial information collection period to set appropriate expectations as to any further review activities, discuss potential findings and subsequent steps of the review process, and address concerns. At the exit meeting or soon thereafter, HI-OSDCTE will notify the high school or college reviewed that the initial information collection process has been closed. Once it closes the initial information collection, OSDCTE normally issues a Letter of Findings within 60 calendar days. HI-OSDCTE may
conducted some additional visitation or information collection during the interim due to oversight, need for clarification, or other reason it deems appropriate.

C. Describe the processes and procedures that will be followed upon finding unlawful discrimination. This section should include the process for notifying the subrecipient of steps it should take to attain compliance and processes the State agency will follow in attempting to obtain voluntary compliance. In addition, this section should include the process states will use to engage OCR in compliance and enforcement activities.

Letter of Findings and Corrective Action Plan

The HI-OSDCTE State Director for CTE issues the Letter of Findings in a similar manner to issuing the notification letter. The State Director sends the letter via email to the administrator of the local education agency (HIDOE Superintendent or VP of UHCC, whose approval is required to make corrective action binding), as well as the principal or chancellor of the reviewed institution and related agency personnel.

The Letter of Findings informs the subrecipient of the areas reviewed, dates of review, relevant legal standards, any findings of noncompliance, and required steps toward corrective action. Those required steps toward corrective action normally include the submission of a Corrective Action Plan to HI-OSDCTE within 90 calendar days that specifies the remedial steps that will resolve the violation(s) without contingencies upon funding or other events, applicable interim measures, timeframe to completion, method of HI-OSDCTE verification, and subrecipient persons responsible; signed by a person with authority to make the corrective action binding. The Letter of Findings may also identify issues of concern HI-OSDCTE deemed noteworthy without intent for the subrecipient’s Corrective Action Plan to address those concerns. HI-OSDCTE requests that a subrecipient with civil rights noncompliance to submit a draft Corrective Action Plan for HI-OSDCTE review between 45 to 60 calendar days from issuance of Letter of Findings. The timeframes for implementation and completion noted in the Corrective Action Plan vary based upon remedies to be implemented but are expected to be completed in an expedited manner. HI-OSDCTE does not allow corrective timeframes to exceed two years.

The timeframe for subrecipient’s implementing corrective action begins when HI-OSDCTE accepts the subrecipient’s submission of a finalized Corrective Action Plan with binding signature to HI-OSDCTE.

Monitoring

HI-OSDCTE will monitor a subrecipient’s implementation of the Corrective Action Plan until HI-OSDCTE deems the initial noncompliance to be resolved. HI-OSDCTE will conduct periodic follow up and verification in attempt to obtain resolution within the initially agreed upon timeframe for completion. If it becomes clear that remediation of the civil rights violation
will not occur in a timely manner or despite best efforts by the subrecipient to implement the corrective action, HI-OSDCTE will further engage the subrecipient to determine and implement revised interim and/or remedial measures.

*Engaging OCR in compliance activities*

To be clear, state CTE agencies do not represent or have delegated authority of OCR to enforce federal civil rights requirements. However, state CTE agencies are obligated to implement MOA programs in order to assist and attain subrecipients' voluntarily addressing their federal civil rights obligations. Through periodic training and technical assistance from OCR, HI-OSDCTE attempts to implement methods of administering Hawaii CTE civil rights oversight activities that effectively attain voluntary compliance by subrecipients to prevent, identify, and remedy federal civil rights violations. HI-OSDCTE will determine on a case-by-case basis, the appropriate extent in which to inform and engage OCR throughout local compliance processes, with an intent to minimize the need for its direct federal involvement or intervention into subrecipient programs and activities.
III. TECHNICAL ASSISTANCE FOR SUBRECIPIENTS

How does the State plan to conduct outreach to subrecipients, offer technical assistance, and provide opportunities for subrecipients to request technical assistance to improve equal access to CTE based on race, color, national origin, sex, or disability? How will the State use Federal (OCR) and other resources to support its technical assistance efforts? It is recommended that this part describe the procedures the State agency will follow to comply with the requirements set forth in Section II(B)3 of the Guidelines.

Providing technical assistance upon request to subrecipients. This includes assisting subrecipients identify unlawful discrimination and instructing them in remedies for and prevention of such discrimination.

This subpart of the MOA is intended to highlight the role of the State agency in working with subrecipients to provide technical assistance to prevent, detect, and correct discrimination in career and technical education programs.

HI-OSDCTE will take steps to communicate and address the opportunity for subrecipients to request technical assistance that facilitate prevention, identification, and remediation of unlawful discrimination by race, color, national origin, sex, or disability. HI-OSDCTE will communicate through methods and media including, but not limited to, the HI-OSDCTE Web site, Letters of Finding, exit meetings, informational publications, and/or direct communications the opportunity for HIDOE and UHCC administration and support offices, high schools and colleges, and other subrecipient personnel directly or indirectly involved with CTE programs to request technical assistance.

HI-OSDCTE will attend to requests for technical assistance either through informal verbal or written communication, formal Letter of Technical Assistance directly to the subrecipient, or other means. Technical assistance requested by subrecipients will not trigger or otherwise form a basis for HI-OSDCTE to conduct a formal compliance review of those subrecipients that have requested technical assistance.

HI-OSDCTE will periodically provide technical assistance in a proactive effort to assist subrecipients with attending to their ongoing federal civil rights obligations. Unsolicited technical assistance is likely to utilize printed or digital media, but other forms of technical assistance may be developed as deemed appropriate to improve student access, equity, participation, and success relating to CTE programs. HI-OSDCTE will attempt to leverage technical assistance resources made available by OCR and its Outreach, Prevention, Education, and Nondiscrimination (OPEN) Center.
IV. REPORTING TO THE DEPARTMENT

While not a required element of a State MOA plan, the Guidelines require each State agency to periodically report on its activities. The Department expects each State agency to submit a civil rights compliance report to OCR and OCTAE as a narrative attachment in the State’s Consolidated Annual Report for Perkins V every second year – i.e., biennially. It is recommended that the report include the State agency’s compliance activities, the subrecipients that have been found to be in possible noncompliance, and the steps the State agency has taken to bring each subrecipient into compliance.

It is recommended that the report include the State agency’s compliance activities, the subrecipients that have been found to be in possible noncompliance, and the steps the State agency has taken to bring each subrecipient into compliance. It is recommended that the biennial report contain the following information:

a. The staff resources allocated by the State agency to the MOA compliance program during each year of the reporting period;
b. A description of the State agency’s compliance with Section II(A) of the Guidelines (relating to distribution of funds, admissions and administration, approval of local entity action, and conducting State-run programs);
c. A list of the subrecipients for which the State conducted compliance reviews;
d. Copies of any written findings or compliance plans issued to any subrecipient; and
e. A description of the technical assistance services that were offered to subrecipients to address gaps in access and success for CTE students in CTE programs.

An additional element is invited: a statement discussing which Federal civil rights resources were found to be helpful in carrying out the State's MOA work, and comments on any Federal resources that should be developed, revised, improved, or eliminated for the benefit of State agencies in the administration of CTE.

HI-OSDCTE will submit a biennial report of its CTE civil rights compliance activities to USDOE. Beginning December 31, 2020, biennial reports will be submitted to OCR and OCTAE as a narrative attachment to the state agency’s Consolidated Annual Report.

The civil rights compliance report will include or otherwise address:
- The staff resources allocated by HI-OSDCTE to the MOA compliance program;
- New policy review;
- Summary listing of compliance reviews including the list of subrecipients reviewed, dates of review, and scope of review;
- Copies of Letters of Findings issued to subrecipients by HI-OSDCTE;
• Copies of Corrective Action Plans from the subrecipient, accepted by HI-OSDCTE;
• Brief summary of HI-OSDCTE technical assistance activities; and
• Other updates or commentary that HI-OSDCTE deems appropriate.
APPENDIX

Stakeholder comments and HI-OSDCTE responses are noted below. The MOA Plan has since been amended to reflect the clarifications suggested by the stakeholder comments.

Stakeholder comment: For your consideration, provide more clarity on the term "subrecipient" in the context of the Hawaii Department of Education (Department). Perhaps simplifying "subrecipient" by stating plainly, "high school," if this is the local agency or if subrecipient is meant to refer to the Department in its entirety that includes state, complex and school interchangeably, however it is a little more challenging to comprehend if one is not familiar with the Department's structure. "Subrecipient " is defined on page 3 under section II. Plan for Performing Oversight Responsibilities as follows. A "subrecipient," in this context, is a local agency that receives financial assistance through the State CTE agency.

HI-OSDCTE response: We have amended the MOA Plan to provide clarification that the local education agency subrecipients (HIDOE and UHCC) are further divided into subrecipient universes of individual HIDOE high schools and UHCC colleges. We agree that further clarification is necessary because the term “subrecipient” may refer to the HIDOE and UHCC local education agencies or their respective high schools or colleges to which Perkins fund ultimately flow and at which HI-OSDCTE will conduct the CTE civil rights review of the institution or program. Additional contextual information has been added to provide a brief description of the current structure of the HIDOE and UHCC local education agencies. The plan was also further modified for clarity and simplicity with references primarily to “HIDOE high schools” and “UHCC colleges” where HI-OSDCTE activities pertain to that institutional level.

Stakeholder comment: In subsequent references to subrecipient it is not clear if subrecipient is referencing the Department as a whole, a state level office, or high school. On page 3 under A. To address Section II(B)1 of the Guidelines: Describe the State agency’s plans for collecting and analyzing civil rights related data and information that subrecipients compile for their own purposes or that are submitted to State and Federal officials under existing authorities. Data submission to federal officials is the responsibility of the Department's state office level, through the Office of Strategy, Innovation and Performance. On page 4 second paragraph, additional sources of data may include subrecipient course catalogs, which seems to imply high school course catalogs since high schools generally create their own student handbooks or course catalogs.

The additional sources of data that may be analyzed by HI-OSDCTE include:
- Letters of Findings issued by HI-OSDCTE noting
  - Program year a particular subrecipient was reviewed
  - Issues of noncompliance
  - Issues of concern
- Subrecipient course catalogs, to be submitted by subrecipients to HI-OSDCTE
HI-OSDCTE response: We have amended the MOA Plan to reflect that HI-OSDCTE will collect the consolidated program or course description document from each HIDOE high school or UHCC college that those respective subrecipient institutions develop and make available to their students, whether the high school or college refers to it as its course catalog, registration handbook, or similar document name.

Stakeholder comment: On page 7 second paragraph it states, “To achieve further economies, the number and selection of the multiple subrecipients for a limited scope review may involve data analysis for targeting of subrecipients in geographical groupings, such as by secondary subrecipient complex or district.” Subrecipient in this statement seems to reference high schools, as in targeting of subrecipients in geographic groupings, and also as a Department or high school, by the statement, “such as by secondary subrecipient complex or district.” Clarification of the different levels in the Department, state, complex and high school will provide better understanding of the plan. If roles are also defined for each level in the Department as part of the plan, that would provide even more clarity.

HI-OSDCTE response: We have amended the MOA Plan to provide clarification and address the stakeholder's comments in regards to the HIDOE and UHCC organizational structures. We have also amended the MOA Plan in attempt to more specifically describe how multiple HIDOE high schools might be grouped together for a limited scope review.
INTRODUCTION

The Department of Public Safety’s Corrections Education Program Services is responsible for the development and instruction of academic and career-training courses that lead to employment for offenders upon release. With the focus on re-entry of offenders into the community, there is a greater demand to develop workforce-training programs that are current and lead to employment in local communities where inmates are released.

The Corrections Education Program has changed the direction and focus of its program to meet the national common core standards for academic and career technical education. The adult basic education program has been realigned to provide basic and intermediate courses in reading, mathematics, language and writing based on applied skills in research, both long and focused projects commonly required in the workplace: reading in a variety of texts that range in increasing complexity to enable offenders to meet the current complexity of reading and thought in college and/or career training courses and the workplace. Math courses emphasize mathematical models applied to analyze empirical situations that lead students to comprehensively understand these situations and make critical decisions based on the depth of knowledge rather than mere rote learning. The goal for offenders is to develop a depth of understanding and ability to apply mathematics to situations in life, college and the workplace.

The more advanced curricula offer options for High School Equivalency (HSE), credit and non-credit technical training certification and opportunities for college credit courses and industry specific certification.

PROGRAM PLAN

The Corrections Education Program Services (CPSE) is currently working in partnership with the University of Hawaii Community Colleges: Hawaii Community College, Maui Community College, Kapiolani Community College, Leeward Community College, and Windward Community College; GEDTS and Pearson Vue Testing; and Hawaii Department of Education Adult Community Schools. These partnerships provide a rich opportunity for offenders to gain work-ready skills and career-ready technical training that lead to certificates of completion from the Community College Continuing Education/Workforce Development departments, and occupational
concentrations within a career pathway for the students who complete and pass the programs taken. Offenders exiting prison then leave better skilled and prepared for employment or further education and/or training.

Currently, CPSE follows four career pathways (Agriculture, Business, Public and Human Services, Industrial and Engineering Technology) to serve as the basis for both applied academic education and career technical training. Within each occupational pathway cluster, credit and non-credit certificate courses in agriculture, marketing and business technology, service and hospitality, building and construction and electronic and computer systems will be offered through the UH Community Colleges. Participants who complete and pass in the programs delivered by the Community Colleges are issued a Certificate of Professional Development. Sustainable Horticulture and Culinary Arts get college credit upon inmates’ enrollment in the college.

CPSE has been offering GED testing through Pearson Vue computerized testing in the correctional facilities. Computerized GED provide on demand access for offenders ready for the GED examination. CPSE has offered another high school equivalency program, HiSET or High School Equivalency Test that is available in the jails or community correctional centers. Offenders who are unable to take the High School Equivalency (HSE) option in prison will have greater opportunity through the adult community school center in their community.

PROGRAM REQUEST

Culinary Arts, Women’s Community Correctional Center $92,000.00
The culinary training program at the Women’s Community Correctional Center (WCCC) provides a quality education in culinary arts. There are four modules covered: Module 1: Introduction to Culinary Industry, Module 2: Safety and Sanitation, Module 3: Fundamentals of Cookery, and Module 4: Intermediate Cookery. The program has demonstrated success in advanced training outcomes and job placement for offenders in local restaurants on Oahu. In partnership with Kapiolani Community College (KCC), the Culinary Arts Course at the Women’s Community Correctional Center had provided job-training opportunities to women over five years. The Perkins’s grant funds this program.

Certification of Professional Development in Office Worker Business Applications Program, Halawa Correctional Facility, Waiauwa Correctional Facility and Women’s Community Correctional Center $29,400.00
The Office Worker Business Application program is comprised of modules designed to prepare students interested in entering careers in the business environment. The program provides instruction, hands-on-training and exercises to reinforce and apply computer skills. The program focuses on the following training modules: Essential Computing Skills; Microsoft Word 2016 for the Business World, Levels 1 and 2; Business Applications Using Microsoft Excel 2016, Level 1 and 2; Business Presentations Using Microsoft PowerPoint Level 1 the program gives the
student the foundation and preparation to earn a Certificate of Professional Development from the community college. Perkins will fund all but Microsoft PowerPoint.

PROGRAM GOALS AND OBJECTIVES

Provide career and technical skills training in culinary arts and office worker business applications.

Ensure all students enrolled in prison Career Technical Education (CTE) programs gain the necessary academic and technical skills to function successfully in the workplace as demonstrated by completing required credited hours of training and a certificate of professional development from an accredited training program (UHCC)

Performance Measures

Culinary students will apply complex reasoning skills in mathematics, writing, and reading to complex culinary projects as part of an integrated culinary certificate program that prepares students for employment upon graduation. Employment Placement Goal: 95%

Students enrolled in the KCC culinary program and are released prior to completion of the certificate program will be provided information and assistance regarding enrollment at the KCC campus to complete the necessary courses. Transition Goal: 75%

Students enrolled in Office Worker Business Applications Program who complete the program will receive a certificate of professional development. Transition Goal: 75%

BUDGET SUMMARY

Culinary Arts: Women’s Community Correctional Center  $92,000.00
Supplemental funding for culinary arts instructors

Office Worker Business Applications  $29,400.00
Funding for instruction

TOTAL  $121,400.00