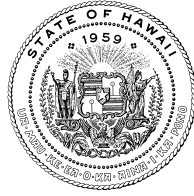


STATE OF HAWAI‘I PERKINS V STATE PLAN



Leading at the Intersections



EXECUTIVE CHAMBERS
HONOLULU

DAVID Y. IGE
GOVERNOR

March 20, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Madam Secretary:

As authorized by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), I am pleased to support the Hawai'i Perkins V State Plan 2021–2024.

Hawai'i's Perkins V State Plan aligns with my vision, goals, and strategic policy for the state, aligning to our collective vision for Hawai'i's workforce and economic development through our Career Pathway System. This plan aligns with and integrates with the Workforce Innovation and Opportunity Act (WIOA) Hawai'i Unified State Plan 2020–2023 that works to ensure all employers have competitively skilled employees, that all job-seekers have sustainable employment and self-sufficiency, and that our keiki are prepared for high-skill 21st-century careers. The Hawai'i Perkins V State Plan is dedicated to the continual and continuous improvement of ensuring access to high-quality career and technical education programs that meet size, scope, and quality criteria in both their design and delivery; participation in those programs, and the achievement of educational and workforce outcomes of program participants. Throughout the plan, the State of Hawai'i is committed to improving equity of access, participation, and outcomes to all students across the state.

We are excited about the potential of Perkins V to improve the quality of Hawai'i's system of career and technical education and the state's Career Pathway System. After a thorough review and vetting by core partners, stakeholders and a two-month public comment period, I am confident that the Hawai'i Perkins V State Plan sets on a purposeful path to meeting the dynamic workforce and economic development while providing every learner the knowledge, skills, and competencies to fully participate in, contribute to, and benefit from Hawai'i's economy and our communities.

The Honorable Betsy DeVos
March 20, 2020
Page Two of Two

I am pleased to submit this plan for your consideration.

With warmest regards,

A handwritten signature in black ink, reading "David Y. Ige". The signature is written in a cursive style with a large, sweeping "D" and "I".

David Y. Ige
Governor, State of Hawai'i



STATE OF HAWAII
DEPARTMENT OF EDUCATION

P.O. BOX 2360
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

March 9, 2020

The Honorable Betsy DeVos
Secretary, U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary DeVos:

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) serves as a critical resource to the Hawai'i State Department of Education (HIDOE) and our role as a change agent as we usher in a new era of equity, excellence and innovation in Hawai'i. As such, I am pleased to support the Hawai'i Perkins V State Plan 2021–2024.

Hawai'i Perkins V State Plan aligns with strategic opportunities outlined in HIDOE's 2030 Promise Plan, the Department's latest iteration of its strategic plan. These connections include:

- Providing students with multiple chances to engage in a career pathway;
- Increasing access to Early College, dual-credit and Advanced Placement courses;
- Expanding e-school course offerings across the state to provide students with a broad array of desired courses;
- Creating a digital system for coordinating internships, apprenticeships and industry certificates for workforce readiness;
- Providing high-quality college and career counseling using realistic student-to-counselor ratios; and
- Encouraging competitive academy designs to meet the aspirations of our students aligned with higher education and industry growth areas.

We are excited about the Hawai'i Perkins V State Plan's dedication to the continuous improvement of our career and technical education work to provide every learner the knowledge, skills and competencies to fully participate in and benefit from Hawai'i's economy and our communities.

I am pleased to submit this letter of support for this plan for your consideration.

Sincerely,

A handwritten signature in blue ink, appearing to read "CK", representing Dr. Christina M. Kishimoto.

Dr. Christina M. Kishimoto
Superintendent

CMK:ab



UNIVERSITY
of HAWAII®
SYSTEM

Erika Lacro
Vice President for Community Colleges

March 14, 2020

The Honorable Betsy DeVos
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SouthWest
Washington, D.C. 20202

Dear Madam Secretary:

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) serves as a critical resource to the abilities of the University of Hawai'i system of institutions and the University of Hawai'i Community Colleges to achieve their missions. As such, I am pleased to support the Hawai'i Perkins V State Plan 2021–2024.

The Hawai'i Perkins V State Plan aligns with the University of Hawai'i's purposes of providing all qualified people in Hawaii with equal opportunity for high quality college and university education and training; providing a variety of entry points into a comprehensive set of postsecondary educational offerings, allowing flexibility for students to move within the system to meet individual educational and professional goals; and advancing missions that promote distinctive pathways to excellence, differentially emphasizing instruction, research, and service while fostering a cohesive response to state needs and participation in the global community. Specifically to the University of Hawai'i Community Colleges, the Perkins V State Plan will allow us to broaden access to postsecondary education in Hawai'i, regionally, and internationally by providing open-door opportunities for students to enter quality educational programs within their own communities; provide the trained workforce needed in the State, the region, and internationally by offering occupational, technical, and professional courses and programs, which prepare students for immediate employment and career advancement; and provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and non-credit courses and activities.

We are excited about the Hawai'i Perkins V State Plan's dedication to the continual and continuous improvement of our CTE system to provide every learner the knowledge, skills, and competencies to fully participate in, contribute to, and benefit from Hawai'i's economy and our communities.

I am pleased to submit this letter of support for this plan for your consideration.

With warmest regards,

Erika Lacro
Vice President of Community Colleges

2444 Dole Street, Bachman 207
Honolulu, Hawai'i 96822
Telephone: (808) 956-7038
Fax: (808) 956-5286

An Equal Opportunity/Affirmative Action Institution

State of Hawai‘i Perkins V State Plan

SUMMARY OF INTENT ii

HAWAI‘I PERKINS V STATE PLAN RESPONSES 1

- A. Plan Development and Consultation..... 1
- B. Program Administration and Implementation..... 3
- C. Fiscal Responsibility 40
- D. Accountability for Results 46

III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS..... 53

- A. Statutory Assurances..... 53
- B. EDGAR Certifications 54
- C. Other Forms 54

IV. BUDGET 55

- A. Instructions..... 55
- B. Budget Form 57

V. STATE-DETERMINED PERFORMANCE LEVELS 58

- A. Instructions..... 58
- B. State Determined Performance Levels (SDPL) Form..... 63

APPENDIX A: CONSULTATIVE ACTIVITIES 65

- A. Consultation with Office of the Governor 65
- B. Additional stakeholder outreach and consultations 66

APPENDIX A-1: PUBLIC COMMENT MEETINGS..... 69

APPENDIX A-2: PUBLIC COMMENTS & RESPONSES 70

APPENDIX B: SECTOR STRATEGIES..... 80

- A. Sector Strategy Committees..... 80
- B. Sector Partnerships in High-Growth Industries 81

APPENDIX C. IMPROVEMENT METHODS 83

APPENDIX D: TRANSFERABLE SKILLS 84

- A. Partnership for 21st Century Skills..... 84
- B. HIDOE General Learner Outcomes..... 86
- C. Nā Hopena A‘o 86

APPENDIX E. HAWAI‘I’S EFFORTS TO CREATE A WORK-BASED LEARNING CONTINUUM 88

APPENDIX F: LOCAL APPLICATION TEMPLATE 90

SUMMARY OF INTENT

The Hawai‘i Career Pathway System provides 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. A critical component of the Hawai‘i Career Pathway System is a system of career and technical education (CTE) whose purpose is to provide 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. The CTE programs and programs of study (POS) designed and offered by the Hawai‘i Department of Education (HIDOE) and the University of Hawai‘i Community College System (UHCCS) serve as the core of the educational programming component of the CTE system and the larger Hawai‘i Career Pathway System.

The Hawai‘i Perkins V State Plan includes strategies and activities to strengthen the state’s CTE system and system capacities to systematically and continually improve, innovate, and transform Hawai‘i’s CTE system and its CTE programs/POS in grades 6-14 that ensure systemic and equitable access and outcomes for all learners in in-demand, high-skill, high-wage career pathways. Specifically, Perkins V funds will be used to pursue three primary goals:

- Ensure students have equitable **access** to high-quality CTE programs—those programs that meet size, scope, and quality criteria in their design and delivery.
- 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.

Perkins V funds provide opportunities to improve the quality of Hawai‘i’s CTE system through four primary strategies included in this State Plan:

- Strengthening the robustness of the design and delivery of CTE programs/POS through rigorous size, scope, and quality criteria;
- Systematic development of systemic CTE program/POS scope components identified in the Comprehensive Local Needs Assessment;
- Continual improvement, innovation, and transformation of the CTE system and CTE programs/POS by leveraging interactions, intersections, and interdependencies, including the integration of scope components and system stakeholders, to achieve better and more equitable 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.

These four strategies are ongoing (continual) processes given the dynamic educational and workforce and economic development contexts and conditions rather than discrete, finite activities where work is considered finished. The Hawai‘i Office of the State Director of CTE (HI-OSDCTE) developed a Local Application that require the HIDOE and UHCCS to create three-year systematic improvement and innovation/transformation plans with detailed change activities associated with each of these strategies to improve the quality of the CTE system and its CTE programs/POS as demonstrated by improved and more equitable access, increased and more equitable participation, and improved and more equitable educational and workforce outcomes.

Strengthening robustness of the design and delivery of CTE programs/POS through rigorous size, scope, and quality criteria

The HI-OSDCTE, as the administrative agency of the State Board for CTE—the eligible agency for Perkins V, pursues the first strategy by requiring CTE programs/POS to meet expanded and more

rigorous criteria of size, scope, and quality to be eligible for Perkins V funding. The HI-OSDCTE will assist the HIDOE and UHCCS to identify which CTE programs/POS they wish to support using Perkins V funds and to assist those agencies to have the design and delivery of those programs better satisfy the size, scope, and quality criteria.

Systematic development of systemic CTE program/POS scope components identified in the Comprehensive Local Needs Assessment

Critical to this Perkins V State Plan is the need to develop three systemic CTE program/POS components (those to be made available in every CTE program/POS); systematically pilot, test, and adapt those components as part of their systemic integration into the design of the CTE system’s CTE programs/POS; and train educators and stakeholders (e.g., industry partners) to deliver them as part of high-quality CTE programs/POS. The three CTE program/POS components to be developed, integrated, and delivered are: continuum of counseling and advising; continuum of work-based learning; and employability/transferable skills—those skills and competencies that positively impact students’ career readiness and success, college readiness and success, and community readiness and success.

Additionally, the HI-OSDCTE will work together with the HIDOE and UHCCS to develop a monitoring, evaluation, and feedback system to provide meaningful information to CTE system stakeholders regarding implementation progress, effectiveness of improvement efforts, and quality of the CTE system and CTE programs/POS from the perspective of graduates and employers. This effort will include identifying performance indicators beyond those required by Perkins V, reporting those indicators in accessible ways, and assisting in the use of those data to inform CTE system and CTE program/POS improvement efforts.

Continual improvement, innovation, and transformation of the CTE system and CTE programs/POS by leveraging interactions, intersections, and interdependencies, including integration of scope components and system stakeholders, to achieve better and more equitable educational and workforce outcomes

The HI-OSDCTE will guide and support the HIDOE’s and UHCCS’s efforts to continually improve, innovate, and transform CTE programs/POS to achieve improved access, increased participation, and improved educational and workforce outcomes of all participating students, including the elimination of gaps for Perkins-identified special populations. The HI-OSDCTE monitoring framework, informed by a data dashboard application, will identify which CTE programs/POS have disparities, misalignments, or inequities in program offerings (issues of access), program participation, and program achievement of educational and workforce outcomes (issues of success), particularly those associated as being part of Perkins V-identified special populations. The HI-OSDCTE will require the HIDOE and UHCC to develop improvement strategies that address the root causes of those disparities, misalignments, and inequities to be included in their Local Applications.

The approach being pursued by the HI-OSDCTE, HIDOE, and UHCCS recognizes that the opportunities to achieve substantially greater access, participation, and educational and workforce outcomes reside in the intentional design and delivery of a CTE system with interacting, intersecting, and interdependent components and stakeholders. This “systems-building” approach is in contrast to the typical improvement approach to CTE programs/POS that attend to the improved quality of the individual components. By attending to the interactions, intersections, and interdependencies of the components within the HIDOE and UHCC, independently, and, more significantly, across the HIDOE and UHCC and other career pathway partners, this systems-building approach presents opportunities to pursue fundamental changes to the CTE system beyond first-order changes that simply pursue doing more.

The Perkins V “subrecipients”—secondary schools and community college campuses—will serve as the research and development incubators and learning laboratories of these CTE system and CTE

program/POS improvement, innovation, and transformation efforts. The CTE programs/POS educators and leaders at the secondary schools and community college campuses provide the implementation knowledge and expertise to assist in the systematic design and prototype development, and the context-specific knowledge and expertise to iteratively test and adapt change ideas—within existing CTE programs/POS or new CTE programs/POS—across multiple school and campus settings to inform CTE program/POS designs. Effective changes in one setting can be systematically tested and adaptively integrated in other settings to help bring about systemic and more equitable improvements in educational and workforce outcomes. Changes demonstrating improvements in outcomes can be integrated into the design of the CTE programs/POS.

Building CTE system capacities to design and deliver highly interacting, intersecting, and interdependent CTE programs/POS

Finally, the HI-OSDCTE will help focus and support HIDOE and UHCCS efforts to develop the capacities of the CTE system to design, deliver, and continually improve/innovate CTE programs/POS at the interactions, intersections, and interdependencies to improve educational and workforce outcomes. Attending to CTE system capacities will be primarily pursued by building a pipeline with the institutions of higher education to increase the number of qualified and effective CTE educators and support personnel and providing professional development of educators, support personnel, and CTE system, program, and school/campus leaders to effectively navigate these dynamic spaces to systematically achieve systemically improved and equitable educational and workforce outcomes.

The Local Applications will serve as the bases for HI-OSDCTE’s monitoring, evaluation, and feedback activities. The Local Applications will include, at a minimum, for each CTE program/POS the following elements of a systematic improvement method:

- Identification of the improvements to be accomplished (e.g., program participation, educational achievement and outcomes, or workforce achievement and outcomes)

- Outcome or process measures/metrics, including Perkins V performance & quality indicators or other state-approved indicators, to determine if changes are improvements
- Strategies and activities to address identified root causes to guide improvement efforts, including change ideas and rationales of why changes are believed to lead to quality improvements and projected implementation schedules
- Systematic methods of learning from testing and adapting the change ideas (e.g., the use of Plan-Do-Study-Act cycles) across the multiple deliveries of the CTE programs/POS in secondary schools and community college campuses.

The HI-OSDCTE will work collaboratively with the HIDOE and UHCCS to use information from the HI-OSDCTE monitoring, evaluation, and feedback and HIDOE's and UHCC's monitoring and evaluation of CTE programs/POS and improvement strategies/activities to make at-least-annual adjustments to their Local Applications based on what's learned, as necessary.

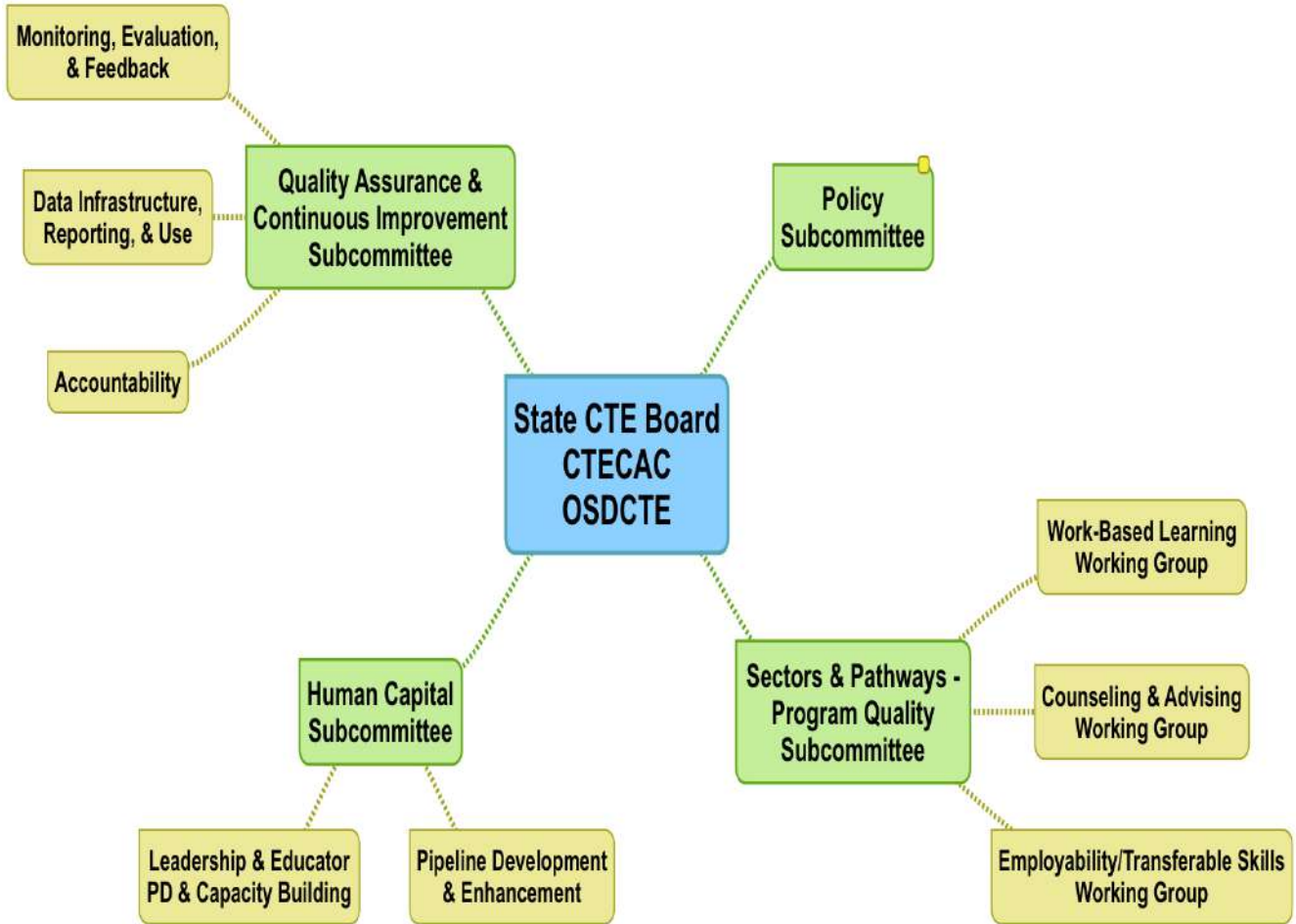
Throughout implementation of Perkins V, the HI-OSDCTE, together with the HIDOE and UHCCS CTE system leaders, will continue to engage with the Hawai'i Career Pathway System through the Workforce Development Council's Sector Strategies & Career Pathways Committee, the seven Sector Partnerships, and the HIDOE and UHCCS CTE program/POS advisory councils to:

- Understand the workforce and economic development needs, skills gaps, and in-demand occupations and occupational clusters at the state, regional (county), and local levels;
- Increase high-quality, work-based learning opportunities for secondary and postsecondary students that lead to industry recognized credentials;
- Identify new industry-recognized credentials or work-based programs that give companies confidence in skills of new hires and provide workers with more mobility;
- Develop opportunities for professional development training for teachers, school/job counselors, training providers, etc.; and

- Identify policies and/or strategies to sustain the improved, innovated, and transformed CTE system and its programs/POS.

The HI-OSDCTE, together with the HIDOE, UHCCS, and the Workforce Development Council, will utilize four subcommittees to the Workforce Development Council’s Sector Strategies & Career Pathways Committee to serve as “coordinating and learning hubs,” three of which will have active working groups to support the design and implementation of CTE system and CTE program/POS improvement strategies and activities pursued through the use of Perkins V funds (see Figure 1). 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 stakeholder agencies and organizations; articulate intentional strategies to systemically, systematically, and equitably improve access, participation, and outcomes 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.

Figure 1. HI-OSDCTE organizing the work through coordinating and learning hubs (subcommittees)



Sectors & Pathways – Program Quality Subcommittee—counseling and advising working group, work-based learning working group, and employability/transferable skills working group.

Human Capital Subcommittee—leadership and educator professional development and capacity building working group and pipeline development and enhancement working group.

Quality Assurance & Continuous Improvement Subcommittee—monitoring, evaluation, and feedback working group, data infrastructure, reporting, and use working group, and accountability working group.

Policy Subcommittee—institutional and legislative policies to enable the design and delivery of high-quality CTE programs/POS; improve access, bolster inter-agency and public-private coordination, collaboration, and partnership; support continuous improvement and innovation.

The HI-OSDCTE will continually refine and adapt its strategic activities in partnership with the HIDOE and UHCCS to achieve the purpose and goals of Perkins V in continual efforts to improve the quality of the CTE system and the Hawai‘i Career Pathway System. These refinements and adaptations to strategies and activities will be based on continued engagement with the Hawai‘i Career Pathway System and its partners, the dynamic conditions of Hawai‘i’s workforce and economic development needs, what’s learned through the Perkins V subcommittees and working groups, and the improvement efforts of the CTE system partners, CTE programs/POS, and subrecipients.

THIS SPACE LEFT INTENTIONALLY BLANK

HAWAI‘I PERKINS V STATE PLAN RESPONSES

A. PLAN DEVELOPMENT AND CONSULTATION

- 1. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V.**

The Hawai‘i Office of the State Director of Career and Technical Education (HI-OSDCTE) is the administrative agency of the State Board for Career and Technical Education, the Perkins V *eligible agency*. Between February 2019 and February 2020, the HI-OSDCTE convened a Perkins V Steering Committee, a Perkins V Working Group, and a Communications Committee to help inform development of the Perkins V State Plan. Additional stakeholder groups were consulted throughout this time period.

Appendix A includes a list of the consultative groups and activities.

- 2. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)**

The HI-OSDCTE received no objections from any state agency. Letters of support from Governor Ige and the leaders from the two eligible recipients—HIDOE Superintendent Christina Kishimoto and UHCCS Vice President Erika Lacro—accompany this submission. The Hawai‘i Perkins V State Plan was unanimously accepted by the State Board for Career and Technical Education on March 19, 2020.

3. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

The HI-OSDCTE also posted the draft Perkins V State Plan on its website with a mechanism available for public comment beginning on December 23, 2019 and through March 5, 2020. In addition to the consultative activities described above, the HI-OSDCTE conducted public comment meetings that provided the general public opportunities to review and provide comments on the Perkins V State Plan, including the proposed performance levels, on each of the major islands in the state between January 7, 2019 and January 22, 2019 (Appendix A-1).

Additionally, the HI-OSDCTE presented and solicited feedback with CTE stakeholders across the state throughout the development of this Perkins V State Plan. The HI-OSDCTE coordinated with the Perkins V Communications Committee to make available to their larger set of stakeholders the schedule of public hearings and the website.

Finally, the HI-OSDCTE presented the draft Perkins V State Plan at the Hawai‘i-ACTE conference in Honolulu through seven one-hour presentation sessions over the two days of the conference (January 30-31, 2020).¹

¹ A copy of the 2020 conference program can be retrieved from: <https://www.hawaiiacte.org/2020program>. A copy of the slide deck shared during the seven one-hour presentation sessions can be retrieved from: <https://drive.google.com/file/d/1VvagwkhqQKGMijPMsleWWyyTpP21bAQj/view>.

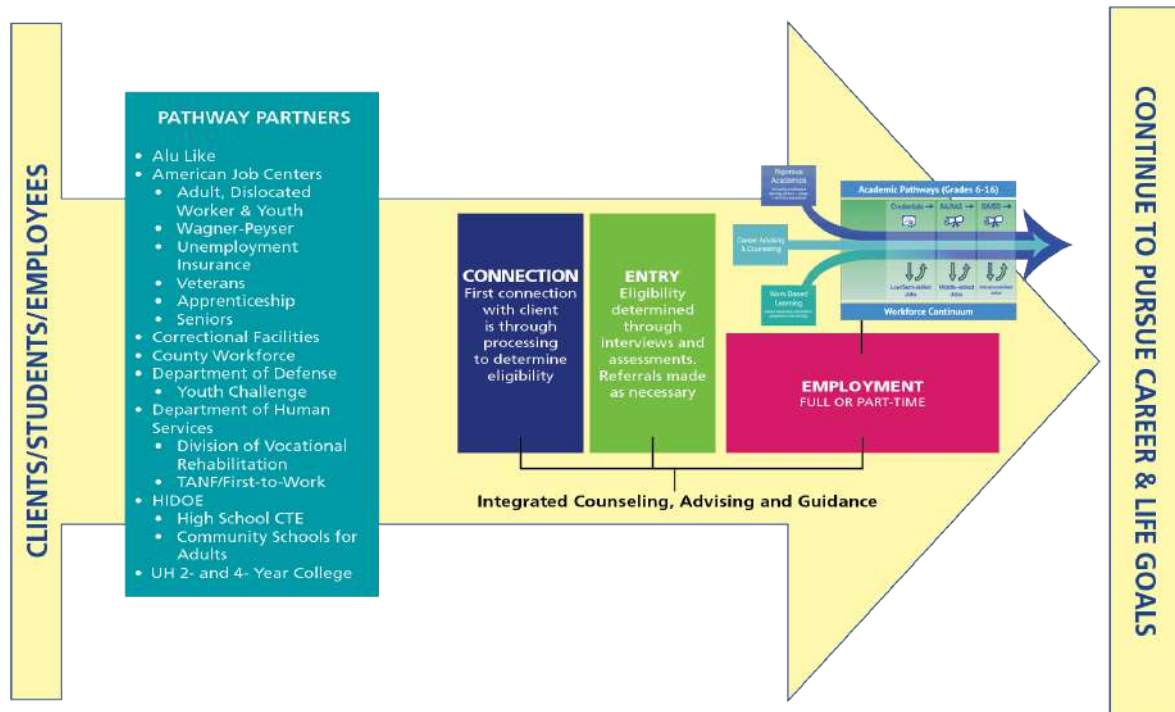
B. PROGRAM ADMINISTRATION AND IMPLEMENTATION

1. State’s Vision for Education and Workforce Development

- a. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V).

The Hawai‘i Career Pathway System continues to serve as the unifying framework within which the workforce development and educational agencies provide progressive levels of education, training, support services, and credentials for specific occupations in a way that streamlines the progress and success of individuals with varying levels of abilities and (see Figure 2).

Figure 2. Hawai‘i’s Career Pathway System



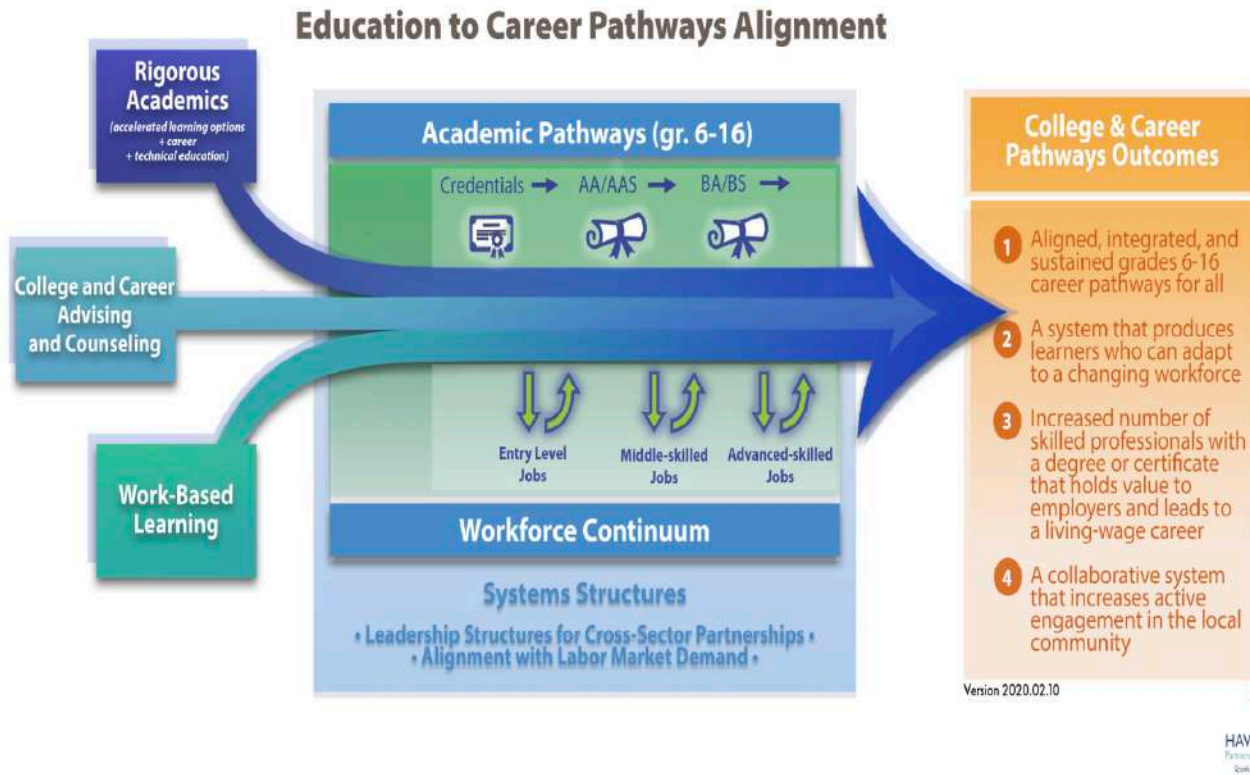
The Hawai‘i Career Pathway System operationalizes through five interacting, interdependent strategies:

- Build cross-state agency partnerships, including community-based organizations
- Identify industry sectors and engage employers
- Design education and training programs, including career and technical education (CTE) at the secondary and postsecondary levels
- Identify funding needs and sources to ensure resources are available to meet state and local workforce development needs
- Align policies and programs to enable continual improvement and innovation of workforce development activities and the scaling and sustainability of those improvements and innovations.

Assisting in the continual improvement of each of these strategies—individually and as a system—is systematic monitoring and evaluation of performance and system change.

The HI-OSDCTE, together with the Hawai‘i Department of Education (HIDOE) and University of Hawai‘i Community College System (UHCCS) and other Hawai‘i Career Pathway System partners, will continue further development and implementation of all of these strategies through the CTE system (see Figure 3) to strengthen the quality of the of the state’s CTE system and the larger Hawai‘i Career Pathway System.

Figure 3. Hawai‘i’s career and technical education system



This is a larger illustration of what’s depicted in the upper-right corner of Figure 2.

- b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V).

The following goals will be pursued by the HI-OSDCTE together with the HIDEOE and UHCC through the HI-OSDCTE Sectors & Pathways – Program Quality Subcommittee, HIDEOE and UHCCS CTE program/POS and career pathway advisory councils, and the Hawai‘i Career Pathway System’s Sector Strategy Committees and the seven Sector Partnerships:²

² The initial seven Sector Partnerships targeted high-growth industries, including banking/finance, information technology, engineering, food manufacturing, healthcare, agriculture, and tourism. See Appendix B for more information about Hawai‘i’s Sector Strategies approach and the Sector Strategies Committees and Sector Partnerships models.

- Assess training needs and skills gaps, inventory current resources and services, identify high-priority gaps;
- Build stronger networks between firms and among education and training partners to identify high-priority skills gaps and in-demand sectors;
- Review and provide feedback on HIDOE's and UHCC's standards and assessments, academic and career technical content and work skills;
- Increase high-quality, work-based learning opportunities for secondary and postsecondary students that lead to industry-recognized credentials;
- Identify new industry-recognized credentials or work-based programs that give companies confidence in skills of new hires and provide workers with more mobility;
- Develop opportunities for professional development training for teachers, school/job counselors, training providers, etc.; and
- Identify policies and/or strategies to sustain the model.

Representatives from education, economic development, workforce systems, labor, and community-based organizations convene through these venues at the state, regional (county), and local levels.

The HI-OSDCTE will continue to seek ways to make these coordinating and collaboration activities more efficient (reduce redundancies) and effective (greater alignment between workforce/economic development needs and CTE programs/POS) at the state, regional (county), and local levels. The HI-OSDCTE will continue to participate in and help to coordinate joint WIOA-Perkins activities that bring together the eligible agencies and eligible recipients with each other and with industry partners to strengthen alignment of program offerings.

One way that the HI-OSDCTE will further the connections between workforce development and industry and CTE partners is through the size, scope, and quality criteria required of CTE programs/POS to be eligible for Perkins V funding. The quality criteria requires that the HIDOE and UHCCS career pathway/CTE program advisory councils meet with one another and representatives from business and industry, labor, and community-based organizations at least once annually at the state level and at least once annually at the regional (county) levels to discuss activities related to these goals and progress towards achieving them.

- c. Describe the State’s strategy for any joint planning, alignment, coordination, and leveraging of funds between the State’s career and technical education programs and programs of study with the State’s workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V).**

Just as the continual improvement of Hawai‘i’s CTE programs/POS necessitates greater integration of programmatic components, the funding needed to support those integrative activities will also need to be aligned, coordinated, and leveraged across CTE and workforce development partners. In 2018, the Workforce Development Council and the HI-OSDCTE identified more than \$101 million in state and federal program funds for workforce development in Hawai‘i and made that information available through a funding map (<https://tinyurl.com/HIfundingmap>).

To make use of this information, the HI-OSDCTE will make the identification and use of funds and resources across agencies and community-based organizations a priority agenda item of: an annual convening with the HIDOE and UHCCS (as the two Perkins V eligible recipients), an annual meeting

of the Perkins V Policy Subcommittee, and meetings of the Workforce Development Council’s Sector Strategies & Career Pathways Committee and other relevant WIOA-Perkins committees. The HI-OSDCTE will additionally align, coordinate, and leverage Perkins V funding with the HIDOE and UHCCS through the development of common strategies and activities through their Local Applications. Consortium and regional activities across CTE programs/POS, spanning educational levels, and with industry and workforce development agencies and partners will be encouraged through the Local Applications.

d. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V).

The HI-OSDCTE will dedicate:

- \$60,000, annually, for the preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and in-demand occupations;
- \$122,975 (2% of the total state allocation), annually, beginning in fiscal year 2021 to the Department of Corrections to provide CTE services to those youth held by state correctional institutions;
- \$296,629 in fiscal year 2021 to be used for:
 - Explore the feasibility of developing and implementing an online or hybrid secondary education credential program with endorsements in CTE, such as, but not limited to, the teacher preparation program at the University of Hawai‘i-West O‘ahu that has already explored secondary teacher preparation via online/hybrid delivery methods

- Provide technical assistance to HIDOE and UHCCS to address issues identified in the Comprehensive Local Needs Assessment—continuum of work-based learning; continuum of counseling and advising; employability/transferable skills; monitoring and evaluation; and data infrastructure, reporting, and use;
- Provide technical assistance to HIDOE and UHCCS program administrators, leaders, and educators to use systematic improvement methods;
- Conduct a financial audit of fiscal accounting and reporting procedures and the training needed to ensure compliance with Generally Accepted Accounting Principles.
- Employ a data analyst position to work directly with the Data Exchange Partnership located at the Hawai‘i P-20 Partnerships for Education to assist with the CTE data management and reporting related to Perkins-funded CTE activities, namely student participation and outcomes data.

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

- a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V).**

More than 60 CTE programs/POS (<https://tinyurl.com/HIDOECTEprograms>) are offered by the HIDOE through 43 high schools and by the UHCCS through the seven UHCCS campuses (<https://tinyurl.com/UHCCSprograms>). Broadly, these CTE programs/POS:

- Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses

that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education and the workforce;

- Are aligned to industry and workforce development standards and needs, including to those occupations and occupational clusters that are high-skill, in-demand, and lead to jobs with a living wage as identified through reliable labor market information (LMI);
- Include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary credits; and
- Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

CTE programs/POS to be supported, developed, or improved by the HIDOE and UHCCS using Perkins V funds will be limited to those that satisfy the size, scope, and quality criteria included in this Perkins V State Plan. The HI-OSDCTE will require the HIDOE and UHCCS to identify those CTE programs/POS that will be supported, improved, or redesigned using Perkins V funds and any new programs that will be developed. As the new criteria for size, scope, and quality come into effect beginning in the 2020-2021 school year, existing CTE programs/POS will continue to be eligible for Perkins V funding for the first three years of the Perkins V State Plan should the HIDOE and UHCCS choose to continue to support them as they to meet the new eligibility criteria.

- b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including *how such programs address State workforce development and education needs* and the criteria to assess the extent to which the local application under section 132⁸ will—**

The HI-OSDCTE's process for approving locally developed (HIDOE and UHCCS) programs/POS or career pathways is only for Perkins V funding eligibility. The HI-OSDCTE approval of HIDOE- and

UHCCS-developed CTE programs/POS will be based on the processes employed in the design and periodic review of those programs and the delivery of those programs consistent with the size, scope, and quality criteria included in this Perkins V State Plan.

The HI-OSDCTE will approve the HIDEOE's and UHCCS's processes for the design and development, review, and adaptation processes of CTE programs/POS. As a quality criterion, the HIDEOE and UHCCS are required to have a systematic design and development, periodic review, and adaptation process that is applied to every CTE program/POS. The expectation is that the HIDEOE and UHCCS would each have a singular process that would be used for every CTE program/POS. These processes, as articulated within the quality criteria, are to be applied to every new and existing CTE program/POS or career pathway at least once every five years. These design and development, review, and adaptation processes must articulate systematic approaches to address size, scope, and quality criteria. Several scope and quality criteria include requirements of CTE programs/POS or career pathways to access and use LMI in the design and delivery in CTE programs/POS, e.g., high-skill, living-wage, and in-demand occupations/occupational clusters and workforce/economic development needs and requirements.

The HI-OSDCTE, together with the HIDEOE and UHCCS, will employ a monitoring, evaluation, and feedback system to inform how well CTE programs/POS are being designed and delivered to students across the state consistent with the size, scope, and quality criteria. The HI-OSDCTE will coordinate technical assistance with the HIDEOE and UHCCS through the Local Application and real-time adjustments through the different committees and working groups to assist CTE programs/POS to improve performance and address gaps and disparities in access and outcomes.

As a result of approving these design and development, periodic review, and adaptation processes, the HI-OSDCTE will have approved any locally developed CTE program/POS or career pathway that has satisfied the requirements in these processes. The HIDOE and UHCCS will be required to submit their respective processes for HI-OSDCTE approval before the start of fiscal year 2021 and, again, not less than once every five years.

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

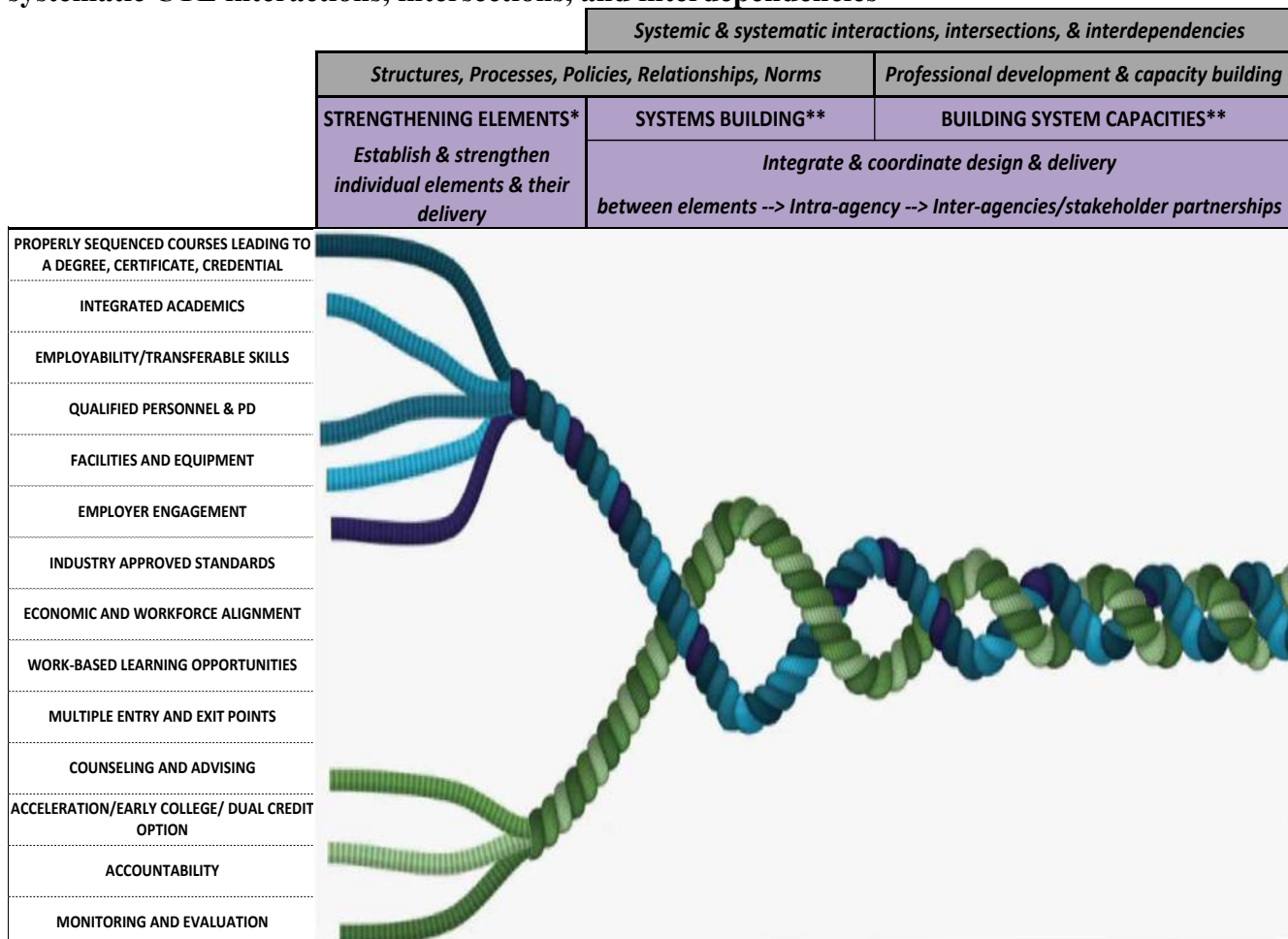
The continual improvement, innovation, and transformation of Hawai‘i’s CTE system through the use of Perkins V funds will be pursued through four primary strategies:

- Strengthening the robustness of the design and delivery of CTE programs/POS through rigorous size, scope, and quality criteria;
- Systematic development of systemic CTE program/POS scope components identified in the Comprehensive Local Needs Assessment;
- Continual improvement, innovation, and transformation of the CTE system and CTE programs/POS by leveraging interactions, intersections, and interdependencies, including the integration of scope components and system stakeholders, to achieve better and more equitable 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.

Through the Local Application, the HI-OSDCTE will require the HIDOE and UHCCS address these four strategies to improve the quality of the CTE programs/POS and the CTE system through the use

of systematic improvement methods.³ The result of this systems building and building of system capacities will be higher-quality, more coherent CTE programs/POS for students (see Figure 4) with ever-more integrated CTE program/POS components that span across the HIDOE, UHCCS, industry and the workforce, and our communities whose educators, leaders, and non-school educators (workforce and community) have the capacities to adapt and deliver these CTE programs/CTE in systematic ways that systemically and equitably achieve better outcomes.

Figure 4. Continual improvement, innovation, and transformation by attending to systemic and systematic CTE interactions, intersections, and interdependencies



³ Examples of systematic improvement methods include improvement science as used by the Institute for Healthcare Improvement and the Carnegie Foundation for the Advancement of Teaching. More information about these methods is included in Appendix C.

The HI-OSDCTE believes that the efforts to strengthen CTE as a system and the capacities within those systems to deliver highly interacting, intersecting, and interdependent educational and technical skills development presents the greatest potential for achieving substantially improved educational and workforce outcomes equitably across the state.

ii. 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.

The HI-OSDCTE will also coordinate with the Workforce Development Council through the Sector Strategies & Career Pathways Committee and other industry and workforce development and community stakeholders to identify multi-sector opportunities and strategies to expand access for special populations, including those students in rural, remote, and small schools and colleges where opportunities may be limited. Leveraging funding and resources can expand the availability and quality of CTE-related learning opportunities to all students.

The HI-OSDCTE will require through the Local Application that the HIDOE and UHCCS address identified issues related to access and participation to CTE programs by special populations. The HI-

OSDCTE will include students in small, rural, and remote schools where economies of scale and traditional methods of funding CTE programs in those schools may limit the programmatic offerings and the quality of those programs. To the extent that access to CTE programs/POS by special populations (and their performance) is impacted by the funding mechanisms used by the HIDOE and UHCCS, the HI-OSDCTE will require that those mechanisms be changed to improve access in systemic, systematic, and equitable ways.

iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

The HI-OSDCTE identified through the Comprehensive Local Needs Assessment and its continued engagement with the Workforce Development Council that there is a need for the systemic and systematic development and delivery of employability/transferable skills across the state’s CTE programs and, as such, are required criteria within the size, scope, and quality requirements for Perkins V funding eligibility.

The HI-OSDCTE will require that the HIDOE and UHCCS design, develop, and integrate into their CTE programs over the first three years of the Perkins V State Plan (2021-2023) a set of skills similar to those identified and categorized by the Partnership for 21st Century Learning (tinyurl.com/HItransferable), efforts to be coordinated by the HI-OSDCTE through its Sectors & Pathways – Program Quality subcommittee and employability/transferable skills working group. Hawai‘i’s stakeholders recognized these skills as being critical to more than workforce or career readiness and success. Instead, they recognized these skills as transferable to lifelong success through workforce/career, college, and community readiness and success.

The HI-OSDCTE recognizes the need to leverage existing general learner outcomes and learner outcomes associated with being a learner in Hawai‘i. Appendix D includes more information about the different skills included in the Partnerships for 21st Century Learning and the HIDOE General Learner Outcomes and Nā Hopena A‘o. The HI-OSDCTE will coordinate the design and development of these transferable skills and their integration into the design and delivery of CTE programs/POS. Included in this coordination will be the leveraging of existing learner skills and frameworks so as to reduce duplication, redundancies, and confusion and to increase the seamlessness of learning experiences for students across the state.

c. Describe how the eligible agency will—

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

The HI-OSDCTE, HIDOE, and UHCCS provide information to students and their families, teachers/faculty/counselors, school and educational system administrators, and employers and community-members through a variety of mechanisms, including their respective websites and through printed materials such as handbooks and posters.

ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;

In its efforts to strengthen the CTE system within the Hawai‘i Career Pathway System, the HI-OSDCTE will require through the quality criteria in the size, scope, and quality definitions that aligned HIDOE and UHCCS CTE programs/POS meet at least once per year at a statewide level together with business and industry partners and other Hawai‘i Career Pathway System stakeholders and at least once per year at a regional (county) level with business and industry partners and other Hawai‘i Career Pathway System stakeholders. Additionally, the HI-OSDCTE, together with the HIDOE and UHCCS, will continue to serve as active partners on the Sector Strategies & Career Pathways Committee and the seven Sector Partnerships that serve as the primary vehicles responsible for collaboration among the Hawai‘i Career Pathway System partners to help identify the multiple entry and exit points in each of the sector pathways.

iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;

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 one 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.

iv. ensure 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. The HI-OSDCTE will require through the Local Applications from the HIDOE and UHCCS that they 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—the first Local Application will be for three years (2021-2023).

v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

The HI-OSDCTE, HIDOE, and UHCCS—as participating partners in the Hawai‘i Career Pathway System—will work through the Workforce Development Council’s Sector Strategies & Career Pathways Committee and seven Sector Partnerships to identify the need for new CTE programs/POS and career pathways at the state, regional (county), and local levels aligned to in-demand occupations and occupational clusters associated with workforce and economic development needs. The HI-OSDCTE will require through the Local Application strategies and activities to be pursued by the HIDOE and UHCCS to respond to the needs articulated by the state Workforce Development Council and county workforce development boards, e.g., changes to existing CTE programs/POS to improve alignment, adaptations to CTE programs/POS to accommodate changes in workforce needs, or development of new CTE programs/POS given current or anticipated workforce needs.

The HI-OSDCTE will encourage the HIDOE and UHCCS to explore the feasibility of creating a new career pathway that explicitly addresses workforce and economic development needs associated with Hawai‘i’s place as a collection of islands in the Pacific Ocean. For instance, a Hawai‘i 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 entrepreneurship 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).

The HI-OSDCTE will expect pathway and CTE program/POS designers to use design thinking and systematic improvement methods to design, prototype, and rapidly test and iteratively adapt CTE program/POS ideas. Any and all CTE programs/POS included in this Hawai‘i Pathway or that respond to the specific needs of Hawai‘i will need to meet size, scope, and quality criteria the same as all other CTE programs/POS.

- vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and**

The HI-OSDCTE requires through its size, scope, and quality criteria that CTE programs/POS have advisory councils and that those councils meet together at least once annually at a statewide level with business and industry, labor, and community-based organizations and together with these stakeholders at least once annually at a regional (county) level—including county workforce development boards. These annual state and regional convenings are intended to review the designed and delivered quality of HODOE and UHCCS CTE programs/POS, understand unmet economic and workforce development needs, explore new solutions to meet those unmet needs, and identify opportunities to improve student access to high-quality CTE learning opportunities and success.

The HI-OSDCTE will continue to serve as an active partner, together with the HODOE and UHCCS, in the Hawai‘i Career Pathway System’s Sector Strategies & Career Pathways Committee and seven Sector Partnerships. This venue provides educational, business and industry, labor, and community-

based partners additional ability to identify, coordinate, and collaborate on school- and non-school-based learning activities. The HI-OSDCTE will use the information gained from these venues to inform the Sectors & Pathways – Program Quality Subcommittee, notably the work-based learning group and counseling and advising working group that will work to extend career exploration activities to the middle schools. One of the intended outcomes of these working groups is to design and develop continua of CTE-related expectations and activities from early secondary (middle schools) through postsecondary education as necessary scope components for CTE programs/POS.

The HI-OSDCTE has supported and will continue to leverage the Hawai'i P-20 Partnerships for Education's efforts to develop a work-based learning continuum for career, college, and community readiness. Appendix E includes more information about the preliminary work-based learning framework and continuum that spans from awareness, exploration, preparation, and training with examples of activities and time commitments associated at each stage along this continuum.

vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)

The 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. Using these data, the HI-OSDCTE will identify with the HIDOE and UHCCS those CTE programs/POS in need of priority attention to improve outcomes and/or the performance gaps to be addressed in the Local Application. Additionally, the HI-OSDCTE will bring these performance issues to the core partners of the Hawai'i Career Pathway System as the remedies to these issues are not likely to exist solely within the HIDOE

and UHCCS (and its schools and campuses), alone, to design and deliver. The HI-OSDCTE, together with the HIDOE and UHCCS, will monitor and evaluate progress of the improvement efforts in the Local Application and work with the HIDOE and UHCCS to make any adjustments to the strategies and activities included in the Local Applications based on progress and what’s learned from the monitoring and evaluation activities.

d. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

The primary opportunity for secondary students to earn dual secondary and postsecondary credits is through the Early College program where University of Hawai‘i courses are taught on the high school campus by a college instructor or qualified high school teacher (<https://tinyurl.com/HIearlycollege> and <https://www.hawaii.edu/dualcredit/early-college/>). Another opportunity for secondary students to earn dual secondary and postsecondary credits is through the Running Start program where high school students take college courses on a University of Hawai‘i two-year or four-year campus by a college professor (<https://www.hawaii.edu/dualcredit/running-start/>). Currently nine University of Hawai‘i campuses participate in the Running Start program.

The HI-OSDCTE, through the Local Application, will encourage the HIDOE and UHCCS to increase the number of opportunities for secondary CTE students to accelerate their journeys through the Hawai‘i Career Pathway System through the acquisition of postsecondary schooling credits, including postsecondary CTE coursework. These additional efforts must systematically align and articulate CTE coursework between secondary and postsecondary programs/POS; systemically make these opportunities available to students across the state rather than leaving this to individual high school

and college campuses; and ensure equitable opportunities to participate and outcomes for all students regardless of the CTE program/POS.

- e. **Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)**

The HI-OSDCTE will require through the size, scope, and quality criteria that the HIDOE’s and UHCCS’s CTE program/POS approval processes demonstrate how the listed stakeholders and including representatives from the Native Hawaiian community and other community-based organizations are involved the CTE program/POS design, delivery, and monitoring/evaluation/feedback processes. The HI-OSDCTE will remain engaged with different stakeholders and stakeholder groups throughout the life of the Hawai‘i Perkins V State Plan.

- f. **Include a copy of the *local application template* that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins V.**

The Local Applications to be submitted by the eligible recipients (HIDOE and UHCCS) form the core of activities to address issues of CTE program/POS size, improve the scope of the CTE components associated with CTE programs/POS, and/or address issues of quality (and quality assurance) all for the purpose of systemically, systematically, and equitably expanding access to high-quality and achieving improved educational and workforce outcomes. For the current Perkins V State Plan, the HI-OSDCTE

will require development of three-year Local Applications covering 2021-2023. The Local Application template is included in Appendix F. The following is a draft narrative of the information to be requested in the Local Application.

CTE Programs/POS to be Funded

The HIDOE and UHCCS will provide a list of all of the CTE programs/POS anticipated to receive Perkins V funding over the three-year Local Application period (2021-2023), including the subrecipients (secondary schools and community colleges) that will be delivering each CTE program, the latest labor market information at the state and regional/county/local levels demonstrating in-demand pathways and occupations and occupational clusters; a description of any new programs of study the eligible recipient will develop and submit to the State for approval; and how students, including students who are members of special populations, will learn about their school’s career and technical education course offerings and whether each course is part of a career and technical education program of study; and a description of how they will provide secondary students participating in CTE programs with the opportunity to gain postsecondary credit—both general education and CTE—while still attending high school, such as through the Early College or Running Start programs.

CTE programs/POS special population strategies

Additionally, the HIDOE and UHCCS will identify how the design and delivery of their included CTE programs/POS will 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; and ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.

Addressing Findings from the Needs Assessment

The HI-OSDCTE has identified four strategies that the HODOE and UHCCS will need to address in their Local Applications related to needs identified in the 2019 Comprehensive Local Needs

Assessment:

- 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.

These four strategies are ongoing (continual) processes given the dynamic educational and workforce and economic development contexts and conditions rather than discrete, finite activities where work is considered finished.

The HI-OSDCTE will develop Local Applications that require the HIDEOE and UHCCS to create three-year systematic improvement and innovation/transformation plans with detailed change activities associated with each of these strategies to improve the quality of the CTE system and its CTE programs/POS as demonstrated by improved educational and workforce outcomes.

Strengthening robustness of CTE programs/POS through rigorous size, scope, and quality criteria

The HI-OSDCTE pursues the first strategy by requiring CTE programs/POS to meet expanded and more rigorous criteria of size, scope, and quality to be eligible for Perkins V funding. The HI-OSDCTE will assist the HIDEOE and UHCCS to identify which CTE programs/POS they wish to support using Perkins V funds and to assist those agencies to have the design and delivery of those programs satisfy the size, scope, and quality criteria.

Development of CTE program/POS scope components identified in the Comprehensive Local Needs Assessment

Critical to this Perkins V State Plan is the need to develop three CTE program/POS components; systematically pilot, test, and adapt those components as part of their systemic integration into the design of those CTE programs/POS; and train educators to deliver them as part of high-quality CTE programs/POS. The three CTE program/POS components to be developed, integrated, and delivered are: continuum of counseling and advising; continuum of work-based learning; and employability/transferable skills—those skills and competencies that positively impact students’ career readiness and success, college readiness and success, and community readiness and success.

The work to be pursued in the initial three-year Local Application can be divided into three phases across the first three years of this Perkins V State Plan:

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: 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.

The HIDOE and UHCCS will create and submit research and development plans that includes all three phases. The use of design-thinking and systematic improvement/innovation methods can assist

Continual improvement, innovation, and transformation of CTE programs/POS by leveraging their intersections and interdependencies to achieve better educational and workforce outcomes

The HI-OSDCTE will guide and support the HIDOE's and UHCCS's efforts to continually improve, innovate, and transform CTE programs/POS to achieve improved educational and workforce outcomes of all participating students, including the elimination of gaps for Perkins-identified special populations. The HI-OSDCTE monitoring framework, informed by a data reporting application, will identify which CTE programs/POS have 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. The HI-OSDCTE will require the HIDOE and UHCC to develop improvement strategies that address the root causes of those disparities, misalignments, and inequities to be included in their Local Applications.

The approach being pursued by the HI-OSDCTE, HIDEOE, and UHCCS attends to the interactions, intersections, and interdependencies of CTE system by designing highly integrated program/POS components. This approach provides for opportunities to improve, innovate, and transform the design of the HIDEOE and UHCC CTE programs/POS. This is in contrast to the typical improvement approach to CTE program/POS is to attend to the improved quality of the individual components. By attending to the interactions, intersections, and interdependencies of the components within the HIDEOE and UHCC, independently, and, more significantly, across the HIDEOE and UHCC and other career pathway partners, this “systems-building” approach presents opportunities to pursue fundamental changes that pursue changes to the system beyond first-order changes that simply pursue doing more.

The Perkins V “subrecipients”—secondary schools and community college campuses—will serve as the research and development incubators and learning laboratories of these CTE program/POS improvement, innovation, and transformation efforts. The CTE programs/POS educators and leaders at the secondary schools and community college campuses provide the implementation knowledge and expertise to systematically design, prototype, iteratively test, and adapt change ideas—within existing CTE programs/POS or new CTE programs/POS—across multiple settings to inform CTE program/POS designs. Effective changes in one setting can be systematically tested and adaptively integrated in other settings to help bring about systemic and more equitable improvements in educational and workforce outcomes. Changes demonstrating improvements in outcomes can be integrated into the design of the CTE programs/POS.

These same methods can be applied to the exploration and creation of a new Hawai‘i-specific career pathway with occupations and occupational clusters needed to address workforce and economic development needs associated with being an island-state such as those presented on page 27.

Building CTE system capacities to design and deliver highly interacting, intersecting, and interdependent CTE programs/POS

Finally, the HI-OSDCTE will help focus and support HIDOE and UHCCS efforts to develop the capacities of the CTE system to design, deliver, and continually improve/innovate CTE programs/POS at the interactions, intersections, and interdependencies to improve educational and workforce outcomes. Together with the HIDOE and UHCCS, the HI-OSDCTE will identify through its Human Capital Subcommittee the pipeline and professional development needs across and within CTE programs/POS and design and develop remedies through its two working groups. Attending to CTE system capacities will be primarily pursued by building a pipeline with the institutions of higher education to increase the number of qualified and effective CTE educators and support personnel and providing professional development of educators, support personnel, and CTE system, program/POS, and school/campus leaders to effectively navigate these dynamic spaces to systematically achieve systemically improved and equitable educational and workforce outcomes.

The HI-OSDCTE will work collaboratively with the HIDOE and UHCCS to use information from the HI-OSDCTE monitoring, evaluation, and feedback and HIDOE's and UHCC's monitoring and evaluation of CTE programs/POS and improvement strategies/activities to make at-least-annual adjustments to their Local Applications based on what's learned, as necessary.

- g. Include a copy of the *comprehensive local needs assessment template and/or guidelines* that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of Perkins V.**

The meta-evaluation of the first Perkins V comprehensive local needs assessment and guide to future comprehensive local needs assessments to be conducted by the HI-OSDCTE (as a unitary CTE system) can be found at the following link: <http://hawaii.edu/cte/perkins/Meta-evaluation%20of%202019%20Perkins%20V%20CLNA%20revised%202020%20Jan.pdf>

h. Provide the eligible agency’s definition for “size, scope, and quality” that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

The HI-OSDCTE proposes the following definitions for size, scope, and quality that will be used to make funds available for use by eligible recipients for the design and delivery of CTE programs/POS. CTE programs/POS must satisfy all three definitions for funding eligibility except in the instance of new pathway and program/POS design. In the case of new pathway and program/POS design, the design activities must be to create the pathway and program/POS to meet the following definitions for size, scope, and quality.

SIZE CRITERIA

The HI-OSDCTE considers four criteria to determine appropriate size of CTE programs/POS. These criteria apply to programs designed and delivered at the secondary level by the HODOE and the postsecondary level by the UHCCS. An eligible CTE program/POS must:

1. Provide adequate classroom and lab facilities—consistent with building industry standards for the types of spaces and activities—accessible by all students and large enough to support program enrollments;
2. Provide appropriate technology, equipment, supplies, and materials to support academic and technical learning requirements on which students and instructors are trained to industry standards;
3. Meet minimum enrollment requirements for instruction as defined by Board of Education and Board of Regents policies, or those of the Hawai‘i Department of Education or the Hawai‘i Community Colleges.
4. Meet professional association-recommended pupil-to-teacher/instructor ratios for classrooms/labs, including pupil-to-counselor ratios.

SCOPE COMPONENTS

The HI-OSDCTE considers the design, integration, and delivery of CTE program/POS scope components to be critical to the learning activities delivered to secondary and postsecondary students. These criteria apply to programs designed and delivered at the secondary level by the HIDOE and the postsecondary level by the UHCCS. For both secondary and postsecondary levels, a Perkins V funding-eligible CTE program/POS must:⁴

- Provide career exploration and career development activities 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—135(b)(1)A-F—including how students, including students who are members of special populations, will learn about CTE course offerings and whether each course is part of a CTE program or program of study – 134(b)(2)(C)
- Provide the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations – 135(b)(3)
- Coherent design, delivery, and support of components of career and technical education programs—135(b)(5)—that include:
 - An aligned sequence of coursework, activities, or services with industry-aligned and academic standards that lead to an industry-recognized degree, certificate, or credential (A), including
 - Integration of academic skills into career and technical education programs and programs of study – 135(b)(4)

⁴ The HI-OSDCTE is drawing on the list of CTE required and “which may include” activities in Sections 134 and 135 of the Perkins V law. Where applicable, the specific citation to the section is included.

- A process of continuously reviewing, updating, and re-aligning programs of study with skills that are in demand in the State, regional, or local economy (B)
- Expanding opportunities for CTE concentrators to participate in accelerated learning programs, e.g., dual credit, early college, or prior learning assessments (C)
- Appropriate equipment, technology, and instructional materials (D)
- A continuum of work-based learning opportunities and expectations, including simulated work environments (E)
- Employer engagement, including coordination with other education and workforce development programs and initiatives (H)
- An organized system of career guidance and academic counseling programs—(K)—aligned with career exploration and development activities
- Development and integration of employability skills, including entrepreneurial skills training (L)
- Provide a system of support for excellent teaching, leading, specialized instructional support, career guidance and academic counseling that includes:
 - Recruitment and retention of CTE program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals – 135(b)(5)(G)
 - 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)

QUALITY CRITERIA

The HI-OSDCTE considers the design, integration, and delivery of CTE program size and scope components to be of high quality when done in ways that provide equitable access and achieve intended educational and workforce outcomes for all students in the state, including Perkins-identified special populations. These criteria apply to programs designed and delivered at the secondary level by the HIDOE and the postsecondary level by the UHCCS.

Evaluation of quality is a combination of size and scope plus these additional criteria:

- Design and delivery of integrated, interdependent CTE program/POS size and scope components aligned to in-demand and economic development occupations (or occupational clusters) with at least a living wage or aligned to career pathways of occupations or occupational clusters with aligned continuum of knowledge, skills, and credentials that lead to occupations (or occupational clusters) that have at least a living wage.
 - In-demand determined by valid, reliable labor market information
 - Living wage determined by Massachusetts Institute of Technology methodology
- Periodic CTE program/POS design and review of components and outcomes, and adaptation process (not less than once every five years) through the use of program advisory councils to align program scope components to industry standards, including employment minimum and desired qualifications consistent with Board of Education and Board of Regents policies, including:
 - At least once-per-year statewide inter-agency CTE program advisory meeting with 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)

- At least once-per-year statewide inter-agency CTE program advisory committee/council meetings at the regional (county) levels
- Solicit and use employer feedback on the satisfaction of employee recruitment, hiring, and on-the-job performance
- 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 monitoring, evaluation, and accountability of the scope items and their improvement using Perkins funds – 135(b)(6) – and how they work to improve student outcomes, including disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II)
 - Local Applications must include 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 & evaluation of improvement strategies and making at-least-annual adjustments to the Local Application, as necessary.

3. Meeting the Needs of Special Populations

- a. Describe the eligible agency’s program strategies for special populations, including a description of how individuals who are members of special populations—**
 - i. will be provided with equal access to activities assisted under this Act;**

The HI-OSDCTE will require the HIDOE and UHCCS to report through the Local Application the CTE program/POS improvement strategies and activities that are believed will improve access and/or the educational and workforce outcomes of special populations. HI-OSDCTE will discourage the creation of separate programs designed explicitly to serve disaffected special populations as this does not improve the overall quality of the CTE program. Instead, HI-OSDCTE will encourage those strategies and activities that work to change the structures, processes, relationships, and norms of the CTE program and its system, as a whole, for the purposes of generating improved outcomes.

The HI-OSDCTE, together with the HIDOE and UHCCS, will continue to engage with the Workforce Development Council and its Sector Strategies & Career Pathways Committee, at the state level, and county-level workforce development boards and other stakeholder groups to identify gaps and disparities and explore collaborative solutions to improve access and success.

ii. will not be discriminated against on the basis of status as a member of a special population;

Hawai‘i’s public education institutions have existing and ongoing responsibilities towards civil rights compliance as (sub)recipients of direct and indirect moneys and support from the US Department of Education. These general responsibilities require compliance with federal statutes and regulations that include Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, the Boy Scouts of America Equal Access Act of 2001, and Title II of the Americans with Disabilities Act of 1990 (ADA). Additionally, and specific to career and technical education, Appendix A to Title VI provides Guidelines for Vocational Education Programs. Other institutional responsibilities and requirements are also elaborated through “Dear Colleague Letters” and other guidance documents from the US Department of Justice and US DOE’s Office for Civil Rights (OCR)

Under the OCR, state career and technical education agencies are required to conduct certain civil rights compliance activities to eliminate discrimination in their sub-recipient schools and colleges and comply with federal civil rights regulations, including those Guidelines. To meet its requirements, the HI-OSDCTE annually selects two public high schools and one community college. Selection is primarily based upon analysis of student enrollment data (by ethnicity, gender, disability, and English proficiency) in CTE programs/POS compared to the entire school/college. The methods of review include examination of documents and procedures, interviews with personnel, and accessibility assessment of the institution’s physical facilities and online/digital media.

The HI-OSDCTE, HIDOE, and UHCCS all have nondiscrimination statements and policies that ensure that students are not excluded from CTE courses, programs, and POS—in all their forms—because of their belonging to a special population category. All state-approved secondary and

postsecondary CTE courses, programs, and POS must meet all state and federal requirements with regard to access, non-discrimination and the meeting of performance expectations for special populations, including preparation for careers in industry sectors requiring technical expertise. For more information, please visit: <http://hawaii.edu/cte/mockrev/civilrights.html>.

- iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;**
- iv. will be provided with appropriate accommodations; and**
- v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)**

This response applies to the three subsections (iii, iv, and v). The HDOE and UHCCS will describe in their Local Applications the activities, services, and recruitment strategies that effectively address access issues of special population students, including the provision of appropriate accommodations for special populations. Staff development, administrative supervision, and technical assistance on existing federal and state laws, and executive policies will be conducted to assure an educational climate free of discrimination. The plans will identify alternative methods of guidance, instructional delivery, educational strategies, and supportive services to facilitate the needs of special population students to meet or exceed State adjusted levels of performance and prepare special population students for further learning for high-skill, high-wage, or in-demand occupations.

4. Preparing Teachers and Faculty

- a. **Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V).**

Recruitment and Preparation

The HI-OSDCTE will work to communicate regularly with the Teacher Education Coordinating Committee (TECC), an advisory committee to identify, study, take action, or make recommendations on matters of education of common interest to the HIDOE and the institutions of higher education in Hawai‘i. The HI-OSDCTE will work to have the issue of the secondary education CTE teacher shortage be a part of this strategic plan, its objectives, 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.

While working with the TECC to initiate a systemwide plan to recruit and prepare more secondary education CTE teachers, the HI-OSDCTE will work with the 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. The HI-OSDCTE will also work the Hawai‘i Teachers Standards Board to explore opportunities to pursue alternative certifications and expedited pathways.

Professional Development

The HI-OSDCTE, through the Local Application, will require the HIDEOE and UHCCS to articulate the professional development needs across all of their CTE programs/POS, from a statewide perspective; the specific professional development needs within their CTE programs, including at the subrecipients level (secondary schools and community colleges); and the professional development needs across the CTE programs (and integrated academic programs) at the subrecipients level.

The HI-OSDCTE will help coordinate the accessing of federal professional development and capacity-building resources such as those made available through the Regional Comprehensive Center and the Regional Educational Laboratory that serve Hawai'i.

The HI-OSDCTE recognizes that the Perkins V program staff with the eligible recipients and the educators at the high schools and community colleges may not be well-versed in the use of systematic continuous improvement processes required as part of the quality criteria of the size, scope, and quality definitions. Therefore, the HI-OSDCTE will provide professional development to the HIDEOE and UHCCS and their subrecipients to build the needed capacities to effectively engage with these frameworks and tools.

C. FISCAL RESPONSIBILITY

1. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—

a. each eligible recipient will *promote academic achievement*;

The HI-OSDCTE accepts the academic standards and achievement and outcomes expectations adopted by the Hawai‘i State Board of Education and HIDOE and included in the agency’s state strategic plan that complies with the federal Every Student Succeeds Act. The HI-OSDCTE will periodically review the processes and procedures employed by the UHCCS in their program reviews that are intended to provide 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 (http://uhcc.hawaii.edu/ovpcc/policies/UHCCP_5.202). 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.

b. each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and

The HIDOE, through its Pathway Advisory Councils, and the UHCCS, through its Program Advisory Councils, work with industry-based individuals from the community who have workforce and occupational expertise in the different programs and POS offered across the state.

The HI-OSDCTE, through its quality criteria in the size, scope, and quality definitions, will require that these councils for each CTE program/POS meet at least once per year at a statewide, inter-agency level. Participation in the Sector Partners & Career Pathways Committee provides additional venues

by which CTE programs/POS offered by the HIDOE and UHCCS are aligned to recognized postsecondary credentials.

- c. each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)**

Given the unitary nature of the educational systems in the State of Hawai‘i, the HI-OSDCTE, as the administrative agency of the State Board for Career and Technical Education (Eligible Agency), worked closely with both eligible recipients—the HIDOE and UHCCS—to conduct a single, statewide comprehensive local needs assessment. The HI-OSDCTE will require that the HIDOE and UHCCS demonstrate alignment between their CTE programs/POS and local economic and education needs, including in-demand industry sectors and occupations/occupational clusters. Additionally, the HI-OSDCTE will require that the HIDOE and UHCCS and their subrecipients (secondary schools and community colleges) demonstrate the need for the CTE programs/POS being offered on their campuses given in-demand industry sectors and occupations/occupational clusters.

- 2. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—**
 - a. among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution *will most effectively provide students with the skills needed to succeed in the workplace*; and**

The current practice of equally dividing the state’s Perkins allotment will continue through the 2019 Transition Year and, as currently envisioned, throughout the four years of this Perkins V State Plan

(through 2024). This split reflects historical patterns with no justifiable reasons to depart as both the secondary and postsecondary systems provide CTE-related services to expanded populations of students—middle school students in HIDOE and noncredit program students in UHCC—using Perkins V funding.

- b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)**

The State of Hawai‘i has not historically utilized consortia among secondary schools and eligible institutions in systemic or systematic ways as a statewide educational system. To encourage the feasibility, design, capacity-building, and implementation of consortia and their activities once active, the HI-OSDCTE will prioritize approval of CTE program/POS improvement/innovation activities included in the Local Applications that are designed and implemented as a consortium—regionally grades 6-14, multiple secondary schools, or multiple community colleges.

- 3. For the upcoming program year, provide the specific dollar allocations for each eligible recipient made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)**

The State of Hawai‘i has one, single statewide public school district: the Hawai‘i Department of Education (HIDOE). The allocations made to the HIDOE is \$2,680,729.

- 4. For the upcoming program year, provide the specific dollar allocations for each eligible recipient made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.**

The State of Hawai‘i has one, single statewide postsecondary system—the University of Hawai‘i Community Colleges System (UHCCS). The allocation made to the UHCCS is \$2,680,729.

- 5. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)**

NOT APPLICABLE

The State of Hawai‘i has one, single statewide public school district: the Hawai‘i Department of Education. No additional school district boundaries exist beyond that of the Hawai‘i Department of Education.

THIS SPACE LEFT INTENTIONALLY BLANK

6. **If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—**
 - a. **include a proposal for such an alternative formula; and**
 - b. **describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)**

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

NOT APPLICABLE

7. **If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—**
 - a. **include a proposal for such an alternative formula; and**
 - b. **describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)**

Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

NOT APPLICABLE

8. If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.

The HI-OSDCTE will not be employing a reserve fund as part of its Perkins V State Plan in 2021, 2022, or 2023. With that said, the HI-OSDCTE reached agreement with the HIDOE and UHCCS that the eligible recipients will earmark approximately 14% of their allocations per year for the three years of the Local Application towards:

- 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.

The HI-OSDCTE will facilitate joint planning of these activities with the HIDOE and UHCCS through its Sectors & Pathways Program Quality subcommittee and Policy subcommittee. The three-year Local Applications and any annual adjustments will reflect these joint planning activities.

9. **Provide the State’s fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary’s annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)**

The State of Hawai‘i’s fiscal effort (aggregate expenditures) that will establish the baseline is approximately \$53 million.

D. ACCOUNTABILITY FOR RESULTS

1. **Identify and include at least one (1) of the following indicators of career and technical education program quality—**
 - a. **the percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential;**
 - b. **the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or**
 - c. **the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)**

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of “other” program quality measure(s) is optional for States.

Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

The HI-OSDCTE, in consultation with the HIDOE as the secondary education eligible recipient and the high schools as subrecipients, believes that indicator “c”—the percentage of CTE concentrators graduating from high school having participated in work-based learning—provides meaningful information about the quality of CTE learning experiences for students. However, the HI-OSDCTE and HIDOE (and UHCCS), together with the Hawai‘i P-20 Partnerships for Education, are in process

of developing a work-based learning framework and continuum of activities (see Appendix E for description of the preliminary framework and continuum). Therefore, the HI-OSDCTE and HIDEO do not, yet, have an operating definition or data collection associated with work-based learning participation.

The HI-OSDCTE will work through its Sectors & Pathways Program Quality subcommittee and its work-based learning working group to develop the framework and continuum within the first three years of the Perkins V State Plan. The HI-OSDCTE will additionally work through its Policy subcommittee to determine what kinds of work-based learning activities constitute a quality CTE learning experience and will qualify. Finally, the HI-OSDCTE will work through its Quality Assurance & Continuous Improvement subcommittee with its data infrastructure, reporting, and use working group to identify data collection and reporting requirements, including establishment of business rules.

As the work-based learning operating definitions and data collections are developed, the HI-OSDCTE and HIDEO will use indicator “b” at the outset of Perkins V—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.

- 2. Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)**

See Section V.B. for form and details

- 3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—**
 - a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);**
 - b. an explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8; and**
 - c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).**

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

The HI-OSDCTE consulted with both the HIDOE and UHCCS to understand current data collections and reporting capabilities related to the new performance indicators. Additionally, the HI-OSDCTE consulted with the secondary school principals (subrecipients) to understand preliminary preferences for a secondary program quality indicator.

Given the available data from UHCCS, preliminary estimates were generated for the three postsecondary performance indicators—1P1, 2P1, and 3P1. An average of the previous five years of the similar Perkins IV performance indicators was generated for each indicator providing some information about possible baselines for the new performance indicators. The outyear performance

targets were generated given the continued sense of uncertainty associated with the new indicators across all CTE programs/POS and for individual CTE programs/POS.

The preliminary baseline and targets for each performance indicator were made available for public comment beginning in January 2020 with public hearings also taking place in January 2020. The HI-OSDCTE made available the ability for the public to submit questions and concerns through its website for the required time period.

4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).

As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.

The HI-OSDCTE did not receive any public comments regarding the Sate-determined performance levels during the public comment period.

THIS SPACE LEFT INTENTIONALLY BLANK

5. **Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)**

As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP), the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.

The HI-OSDCTE's investments in data dashboards help 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. These data will be used by the HI-OSDCTE Quality Assurance & Continuous Improvement subcommittee to identify disparities or gaps in performance and by the HIDOE and UHCCS to focus improvement and innovation efforts in their three-year Local Applications using systematic continual and continuous improvement methods described in Appendix C.

The HI-OSDCTE will employ systematic processes of monitoring, evaluation, and feedback through its Quality Assurance & Continuous Improvement subcommittee to accompany the continual and continuous improvement and innovation methods used by the HIDOE and UHCCS in their implementation of activities included in their three-year Local Applications.

Monitoring – helps the HI-OSDCTE (and HIDOE and UHCCS and other stakeholders) track progress and provides indicators for course-correcting; the HI-OSDCTE will assist the HIDOE and UHCCS to 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).

Evaluation – helps the HI-OSDCTE (and HIDOE and UHCCS) gain understanding of what’s working (and isn’t), for whom, and under what conditions, and, more deeply, gain understanding of potential reasons why.

Feedback – helps the HI-OSDCTE (and HIDOE and UHCCS and other Hawai‘i Career Pathways stakeholders) gain 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. Feedback provides opportunities for those with “lived experiences” within the system to articulate their satisfaction with their engagement with that system.

What’s learned from HIDOE’s and UHCCS’s use of systematic improvement methods and the information gained through the HI-OSDCTE’s monitoring, evaluation, and feedback mechanisms will inform annual (or more frequent) adjustments to the three-year Local Applications to effectively address disparities and gaps in performance. Change efforts that are not leading to improvements will necessitate changes to articulated theories of practice improvement (or theories of change). The HI-OSDCTE is guided by the adage, “all improvements require change, but not all changes are improvements.” Those activities that do not consistently lead to improvements will be discouraged in the Local Applications or otherwise disallowed given the available evidence as determined by the Policy subcommittee.

The HI-OSDCTE will assist the HIDEOE and UHCCS in identifying the needed professional development and technical assistance that may be needed for CTE program/POS improvement (and innovation). And, if appropriate, the HI-OSDCTE will assist in providing that professional development and technical assistance to improve system capacities. The HI-OSDCTE will draw on evidence to inform the types of professional development and technical assistance, including from rigorous research and evaluation and leading practices at the state, eligible recipient, or subrecipient levels (i.e., benchmarking and bright spots analyses).

The HI-OSDCTE’s processes associated with approving locally developed CTE programs/POS speak to both their *design* and *delivery* in meeting the criteria of size, scope, and quality. The HI-OSDCTE will revisit the approval and eligibility of those CTE programs/POS if the deployment resources associated with size, delivery of scope components and use of quality criteria are consistently not leading to improvements in access and/or outcomes over the three-year period of the Local Application.

THIS SPACE LEFT INTENTIONALLY BLANK

III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

A. STATUTORY ASSURANCES

✓ The eligible agency assures that:

1. It made the State plan publicly available for public comment¹⁰ for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)
2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)I of Perkins V)
3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)
4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)
5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)
6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

B. EDGAR CERTIFICATIONS

- ✓ By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:
1. It is eligible to submit the Perkins State plan.
 2. It has authority under State law to perform the functions of the State under the Perkins program(s).
 3. It legally may carry out each provision of the plan.
 4. All provisions of the plan are consistent with State law.
 5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
 6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.
 7. The entity has adopted or otherwise formally approved the plan.
 8. The plan is the basis for State operation and administration of the Perkins program.

C. OTHER FORMS

- ✓ The eligible agency certifies and assures compliance with the following enclosed forms:
1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - <https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>
 2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf
 3. Certification Regarding Lobbying (ED 80-0013 Form): <https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>
 4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

IV. BUDGET

A. INSTRUCTIONS

1. On the form in Item IV.B below, provide a budget for the upcoming fiscal year. As you prepare your budget, refer to the statutory descriptions and assurances in Section II.C and Section III.A, respectively, of this guide.

2. In completing the budget form, provide--

Line 1: The total amount of funds allocated to the eligible agency under section 112(a) of Perkins V. *This amount should correspond to the amount of funds noted in the Department's program memorandum with estimated State allocations for the fiscal year.*

Line 2: The amount of funds made available to carry out the administration of the State plan under section 112(a)(3). *The percent should equal not more than 5 percent of the funds allocated to the eligible agency as noted on Line 1, or \$250,000, whichever is greater.*

Line 3: The amount of funds made available to carry out State leadership activities under section 112(a)(2) of Perkins V. *The percent should equal not more than 10 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 4: The percent and amount of funds made available to serve individuals in State institutions, such as: (a) correctional institutions; (b) juvenile justice facilities; and (c) educational institutions that serve individuals with disabilities pursuant to section 112(a)(2)(A) of Perkins V. *The percent of funds should equal not more than 2 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 5: The amount of funds to be made available for services that prepare individuals for non-traditional fields pursuant to section 112(a)(2)(B) of Perkins V. *The amount of funds should be not less than \$60,000 and not more than \$150,000.*

Line 6: The amount of funds to be made available for the recruitment of special populations to enroll in career and technical education programs pursuant to section 112 (a)(2)(C) of Perkins V. *The percent of funds shall not be less than the lesser of an amount equal to 0.1 percent of the funds made available by the eligible agency for State leadership activities as noted on Line 3, or \$50,000.*

- Line 7: The percent and amount of funds to be made available to eligible recipients [local education agencies (secondary recipients) and institutions of higher education (postsecondary recipients)] pursuant to section 112(a)(1) of Perkins V. *The percent of funds should be not less than 85 percent of the funds allocated to the eligible agency as noted on Line 1.*
- Line 8: The percent and amount, if any, of funds to be reserved and made available to eligible recipients under section 112(c) of Perkins V. *The percent of funds should be not more than 15 percent of the 85 percent of funds noted on Line 7.*
- Line 9: The percent and amount, if any, of funds to be reserved and made available to secondary recipients under section 112(c) of Perkins V.
- Line 10: The percentage and amount, if any, of funds to be reserved and made available to postsecondary recipients under section 112(c) of Perkins V.
- Line 11: The percent and amount of funds to be made available to eligible recipients under section 112(a)(1) of Perkins V. *The percent and amount of funds should represent the funds remaining after subtracting any reserve as noted on Line 8.*
- Line 12: The percent and amount of funds to be distributed to secondary recipients under the allocation formula described in section 131 of Perkins V.
- Line 13: The percent and amount of funds to be distributed to postsecondary recipients under the allocation formula described in section 132 of Perkins V.
- Line 14: The amount of funds to be made available for the State administration match requirement under section 112(b) of Perkins. *The amount of funds shall be provided from non-Federal sources and on a dollar-for-dollar basis.*

B. BUDGET FORMState Name: Hawai'iFiscal Year (FY): 2021

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation	Not applicable	\$ 6,247,167
2	State Administration	5.00%	\$ 312,358
3	State Leadership	6.21%	\$ 388,020
4	• Individuals in State Institutions	2.00%	\$ 124,943
4a	– Correctional Institutions	Not required	\$
4b	– Juvenile Justice Facilities	Not required	\$
4c	– Institutions that Serve Individuals with Disabilities	Not required	\$
5	• Non-traditional Training and Employment	Not applicable	\$ 60,000
6	• Special Populations Recruitment	0.10%	\$ 388
7	Local Formula Distribution	85.82%	\$ 5,361,458
8	• Reserve	0.00%	\$ 0
9	– Secondary Recipients	0.00%	\$ 0
10	– Postsecondary Recipients	0.00%	\$ 0
11	• Allocation to Eligible Recipients	100.00%	\$ 5,361,458
12	– Secondary Recipients	50.00%	\$ 2,680,729
13	– Postsecondary Recipients	50.00%	\$ 2,680,729
14	State Match (from non-federal funds)	Not applicable	\$ 0

V. STATE-DETERMINED PERFORMANCE LEVELS

A. INSTRUCTIONS

1. On the form in Item V.B, provide State determined performance levels (SDPLs), covering FY 2020-23, for each of the secondary and postsecondary core indicators of performance for all CTE concentrators in the State described in section 113(b) of Perkins V (see Table 6). In preparing your SDPLs, refer to your narrative descriptions in Section II.D of this guide.

2. In completing the SDPL form, provide—
Column 2: Baseline level
Columns 3-6: State determined levels of performance for each year covered by the State plan, beginning for FY 2020, expressed in percentage or numeric form and that meets the requirements of section 113(b)(3)(A)(III) of Perkins V. See Text Box 8 for the statutory requirements for setting State determined levels of performance under section 113(b)(3)(A)(iii) of Perkins V.

3. Revise, as applicable, the State determined levels of performance for any of the core indicators of performance—
 - i. Prior to the third program year covered by the State plan for the subsequent program years covered by the State plan pursuant to section 113(b)(3)(A)(ii); and/or
 - ii. Should unanticipated circumstances arise in a State or changes occur related to improvement in data or measurement approaches pursuant to section 113(b)(3)(A)(iii).

Please note that, pursuant to section 123(a)(5) of Perkins V, an eligible agency may not adjust performance levels for any core indicators that are subject to, and while executing, an improvement plan pursuant to section 123(a) of Perkins V.

Text Box 8: Statutory Requirements for State Determined Performance Levels

- (III) REQUIREMENTS.—Such State determined levels of performance shall, at a minimum—
- (aa) be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable;
 - (bb) require the State to continually make meaningful progress toward improving the performance of all career and technical education students, including the subgroups of students described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48); and
 - (cc) have been subject to the public comment process described in subparagraph (B), and the eligible agency has provided a written response;
 - (dd) when being adjusted pursuant to clause (ii), take into account how the levels of performance involved compare with the State levels of performance established for other States, considering factors including the characteristics of actual (as opposed to anticipated) CTE concentrators when the CTE concentrators entered the program, and the services or instruction to be provided;
 - (ee) when being adjusted pursuant to clause (ii), be higher than the average actual performance of the 2 most recently completed program years, except in the case of unanticipated circumstances that require revisions in accordance with clause (iii); and
 - (ff) take into account the extent to which the State determined levels of performance advance the eligible agency's goals, as set forth in the State plan.

Table 6: Section 113(b) Core Indicators of Performance

Indicator Descriptions	Indicator Codes	Indicator Names
Secondary Level		
The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).	1S1	Four-Year Graduation Rate
(At the State’s discretion) The percentage of CTE concentrators who graduate high school, as measured by extended-year adjusted cohort graduation rate defined in such section 8101.	1S2	Extended Graduation Rate
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.	2S1	Academic Proficiency in Reading/Language Arts
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.	2S2	Academic Proficiency in Mathematics
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.	2S3	Academic Proficiency in Science
The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.	3S1	Post-Program Placement

Table 6: Section 113(b) Core Indicators of Performance (continued)

Indicator Descriptions	Indicator Codes	Indicator Names
Secondary Level (continued)		
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. ¹¹	4S1	Non-traditional Program Concentration
<i>The eligible agency must include at least one program quality indicator—5S1, 5S2, or 5S3—and may include any other quality measure(s) that are statewide, valid, reliable, and comparable across the State.</i>		
The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.	5S1	Program Quality – Attained Recognized Postsecondary Credential
The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement	5S2	Program Quality – Attained Postsecondary Credits
The percentage of CTE concentrators graduating from high school having participated in work-based learning.	5S3	Program Quality – Participated in Work-Based Learning
Other(s) (<i>optional</i>): The percentage of CTE concentrators achieving on any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State. Please identify.	5S4, 5S5, 5S6, ...	Program Quality – Other

Table 6: Section 113(b) Core Indicators of Performance (continued)

Indicator Descriptions	Indicator Codes	Indicator Names
Postsecondary Level		
The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.	1P1	Post-Program Placement
The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion. ¹²	2P1	Earned Recognized Postsecondary Credential
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields. ¹³	3P1	Non-traditional Program Concentration

¹² This means that a student gets counted under this indicator whether the student obtains the credential during participation or within 1 year of completion. The Department interprets “within 1 year of completion” to have the plain meaning of those words: that the student would be counted if the student obtains the credential in the 1 year following that student’s completion of the program.

B. STATE DETERMINED PERFORMANCE LEVELS (SDPL) FORM

State Name: Hawai'i

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Secondary Indicators					
1S1: Four-Year Graduation Rate	88.00%	88.00%	88.10%	88.20%	88.30%
1S2: Extended Graduation Rate	NA	NA	NA	NA	NA
2S1: Academic Proficiency in Reading Language Arts	43.00%	43.00%	43.10%	43.20%	43.30%
2S2: Academic Proficiency in Mathematics	20.00%	20.00%	20.10%	20.20%	20.30%
2S3: Academic Proficiency in Science	21.00%	21.00%	21.10%	21.20%	21.30%
3S1: Post-Program Placement	47.00%	47.00%	47.10%	47.20%	47.30%
4S1: Non-traditional Program Concentration	25.00%	25.00%	25.10%	25.20%	25.30%
5S1: Program Quality – Attained Recognized Postsecondary Credential	NA	NA	NA	NA	NA
5S2: Program Quality – Attained Postsecondary Credits	5.00%	5.00%	5.10%	5.20%	5.30%
5S3: Program Quality – Participated in Work-Based Learning	NA	NA	NA	NA	NA
5S4: Program Quality – Other ¹⁴	NA	NA	NA	NA	NA

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Postsecondary Indicators					
1P1: Post-Program Placement	33.00	33.00	33.00	34.00	35.00
2P1: Earned Recognized Postsecondary Credential	33.00	33.00	33.00	34.00	35.00
3P1: Non-traditional Program Concentration	10.00	10.00	10.00	11.00	12.00

APPENDIX A: CONSULTATIVE ACTIVITIES

The Perkins V Steering Committee included representatives from the Hawai‘i Board of Regents, Hawai‘i State Board of Education, Workforce Development Council, the University of Hawai‘i Community College System (UHCCS) Vice President for Community Colleges, the Superintendent of the Hawai‘i Department of Education (HIDOE), the Department of Labor and Industrial Relations, two high school principals from the HIDOE, the UHCCS Interim Associate Vice President for Academic Affairs, UHCCS Interim Director for Workforce Development, two deans of CTE from the University of Hawai‘i Community Colleges, the executive director and two staff from the Hawai‘i P-20 Partnerships for Education, and Kamehameha Schools, a nonprofit provider of educational and community education services and support for Native Hawaiian students across the state. Figure A-1 lists all of the members of the Perkins V Steering Committee and their affiliations within the CTE and workforce development systems.

The Perkins V Working Group included representatives from the Workforce Development Council, the UHCCS, the HIDOE, the Hawai‘i P-20 Partnerships for Education, and the HI-OSDCTE. The Perkins V Communications Committee included representatives from the Governor’s office, UHCCS, the HIDOE, the Hawai‘i P-20 Partnerships for Education, Kamehameha Schools, and the HI-OSDCTE. Figure A-2 shows the meeting dates for each of these committees and the working group and the State Board for CTE.

A. CONSULTATION WITH OFFICE OF THE GOVERNOR

The HI-OSDCTE consulted with the Office of the Governor through these board, committee, and working group meetings. In addition to these convenings, the HI-OSDCTE met with representatives

from the Office of the Governor (June 24, 2019) to discuss Perkins V State Plan development and to identify the Governor’s 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). The HI-OSDCTE further met with the Director of the Department of Labor and Industrial Relations as a representative of the Office of the Governor on January 5, 2020 and presented the draft plan to Governor David Ige and the Director of Intergovernmental Relations & Policy on March 10, 2020.

B. ADDITIONAL STAKEHOLDER OUTREACH AND CONSULTATIONS

The HI-OSDCTE participated in a number of stakeholder forums where Perkins V State Plan developments were shared, and stakeholders consulted. These have included the Workforce Development Council (September 12, 2019), the Data Exchange Partnership (May 24, 2019), to the community education division at Kamehameha Schools (September 16, 2019), the HIDOE CTE resource teachers (September 20, 2019), the UHCCS CTE deans meetings (April 22, 2019 and August 15, 2019), the meeting of the HIDOE secondary principals (November 26, 2019), and the annual meeting of the HI-ACTE (January 30-31, 2019) where the Draft State Plan was presented in seven one-hour sessions to expand awareness and gain feedback and comments.

Finally, the HI-OSDCTE presented the draft state plan to HIDOE Interim Assistant Superintendent Alisa Bender on February 11, 2020, to Regent Alapaki Nahale-a and his team at Kamehameha Schools (Hawai‘i Island) on February 12, 2020, and to HIDOE Superintendent Christina Kishimoto on March 9, 2020 resulting in receipt of a letter of support of the Hawai‘i Perkins V State Plan.

Figure A-1. Members of the Hawai‘i Perkins V Steering Committee

University of Hawai‘i Board of Regents

Simeon Acoba, Jr.
Robert Westerman

State Board of Education

Catherine Payne (Chair)
Kili Namau‘u
Maggie Cox

University of Hawai‘i Community College System

Erika Lacro (Vice President of Community Colleges)

Tammi Chun (Associate Vice President for Academic Affairs)

John Richards (CTE Dean, Kapi‘olani Community College)

Ron Umehira (CTE Dean, Leeward Community College)

Hawai‘i Department of Education

Donna Lum Kagawa/Alisa Bender
(Superintendent’s designee; Assistant Superintendent, Office of Curriculum & Instructional Design)

Lisa Nagamine (Director, Office of Curriculum & Instructional Design)

Keith Hayashi (Principal, Waipahu High School)

Mahina Anguay (Principal, Waimea [Kaua‘i] High School)

Hawai‘i P-20 Partnerships

Steve Schatz (Executive Director)

Department of Labor & Industrial Relations

Scott Murakami (Director)

Workforce Development Council

Maria Elena Diaz
Helen Sanpei
Yvette Gibson (Industry)
Sunshine Topping (Industry)

Kamehameha Schools

Jamee Miller
Kehau Puu

Figure A-2. Perkins V stakeholder boards, committees, and working group meetings

COMMITTEE/WORKING GROUP	MEETING DATE
CTECAC	February 25, 2019
Communications	February 26, 2019
Communications	April 23, 2019
Perkins V Steering Committee	April 29, 2019
Working Group	May 10, 2019
Communications	May 28, 2019
Working Group	May 31, 2019
Working Group	June 13, 2019
Communications	June 25, 2019
Working Group	June 27, 2019
Working Group	July 30, 2019
Working Group	August 14, 2019
Perkins V Steering Committee	August 30, 2019
Working Group	September 13, 2019
Communications	September 18, 2019
State Board for CTE	September 26, 2019
Perkins V Steering Committee	September 27, 2019
Perkins V Steering Committee	October 25, 2019
Working Group	November 15, 2019
Perkins V Steering Committee	November 22, 2019
Perkins V Steering Committee	December 20, 2019
State Board for CTE	January 16, 2020
Perkins V Steering Committee	February 21, 2020
State Board for CTE	March 19, 2020

APPENDIX A-1: PUBLIC COMMENT MEETINGS

PERKINS V INFORMATION MEETING SCHEDULE

(as of 12.9.19)

The Office of the State Director for Career and Technical Education announces a series of public information meetings regarding the newly reauthorized “Strengthening Career and Technical Education for the 21st Century Act” (Perkins V). The public is invited to attend and public comments will be sought on the development of Hawai'i’s State Plan. For more information visit State CTE Office website: <https://www.hawaii.edu/cte>

NEIGHBOR ISLAND SCHEDULE

Tues, Jan. 7, 2020:

KAUA'I COMMUNITY COLLEGE
 Time: 4:30-6:30 p.m.
 Location: Office of Continuing Education & Training (OCET), Room 105
 Address: 3-1901 Kaunualii Hwy.
 Map: <https://www.kauai.hawaii.edu/campus-map>

Weds, Jan. 8, 2020:

UNIVERSITY OF HAWAII'I MAUI COLLEGE
 Time: 4:30-6:30 p.m.
 Location: Laulima 225
 Address: 310 W. Kaahumanu Ave.
 Map: <http://maui.hawaii.edu/map-directions/>

Thursday, Jan. 9, 2020:

HAWAII'I COMMUNITY COLLEGE PĀLAMANUI (KAILUA-KONA)
 Time: 4:30-6:30 p.m.
 Location: Panini 126 and Panini 127
 Address: 73-4225 Ane Keohokalole Hwy.
 Map: https://www.hawaii.edu/cte/Palamanui_Map.pdf

Friday, Jan. 10, 2020:

HAWAII COMMUNITY COLLEGE (aka MANONO CAMPUS)
 Time: 4:30-6:30 p.m.
 Location: Kaneikeao Building 379, Room 1
 Address: 1175 Manono Street
 Map: <https://hilo.hawaii.edu/images/maps/manono-campus-map.png?20190918>

OAHU SCHEDULE

Weds, Jan. 22, 2020:

HONOLULU COMMUNITY COLLEGE
 Time: 4:30-6:30 p.m.
 Location: Automotive Mechanics Technology Building (Building 43), Classroom 2
Note: AMT building is across Dillingham from the main campus.
 Address: 445 Kokea Street
 Map: https://www.hawaii.edu/cte/HonCC_Map.pdf

Thurs, Jan. 23, 2020:

LEEWARD COMMUNITY COLLEGE
 Time: 4:30-6:30 p.m.
 Location: Building GT, room 105
 Address: 96-045 Ala 'Ike Street (Pearl City)
 Map: <http://www.leeward.hawaii.edu/campus-map>

APPENDIX A-2: PUBLIC COMMENTS & RESPONSES

COMMENT #1
ANONYMOUS
Jan 23, 2020

1. *Adding more committees, meetings and decision-making at the “Eligible Agency” administrative level (OSDCTE) by creating a Policy Subcommittee, a Sectors and Pathways Program Quality Subcommittee, a Human Capital Subcommittee and a Quality Assurance and Continuous Improvement Subcommittee will stall innovation, changes, and improvements because the scheduling and amount of meetings needed for subcommittees to make decisions will be inefficient. Having the eligible recipients (HIDOE and UHCCS) within their own organization handle the implementation of the goals and guidelines aligned to the State Plan would be more efficient for innovation and changes to impact quality improvements.*

The purpose of these subcommittees (and their associated working groups) is to primarily serve as a coordinating and learning hub 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 stakeholder agencies and organizations; 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. Specific implementation plans, including any decisions and efforts to improve and innovate to bring about improvements in the design and delivery of CTE programs, are primarily the responsibilities of the two Eligible Recipients.

2. *Currently, HIDOE and UHCCS career pathway/CTE programs is NOT seamless and aligned to each other. It would seem rather difficult for advisory councils to meet when career pathways and programs in CTE are not the same for each eligible recipient.*

We acknowledge that while some HIDOE and UHCCS CTE programs are aligned, many are not. The State Plan envisions that a greater number of HIDOE and UHCCS CTE programs become aligned to create more seamless learning experiences for students, including the provision of multiple entry and exit points along those learning pathways. The work to align CTE programs across the two Eligible Recipients will primarily be coordinated through the Sectors and Pathways Program Quality Subcommittee and involve the other subcommittees as necessary.

3. *On page 14 in the State Plan Draft the data dashboard application should be with the partnership of NAPE or does Nepris also have a data dashboard that subrecipients will be using for participation and outcomes data?*

Thank you for identifying this correction. The data dashboard application is a partnership with the National Alliance for Partnerships in Equity (NAPE).

4. Please define exactly what is high-skill, high-wage, and in-demand so it's clear in designing, integrating, and delivering of career pathways/CTE programs/POS scope components to be critical to the learning activities. Especially in Hawaii where there is not an abundance of industries and the cost of living is one of the worst in America. How do we define as high-wage and in-demand?

As industry wants employees that have professional skills (not just employability skills) beyond just entry level skills. Employers are seeking employees who can keep and advance in jobs/careers not just employability or technical skills, they want people with professional skills. To produce a better workforce and equity for all students the State of Hawaii should focus on professional skills within the context of careers opportunities. Professional skills will make students become trainable, adaptive, flexible, problem solvers, critical thinkers and life-long learners. It comes down to the teaching and learning in CTE classrooms that are relevant and rigorous. Increasing career pathways and CTE program/POS is not the key factor that will ultimately improve our workforce and equity for future workers.

“In-demand” sectors and occupations are to be identified by the State Workforce Development Board or county-level workforce development boards using valid and reliable labor market information (LMI), as articulated on page 17 of the Draft State Plan. In-demand also includes those occupations/occupational clusters identified as economic development priorities, such as those of Governor Ige included on page 19 of the Draft State Plan.

The Quality Criteria included on page 32 of the Draft State Plan identifies the living wage as determined by the Massachusetts Institute of Technology methodology as the target wage when considering “high-wage.” The use of the living wage is reiterated throughout the Draft State Plan.

The Quality Criteria included on page 32 of the Draft State Plan identifies “an aligned continuum of knowledge, skills, and credentials that lead to occupations (or occupational clusters)” to in-demand and economic development occupations (or occupational clusters) with at least a living wage or aligned to career pathways of occupations or occupational clusters that have a living wage.

Appendix D presents examples of existing and prospective examples of transferable skills that include those professional skills identified in this comment that might be used to inform the design and delivery of transferable skills throughout Hawai'i's learning pathways. Appendix D presents the Partnership for 21st Century Skills that include those professional skills identified in this comment. Appendix D also presents the HDOE General Learner Outcomes that include those professional skills identified in this comment.

5. Lastly, the State Plan for Perkins V for Hawaii should include guidelines for eligible recipients and subrecipients to easily understand the mandates of the Perkins V Law. The documents seem to be mostly in application format to the US Secretary of Education. In past, Perkins State Plans had a large portion of the State Plan dedicated to guidelines. It assisted in assuring compliance to the Perkins law based upon the State of Hawaii determinations for implementation. The State Plan was a significant factor to communicate the permissible and non-permissible expenditures for Perkins fund use for the State. Right now, without the Perkins use guidelines it seems too subjective and allows HI-

OSDCTE to determine what should be UHCCS and HIDOE decisions. The State Plan, as written, seems to lack transparency.

The Perkins V law is available online at <https://www.congress.gov/115/bills/hr2353/BILLS-115hr2353enr.pdf> that includes all mandates and requirements. The Draft State Plan is responding to the application requirements of the US Department of Education. Section 135 of the Perkins V law includes all of the permissible Local Uses of Funds and the requirements associated with the use of those funds.

COMMENT #2
ANONYMOUS
Jan 23, 2020

The Hawaii Perkins V Plan focuses more on the organizational structure. Not enough emphasis is on ensuring quality programs. Having set committees and levels of "approval" will not ensure quality. It just seems like more bureaucracy. Further, the fluid creation of pathway advisory councils ensures "buy in" and support from business and industry for educational initiatives. Having these groups form around common interest would probably be more effective. More progressive thinking needs to go into this structure to have it make a difference.

The purpose of these subcommittees (and their associated working groups) is to primarily serve as a coordinating and learning hub 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 stakeholder agencies and organizations; 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.

The purpose of Perkins V funds is to assist the Eligible Recipients to strengthen the design and delivery of their CTE programs in ways that lead to improved access to high-quality CTE programs (and the equity of that access), increased participation in high-quality CTE programs (and the equity of that participation), and improved educational and workforce outcomes of CTE program participants (and the equity of those achieved outcomes). The intent of the Draft State Plan is to provide the conditions to pursue improved quality in ways that are systemic, systematic, and equitable across the state.

We agree that pathway advisory councils provide opportunities for buy-in and support from business and industry and that these groups form around common interest so as to be more effective in the design and delivery of high-quality CTE programs. The Quality Criteria includes at least once-per-year statewide inter-agency CTE program advisory meetings with 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, and parents/families) and at least once-per-year inter-agency CTE program advisory committee/council meetings at the regional (county) levels.

The term "concentrator" is used throughout the document; however, it is not clear what exactly a concentrator is. The definition of a concentrator in the Perkins Law mentions "offer a sequence of courses", in the Hawaii plan the term "sequence" shows up in the braided graphic, but no where else. What is the vision of the concentrator? Cannot see the definition not being a sequence, or progression of courses; otherwise, it will impact the accountability for the use of funds.

Perkins V defines a concentrator in Section 7 (Definitions) in the following ways:

“(12) CTE CONCENTRATOR.—The term ‘CTE concentrator’ means— “(A) at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study; and “(B) at the postsecondary level, a student enrolled in an eligible recipient who has— “(i) earned at least 12 credits within a career and

technical education program or program of study; or “(ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

The HI-OSDCTE, HIDEO, and UHCCS will report the minimally required performance indicators to the US Department of Education using this definition.

We believe the design and delivery of high-quality learning pathways include an articulated and sequenced set of courses and other learning activities for students (as shown in the graphic on page 13 of the Draft State Plan). The HI-OSDCTE, together with the HIDEO and UHCCS, may choose to define a “Hawai‘i CTE Concentrator” for our own monitoring and evaluation purposes. This will be determined through the Policy Subcommittee and the Quality Assurance and Continuous Improvement Subcommittee as the State Plan moves to implementation.

The school/university recipients have not been accountable for outcomes or fiscal expenditures. The monitoring process and expectations for specific outcomes should be identified in the plan to ensure transparency and to ensure the public funds are being spent wisely. Further, OSDCTE monitoring the use of funds and the achievement of outcomes is like the fox guarding the hen house. Monitoring for appropriateness of expenditures and achievement of outcomes should be done by an external auditor-- for that the plan needs clear descriptions of desired outcomes.

The Draft State Plan is intended to recalibrate the goals of the entire CTE system on the systemic, systematic, and equitable improving of access to high-quality CTE programs, increasing of participation in high-quality CTE programs, and improving of educational and workforce outcomes of CTE program participants. Only those activities included in the Local Applications from the HIDEO and UHCCS that explicitly pursue these goals will be eligible for funding consistent with the Local Uses of Funds identified in Section 135. The HI-OSDCTE, working in partnership with the HIDEO and UHCCS, will continue to strengthen internal monitoring of expenditures to ensure compliance with Perkins and state requirements.

It is also unclear how in demand, high skill, and high wage will be defined. If not defined carefully, there will be no focus for the program expenditures/support.

“In-demand” sectors and occupations are to be identified by the State Workforce Development Board or county-level workforce development boards using valid and reliable labor market information (LMI), as articulated on page 17 of the Draft State Plan. In-demand also includes those occupations/occupational clusters identified as economic development priorities, such as those of Governor Ige included on page 19 of the Draft State Plan.

The Quality Criteria included on page 32 of the Draft State Plan identifies the living wage as determined by the Massachusetts Institute of Technology methodology as the target wage when considering “high-wage.” The use of the living wage is reiterated throughout the Draft State Plan.

The Quality Criteria included on page 32 of the Draft State Plan identifies “an aligned continuum of knowledge, skills, and credentials that lead to occupations (or occupational clusters)” to in-demand and economic development occupations (or occupational clusters) with at least a living wage or aligned to career pathways of occupations or occupational clusters that have a living wage.

Finally, the feasibility and equity should be considered. The plan seems to place priority on large schools instead of with special populations in rural communities.

The Draft State Plan identifies students in small, rural, and remote schools and colleges as part of an expanded set of special populations on page 14.

“The HI-OSDCTE will require through the Local Application that the HODOE and UHCCS address identified issues related to access and participation to CTE programs by special populations. The HI-OSDCTE will include students in small, rural, and remote schools where economies of scale and traditional methods of funding CTE programs in those schools may limit the programmatic offerings and the quality of those programs.”

COMMENT #3
ANONYMOUS
February 4, 2020

While it is great that the plan recognizes the need for "qualified" CTE teachers, there does not seem to be a comprehensive approach to addressing this problem, especially at the secondary level. Professional development alone will not sufficiently address the number of CTE teachers needed, the quality of the teachers, and the assurance that current CTE teachers are in tune with the changes in the various industries.

Developing a pipeline that adequately addresses the need for CTE teachers will require the engagement and commitment of multiple partners throughout the CTE system, including the HI-OSDCTE, the HIDOE and UHCCS, the Board of Education and Board of Regents, the teacher preparation programs in the state's public and private institutions of higher education (and beyond the state), the Hawai'i Teachers Standards Board, industry and community partners, and the Governor and State Legislature. The full range of solutions—traditional, alternative, and non-traditional—is beyond the scale and scope of what federal Perkins V funds can solve in isolation and beyond the governance structures existing in the State of Hawai'i. The HI-OSDCTE will remain committed to building the will and courage among Hawai'i's CTE system partners to pursue improvements and innovations that better provide for quality CTE educators for every CTE program in the state.

The plan emphasizes the robustness of CTEs programs/POS, development of CTE programs/POS to address local needs, and continuous improvement. Much emphasis is placed on the "what" but the plan does not have clear measures of growth or success to drive these improvements. The Local Application plan seems to be an inadequate tool to be the driver of the change described.

The Draft State Plan is intended to recalibrate the goals of the entire CTE system on the systemic, systematic, and equitable improving of access to high-quality CTE programs, increasing of participation in high-quality CTE programs, and improving of educational and workforce outcomes of CTE program participants. The Local Applications are to articulate those activities intended to improve the design and delivery of size, scope, and quality criteria of CTE programs and the CTE system to achieve those three goals.

As far as size, scope and quality, the descriptions sound like what the community would like to see in quality CTE programs; however, most of it does not seem like goals the HIDOE can actually achieve. For example, "adequate classroom and lab facilities--consistent with building industry standards for the types of spaces and activities--accessible by all students and large enough to support program enrollments" sounds great, but can the HIDOE afford to have these types of facilities for all programs in all pathways in schools on all islands to allow equitable access to all students? Even having instructors who are trained to industry standards would be very difficult for the HIDOE. The HIDOE cannot even find qualified CTE teachers and are covering the CTE courses with academic teachers. For scope, who determines the "coherent design, delivery, and support of components of CTE programs?" Will the criteria be consistent across programs? Who will set up the "systematic professional development activities" and what are the measures that will ensure the effectiveness and impact on student learning? For quality, the proposals sound more theoretical. Not sure that these

will actually drive improvement. What will be the consequence, if any, for not accomplishing the goals?

We recognize that elevating the design and delivery of the CTE system and the CTE programs within that system so as to improve access, increase participation, and improve the educational and workforce outcomes of CTE participants will be a challenge to all of the agencies, educators, and industry and workforce partners. The scale of the challenges is greater than any one agency, school or campus, or educator to solve on their own. The subcommittees presented in the Draft State Plan are intended to serve as coordination and learning hubs, bringing together the capacities of the multiple partners; creating coordinated, collaborative, and partnership activities leveraging the resources and capacities of those partners for purposes of system improvement; and learning through systematic monitoring, evaluation, and feedback mechanisms whether those activities were successful in achieving the three goals for Perkins V funds and the CTE system.

COMMENT #4

DAVID MIYASHIRO, HAWAII KIDSCAN

February 9, 2020

Aloha,

Thank you for the opportunity to provide comments.

I commend the State CTE Office for recognizing Perkins V is a special opportunity to rethink how Hawaii approaches our CTE and career pathways programs. The focus on improving the coordination of systems, sectors, and agencies is critical. At the same time, this coordination is highly complex, requiring a deep level of trust and shared accountability across partners. With this in mind, I felt the draft state plan to be lacking in key details around execution with important areas, including: page 11 “(Page 11) The HI-OSDCTE, together with the HIDEOE and UHCCS, will employ a monitoring, evaluation, and feedback system to inform how well CTE programs/POS are being delivered to students across the state consistent with the size, scope, and quality criteria;” “(Page 14) The HI-OSDCTE developed a data dashboard application, in partnership with Nepris, that displays CTE program/POS participation and outcomes data at the statewide level and at the individual program delivery levels” and “(Page 17) occupations identified by the State Workforce Development Board or the county-level workforce development boards using valid and reliable LMI.” I would encourage the State CTE Office to strengthen these areas by adding in additional clarity and supporting details.

We appreciate the desire for additional clarity and supporting details in these three areas. The intents of monitoring, evaluation, and feedback are provided on page 50. How each of these will operationalize will be developed in partnership with the HIDEOE and UHCCS, the Hawai‘i P-20 Partnerships for Education, and the Workforce Development Council’s Sector Strategies & Career Pathways Committee so as to be informative and meaningful to improving the quality of the CTE system.

The data dashboard application continues to be a work in progress. The data dashboard includes data on CTE program offerings (access), CTE program participation, and CTE program outcomes. These data dashboards provide for disaggregation by CTE program, by school and campus, and by special populations. As additional indicators are developed to assist with monitoring, evaluation, and feedback to inform progress and accomplishments related to the goals of access, participation, and educational and workforce outcomes. The HI-OSDCTE will work with the HIDEOE, UHCCS, and other agencies and partners (e.g., Department of Labor and Industrial Relations and Hawai‘i P-20 Partnerships for Education) to include valid and reliable data in these data dashboards.

“In-demand” sectors and occupations are to be identified by the State Workforce Development Board or county-level workforce development boards using valid and reliable labor market information (LMI), as articulated on page 17 of the Draft State Plan. In-demand also includes those occupations/occupational clusters identified as economic development priorities, such as those of Governor Ige included on page 19 of the Draft State Plan.

While the plan references “high-skill, high-wage, or in-demand industry sectors,” I find it disappointing to not see computer science directly referenced in the plan. Cybersecurity is referenced,

but computer science is becoming foundational across multiple career pathways that broader integration seems beneficial. In fact, computer science courses should be offered in both CTE and non-CTE academic programs and dual-coded appropriately, and these courses should be used to meet a state’s graduation requirements for both CTE programs and academic core subjects. Computer science courses should be available to all high school students whether or not they are CTE pathway completers. Dual-coded computer science courses should be eligible for Perkins funding. The courses can be taught by CTE and non-CTE certified teachers who are prepared to teach computer science. States should clarify that one of the Advanced Placement (AP) Computer Science (either AP CS Principles or AP CS A) exams can substitute for an end-of-pathway industry certification, as well as an early college credit option.

We appreciate the sentiments expressed related to computer science. CTE programs are to include learning standards that reflect industry-identified knowledge, skills, and competencies.

Given the mindset shift intended by this plan, I would urge the State CTE Office to consider how bold, out-of-the-box approaches might be addressed. This includes rethinking our current system of hiring and compensating CTE teachers. Rather than a traditional model that relies on expensive professional development for educators, hybrid models that bring industry professionals into the classroom as co-teachers, such as Microsoft’s TEALS program, could be more efficient and effective. Rather than being volunteers, these industry professionals would be fairly compensated for their time. Similarly, much of the collaboration of the draft Perkins V plan is centered around the public University of Hawaii system. How might private Hawaii universities, mainland universities, or private boot camp models help to complement or supplement the work identified in the plan? Such an “unbundled” set of partners may provide the flexibility needed to realize the goals of this plan.

We appreciate the sentiments expressed related to the training, recruitment, placement, and compensation of CTE educators. Developing a pipeline that adequately addresses the need for CTE teachers will require the engagement and commitment of multiple partners throughout the CTE system, including the HI-OSDCTE, the HIDEOE and UHCCS, the Board of Education and Board of Regents, the teacher preparation programs in the state’s public and private institutions of higher education (and beyond the state), the Hawai‘i Teachers Standards Board, industry and community partners, and the Governor and State Legislature. The full range of solutions—traditional, alternative, and non-traditional—is beyond the scale and scope of what federal Perkins V funds can solve in isolation and beyond the governance structures existing in the State of Hawai‘i. The HI-OSDCTE will remain committed to building the will and courage among Hawai‘i’s CTE system partners to pursue improvements and innovations that better provide for quality CTE educators for every CTE program in the state.

Mahalo again for your hard work on this plan and the opportunity to provide public comments.

APPENDIX B: SECTOR STRATEGIES

Hawai‘i’s Career Pathway System includes a model for creating and conducting Sector Strategy Committees and Sector Partnerships based on the data in the WIOA Unified State Plan.

A. SECTOR STRATEGY COMMITTEES

A Sector Strategy Committee is a partnership of multiple employers within a critical industry that brings together education, economic development, workforce systems, and community representation to identify and collaboratively meet the workforce needs of that industry within a particular labor market. The Sector Strategy Committees will provide employer and industry perspectives.

The objectives of the Sector Strategy Committees—related to Career Pathways—are to:

- Assess training needs and skills gaps, inventory current resources and services, identify high priority gaps;
- Build stronger networks between firms and among education and training partners to identify high-priority skills gaps and in-demand sectors;
- Review and provide feedback on HIDOE and UHCC’s standards and assessments, academic and career technical content and work skills;
- Increase high-quality, work-based learning opportunities for secondary and postsecondary students that lead to industry recognized credentials;
- Identify new industry-recognized credentials or work-based programs that give companies confidence in skills of new hires and provide workers with more mobility;
- Develop opportunities for professional development training for teachers, school/job counselors, training providers, etc.; and
- Identify policies and/or strategies to sustain the model.

The Chamber of Commerce of Hawai‘i is responsible for coordinating the membership and the convening of the Sector Strategy Committees. Each Sector Strategy Committee will have a support group made up of a cross-agency team, including representatives from education’s identified career pathways, who will design and implement the strategies recommended by the Sector Strategy Committee members.

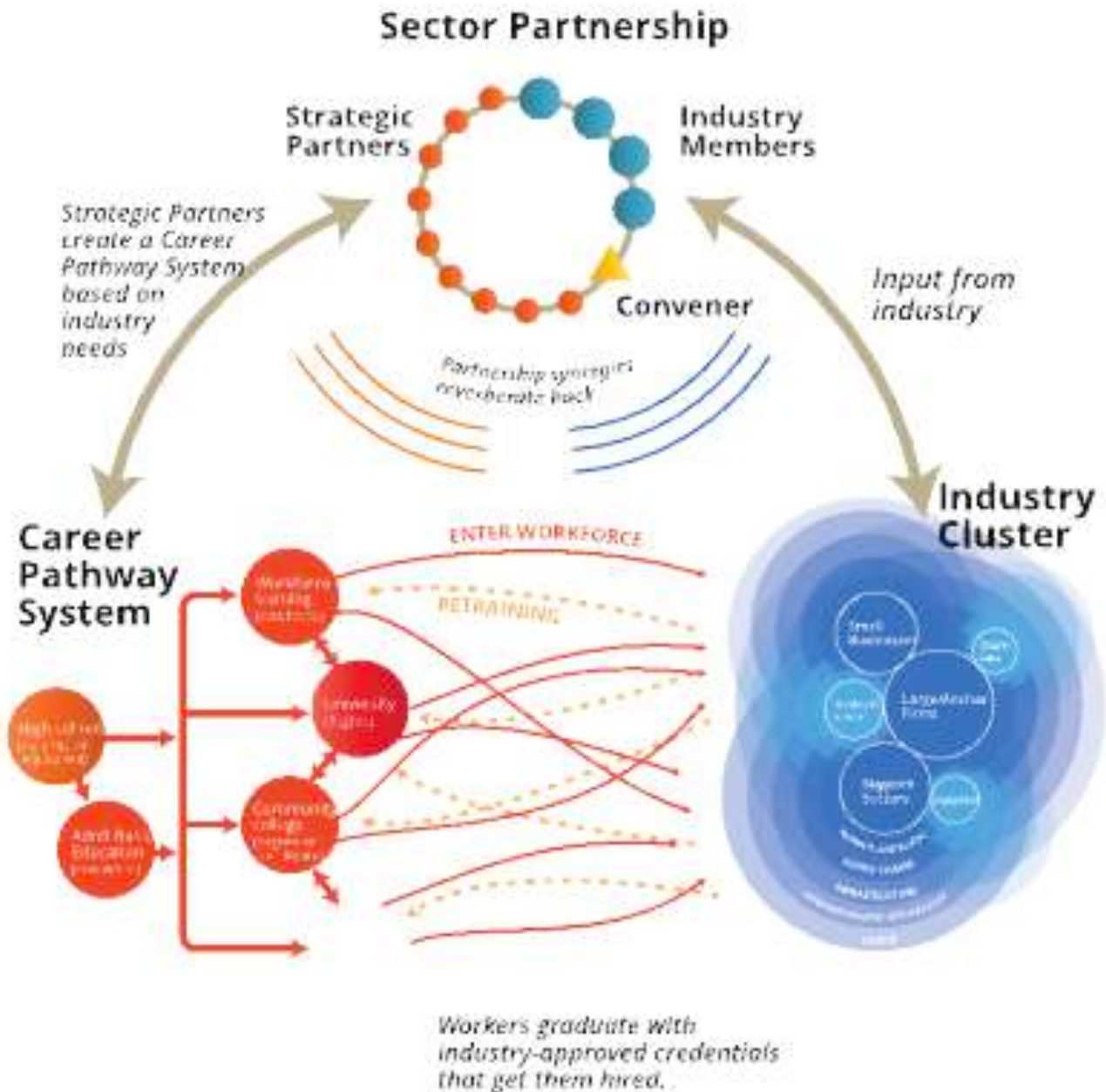
B. SECTOR PARTNERSHIPS IN HIGH-GROWTH INDUSTRIES

The University of Hawai‘i (UH) and Chamber of Commerce launched “sector” partnerships in seven high-growth industries: banking/finance, information technology, engineering, food manufacturing, healthcare, agriculture, and tourism. As part of this work, CEOs from each sector identify the entry-level qualifications for key occupations within their industry while education leaders listen in as a way to ensure that education solutions are employer demand-driven. One example of an education solution is a set of advising sheets being crafted by the Hawai‘i P-20 Partnerships for Education that show K-12 students the sequence of pathways and courses, work-based learning, and industry-recognized certifications that prepare them for entry into these fields.

Figure B-1. Sector Partnerships as integral component of Hawai'i's Career Pathway System's abilities to meet high-growth industries

Sector Partnerships: The Keystone to Connecting Career Pathways to Industry Cluster Growth

Sector Partnerships align education and training programs with industry needs to produce readily employable workers.



APPENDIX C. IMPROVEMENT METHODS

Systematic continuous improvement methods are those that employ processes and tools to help guide improvement efforts. Most of the current methods used in education and other industries draw on the work of Walter Schewhart, W. Edwards Deming, and Joseph Juran in the early- and mid-20th Century. Methods today include improvement science as used by the Institute for Healthcare Improvement and the Associates in Process Improvement and, in education, the Carnegie Foundation for the Advancement of Teaching.

These methods include:

- Clear articulation of what is to be accomplished
- A deep understanding of the problems of practice, the systems within which those problems exist, and the underlying root causes of those problems
- Understandable and usable measures to know whether the changes we are making are improvements
- A theory of practice improvement (theory of change, theory of knowledge) based on our understanding of our systems and what’s known
- Rigorous, systematic approaches to testing change ideas associated with our theory of practice improvement and learning from those tests to inform the next set of change ideas.

The rigorous, systematic approaches to testing change ideas are often described as the Plan-Do-Study-Act (PDSA) cycle. The PDSA cycle is sometimes referred to as the “learning engine” as the goal is to not simply test ideas, but to learn from those tests to continually refine our understanding of what works, how it works, for whom, and under what conditions.

APPENDIX D: TRANSFERABLE SKILLS

A. PARTNERSHIP FOR 21ST CENTURY SKILLS

The Partnership for 21st Century Skills has identified three sets of skills and learning themes that are believed to equip learners to thrive in the workforce, academically, and in their communities. These sets of skills and themes, include:

- Learning and Innovation Skills
 - Creativity and innovation
 - Think creatively
 - Work creatively with others
 - Implement innovations
 - Critical Thinking and Problem Solving
 - Reason effectively
 - Solve problems
 - Communication and Collaboration
 - Communicate clearly
- Information, Media, & Technology Skills
 - Information literacy
 - Access and evaluate information
 - Use and manage information
 - Media literacy
 - Analyze media
 - Create media products

- Apply technology effectively
- Life & Career Skills
 - Flexibility and adaptability
 - Adapt to change
 - Be flexible
 - Initiative and self-direction
 - Manage goals and time
 - Work independently
 - Social and cross-cultural skills
 - Interact effectively with others
 - Work effectively in diverse teams
 - Productivity and accountability
 - Manage projects
- 21st Century Interdisciplinary Themes
 - Global awareness
 - Financial, economic, business, and entrepreneurial literacy
 - Civic literacy
 - Health literacy
 - Environmental literacy

More detailed definitions to each of these skills and themes can be found:

http://static.battelleforkids.org/documents/p21/P21_Framework_DefinitionsBFK.pdf.

B. HIDOE GENERAL LEARNER OUTCOMES

The HIDOE has an existing set of General Learner Outcomes that are overarching goals of standards-based learning for all students in all grade levels (tinyurl.com/HIGLOs). These include:

- Self-directed Learner (The ability to be responsible for one's own learning)
- Community Contributor (The understanding that it is essential for human beings to work together)
- Complex Thinker (The ability to demonstrate critical thinking and problem solving)
- Quality Producer (The ability to recognize and produce quality performance and quality products)
- Effective Communicator (The ability to communicate effectively)
- Effective and Ethical User of Technology (The ability to use a variety of technologies effectively and ethically)

The purpose of the General Learner Outcomes is to help students become engaged, lifelong learners.

C. NĀ HOPENA A‘Ō

In addition to the HIDOE General Learner Outcomes, the HIDOE also has a framework to develop the skills, behaviors, and dispositions that are reminiscent of Hawai‘i’s unique context, and to honor the qualities and values of the indigenous language and culture of Hawai‘i (see Figure D-1).

Figure D-1. The Hā framework



Hopena

End goals, the result of an action

A'o

Learning and teaching

More information about this framework can be found at: tinyurl.com/HAframework.

APPENDIX E. HAWAI‘I’S EFFORTS TO CREATE A WORK-BASED LEARNING CONTINUUM

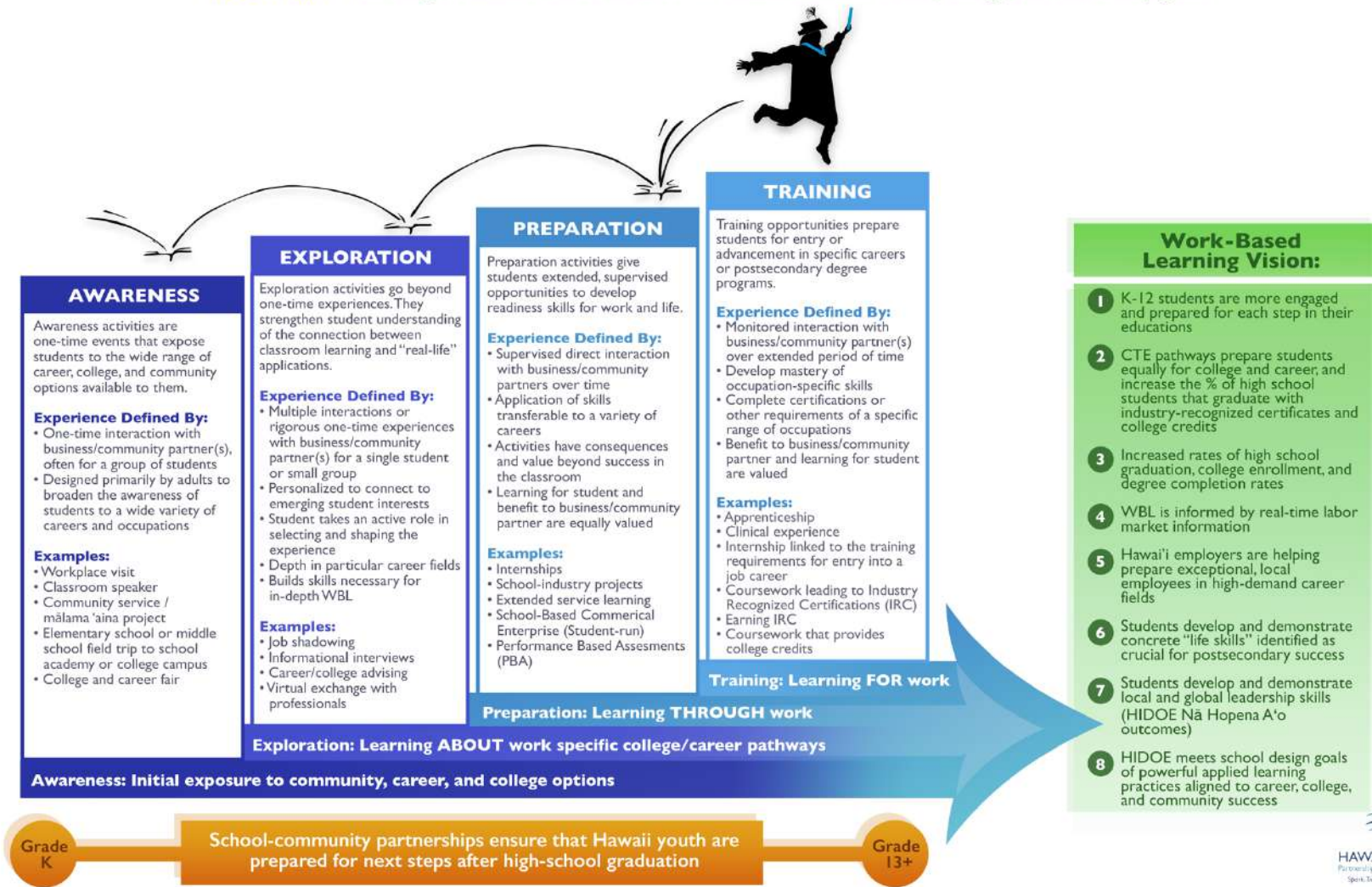
The Hawai‘i P-20 Partnerships for Education, with support from the HI-OSDCTE and the HIDEOE and UHCCS, has developed a preliminary work-based learning framework. Figure E-1 shows the preliminary continuum of work-based learning. More information about this preliminary framework can be found at: <http://www.p20hawaii.org/wp-content/uploads/2019/06/WBL-Vertical-Pages-1-2-JUNE2019.pdf>. The work-based learning framework and continuum of activities will draw on the work-based learning toolkit that includes three key components: alignment of classroom and workplace learning; application of academic, technical, and employability skills in a work setting; and support from classroom or workplace mentors (<https://cte.ed.gov/wbtoolkit>).

Figure E-1. Preliminary work-based learning continuum

Version 2.0 (10.08.2019)

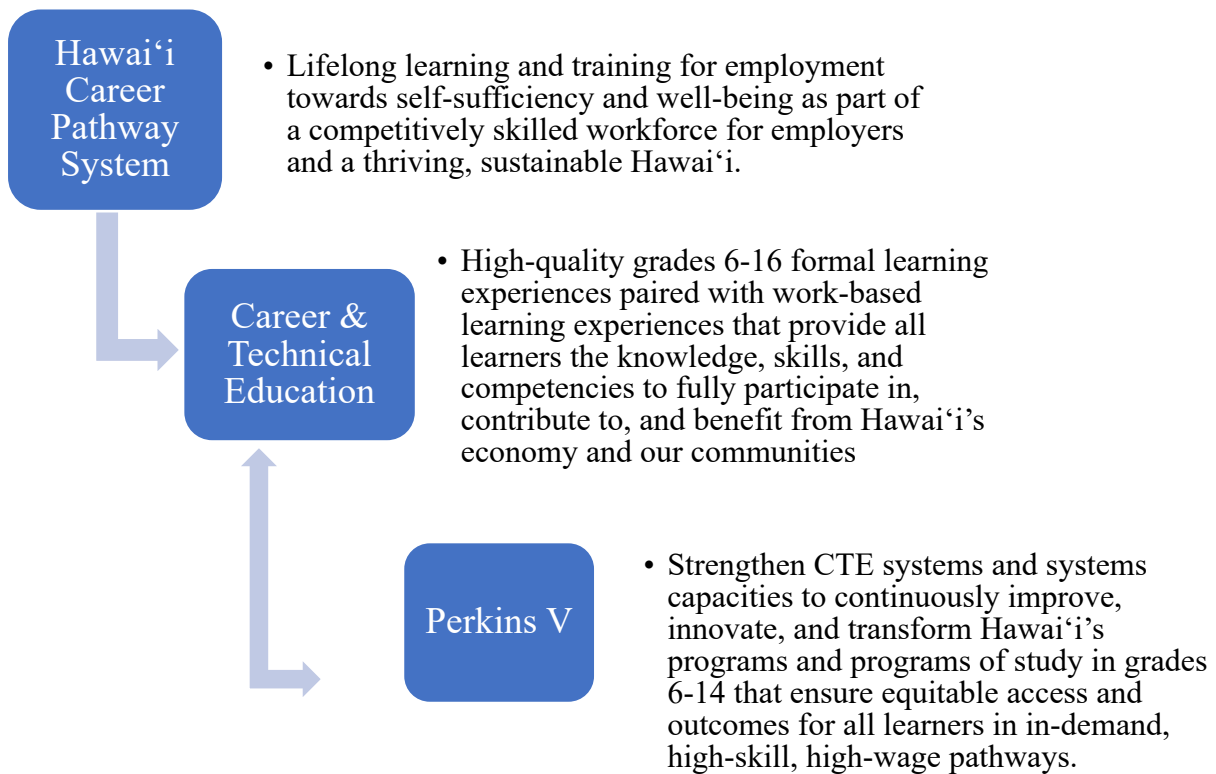
Hawai'i Work-Based Learning Continuum for Career, College, and Community Readiness

The Hawai'i Work-Based Learning Continuum builds students' academic skills, life skills, and experience as they progress from learning ABOUT work to learning THROUGH and FOR work that connects to their career, college, and community goals.



APPENDIX F: LOCAL APPLICATION TEMPLATE⁵

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.



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.

⁵ Consistent with requirements of the Local Application in Section 133.

LOCAL APPLICATION SECTION I: CTE PROGRAMS/POS OFFERINGS & DESCRIPTIONS⁶

A. Program Design & Review Process (Quality Criterion)

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

- **Using LMI and other evidence to inform alignment to in-demand occupations/occupational clusters in demand in the State, regional, or local economy.**
- **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;**
 - **Emergent needs related to the design and delivery of high-quality CTE programs/POS.**
- **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;**
 - **Measures of CTE program/POS access, participation, and educational and workforce outcomes across subrecipients;**
 - **Emergent needs related to the design and delivery of high-quality CTE programs/POS.**

⁶ (2) 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; “(B) a description of any new programs of study the eligible recipient will develop and submit to the State for approval; and “(C) how students, including students who are members of special populations, will learn about their school’s career and technical education course offerings and whether each course is part of a career and technical education program of study”.

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

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

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

- **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).**
- **Develop 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, including how the changes are systematically tested and the methods by which successes/failures of change ideas are shared with others offering the CTE program/POS**
- **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.**

C. Management Plan for CTE Program/POS Intervention⁷

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

⁷ (9) A description of how the eligible recipient will address disparities or gaps in performance between groups of students in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions that will be taken to eliminate these disparities or gaps.

D. Current CTE Program/POS Offerings & Descriptions

For each CTE program/POS, provide:

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

E. 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.

- **Statewide, how are students made aware of the CTE programs/POS offered by the Eligible Recipients and information about those CTE programs/POS such as described in D.**
- **Not required for submission of the Local Application, but each subrecipient should have their own description of how students are made aware of available CTE programs/POS.**

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

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.

This subcommittee is concerned with the continual and continuous improvement of the CTE system and the quality of design and delivery of CTE programs/POS. There are three working groups associated with this subcommittee—counseling and advising, work-based learning, and transferable skills.

B. Human Capital Subcommittee⁸

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.

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.

The primary activities of this working group are to address chronic and persistent shortages of quality CTE instructors. This working groups will explore, among other things:

Make CTE teachers/counselors a permanent part of the TECC agenda

Review HTSB requirements and pursue revisions.

Exploration, design, development of alternative pathways and models to better access quality CTE learning experiences.

Pursue design and development of preparation programs through institutions of higher education (public/private, in-state and out-of-state) and alternative preparation programs.

⁸ (8) A description of how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel.

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.

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 primary activities of this working group are to 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, 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. 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.

This subcommittee is concerned with the institutional and legislative policies and processes that enable the systemic, systematic, and equitable design and delivery of high-quality CTE programs/POS; improve access, bolster inter-agency and public-private coordination, collaboration, and partnership; support continuous improvement and innovation to increase participation and improve educational and workforce outcomes of CTE program/POS participants.

D. Quality Assurance & Continuous Improvement Subcommittee

Provide a list of individuals associated with the Eligible Recipient who will participate on the Perkins V Quality Assurance and Continuous Improvement Subcommittee.

This subcommittee is concerned with the design, development, and implementation of monitoring, evaluation, and feedback systems to continually inform the continual improvement efforts of the CTE system. There are three working groups associated with this subcommittee—monitoring, evaluation, and feedback; data infrastructure, reporting, and use; and accountability.

1. Monitoring, Evaluation, and Feedback Working Group.

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

Among the activities associated with this working group are to:

Employ 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.

Use information gained from systematic continuous improvement efforts and formal evaluations to understand what works, for whom, under what conditions.

Design and implement a set of tools to systematically capture student feedback on their CTE learning experiences and employer feedback on their needs and the quality of CTE completers to meet those needs.

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.

Among the activities associated with this working group are to:

Identify the data infrastructure, reporting, and use needs throughout the CTE system.

Develop 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.

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.

Among the activities associated with this working group are to:

Identify any issues related to requirements to annually report data to the US Department of Education consistent with federal reporting requirements.

Identify those CTE programs/POS that have not demonstrated significant improvements, including in closing gaps and disparities between groups of students.

Develop additional measures and metrics (and operating definitions) beyond federal reporting requirements related to access, participation, and educational and workforce outcomes that provide meaningful information.

LOCAL APPLICATION SECTION III: IDENTIFICATION OF CTE SYSTEM NEEDS

A. Statewide Comprehensive Local Needs Assessment⁹

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.

⁹ (1) a description of the results of the comprehensive needs assessment conducted under subsection (c).

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.

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.

These identified needs will be prioritized in Section V of this Local Application.

Present data and other evidence on access, participation, and educational and workforce outcomes of the CTE system—variation *across* CTE pathways, programs/POS)

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 opportunities (as applicable)
- 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**

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.

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 opportunities
- 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)
- 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**

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.

Counseling & Advising Working Group and Activities.^{10, 11}

Work-Based Learning Working Group and Activities.¹²

Transferable Skills Working Group and Activities.

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.

¹⁰ (3) A description of how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will provide a series of career exploration and career guidance activities.

¹¹ Provide career exploration and career development activities 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.

¹² (6) A description of the work-based learning opportunities that the eligible recipient will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable.

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.

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

<i>What do we want to achieve?</i>	<i>What changes can we make that will lead us to our desired outcomes?</i>					
Purpose	Summary of Year (Phase) 1 Activities	Deliverables/Outputs from Year (Phase) 1 Activities	Summary of Year (Phase) 2 Activities	Deliverables/Outputs from Year (Phase) 2 Activities	Summary of Year (Phase) 3 Activities	Deliverables/Outputs from Year (Phase) 3 Activities

IV-A1b. Counseling & Advising Component Development Budgets

Summary Budget of Year (Phase) 1 Activities - Personnel	Summary Budget of Year (Phase) 1 Activities – Non-Personnel	Summary Budget of Year (Phase) 2 Activities - Personnel	Summary Budget of Year (Phase) 2 Activities – Non-Personnel	Summary Budget of Year (Phase) 3 Activities - Personnel	Summary Budget of Year (Phase) 3 Activities – Non-Personnel

IV-A2a. Work-Based Learning Component Development Summary of Activities

<i>What do we want to achieve?</i>	<i>What changes can we make that will lead us to our desired outcomes?</i>					
Purpose	Summary of Year (Phase) 1 Activities	Deliverables/Outputs from Year (Phase) 1 Activities	Summary of Year (Phase) 2 Activities	Deliverables/Outputs from Year (Phase) 2 Activities	Summary of Year (Phase) 3 Activities	Deliverables/Outputs from Year (Phase) 3 Activities

IV-A2b. Work-Based Learning Component Development Budgets

Summary Budget of Year (Phase) 1 Activities - Personnel	Summary Budget of Year (Phase) 1 Activities – Non-Personnel	Summary Budget of Year (Phase) 2 Activities - Personnel	Summary Budget of Year (Phase) 2 Activities – Non-Personnel	Summary Budget of Year (Phase) 3 Activities - Personnel	Summary Budget of Year (Phase) 3 Activities – Non-Personnel

IV-A3a. Transferable Skills Component Development Summary of Activities

<i>What do we want to achieve?</i>	<i>What changes can we make that will lead us to our desired outcomes?</i>					
Purpose	Summary of Year (Phase) 1 Activities	Deliverables/Outputs from Year (Phase) 1 Activities	Summary of Year (Phase) 2 Activities	Deliverables/Outputs from Year (Phase) 2 Activities	Summary of Year (Phase) 3 Activities	Deliverables/Outputs from Year (Phase) 3 Activities

IV-A3b. Transferable Skills Component Development Budgets

Summary Budget of Year (Phase) 1 Activities - Personnel	Summary Budget of Year (Phase) 1 Activities – Non-Personnel	Summary Budget of Year (Phase) 2 Activities - Personnel	Summary Budget of Year (Phase) 2 Activities – Non-Personnel	Summary Budget of Year (Phase) 3 Activities - Personnel	Summary Budget of Year (Phase) 3 Activities – Non-Personnel

Describe the processes by which your agency will engage other Hawai‘i Career Pathway System partners, including the other CTE 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.

- a. Identify any barriers in providing those data.**
- b. Identify action plans to address those barriers.**

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.

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

Disparity/ Misalignment/ Gap	<i>What changes can we make that will lead to improvements?</i>						<i>What do we want to achieve?</i>
	Summary of Year 1 Activities	Deliverables/Outputs from Year 1 Activities	Summary of Year 2 Activities	Deliverables/Outputs from Year 2 Activities	Summary of Year 3 Activities	Deliverables/Outputs from Year 3 Activities	Expected Outcomes

IV-B1b. Data Infrastructure and Data Use Professional Development and Capacity-Building Activities – Professional Development¹³

Disparity/ Misalignment/ Gap	<i>What changes can we make that will lead to improvements?</i>						<i>What do we want to achieve?</i>
	Summary of Year 1 Activities	Deliverables/Outputs from Year 1 Activities	Summary of Year 2 Activities	Deliverables/Outputs from Year 2 Activities	Summary of Year 3 Activities	Deliverables/Outputs from Year 3 Activities	Expected Outcomes

¹³ 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

Summary Budget of Year 1 Activities - Personnel	Summary Budget of Year 1 Activities – Non-Personnel	Summary Budget of Year 2 Activities - Personnel	Summary Budget of Year 2 Activities – Non-Personnel	Summary Budget of Year 3 Activities - Personnel	Summary Budget of Year 3 Activities – Non-Personnel

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

Access- Participation- Outcomes Gap / Disparity / Misalignment	Scope & Quality Criteria	What changes can we make that will lead to improvements?						What do we want to achieve?
		Summary of Year 1 Activities & Outputs	Summary Budget of Year 1 Activities	Summary of Year 2 Activities & Outputs	Summary Budget of Year 2 Activities	Summary of Year 3 Activities & Outputs	Summary Budget of Year 3 Activities	Expected Outcome(s)

IV-C1b. CTE System-wide scope & quality component improvement activities – Professional Development¹⁴ – to address identified gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes, with emphasis on special populations

Access- Participation- Outcomes Gap / Disparity / Misalignment	Scope & Quality Criteria	What changes can we make that will lead to improvements?						What do we want to achieve?
		Summary of Year 1 Activities & Outputs	Summary Budget of Year 1 Activities	Summary of Year 2 Activities & Outputs	Summary Budget of Year 2 Activities	Summary of Year 3 Activities & Outputs	Summary Budget of Year 3 Activities	Expected Outcome(s)

¹⁴ 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).

LOCAL APPLICATION SECTION V: CONTINUAL & CONTINUOUS IMPROVEMENT OF THE DESIGN & DELIVERY OF CTE PROGRAMS/POS¹⁵

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

- (1) improve access and the equity of that access to high-quality CTE programs/POS;
- (2) increase participation and the equity of that participation in high-quality CTE programs/POS; and
- (3) improve the educational and workforce outcomes and the equity of those outcomes for CTE program/POS participants.

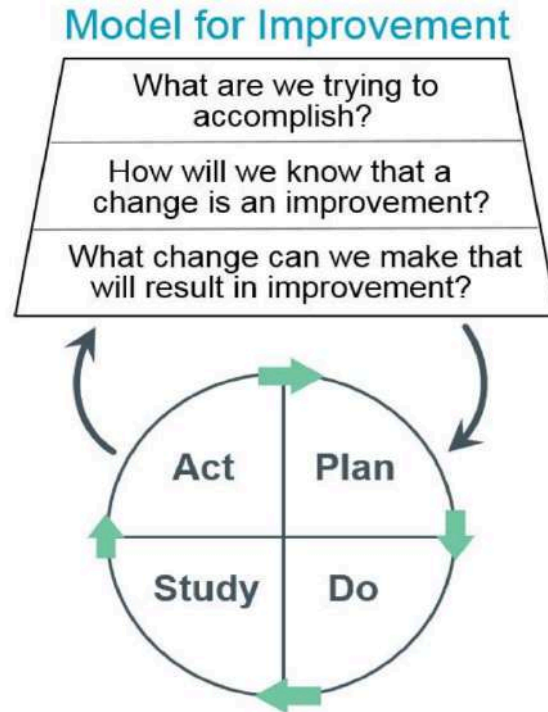
All of the activities included in this section of the Local Application must connect to at least one of those goals. Specifically, the continual and continuous improvement, innovation, and transformation of the design and delivery of CTE program/POS size, scope, and quality criteria and components should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

¹⁵ (4) a description of how the eligible recipient will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965).

(5) a description of how the eligible recipient will— “(A) provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency; “(B) prepare CTE participants for non-traditional fields; “(C) provide equal access for special populations to career and technical education courses, programs, and programs of study; and “(D) ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.

(7) 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.

The Model for Improvement, as an example of a tool for systematic improvement/innovation, serves to help organize improvement and innovation activities (see figure).¹⁶



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

¹⁶

The Model for Improvement was developed by Associates in Process Improvement. [Source: Langley GL, Moen R, Nolan KM, Nolan TW, Norman CL, Provost LP. *The Improvement Guide: A Practical Approach to Enhancing Organizational Performance* (2nd edition). San Francisco: Jossey-Bass Publishers; 2009.]

A.CTE Program/POS Improvement

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

Priority use of Perkins V funds is to those CTE programs/POS with demonstrated gaps, disparities, and misalignments in access, participation, and achievement of educational and workforce outcomes, especially for students who are members of special populations, identified in Section III-D & E.

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

PROGRAM/POS	GAP / DISPARITY / MISALIGNMENT	<i>What changes can we make that will lead to improvements?</i>						<i>What do we want to achieve?</i>
		Summary of Year 1 Activities & Outputs	Summary Budget of Year 1 Activities	Summary of Year 2 Activities & Outputs	Summary Budget of Year 2 Activities	Summary of Year 3 Activities & Outputs	Summary Budget of Year 3 Activities	Expected Outcome(s)

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

PROGRAM/POS	Access-Participation-Outcomes Gap / Disparity / Misalignment	Scope & Quality Criteria	What changes can we make that will lead to improvements?						What do we want to achieve?
			Summary of Year 1 Activities & Outputs	Summary Budget of Year 1 Activities	Summary of Year 2 Activities & Outputs	Summary Budget of Year 2 Activities	Summary of Year 3 Activities & Outputs	Summary Budget of Year 3 Activities	Expected Outcome(s)

V-A2b. CTE Program/POS-wide scope & quality component improvement activities – Professional Development¹⁷ – to address identified gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes, with emphasis on special populations

PROGRAM/POS	Access-Participation-Outcomes Gap / Disparity / Misalignment	Scope & Quality Criteria	What changes can we make that will lead to improvements?						What do we want to achieve?
			Summary of Year 1 Activities & Outputs	Summary Budget of Year 1 Activities	Summary of Year 2 Activities & Outputs	Summary Budget of Year 2 Activities	Summary of Year 3 Activities & Outputs	Summary Budget of Year 3 Activities	Expected Outcome(s)

¹⁷ 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

PROGRAM/POS	Subrecipient	Access- Participation- Outcomes Gap / Disparity / Misalignment	Scope & Quality Criteria	What changes can we make that will lead to improvements?						What do we want to achieve?
				Summary of Year 1 Activities & Outputs	Summary Budget of Year 1 Activities	Summary of Year 2 Activities & Outputs	Summary Budget of Year 2 Activities	Summary of Year 3 Activities & Outputs	Summary Budget of Year 3 Activities	Expected Outcome(s)

V-A3b. Subrecipient-specific improvement activities – Professional Development¹⁸ – to address identified gaps, disparities, and misalignments in access, participation, and educational and workforce outcomes, with emphasis on special populations

PROGRAM/POS	Subrecipient	Access- Participation- Outcomes Gap / Disparity / Misalignment	Scope & Quality Criteria	What changes can we make that will lead to improvements?						What do we want to achieve?
				Summary of Year 1 Activities & Outputs	Summary Budget of Year 1 Activities	Summary of Year 2 Activities & Outputs	Summary Budget of Year 2 Activities	Summary of Year 3 Activities & Outputs	Summary Budget of Year 3 Activities	Expected Outcome(s)

¹⁸ 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.

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

Include all subrecipients involved and the CTE programs/POS included in the consortia.

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

Consortium	Included CTE Programs/POS	Involved Subrecipients	What changes can we make that will lead to improvements?						What do we want to achieve?
			Summary of Year 1 Activities & Outputs	Summary Budget of Year 1 Activities	Summary of Year 2 Activities & Outputs	Summary Budget of Year 2 Activities	Summary of Year 3 Activities & Outputs	Summary Budget of Year 3 Activities	Expected Outcomes

V-B1b. Consortium-Based Improvement Activities – Professional Development¹⁹

Consortium	Included CTE Programs/POS	Involved Subrecipients	What changes can we make that will lead to improvements?						What do we want to achieve?
			Summary of Year 1 Activities & Outputs	Summary Budget of Year 1 Activities	Summary of Year 2 Activities & Outputs	Summary Budget of Year 2 Activities	Summary of Year 3 Activities & Outputs	Summary Budget of Year 3 Activities	Expected Outcomes

¹⁹ 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. For each new CTE program/POS or CTE program/POS innovation, provide:

- **Description of CTE program/POS purpose**
 - **Aligned occupations/occupational clusters**
- **Evidence of statewide in-demand and/or economic development of aligned occupations (or occupational clusters) using valid, reliable LMI or other evidence**
- **Evidence of living wage or on pathway to living wage of aligned in-demand or economic development occupations (or occupational clusters)**
- **Industry, workforce development, and community-based organizations serving in program advisory, review, and/or development**
- **Articulated secondary-to-postsecondary program/POS alignment (if any)**
- **Description of the research and development process(es), including:**
 - **Identification of industry, workforce, or economic development need**
 - **The size, scope, and quality criteria in need of development**
 - **Systematic processes to design prototypes and iteratively test size, scope, and quality components in pursuit of quality (inclusive of equity) of access, participation, and educational and workforce outcomes.**
- **Strategies and activities to be pursued using Perkins V funds and the timeline of those activities.**

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

	<i>What do we want to achieve?</i>	<i>What changes can we make that will lead to our desired outcome?</i>					
Proposed CTE Program/POS	Purpose of CTE Program/POS	Summary of Year 1 Activity & Outputs	Summary Budget of Year 1 Activities	Summary of Year 2 Activity & Outputs	Summary Budget of Year 2 Activities	Summary of Year 3 Activity & Outputs	Summary Budget of Year 3 Activities

V-C1b. Proposed CTE Program/POS Research & Development – Professional Development²⁰

	<i>What do we want to achieve?</i>	<i>What changes can we make that will lead to our desired outcome?</i>					
Proposed CTE Program/POS	Purpose of CTE Program/POS	Summary of Year 1 Activity & Outputs	Summary Budget of Year 1 Activities	Summary of Year 2 Activity & Outputs	Summary Budget of Year 2 Activities	Summary of Year 3 Activity & Outputs	Summary Budget of Year 3 Activities

²⁰ 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).

THIS PAGE LEFT INTENTIONALLY BLANK