

## 2019 PERKINS V TRANSITION PLAN SUMMARY

The 2019 Perkins V Transition Plan is designed to reflect the priorities, strategies, and activities continuing from Perkins IV while beginning the transition to new activities consistent with or in preparation for requirements under Perkins V, where possible. The Narrative includes only those Perkins V State Plan elements required of the Transition Plan (identified in Table 1). To ease reading, the Narrative does not include those Perkins V State Plan elements not required to be included in the Transition Plan so as to avoid reading through several pages with prompts followed by no responses.

The responses to the required Transition Plan elements came as a result of document reviews and conversations with individuals at the State of Hawai‘i Office of the State Director of CTE, the Hawai‘i Department of Education, the University of Hawai‘i Community Colleges System, the Workforce Development Council, Hawai‘i P-20 Partnerships for Education, and other Hawai‘i and national CTE stakeholders.

Many of the required sections include preliminary recommended activities to pursue in the 2019 Transition Year. These preliminary recommendations are identified with the subheading: **2019 Transition Year Action Items**. These items center primarily on the work to be done by the State of Hawai‘i Office of the State Director of CTE, the Hawai‘i Department of Education, the University of Hawai‘i Community Colleges System, and the Workforce Development Council. The consistent theme associated with the *2019 Transition Year Action Items* is the need for the State of Hawai‘i to create CTE system that is:

- **Systemic:** *intentionally* affecting the entire educational and workforce development system in and across the State of Hawai‘i;
- **Systematic:** the total process is *intentionally* designed and carried out in a rational, organized way, with appropriate attention to all factors that affect each stage of the process;
- **Equitable:** *intentionally* providing every learner across Hawai‘i a fair opportunity to receive a high-quality CTE program and achieve improved educational and workforce outcomes.

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The effectiveness and efficiency of Hawai‘i’s educational and workforce programs and services would be improved by adhering to these three principles. While there are many high-quality CTE-related activities and outcomes occurring across the State, more can be done to ensure that every student, no matter where they are in Hawai‘i, has access to similar high-quality educational and workforce readiness activities and enjoys similar high-quality outcomes.

These action items may necessitate revisiting traditional structures, processes, norms, and relationships and how they work together in service of learners and workers and their lifelong journeys in the workforce. Perkins V provides the opportunity in the 2019 Transition Year to pursue a complete review of Hawai‘i’s CTE Career Pathway System, together with the Workforce Development Council as they work to update Hawai‘i’s WIOA plan, and make any refinements or revisions as needed so as to make the system more effective and efficient. Therefore, the *2019 Transition Year Action Items* are not meant to be exhaustive of the review, refine, and revise activities to be pursued in the 2019 Transition Year.

*Disclaimer: This is a draft document with all observations and recommendations considered preliminary. Please forward any comments, suggestions, insights, and corrections to [seder@hawaii.edu](mailto:seder@hawaii.edu).*

**U. S. Department of Education  
Office of Career, Technical, and Adult Education**

**Strengthening Career and Technical Education for the 21st Century Act  
(Perkins V) State Plan**

## **I. COVER PAGE**

- A. State Name: Hawai'i
- B. Eligible Agency (State Board) Submitting Plan on Behalf of State:  
State Board for Career and Technical Education
- C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency.
1. Name: Bernadette Howard
  2. Official Position Title: State Director
  3. Agency: Office of the State Director of Career and Technical Education
  4. Telephone: (808) 956-4791      6. Email: mbhoward@hawaii.edu
- D. Individual serving as the State Director for Career and Technical Education:
- Check here if this individual is the same person identified in Item C above and then proceed to Item E below.
1. Name: \_\_\_\_\_
  2. Official Position Title: \_\_\_\_\_
  3. Agency: \_\_\_\_\_
  4. Telephone: ( \_\_\_\_\_ ) \_\_\_\_\_      5. Email: \_\_\_\_\_
- E. Type of Perkins V State Plan Submission - FY 2019 (*Check one*):
- 1-Year Transition Plan (FY2019 only) – *if an eligible agency selects this option, it will need only to further complete Items G and J.*
- State Plan (FY 2019-23) – *if an eligible agency selects this option, it will complete Items G, I, and J*

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F. Type of Perkins V State Plan Submission - *Subsequent Years (Check one)*:<sup>1</sup>

- State Plan (FY 2020-23)  
 State Plan Revisions (Please indicate year of *submission*: \_\_\_\_\_)

G. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – FY 2019 (*Check one*):

- Yes  
 No

H. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – *Subsequent Years (Check one)*:<sup>2</sup>

- Yes (*If yes, please indicate year of submission*: \_\_\_\_\_)  
 No

I. Governor's Joint Approval of the Perkins V State Plan (*Fill in text box and then check one box below*):<sup>3</sup>

<p><b>Date Governor was sent State Plan for signature:</b></p> <p><b>Sent to Governor on May 2, 2019</b></p> <p><b>Signature not required for the 2019 Transition Plan.</b></p>
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- The Governor has provided a letter that he or she is jointly approving the State plan for submission to the Department.  
 The Governor has not provided a letter that he or she is jointly approving the State plan for submission to the Department.

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<sup>1</sup> Item F will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).

<sup>2</sup> Item H will only appear to the user in the Perkins V State Plan Portal in subsequent years (FY 2020-23).

<sup>3</sup> Item I is required in FY 2019 only for States that choose to submit a full Perkins V State plan, covering FY 2019-23.

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J. By signing this document, the eligible entity, through its authorized representative, agrees:

1. To the assurances, certifications, and other forms enclosed in its State plan submission;  
and
2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

<b>Authorized Representative Identified in Item C Above (Printed Name)</b>	Telephone:
<b>Signature of Authorized Representative</b>	Date:

## II. NARRATIVE DESCRIPTIONS

The required elements to be included in the 2019 Transition Plan are included in Table 1 with each required section, subsection, or element shown in **bold green**. Responses to required sections, subsections, and elements are shown in black text for each of the required elements throughout this Transition Plan. Those sections, subsections, or individual elements not requiring response in the Transition Plan are shown in **red text** and have been excluded from the narrative descriptions.

**Table 1: Checklist of Items Required to be Submitted in FY 2019**

State Plan Items	OPTION 1: 1-Year Transition Plan (FY 2019 only)
I. Cover Page	Required
II. Narrative Descriptions	
A. Plan Development and Coordination	Not required
B. Program Administration and Implementation	Only Items B.2.a, b, c(i), d, and h; and B.3.a(i)(ii) and (iv)
C. Fiscal Responsibility	Required
D. Accountability for Results	Not required
III. Assurances, Certifications, and Other Forms	Required
IV. Budget	Required
V. State Determined Performance Levels (SDPL)	Not required

## **B. PROGRAM ADMINISTRATION AND IMPLEMENTATION**

### **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)**

The education component of Hawai‘i’s Career Pathway System spans the state’s secondary and postsecondary career and technical education systems and begins with a framework made up of nine pathways. All occupations fit into one of these nine pathways:

1. Agriculture, Food Innovation, and Natural Resources
2. Arts, Creative Media, and Communication
3. Business, Marketing, and Finance
4. Culinary, Hospitality, and Tourism
5. Education
6. Health Sciences and Human Services
7. Industrial and Engineering Technology
8. Information Technology
9. Law, Government, and Public Safety

Hawai‘i’s Career and Technical Education Programs of Study (POS) provide high-skills, career-focused curriculum accessible to all students, support Hawai‘i’s economic development plans, address the mission and strategic plans of the Hawai‘i State Board of Education and the University of Hawai‘i’s Board of Regents, and meets WIOA requirements. Hawai‘i’s Career Pathway System POS:

- Incorporate secondary education and postsecondary education elements;
- 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;
- 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.

The education components of Hawai‘i’s Career Pathway System POS are delivered by the two Perkins V Eligible Recipients—the Hawai‘i Department of Education (HIDOE) and the University of Hawai‘i Community Colleges System (UHCCS).

**2019 Transition Year Action Items:** The Hawai‘i Office of the State Director of Career and Technical Education (HI-OSDCTE) will review the nine pathways by which Hawai‘i’s Career Pathway System is organized together with the HIDOE, UHCCS, and the Workforce Development Council (as part of the WIOA State Plan development). This will constitute a periodic review of data given the dynamic nature of the economy and labor market in the State of Hawai‘i. An analysis of statewide and national economic and workforce data will be part of a systematic review of data to inform the relevance, quality, and impact of the state’s Career Pathway System and its continual improvement. To the extent that the nine pathways are reaffirmed, the HIDOE will continue to migrate its POS to the state’s agreed-upon nine pathways from its existing six pathways.

- b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—**
  - i. promote continuous improvement in academic achievement and technical skill attainment;**

Only courses/programs officially approved by either the HIDOE or UHCCS as career and technical education are eligible for Perkins funds. At a minimum, this would include course/program codes that are officially designated for career and technical education courses. For any course/program that is designated as a CTE course/program, all Perkins required data must be collected and reported whether or not the course/program actually receives any Perkins funds.

*Secondary Level.* At the secondary level, a CTE program consists of a 1) Hawai‘i Career Pathway System Career and Technical Education Pathway Core course; 2) Hawai‘i Career



Pathway System Career and Technical Education Cluster course, plus sometimes a third-level Concentration course; and 3) a designated academic course to ensure the integration and application of academic and technical knowledge. These CTE programs provide high-skills, career-focused curriculum accessible to all students. The standards in the CTE program have been aligned to the HIDOE academic and graduation requirements.

Business and industry-validated standards for each of these levels move from a broad pathway focus (core level) to a more focused occupational area (cluster level). The purpose of the core course is to provide students with a broad foundation of skills and knowledge while also introducing students to all aspects of an industry related to a focused occupational area.

Pathway Advisory Councils are composed of local businesses (including small business), labor organizations, and CTE teachers and school administrators who will take the lead in the development and approval of core, cluster, and concentration standards and assessments as well as providing guidance on Pathway initiatives. These standards are the foundation for all the planning, development, implementation, and evaluation of HIDOE components of the POS in the state. Rigorous end-of-course assessments and end-of-program performance-based assessments are administered to students.

The HIDOE programs have been aligned to the HIDOE graduation requirements as set by the Hawai‘i State Board of Education. Students who receive a HIDOE diploma may enter the UHCCS and continue in their POS to the level of certificate and/or degree. The POS also include opportunities for secondary students to earn dual, concurrent, and articulated postsecondary credits prior to graduation, thereby reducing their time after high school to the completion of a postsecondary certificate or degree.

*Postsecondary.* Postsecondary CTE programs include the Associate of Science (AS) and the Associate of Applied Science (AAS) and career and technical education certificate programs of 6 credits or more. The postsecondary program components are developed by college faculty in accordance with national accrediting organizations and in consultation with local business and industry. They are aligned to national standards where appropriate. They 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 prepares students to

succeed in further education and career. UHCCS utilizes Program Advisory Councils that are made up of industry-based individuals from the community who have expertise in the program area. The Advisory Councils are appointed by the Chancellor to advise the faculty, division chair, and Vice Chancellor for Academic Affairs on curriculum, new trends in the industry and employment outlooks for both the State. Where the College delivers an island-wide program (e.g., nursing), the PAC will be island-wide in membership. They are reviewed by college-level administration, and when required, are approved by the University of Hawai‘i Board of Regents. Ultimately, these credit programs lead to a postsecondary-level, industry-recognized certificate, credential, or associate or baccalaureate degree.

Because programs are driven by the economic needs of the State, all stakeholders in the delivery of postsecondary career and technical education play key roles in the planning, development, implementation, and evaluation of the UHCCS’s Programs: the Workforce Development Council (WDC), the State Department of Labor and Industrial Relations, labor boards, and business and government leaders. Together they determine the CTE needs of the State and each community that the colleges serve. With this input, programs are developed, or revised to meet those needs.

***2019 Transition Year Action Items:*** The HI-OSDCTE will work with the HIDOE and UHCCS on several initiatives through the 2019 Transition Year to make Hawai‘i’s Career Pathway System more systemic, systematic, and equitable in its provision of courses, programs, and POS of a consistent quality to students in the State of Hawai‘i regardless where they are attending school.

*Size, Scope, and Quality definitions.* The HI-OSDCTE will work with the HIDOE and UHCCS to review and update, as necessary, operating definitions of size, scope, and quality. This will inform the four-year state plan under item B.2.h.

*HIDOE Standards.* The HI-OSDCTE will work with the HIDOE to review and strengthen existing CTE course, program, and POS standards and create standards for CTE courses, programs, and POS that do not already have standards in place.

*Program review processes.* In addition, the HI-OSDCTE will work with the HIDOE and UHCCS to review and strengthen program review processes such that every course, program, or

POS meets the rigorous academic, technical, and workforce readiness standards. Currently, the HIDOE uses Pathway Advisory Councils and the UHCCS uses Program Advisory Councils providing opportunities for better alignment and coordination. Making these councils and their functions more systemic and systematic can improve the educational experiences of students as they continue their POS from high school through higher education.

*Systematic continuous improvement methods.* The HI-OSDCTE will work with the HIDOE and UHCCS to explore how both systems might use systematic continuous improvement methods systemically across the state to guide improvements in course, program, and POS quality so as to achieve increased student outcomes, most especially for special populations.

**ii. expand access to career and technical education for special populations; and**

Hawai‘i’s Career Pathway System increases access to and opportunities for employment, education, training, and support services, particularly for individuals with the greatest barriers to employment. These individuals include displaced homemakers; low-income individuals; Native Hawaiians; individuals with disabilities, including youth who are disabled; adults; ex-offenders; homeless individuals, or homeless children and youth; youth who are in or have aged out of foster care; English language learners, individuals who have low levels of literacy, individuals facing substantial cultural barriers; Temporary Assistance for Needy Families program (TANF); single parents; veterans, and long-term unemployed individuals.

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

The HIDOE and UHCCS have continued to work with industry partners to identify, develop, and incorporate employability skills through their POS.

**2019 Transition Year Action Items:** The HI-OSDCTE will continue to work with the HIDOE and UHCCS to systemically and systematically incorporate employability skills through program design, standards, and implementation.

**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.

- The HI-OSDCTE makes information available through its Career and Technical Center website: <https://www.hawaii.edu/cte/>.
- The HIDOE makes CTE information available through its website (<http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/CTE/Pages/default.aspx>) where they make additional resources available, including:
  - Listing of the nearly 70 programs and POS across the HIDOE’s six clusters
  - Career Pathways Handbook (<http://www.hawaiipublicschools.org/DOE%20Forms/CTE/CTEhandbook.pdf>)
  - Career Pathways posters (<https://www.hawaii.edu/cte/publications.html>)
  - Link to the RIASEC inventory test to help students explore career pathway options
  - The annual nondiscrimination notice which is made available in 14 languages.
  - The HIDOE makes information about dual-credit programs available through its website, including information about the state’s Early College, Running Start, and Jump Start programs (<https://tinyurl.com/HIDualCredit>).
- The UHCCS makes information about the POS available across the seven community colleges through its website: <http://www.uhcc.hawaii.edu/programs/viewer/index.php>.
  - One UHCCS workforce development initiative is the Hawai‘i Industry Sectors website that provides labor market information, including high-demand occupations, high-demand STEM occupations, high-earning occupations, and educational requirements for different occupations among other information available to students and workers.
    - In addition, Leeward Community College has utilized Career Coach to bring together labor market information in easily accessible and

interpretable ways for students

(<https://leeward.emsicc.com/?radius=&region=Honolulu>)

- The UHCCS website is translatable into several dozen languages using Google Translate as a pre-installed widget on their website.
- Each of the seven community college campuses has a career or employment center where students are provided career counseling services and information related to different careers or occupations and the educational requirements associated with them.

**2019 Transition Year Action Items:** The HI-OSDCTE will also explore with the HIDEOE, UHCCS, and Workforce Development Council the feasibility and usability of creating a unified, statewide CTE website that is targeted to increase the awareness and understanding of different educational and technical learning opportunities available to students, parents, and workers transitioning occupations and careers.

**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;**

The Hawai‘i Career Pathway Committee is made up of representatives from Alu Like, Chamber of Commerce, Community Schools for Adults, County Workforce Boards, DHS, DVR, Department of Labor and Industrial Relations, HIDEOE, American Job Centers (aka One-Stops), HI-OSDCTE, UHCCS, Workforce Development Council, and others.

**2019 Transition Year Action Items:** The HI-OSDCTE will work with the HIDEOE and UHCCS and the broader Hawai‘i Career Pathway Committee to explore how the state might create stronger alignment and coordination mechanisms across educational systems to systematically access and incorporate industry and workforce stakeholders in the design, review, and strengthening of POS.

Enhancing the systemic and systematic use of pathway/program advisory councils can improve the quality and consistency in the design of courses, programs, and POS and their delivery to students across the State.

- 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;**

In addition to the data made available through the Hawai‘i Industry Sectors website, the HIDEO and UHCCS involve economic and labor market stakeholders in their program design and review processes. As described earlier, the HIDEO utilizes Pathway Advisory Councils composed of local businesses (including small business), labor organizations, and CTE teachers and school administrators who take the lead in the development and approval of core, cluster, and concentration standards and assessments as well as providing guidance on Pathway initiatives. The UHCCS program planning, development, implementation, and evaluation processes include representatives from the Workforce Development Council (WDC), the State Department of Labor and Industrial Relations, labor boards, and business and government leaders.

**2019 Transition Year Action Items:** The HI-OSDCTE will work with the HIDEO and UHCCS to explore how the state might create stronger alignment and coordination mechanisms across educational systems to systematically share, interpret, and use data to inform the design, review, and strengthening of POS. This work will draw upon the work done to complete the comprehensive local needs assessment that will draw on statewide and regional labor market data. Enhancing the systemic and systematic use of pathway/program advisory councils can improve the quality and consistency of courses, programs, and POS delivery to students across the state.

- iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;**

Among Hawai‘i’s Career Pathway System’s six guiding principles is the group of principles dedicated to Access, Equity, and Opportunity where all students have access to educational opportunities at multiple entry points and receive support services that lead to equitable outcomes. The importance of another group of principles—Accountability and Program Improvement—are included so that data are collected, shared, and utilized to map student progression through pathways, improve student outcomes, and demonstrate accountability.

**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;**

Hawai‘i’s Career Pathways System is designed to promote stronger alignment of workforce and education programs in order to improve the delivery of employment services, and education and training. This System will address the U.S. Department of Labor’s Six Key Elements of Career Pathways to ensure that these essential components are included:

- Building cross-agency partnerships and clarify roles;
- Identifying industry sectors and engage employers;
- Designing education and training programs;
- Identifying Funding Needs and Resources;
- Aligning policies and programs;
- Measuring system change and performances.

Hawai‘i’s Career Pathways System will also:

- Align with skills needed by industries;
- Prepare individuals to succeed in a range of education options;
- Include counseling to support an individual in achieving education and career goals;
- Include, as appropriate, concurrent education and training opportunities for specific occupations;
- Organize education, training, and support services to meet individual needs and accelerate educational and career advancement;
- Enable individuals to attain a high school diploma or equivalent, and at least one postsecondary credential; and
- Help individuals enter or advance within an occupation.

This holistic approach provides students with high-quality academic and technical skills through a wide variety of educational and work-based learning settings.

**2019 Transition Year Action Items:** The HI-OSDCTE will work with the HIDOE, UHCCS, and Workforce Development Council to review the processes employed by state and local stakeholders to create career pathways, including identification of systemic and systematic

processes by which courses, programs, and POS are designed, developed, and implemented to provide equitable access to high-quality CTE programming and achieve high-quality outcomes for all students.

- 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**

Hawai‘i’s Career Pathway Committee includes representatives from core partner programs, the American Job Centers, education and training agencies, required one-stop partners and employers. The Career Pathway Committee is charged with developing a statewide career pathways system for workforce development that builds on and aligns with the career pathways system already in place through the HODOE and UHCCS educational systems. The Career Pathway Committee will continue to work on the development and implementation of this Career Pathways System for Hawaii.

**2019 Transition Year Action Items:** The HI-OSDCTE will work with the HODOE, UHCCS, and Workforce Development Council to identify opportunities to systemically, systematically, and equitably expand the number of high-quality in- and out-of-school learning experiences in, and understanding of, all aspects of an industry.

- 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)**

Support services are an integral part of every student’s Career Pathway and are not viewed as standalone interventions in the Hawai‘i Career Pathway System. To that end, it is the responsibility of the core partners, as well as all other WIOA stakeholder agencies, to provide professional, coordinated, aligned services to our clients and students when they need it. As WIOA requires, the agencies prioritize services to vulnerable populations with barriers to employment: including veterans, unemployed, youth with disabilities, homeless individuals, and Native Hawaiians.



Transition services are a significant focus of Hawai‘i’s Career Pathway system. The state has adopted the Student Success Pathway (SSP) model based on the Completion by Design template. The SSP integrates education and services together in a coherent system. Each partner organizes its programs and services around the four-step approach: Connection, Entry, Progress, and Completion. This common language and practice lead to an understanding of the student’s experience as part of a continuum.

The education entities of the Career Pathway System have well-developed support services for students, and they are regularly assessed and evaluated under the appropriate accreditation standards. The workforce agencies collaborate with these education entities in providing appropriate support services to their clients.

**2019 Transition Year Action Items:** The HI-OSDCTE will work with the HIDOE and UHCCS to identify opportunities to systemically, systematically, and equitably improve the effectiveness and efficiency of POS and student support programs to improve outcomes and reduce performance gaps of CTE concentrators, particularly with special populations.

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

The primary opportunity for students to earn dual secondary and postsecondary CTE credits is through the Early College model where University of Hawai‘i courses are taught to high school students. This effort began as a grant-funded initiative and is now supported with general funding from the Hawai‘i State Legislature. More information is available at <https://tinyurl.com/HIearlycollege> and <https://www.hawaii.edu/dualcredit/early-college/>.

Previously, the state utilized the Dual Credit Articulated Program of Study (DCAPS) that enabled students in high school CTE programs taught by high school teachers to receive free credits for college courses if they successfully master the specific standards/student learning outcomes common to both secondary- and postsecondary-level CTE programs of study. These statewide DCAPS have all expired. Currently, individual community colleges may enter into an

agreement with an individual high school to articulate career and technical course credits earned in high school to a community college career and technical education program.

**2019 Transition Year Action Items:** The HI-OSDCTE will work with the HIDEOE and UHCCS to identify opportunities to systemically, systematically, and equitably expand the number of high-quality options available to students to participate in dual or concurrent enrollment programs or competency-based education.

- 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 HIDEOE utilizes school-community councils (SCC) to create, analyze, and interpret required school-level needs assessments as part of the development of each school's Academic Plan and Financial Plan. SCC members are tasked with reviewing and analyzing school data and strategies (curriculum, assessment and instructional) as stated in the Academic Plan and providing recommendations to the principal. The principal has the final authority to determine the content of the Academic Plan and Financial Plan. Teachers/counselors, students, parents, and other community members are members of the SCC. The UHCCS brings together faculty, counselors, administrators (CTE Deans), and industry representatives as part of the formal Program Review Process.

**2019 Transition Year Action Items:** The HI-OSDCTE will work with the HIDEOE, UHCCS, and industry and community representatives to identify opportunities to create stronger alignment across systems such that the planning, development, implementation, and evaluation of CTE programs are systemic and systematic in design to improve the effectiveness and efficiency of those programs to students.

- 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 State of Hawai‘i uses the following definitions of size, scope, and quality in the design and delivery of CTE programs.

**Criteria for Size.** Evaluation of size encompasses four categories: space, equipment, technology and enrollment capacity.

For both secondary and postsecondary levels, the program must:

- Have sufficient classroom and lab facilities accessible by all students and large enough to support enrollments;
- The necessary equipment to meet current workplace needs and industry standards;
- Appropriate, accessible technology on which students and teachers are trained.
- Enrollment capacity is defined differently at the secondary and postsecondary levels:
  - At the *secondary* level: CTE programs that meet the enrollment requirements for instruction as established by Board of Education policy or supported by CTE off-ratio positions are considered to be of sufficient size.
  - At the *postsecondary* level: CTE programs that meet the enrollment requirements for instruction as established by the community college are considered to be of sufficient size.

**Criteria for Scope.** Evaluation of scope encompasses several categories: policies; partnerships; professional development; accountability and evaluation; content standards; course sequences; counseling and advisement; teaching and learning strategies; and technical skills assessment.

For both secondary and postsecondary levels, the program must:

- Be open to all potential students;
- Follow established procedures for the design, implementation, and continuous improvement of CTE programs;

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- Engage employers and address identified economic needs;
- Support focused and sustained professional development that ensures teachers have the appropriate content knowledge and skills to align and integrate curriculum and instruction;
- Have systems and strategies to gather timely and accurate quantitative and qualitative data on program components and student outcomes;
- Include industry validated technical skill standards along with rigorous academic and employability skills;
- Map out the recommended academic and CTE courses that are sequenced from broad to more occupationally specific, and through collaboration between secondary and postsecondary are aligned to prepare students to transition to the next level of education without remediation.
- Offer high school students opportunities for dual, articulated, and concurrent enrollment that earn postsecondary credit;
- Provide opportunities for work-based learning experiences for all students as appropriate and available; these may occur in school, in a workplace, in the community, and/or virtually;
- Offer resources for students to learn about career options from professionals who have access to up-to-date career information
- Employ contextualized, work-based, project-based, and problem-solving learning approaches that incorporate team-building, critical thinking, and communication skills;
- Measure student attainment of technical skills proficiency at multiple points during their program; employ industry-approved credentials based on industry standards where available and appropriate, and use performance-based assessments to the greatest extent possible;
- Lead to a program concentration and/or completion at the secondary level and to an approved associate degree (AS, AAS) or certificate at the postsecondary level.

**Criteria for Quality.** Evaluation of quality is a combination of size and scope plus these additional criteria.

At the *secondary* level:

- CTE programs include a Pathway Advisory Council and/or a program-specific advisory committee
- Excluding special circumstances, HIDOE employs CTE faculty that meet the minimum licensure requirements as established by the HTSB and hold an appropriate, valid license.
- DOE annually submits program data, including all data elements necessary for calculating progress toward meeting Perkins secondary performance targets.
- DOE assesses the quality and significance of performance data to the relationship of program development and implementation.
- The application for funds reflects analyses of data on measures of program and student success through performance on:
  - Perkins performance measures;
  - Licensure/Certification exams and/or end of program exams;
  - Technical skills assessments as defined by the HIDOE state CTE program office;
  - Dual credit data;
  - Meeting CTE Honors Designations.

At the *postsecondary* level:

- CTE programs include a program-specific advisory committee;
- UHCCS employs faculty that meet the minimum credential requirements as established by UH BOR policy.
- UHCCS CTE programs meet the program approval criteria as established by the UH Board of Regents.
- UHCCS annually submits program data, including all elements necessary for calculating progress toward meeting Perkins postsecondary performance targets.
- UHCCS assesses the quality and significance of performance data to the relationship of program development and implementation. The application for funds reflects analysis of data.

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- CTE program offerings and curricular content are reviewed periodically for relevance to labor market needs and economic development priorities.
- CTE program offerings reflect the Hawaii Career Pathway System and business and industry-approved student learning outcomes and assessments.
- UHCCS provides measures of program and student success through performance on:
  - Perkins performance measures;
  - Licensure/Certification exams and/or end of program exams;
  - Technical skills assessments
  - Rigorous course-taking patterns;
  - Dual credit data;
  - Acquiring and maintaining program accreditations/certifications; and/or
  - Meeting established business/industry standards.

***2019 Transition Year Action Items:*** The HI-OSDCTE will work with the HIDOE, UHCCS, and Workforce Development Council as well as other stakeholders to review and revise definitions of size, scope, and quality consistent with the State’s vision for CTE and workforce development programs and the integrated and aligned purposes of Perkins, WIOA, ESSA, and Higher Education Act.

### **3. Meeting the Needs of Special Populations**

- a. Describe its 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 quality of Hawai‘i’s CTE System will not be judged by how well the state does at the average student. Instead, with equity a prime consideration, Hawai‘i will pay attention to the variation around those averages and dedicate appropriate efforts to aid those students marginalized by our structures, processes, and norms and relationships. Equal access, while necessary, is insufficient in ensuring that special populations are able to find employment in sustainable occupations and careers.

**2019 Transition Year Action Items:** The HI-OSDCTE will work with the HIDOE and UHCCS to identify the potential of using systematic continuous improvement methods to specifically target the effectiveness and efficiency of program design and implementation to improve the access and achievement of special populations. The HI-OSDCTE has begun work with the National Alliance for Partnerships in Equity (NAPE) to create data dashboards to be used by the HIDOE and UHCCS to monitor the participation, progress, and outcomes of CTE students across the state with an emphasis on special populations. The HI-OSDCTE will also work with the HIDOE and UHCCS and other state stakeholders to review the State’s definitions of size, scope, and quality to ensure inclusion of access to activities by special-population students.

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

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.

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The HIDOE and University of Hawaii system, in its entirety, provide assurances of nondiscrimination on the basis of race, color, national origin, sex, age, and disability in their programs and activities. Both agencies have adopted policies to comply with applicable federal nondiscrimination requirements, including but not limited to, Titles VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Age Discrimination in Employment Act of 1975, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.

The HIDOE is committed towards providing equal educational opportunity for its students. The Hawai‘i State Board of Education adopted Policy 305-10, protecting students of the basis of race, color, national origin, sex, physical or mental disability, and/or religion. In addition to the aforementioned protected bases, the HIDOE strictly prohibits any form of harassment and/or bullying based on gender identity and expression, socio-economic status, physical appearance and characteristic, and sexual orientation.

It is the policy of the University of Hawai‘i, as adopted under University Board of Regents Bylaws, Section 1-5, and implemented under Executive Policy EP1.202, to provide equity of opportunity in higher education, both in the educational mission and as an employer. The University of Hawai‘i system is committed to a policy of nondiscrimination on the basis of race, sex, gender identity and expression, age, religion, color, national origin, ancestry, citizenship, disability, genetic information, marital status, breastfeeding, income assignment for child support, arrest and court record (except as permissible under State law), sexual orientation, national guard absence, or status as a covered veteran. Likewise, similar to the university and specific to employees and applicants, the HIDOE assures equal employment opportunity and affirmative action under Board of Education Policy 900-1.

**2019 Transition Year Action Items:** The HI-OSDCTE has begun work with the National Alliance for Partnerships in Equity (NAPE) to create data dashboards to be used by the HIDOE and UHCCS to monitor the participation, progress, and outcomes of CTE students across the state with an emphasis on special populations. The HI-OSDCTE, together with the HIDOE and UHCCS, will create a robust monitoring and evaluation system that checks for patterns of possible systematic bias. Through this more robust monitoring system, the HI-OSDCTE’s will



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strengthen its role of overseeing the entire Perkins-related CTE system to ensure equity of access, participation, program quality, and outcomes across the HIDOE and UHCCS.

- 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 eligible recipients 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.

***2019 Transition Year Action Items:*** The HI-OSDCTE will work with the HIDOE and UHCCS to identify the potential of using systematic continuous improvement methods to specifically target the effectiveness and efficiency of program design and implementation to improve the access and achievement of special populations. The HI-OSDCTE will review and refine the local application process to ensure design and provision of programs that meet definitions of size, scope, and quality—including integrated in- and out-of-school work-based learning opportunities—that ensure individuals who are members of special populations are provided with appropriate accommodations that enable them to meet or exceed State-determined levels of performance. Additionally, the HI-OSDCTE may consider using Reserve Funds to further support local provision of appropriate accommodations for individuals who are members of special populations to strengthen equity in systemic and systematic ways.

## 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;

Academic standards in the HIDOE are guided by the State Board of Education-adopted Hawai‘i Common Core Standards (<https://tinyurl.com/HIK12Standards>). UHCCS conducts 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](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. Program review results shall be used for decisions relating to program improvement, program modification, and/or program termination.

**2019 Transition Year Action Items:** The HI-OSDCTE will work with the HIDOE, UHCCS, and Workforce Development Council to review the academic achievement requirements of students to be successful in occupations and careers across the state’s identified pathways.

#### 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.

**2019 Transition Year Action Items:** The HI-OSDCTE will work with the HIDOE, UHCCS, and Workforce Development Council to review skill attainment expectations from industry across POS and the potential for creating aligned, systematic processes that apply across educational and workforce development systems.

- 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), will work closely with both Eligible Recipients—the HIDOE and UHCCS—to conduct a single, statewide comprehensive local needs assessment. Through the course of the 2019 Transition Year and the design and execution of the comprehensive local needs assessment, the OSDCTE will work with the Workforce Development Council, the two Eligible Recipients, and other statewide stakeholders to more clearly define and identify in-demand industry sectors and occupations, particularly those that have wages or salaries above the statewide median or are entry points to sectors and occupations with higher-than-average wages or salaries.

According to the 2017-2018 WIOA State Plan, the 20 occupations projected to have the most job openings over the long-term are mainly large-sized occupations with many of the openings created through replacement needs rather than job growth. Since wages for many of these jobs are lower than Hawai‘i’s annual median salary of \$40,030 and have minimal education and training requirements, most of these positions are considered entry level, transitional jobs with a constant turnover of workers.<sup>4</sup>

**2019 Transition Year Action Items:** The HI-OSDCTE will work with the HIDOE, UHCCS, and Workforce Development Council to understand available labor market and industry data to understand those occupations and careers that satisfy the different requirements of high-wage, high-skill, and in-demand.

- 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**

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<sup>4</sup> <https://labor.hawaii.gov/wdc/files/2018/08/Hawaii-Unified-State-Plan-Approved-0718.pdf>

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The State of Hawai‘i has one, single public school system serving students in grades Kindergarten through 12 and one postsecondary educational system. The K-12 educational system—the HIDOE—serves students with varying levels of interest and knowledge about their CTE options though most students are at an exploratory level. The postsecondary educational system—the UHCCS—also serves students with varying levels of interest and knowledge about their CTE options though most students have made and enrolled in coursework in pursuit of a career choice. The current practice of equally dividing the state’s Perkins allotment will continue through the 2019 Transition Year.

**2019 Transition Year Action Items:** The HI-OSDCTE will work with the HIDOE and UHCCS along with other statewide stakeholders, including the Governor’s Office, to review the effectiveness and efficiency of current and potential alternative funding strategies to the eligible recipients.

- 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)**

No consortia are considered for the 2019 Transition Year.

- 3. Provide the specific dollar allocations 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. The allocation made to the Hawai‘i Department of Education is \$2,680,729.

- 4. Provide the specific dollar allocations 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. The allocation made to the University of Hawai‘i Community Colleges System 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)**

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.

**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**

The Eligible Agency will not submit a waiver application for the secondary allocation formula for the 2019 Transition Year.

**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).**

The Eligible Agency will not submit a waiver application for the secondary allocation formula for the 2019 Transition Year.

**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**

The Eligible Agency will not submit a waiver application for the postsecondary allocation formula for the 2019 Transition Year.

**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).**

The Eligible Agency will not submit a waiver application for the postsecondary allocation formula for the 2019 Transition Year.

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- 8. 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 \$55,943,328.



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

#### A. STATUTORY ASSURANCES

The eligible agency assures that:

1. It made the State plan publicly available for public comment<sup>5</sup> 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)(C) 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)

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<sup>5</sup> An eligible agency that submits a 1-Year Transition Plan in FY 2019 is not required to hold a public comment period on the 1-Year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Perkins V State Plan in FY 2020.

## 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](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

### B. BUDGET FORM

**State Name:** Hawai‘i

**Fiscal Year (FY):** 2019

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	<b>Total Perkins V Allocation</b>	<b>Not applicable</b>	\$6,148,797
2	<b>State Administration</b>	%	\$125,000
3	<b>State Leadership</b>	%	\$321,487
4	• Individuals in State Institutions	%	\$
4a	– Correctional Institutions	<b>Not required</b>	\$61,487
4b	– Juvenile Justice Facilities	<b>Not required</b>	\$
4c	– Institutions that Serve Individuals with Disabilities	<b>Not required</b>	\$
5	• Nontraditional Training and Employment	<b>Not applicable</b>	\$60,000
6	• Special Populations Recruitment	%	\$
7	<b>Local Formula Distribution</b>	%	\$
8	• Reserve	%	\$340,852
9	– Secondary Recipients	%	
10	– Postsecondary Recipients	%	\$
11	• Allocation to Eligible Recipients	%	\$5,361,458
12	– Secondary Recipients	50%	\$2,680,729
13	– Postsecondary Recipients	50%	\$2,680,729
14	<b>State Match (from non-federal funds)</b>	<b>Not applicable</b>	\$125,000