



HAWAI'I P-20
Partnerships for Education

HAWAI'I COMPREHENSIVE LOCAL NEEDS ASSESSMENT

Secondary Template

PERKINS V

*Strengthening Career and Technical
Education for the 21st Century Act*



Hawai'i P-20 Partnerships for Education
State CTE Office



AUGUST 2025

PURPOSE

Biennial completion of a Comprehensive Local Needs Assessment (CLNA) is required by the Strengthening Career and Technical Education for the 21st Century Act, also known as Perkins V. To maintain compliance, a CLNA must be completed biennially by each HIDOE high school and UHCC.

Hawai'i P-20 Partnerships for Education, as the administrative arm of the State Board for CTE, has prepared the following template to assist Hawai'i DOE high schools and the UHCCs in completing their individual CLNAs. The CLNAs, to be submitted by **November 28, 2025**, will be used by schools to apply for Perkins V funds for School Year 2026-2027. This CLNA template is designed to help schools identify their priority needs and strategies to improve their CTE programs and pathways. Schools will then utilize Perkins V funds to address the priority needs identified in their CLNA.

Each section of the CLNA template corresponds to a requirement of Perkins V. Instructions and reference materials are provided for each section. This template has been provided for schools to prepare their responses to the questions, but official responses should be submitted through the online form with the link provided below. Completed CLNAs will not be used to compare or rank schools. Rather, the CLNA is an exercise for schools to self-assess their CTE programs, prioritize their needs, and maintain eligibility for Perkins V funds.

School-level CLNAs are necessary to maintain compliance with Perkins V requirements and ensure budgets and expenditures are aligned with each school's identified needs. Our hope is that this template makes completing a CLNA efficient, straightforward, and useful for improving your school's CTE programs and pathways.

HOW TO SUBMIT

Please submit your school's responses for each section of the CLNA template through this survey link: <https://survey.alchemer.com/s3/8417082/CLNA2025>

For each question, enter your response into the corresponding text-entry field. Once you have begun entering your responses, you may save your progress and return to complete the submission later by selecting "Save and continue later" in the upper right corner of the window and providing your email address. You will then receive a link to return to where you left off.

All submissions are due no later than November 28, 2025.

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A. IDENTIFY CLNA TEAM

Perkins V Requirement

Section 134(d) requires schools to involve a diverse body of stakeholders in the CLNA, including, at a minimum—

- (1) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;
- (2) representatives of career and technical education programs at post-secondary educational institutions, including faculty and administrators;
- (3) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;
- (4) parents and students;
- (5) representatives of special populations;
- (6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);
- (7) representatives of Indian Tribes and Tribal organizations in the State, where applicable; and
- (8) any other stakeholders that the eligible agency may require the eligible recipient to consult.

Instructions

Identify your school's CLNA team below. This team will provide guidance and input to ensure your assessment is comprehensive and inclusive of diverse perspectives. All representatives do not have to be involved in every stage of the CLNA. For example, your school's CTE Coordinator may draft responses to the CLNA questions and share the draft with your school's CLNA team to collect feedback.

Representative	Name(s)	Business/Position
Principal or Designee		
CTE District Resource Teacher		
Secondary Teacher(s)		
Post-secondary Representative		
Community / Business / Workforce Development		
Counselor(s)		

Parent(s)		
Student(s)		
Special Populations*		
Other		

**Special Populations are defined in Perkins V as: individuals with disabilities; individuals from economically disadvantaged families, including low- income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty. Hawai'i also considers students who identify as Native Hawaiian as part of an expanded set of special population students.*

B. PERFORMANCE ON FEDERAL PERKINS V INDICATORS

Perkins V Requirement

Section 134(c)(2)(A) (A): An evaluation of the performance of the students served by the eligible recipient with respect to State-determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.

Instructions

The questions in this section ask you to consider your school's performance on the Perkins V indicators and identify strategies for improvement. Please refer to your school's Perkins V Core Indicators of Performance data in preparing your responses.

Questions

1. Which performance accountability indicators is your school struggling with the most? Why do you think that is?
2. What strategies can you implement to improve performance?

C. RECRUITMENT, RETENTION, AND TRAINING OF FACULTY AND STAFF

Perkins V Requirement

Section 134(c)(2)(D): (D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

Instructions

The questions in this section ask you to consider your school's needs in terms of CTE faculty/staff recruitment and professional development.

Questions

1. For which CTE programs or pathways do you need to develop or recruit faculty, paraprofessionals, and staff?
2. Which professional development needs are most pressing?
3. What strategies will you use to support educators over the next two years to upgrade their skills and knowledge through professional development?

D. PROGRESS TOWARD IMPROVING ACCESS FOR ALL

Perkins V Requirement

Section 134(c)(2)(E): (E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including— (i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations; (ii) providing programs that are designed to enable special populations to meet the local levels of performance; and (iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

Instructions

The questions in this section are focused on current gaps in access in your school's CTE programs. Please refer to your school's Perkins V Core Indicators of Performance data in preparing your responses.

Special Populations are defined in Perkins V as: individuals with disabilities; individuals from economically disadvantaged families, including low- income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces and is on active duty. Hawai'i also considers students who identify as Native Hawaiian as part of an expanded set of special population students.

Questions

1. How does student performance on the Perkins V performance indicators vary **within** each CTE program or pathway of study at your school? Are there any performance gaps between gender and/or ethnic groups? How are students who are members of special populations performing?
2. How does student performance on the Perkins V performance indicators vary **between** CTE programs or pathways of study at your school? Are there any performance gaps between gender and/or ethnic groups? How are students who are members of special populations performing?
3. What strategies can be implemented to address these performance gaps?
4. Which specific subpopulations are not participating in CTE?
5. What efforts have been made to recruit and retain students in special populations into your programs? Which efforts have been most and least effective?

E. ALIGNMENT TO LABOR MARKET NEEDS

Perkins V Requirement

Section 134(c)(2)(B)(ii) (ii) (I) A description of how career and technical education programs offered by the eligible recipient are aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the ‘State board’) or local workforce development board, including career pathways, where appropriate; or (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

Instructions

The questions in this section ask you to evaluate the alignment of your current CTE programs to local labor market needs.

Hawai‘i’s CTE pathways and programs of study must prepare students for high-skill, high-wage, OR in-demand occupations. Definitions of these criteria are included on page 5 of the [Hawai‘i State CTE Plan](#).

Please refer to the Department of Labor and Industrial Relations’ [State of Hawaii Best Job Opportunities report](#) in preparing your responses. You may also refer to the [Best Job Opportunities County dashboard](#) to access labor market data specific to your county. Use the “Select County” dropdown menu to the right of the dashboard to view data for your county.

Questions

1. After reviewing your local labor market data, are there immediate employer needs in the community that can be addressed by a career pathway? What about longer-term needs that could be supported by any additional CTE program that may be needed in your area?
2. Does the local labor market data indicate that any CTE programs are no longer feasible for your area (i.e., oversaturated, loss of industry, etc.)?
3. Are your facilities and equipment adequate given your pathway offerings, student enrollment and labor market needs?

F. SIZE, SCOPE, AND QUALITY OF PROGRAMS OFFERED

Perkins V Requirement

Section 134(c)(2)(B)(i): (B) A description of how career and technical education programs offered by the eligible recipient are— (i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient.

Instructions

Please complete the [Hawai'i Pathways Quality Self-Assessment](#) before responding to the questions below. The self-assessment is NOT a formal evaluation tool for monitoring or accountability. Rather, it is designed to assist your school in identifying areas of need in developing quality career pathways.

Questions

1. Based on your Hawai'i Pathways Quality Self-Assessment results, for which components did you perform the *lowest*?
2. What strategies can be implemented to improve performance in these areas?

G. PROGRESS TOWARD IMPLEMENTING CAREER PATHWAYS

Perkins V Requirement

Section 134(c)(2)(C): (C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.

Instructions

The questions in this section ask you to consider the alignment of your CTE programs between secondary and post-secondary levels.

Questions

1. What process is in place to ensure secondary and post-secondary alignment provides CTE students a seamless transition?
2. Which elements of your pathways are the strongest? The weakest? Which of the weaker elements, if addressed, would have the largest impact on student performance?

H. PRIORITIZE NEEDS

Instructions

The allocation of Perkins V funding will be informed by the prioritized needs identified in each school's CLNA. Refer to your responses in Sections B-G to rank your school's top 5 needs to be addressed with Perkins V funding, with 1 being the highest priority need.

Your school's priority needs must be vetted and approved by your school's principal or designee.

Priority Needs

Based on your needs analysis, identify and rank your school's top 5 needs to be addressed with Perkins V funding.

- 1.
- 2.
- 3.
- 4.
- 5.