



HAWAI'I P-20
Partnerships for Education

HAWAI'I COMPREHENSIVE LOCAL NEEDS ASSESSMENT

PERKINS V

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



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



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CONTENTS

EXECUTIVE SUMMARY.....	1
INTRODUCTION.....	4
a. Project Team.....	5
IDENTIFIED NEEDS	6
1. COUNSELING & ADVISING	6
2. WORK-BASED LEARNING	7
3. ADVISORY BOARDS.....	9
4. CTE STUDENT RECRUITMENT	10
5. INTEGRATION OF CORE ACADEMIC SUBJECTS	11
6. INDUSTRY-RECOGNIZED CREDENTIALS.....	12
7. EARLY COLLEGE OPPORTUNITIES.....	13
8. EQUITY & ACCESS	15
a. Data Tracking.....	15
b. Special Populations	16
c. Career Clusters.....	19
9. PROFESSIONAL DEVELOPMENT	20
10. STAFFING.....	22
11. FACILITIES & EQUIPMENT	23
CONCLUSION.....	24
APPENDICES.....	26
Appendix A: Methodology.....	26
Appendix B: School-Level CLNA Templates	27
Appendix C: Hawai'i Pathways Quality Self-Assessment	31
Appendix D: Educator & Administrator Survey.....	32

EXECUTIVE SUMMARY

As a requirement of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), this report summarizes the findings of the Comprehensive Local Needs Assessment (CLNA) of Hawai'i's CTE system, to guide strategic planning and resource allocation for the benefit of all CTE students statewide. The report highlights several key challenges and opportunities identified for system improvement within the areas of counseling & advising, work-based learning, advisory boards, CTE student recruitment, integration of core academic subjects, industry-recognized credentials, early college opportunities, equity & access, professional development, staffing, and facilities & equipment. Potential strategies and solutions are identified to address these needs and enhance the overall quality, accessibility, and equity of the state's CTE system and programs.

This report has been informed by feedback from secondary (Hawai'i Department of Education) and postsecondary (University of Hawai'i Community Colleges) representatives, as well as workforce development board members and industry representatives, parents and students, representatives of special populations, and representatives from Native Hawaiian organizations. The inclusion of these diverse voices through surveys, stakeholder meetings, and in-depth interviews enriched the CLNA with a holistic understanding of the challenges and opportunities within the state's CTE system.

The needs identified in this report reflect the holistic needs of CTE programs that may extend beyond the permissible uses of Perkins V federal funds. In many instances, solutions to meet identified needs will require contributions and collaboration between schools, districts, departments, state government, and unions.

The use of Perkins funds to address CTE programs' needs identified in the state and school/college level needs assessments must meet permissible uses of funds outlined in *Section 135 Local Use of Funds* or *Section 124 State Leadership Activities* of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), where applicable. Questions on permissible uses of funds should be directed to respective agency (i.e., HIDOE, UHCC) leadership who will transmit inquiries for review to Hawai'i P-20 Partnerships for Education (State CTE Office) when applicable.

Identified Needs:

1. Counseling & Advising

- Secondary: Improve knowledge of CTE pathways among counselors and advisors through professional development and/or increased collaboration with CTE educators and industry professionals.
- Postsecondary: Increase wraparound student support services to improve student retention.

2. Work-Based Learning (WBL)

- Secondary: Increase industry connectivity and support for WBL within HIDOE schools, including through WBL intermediaries.

- Secondary: Expand the availability of WBL activities at the preparation and training levels of the WBL continuum, including internships.
- Secondary and Postsecondary: Improve equitable access to WBL for CTE students in all pathways and programs.
- Secondary and Postsecondary: Improve coordination and data tracking of WBL opportunities and student participation.

3. Advisory Boards

- Secondary: Support or establish strong pathway leadership teams for each CTE pathway and maintain active advisory board engagement.
- Postsecondary: Maintain active engagement with CTE advisory boards.

4. CTE Student Recruitment

- Secondary: Maintain regular outreach and engagement with elementary and middle schools for CTE pathway recruitment.
- Postsecondary: Maintain regular outreach and engagement with middle and high schools for CTE pathway recruitment.
- Postsecondary: Increase broader community awareness of CTE programs, including the development of new recruitment tools and materials.

5. Integration of Core Academic Subjects

- Secondary: Improve integration of core academic subjects (i.e., reading, math, and science) in CTE pathways.

6. Industry-Recognized Credentials (IRCs)

- Ensure CTE instructors are knowledgeable regarding IRCs with proven labor market value that will help students attain in-demand, living wage occupations in Hawai'i.
- Increase student awareness of IRCs with proven labor market value and the benefits of attaining these credentials.
- Expand availability and access to IRCs with proven labor market value for students across all CTE pathways and programs.

7. Early College Opportunities

- Secondary: Increase the number of CTE students participating in early postsecondary courses.
- Secondary and Postsecondary: Through the Early College program, increase offerings of postsecondary CTE courses that align with identified postsecondary CTE programs.
- Secondary and Postsecondary: Improve alignment between secondary and postsecondary CTE programs to enable Early College CTE courses to count for high school CTE credit and meet a postsecondary CTE program degree requirement.

8. Equity & Access

- Secondary: Utilize disaggregated data on Perkins V core indicators of performance for students in special populations to evaluate performance within and between CTE pathways and programs of study.
- Postsecondary: Improve data tracking of non-credit student enrollment in CTE credit programs.
- Secondary and Postsecondary: Improve accessibility of CTE programs for students in special populations, tailoring support to their varied needs.

- Secondary: Develop strategies to address CTE student performance gaps between career clusters.

9. Professional Development (PD)

- Provide CTE educators with opportunities for professional development in high-need areas, including curriculum and industry standards, integration of WBL and PBL, and integration of core academic subjects.
- Provide a mixture of broad and in-depth professional development opportunities to meet the needs of CTE educators with varying levels of expertise.
- Improve statewide coordination of PD to ensure educators have equitable access to PD opportunities.

10. Staffing

- Maintain sufficient staffing, including instructors and other personnel, to support high-quality CTE pathways and programs.
- Explore strategies to increase CTE educator recruitment, including recruitment of industry professionals.

11. Facilities & Equipment

- Ensure infrastructure and facilities for CTE are safe, sufficient in size, and meet current industry standards.
- Provide technology and equipment for CTE that meets current industry standards.

INTRODUCTION

This report summarizes the findings of the comprehensive local needs assessment (CLNA) of the state's career and technical education (CTE) system. Conducting a biennial CLNA of the state's CTE system is crucial to ensuring firsthand, boots-on-the-ground insights and input into the efficacy of existing programs. The primary goal of the CLNA is to evaluate the current state of the CTE system and identify key areas that require improvement and additional support. This comprehensive assessment serves as a vital tool for informed decision-making, enabling policymakers and educational leaders to understand the evolving needs of CTE students and educators. The CLNA is a proactive measure that ensures the state remains adaptable and responsive, fostering an environment where both students and educators can thrive in a dynamic and evolving educational landscape.

Using a new approach in 2023, each Hawai'i Department of Education high school and University of Hawai'i Community College (*Perkins V subrecipients*) was required to submit a school-level CLNA for their individual school or campus. Each school and college was provided with a CLNA template, which addressed the key components of the CLNA, and their high school/college-level reports on their CTE participants and concentrators, and Perkins Performance Indicators.¹ High schools and colleges were asked to self assess their strengths and gaps in various areas pertaining to CTE and report their top 5 needs to help them prioritize and justify the use of their Perkins V funds in the coming years.

In addition to individual high school and colleges' CLNA submissions, stakeholder feedback was collected from secondary (Hawai'i Department of Education) and postsecondary (University of Hawai'i Community Colleges) representatives, as well as workforce development board members and industry representatives, parents and students, representatives of special populations, and representatives from Native Hawaiian organizations. Feedback was collected through surveys, stakeholder meetings, and in-depth interviews.²

Stakeholders highlighted the great work and continual progress being made in CTE among the Hawai'i Department of Education (HIDOE) high schools and University of Hawai'i Community Colleges (UHCCs). To identify areas for system improvement, this report focuses on key need areas reported by stakeholders. Each section of this report represents a key need area and includes a summary of feedback received at the secondary and postsecondary levels. The report aims to provide a comprehensive overview of the community needs as they relate to the state of Hawai'i's CTE system to help guide funding allocations that may improve statewide CTE programs for the benefit of all students.

¹ See sample template in Appendix B.

² See Appendix A for a detailed description of the methodology.

Project Team

The Hawai'i Perkins V Comprehensive Local Needs Assessment is led by Hawai'i P-20 Partnerships for Education (State CTE Office) in partnership with the Hawai'i Department of Education and University of Hawai'i Community Colleges. SMS Research, a Hawai'i-based market research and consulting firm, was contracted to provide data collection, community outreach, and technical support for this project.



IDENTIFIED NEEDS

NEED AREA I: COUNSELING & ADVISING

Personalized college and career counseling and advising is an essential component of a high-quality CTE pathway. Counselors and advisors at both the secondary and postsecondary levels are tasked with informing students about their postsecondary and career opportunities and helping them develop personal plans to achieve their goals, including meeting educational requirements for their pathway(s) or careers of interest.

Secondary Level

In their individual CLNAs, all Hawai'i Department of Education (HIDOE) high schools described their current systems for providing college and career advising to CTE students. Many identified career advising and counseling specific to CTE as a priority need to be addressed with Perkins V funds, due to low performance on Component 4: Personalized College & Career Advising & Counseling in the Hawai'i Pathways Quality Self Assessment (see Appendix C).

Current systems for CTE counseling and advising vary widely from school to school. It is more common for schools that follow a career academy model to have a designated counselor for each of their academies, whereas in non-academy schools, counselors may work with students in a variety of CTE pathways. High schools suggested that increased collaboration and coordination between CTE instructors and counselors who serve students in multiple CTE pathways would be beneficial.

Postsecondary Level

Many of the UH Community Colleges (UHCCs) also identified improving counseling and student support as a priority in their individual CLNAs. They emphasized that counseling and advising play a significant role in student retention. Several of the UHCCs expressed a desire for additional wraparound services to improve student retention.

Identified Needs

- Secondary: Improve knowledge of CTE pathways among counselors and advisors through professional development and/or increased collaboration with CTE educators and industry professionals.
- Postsecondary: Increase wraparound student support services to improve student retention.

NEED AREA 2: WORK-BASED LEARNING

Work-Based Learning (WBL) is defined in Perkins V as “sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction.”

WBL begins with college and career awareness activities in elementary school and builds up to exploration, preparation, and training through high school and postsecondary education.³ At the secondary level, WBL may include activities such as job-shadowing, mock interviews, school-industry projects, and preparing for Industry-Recognized Certifications (IRCs). At the postsecondary level, common WBL activities include internships, apprenticeships, and earning IRCs.

Secondary Level

Overall, HIDOE high schools indicated that they are providing a variety of WBL activities to their CTE students and are actively seeking out additional WBL opportunities. Encouragingly, more than half (64%) of HIDOE survey respondents strongly agreed or agreed that all students at their school have opportunities to participate in work-based learning.

However, several schools identified Component 3: Work-Based Learning in the Hawai'i Pathways Quality Self-Assessment as an area in need of improvement (see Appendix C). Schools reported that establishing the necessary industry partnerships to offer WBL can be challenging. Those schools in rural areas face additional barriers, as they tend to have fewer employers in their vicinity than urban areas. Transporting students to and from WBL experiences off campus is another common challenge for many schools.

Some schools reported that the availability of WBL varies significantly between their different CTE pathways, resulting in some students having more opportunities to participate in WBL than others. Schools expressed the need for more robust coordination and tracking of WBL opportunities at their school to better evaluate their current offerings and address gap areas.

Additionally, schools want to ensure that they are providing the full continuum of WBL experiences, from awareness and exploration to preparation and training. While many of the schools offer WBL activities related to career awareness and exploration, WBL opportunities at the higher levels of preparation and training, such as internships, are more difficult for schools to establish.

To improve WBL opportunities at HIDOE high schools, Hawai'i P-20 has piloted and scaled a WBL Intermediary Initiative, primarily through philanthropic funding, that aims to identify and designate one WBL intermediary for each HIDOE district. A WBL intermediary works with schools and local employers to design and implement WBL opportunities.

HIDOE stakeholders expressed that the WBL intermediaries have been highly beneficial in terms of growing their industry connections and providing a wide range of WBL opportunities for students and teachers. A need for long-term sustained funding for WBL intermediary support was identified by many stakeholders.

³ Hawai'i P-20 Work-Based Learning Continuum. [WBL-continuum.png \(1296x906\) \(hawaiip20.org\)](#)

Stakeholders also expressed concern that local employers may be overwhelmed by the various requests for WBL from different HIDOE representatives, including educators, CTE coordinators, school administrators, and work-based learning intermediaries. To address these issues, HIDOE stakeholders identified a need for a more structured approach to WBL statewide that addresses equity concerns and provides clarity for schools and employers.

Postsecondary Level

Component 3: Work-Based Learning was identified as an area in need of improvement for several of the UHCCs based on their Hawai'i Pathways Quality Self-Assessment (see Appendix C). Similar to the HIDOE schools, the UHCCs pointed to a need for improved WBL coordination, infrastructure, and data tracking to ensure that students in all CTE programs have opportunities to participate in WBL.

Identified Needs

- Secondary: Increase industry connectivity and support for WBL within HIDOE schools, including through WBL intermediaries.
- Secondary: Expand the availability of WBL activities at the preparation and training levels of the WBL continuum, including internships.
- Secondary and Postsecondary: Improve equitable access to WBL for CTE students in all pathways and programs.
- Secondary and Postsecondary: Improve coordination and data tracking of WBL opportunities and student participation.

NEED AREA 3: ADVISORY BOARDS

At both the secondary and postsecondary levels, advisory boards or leadership teams comprising diverse stakeholders are key to aligning CTE pathways with industry needs. At each HIDOE high school, every pathway should have a leadership team that includes district and high school administration, pathway teaching staff, employers, higher education institutions, community representatives, parents, and students. At the postsecondary level, each CTE program should have an advisory board of several employers. Leadership teams and advisory boards are recommended to meet at least quarterly to monitor the progress of their pathway.

Secondary Level

Establishing and maintaining pathway leadership teams is a common challenge for the HIDOE high schools. Many reported low performance in Component 1: Leadership Structure & Cross-Sector Partnerships in the Hawai'i Pathways Quality Self-Assessment (see Appendix C).

HIDOE high schools explained that their administrators and educators have limited capacity to establish and maintain leadership teams for each of their CTE pathways. Additional guidance and support on expectations and best practices for pathway leadership teams may be beneficial.

Postsecondary Level

Many of the UHCCs also reported challenges with Component 1: Leadership Structure & Cross-Sector Partnerships in the Hawai'i Pathways Quality Self-Assessment (see Appendix C). Several of the UHCCs noted that their CTE program advisory boards tend to meet infrequently and have low engagement from industry representatives. They plan to focus on maintaining active engagement with their advisory boards and encouraging industry representatives to take on leadership roles. The UHCCs should also reevaluate the size and composition of their advisory boards to ensure they are representative of local industry needs.

Identified Needs

- Secondary: Support or establish strong pathway leadership teams for each CTE pathway and maintain active advisory board engagement.
- Postsecondary: Maintain active engagement with CTE advisory boards.

NEED AREA 4: CTE STUDENT RECRUITMENT

The CTE student recruitment process is a collaborative effort between HIDOE elementary and middle schools, high schools, and the UHCCs to ensure students can make informed decisions about CTE pathways and postsecondary education.

Secondary Level

Student recruitment appears to be a strong point for many of the HIDOE high schools. Schools reported that they are collaborating with their local elementary and middle schools to engage students in CTE, including through presentations, tours, fairs, and other activities. These recruitment efforts take place on a regular basis and have been effective.

Postsecondary Level

The UHCCs also indicated that they regularly conduct outreach at local intermediate and high schools to recruit students for their CTE programs, and that their efforts have been successful. However, the UHCCs noted that their CTE program staff have limited capacity to maintain strong relationships with middle and high school counselors for recruitment, which is a challenge.

Several of the UHCCs believe broader community awareness regarding their CTE programs could be improved. They identified a need for additional promotional materials, such as career videos and pathway maps that are easy for students and community members to utilize.

Identified Needs

- Secondary: Maintain regular outreach and engagement with elementary and middle schools for CTE pathway recruitment.
- Postsecondary: Maintain regular outreach and engagement with middle and high schools for CTE pathway recruitment.
- Postsecondary: Increase broader community awareness of CTE programs, including the development of new recruitment tools and materials.

NEED AREA 5: INTEGRATION OF CORE ACADEMIC SUBJECTS

CTE and core academic subjects, including reading/language arts, mathematics, and science, cannot be taught in isolation. At the secondary level, several Perkins V core indicators of performance are related to academic proficiency of CTE students in these core academic subjects.

Many HIDOE high schools indicated that CTE students are struggling with Perkins V performance indicators 2S1 Academic Proficiency in Reading/Language Arts, 2S2 Academic Proficiency in Mathematics, and/or 2S3 Academic Proficiency in Science. HIDOE stakeholders suggested that increased collaboration between CTE educators and other academic instructors would help to ensure lessons on core academic subjects are being reinforced in CTE classes where relevant. For example, projects that apply math skills could be incorporated in engineering or technology CTE courses. Professional development in this area may also be beneficial.

Identified Needs

- Secondary: Improve integration of core academic subjects (i.e., reading, math, and science) in CTE pathways.

NEED AREA 6: INDUSTRY-RECOGNIZED CREDENTIALS

Industry-recognized credentials (IRCs) verify a student's qualification or competence in a certain skill or skillsets that are issued by a third party with the relevant authority to issue such credentials.⁴ Hawai'i P-20 biennially publishes an updated Promising Credentials in Hawai'i report to identify the IRCs that are most requested by local employers for in-demand, living wage jobs, based on current labor market data.⁵

Secondary Level

In their individual needs assessments, several of the HDOE high schools identified support with IRCs as a priority need area. Schools expressed interest in expanding their IRC offerings, but are unsure which IRCs to offer for certain CTE pathways.

There is a need to provide guidance to schools to ensure they are offering IRCs with proven labor market value, which are credentials associated with high-volume, good-paying jobs, such as those identified in the Promising in Credentials in Hawai'i report. In support of this effort, CTE educators should be conveying the value of these IRCs to their students. If students understand how attaining IRCs can benefit them in the Hawai'i job market, they may be more likely to pursue them.

Some high schools reported that there are cost barriers to credentialing students. They recommended improving cost efficiency and self-sufficiency by training CTE educators to certify their students rather than utilizing third-party trainers.

Postsecondary Level

Some of the UHCCs reported that instructors may lack current knowledge of the IRCs with proven labor market value for their CTE program, including how to attain and maintain them, and could benefit from guidance or professional development in this area. The UHCCs are also interested in broadening their IRC offerings for various CTE programs, such as by incorporating micro-credentials.

Identified Needs

- Ensure CTE instructors are knowledgeable regarding IRCs with proven labor market value that will help students attain in-demand, living wage occupations in Hawai'i.
- Increase student awareness of IRCs with proven labor market value and the benefits of attaining these credentials.
- Expand availability and access to IRCs with proven labor market value for students across all CTE pathways and programs.

⁴ U.S. Department of Labor, 2010

⁵ Promising Credentials in Hawai'i, 2023. <https://www.hawaiip20.org/promisingcredentials/>

NEED AREA 7: EARLY COLLEGE OPPORTUNITIES

High-quality CTE pathways provide high school students with ample opportunities to complete early postsecondary courses, through Early College, Running Start or other dual credit programs, AP, and IB, that align to related CTE postsecondary programs. Early College is currently the most popular dual credit program; participating students may have the opportunity to participate in both general education courses and CTE-specific courses.

Secondary Level

Most high schools offer mainly general education courses, but some efforts have been made to offer more CTE-related Early College courses. High schools expressed a desire to increase postsecondary CTE course offerings along with general education courses through the Early College program.

HIDOE stakeholders explained the complexities of creating more CTE-related Early College opportunities for their students. High schools' regular UHCC campus partner for Early College may not offer courses that correspond with the high school's CTE pathways and programs of study; this may require high schools to establish relationships with other UHCC campuses (which requires formalizing new Early College arrangements and setting up new processes – all of which can be complex and time-consuming). Given the limited instructional resources in many CTE-related degree programs at UHCC campuses, high schools may not be able to offer certain CTE-related Early College classes in a particular term, particularly if multiple high schools are requesting the same class for their students. In addition, having sufficient student interest to meet the minimum course caps required by the UHCC campus, being able to pay for the equipment, supplies, and textbooks needed for these classes (since legislative funding is not currently available to cover these costs), and knowing which CTE-related Early College courses will be maximally beneficial to students' college/career plans are other challenges associated with offering CTE-related Early College courses. HIDOE stakeholders called for a more systematic approach for supporting CTE-related Early College opportunities, including but not limited to addressing the issues mentioned above as well as providing dedicated staff support for these Early College opportunities.

Postsecondary Level

Many of the UHCCs identified expanding their Early College offerings as a priority need in their individual CLNAs. However, the UHCC campuses also mentioned many similar challenges as those suggested by the HIDOE high schools. New partnerships with HIDOE high schools and/or additional course requests – particularly given instructor availability challenges in some of the CTE degree programs – could be challenging. Increased collaboration between UHCC CTE programs and high schools is needed to ensure CTE-related Early College courses are offered thoughtfully and align students' postsecondary plans with appropriate CTE programs and courses.

Identified Needs

- Secondary: Increase the number of CTE students participating in early postsecondary courses.
- Secondary and Postsecondary: Through the Early College program, increase offerings of postsecondary CTE courses that align with identified postsecondary CTE programs.

- Secondary and Postsecondary: Improve alignment between secondary and postsecondary CTE programs to enable Early College CTE courses to count for high school CTE credit and meet a postsecondary CTE program degree requirement.

NEED AREA 8: EQUITY & ACCESS

In accordance with Perkins V, HIDOE high schools and UHCCs must strive to provide equal access to high quality CTE courses and programs of study for all students. This requires tracking Perkins V performance indicators for special populations and identifying strategies to address disparities in student participation and performance.

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. Native Hawaiian is also considered a special population group per the 2020 State of Hawai'i Perkins V State Plan.

a. Data Tracking

The HIDOE high schools and UHCCs each have data tracking systems in place to monitor and assess CTE student outcomes for the Perkins V core indicators of performance.

Secondary Level

HIDOE high schools were able to access aggregated student performance for students participating in CTE overall, but not disaggregated data needed to compare student performance within or between pathways, as is required by Perkins V. This issue was identified in the previous CLNA in 2020, as data reporting requirements had changed significantly from Perkins IV to Perkins V, and a new data infrastructure is being created to address the Perkins V requirements. There is a need to reassess HIDOE data tracking of special populations for Perkins V and provide clear guidance to the schools on the current requirements and processes.

Additionally, HIDOE stakeholders noted that current data tracking of student outcomes beyond postsecondary enrollment is limited. Although not required for Perkins V, the high schools are interested in collecting data on CTE students' occupations after high school, particularly for those that do not continue to postsecondary education, to better understand employment outcomes for their career pathways.

Postsecondary Level

Educational data is tracked at the record level for all CTE pathway students including personal demographics, education characteristics, program of study, test scores, high school background, and other fields. There is sufficient internal infrastructure to track, manage, and report on the Perkins V Post-secondary indicators of performance with regard to credentials earned/awarded and non-traditional program enrollment. To track the placement/employment outcomes, Hawaii's State Longitudinal Data System (SLDS), the Hawaii Data eXchange Partnership (DXP), is utilized to gather unemployment insurance (UI) data with cooperation from the State Department of Labor and Industrial Relations. There are limitations with UI data so tracking complete employment and placement may not be fully captured. Reports on the data relevant to Perkins are run at multiple freeze events at each term.

In their individual CLNA submissions, the UHCCs reported disaggregated Perkins V performance data for students in special populations in each of their CTE programs, except in cases where numbers were suppressed to protect students' privacy and confidentiality. The UHCCs are able to utilize this data to identify special populations in need of support and develop targeted strategies to improve performance.

UHCC stakeholders also expressed interest in establishing a system to track the enrollment of non-credit students into credit CTE programs, which would help them better understand enrollment trends.

Identified Needs

- Secondary: Utilize disaggregated data on Perkins V core indicators of performance for students in special populations to evaluate performance within and between CTE pathways and programs of study.
- Postsecondary: Improve data tracking of non-credit student enrollment in CTE credit programs.

b. Special Populations

Secondary Level

Disaggregated Perkins V performance data for secondary CTE students in special populations were unavailable at the school level and were not reported by HIDOE high schools in their individual CLNAs. However, Hawai'i P-20's annual CTE reports include Perkins V performance data for CTE concentrators statewide that are disaggregated by special population groups, which can be utilized to identify performance gaps at the state level.

For each of the Perkins V special population groups, statewide performance gaps among CTE concentrators at the secondary level were identified based on the most recently published CTE Annual Report (2021-2022).⁶ Data showed that individuals with disabilities, English learners, youth in foster care, homeless individuals, individuals from economically disadvantaged families, and Native Hawaiian or other Pacific Islander individuals did not meet the federal requirement of 90% of the state-determined performance level for one or more of the secondary Perkins V performance indicators. However, individuals preparing for non-traditional fields and youth with a parent in active military met or exceeded the state-determined performance level for all secondary Perkins V performance indicators.

Additionally, as a component of the stakeholder feedback process for this statewide CLNA report, HIDOE educators, administrators, and counselors statewide ($n = 127$) were surveyed regarding the special population groups that are, in their experience, less likely to participate and perform well in CTE at their school. The survey results and supplemental stakeholder feedback are summarized along with statewide performance data for each special population group below.

Individuals with Disabilities

- Statewide performance: CTE concentrators with disabilities did not meet the federal requirement of 90% of the state-determined performance level for 2S1 Academic Proficiency in Reading/Language Arts, 2S2 Academic Proficiency in Mathematics, 2S3 Academic Proficiency in Science, or 3S1 Post-Program Placement.

⁶ Career and Technical Education Annual Report, Hawai'i P-20. https://www.hawaiip20.org/wp-content/uploads/2023/06/CAR_Y2022-eFinal.pdf

- Stakeholder feedback: Nearly one third (32%) of HIDOE survey respondents indicated that students with disabilities are less likely to participate and perform well in CTE at their school. Stakeholders noted that for certain CTE programs, particularly those that involve safety hazards, students with disabilities must have an educational assistant or part-time teacher supervising them at all times. HIDOE stakeholders recommended increased collaboration with community-based organizations that specialize in workforce training for individuals with disabilities to ensure these students have equitable opportunities to participate and succeed in CTE.

English Learners

- Statewide performance: CTE concentrators who are English learners did not meet the federal requirement of 90% of the state-determined performance level for 2S1 Academic Proficiency in Reading/Language Arts, 2S2 Academic Proficiency in Mathematics, 2S3 Academic Proficiency in Science, or 3S1 Post-Program Placement.
- Stakeholder feedback: Twenty one percent (21%) of HIDOE survey respondents indicated that students who are English learners are less likely to participate and perform well in CTE at their school. Stakeholders identified the need for translation support, including via staff and curriculum materials.

Youth in Foster Care

- Statewide performance: CTE concentrators who are in foster care did not meet the federal requirement of 90% of the state-determined performance level for 2S2 Academic Proficiency in Mathematics, 2S3 Academic Proficiency in Science, or 3S1 Post-Program Placement.

Homeless Individuals

- Statewide performance: CTE concentrators who are experiencing homelessness did not meet the federal requirement of 90% of the state-determined performance level for 2S2 Academic Proficiency in Mathematics and 3S1 Post-Program Placement.
- Stakeholder feedback: Sixteen percent (16%) of HIDOE survey respondents indicated that students experiencing homelessness are less likely to participate and perform well in CTE at their school. Stakeholders recommended more targeted family engagement, including in collaboration with HIDOE entities that specialize in support services for students and families experiencing homelessness, to improve accessibility of CTE programs for these students.

Individuals from Economically Disadvantaged Families

- Statewide performance: CTE concentrators from economically disadvantaged families did not meet the federal requirement of 90% of the state-determined performance level for 3S1 Post-Program Placement.
- Stakeholder feedback: Thirteen percent (13%) of HIDOE survey respondents indicated that students from economically disadvantaged families are less likely to participate in and perform well in CTE.

Native Hawaiian or Other Pacific Islander

- Statewide performance: CTE concentrators who are Native Hawaiian or other Pacific Islander did not meet the federal requirement of 90% of the state-determined performance level for 3S1 Post-Program Placement. While Native Hawaiian or other Pacific Islander CTE concentrators did not meet the federal requirement of 90% of the state-determined

performance level for 2S1, 2S2, 2S3, and 5S2, their performance was notably lower than the state average for those indicators.

- **Stakeholder feedback:** Six percent (6%) of HIDOE survey respondents indicated that students who are Native Hawaiian or other Pacific Islander are less likely to participate and perform well in CTE at their school. HIDOE stakeholders emphasized that a more community-driven approach to CTE that aligns with Native Hawaiian students' cultural values may help to boost their participation and success in CTE. Moreover, career "success" may be defined differently in Native Hawaiian culture, and this should be acknowledged and represented in the state's CTE system. Overall, there is a need for more robust engagement with stakeholders representing Native Hawaiian students to ensure that the CTE system and programs align with their cultural values.

Individuals Preparing for Non-Traditional Fields

- **Statewide performance:** CTE concentrators who are preparing for non-traditional fields exceeded the state-determined performance level for all secondary Perkins V performance indicators.
- **Stakeholder feedback:** Eleven percent (11%) of HIDOE survey respondents indicated that students who are preparing for non-traditional fields are less likely to participate in and perform well in CTE. Examples of students preparing for non-traditional fields include male students in health services, or female students in automotive technology. These gender-based discrepancies in program participation are often driven by industry stereotypes that are challenging for individual schools or educators to overcome. However, representation from non-traditional educators and/or guest speakers can help to affect students' perceptions.

Youth with Parent in Active Military

- **Statewide performance:** CTE concentrators who have a parent in active military exceeded the federal performance requirement for all secondary Perkins V performance indicators.

Postsecondary Level

According to the 2021-2022 CTE Annual Report, postsecondary CTE concentrators in special population groups met or exceeded the state-determined performance levels for all Perkins V performance indicators. However, CTE concentrators in some special population groups scored significantly lower than the state average for certain Perkins V performance indicators. These statewide performance gaps are summarized below:

- **Individuals with Disabilities:** Performed below the state average for 1P1 Postsecondary Placement and 2P1 Earned Postsecondary Credential.
- **Out of Workforce Individuals:** Performed below the state average for 2P1 Earned Postsecondary Credential and 3P1 Non-Traditional Program Concentration.
- **Native Hawaiian or Other Pacific Islander:** Performed below the state average for 2P1 Earned Postsecondary Credential and 3P1 Non-Traditional Program Concentration.
- **English Learners:** Performed below the state average for 1P1 Postsecondary Placement.
- **Individuals from Economically Disadvantaged Families:** Performed below the state average for 3P1 Non-Traditional Program Concentration.
- **Youth in Foster Care:** Performed below the state average for 2P1 Earned Postsecondary Credential.

UHCC stakeholders noted that for CTE students in many special population groups, wraparound support services, including financial assistance, are key for student retention and success. More

collaboration with community-based organizations, such as nonprofits, may help to improve outreach to these student populations and connect them to other critical support services.

Identified Needs

- Secondary and Postsecondary: Improve accessibility of CTE programs for students in special populations, tailoring support to their varied needs.

c. Career Clusters

The 2021-2022 CTE Annual Report also showed that statewide performance gaps exist between CTE students in various career clusters, particularly at the secondary level. In the following career clusters, secondary CTE students statewide did not meet the state-determined performance level or scored significantly lower than the state average for one or more Perkins V performance indicators.

Agriculture, Food & Natural Resources: Secondary CTE students in this career cluster did not meet the state-determined performance level for 3S1 Post-Program Placement. They also scored significantly lower than the state average on 2S1 Academic Proficiency in Reading/Language Arts, 2S2 Academic Proficiency in Mathematics, 2S3 Academic Proficiency in Science, and 5S2 Attained Postsecondary Credits.

Manufacturing: Secondary CTE students in this career cluster did not meet the state-determined performance level for 3S1 Post-Program Placement. They also scored significantly lower than the state average on 2S1 Academic Proficiency in Reading/Language Arts, 2S2 Academic Proficiency in Mathematics, and 5S2 Attained Postsecondary Credits.

Transportation, Distribution & Logistics: Secondary CTE students in this career cluster did not meet the state-determined performance level for 3S1 Post-Program Placement. They also scored significantly lower than the state average on 2S1 Academic Proficiency in Reading/Language Arts, 2S2 Academic Proficiency in Mathematics, 2S3 Academic Proficiency in Science, and 5S2 Attained Postsecondary Credits.

Architecture & Construction: Secondary CTE students in this career cluster did not meet the the state-determined performance level for 3S1 Post-Program Placement or 4S1 Non-Traditional Program Concentration.

Health Science: Secondary CTE students in this career cluster did not meet the state-determined performance level for 4S1 Non-Traditional Program Concentration.

Information Technology: Secondary CTE students in this career cluster did not meet the state-determined performance level for 4S1 Non-Traditional Program Concentration.

Identified Needs

- Secondary: Develop strategies to address CTE student performance gaps between career clusters.

NEED AREA 9: PROFESSIONAL DEVELOPMENT

Professional development (PD) opportunities enable CTE staff to upgrade their skills and knowledge to enhance the quality of CTE pathways. PD may include short- or long-term courses, conferences, and externships.

Secondary Level

PD related to CTE was among the most common priority needs identified in the HIDOE high schools' CLNAs. The most requested topics for PD include:

- Implementation of new CTE standards
- Curriculum alignment with industry standards
- Classroom safety
- Industry certifications
- Integrating work-based learning in CTE
- Integrating project-based learning in CTE
- Integrating core academic subjects in CTE

Because many CTE educators do not have an industry background relevant to their pathway, it is important to provide ample opportunities for CTE educators to gain industry exposure through PD, such as by attending conferences, participating in educator externships, earning industry certifications, and participating in training sessions led by industry experts.

HIDOE stakeholders emphasized that CTE educators' PD needs vary depending on their experience and level of industry knowledge. New CTE teachers can benefit from high-level PD opportunities that provide an overview of their pathway, while experienced CTE educators may be suited for more specific, in-depth opportunities on industry topics.

Due to time constraints, HIDOE stakeholders noted that it can be difficult for CTE educators to participate in PD opportunities, especially longer-term opportunities, during the academic year. They recommended providing PD opportunities during summer break to make them more accessible for educators.

Currently, HIDOE educators may be notified about PD opportunities through multiple ways, including through school administrators, CTE district resource teachers, and/or CTE coordinators. This approach may result in PD opportunities being more easily accessible to educators at certain schools thus raising equity concerns. HIDOE stakeholders also noted that professional development opportunities are more commonly available on O'ahu compared with the neighbor islands. Improved statewide coordination of PD would help to ensure PD opportunities are being distributed equitably among HIDOE schools.

Postsecondary Level

PD was also identified as a high priority need in many of the UHCCs' CLNAs. The UHCCs explained that some of their new CTE instructors have extensive industry experience but lack teaching experience. For these instructors, PD on classroom instruction techniques, student assessments and evaluations, and related topics are beneficial. For CTE instructors who may lack current industry knowledge, PD on industry-standard equipment and technology, industry certifications, and related topics are desired.

Identified Needs

- Provide CTE educators with opportunities for professional development in high-need areas, including curriculum and industry standards, integration of WBL and PBL, and integration of core academic subjects.
- Provide a mixture of broad and in-depth professional development opportunities to meet the needs of CTE educators with varying levels of expertise.
- Improve statewide coordination of PD to ensure educators have equitable access to PD opportunities.

NEED AREA 10: STAFFING

Adequate staffing for school/campus administration, teachers, counselors, paraprofessionals, and other support staff are essential to delivering high-quality career pathways that meet the needs of all students.

Secondary Level

Many HIDOE high schools reported difficulty recruiting and retaining qualified CTE instructors, educational assistants, and part-time teachers. HIDOE stakeholders suggested a pay differential for CTE teachers to improve retention. Some are also in favor of increased staffing at the Office of Curriculum & Instructional Design (OCID) to provide additional support to high school CTE coordinators and educators.

HIDOE stakeholders noted that the current requirements for CTE teacher licensure pose a significant barrier to recruiting industry professionals. Industry professionals can attain a standard limited CTE license, which qualifies the holder to teach only the CTE field for which they are licensed.⁷ To attain a standard limited CTE license, in addition to industry experience, individuals must possess at least an associate degree and pass additional pedagogy coursework. HIDOE stakeholders believe that these educational requirements for licensure may deter industry professionals from becoming CTE educators, particularly in career fields which do not traditionally require a college degree, such as skilled trades. Salary is another barrier to recruiting CTE educators from industry, as CTE educator salaries tend to be relatively lower than industry pay.

Current HIDOE educators who want to teach CTE have the option to add a CTE vocational field to their teaching license. However, there appears to be a lack of clarity and awareness surrounding this process. Further guidance on adding a CTE vocational field is needed to encourage educators to pursue this option.

HIDOE stakeholders also expressed interest in the development of a bachelor's degree program for CTE educators within the University of Hawai'i system. Stakeholders believe that such a degree program would help to develop the local talent pipeline of CTE educators.

Postsecondary Level

Several of the UHCCs are experiencing challenges recruiting and retaining CTE instructors. Similar to the HIDOE, the UHCCs reported that pay for CTE instructors tends to be low relative to industry pay, making it difficult to recruit candidates from industry. They also shared that support staff positions, such as facilities and lab technicians, can be difficult to fill due to their low pay and part-time status. Additionally, UHCC stakeholders noted that hiring new staff is a lengthy process due to the UHCC procurement and human resources systems.

Identified Needs

- Maintain sufficient staffing, including instructors and other personnel, to support high-quality CTE pathways and programs.
- Explore strategies to increase CTE educator recruitment, including recruitment of industry professionals.

⁷ Hawaii Teachers Standards Board. <https://hawaiiteacherstandardsboard.org/content/wp-content/uploads/REQ-STANDARD-LIMITED-CTE-LICENSE-rev1122.pdf>

NEED AREA 11: FACILITIES & EQUIPMENT

Sufficient facilities and equipment are a key component of high-quality CTE programs. Facilities and equipment must be safe and up to date, aligned with industry standards, and accessible to all students.

Secondary Level

The majority of the HIDOE high schools identified upgraded CTE facilities and/or equipment as a priority need in their CLNAs. Many high schools reported safety concerns related to outdated facilities and infrastructure, including their electrical systems. Classroom and storage space are also limited at many of the high schools, which makes it challenging to expand their CTE offerings.

HIDOE stakeholders expressed concern that the quality of facilities and equipment varies widely between schools. They recommended statewide quality standards to evaluate schools' facilities and equipment.

Postsecondary Level

Many of the UHCCs also reported the need for CTE facility and/or equipment upgrades in their CLNAs. Similar to the HIDOE high schools, several of the UHCCs have aging facilities and infrastructure that require significant repairs. Some campuses are also in need of technology and equipment upgrades to keep their CTE programs up to date with current industry standards.

Identified Needs

- Ensure infrastructure and facilities for CTE are safe, sufficient in size, and meet current industry standards.
- Provide technology and equipment for CTE that meets current industry standards.

CONCLUSION

This report offers a thorough review of the current state of Hawai'i's Career and Technical Education (CTE) system, providing valuable insights into areas requiring improvement and support. These findings can be used to guide future decision-making and actions aimed at enhancing the quality and effectiveness of the CTE system in Hawai'i.

Identified Needs:

1. Counseling & Advising

- Secondary: Improve knowledge of CTE pathways among counselors and advisors through professional development and/or increased collaboration with CTE educators and industry professionals.
- Postsecondary: Increase wraparound student support services to improve student retention.

2. Work-Based Learning (WBL)

- Secondary: Increase industry connectivity and support for WBL within HIDOE schools, including through WBL intermediaries.
- Secondary: Expand the availability of WBL activities at the preparation and training levels of the WBL continuum, including internships.
- Secondary and Postsecondary: Improve equitable access to WBL for CTE students in all pathways and programs.
- Secondary and Postsecondary: Improve coordination and data tracking of WBL opportunities and student participation.

3. Advisory Boards

- Secondary: Support or establish strong pathway leadership teams for each CTE pathway and maintain active advisory board engagement.
- Postsecondary: Maintain active engagement with CTE advisory boards.

4. CTE Student Recruitment

- Secondary: Maintain regular outreach and engagement with elementary and middle schools for CTE pathway recruitment.
- Postsecondary: Maintain regular outreach and engagement with middle and high schools for CTE pathway recruitment.
- Postsecondary: Increase broader community awareness of CTE programs, including the development of new recruitment tools and materials

5. Integration of Core Academic Subjects

- Secondary: Improve integration of core academic subjects (i.e., reading, math, and science) in CTE pathways.

6. Industry-Recognized Credentials (IRCs)

- Ensure CTE instructors are knowledgeable regarding IRCs with proven labor market value that will help students attain in-demand, living wage occupations in Hawai'i.

- Increase student awareness of IRCs with proven labor market value and the benefits of attaining these credentials.
- Expand availability and access to IRCs with proven labor market value for students across all CTE pathways and programs.

7. Early College Opportunities

- Secondary: Increase the number of CTE students participating in early postsecondary courses.
- Secondary and Postsecondary: Through the Early College program, increase offerings of postsecondary CTE courses that align with identified postsecondary CTE programs.
- Secondary and Postsecondary: Improve alignment between secondary and postsecondary CTE programs to enable Early College CTE courses to count for high school CTE credit and meet a postsecondary CTE program degree requirement.

8. Equity & Access

- Secondary: Utilize disaggregated data on Perkins V core indicators of performance for students in special populations to evaluate performance within and between CTE pathways and programs of study.
- Postsecondary: Improve data tracking of non-credit student enrollment in CTE credit programs.
- Secondary and Postsecondary: Improve accessibility of CTE programs for students in special populations, tailoring support to their varied needs.
- Secondary: Develop strategies to address CTE student performance gaps between career clusters.

9. Professional Development (PD)

- Provide CTE educators with opportunities for professional development in high-need areas, including curriculum and industry standards, integration of WBL and PBL, and integration of core academic subjects.
- Provide a mixture of broad and in-depth professional development opportunities to meet the needs of CTE educators with varying levels of expertise.
- Improve statewide coordination of PD to ensure educators have equitable access to PD opportunities.

10. Staffing

- Maintain sufficient staffing, including instructors and other personnel, to support high-quality CTE pathways and programs.
- Explore strategies to increase CTE educator recruitment, including recruitment of industry professionals.

11. Facilities & Equipment

- Ensure infrastructure and facilities for CTE are safe, sufficient in size, and meet current industry standards.
- Provide technology and equipment for CTE that meets current industry standards.

APPENDICES

APPENDIX A: METHODOLOGY

Hawai'i P-20 and SMS Research designed an outreach strategy to gather comprehensive input on CTE system needs statewide from (a) HIDOE CTE teachers, CTE coordinators, district resource teachers, counselors, and principals; (b) UHCC CTE deans; and (c) representatives of industry and special populations.

Stakeholder feedback was gathered via (1) CLNA submissions from each HIDOE high school and UHCC, (2) a survey of educators and administrators, (3) stakeholder meetings, and (4) in-depth interviews.

1. HIDOE High School and UHCC CLNAs

Hawai'i P-20 and SMS Research prepared Comprehensive Local Needs Assessment (CLNA) templates for the HIDOE high schools and UHCCs that addressed the key components of the Perkins V State Plan template.⁸ Each HIDOE high school and UHCC was required to submit a CLNA between May and October 2023, via an online form created by SMS Research. SMS research received 46 CLNA submissions from HIDOE high schools (100% response rate) and 7 submissions from the UHCCs (100% response rate).

Each school or campus was required to identify a team of diverse stakeholders to provide input on their CLNA and assess their:

- Performance on Federal Perkins V Indicators
- Recruitment, Retention, and Training of Faculty and Staff
- Progress Toward Improving Access and Equity
- Alignment to Labor Market Needs
- Size, Scope, and Quality of Programs Offered
- Progress Toward Implementing Career Pathways

Based on their needs assessment, each school and campus identified their top 5 priority needs to be addressed with Perkins V funds. SMS Research analyzed the collective CLNA submissions to identify key themes and common areas of need, which formed the major sections of this report.

2. Educator & Administrator Survey

Hawai'i P-20 and SMS Research designed and administered a survey of educators, administrators, and counselors ($n = 127$) to gather additional input on the size, scope, and quality of CTE pathways at their schools, as well as recommendations for improvement.⁹ The survey did not collect any personally identifiable data. Survey respondents represented four islands throughout the state.

⁸ A sample of the CLNA template provided to the HIDOE high schools can be found in Appendix B.

⁹ The survey questions can be found in Appendix D.

3. Stakeholder Meetings

Hawai'i P-20 and SMS Research conducted 3 stakeholder meetings with:

1. UH Community College Deans
2. Hawai'i Department of Education District Resource Teachers
3. Hawai'i Department of Education CTE Coordinators

During each stakeholder meeting, Hawai'i P-20 and SMS Research presented a preliminary list of CTE needs that were identified in the CLNA submissions, and stakeholders provided additional detail and feedback.

4. Stakeholder Interviews

SMS Research conducted supplemental interviews with 3 additional stakeholders from workforce development boards and/or representing students in special populations. SMS contacted 5 stakeholders for interviews.

APPENDIX B: SCHOOL-LEVEL CLNA TEMPLATES

The following is a sample of the CLNA template provided to the HIDOE high schools. The template for the UHCCs was identical, with the exception of the types of representatives required for the CLNA team.

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 postsecondary 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)		
Postsecondary Representative		
Community / Business / Workforce Development		
Counselor(s)		
Parent(s)		
Student(s)		
Special Populations		
Other		

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 AND EQUITY

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 and equity 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. Native Hawaiian is considered a special population group per the 2020 State of Hawai'i Perkins V State Plan.

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.

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 Area" dropdown menu on the top-right corner 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 postsecondary levels.

Questions

1. What process is in place to ensure secondary and postsecondary 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.

APPENDIX C: HAWAI'I PATHWAYS QUALITY SELF-ASSESSMENT

As part of their CLNA, each HIDOE high school and UHCC was required to complete the Hawai'i Pathways Quality Self-Assessment. Hawai'i P-20 developed the Hawai'i Pathways Quality Self-Assessment to assist the HIDOE high schools and UHCCs in identifying areas to grow in developing quality career pathways.

The assessments cover five (5) quality components of high quality college and career pathways. Each of the five components includes a set of indicators that contribute to the development of rigorous and diverse educational experiences that provide students with the necessary skills and knowledge to succeed in postsecondary education and the workforce.

The secondary and postsecondary versions of the Hawai'i Pathways Quality Self-Assessment can be viewed online using the links below:

- [Secondary Assessment](#)
- [Postsecondary Assessment](#)

APPENDIX D: EDUCATOR & ADMINISTRATOR SURVEY

The following survey was distributed to HIDOE educators and administrators throughout the state. The survey included questions on a 5-point rating scale (1: Strongly Disagree to 5: Strongly Agree) as well as open-ended questions.

Introduction

Biennial completion of a Comprehensive Local Needs Assessment (CLNA), both by individual schools and at the state level, is required by the Strengthening Career and Technical Education for the 21st Century Act, also known as Perkins V. As the administrative arm of the State Board for CTE, Hawai'i P-20 Partnerships for Education has contracted SMS Research to conduct the following survey to collect feedback for the statewide CLNA.

Please complete this 10-minute survey to provide your input on the staffing, accessibility, and quality of your school's CTE programs. Participation in this survey is voluntary and you may exit the survey at any time. You are free to skip any questions that you are not comfortable answering. Your answers will remain confidential, and results will only be reported in the aggregate.

Your feedback is highly valued and will help to improve CTE programs for all HIDOE students throughout the state.

Section 1: Recruitment, Retention, and Training

- Staffing at my school is adequate to provide quality CTE programs/pathways of study to all students. [RATE]
 - o How can CTE staffing be improved at your school? [OPEN-ENDED]
- My school provides adequate professional development opportunities for CTE teachers and staff. [RATE]
 - o How can professional development opportunities for CTE teachers and staff be improved at your school? [OPEN-ENDED]
- My school successfully recruits and retains staff. [RATE]
 - o How can recruitment and retention of staff be improved at your school? [OPEN-ENDED]

Section 2: Access and Equity

- CTE programs/pathways of study at my school are accessible to all students. [RATE]
- From your experience, are any of the following student populations at your school less likely to participate and/or succeed in CTE programs? Select all that apply:
 - o Students with a disability
 - o Students from economically disadvantaged families
 - o Students preparing for non-traditional fields
 - o Students who are English learners
 - o Students who are homeless
 - o Students who are parenting youth
 - o Students with a parent who is a member of the armed forces and is on active duty
 - o Students who are Native Hawaiian
 - o Other [WRITE-IN]
 - o None of the above

- What resources or support are needed to *improve participation* in CTE for these populations? [OPEN-ENDED]
- What resources or support are needed to *improve academic performance* of CTE students in these populations? [OPEN-ENDED]

Section 3: Size, Scope, and Quality of Programs, Career Pathways

- My school's CTE programs/pathways of study are high-quality and academically rigorous. [RATE]
 - o If 3 or lower: Why do you say that?
- My school's CTE programs/pathways of study are aligned with regional and state labor market needs. [RATE]
 - o If 3 or lower: Why do you say that?
- All students at my school have access to early postsecondary opportunities (Early College, Running Start, or other dual credit programs, AP or IB). [RATE]
 - o If 3 or lower: Why do you say that?
- All students at my school have opportunities to participate in work-based learning experiences (e.g., career speakers, job shadowing, internships). [RATE]
 - o If 3 or lower: Why do you say that?
- All students at my school receive personalized student support services to meet their college and/or career goals. [RATE]
 - o If 3 or lower: Why do you say that?
- All students at my school who continue to postsecondary education after graduation have a seamless transition. [RATE]
 - o If 3 or lower: Why do you say that?

Section 4: Other Comments

Is there anything else you would like to share regarding ways to improve your school's CTE programs/pathways of study? [OPEN-ENDED]

Section 5: Respondent Role

Which of the following best describes your role?

- CTE Teacher
- Special Needs Teacher
- ESL Teacher Counselor
- Principal or Other Administrator
- Other [WRITE-IN]