



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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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 2025 Comprehensive Local Needs Assessment (CLNA) of Hawai'i's CTE system. The CLNA guides strategic planning and resource allocation for the benefit of all CTE students statewide by identifying key challenges and needs within Hawai'i's CTE system at both the secondary and postsecondary levels. Need areas are aligned closely with the priorities identified in the [Hawai'i State CTE Plan](#): Access for All, Quality & Pathways Alignment, Partnerships, College & Career Navigation, and a Native Hawaiian Sense of Place. 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.

The CLNA is informed by feedback from secondary (Hawai'i State 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, ensuring a wide range of stakeholder perspectives are incorporated.

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 the 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

Access for All

Identifying and Addressing Performance Gaps

- Secondary:
 - Provide training to leadership and personnel on Perkins V data collection procedures, reporting, and analysis.
 - Develop strategies to address CTE student performance gaps between career clusters.
- Postsecondary:
 - Improve data tracking of non-credit student enrollment in CTE credit programs.
- Secondary and Postsecondary:
 - Enable the collection of enhanced employment data, including Standard Occupational Classification (SOC) codes, to better understand graduates' workforce outcomes.
 - Improve accessibility of CTE programs for students in special populations, tailoring support to their varied needs.

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.
 - Increase broader community awareness of CTE programs, including the development of new recruitment tools and materials.
- Secondary and Postsecondary:
 - Develop and implement strategies to promote pathways to non-traditional students.

Quality & Pathways Alignment

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.

- Secondary and Postsecondary:
 - Explore regional or program-specific advisory boards.

Integration of Core Academic Subjects

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

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.
 - Improve collaboration at the curricular level to enable Early College CTE courses to count for high school CTE credit and meet a postsecondary CTE program degree requirement.

Workforce Readiness & Industry-Recognized Credentials

- Secondary:
 - Expand direct pathways from secondary to workforce by identifying and aligning programs and IRCs that prepare students for in-demand, living wage occupations in Hawai'i.
- Secondary and Postsecondary:
 - 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.
 - Improve tracking of student credential attainment and associated workforce outcomes.

Equipment

- Secondary:
 - Ensure educators have adequate knowledge of proper equipment maintenance and usage.
- Secondary and Postsecondary:
 - Provide technology and equipment for CTE that meet current industry standards.

Facilities

- Secondary and Postsecondary: Ensure facilities for CTE are safe, sufficient in size, and meet current industry standards.

Professional Development

- Secondary and Postsecondary:
 - Provide CTE educators with opportunities for professional development in high-need areas, including instructional practices, program-of-study specific training, 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.

Staffing

- Secondary and Postsecondary:
 - 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.

Partnerships

Work-Based Learning

- Secondary:
 - Increase industry connectivity and support for WBL within HIDOE schools, including through WBL intermediaries.
 - 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.
 - Improve coordination and data tracking of WBL opportunities and student participation.

College & Career Navigation

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: Maintain wraparound student support services to improve student retention.

- Secondary and Postsecondary: Improve the vertical alignment of counseling and advising systems between secondary and postsecondary.

A Native Hawaiian Sense of Place

Integration of Place-Based and Culture-Based Education in CTE

- Secondary:
 - Improve CTE educators' knowledge of place-based and culture-based education and best practices for implementation within CTE.
- Postsecondary:
 - Maintain support systems for Native Hawaiian students amid federal funding uncertainty.

INTRODUCTION

This report summarizes the findings of the comprehensive local needs assessment (CLNA) of the state's career and technical education (CTE) system. The CLNA is conducted biennially to evaluate the current state of Hawai'i's CTE system and identify areas requiring additional support. Through individual needs assessments from the Hawai'i State Department of Education high schools and the University of Hawai'i Community Colleges, as well as feedback from a wide range of Perkins V stakeholders, the CLNA report identifies state-level trends and high-need areas related to CTE in Hawai'i.

As pathway offerings and student populations vary from school to school, Hawai'i's CLNA process requires each Hawai'i State Department of Education high school and University of Hawai'i Community College (*Perkins V subrecipients*) to submit its own school-level CLNA.¹ The school-level CLNA includes an evaluation of student performance on Perkins V performance indicators, self-assessment of strengths and opportunities for improvement, and identification of priority needs to be addressed with Perkins V funding.

In addition to the individual CLNA submissions, stakeholder feedback was collected from secondary (Hawai'i State 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

All of the needs identified in the previous CLNA remain highly relevant in 2025, including support for special population students, integration of core academic subjects in CTE, expansion of early college opportunities, systemic implementation of work-based learning, upgraded facilities and equipment, educator professional development, and recruitment and retention of qualified CTE staff. In the 2025 CLNA, identified needs have been categorized according to the five priorities of the [Hawai'i State CTE Plan](#) to clearly align resource gaps with the State Plan goals.

The HIDOE high schools and UHCCs are continually developing new strategies and interventions to move the needle in their priority need areas by leveraging their Perkins V funds. However, many critical needs, such as staffing and facilities, represent systemic challenges that will require coordination across systems and resources that may extend beyond the capacity of Perkins V.

By providing a snapshot of secondary and postsecondary CTE needs through a statewide lens, this report aims to guide funding allocations and support informed decision-making to improve the state's CTE system 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 State Department of Education and University of Hawai'i Community Colleges. AE Consulting, a Hawai'i-based research and consulting firm, was contracted to provide data collection, community outreach, and technical support for this project.



ACCESS FOR ALL

The Hawai'i State CTE Plan includes "Access for All" as a priority to ensure all students, regardless of background or circumstances, have equitable access to high-quality CTE programs and resources to achieve their career and educational goals. In their individual CLNAs, many HIDOE high schools and UHCCs cited needs related to student data analysis and developing targeted interventions to address performance gaps, as well as recruitment efforts to promote awareness of and access to their CTE programs.

IDENTIFYING & ADDRESSING PERFORMANCE GAPS

To effectively identify and address performance gaps among CTE students, there is a need for enhanced data tracking and analysis of student outcomes, as well as the development of strategies and interventions to support the success of special population students³ and students in particular career clusters.

a. Data Tracking & Analysis

Secondary Level

Overall, HIDOE stakeholders expressed a need for more guidance on Perkins V data collection procedures and reporting requirements. In completing their 2025 school-level CLNAs, HIDOE high schools were required to access Perkins V student performance data via the Lei Kulia system to compare student outcomes within and between CTE pathways. A training session was provided on the use of Lei Kulia prior to CLNA completion. However, given the relative newness of the system and the complexity of extracting data, schools would benefit from additional guidance and training on Perkins V data access and analysis. Starting in 2026, Perkins V data will also be included in the HIDOE high schools' Comprehensive Needs Assessments, improving the integration of CTE data across reporting streams.

Some schools also noted limitations regarding data collection for performance indicator 3S1: Post-Program Placement, particularly in terms of tracking employment outcomes for students who enter the workforce directly after graduation. They cited challenges in contacting and following up with students once they have graduated, which can be time-consuming for educators and staff while yielding limited success in reaching students.

At the postsecondary level, employment outcomes are tracked through Hawai'i's State Longitudinal Data System (SLDS), the Hawai'i Data eXchange Partnership (DXP), utilizing unemployment insurance (UI) data with cooperation from the State Department of Labor and

³ 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 Hawai'i State CTE Plan.

Industrial Relations. However, HIDOE graduates who do not enroll in the UH System cannot be tracked via UI data, as HIDOE does not currently collect students' social security numbers.

Postsecondary Level

The UHCCs use the Annual Report of Program Data (ARPD) system to track, manage, and report on the Perkins V Post-secondary indicators of performance, and identify areas for targeted improvement. As mentioned above, Hawai'i DXP tracks placement/employment outcomes by gathering UI data with cooperation from the State Department of Labor and Industrial Relations. Still, employment and placement data may not be fully captured due to limitations with UI data, including the lack of Standard Occupational Classification (SOC) codes, which Hawai'i employers do not currently report with wage records.

Although not included within the scope of Perkins V requirements, some UHCC stakeholders reiterated their interest in establishing a system to track the enrollment of non-credit students into credit CTE programs to enhance their understanding of enrollment trends.

Identified Needs: Data Tracking & Analysis

- **Secondary:** Provide training to leadership and personnel on Perkins V data collection procedures, reporting, and analysis.
- **Postsecondary:** Improve data tracking of non-credit student enrollment in CTE credit programs.
- **Secondary and Postsecondary:** Enable the collection of enhanced employment data, including Standard Occupational Classification (SOC) codes, to better understand graduates' workforce outcomes.

b. Support for Special Populations

In their individual CLNA submissions, each HIDOE high school and UHCC identified performance gaps among Perkins V special population groups to be addressed at their school or campus. Perkins V performance data at the state level are included in the Career and Technical Education Annual Report, which enables an assessment of statewide trends in performance gaps among students in various special population groups and career clusters.⁴

Secondary Level

The most recent CTE Annual Report showed that individuals with disabilities, English learners, youth in foster care, homeless individuals, migrant students, 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, individuals from economically disadvantaged families, and youth with a parent in active military service met or exceeded the state-determined performance level for all secondary Perkins V performance indicators.

Feedback on support for special population groups was gathered through the HIDOE and UHCC CLNA submissions, stakeholder interviews, and a survey of HIDOE educators, administrators,

⁴ Career and Technical Education Annual Report, Hawai'i P-20. https://www.hawaiiip20.org/wp-content/uploads/2025/06/CAR_Y2024.pdf

and counselors statewide ($n = 47$). Stakeholder insights and recommendations 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, 3S1 Post-Program Placement, 4S1 Nontraditional Program Concentration, and 5S2 Attained Postsecondary Credits.
- Stakeholder feedback: Part-time teachers and educational assistants are essential to providing adequate support and supervision for students with disabilities. This is especially critical in pathways that may have safety hazards related to the use of equipment, such as construction and culinary.

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: Translation support remains vital to ensuring the success of English learners in CTE, especially due to the use of technical industry terminology. Enhanced coordination between EL program staff and CTE teachers is also recommended to improve student support.

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 2S3 Academic Proficiency in Science or 3S1 Post-Program Placement.
- Stakeholder feedback: Youth in foster care may experience more educational instability than other students due to their living situation. Personalized counseling support services are key to maintaining their engagement and success in school.

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.
- Stakeholder feedback: As another population prone to educational instability, targeted recruitment efforts, counseling and advising, and wraparound services are essential to ensure equitable participation in CTE and student success. Training for counselors on how to best support students experiencing homelessness may also be beneficial.

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 2S2 Academic Proficiency in Mathematics, 2S3 Academic Proficiency in Science, or 3S1 Post-Program Placement.
- Stakeholder feedback: The integration of Native Hawaiian culture and values throughout Hawai'i's CTE system, including through instructional practices and work-based learning, is recommended to encourage connections to place and improve student engagement. This aligns with the Hawai'i State CTE Plan priority of cultivating a Native Hawaiian Sense

of Place in CTE. For more detailed needs on the integration of Native Hawaiian culture and values in CTE, see page 23.

Migrant Students

- **Statewide performance:** Did not meet 2S1 Academic Proficiency in Reading/Language Arts, 2S3 Academic Proficiency in Science, 3S1 Post-Program Placement, or 4S1 Nontraditional Program Concentration
- **Stakeholder feedback:** Migrant students experience persistent academic performance gaps resulting from high mobility, interrupted instructional time, economic disadvantage, language barriers, and limited access to consistent academic and career guidance. Higher participation in CTE programs would provide migrant students with equitable access to career-aligned instruction, academic and career advising, tutoring, instructional materials, and other targeted supports designed to reduce barriers to success.

Postsecondary Level

The most recent CTE Annual Report showed that 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, summarized below:

- **Individuals with Disabilities:** Performed below the state average for 1P1 Postsecondary Placement and 2P1 Earned Recognized Postsecondary Credential.
- **English Learners:** Performed below the state average for 1P1 Postsecondary Placement.
- **Out of Workforce Individuals:** Performed below the state average for 2P1 Earned Postsecondary Credential.

Personalized student support services remain crucial to the success of special populations students in CTE. More collaboration with community-based organizations that directly serve these populations may help to improve systems of support.

Identified Needs: Support for Special Populations

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

c. Addressing Performance Gaps between Career Clusters

The CTE Annual Report data also illustrate statewide performance gaps 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 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 2S1 Academic Proficiency in Reading/Language Arts, 2S2 Academic Proficiency in Mathematics, 2S3 Academic Proficiency in Science, 3S1 Post-Program Placement, or 4S1 Nontraditional Program Concentration.

Transportation, Distribution & Logistics: Secondary CTE students in this career cluster did not meet the state-determined performance level for 2S2 Academic Proficiency in Mathematics or 3S1 Post-Program Placement.

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

Manufacturing: Secondary CTE students in this career cluster did not meet 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.

Marketing: Secondary CTE students in this career cluster did not meet the state-determined performance level for 2S2 Academic Proficiency in Mathematics.

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

Identified Needs: Addressing Performance Gaps between Career Clusters

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

CTE STUDENT RECRUITMENT

Recruitment efforts that ensure all students are aware of the diverse opportunities within CTE remain a priority at the secondary and postsecondary levels. Non-traditional program concentration, such as male students in healthcare programs and female students in construction programs, is a persistent challenge that the HIDOE high schools and UHCCs are striving to address through targeted recruitment strategies.

Secondary Level

The HIDOE high schools regularly conduct recruitment through a variety of methods, including events for students and their families, student ambassador programs, and collaborating with their feeder schools to offer tours of their CTE pathways.

Many schools are already modifying their recruitment efforts to improve their non-traditional program concentration outcomes. Strategies include showcasing role models and success stories in non-traditional fields through program videos, photos in promotional materials, and industry guest speakers.

Postsecondary Level

The UHCCs provide regular opportunities for high school students, educators, and counselors to learn about their CTE programs through campus visits and informational sessions, as well as summer academies for students to experience CTE at a postsecondary level. Several UHCCs identified marketing and outreach of their CTE programs to the broader community as an ongoing priority. Support staff are essential to enhance capacity for these outreach efforts.

Similar to the HODOE high schools, the UHCCs are implementing more inclusive promotional strategies to attract non-traditional students into their programs, such as male students in healthcare programs and female students in technology and skilled trades programs.

Identified Needs: 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.
- **Secondary and Postsecondary:** Develop and implement strategies to promote pathways to non-traditional students.

QUALITY & PATHWAYS ALIGNMENT

“Quality & Pathways Alignment” encompasses various needs that ensure CTE programs reflect current industry standards, preparing students for current and future job markets in Hawai‘i and beyond. Advisory boards, industry-recognized credentials, early college opportunities, and integration of core academic subjects, along with sufficient facilities and equipment, are all essential to maintaining high-quality CTE programs aligned with industry needs. Adequate program staffing, as well as professional development for educators, are also fundamental to quality pathways.

ADVISORY BOARDS

At both the secondary and postsecondary levels, advisory boards or leadership teams comprising diverse stakeholders are a best practice to align 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 remains a challenge for many HIDOE high schools due to a lack of dedicated staff time and capacity. Several schools expressed concern about “advisory fatigue” due to the limited local employers available to participate in leadership teams. Complex-wide advisory boards were proposed as a potential solution to coordinate industry engagement across schools and reduce duplication of effort.

Postsecondary Level

The UHCCs reported similar challenges with employer recruitment for advisory boards, given the limited local employer pool. Stakeholders suggested forming joint advisory boards based on common programs across campuses. They also requested technical support to help facilitate productive and engaging advisory board meetings.

Identified Needs: 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.
- **Secondary and Postsecondary:** Explore regional or program-specific advisory boards.

INTEGRATION OF CORE ACADEMIC SUBJECTS

In their individual CLNAs, many HIDOE high schools reported that CTE students continue to struggle with Perkins V performance indicators 2S1 Academic Proficiency in Reading/Language Arts, 2S2 Academic Proficiency in Mathematics, and/or 2S3 Academic Proficiency in Science. Some schools noted that they are still working to overcome the learning loss that occurred during the COVID-19 pandemic, adding that challenges with core academic subjects are seen school-wide. Stakeholders emphasized that academic proficiency is a systemic challenge requiring a coordinated approach, supported by leadership, to maintain accountability.

HIDOE high schools will continue to expand the integration of core academic subjects, like reading, math, and science, in CTE coursework to reinforce concepts learned in other classes and demonstrate applications to real-world contexts. Professional development in this area, as well as dedicated time for CTE teachers to collaborate with core academic instructors, were identified as key strategies to address this need.

Identified Needs: Integration of Core Academic Subjects

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

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 with 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.

Expanding early college opportunities that align with relevant postsecondary programs remains a priority for the HIDOE high schools and UHCCs.

Secondary Level

Many HIDOE schools identified Performance indicator 5S2: Attained Post-Secondary Credits as an area for continued improvement in their CLNAs. Several schools noted that their Early College offerings are limited, as they are still in the process of aligning their pathways to postsecondary programs and building relationships with the UH Community Colleges in their region. As noted in the previous CLNA, formalizing agreements between HIDOE high schools and UHCCs to offer new Early College courses can be a challenge in the absence of dedicated staff support.

Some schools also reported a need to more effectively promote their current opportunities to students and their families. Counseling and advising are key to ensuring students understand their Early College options to select courses that align best with their postsecondary plans.

Postsecondary Level

Similar to feedback received from HIDOE stakeholders, the UHCCs see the expansion of Early College courses to additional high schools and programs as an ongoing priority. More dedicated time for campuses to meet with the HIDOE high schools in their region and discuss course alignment may help to facilitate progress in this area.

Identified Needs: 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 collaboration at the curricular level to enable Early College CTE courses to count for high school CTE credit and meet a postsecondary CTE program degree requirement.

WORKFORCE READINESS & INDUSTRY-RECOGNIZED CREDENTIALS

Preparing students to be competitive in local and global job markets is one of the core outcomes of high-quality CTE programs. While many high school graduates elect to pursue postsecondary education, some students choose to enter the workforce directly after graduation. Access to skills training and attaining industry-recognized credentials while in high school can provide students with a competitive advantage in the job market.

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.⁵ 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.⁶

Secondary Level

Many schools requested professional development on identifying IRCs with proven labor market value and systematic implementation of these IRCs within their pathways. HIDOE stakeholders are seeking clearer guidance on differentiating skills versus credentials, as well as alignment between IRCs and labor market needs. Stakeholders also emphasized the need for ongoing validation of IRCs to ensure they actually provide a hiring advantage. To reduce credential costs and improve accessibility for students, many schools plan to leverage “train-the-trainer” professional development opportunities.

Schools are also seeking opportunities to strengthen direct pipelines from secondary CTE to the workforce, where students can receive the necessary industry training and certifications while in

⁵ U.S. Department of Labor, 2010

⁶ Promising Credentials in Hawai‘i, 2023. <https://www.hawaiip20.org/promisingcredentials/>

high school to qualify for employment in fields like healthcare, construction, aviation maintenance, and cosmetology upon graduation. Identifying additional opportunities for programs and IRCs that lead directly from high school graduation to good jobs is an ongoing need.

Postsecondary Level

Staying abreast of current IRCs in the field and pursuing credentialing opportunities to upgrade their skills remains a need for postsecondary faculty. Micro-credentials also present growing opportunities for students at the postsecondary level.

Identified Needs: Workforce Readiness & Industry-Recognized Credentials

- **Secondary:** Expand direct pathways from secondary to workforce by identifying and aligning programs and IRCs that prepare students for in-demand, living wage occupations in Hawai'i.
- **Secondary and Postsecondary:** 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.
- **Secondary and Postsecondary:** Increase student awareness of IRCs with proven labor market value and the benefits of attaining these credentials.
- **Secondary and Postsecondary:** Expand availability and access to IRCs with proven labor market value for students across all CTE pathways and programs.
- **Secondary and Postsecondary:** Improve tracking of student credential attainment and associated workforce outcomes.

EQUIPMENT

As industry needs continually evolve, equipping classrooms with industry-standard tools and technologies is an ongoing need for many HIDOE high schools and UHCCs. "Equipment" includes portable or temporarily attached tools and technology, as opposed to "facilities," which are permanently attached to a school/campus.

Secondary Level

Some of the most common equipment needs in HIDOE high schools include lab equipment to simulate hands-on work environments, as well as technology upgrades needed to utilize current industry software. While many schools have already received new equipment, they have also experienced challenges with the installation processes and proper maintenance of their equipment. Stakeholders emphasized that issues with equipment directly impact program quality and students' ability to engage in hands-on learning. Schools requested professional development for educators on the use and maintenance of equipment to ensure safe operation and longevity.

Postsecondary Level

Many of the UHCCs also identified equipment upgrades as a priority need area. This includes equipment for lab environments, as well as current computer hardware and software.

Identified Needs: Equipment

- **Secondary:** Ensure educators have adequate knowledge of proper equipment maintenance and usage.
- **Secondary and Postsecondary:** Provide technology and equipment for CTE that meet current industry standards.

FACILITIES

Facilities maintenance and upgrades were identified by many HIDOE high schools and UHCCs as a critical need to provide high-quality, accessible CTE programs.

Secondary Level

Some of the most common needs related to secondary CTE facilities include outdated electrical systems and structural repairs. Several schools also reported challenges with their Wi-Fi connectivity, which causes disruptions to student learning. Limited classroom and lab spaces, as well as storage space for equipment, were noted by many schools as a constraint to program expansion. There is also a desire for more communal workspaces for projects and collaboration.

Postsecondary Level

Similar to the secondary level, several of the UHCCs cited aging facilities, insufficient electrical infrastructure, Wi-Fi connectivity issues, and limited lab spaces to accommodate their growing programs.

Identified Needs: Facilities

- **Secondary and Postsecondary:** Ensure facilities for CTE are safe, sufficient in size, and meet current industry standards.

PROFESSIONAL DEVELOPMENT

Professional development (PD) remains one of the top need areas among HIDOE high schools and UHCCs. Schools and campuses requested PD on a variety of topics to improve educators' instructional practices, subject-matter expertise, and curriculum alignment with current industry standards.

Secondary Level

There continues to be a need for a range of PD opportunities to support educators with diverse backgrounds and levels of industry knowledge, including educators who are newer to teaching CTE and veteran CTE teachers looking to upskill.

Some of the most common PD requests at the secondary level include:

- Program-of-study specific training
- Integrating core academic subjects in CTE
- CTE instructional practices
- Externships or other opportunities to learn directly from industry
- Equipment and technology use
- “Train-the-Trainer” PD for Industry-Recognized Credentials

Stakeholders reiterated that it can be difficult for CTE educators to participate in PD opportunities, especially longer-term commitments, during the academic year, and recommended providing more PD during summer break to improve accessibility. Stipends were also suggested to incentivize educator participation.

In addition, the majority of PD opportunities in the state are located on O‘ahu, which creates barriers to participation for neighbor island schools. There is a continued need for more PD located on the neighbor islands to improve statewide access.

Postsecondary Level

PD also continues to be a high-priority need area for the UHCCs. Common PD requests at the postsecondary level include:

- Pedagogical training, especially for instructors from industry transitioning to teaching
- Industry knowledge development, such as attending conferences
- Integration of new technologies, including AI, in curriculum and instruction
- Instructional practices for new generations of students

Identified Needs: Professional Development

- **Secondary and Postsecondary:** Provide CTE educators with opportunities for professional development in high-need areas, including instructional practices, program-of-study specific training, and integration of core academic subjects.
- **Secondary and Postsecondary:** Provide a mixture of broad and in-depth professional development opportunities to meet the needs of CTE educators with varying levels of expertise.
- **Secondary and Postsecondary:** Improve statewide coordination of PD to ensure educators have equitable access to PD opportunities.

STAFFING

High-quality pathways are contingent on adequate staffing, including teachers, counselors, and paraprofessionals who provide individualized student support. Recruiting and retaining qualified CTE staff remains a top priority at both the secondary and postsecondary levels.

Secondary Level

Many HIDOE high schools continue to experience challenges recruiting and retaining qualified CTE instructors, educational assistants, and part-time teachers. These shortages are compounded by high turnover and retirements. Stakeholders noted that new teachers often lack preparation and support, which contributes to high turnover rates.

Several schools reported that their CTE pathway offerings are limited by their inability to find qualified instructors. As a result, they may be unable to offer full course sequences in every pathway and/or add new pathways, despite student interest and high labor market demand. Challenges in finding qualified instructors are particularly pronounced in rural areas.

HIDOE stakeholders shared that the CTE shortage differentials have been beneficial to recruitment and retention by providing a financial incentive for educators to become licensed in CTE. However, the shortage differentials are one-time payments and are not guaranteed to be provided each year.

As noted in the previous CLNA, 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 that 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.

Since the last state CLNA report in 2023, the passage of S.B. No. 2257 has amended HRS §302A-803, authorizing the Hawai'i Teacher Standards Board to develop criteria allowing qualified individuals with a high school diploma and comparable education and coursework, industry experience, and content expertise to attain a full career and technical education license.⁸ The development of specific criteria for comparable experience/expertise is ongoing.

Postsecondary Level

The UHCCs also continue to struggle with the recruitment of lecturers and faculty, largely due to the lower pay compared to industry employment. Finding lecturers can be challenging due to conflicts in class scheduling with industry work hours. Many campuses also plan to hire more administrative, student support, and advising staff to add capacity to their programs and ensure adequate resources for students.

Identified Needs: Staffing

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

⁷ Hawai'i Teachers Standards Board. [License and Permit Information](#)

⁸ HRS §302A-803. https://www.capitol.hawaii.gov/hrscurrent/Vol05_Ch0261-0319/HRS0302A/HRS_0302A-0803.htm

PARTNERSHIPS

Partnerships are a critical component of the Hawai'i State CTE Plan, as coordination between education, industry, and community entities is essential to facilitate opportunities for students beyond the classroom, including work-based learning (WBL) activities. Access to WBL continues to be a priority need area for schools to address with Perkins V funds.

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.⁹ 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

Access to WBL opportunities varies widely across HIDOE high schools and is largely dependent on each school's resources and industry network. Rural schools, in particular, face additional barriers to accessing WBL opportunities due to fewer employers in their vicinity and the need to transport students to WBL sites that may be far from campus.

Hawai'i P-20's WBL Intermediary Pilot, initially funded by philanthropy and now supported through a legislative base budget appropriation for complex area workforce development initiatives, has made significant strides toward improving WBL access for students statewide. Still, schools are in varying stages of WBL implementation, with some having robust systems in place and others in more formative stages. HIDOE schools have requested more structured guidance and support on building WBL partnerships to ensure students have access to WBL experiences that are meaningful and connected to industry.

Many schools noted that the availability of WBL opportunities is unevenly distributed among their pathways and programs of study. They are actively seeking new industry partnerships and leveraging intermediary support to implement consistent WBL opportunities for students in all pathways, particularly at the preparation and training level of the WBL continuum.

Establishing systems to track WBL opportunities and student participation is key to monitoring the availability of and equitable access to WBL.

⁹ Hawai'i P-20. [Work-Based Learning Continuum](#)

Postsecondary Level

Several of the UHCCs identified WBL coordination and tracking as an area for continuous improvement. Similar to the secondary level, campuses plan to develop and implement systems for tracking WBL opportunities, participation, and impact on student outcomes, such as job placements.

Identified Needs: Work-Based Learning

- **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.

COLLEGE & CAREER NAVIGATION

“College and Career Navigation” supports students’ informed educational and career choices and aims to provide seamless transitions from secondary education to postsecondary education and the workforce. Enhancing counseling and advising systems to meet the needs of all CTE students remains a priority at the secondary and postsecondary levels.

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

Several HIDEOE schools indicated that they are in the process of structuring their counseling and advising systems to include more robust college and career planning and improve outcomes for students, especially special population students who may need additional support. Some schools are seeking PD on culturally responsive advising for their counselors to improve service delivery to special population groups.

Collaboration between counselors and CTE instructors is key to ensuring counselors are knowledgeable of CTE pathways, course sequences, relevant early college opportunities and postsecondary programs, and career paths. Improved coordination between counseling teams at the high school and middle/intermediate school levels was also identified as an area of opportunity for schools to strengthen the vertical alignment of their college and career planning system.

Postsecondary Level

At the postsecondary level, individualized counseling and advising remain critical to student retention and success. Several of the UHCCs expressed a desire for enhanced coordination with HIDEOE counselors in their region to facilitate smoother transitions from high school to postsecondary.

Identified Needs: 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:** Maintain wraparound student support services to improve student retention.
- **Secondary and Postsecondary:** Improve the vertical alignment of counseling and advising systems between secondary and postsecondary.

A NATIVE HAWAIIAN SENSE OF PLACE

“A Native Hawaiian Sense of Place” is fundamental to the Hawai‘i State CTE Plan, reflecting the shared importance of fostering students’ connections to Hawai‘i at both the secondary and postsecondary levels.

At the secondary level, there is a need to improve the integration of place-based and culture-based education within the CTE system to strengthen students’ ties to Hawai‘i and ensure all students can envision themselves in careers in Hawai‘i.

As indigenous-serving institutions, the UHCCs strive to fulfill kuleana to Native Hawaiians and Hawai‘i, in alignment with the UH System Strategic Plan.¹⁰

INTEGRATION OF PLACE-BASED AND CULTURE-BASED EDUCATION IN CTE

Secondary Level

The HIDOE is dedicated to preparing graduates who are “both globally competitive and locally committed, deeply rooted in the values of [Hawai‘i].”¹¹ The department also implements a department-wide framework, Nā Hopena A‘o, grounded in Hawaiian knowledge, values, and culture.¹²

In all CTE pathways and programs of study, students should have opportunities to deepen their connections to Hawai‘i through their learning. Place-based and culture-based education are critical to this effort.

HIDOE stakeholders shared that some educators may view place-based and culture-based learning as separate from CTE. Educators would benefit from additional guidance and training on incorporating place-based and culture-based education in all aspects of CTE.

Postsecondary Level

The UHCCs support the success of Native Hawaiian students, including CTE students, by offering various support programs and services grounded in Native Hawaiian culture and values. Historically, the UHCCs have received funding through Title III to provide resources supporting Native Hawaiian learners. However, future funding remains uncertain due to shifts at the federal level.¹³ Continuing to pursue funding and allocating resources to sustain these programs is an ongoing priority.

¹⁰ University of Hawai‘i Strategic Plan (2023-2029). <https://www.hawaii.edu/strategic-plan/imperative-kuleana/>

¹¹ Hawai‘i State Department of Education. <https://hawaiipublicschools.org/about/>

¹² Hawai‘i State Department of Education, Nā Hopena A‘o (HĀ) <https://hawaiipublicschools.org/about/na-hopena-a%CA%BBo-ha/>

¹³ Update on Title III and Title VI grant reductions, University of Hawai‘i News. https://www.hawaii.edu/news/2025/09/18/title_iii_update/

Identified Needs: Integration of Place-Based and Culture-Based Education in CTE

- **Secondary:** Improve CTE educators' knowledge of place-based and culture-based education and best practices for implementation within CTE.
- **Postsecondary:** Maintain support systems for Native Hawaiian students amid federal funding uncertainty.

CONCLUSION

This report offers a thorough assessment of the current state of Hawai'i's Career and Technical Education (CTE) system to identify 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.

Access for All

Identifying and Addressing Performance Gaps

- Secondary:
 - Provide training to leadership and personnel on Perkins V data collection procedures, reporting, and analysis.
 - Develop strategies to address CTE student performance gaps between career clusters.
- Postsecondary:
 - Improve data tracking of non-credit student enrollment in CTE credit programs.
- Secondary and Postsecondary:
 - Enable the collection of enhanced employment data, including Standard Occupational Classification (SOC) codes, to better understand graduates' workforce outcomes.
 - Improve accessibility of CTE programs for students in special populations, tailoring support to their varied needs.

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.
 - Increase broader community awareness of CTE programs, including the development of new recruitment tools and materials.
- Secondary and Postsecondary:
 - Develop and implement strategies to promote pathways to non-traditional students.

Quality & Pathways Alignment

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.
- Secondary and Postsecondary:
 - Explore regional or program-specific advisory boards.

Integration of Core Academic Subjects

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

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.
 - Improve collaboration at the curricular level to enable Early College CTE courses to count for high school CTE credit and meet a postsecondary CTE program degree requirement.

Workforce Readiness & Industry-Recognized Credentials

- Secondary:
 - Expand direct pathways from secondary to workforce by identifying and aligning programs and IRCs that prepare students for in-demand, living wage occupations in Hawai'i.
- Secondary and Postsecondary:
 - 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.
 - Improve tracking of student credential attainment and associated workforce outcomes.

Equipment

- Secondary:
 - Ensure educators have adequate knowledge of proper equipment maintenance and usage.
- Secondary and Postsecondary:
 - Provide technology and equipment for CTE that meet current industry standards.

Facilities

- Secondary and Postsecondary:
 - Ensure facilities for CTE are safe, sufficient in size, and meet current industry standards.

Professional Development

- Secondary and Postsecondary:
 - Provide CTE educators with opportunities for professional development in high-need areas, including instructional practices, program-of-study specific training, 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.

Staffing

- Secondary and Postsecondary:
 - 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.

Partnerships

Work-Based Learning

- Secondary:
 - Increase industry connectivity and support for WBL within HIDOE schools, including through WBL intermediaries.
 - 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.
 - Improve coordination and data tracking of WBL opportunities and student participation.

College & Career Navigation

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: Maintain wraparound student support services to improve student retention.
- Secondary and Postsecondary: Improve the vertical alignment of counseling and advising systems between secondary and postsecondary.

A Native Hawaiian Sense of Place

Integration of Place-Based and Culture-Based Education in CTE

- Secondary:
 - Improve CTE educators' knowledge of place-based and culture-based education and best practices for implementation within CTE.
- Postsecondary:
 - Maintain support systems for Native Hawaiian students amid federal funding uncertainty.

APPENDICES

APPENDIX A: METHODOLOGY

Hawai'i P-20 and AE Consulting 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 AE Consulting 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.¹⁴ Each HIDOE high school and UHCC was required to submit a CLNA between September and November 2025, via an online form created by AE Consulting. AE Consulting received 46 CLNA submissions from HIDOE high schools (100% response rate) and seven 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. AE Consulting analyzed the collective CLNA submissions to identify key themes and common areas of need.

2. Educator & Administrator Survey

Hawai'i P-20 and AE Consulting designed and administered a survey of educators, administrators, and counselors ($n = 47$) to gather additional input on the size, scope, and quality of CTE pathways at their schools, as well as recommendations for improvement.¹⁵ The survey did not collect any personally identifiable data.

¹⁴ A sample of the CLNA template provided to the HIDOE high schools can be found in Appendix B.

¹⁵ The survey questions can be found in Appendix D.

3. Stakeholder Meetings

Hawai'i P-20 and AE Consulting conducted three stakeholder meetings with:

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

During each stakeholder meeting, Hawai'i P-20 and AE Consulting presented the need areas from the 2023 CLNA for reflection and discussion on how these needs have evolved over the past two years.

4. Stakeholder Interviews

Hawai'i P-20 and AE Consulting conducted supplemental interviews with four additional stakeholders from workforce development boards and/or representing students in special populations.

APPENDIX B: SCHOOL-LEVEL CLNA TEMPLATE

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 in Section A, the labor market data resources provided in Section E, and the version of the Hawai'i Quality Pathways Self-Assessment provided in Section F.

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.

APPENDIX C: HAWAII 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 AE Consulting 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]
- How can CTE staffing be improved at your school? [OPEN-ENDED]
- CTE educators and staff at my school have adequate access to professional development opportunities. [RATE]
- How can professional development opportunities for CTE teachers and staff be improved? [OPEN-ENDED]
- My school successfully recruits and retains staff to support CTE students. [RATE]
- 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:
 - Students with a disability
 - Students from economically disadvantaged families
 - Students preparing for non-traditional fields
 - Students who are English learners
 - Students who are homeless
 - Students who are parenting youth
 - Students with a parent who is a member of the armed forces and is on active duty
 - Students who are Native Hawaiian
 - Other [WRITE-IN]
 - 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]
 - 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]
 - 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]
 - 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]
 - 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]
 - 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]
 - 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]