
A BILL FOR AN ACT

RELATING TO WORKFORCE DEVELOPMENT.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:

1 **PART I**

2 SECTION 1. The legislature finds that, pursuant to Act
3 283, Session Laws of Hawaii 2007, the legislature established
4 the educational workforce working group to examine and address
5 various issues relating to workforce needs and methods for
6 increase the workforce supply in the State. The educational
7 workforce working group prepared and submitted a report to the
8 legislature, which included seven sets of recommendations with
9 twenty-five action steps. The legislature further finds that
10 there are, among other things, issues of implementation of the
11 recommendations that the educational workforce working group
12 must continue to address to ensure that its work is completed.

13 The purpose of this Act is to implement several of the
14 educational workforce working group's recommendations for
15 addressing workforce development issues in the State by:

- 16 (1) Creating unique identifiers for students grades
17 kindergarten to twelve as they move into the workforce



1 effective assessment system should not only measure the impact
2 on academic achievement attributable to the reforms, but also
3 the long-term impact on achievement in terms of careers and
4 earnings. Without the ability to track the ultimate results of
5 new programs and additional resources devoted to educational
6 reform, resources could be wasted or misdirected in marginally
7 effective efforts.

8 The legislature further finds that, currently, no one
9 agency maintains or collects the data needed for a tracking
10 system that monitors enrollment in education systems,
11 educational outcomes, participation in programs, and workforce
12 participation. Cooperation among the agencies is essential to
13 gathering and utilizing relevant information.

14 Currently, there are a number of efforts underway to
15 improve the assessment of student performance. The Hawaii P-20
16 initiative is piloting a reporting system that tracks students
17 longitudinally from the department of education to the
18 University of Hawaii. The State has also received a grant from
19 the National Governors Association to develop an outcomes
20 accounting system to assess the effectiveness of science,
21 technology, engineering, and mathematics initiatives passed in
22 regular session of 2007. These efforts provide a starting point



1 for the development of a comprehensive performance measuring
2 system.

3 The purpose of this part is to establish and appropriate
4 funds for a comprehensive database for tracking students from
5 grades kindergarten to twelve and beyond as they move into the
6 workforce.

7 SECTION 3. The department of education shall convene the
8 appropriate agencies, including but not limited to the
9 University of Hawaii and the department of labor and industrial
10 relations, to examine current and emerging programs seeking to
11 track student progress and develop a comprehensive tracking
12 system for students beginning in grades kindergarten to twelve,
13 and beyond, as they move into the workforce; provided that

- 14 (1) The system shall include the creation of unique
15 identifiers for each student;
- 16 (2) The University of Hawaii, department of labor and
17 industrial relations, and any other appropriate agency
18 shall work together with the department of education
19 to develop a data sharing agreement to amass the
20 complete range of data within the system; and



1 The purpose of this part is to establish a community-based
2 exchange coordinator position in the department of education to
3 facilitate partnerships with businesses and organizations in the
4 community. This part shall also appropriate funds for the
5 coordinator position, necessary support staff, and supplies and
6 equipment for operations, as well as for the enhancing the
7 department of education volunteer website to include sixty-four
8 public schools.

9 SECTION 6. Chapter 302A, Hawaii Revised Statutes, is
10 amended by adding a new section to be appropriately designated
11 and to read as follows:

12 "§302A- Community-based exchange coordinator. (a) The
13 department shall establish one permanent civil service exempt
14 full-time equivalent community-based exchange coordinator
15 position to facilitate and promote volunteerism and community
16 partnerships within the public schools to build sustainable
17 relationships for stronger learning communities and quality
18 education.

19 (b) The community-based exchange coordinator shall be
20 responsible for nurturing stronger partnerships between the
21 community and the schools through the establishment of
22 partnerships that shall generate, among other things:



- 1 (1) Additional funding;
- 2 (2) Mentorship opportunities;
- 3 (3) Volunteer opportunities;
- 4 (4) Internship opportunities;
- 5 (5) Tutoring services; and
- 6 (6) Professional advice and assistance for robotics and
- 7 other academic and after-school programs.
- 8 (c) Community partnerships may be established with any
- 9 for-profit, faith-based, private, nonprofit, or other
- 10 organizations in the community."

11 SECTION 7. There is appropriated out of the general
12 revenues of the State of Hawaii the sum of \$100,000 or so much
13 thereof as may be necessary for fiscal year 2008-2009 for:

- 14 (1) One permanent full-time equivalent (1.0 FTE)
- 15 community-based exchange coordinator position as
- 16 established by this part;
- 17 (2) One permanent full-time equivalent (1.0 FTE)
- 18 administrative assistant to the community-based
- 19 exchange coordinator position; and
- 20 (3) Any necessary travel expenses, equipment, and
- 21 supplies.



1 The sum appropriated shall be expended by the department of
2 education for the purposes of this part.

3 SECTION 8. There is appropriated out of the general
4 revenues of the State of Hawaii the sum of \$75,000 or so much
5 thereof as may be necessary for fiscal year 2008-2009 for the
6 enhancement of the department of education volunteer website to
7 include sixty-four schools.

8 The sum appropriated shall be expended by the department of
9 education for the purposes of this part.

10 **PART IV**

11 SECTION 9. Section 302A-401, Hawaii Revised Statutes, is
12 amended by amending subsection (a) to read as follows:

13 "(a) There is created in the department the running start
14 program to permit eligible students to enroll in any qualified
15 course offered by the University of Hawaii system[-] and offer
16 eligible students opportunities to participate in internships
17 established by the community-based exchange or the department."

18 **PART V**

19 SECTION 10. Section 302A-1135, Hawaii Revised Statutes, is
20 amended to read as follows:

21 "[+]§302A-1135[+] **Penalty.** (a) If any child of school
22 age persists in being absent from school, an administrative

1 hearings officer, upon a proper petition, citation, or complaint
2 being made by a teacher or any other officer or agent of the
3 department, or police officer, or any other person, shall cause
4 the child, and the child's parent or guardian or other person
5 having charge of the child, to be summoned to appear before the
6 administrative hearings officer. Upon a determination by an
7 administrative hearings officer that the person responsible for
8 the child did not use proper diligence to enforce the child's
9 regular attendance at school, the responsible party shall be
10 fined:

- 11 (1) Not more than \$500 for a first offense;
12 (2) Not more than \$700 for a second offense; and
13 (3) Not more than \$900 for a third offense and any
14 subsequent offenses.

15 Any action taken to impose or collect the penalty provided in
16 this subsection shall be considered a civil action.

17 (b) If any child of school age persists in [~~absenting~~
18 ~~oneself~~] being absent from school, the family court [~~judge~~],
19 upon a proper petition, citation, or complaint being made by the
20 [~~schoolteacher~~] teacher or any other officer or agent of the
21 department, or police officer, or any other person, shall cause
22 the child, and the [~~father or mother,~~] parent, guardian, or



1 other person having charge of the child, to be summoned to
2 appear before the ~~[judge-]~~ court. Upon ~~[its being proved]~~
3 determination by the court that the person responsible for the
4 child had not used proper diligence to enforce the child's
5 regular attendance at school, the responsible party shall be
6 [guilty]:

- 7 (1) Guilty of a petty misdemeanor[-] and sentenced to at
8 least fifty hours but not more than two hundred fifty
9 hours of community service for a first offense;
10 (2) Guilty of a misdemeanor and sentenced to at least
11 fifty hours but not more than three hundred fifty
12 hours of community service for a second offense; and
13 (3) Guilty of a misdemeanor and sentenced to at least
14 fifty hours but not more than four hundred fifty hours
15 of community service for a third offense and any
16 subsequent offenses.

17 (c) If a child of more than eleven years of age persists
18 in being absent from school, an administrative hearings officer,
19 upon a proper petition, citation, or complaint being made by a
20 teacher or any other officer or agent of the department, or
21 police officer, or any other person, shall cause the child, and
22 the parent, guardian, or other person having charge of the



1 child, to be summoned to appear before the administrative
2 hearings officer. Upon determination by the administrative
3 hearings officer that the child did persist in being absent from
4 school, the administrative hearings officer shall:

5 (1) Place the child under formal school supervision and
6 require the child to be placed under detention for:

7 (A) At least fifty hours but not more than two
8 hundred fifty hours for a first offense;

9 (B) At least fifty hours but not more than three
10 hundred fifty hours for a second offense; and

11 (C) At least fifty hours but not more than four
12 hundred fifty hours for a third offense and any
13 subsequent offenses; and

14 (2) Order a principal to prohibit the child from
15 participating in one or more co-curricular activities
16 for:

17 (A) At least eight school days but not more than
18 forty-two school days for a first offense;

19 (B) At least twenty-five school days but not more
20 than fifty-eight school days for a second
21 offense; and



1 (C) At least forty-two school days but not more than
2 seventy-five school days for a third offense and
3 any subsequent offenses.

4 Any action taken to impose or enforce the penalty provided for
5 in this subsection shall be considered a civil action.

6 (d) If a child of more than eleven years of age persists
7 in being absent from school, the family court, upon a proper
8 petition, citation, or complaint being made by a teacher or any
9 other officer or agent of the department, or police officer, or
10 any other person, shall cause the child, and the parent,
11 guardian, or other person having charge of the child, to be
12 summoned to appear before the court. Upon a determination by
13 the court that the child did persist in being absent from
14 school, the family court shall render at least one of the
15 following:

16 (1) Order the examiner of drivers in the county to suspend
17 the child's driver's license or instruction permit
18 for:

19 (A) At least eight calendar days but not more than
20 forty-two calendar days for a first offense;



1 (B) At least twenty-five calendar days but not more
2 than fifty-eight calendar days for a second
3 offense; and

4 (C) At least forty-two calendar days but not more
5 than seventy-five calendar days for a third
6 offense and any subsequent offenses,

7 if the student has a driver's license or learner's
8 permit; or

9 (2) Place the student under home detention or curfew,
10 using electronic monitoring and surveillance, during
11 those hours of the day and days of the week when the
12 student is not required to attend school or perform
13 detention.

14 (e) Nothing in this section shall be construed to require
15 a teacher or any other officer or agent of the department, or
16 police officer, or any other person who makes a petition,
17 citation, or complaint pursuant to this section to exhaust the
18 administrative remedies provided in this section before bringing
19 an action for relief in family court.

20 (f) This section shall not apply to any child not liable
21 to compulsory attendance at school."



1 SECTION 11. Section 571-11, Hawaii Revised Statutes, is
2 amended to read as follows:

3 "**§571-11 Jurisdiction; children.** Except as otherwise
4 provided in this chapter[~~-~~] and section 302A-1135, the court
5 shall have exclusive original jurisdiction in proceedings:

6 (1) Concerning any person who is alleged to have committed
7 an act prior to achieving eighteen years of age which
8 would constitute a violation or attempted violation of
9 any federal, state, or local law or municipal
10 ordinance. Regardless of where the violation
11 occurred, jurisdiction may be taken by the court of
12 the circuit where the person resides, is living, or is
13 found, or in which the offense is alleged to have
14 occurred[~~-~~];

15 (2) Concerning any child living or found within the
16 circuit:

17 (A) Who is neglected as to or deprived of educational
18 services because of the failure of any person or
19 agency to exercise that degree of care for which
20 it is legally responsible[~~-~~];



- 1 (B) Who is beyond the control of the child's parent
- 2 or other custodian or whose behavior is injurious
- 3 to the child's own or others' welfare;
- 4 (C) Who is neither attending school nor receiving
- 5 educational services required by law whether
- 6 through the child's own misbehavior or
- 7 nonattendance or otherwise; or
- 8 (D) Who is in violation of curfew;
- 9 (3) To determine the custody of any child or appoint a
- 10 guardian of any child[-];
- 11 (4) For the adoption of a person under chapter 578[-];
- 12 (5) For the termination of parental rights under sections
- 13 571-61 to 571-63[-];
- 14 (6) For judicial consent to the marriage, employment, or
- 15 enlistment of a child, when such consent is required
- 16 by law[-];
- 17 (7) For the treatment or commitment of a mentally
- 18 defective, mentally retarded, or mentally ill
- 19 child[-];
- 20 (8) Under the Interstate Compact on Juveniles under
- 21 chapter 582[-];



- 1 (9) For the protection of any child under chapter 587[-];
2 and
3 (10) For a change of name as provided in section
4 574-5(a)(2)(C)."

5 **PART VI**

6 SECTION 12. Act 283, Session Laws of Hawaii 2007, is
7 amended as follows:

8 1. By adding a new section to read:

9 "SECTION 1A. The educational workforce working group shall
10 create a website for the dissemination of information regarding
11 workforce development resources, initiatives, and programs
12 within the State."

13 2. By amending sections 1 and 2 to read:

14 "SECTION 1. (a) There is established an educational
15 workforce working group within the department of labor and
16 industrial relations for administrative purposes only. The
17 chairperson of the workforce development council or the
18 chairperson's designee shall convene the first meeting of the
19 educational workforce working group no later than August 1,
20 2007, at which time the members shall select a chair, to examine
21 and address the following issues:



- 1 (1) How well the workforce needs of Hawaii are currently
2 being met;
- 3 (2) How prepared the State is to meet the workforce needs
4 of the future;
- 5 (3) What recommendations can be made to improve Hawaii's
6 educational system to fulfill the workforce needs of
7 the future;
- 8 (4) What is the current relationship between the public
9 schools and emerging industries;
- 10 (5) What percentage of high school students participate in
11 any form of vocational or professional training
12 outside of the school setting;
- 13 (6) What aspects of high school curriculum, standards, and
14 assessment strategies have a direct relationship to
15 the State's future workforce needs;
- 16 (7) What are the challenges or impediments to creating a
17 more direct relationship between schools and economy-
18 driving industries of the State;
- 19 (8) How might autonomous schools-within-schools, magnet
20 schools, specialized schools, and charter schools be
21 better used to create more direct links between high



1 schools and economy-driving industries of the State;
2 and

3 (9) How might the size of public schools, the distribution
4 of discretionary funding, the decentralized authority
5 of school community councils or charter school local
6 school boards, and other organizational reforms be
7 better used to satisfy the workforce development needs
8 of the information and technology age.

9 (b) The educational workforce working group shall submit a
10 report on its findings and recommendations regarding the issues
11 set forth in subsection (a), including any recommendations and
12 proposed legislation, to the legislature no later than twenty
13 days prior to the convening of the regular [~~session~~] sessions of
14 2008[-], 2009, and 2010; provided that the 2009 and 2010 reports
15 shall also include information on the progress of the working
16 group and any initiatives or programs implemented as a result of
17 this Act.

18 (c) The membership of the educational workforce working
19 group shall be as follows:

20 (1) Two representatives appointed by the president of the
21 senate;



- 1 (2) Two representatives appointed by the speaker of the
2 house of representatives;
- 3 (3) The director of business, economic development, and
4 tourism or the director's designee;
- 5 (4) The superintendent of education or the
6 superintendent's designee;
- 7 (5) Two representatives from the University of Hawaii
8 system; provided that at least one shall be the
9 chancellor of a community college;
- 10 (6) Two high school principals appointed by the
11 superintendent of education from the high school
12 principals leadership group;
- 13 (7) The executive director of the Hawaii P-20 council or
14 the executive director's designee;
- 15 (8) The chairperson of the workforce development council
16 or the chairperson's designee;
- 17 (9) The president and chief executive officer of
18 Enterprise Honolulu or the president and chief
19 executive officer's designee;
- 20 (10) The president of the Hawaii Science and Technology
21 Council or the president's designee;



1 (11) The president and chief executive officer of the
2 Hawaii Community Foundation or the president and chief
3 executive officer's designee; and

4 (12) The executive director of the Honolulu Community
5 Action Program or the executive director's designee.

6 SECTION 2. There is appropriated out of the general
7 revenues of the State of Hawaii the sum of \$25,000 or so much
8 thereof as may be necessary for fiscal year 2007-2008 and the
9 sum of \$ _____ or so much thereof as may be necessary for
10 2008-2009 for the educational workforce working group.

11 The sum appropriated shall be expended by the department of
12 labor and industrial relations for the purposes of this Act."

13 **PART VII**

14 SECTION 13. The legislature finds that the University of
15 Hawaii is accountable to the legislature and should be
16 accountable for its funds in a manner that is consistent across
17 the campuses and understandable by the legislature and the
18 public. This necessitates that the goals of the system's
19 strategic plan shall be measurable terms that relate to fiscal
20 allocations. The overall purpose of this measure is to
21 delineate and require the University of Hawaii to implement an
22 incentives and performance based budgeting system.



1 The University of Hawaii has been developing a long-term
2 financial plan pursuant to a request from the legislature to
3 establish such a plan under Senate Concurrent Resolution No.
4 137, adopted in 2007. Additionally, Senate Concurrent
5 Resolution No. 79, adopted in 2007, requested the University of
6 Hawaii to report on the linking of funding for individual
7 campuses and performance goals, which would require the
8 University of Hawaii to develop a budgeting system that reflects
9 achievements, challenges, and needs.

10 Presently, the University of Hawaii's operational funding
11 is determined each fiscal biennium based on specific program and
12 personnel requests. In addition, supplemental budget requests
13 are prepared for the second year of each fiscal biennium to
14 address unforeseen issues and funding deficiencies that have
15 arisen after the biennium budget has been approved and funds
16 allocated. State appropriations for the University of Hawaii
17 fluctuate based on current spending needs and state general
18 revenue levels.

19 As a guide, the University of Hawaii system strategic plan
20 was prepared in 2002 as a means for the university to chart its
21 course through 2010. The strategic plan outlined the University
22 of Hawaii's vision, mission, commitments and core values, and



1 planning imperatives. The plan identified the following key
2 strategic goals for the university as a means of advancing its
3 strategic imperatives, including:

- 4 (1) Educational effectiveness and student success;
- 5 (2) A learning, research, and service network;
- 6 (3) A model local, regional, and global university;
- 7 (4) Investment in faculty, staff, students, and their
8 environment; and
- 9 (5) Resources and stewardship.

10 During fiscal year 2007-2008, the University of Hawaii
11 reexamined its strategic plan to update it for the next eight
12 years. As the only public higher education institution in the
13 State, the University of Hawaii is largely responsible for
14 helping the State meet its higher education needs, which
15 include:

- 16 (1) Increasing the educational capital of the State;
- 17 (2) Expanding workforce development initiatives;
- 18 (3) Assisting in diversifying the economy; and
- 19 (4) Addressing underserved regions and populations of the
20 State, particularly the native Hawaiian population.

21 These goals are being incorporated into the strategic plan that
22 will guide the university through 2015.



1 The next step is to develop a finance plan to reach the
2 strategic goals. The goal is to develop an educational compact
3 that would define long-term goals to address Hawaii's major
4 economic challenges and align the University of Hawaii to the
5 achievement of these goals. In turn, the university would be
6 accountable for meeting performance standards. The higher
7 education compact would be used to clearly link funding for the
8 university with specific goals and performance measures.

9 Developing the educational compact requires delineating a
10 finance plan which would link the strategic plan goals to
11 accompanying funding. Thus, there will be a long-term component
12 to the financial plan that indicates the long-term costs of
13 achieving the strategic goals and by providing long-term funding
14 targets for each institution within the University of Hawaii
15 system. There will also be a medium-term component to the
16 finance plan that will cover three biennium periods, starting
17 with the 2009-2011 biennium budget and extending to 2015 to
18 cover the same period as the strategic plan. The finance plan
19 will outline the financial costs to achieve the strategic plan
20 and will be based on measurable goals.

21 The long-term component will include the following:



- 1 (1) Base operating funds- the ongoing fiscal obligations
2 that need to be adjusted for inflation and obligations
3 such as collective bargaining;
- 4 (2) Capital improvement funding- annual and deferred
5 maintenance obligations; and
- 6 (3) Incentive and performance outcome funding- funds
7 provided as a result of achieving specific performance
8 goals.

9 The legislature is concerned that the University of Hawaii
10 has not been providing the type of information that the
11 legislature needs to make decisions about the allocation of
12 funds to the university. During the 2004-2005 fiscal year, the
13 university was allocated \$777 million for its operating costs.
14 Although the budget of the University of Hawaii was
15 approximately ten per cent of the entire executive budget, the
16 university could not provide timely information about finances
17 to the legislature; therefore, the legislature initiated a
18 systemwide financial audit.

19 The first phase of the audit was conducted in the fall of
20 2005 and focused on the University of Hawaii at Manoa. The
21 second phase of the audit focused on the University of Hawaii
22 system and the remaining campuses. The auditor found in both



1 phases of the audit that the university "struggles to
2 demonstrate accountability." See *Systemwide Financial Audit of*
3 *the University of Hawaii System: Phase II* (December 2007).

4 The legislature supports the development of a systematic
5 approach to budgeting and expenditures that is related to
6 strategic planning goals. The evaluation of effectiveness would
7 measure the progress towards planned, measurable goals and
8 objectives. Future funding will reflect this ongoing
9 responsibility.

10 Critical to the outcome-based process is the development of
11 a database that translates traditional student information into
12 the new, outcome-oriented tracks, defines and collects new data,
13 and establishes a structure that gathers follow-up information
14 on students once they are no longer enrolled in the institution.
15 Therefore, there is a need to define key student and program
16 outcomes, create the tracking system to gather data that can be
17 compared over time and link fiscal requests for use of the
18 university-generated and state-allocated funds to strategic
19 outcomes.

20 Of particular concern in recent years has been the
21 percentage of high school graduates entering college, or the
22 "going rate." The number of high school graduates entering



1 college has decreased from forty-six per cent in 1970 to 32.1
2 per cent in 2006. The national average is over fifty per cent,
3 thus, the university should be focusing on increasing the
4 percentage of students entering and completing programs that
5 benefit the State.

6 To assure that the student reaches the graduating level, a
7 special effort should be made to increase retention, transfer,
8 and graduation rates. Retention rates are the percentage of
9 students who remain enrolled at the same institution. The
10 average one-year restoration rate for first-time students at the
11 Manoa campus is seventy-nine per cent, compared to approximately
12 eighty-five per cent for peer universities. The rate for the
13 University of Hawaii at Hilo is even lower. Thus, the
14 University of Hawaii four-year colleges need to increase their
15 retention rates.

16 With the development of the University of Hawaii community
17 colleges, it is important to know the graduation rates and the
18 rate of transfer to four-year colleges or universities. The
19 good news is that the rate of transfers from the University of
20 Hawaii community colleges has been increasing since 2003. The
21 graduation rate within the University of Hawaii system is low.
22 The graduation rate from the University of Hilo is approximately



1 thirty per cent. The University of Hawaii community colleges
2 graduation rate is approximately fifteen per cent. These rates
3 are low when compared to national peers. Therefore, the
4 strategic plan and the outcome-based performance measures should
5 include data and analyses related to retention, transfer, and
6 graduation.

7 Another issue that requires the attention of the University
8 of Hawaii is the workforce shortage problem. In 2007, the
9 projected annual job openings in Hawaii that required education
10 beyond high school were 13,266 jobs. The annual production of
11 degrees and certificates at the University of Hawaii is
12 approximately 7,000 with the private sector of postsecondary
13 education providing another 3,400. Thus, the State job gap was
14 about 2,900. The gaps are more pronounced in certain shortage
15 areas, particularly teaching, nursing, computer science, social
16 work, middle management in travel industry management,
17 hospitality, and food preparation. The university needs to
18 include a focus on workforce shortage areas and include in its
19 annual report how it is meeting those needs.

20 The purpose of this part is to require the University of
21 Hawaii to develop an incentive and performance outcome funding



1 component for the long-range finance plan. This requirement
2 shall attempt to accomplish the following:

- 3 (1) Increasing the legislative and public support for
4 higher education;
- 5 (2) Allocating funds through a dual approach of incentives
6 and performance-based funding;
- 7 (3) Monitoring the general condition of the University of
8 Hawaii system;
- 9 (4) Identifying potential sources of problems or areas for
10 improvement;
- 11 (5) Improving the effectiveness and efficiency of colleges
12 and universities within the University of Hawaii
13 system;
- 14 (6) Focusing college and university efforts on State
15 priorities and goals;
- 16 (7) Assessing progress on State priorities and goals to
17 improve graduate and undergraduate education; and
- 18 (8) Improving consumer information on higher education.

19 SECTION 14. (a) The University of Hawaii shall develop
20 outcome measures for approximately two per cent of its annual
21 budget; provided that up to two per cent of the university's



1 budget shall be used to support incentives to carry out the
2 University of Hawaii strategic plan; provided further that:

3 (1) During the 2009-2011 fiscal biennium, forty per cent
4 of the funds may be used to develop incentive plans
5 that have measurable performance outcomes and sixty
6 per cent of the funds shall be provided to the
7 departments and campuses that have reached their
8 performance goals; and

9 (2) Beginning with the 2012 fiscal year, twenty per cent
10 of the funds may be used to develop incentive plans
11 that have measurable performance outcomes and eighty
12 per cent of the funds shall be provided to departments
13 and campuses that have reached their performance
14 goals.

15 (b) The University of Hawaii shall include within its
16 strategic plan, measurable goals and performance-based outcome
17 data.

18 (c) The University of Hawaii shall collect and maintain
19 records of the following data, which shall be utilized in
20 formulating the 2009 annual report required under subsection

21 (d):



- 1 (1) Regular admissions standards and comparisons of
- 2 entering students to these standards;
- 3 (2) Remediation activities and indicators of remedial
- 4 effectiveness;
- 5 (3) Enrollment, retention, and graduation data by gender,
- 6 ethnicity, and program;
- 7 (4) Total student credit hours produced by institution and
- 8 discipline;
- 9 (5) Amount of tuition collected and how the tuition was
- 10 expended;
- 11 (6) Transfer rates to and from two-year and four-year
- 12 colleges or universities;
- 13 (7) Total degrees awarded by institution and program and
- 14 time to degree;
- 15 (8) Pass rates on professional licensure examinations;
- 16 (9) Placement data on graduates;
- 17 (10) Results of follow-up satisfaction studies of alumni,
- 18 students, parents, and employers;
- 19 (11) Faculty workload and productivity data;
- 20 (12) Number and percentage of accredited and eligible
- 21 programs; and
- 22 (13) External or sponsored research funds.



1 (d) The University of Hawaii shall prepare an annual
2 report in November of each year that reflects the University of
3 Hawaii's strategic plan and the following goals and includes the
4 data and analyses from the performance outcome measures that
5 facilitate the decision making process for the allocation of
6 funds to the university:

7 (1) Education quality and effectiveness- emphasizing
8 undergraduate and graduate teaching and learning.
9 Data may include standardized entrance scores; number
10 of students in remediation; effectiveness of
11 remediation; availability of academic programs; amount
12 of financial commitment to instruction; student-
13 faculty ratios; class size; percentage of students
14 taking at least one course with fewer than fifteen
15 students; student assessment results; student
16 performance on nationally-normed examinations; type of
17 faculty teaching lower-division courses; time to
18 degree completion; course demand analysis; graduation
19 rates; performance of graduates on licensure
20 examinations; job placement rates; graduate and
21 employer satisfaction; number of degrees awarded by
22 discipline; and number of degrees granted;



- 1 (2) Access-diversity equity- changing demographics and the
2 changing needs of the student population, including
3 persistence and graduation rates by ethnicity and
4 gender, availability of financial aid, faculty
5 diversity, college participation rates, progress in
6 affirmative action, and student demographics compared
7 to the state population demographics;
- 8 (3) Efficiency and productivity- how well and at what cost
9 particular goals or priorities are met, including
10 program costs, time to degree and number of credits by
11 institution and degree, classroom and laboratory
12 utilization, changes to students, state appropriations
13 per capita and per resident student, total contact
14 hours of instruction by faculty rank, facilities
15 maintenance, average faculty salary, and student-
16 faculty ratios;
- 17 (4) Contribution to state needs- concerns about workforce
18 development and economic competitiveness issues,
19 including what programs have been modified or added to
20 meet employer needs, the number of graduates in
21 critical employment fields, the economic impact on the



1 state of graduates, and the continuing education
 2 patterns; and
 3 (5) Connection and contribution to other education
 4 sectors- concerning the educational system as a whole,
 5 including effectiveness of remedial education,
 6 feedback on performance to high schools, and research
 7 and service in support of public education.

PART VIII

8
 9 SECTION 15. There is appropriated out of the general
 10 revenues of the State of Hawaii the sum of \$ or so
 11 much thereof as may be necessary for fiscal year 2008-2009 for
 12 working adult scholarships for individuals who are over eighteen
 13 years of age and who are seeking to pursuing training or
 14 instruction to establish a second career in employment-shortage
 15 areas, such as nursing, teaching, agriculture, and science,
 16 technology, engineering, or mathematics fields.

17 The sum appropriated shall be expended by the department of
 18 labor and industrial relations for the purposes of this part.

PART IX

19
 20 SECTION 16. This Act does not affect rights and duties
 21 that matured, penalties that were incurred, and proceedings that
 22 were begun, before its effective date.





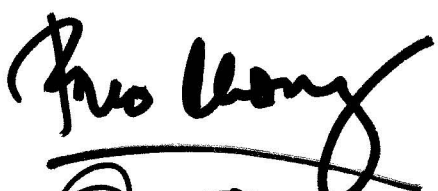
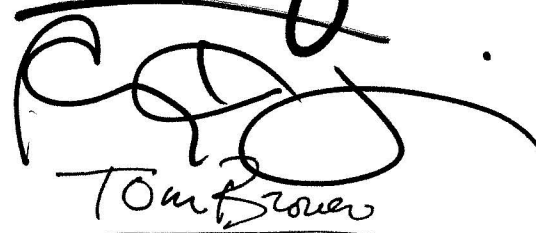


1 SECTION 17. If any provision of this Act, or the
2 application thereof to any person or circumstance is held
3 invalid, the invalidity does not affect other provisions or
4 applications of the Act, which can be given effect without the
5 invalid provision or application, and to this end the provisions
6 of this Act are severable.

7 SECTION 18. Statutory material to be repealed is bracketed
8 and stricken. New statutory material is underscored.

9 SECTION 19. This Act shall take effect on July 1, 2008;
10 provided that sections 10, 11, 12, and part VII of this Act
11 shall take effect upon approval.

12

INTRODUCED BY: 





Tom Sawyer

JAN 22 2008



Report Title:

Workforce Development; Omnibus; Appropriation

Description:

Address workforce development issues within the State through various initiatives, programs, and appropriations. Extends the educational workforce working group two years.

