

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,
3 for administrative purposes only, to be housed within a
4 nonprofit organization in Hawaii by contact with the department
5 of education, such as Hawaii 3R's, to facilitate partnerships
6 with businesses and organizations in the community. This part
7 shall also appropriate funds for the coordinator position,
8 necessary support staff, and supplies and equipment for
9 operations, as well as for the enhancing the department of
10 education volunteer website to include sixty-four public
11 schools.

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

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



1 (b) The community-business education exchange coordinator
2 shall be responsible for nurturing stronger partnerships between
3 the community and the schools through the establishment of
4 partnerships that shall generate, among other things:

- 5 (1) Additional funding;
- 6 (2) Mentorship opportunities;
- 7 (3) Volunteer opportunities;
- 8 (4) Internship opportunities;
- 9 (5) Tutoring services; and
- 10 (6) Professional advice and assistance for robotics and
11 other academic and after-school programs.

12 The coordinator shall facilitate the interface of community
13 resources and school needs and ensure the delivery of resources
14 to those current needs.

15 (c) Community partnerships may be established with any
16 for-profit, faith-based, private, nonprofit, or other
17 organizations in the community."

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



1 course offered by the University of Hawaii system[-] and offer
2 eligible students opportunities to participate in internships
3 established by the community-business education exchange or the
4 department."

5 PART V

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

8 "[-]§302A-1135[+] **Penalty.** (a) If any child of school
9 age persists in being absent from school, an administrative
10 hearings officer, upon a proper petition, citation, or complaint
11 being made by a teacher or any other officer or agent of the
12 department, or police officer, or any other person, shall cause
13 the child, and the child's parent or guardian or other person
14 having charge of the child, to be summoned to appear before the
15 administrative hearings officer. Upon a determination by an
16 administrative hearings officer that the person responsible for
17 the child did not use proper diligence to enforce the child's
18 regular attendance at school, the responsible party shall be
19 fined:

- 20 (1) Not more than \$500 for a first offense;
21 (2) Not more than \$700 for a second offense; and



1 (3) Not more than \$900 for a third offense and any
2 subsequent offenses.
3 Any action taken to impose or collect the penalty provided in
4 this subsection shall be considered a civil action.

5 (b) If any child of school age persists in [~~absenting~~
6 ~~oneself~~] being absent from school, the family court [~~judge~~],
7 upon a proper petition, citation, or complaint being made by the
8 [~~schoolteacher~~] teacher or any other officer or agent of the
9 department, or police officer, or any other person, shall cause
10 the child, and the [~~father or mother,~~] parent, guardian, or
11 other person having charge of the child, to be summoned to
12 appear before the [~~judge,~~] court. Upon [~~its being proved~~]
13 determination by the court that the person responsible for the
14 child had not used proper diligence to enforce the child's
15 regular attendance at school, the responsible party shall be
16 [~~guilty~~]:

17 (1) Guilty of a petty misdemeanor[-] and sentenced to at
18 least fifty hours but not more than two hundred fifty
19 hours of community service for a first offense;

20 (2) Guilty of a misdemeanor and sentenced to at least
21 fifty hours but not more than three hundred fifty
22 hours of community service for a second offense; and



1 (3) Guilty of a misdemeanor and sentenced to at least
2 fifty hours but not more than four hundred fifty hours
3 of community service for a third offense and any
4 subsequent offenses.

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

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

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

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



1 (C) At least fifty hours but not more than four
2 hundred fifty hours for a third offense and any
3 subsequent offenses; and

4 (2) Order a principal to prohibit the child from
5 participating in one or more co-curricular activities
6 for:

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

9 (B) At least twenty-five school days but not more
10 than fifty-eight school days for a second
11 offense; and

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

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

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



1 summoned to appear before the court. Upon a determination by
2 the court that the child did persist in being absent from
3 school, the family court shall render at least one of the
4 following:

5 (1) Order the examiner of drivers in the county to suspend
6 the child's driver's license or instruction permit
7 for:

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

10 (B) At least twenty-five calendar days but not more
11 than fifty-eight calendar days for a second
12 offense; and

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

16 if the student has a driver's license or learner's
17 permit; or

18 (2) Place the student under home detention or curfew,
19 using electronic monitoring and surveillance, during
20 those hours of the day and days of the week when the
21 student is not required to attend school or perform
22 detention.



1 (e) Nothing in this section shall be construed to require
2 a teacher or any other officer or agent of the department, or
3 police officer, or any other person who makes a petition,
4 citation, or complaint pursuant to this section to exhaust the
5 administrative remedies provided in this section before bringing
6 an action for relief in family court.

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

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

11 "**§571-11 Jurisdiction; children.** Except as otherwise
12 provided in this chapter[7] and section 302A-1135, the court
13 shall have exclusive original jurisdiction in proceedings:

14 (1) Concerning any person who is alleged to have committed
15 an act prior to achieving eighteen years of age which
16 would constitute a violation or attempted violation of
17 any federal, state, or local law or municipal
18 ordinance. Regardless of where the violation
19 occurred, jurisdiction may be taken by the court of
20 the circuit where the person resides, is living, or is
21 found, or in which the offense is alleged to have
22 occurred[-];



- 1 (2) Concerning any child living or found within the
2 circuit:
- 3 (A) Who is neglected as to or deprived of educational
4 services because of the failure of any person or
5 agency to exercise that degree of care for which
6 it is legally responsible[-];i
- 7 (B) Who is beyond the control of the child's parent
8 or other custodian or whose behavior is injurious
9 to the child's own or others' welfare;
- 10 (C) Who is neither attending school nor receiving
11 educational services required by law whether
12 through the child's own misbehavior or
13 nonattendance or otherwise; or
- 14 (D) Who is in violation of curfew;
- 15 (3) To determine the custody of any child or appoint a
16 guardian of any child[-];i
- 17 (4) For the adoption of a person under chapter 578[-];i
- 18 (5) For the termination of parental rights under sections
19 571-61 to 571-63[-];i
- 20 (6) For judicial consent to the marriage, employment, or
21 enlistment of a child, when such consent is required
22 by law[-];i



1 chairperson's designee shall convene the first meeting of the
2 educational workforce working group no later than August 1,
3 2007, at which time the members shall select a chair, to examine
4 and address the following issues:

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



1 (8) How might autonomous schools-within-schools, magnet
2 schools, specialized schools, and charter schools be
3 better used to create more direct links between high
4 schools and economy-driving industries of the State;
5 and

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

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

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



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



1 allocations. The overall purpose of this measure is to
2 delineate a budgeting system.

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

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

21 As a guide, the University of Hawaii system strategic plan
22 was prepared in 2002 as a means for the university to chart its



1 course through 2010. The strategic plan outlined the University
2 of Hawaii's vision, mission, commitments and core values, and
3 planning imperatives. The plan identified the following key
4 strategic goals for the university as a means of advancing its
5 strategic imperatives, including:

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

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

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



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

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

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



1 The long-term component will include the following:

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

10 The purpose of this Act is to require the University of
11 Hawaii to develop an incentive and performance outcome funding
12 component for the long-range finance plan. This requirement
13 shall attempt to accomplish the following:

- 14 (1) Increasing the legislative and public support for
15 higher education;
- 16 (2) Allocating funds through a dual approach of incentives
17 and performance-based funding;
- 18 (3) Monitoring the general condition of the University of
19 Hawaii system;
- 20 (4) Identifying potential sources of problems or areas for
21 improvement;



- 1 (5) Improving the effectiveness and efficiency of colleges
2 and universities within the University of Hawaii
3 system;
- 4 (6) Focusing college, campus, department, and university
5 efforts on State priorities and goals;
- 6 (7) Assessing progress on State priorities and goals to
7 improve graduate and undergraduate education; and
- 8 (8) Improving consumer information on higher education.

9 SECTION 14. (a) The University of Hawaii shall prepare an
10 annual incentive and performance report in November of each year
11 that reflects the success of the University of Hawaii's previous
12 incentive and performance plans and proposes the plan for the
13 following year. The purpose of the annual incentive and
14 performance report is to facilitate the legislature in
15 allocating approximately two per cent of the University of
16 Hawaii annual budget to facilitate the university's strategic
17 plan and related state goals; provided that:

- 18 (1) During the 2009-2011 fiscal biennium, the focus shall
19 be on developing incentive plans that have measurable
20 performance outcomes; and



1 (2) Beginning with the 2011 fiscal year, the allocation of
2 funds shall be based on the annual incentive and
3 performance annual report.

4 (b) The University of Hawaii shall include within its
5 strategic plan, measurable goals and performance-based outcome
6 data.

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

10 (d):

11 (1) Regular admissions standards and comparisons of
12 entering students to these standards;

13 (2) Remediation activities and indicators of remedial
14 effectiveness;

15 (3) Enrollment, retention, and graduation data by gender,
16 ethnicity, and program;

17 (4) Total student credit hours produced by institution and
18 discipline;

19 (5) Amount of tuition collected and how the tuition was
20 expended;

21 (6) Transfer rates to and from two-year and four-year
22 colleges or universities;



- 1 (7) Total degrees awarded by institution and program and
- 2 time to degree;
- 3 (8) Pass rates on professional licensure examinations;
- 4 (9) Placement data on graduates;
- 5 (10) Results of follow-up satisfaction studies of alumni,
- 6 students, parents, and employers;
- 7 (11) Faculty workload and productivity data;
- 8 (12) Number and percentage of accredited and eligible
- 9 programs;
- 10 (13) External or sponsored research funds; and
- 11 (14) Any additional relevant measurable goals and
- 12 performance-based outcome data.
- 13 (d) The annual report shall describe the success of
- 14 previous incentive and performance plans by analyzing the
- 15 outcome performance measures in relation to the goals. The
- 16 report also shall propose the following year's incentive plan,
- 17 including identifying the goals and the performance outcome
- 18 measures. The annual report shall reflect the following five
- 19 state goals: education quality and effectiveness, access-
- 20 diversity-equity, efficiency and productivity, contributions to
- 21 state needs, and connection and contribution to other education



1 sectors. The data that shall be analyzed under each category
2 are delineated under the following state goals:

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

19 (2) Access-diversity-equity - changing demographics and
20 the changing needs of the student population,
21 including persistence and graduation rates by
22 ethnicity and gender, availability of financial aid,



1 faculty diversity, college participation rates,
2 progress in affirmative action, and student
3 demographics compared to the state population
4 demographics;

5 (3) Efficiency and productivity - how well and at what
6 cost particular goals or priorities are met, including
7 program costs, time to degree and number of credits by
8 institution and degree, classroom and laboratory
9 utilization, changes to students, state appropriations
10 per capita and per resident student, total contact
11 hours of instruction by faculty rank, facilities
12 maintenance, average faculty salary, and student-
13 faculty ratios;

14 (4) Contribution to state needs - concerns about workforce
15 development and economic competitiveness issues,
16 including what programs have been modified or added to
17 meet employer needs, the number of graduates in
18 critical employment fields, the economic impact on the
19 state of graduates, and the continuing education
20 patterns; and

21 (5) Connection and contribution to other education
22 sectors - concerning the educational system as a



1 whole, including effectiveness of remedial education,
2 feedback on performance to high schools, and research
3 and service in support of public education.

4 The proposed incentive and performance plan for the following
5 years shall include descriptions of proposals to be carried out
6 at the program, department, campus, or system level. The
7 incentive plan proposals shall be distributed across all levels
8 and funding shall go back to those levels if plans are
9 successful as demonstrated by their outcome performance
10 measures. The plan shall include a summary of what amount or
11 percentage of the approximately two per cent of the overall
12 incentive and performance plan budget shall be allocated to each
13 program, department, college, campus, or system level.

14 **PART VIII**

15 SECTION 15. There is appropriated out of the general
16 revenues of the State of Hawaii the sum of \$ or so
17 much thereof as may be necessary for fiscal year 2008-2009 for
18 working adult scholarships for individuals who are seeking to
19 pursue training or instruction to establish a second career in
20 employment-shortage areas, such as nursing, teaching,
21 agriculture, and science, technology, engineering, or
22 mathematics fields.



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

3 PART IX

4 SECTION 16. This Act does not affect rights and duties
5 that matured, penalties that were incurred, and proceedings that
6 were begun, before its effective date.

7 SECTION 17. If any provision of this Act, or the
8 application thereof to any person or circumstance is held
9 invalid, the invalidity does not affect other provisions or
10 applications of the Act, which can be given effect without the
11 invalid provision or application, and to this end the provisions
12 of this Act are severable.

13 SECTION 18. Statutory material to be repealed is bracketed
14 and stricken. New statutory material is underscored.

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

18

INTRODUCED BY: Norman Sakemfs
Erzanne Chun Oakland
John B. Gh...

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.

