

Date of Hearing: February 1, 2008

Committee: House Education/Higher

Education/Labor

Department: Education

Person Testifying: Patricia Hamamoto, Superintendent

Title: H.B. 2959, Relating to Workforce Development

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

Department's Position: The Department of Education (Department) supports this Bill but has reservations about four of the recommendations as currently drafted. The Department has reservations on the following recommendations, as enumerated in the Bill:

(1) The Department concurs with the benefits of a coordinated database that will provide a tracking system for outcomes accounting. Developing policies and guidelines and the interfacing of existing technologies are critical. Maintenance of the system is a concern beyond the initial appropriation of funds.

(2) In order to keep within the budget for personnel positions in the second recommendation, the Department suggests that the positions of a community-based exchange coordinator and administrative assistant be specified to be defined as a program manager and clerk-typist,

respectively. In addition, the work-based learning must be closely tied to the curriculum for the coordination efforts to be effective and of benefit to all parties.

(3) The Department recommends that the section on Running Start be deleted. The language, as written in this section, may negatively impact the Department's federal Career and Technical Education funding and accountability measures.

(4) The Department suggests that the recommendation on penalties for truancy be deferred until the Workforce Working Group is able to more closely examine the issues involved. Department policies that address truancy are currently delineated in Chapter 19, and consequences for any Chapter 19 offense must be established in an official amendment process. Even understanding the growing severity of truancy issues and the need for strong consequences, the guidelines, as described in the Bill, are not consistent with the Department's intent to provide proactive and preventive actions rather than penalties. In addition, the proposed amendment to existing statutes would require additional Department resources to track, monitor and provide due process for parents and students impacted. Furthermore, penalizing parents of truant students detracts from the root causes of the issue and the rehabilitative aspects of education, and may affect family relationships, as well. Financially penalizing parents may also

negatively affect economically disadvantaged or otherwise socially
burdened families.

Funding priority for the various recommendations must be given to the
Board of Education's supplemental operating budget requests before
these measures.



Testimony to the Twenty -Fourth State Legislature, 2008 Session

House Committee on Education
The Honorable Roy M. Takumi, Chair
The Honorable Lyla B. Berg, Ph.D., Vice Chair

House Committee on Higher Education
The Honorable Jerry L. Chang, Chair
The Honorable Joe Bertram, III, Vice Chair

House Committee on Labor & Public Employment
The Honorable Alex M. Sonson, Chair
The Honorable Bob Nakasone, Vice Chair

Friday, February 1, 2008, 2:00 p.m., State Capitol, Conference Room 309

by
Frances Q.F. Wong
Senior Judge / Deputy Chief Judge
Family Court, First Circuit

WRITTEN TESTIMONY ONLY

Bill No. and Title: House Bill No. 2959, Relating to Workforce Development

Purpose: Address workforce development issues such as establishing penalties for truant students and their parents or guardians.

Judiciary's Position:

The Judiciary takes no position on the provisions in Part V of this measure.

In our experience, truancy and educational neglect can generally be traced to family dynamics and/or children with multiple problems. Although the Family Court has wide discretion in fashioning appropriate dispositions for all adjudicated minors, it may be helpful to specifically state in Part V (Section 10) in the proposed revisions in Section 10, subsections (b) and (d) of HRS Section 302A-1135, that the Family Court can make orders pertaining to parents and various state and county agencies (including the Department of Health, Department of Human Services, and the Department of Education).

Thank you for the opportunity to provide testimony on this matter.

UNIVERSITY OF HAWAI'I SYSTEM LEGISLATIVE TESTIMONY



HB 2959 – RELATING TO WORKFORCE DEVELOPMENT

Testimony Presented Before the
House Committees on Education, Higher Education,
and Labor and Public Employment

February 1, 2008 @ 2 p.m.

by

Linda K. Johnsrud
Vice President for Academic Planning and Policy
University of Hawai'i System

Testimony Presented Before the
House Committees on Education, Higher Education,
and Labor and Public Employment

February 1, 2008 at 2:00 pm

By

Linda K. Johnsrud

Vice President for Academic Planning and Policy, University of Hawai'i System

HB2959 – Relating to Workforce Development

Chairs Takumi, Chang, Sonson, Vice Chairs, and members of the Committees on Education, Higher Education, and Labor and Public Employment:

I am Linda K. Johnsrud, Vice President for Academic Planning and Policy, University of Hawai'i System. I am here to present testimony on behalf of the University on House Bill 2959, relating to workforce development.

This large and complex bill addresses workforce development in the state by proposing multiple initiatives, including developing a student tracking database, establishing a community coordinator, expanding Running Start, establishing penalties for truant students, requiring the University of Hawai'i to implement incentives and performance based budgeting, appropriating funds for working adult scholarships, and extending the Educational Workforce Working Group for two additional years.

The University supports the general intent of the bill to increase workforce supply, however, must note that the bill leaves unclear some of its purposes and overlooks current initiatives already being undertaken to meet these goals. We would suggest amendments, and would work closely with your committees, to clarify and to discuss current initiatives in order to avoid duplication or conflict.

Part VII, Section 13 of HB2959 discusses the University of Hawai'i. The reexamination of the UH System's strategic plan in 2007-2008 that is referenced in the section was a UH System initiative that linked the goals of the University's current 2002-2010 strategic

plan with the five priorities that were identified as key state needs during the Second Decade analysis which was conducted by the UH Academic Planning and Policy Office in 2006-2007. The effort to tie the University's strategic actions to state needs and to develop measurable outcomes has been ongoing for several years now.

In our reexamination of the current, 2002-2010 strategic plan, we found that although there was general agreement about current goals, measurable outcomes and timelines were needed. We therefore identified five key strategic outcomes tied to state needs in the current environment and developed performance measures for the 2008-2015 period. The five strategic outcomes are: serving native Hawaiians; increasing Hawai'i's educational capital; contributing to the state's economy; addressing critical workforce shortages and preparing students to be leaders in a global environment; and practicing exemplary stewardship over resources, all within a culture of academic excellence.

At the system level, we are proposing that each of these five outcomes be measured by two indicators. Three examples of these performance measures are: increase by three to six percent per year the number of degrees and certificates earned; increase three percent per year UH degrees in STEM fields; and increase five percent a year UH output in critical shortage areas. The complete list of *Strategic Outcomes and Performance Measures, 2008-2015*, is available on our website at: <http://www.hawaii.edu/ovppp/uhplan/strategicoutcomes.pdf>.

Tied to these overarching common goals, each of our ten campuses is identifying campus-level performance measures that are connected to their campus, their students, and their mission.

In addition to these current initiatives to reassess our strategic plan and add measurable outcomes, the University is required to produce periodic benchmark reports (Section 304A-2001, HRS). Every two years we publish *Measuring our Progress*, a report based on performance benchmarks created by the University, as required by Act 161 of the 1995 legislative session.

The significance of what we have done this year in *Strategic Outcomes and Performance Measures, 2008-2015*, is to identify performance targets for each year on the outcomes most critically tied to state needs and university goals. As part of this process, and as requested by SCR 137 and SCR 79 from the 2007 legislative session, we are developing financial plans linked with performance goals.

We would request further clarification and the opportunity to work with your committees to clarify the language of HB 2959 and delineate its relationship to other initiatives and ongoing performance reports of the University. As an example, the language in Section 14(a) that begins:

“The University of Hawai‘i shall develop outcome measures for approximately two per cent of its annual budget; provided that up to two per cent of the university’s budget shall be used to support incentives to carry out the University of Hawai‘i strategic plan;

(1) During the 2009-2011 fiscal biennium, forty per cent of the funds may be used to develop incentive plans...”

We would require further clarification about the relationship of this two percent to our base budget, to performance targets, and related incentive funding. It is not clear how the funding of the two percent will be provided. We are not opposed to performance measures and indicators, but would need clarification about the proposal in the bill and about the funding for the incentives.

Two additional examples of a need for clarification in HB2959 are the references to data collection by the University of Hawai‘i and the concept of an education compact. The University has a system of data collection, but it is not clear if we would be able to provide all of the data referenced in HB2959. Just as an example, placement data on students who already graduated (Section 14(c)(9), p. 30) might be difficult for us to collect. In addition, we would need clarification about the legislature’s definition of an education compact and how the University’s efforts would be integrated with such a compact.

I have given some examples of our questions as we read HB2959 and explained our need for clarification. The University supports the general purpose and intent of HB2959, but requests additional discussions to clarify unresolved issues. May I emphasize that the University welcomes the opportunity to work with your committees in this regard.

Thank you for the opportunity to testify.



STATE OF HAWAII
WORKFORCE DEVELOPMENT COUNCIL
DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS

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February 1, 2008

To: Representative Roy M. Takumi, Chair
Representative Lila B. Berg, Ph.D., Vice Chair
and Members of the Committee on Education

Representative Jerry L. Chang, Chair
Representative Joe Bertram, III, Vice Chair
and Members of the Committee on Higher Education

Representative Alex M. Sonson, Chair
Representative Bob Nakasone, Vice Chair
and Members of the Committee on Labor & Public Employment

From: Gregg Yamanaka, Chair
Workforce Development Council

Subject: HB2959 Relating to Workforce Development

Address workforce development issues within the State through various initiatives, programs, and appropriations. Extends the educational workforce working group two years. Hearing; Friday, February 1, 2008; 2:00 PM; Conference Room 309

The Workforce Development Council ("WDC") strongly supports HB2959, with some reservations. HB2959 includes the following:

- Part II: creates unique identifiers for students (grades kindergarten to twelve) to conduct a study as they move into the workforce, and appropriates funds,
- Part III: establishes a community-based exchange coordinator to nurture stronger partnerships between the community and the schools,
- Part IV: expands the running start program to include internships,
- Part V: establishes penalties for truant students and their parents or guardians,
- Part VI: extends the educational workforce working group established pursuant to Act 283, SLH 2007 for two additional years and provides funding,

Part VII: requires the University of Hawaii to implement incentives and performance based budgeting, and

Part VIII: appropriates funds for working adult scholarships for individuals over 18 years of age and who are seeking to pursue training or instruction to establish a second career in employment-shortage areas.

Educational Workforce Working Group

As stated in Section 1 of HB2959, Act 283, SLH 2007 established an Educational Workforce Working Group (“Working Group”) to examine and address various issues related to workforce needs and methods to increase the number of qualified workers in the state. The purpose of HB2959 is to implement several of the Working Group’s recommendations.

The Working Group met between July and December 2007, and I had the privilege of being selected to chair the Working Group. The members of the Working Group were highly engaged and committed to offering advice and guidance on each of the issues listed in the Act. The diversity of views resulted in informed and thoughtful recommendations for the State’s workforce stakeholders, which includes educators, government agencies, business and community leaders, and the Legislature.

The Working Group concluded that there is a critical and urgent need for parents, businesses, community groups, and government agencies to join in helping Hawaii’s public education system produce talented graduates that will drive a robust economy, and in so doing, ensure an increasing standard of living for themselves and their communities. Further, the Department of Education and University of Hawaii System must themselves become instruments of change and do what is necessary to achieve:

- a coordinated, articulated, seamless, efficient, and effective educational system for lifelong learning, from pre-kindergarten through lifelong learning,
- personalized education that maximizes each student’s potential,
- highly qualified and effective educators,
- institutions of excellence, and
- education facilities that support student achievement.

The Working Group’s recommendations were designed to advance Hawaii’s public education system towards these goals, and HB2959 begins the process of implementing some of the Working Group’s recommendations.

HB2959 Relating to Workforce Development

There are a number of bold proposals in HB2959 that warrant further discussion. WDC strongly supports the following features of HB2959.

- 1) The unique identifies proposed in Part II will enable current and emerging programs to track student through a comprehensive tracking system to assess performance of Hawaii’s educational reform efforts and resource allocations.

- 2) The community-based exchange coordinator proposed in Part III will facilitate a network to connect various community groups and the education system.
- 3) Expansion of the Running Start program, as proposed in Part IV, will create a senior year that is more challenging, and provide students with an opportunity to meet first-year requirements in college Career and Technical Education programs, while gaining credit towards high school graduation.
- 4) It is WDC's understanding that the attendance and punctuality measures proposed in Part V are key to getting the attention of parents and students and improving outcomes. The Working Group also found that addressing this issue would be a good initial step towards engaging increased numbers of parents and guardians in the education process.
- 5) Part VI of HB2959 proposes a two year extension of the Educational Workforce Working Group established by Act 283, SLH 2007. I am not aware of any Working Group members that are unwilling to continue to serve.
- 6) Part VII of HB2959 requires the University of Hawaii to implement incentives and performance based budgeting. The Working Group recommended development of a system of financial performance incentives to facilitate new behavior on the part of students, their parents, and institutions that would lead to the results we are trying to achieve. (The Working Group's 4th set of Recommendations.) WDC defers to the UH System on Part VII of HB2959.
- 7) Lastly, the working adults scholarships proposed in Part VIII of HB2959 will be very helpful towards increasing incumbent worker training in Hawaii. This is one of WDC priorities and consistent with the State's workforce plan.

Thank you for this opportunity to comment.

Respectfully submitted,



The Hawaii Workforce Development Council is a private-sector led body responsible for advising the governor on workforce development to support economic development and employment opportunities for all. The council is also the State Workforce Investment Board for purposes of the Workforce Investment Act ("WIA") of 1998. It assists the Governor in developing and updating comprehensive five-year strategic workforce investment plans and oversees workforce (public) investment activities in the state.

Testimony in support of HB 2959
House Committees on Education, Higher Education, Labor and Public Employment
February 1, 2008, 2:00 p.m. Room 309

By:

Gary W. Griffiths, Coordinator
Office of School Redesign
College of Education
University of Hawaii at Manoa

The Office of School Redesign is a partner with Hitech Quest 2.0 and I serve on the Executive Committee along with many members from the community. Hitech Quest 2.0 is a (501c3) non-profit organization with a mission to use contextual and project-based learning experiences in conjunction with the secondary education and business communities to help build a strong technology work force in Hawaii. Hitech Quest 2.0 is focused on ensuring that science technology engineering math (STEM) education is supported in our schools. Hitech Quest 2.0 is convinced that the schooling experience must be reflective of what the learner needs. Learning structures must be created that makes sense to students. Educational innovation requires that education be delivered in the context of the real world in which learning activities are authentic with real deliverables.

The comprehensive high schools found throughout Hawaii and the nation can trace their roots back to the beginning of the last century. They were created for another purpose and time. However, little has changed in our secondary schools in the last 85 years. Many students find their learning experience boring and a waste of their time. Many students leave high school before graduating, not because they cannot meet the curriculum challenges, they simply are bored. The on-going tragedy in this is that our young people need a high school diploma to move forward with their lives.

I strongly support Section 3 of HB2959 that is proposing a tracking system for future and current teachers moving through the teacher preparation, employment, and professional development pipelines. This will allow the system not only to maintain an adequate teacher work force but also allow for the opportunity to put the best-prepared individuals in the classroom. Not only do we need teachers in classrooms across the state, we need creative and innovative teachers in those classrooms. I support the concept of a teacher data system to help in the identification of teacher candidates from training to job placement.

Through work force development, there is a natural link between STEM education and hi tech businesses. It makes sense to create a system in which a third party can facilitate and coordinate partnerships between schools, colleges, organizations and the business community. It is apparent that schools are unable to fulfill that role by themselves, given the full scope of their responsibilities. There is little doubt that there is a need to coordinate the various educational initiatives that schools are now responsible for. Hitech Quest 2.0 has been able to play that role for a number of years.

There are many features of HB2959 that can serve us well and if the bill passes, efforts should be undertaken to link the various aspects of the bill to maximize its full impact on our educational system.

Thank you for the opportunity to testify.

To: Representative Roy M. Takumi, Chair
Representative Lyla B. Berg, Vice Chair
and Members of the Committee on Higher Education

Representative Jerry L. Chang, Chair
Representative Joe Bertram, III, Vice Chair
and Members of the Committee on Higher Education

Representative Alex M. Sonson, Chair
Representative Bob Nakasone, Vice Chair
and Members of the Committee on Labor & Public Employment

Date: Tuesday, February 1, 2008
Time: 2:00 p.m.
Place: Conference Room 309
State Capitol

From: Jeff Bloom, Member, Workforce Development Council

HB 2959 Relating to Workforce Development

Thank you for the opportunity to submit testimony in support of HB 2959. My name is Jeff Bloom and I have been a member of the Workforce Development Council since 2001. As a former owner and manager of a local small business for over 20 years, I have been very active in education and workforce development. In 1998 I co-founded HiTech Quest, a non profit organization providing after school programs for young people to learn in a real world environment while working on community service projects. This past year I have been a member of the STEM (Science, Technology, Engineering and Math) Leadership Steering Committee.

I have seen first hand, the results of after school programs including internships, mentorships and experiential learning opportunities that have contributed to the learning development of our young people. The creation of a "community-business education exchange coordinator" will fill a void between education, business and the community at large when it comes to establishing and nurturing partnerships. This coordinator will be the "match-maker" and "point-person" for students, parents, teachers, business professionals, community service organizations, and the entire community at large to continue to develop more after school learning opportunities for our children.

During the past 6 months, I have attended the Educational Workforce Working Group (Act 283) meetings and offered input. I supported the group's report delivered to the Legislature in January 2008 and support the continuation of Act 283 contained in this bill. Also, I am happy to see many of the recommendations made by the working group included in this bill, including: establishing penalties for truant students and their parents or guardians; requiring the University of Hawaii to implement incentives and performance based budgeting; appropriating funds for working adult scholarships; expanding the Running Start program; creating unique identifiers for students grades kindergarten to twelve as they move into the workforce.

Many groups involved in education and workforce development have databases with useful information as part of their individual programs. Various providers and agencies have listings of offerings including after school programs, career explorations, part time jobs, skills training, internships, mentorships etc. Unfortunately, this information is not easily accessible and requires perusing multiple providers' web sites to find it in bits and pieces. It would be beneficial for everyone involved, both service providers and recipients, if such innovative strategies and valuable resources were integrated to provide centralized access to and dissemination of information from one virtual location.

I strongly support HB 2959 as it contains critical tools needed to help prepare our future workforce. I respectfully ask for your support of this bill. Thank you for the opportunity to offer my comments.

Jeff Bloom

Jeff Bloom

**Testimony By Jim Shon, Executive Director - HiTech Quest
 Before the House Committees on EDUCATION, HIGHER EDUCATION, LABOR & PUBLIC
 EMPLOYEMENT Friday Feb 1, 2008 2 pm Room 309 (EDNtestimony@Capitol.hawaii.gov)**

RE 2959 RELATING TO WORKFORCE DEVELOPMENT

HiTech Quest Supports the intent and some specific sections of this bill.

For a number of years HiTech Quest has been involved in facilitating project-based learning in Hawaii's schools. (Please see attached sheet for a summary of our activities.)

The HiTech Quest would like to address two portions of this bill, namely, (1) the value of developing a common tracking system for future and current teachers moving through the teacher preparation, employment, and professional development pipelines, and (2) the linking of ongoing programs such as the STEM initiatives, the Science Fair and teacher turnover data with workforce development.

Cohort Tracking for Workforce Development

SECTION 3 of HB 2959 addresses a tracking system for students, and this could be related to a common tracking system for teachers as well. We suggest that any data tracking be focused on the transition from high school to college or work environments, not very young students.

Data systems that tack students immediately run into the issue of confidentiality. The creation of a "cohort" number that does not reveal personal information or violate confidentiality (social security numbers), but allow groups of students to be tracked. Recently the Hawaii Educational Policy Center issued a report with the following recommendation:

The Legislature should require and fund the development of an affordable, easy-to-implement, multi-agency teacher data system to identify and track teacher candidates through the educational, employment and professional development pipeline. The system should collect timely and ongoing data to assist policy makers in making decisions and in identifying important trends or patterns that inform and improve targeted teacher recruitment, hiring, retention, professional support and development, and premature retirement or leaving rates. Public agency stakeholders should be required by the Legislature to transfer appropriate data, with protocols to protect individual privacy, to this system.

Workforce Development linking STEM and Hi Tech Businesses.

We have observed that the time and financial constraints on schools inhibits efforts to bring innovative programs to students that are often best delivered outside of the traditional school scheduled day. Recently, the State of Hawaii embarked on an ambitious effort to promote Science, Technology, Engineering and Math (STEM) in our public schools and college campuses. The following table lists the specific items and their appropriations.

Initiatives	Act number	FY 08	FY 09
1. FIRST Academy middle schools (includes robotics, botball, RET) UH College of Engineering	Act 111 (SB 885)	\$1,402,230	\$1,402,230
2. Hi-EST Academy pilot Program UH Community Colleges	Act 111	\$287,750	\$287,750

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3. Applied Learning High School Academies	Act 111	\$110,000	\$110,000
4. Business/Education Internships	Act 111	\$110,000	\$110,000
5. Teacher Professional Development in STEM subjects	Act 111	\$175,000	\$175,000
6. Recruiting STEM graduates to teaching	Act 111	\$175,000	\$175,000
7. Expansion of Project EAST	Act 271	\$1,100,000	
8. Matching state funds for dual-use companies (jobs for STEM grads)	Act 267	\$5,000,000	
9. "Kama 'aina Come Home" recruitment.	Act 213	\$125,000	
10. Office of Aerospace Development and PISCES at UH Hilo (jobs for STEM grads)	Act 149	\$500,000	
11. Support for UH School of Medicine, cancer Research Center of Hawaii	Act 213	\$3,634,725	\$3,953,817
12. Support for SOEST/College of Engineering	Act 213	\$830,000	\$830,000
13. Funding to continue the Science Fair	Act 213	\$250,000	

In order for this to bear real fruit in the near term, there is the need for a third party to facilitate, coordinate, and broker the partnerships between schools, colleges, client organizations, and the business community. We have found that while continued growth in STEM-related school activities is expected, there may be many schools, teachers and students who do not have the contacts, time or knowledge of how to reach out and partner with local business and technology mentors and project sponsors.

HiTech Quest has found that the assistance of third-party facilitators can be a welcome component to these initiatives. HiTech Quest is currently exploring opportunities to incorporate project based learning into the Senior Project, as well as to assist in the State's efforts to promote STEM learning.

A brief review of participation in the State level science fair provides some indication of the challenges that many schools may face in evaluating their ability to add STEM experiential learning programs to already overburdened efforts to comply with NCLB.

DOE High School Participation in the 2007 State Science Fair

Complex	Participating	Not Participating
Central	2	5
Hawaii	4	5
Honolulu	2	4
Kauai	2	1
Leeward	3	4
Maui	2	5
Windward	2	2
TOTALS	17	26

As you can see, a presumably feeder system for workforce development in the sciences still leaves many high schools without representative at the highest level of scientific project based learning.

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DOE Intermediate/Middle Participation

Complex	Participating	Not Participating
Central	2	3
Hawaii	4	4
Honolulu	0	9
Kauai	3	0
Leeward	2	4
Maui	4	2
Windward	1	3
TOTALS	16	25

The Hawaii Educational Policy Center report referenced above on the teacher shortage includes a comprehensive list of hard to staff schools. These should also be considered in targeting your resources. This chart can be used to identify Title I schools in status (such as restructuring) that have higher teacher turnover. These middle/intermediate and high schools, might be candidates for the highest priority of resources and support in STEM related experiential activities.

Table 3. Teacher Demographics in Hard-to-Staff Schools

School	2005 % Class Not Taught by HQT	2006 % Class Not Taught by HQT	2006 % Teacher Transfer	2006 % Teacher Leaving	Total % Turnover	DOE Hard-to-Staff School	DOE District	DOE Complex	DOE NCLB Status
Hilo Intermediate	31.9%	32.4%	12.8%	12.8%	25.5%		Hawai'i	Hilo	Restruct.
Nanakuli HS	58.3%	41.6%	7.7%	11.0%	18.7%	x	Leeward	Nanakuli	Restruct.
Waianae Intermediate	48.3%	45.9%	6.5%	11.7%	18.2%	x	Leeward	Waianae	Restruct.
Waianae HS	57.7%	41.7%	5.4%	12.2%	17.7%	x	Leeward	Waianae	Restruct.
Wahiawa MS	49.6%	19.6%	4.6%	12.1%	16.7%		Central	Leilehua	Restruct.
Kapaa HS	39.3%	30.7%	5.0%	11.3%	16.3%		Kauai	Kapaa	Correct Action
Molokai HS	71.3%	21.5%	5.3%	10.6%	15.8%	x	Maui	Molokai	Plan for Restruct
Kapaa MS	42.9%	37.6%	1.9%	13.5%	15.4%		Kauai	Kapaa	Correct Action
Konawaena MS	53.3%	22.2%	10.0%	5.0%	15.0%		Hawai'i	Konawaena	
Kohala MS	11.6%	25.5%	14.3%	0.0%	14.3%	x	Hawai'i	Kohala	Correct Action
Central MS	11.9%	15.7%	14.3%	0.0%	14.3%		Honolulu	McKinley	Restruct.

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Mililani HS	28.5%	20.0%	5.0%	9.3%	14.3%		Central	Mililani	Restruct.
Lahaina Intermediate	59.3%	41.7%	4.7%	9.3%	14.0%		Maui	Lahaina-luna	Correct Action
Honokaa HS	40.8%	13.7%	8.3%	5.0%	13.3%		Hawai'i	Kohala	Correct Action
Konawaena HS	29.7%	26.4%	7.2%	5.8%	13.0%		Hawai'i	Konawaena	Correct Action
Kalakaua MS	24.3%	21.4%	11.3%	1.6%	12.9%		Honolulu	Farrington	Plan for Restruct.
Waiakea HS	25.3%	19.1%	5.7%	6.9%	12.6%		Hawai'i	Waiakea	
Campbell HS	34.3%	31.1%	4.1%	8.3%	12.4%		Leeward	Campbell	Correct Action
Niu Valley MS	16.1%	7.7%	11.1%	0.0%	11.1%		Honolulu	Kaiser	
Molokai MS			0.0%	10.5%	10.5%	x	Maui	Molokai	Restruct.
Washington MS	9.9%	21.7%	5.7%	4.3%	10.0%		Honolulu	Kaimuki	Correct Action

In examining this type of data set, it may be possible to prioritize limited funding, and to leverage existing funding sources (TANF, Title I, STEM, after school hour program funds, etc.) An important challenge this year is that many of the educational initiatives are not coordinated. Should HB 2959 pass in one form or another, efforts should be made to link the implementation of various program initiatives to maximize leverage and effectiveness of fund.

List of Educational Initiatives in 2008

1. Coping with NCLB, especially high turnover, hard to staff schools in poor areas.
2. Early Education
3. STEM
4. Teacher workforce development: College Capacity
5. Teacher workforce retention: mentoring and other support
6. Infrastructure, repair and maintenance of higher education, esp. College of Education
7. New infrastructure and facilities K-12 DOE.
8. New ways to assist charter schools in leveraging public and private funds for facilities.
9. Tracking students through the P-20 pipeline and providing transition programs.
10. Workforce Development in Hi Tech fields.

Most of these are compartmentalized. Funding and implementation are often not connected, and prioritization is often at the subsystem level. Legislative treatment does not appear to attempt linkages, even during a year with fiscal challenges.

Thank you for the opportunity to testify.
Jim Shon
See Attachment

A non-profit organization whose mission is to use contextual and project-based learning experiences in conjunction with the secondary education and business communities to help build a strong technology workforce in Hawaii. 4

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About HiTech Quest

Over the past five years HTQ has sponsored more than 250 projects involving 649 students from 33 schools (public, private and home school). More than \$100,000.00 in scholarship money and software prizes has been awarded in recognition of the student's accomplishments.

The 2007 HiTech Quest Strategic Plan calls for:

- Recruiting Teacher Coordinators with Project Learning Teams
- Coordination and execution of HTQ Project Showcase Technology-focused enrichment programs to enable youth to develop additional skills that will enable them to be successful in the technology industry.
- The technology-focused enrichment programs will challenge students to develop additional technical skills. Because the programs are project-based in a real-world context, the participants develop an understanding of what will take to be successful in a career in this highly competitive, ever changing industry.

In this context HiTech Quest serves as a "case manager" to facilitate partnerships between businesses, sponsors and foundations willing to invest in education, client organizations needing a service, a teacher with a student project learning team, and a business mentor for the learning team. Specifically, HTQ provides:

- Administration support and technical assistance for Project Learning Teams in High Schools
- Recruiting & coordination for Volunteer Business Mentors
- Funding for Teacher Coordinators
- Recruiting client organizations and sponsor organizations
- Recruiting Teacher Coordinators with Project Learning Teams
- Coordination and execution of HTQ Project Showcase
-

For High School Teachers and Learning Teams, HiTech Quest Provides

- Project-based, real-world, hands-on educational experiences
- Ties to local business community – the viability of a career in Hawai'i
- Leadership skills in technology
- Teacher Training in project-based learning strategies and techniques
- Additional income
- Investment in technologies and capabilities for the classroom
- Opportunities for after school and vacation engagement

A non-profit organization whose mission is to use contextual and project-based learning experiences in conjunction with the secondary education and business communities to help build a strong technology workforce in Hawaii. 5



Honolulu Community Action Program

A Non-Profit Human Service Agency

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DISTRICT CENTERS

Testimony Presented Before the House Committee on Education, the Committee on Higher Education and the Committee on Labor and the Public Employment
February 1, 2008

By

Joan P. White

Member, Educational Workforce Working Group

HB 2959, RELATING TO WORKFORCE DEVELOPMENT

Chair Takumi, Chair Chang, Chair Sonson, Vice Chairs and Members of the Committees, thank you for this opportunity to testify in support of this bill to extend the educational workforce working group two years.

It was my distinct privilege to serve as a member of the Educational Workforce working group identifying ways to strengthen the preparation and outcomes of public secondary school students. While our mandate under Act 283 was very challenging, we were able to make seven specific recommendations that we believe, if employed, would have remarkably positive results for students, employers and our state. These recommendations address social and educational concerns, use of our physical assets, the roles and responsibilities of the business community and the need for a public information campaign to impress upon families the importance of education to the future well being of their offspring. These recommendations highlight the inter connectedness of the systems and the synergy that would result.

I am in strong support of HB 2959 as it would implement many of the recommendations made by the Workforce Working Group. It would be unfortunate to lose the commitment and momentum expressed by members of the Working Group who in spite of their other demands found time to be at the meetings because the issues being addressed were so very important. I commend the legislature for recognizing the potential that exists to fundamentally change our expectations of the public education system, the business community, our families and our students.

Thank you for this opportunity to testify.

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