



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

Date: 02/05/2018

Time: 01:25 PM

Location: 224

Committee: Senate Agriculture and
Environment
Senate Labor

Department: Education

Person Testifying: Dr. Christina M. Kishimoto, Superintendent of Education

Title of Bill: SB 2563 RELATING TO AGRICULTURE.

Purpose of Bill: Appropriates funds to the department of labor and industrial relations for the K-12 agriculture workforce development pipeline initiative.

Department's Position:

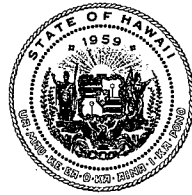
The Department of Education supports SB 2563 to continue the work of the K-12 agriculture workforce development pipeline initiative to conduct training for teachers and school administrators in agricultural self-sufficiency, but defers to the Department of Labor and Industrial Relations for any administrative or budgetary implementation concerns.

Thank you for this opportunity to testify on this measure.

The Hawaii State Department of Education seeks to advance the goals of the Strategic Plan which is focused on student success, staff success, and successful systems of support. This is achieved through targeted work around three impact strategies: school design, student voice, and teacher collaboration. Detailed information is available at www.hawaiipublicschools.org.

DAVID Y. IGE
GOVERNOR

DOUGLAS S. CHIN
LIEUTENANT GOVERNOR



LEONARD HOSHIJO
ACTING DIRECTOR

**STATE OF HAWAII
DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS**

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February 2, 2018

To: The Honorable Mike Gabbard, Chair;
The Honorable Gil Riviere, Vice Chair; and
Members of the Senate Committee on Agriculture and Environment

The Honorable Jill N. Tokuda, Chair;
The Honorable J. Kalani English, Vice Chair; and
Members of the Senate Committee on Labor

Date: Monday, February 5, 2018
Time: 1:25 p.m.
Place: Conference Room 224, State Capitol

From: Leonard Hoshijo, Acting Director
Department of Labor and Industrial Relations (DLIR)

Re: S.B. No. 2563 Relating to Agriculture

I. OVERVIEW OF PROPOSED LEGISLATION

SB2563 proposes to appropriate funds to continue the work of the agriculture workforce development pipeline initiative to conduct training on all islands for teachers, school administrators, and students in agriculture self-sufficiency.

The department supports this measure if it does not affect the priorities identified in the Governor's Supplemental Budget request.

II. CURRENT LAW

Act 229 (SLH, 2016, §371-21) initiated the effort to provide agriculture self-sufficiency training to Hawaii's public schools (attached). The Hawaii Agriculture Workforce Advisory Board recommended accomplishing the goals of Act 229 through three (3) specific activities:

1. A two-week training program for high school teachers using Curriculum

for Agricultural Science Education (CASE) Institute hosted by University of Hawaii College of Tropical Agriculture and Human Resources (CTAHR) in close collaboration with State Department of Education (DOE);

2. Purchase of supplies and small lab equipment for the teachers to carry out the CASE curriculum in their classrooms; and
3. A two-day Future Farmers of America (FFA) workshop for its teacher-advisors in Natural Sciences.

CASE teacher training. CTAHR, in partnership with DOE, hosted the CASE training at their UH Manoa campus in June 2017. CASE curriculum is widely known among agricultural science teachers as a high-quality, standardized curriculum, designed for fundamentals as well as more advanced training. This training was intended to give teachers more tools and curriculum options for teaching agricultural sciences. The program provided thirteen Hawaii high school teachers, including one from Kauai High School and one from Konawaena High School, with the foundation and resources to introduce students to a range of agricultural opportunities and pathways of study. All teachers at the end of the institute were positive about the class and planned to use the CASE curriculum in their classrooms for school year 2017-2018.

Supplies for Classrooms. DOE allocated funds for classroom supplies to eight of the high schools whose teachers attended the training. These schools purchased agricultural science supplies and small lab equipment so that their teachers could fully implement the CASE curriculum.

FFA Workshop for Teacher-Advisors. DOE conducted a two-day workshop (July 27 and July 28, 2017) at the Monsanto facilities in Kunia for current, new or prospective FFA Advisors currently teaching in the Natural Resources Career Pathway. Ten teachers from eight schools participated. Attendees learned about the value of FFA members in promoting leadership and agricultural education; received training on managing FFA chapters; and reviewed and discussed Hawaii Agricultural Education and FFA Strategic Plans.

Benefits.

An unexpected benefit of the funding provided by the Legislature has been the wide scope of teachers attending the CASE training with 65% of attendees from fields other than agriculture. Their newly growing interest in agricultural sciences should increase the number of students exposed to agricultural science.

A goal of the of the State Legislature through Act 229 and Act 099 (SLH, 2013) (which established the Hawaii Agriculture Workforce Advisory Board) is to expand the pipeline of agricultural workers to address pending shortages in Hawaii's agricultural workforce. One of the objectives was to reverse the drastically declining membership in Hawaii FFA chapters in public secondary schools.

Through support for FFA members and teachers via workshops each year for the past three years, this objective was accomplished: ***from a low of 126 members and 10 participating high schools in 2014, there was a remarkable increase to 311 members and 16 high schools in 2016, an increase of 147% and 60% respectively.***

These outcomes demonstrate how limited funding provided by the Legislature to the Department over the past few years has generated a disproportionately high amount of interest and excitement about agriculture among students and teachers in the State's public schools.

III. COMMENTS ON THE HOUSE BILL

To capitalize on the momentum generated by Act 229, the department supports the measure to provide funding for teacher training to continue and expand the efforts of creating a pipeline of agricultural science workers for Hawaii's agricultural self-sufficiency, provided it does not conflict with the Governor's budget priorities.

ACT 229

Annual Report to the Legislature



December 2017

State of Hawaii
Department of Labor and Industrial Relations
WORKFORCE DEVELOPMENT DIVISION

ACT 229 Funding Report

Fiscal Year (FY) 2017

Overview

Act 229 was enacted by the Twenty-Eighth Legislature (2016) of the State of Hawaii to implement the recommendations of the Hawaii Agriculture Workforce Advisory Board to create an agriculture workforce development pipeline initiative conducting training on all islands for teachers and school administrators in agriculture self-sufficiency.

In an effort to move the pipeline initiative forward, the Hawaii Agriculture Workforce Advisory Board recommended using the funding provided in Act 229 to enhance the training to teachers and school administrators through two specific activities (a CASE Institute Training and a Future Farmers of America [FFA] Advisors Workshop).

Activity 1: CASE Institute Training and Classroom Support

The Department of Education Career and Technical Education (CTE) implements its Agriculture Education program through the Natural Resources (NR) Career Pathway. Courses are offered through eight programs of study through a sequence of courses in the following areas. Animal Systems, Natural Resources Biotechnology, Fisheries, Forestry, Environmental Resource Management, NR Production, Plant Systems, and NR Entrepreneurship. The first course in each of these programs of study is a foundation course called NR Core. In School Year 2016-17, 1684 students in 39 high schools were enrolled in the NR Core class.

Curriculum for Agriculture Science Education (CASE) is an ambitious project started by the National Council for Agricultural Education in 2007. The project's goal is to implement a national curriculum for secondary agricultural education that provides a high level of educational experiences to enhance the rigor and relevance of agriculture, food, and natural resources (AFNR) subject matter. In addition to the curriculum aspect of CASE, the project ensures quality teaching by providing extensive professional development for teachers that leads to certification.

The funding for this portion of Act 229 was dedicated to conducting professional development for high school teachers who are teaching or potentially will be offering the NR Core course at their school. The professional development activity offered Natural

Resource teachers the tools they need to provide a rigorous educational foundation in Agriculture Science Education.

To meet this purpose, the Department of Education in partnership with the College of Tropical Agriculture and Human Resources (CTAHR) hosted the Curriculum for Agriculture Science Education (CASE) Institute Training: Introduction to Agriculture Food and Natural Resources (AFNR) at the University of Hawaii at Manoa campus. The two week summer training program targeted high school teachers from across the state seeking to implement agricultural curricula at their respective institutions. The concepts were taught using activity-based, project-based, and problem-based instructional strategies through the use of tools and equipment in a laboratory type setting. The program provided these high school teachers with the foundation and resources to introduce their students to the range of agricultural opportunities and the pathways of study available for them to pursue. Nineteen high school teachers from across the United States attended the eight day workshop, June 12 - 22, 2017. Of the nineteen participants, thirteen were from Hawaii including one from Kauai High School and one teacher from Konawaena High School. All of the teachers responding to the evaluation at the end of the institute planned to implement or add to their existing teachings - the CASE curriculum in their classrooms for school year 2017-2018.

Upon completion of the CASE Institute, the Department of Education through funding provided through Act 229 allocated funds directly to the schools where teachers have been trained in CASE curriculum and have agreed to implement the CASE curriculum during school year 2017-18 and to purchase the classroom supplies and small equipment needed to instruct students in the CASE curriculum. It was the Department of Education's goal to have seven (7) schools pilot and implement the case curriculum. A total of eight (8) schools received funding to purchase supplies and necessary lab equipment to support implementation of the CASE curriculum during school year 2017-18. The schools have made purchases through the first semester as they integrate the CASE curriculum into existing Natural Resources (NR) Core courses at their individual schools. Each teacher has had the flexibility to implement the curriculum to address the State Standards for the Natural Resources Core class. Seven teachers from Leilehua, Waipahu, McKinley, Castle, and Aiea High Schools have applied for Hawaii Department of Education Professional Development (PDE3) credits. The Department of Education requires the teachers to implement the curriculum and submit a portfolio of student work with teacher reflections. The portfolio is reviewed by the DOE and credit is awarded once all portfolio requirements are satisfactorily addressed.

Another positive benefit of the funding provided by the Legislature for teacher training and the hosting of the CASE Institute in Hawaii has been the scope of teachers attending the training program - with the extension beyond just the teachers in the agricultural science field (35.5%), indicating an expansion of the role of agriculture in schools.

Activity 2: Future Farmers of America (FFA) Advisors Workshop

A goal of the of the State Legislature through Act 229 and Act 099 (which established the Hawaii Agriculture Workforce Advisory Board) is to expand the pipeline of agricultural workers to address pending shortages in Hawaii's agricultural workforce. A part of the vision encompasses the promotion of statewide growth in the Hawaii Future Farmers of America (FFA) chapters in public secondary schools. The Hawaii FFA is the agricultural student leadership program that is part of the Natural Resources curriculum of the Hawaii State Department of Education.

The Department of Education Career and Technical Education implements its Agriculture Education program through the Natural Resources Career Pathway. Teachers teaching in the Natural Resources Career Pathway teach courses in Animal Systems, Natural Resources Biotechnology, Fisheries, Forestry, Environmental Resource Management, Natural Resource Production, Plant Systems, and Natural Resource Entrepreneurship – all of which impact agriculture self-sufficiency.

The Department of Education conducted a two day workshop (July 27 and July 28, 2017 at the Monsanto facilities in Kunia) designed for current, new or prospective FFA Advisors who are currently teaching in the Natural Resources Career Pathway. A total of ten (10) agriculture teachers from eight (8) schools participated in the workshop.

The workshop attendees were provided an overview of the National FFA programs and awards available to student members; training for FFA online management systems on ffa.org; a review and update of Hawaii Career Development Events and information on the Agri-Science Implementation rollout.

The attendees also reviewed and discussed the Hawaii Agriculture Education and FFA Strategic Planning Action Steps.

In 1975, FFA chapters were active in over thirty (30) high schools statewide with as many as 600 FFA students. However, the number of FFA chapters and FFA students drastically decreased until last year.

There was a marked increase from 216 members and 10 chapters in 2014 to 311 members and 16 chapters in 2016. This is an increase of 44 % and 60% respectively.

The funding provided by the Hawaii State Legislature for the workshops/conferences mentioned in this report as well as the funding provided by the Legislature for agriculture workforce development to the Department of Labor and Industrial Relations over the past few years has increased and will continue to provide awareness and interest in the field of agriculture to students in the State's public schools.

Activity #1

CASE Institute

CASE

Introduction to Agriculture, Food, and Natural Resources

Day	Estimated Time	Discussion Items	Activity and Deliverables
Orientation	TBA	Registration	
	TBA	<ul style="list-style-type: none"> • General Session • Introduction of Host, Site, and Site Logistics • Introduction of Lead Teachers • CI Opening Session Presentation • CASE Institute Expectations and Portfolio 	<ul style="list-style-type: none"> • CASE Curriculum Installation • Navigating the Curriculum • Activity 1.1.2 Agriscience Notebooks
Day 1	8:00 — 12:00	<ul style="list-style-type: none"> • Site Logistics - Host • Unit 1 The Circles of Agricultural Education • Lesson 1.1 Agriculture Everyday • Lesson 1.1 Teacher Notes and features • Lesson 1.2 Planning Your Future • Activity 1.2.1 Career Portfolio • Activity 1.2.3 Learning Beyond the Classroom 	<ul style="list-style-type: none"> • Activity 1.1.1 Basic Provisions • Activity 1.1.3 Poppin' with Orville • Activity 1.1.4 Grown in the USA • Activity 1.2.2 Agriscience Careers and Me • Activity 1.2.4 Joining A Team • Activity 1.2.5 Game Time
	12:00 — 1:00	Lunch	
	1:00 — 5:00	<ul style="list-style-type: none"> • Unit 2 Communicating Today • Lesson 2.1 Listen to me • Activity 2.1.2 First Impressions • Activity 2.1.5 What Does It Mean? • Lesson 2.2 Let's Get Together 	<ul style="list-style-type: none"> • Activity 2.1.1 Communication Charades • Activity 2.1.3 I'd Like to Introduce • Activity 2.1.4 Speak from the Heart • Activity 2.2.1 See No Evil, Speak No Evil • Activity 2.2.2 Call on Me • Project 2.2.3 Teaming Up
	Homework:	<ul style="list-style-type: none"> ○ Activity 1.1.2 Agriscience Notebook, Activity 1.2.2 Agriscience Careers and Me Part Two Survey ○ Activity 2.2.3 Teaming Up — Norms list and Rubric ○ Pre-read material for following day 	

Day	Estimated Time	Discussion Items	Activity and Deliverables
Day 2	8:00 — 12:00	<ul style="list-style-type: none"> • Finish Project 2.2.3 Teaming Up • Unit 3 The Science of Agriculture • Lesson 3.1 Ag. Safety and Measurement • Lesson 3.2 Agriscience Investigators 	<ul style="list-style-type: none"> • Activity 3.1.1 Lab Tech Training • Activity 3.1.2 In Case of Accidents • Activity 3.1.3 You Make the Rules • Activity 3.1.4 Measure Me • Activity 3.2.1 Organize and Classify
	12:00 — 1:00	Lunch	
	1:00 — 5:00	<ul style="list-style-type: none"> • LabQuest Training • Project 3.2.4 Mad Science • Unit 4 Natural Resources • Lesson 4.1 Starting from the Ground Up • Mini-Lesson Purchase Manual and Priorities 	<ul style="list-style-type: none"> • Activity 3.2.2 Quest for Data • ph Sensor Use and Calibration • Activity 3.2.3 Acids and Bases • Activity 4.1.1 Separating the Pieces • Activity 4.1.2 Extracting Air • Activity 4.1.3 Moving Earth
	Homework:	<ul style="list-style-type: none"> ○ Pre-read material for following day 	
Day 3	8:00 — 12:00	<ul style="list-style-type: none"> • Finish Activity 3.1.4 Measure Me • Lesson 4.2 The Whole Soil 	<ul style="list-style-type: none"> • Activity 4.2.1 Getting the Feel for Soil • Activity 4.2.2 On Your Mark, Get Set, FLOW! • Activity 4.2.3 Soil Buffers
	12:00 — 1:00	Lunch	
	1:00 — 5:00	<ul style="list-style-type: none"> • Lesson 4.3 Water World • Activity 4.3.2 Running Water 	<ul style="list-style-type: none"> • Project 4.3.1 Story of Water • Activity 4.3.3 Spread of Pollutants • Activity 4.3.4 Testing for Quality • Project 4.3.5 Drink This
	Homework:	<ul style="list-style-type: none"> ○ Activity 4.2.3 Lab Report, Project 4.3.5 Lab Report, ○ Project 4.3.1 Story of Water posted to COP, Download/Install mapping software ○ Pre-read material for following day 	
Day 4	8:00 — 12:00	<ul style="list-style-type: none"> • Lesson 4.1 Living in Harmony • Activity 4.4.4 Walk Across the Country • Unit 5 Plants and Animals • Lesson 5.1 Totally Cellular • Microscope Use 	<ul style="list-style-type: none"> • Activity 4.4.1 Eat or Be Eaten • Activity 4.4.2 Passing Gas • Project 4.4.3 Ecosystem Exploration • Activity 5.1.1 Cell Parts • Activity 5.1.2 Nuclear Onion
	12:00 — 1:00	Lunch	

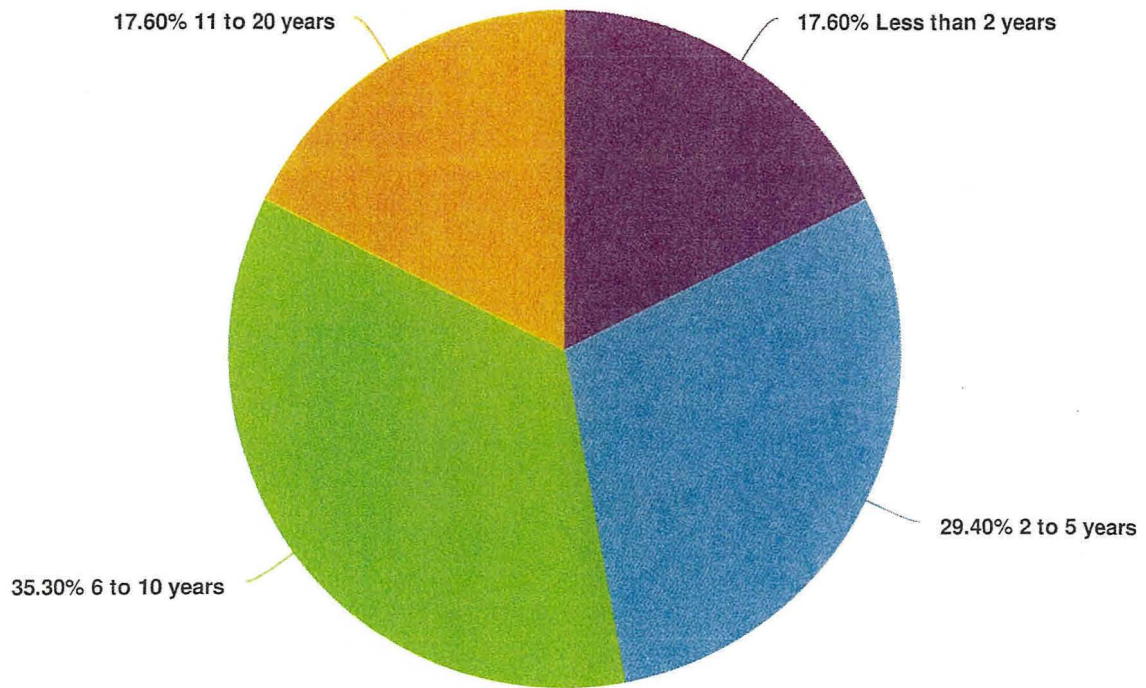
Day	Estimated Time	Discussion Items	Activity and Deliverables
Day 4 cont.	1:00 — 5:00	<ul style="list-style-type: none"> • Activity 5.1.5 Our Physical Features • Lesson 5.2 All About Plants 	<ul style="list-style-type: none"> • Activity 5.1.3 Extracting DNA • Activity 5.1.4 DNA Models • Project 5.1.6 Family Traits • Activity 5.2.1 Dissecting a Salad • Project 5.2.2 Build a Bloom • Activity 5.2.3 Bean Sprouts
	Homework:	Pre-read material for following day E	
Day 5	8:00 — 12:00	<ul style="list-style-type: none"> • Lesson 5.3 Plant Needs 	<ul style="list-style-type: none"> • Part Three 4.3.2 Passing Gas • Activity 5.2.4 Sugar from the Sun • Activity 5.2.5 Refueling Plants • Activity 5.3.1 Standing Tall with Water • Activity 5.3.2 Grown in the Sun • Activity 5.3.3 Digging Up Nutrients
	12:00 — 1:00	Lunch	
	1:00 — 5:00	<ul style="list-style-type: none"> • Lesson 5.4 Animals in Ag 	<ul style="list-style-type: none"> • Activity 5.3.4 Life, Death, and pH • Project 5.3.5 Optimal Growth Ranges • Activity 5.4.1 What am I? • Activity 5.4.2 Internal Body Systems • Project 5.4.3 Animal Anthropology • Finish Activity 5.3.1 Standing Tall with Water
	Homework:	<ul style="list-style-type: none"> • Activity 5.4.2 Internal Body Systems, Project 5.3.4 Optimal Growth Ranges, view Energy Sensor video • Pre-read material for following day, log-in to CASE online 	
Day 6	8:00 — 12:00	<ul style="list-style-type: none"> • Final observations 4.3.2 Passing Gas (part 4) • Activity 5.5 Animal Care • Activity 5.5.1 Food for Animals • Lesson 5.6 Edible Agriculture • Activity 5.6.1 Food Journal 	<ul style="list-style-type: none"> • Activity 5.2.3 Bean Sprouts (part 3) • Activity 5.4.4 Priority Decisions • Activity 5.5.2 Keeping Warm • Activity 5.5.3 Deception of Perception • Activity 5.5.4 The Situation Room • Problem 5.5.5 Animals as Food • Activity 5.6.2 Chill to Be Safe
	12:00 — 1:00	Lunch	

Day	Estimated Time	Discussion Items	Activity and Deliverables
Day 6 cont.	1:00 — 5:00	<ul style="list-style-type: none"> Unit 6 Agricultural Power and Technology Lesson 6.1 Energy in Agriculture Project 6.1.1 Energy Sources CASE Mini-Lesson: Assessment and Certification 	<ul style="list-style-type: none"> Project 5.6.3 From Farm to Fork Problem 5.6.4 Cereal Killers Activity • Activi 6.1.3 Electrical Power Activity 6.1.3 Solar Array Activity 6.1.5 Clean Smoke
	Homework:	<ul style="list-style-type: none"> Activity 6.1.5 Clean Smoke Lab Report Pre-read material for following day 	
Day 7	8:00 — 12:00	<ul style="list-style-type: none"> Observe 5.2.3 Bean Sprouts Observe 5.6.3 Chill to be Safe Lesson 6.2 This is My Land 	<ul style="list-style-type: none"> Activity 6.2.1 Stake Your Claim Activity 6.2.2 Satellite Positioning Activity 6.2.3 Finding Your Way Activity 6.2.4 The Precision of GPS
	12:00 — 1:00	Lunch	
	1:00 — 5:00	<ul style="list-style-type: none"> Lesson 6.3 How It's Made Project 6.3.5 Tools of the Trade 	<ul style="list-style-type: none"> Project 6.2.6 Dangers of Rezoning Activity 6.3.1 How Will It Measure Up? Activity 6.3.2 Drawing to Scale Activity 6.3.3 Drawing Up Plans Project 6.3.4 Road Trip
	Homework:	<ul style="list-style-type: none"> Activity 6.3.3 Drawing Up Plans, Project 6.3.4 Road Trip Pre-read material for following day 	
Day 8	8:00 — 12:00	<ul style="list-style-type: none"> CASE Mini-Lesson: Curriculum Development Unit 7 Looking Ahead Lesson 7.1 Your Future in Agriscience Revisit Project 1.3.2 Career Portfolio Project 7.1.3 My First Job Project 7.1.4 Career Gallery Walk End of Course Reflections 	<ul style="list-style-type: none"> Finish Activity 5.2.3 Bean Sprouts Finish Activity 5.6.2 Chill to be Safe Project 6.4.5 Birdhouse Needed Problem 7.1.1 Solving World Hunger Project 7.1.2 Into the Future Final Portfolio/Checklist End of Course Assessment/Survey End of Institute Awards and Certification
	12:00 — 1:00	Lunch and dismissal	

Introduction to Agriculture, Food, and Natural Resources Topical Course Outline

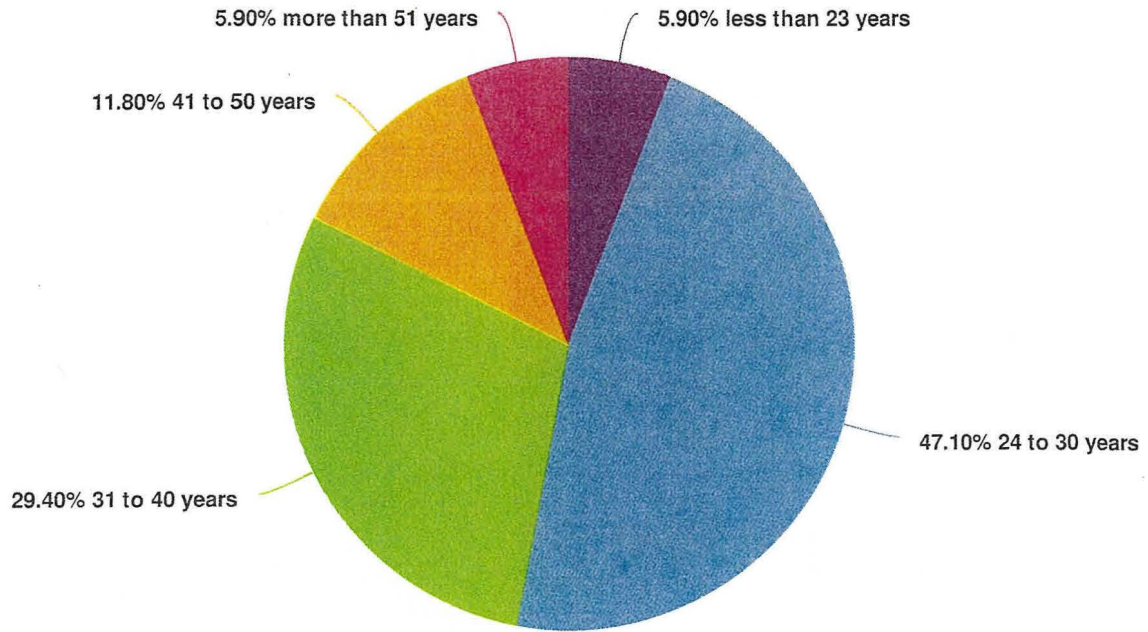
Lesson	Title	Days
Unit 1 The Circles of Agricultural Education		
Lesson 1.1	Agriculture Everyday	5
Lesson 1.2	Preparing for Your Future	6
Unit 2 Communicating Today		
Lesson 2.1	Listen to Me	6
Lesson 2.2	Let's Get Together	6
Unit 3 The Science of Agriculture		
Lesson 3.1	Agriscience Safety and Measurement	5
Lesson 3.2	Agriscience Investigators	8
Unit 4 Natural Resources		
Lesson 4.1	Starting from the Ground Up	4
Lesson 4.2	The Whole Soil	7
Lesson 4.3	Water World	11
Lesson 4.4	Living in Harmony	9
Unit 5 Plants and Animals		
Lesson 5.1	Totally Cellular	8
Lesson 5.2	All About Plants	7
Lesson 5.3	Plant Needs	8
Lesson 5.4	Animals in Ag	8
Lesson 5.5	Animal Care	9
Lesson 5.6	Edible Agriculture	7
Unit 6 Agricultural Power and Technology		
Lesson 6.1	Energy in Agriculture	9
Lesson 6.2	This is My Land	9
Lesson 6.3	How It's Made	13
Unit 7 Looking Ahead		
Lesson 7.1	Your Future in Agriscience	7

1. How long have you been teaching at the middle, high school, or college level?



Value	Percent	Responses
Less than 2 years	17.6%	3
2 to 5 years	29.4%	5
6 to 10 years	35.3%	6
11 to 20 years	17.6%	3
		Total: 17

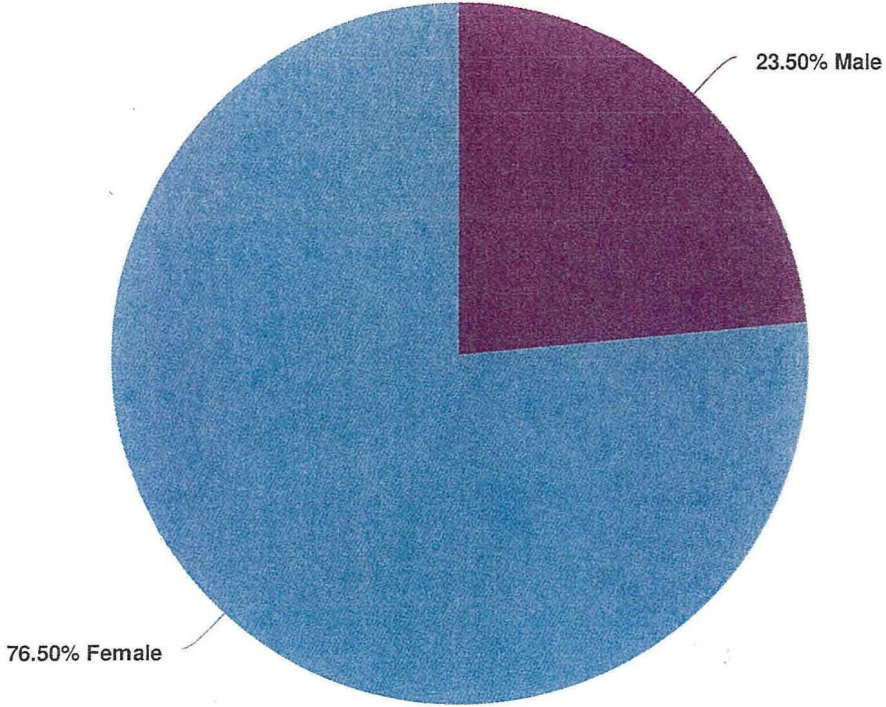
2. What is your age?



Value	Percent	Responses
less than 23 years	5.9%	1
24 to 30 years	47.1%	8
31 to 40 years	29.4%	5
41 to 50 years	11.8%	2
more than 51 years	5.9%	1

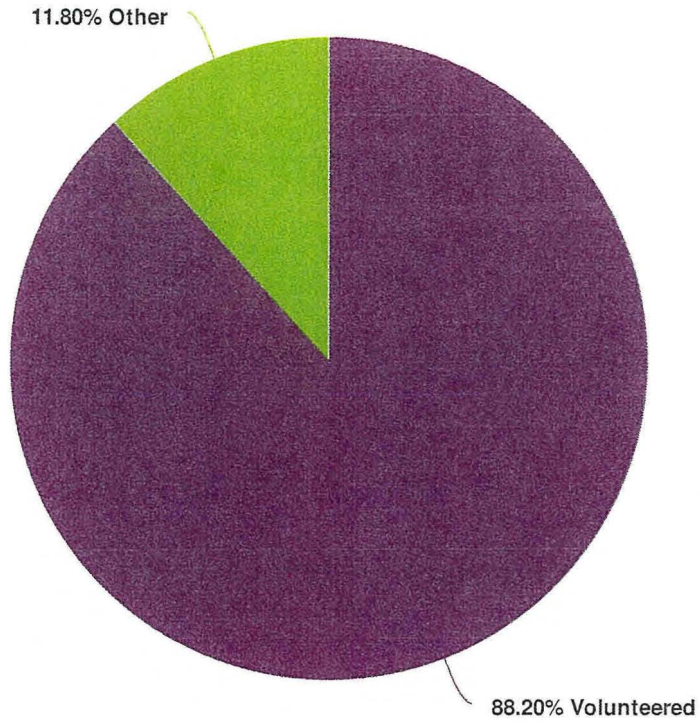
Total: 17

3. What is your gender?



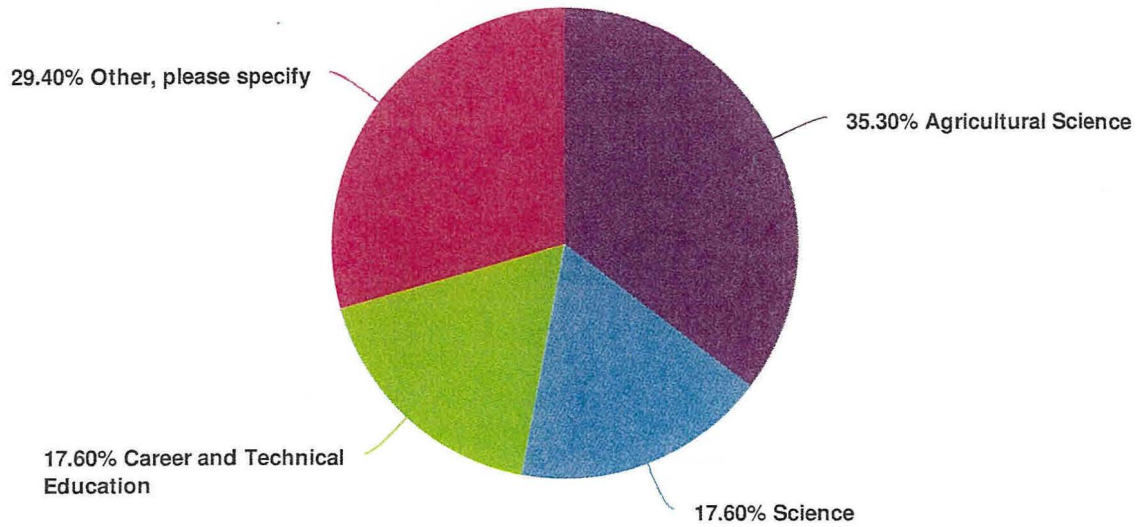
Value	Percent	Responses
Male	23.5%	4
Female	76.5%	13
		Total: 17





4. How were you selected to be a CASE teacher?



Value	Percent	Responses
Volunteered	88.2%	15
Other	11.8%	2
		Total: 17

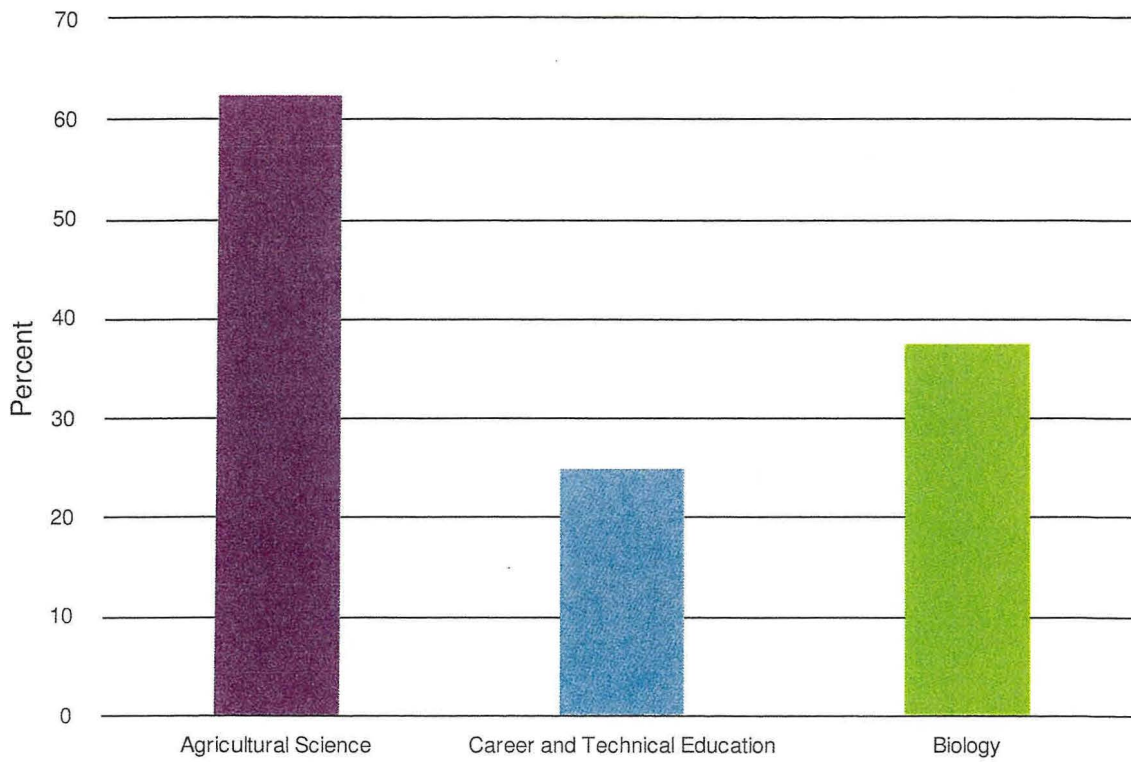
5. What is your major area of teacher certification?





Value		Percent	Responses
Agricultural Science		35.3%	6
Science		17.6%	3
Career and Technical Education		17.6%	3
Other, please specify		29.4%	5

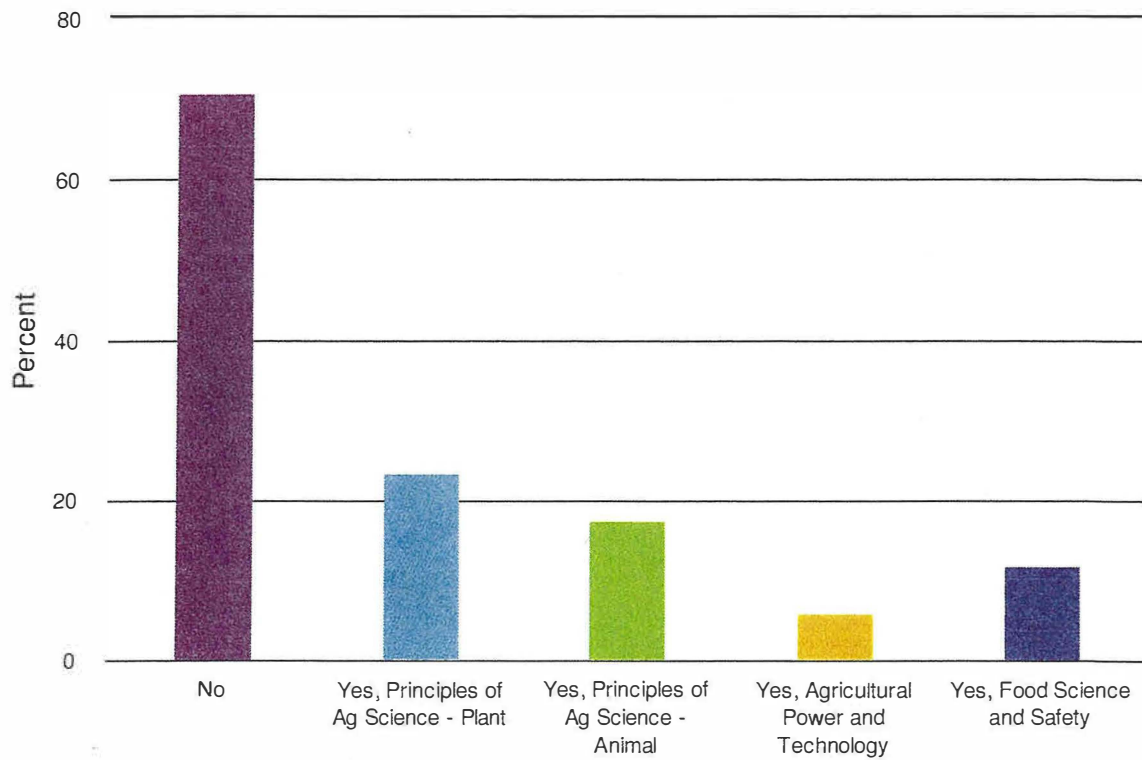
Total: 17






6. What additional areas of certification do you have?



Value		Percent	Responses
Agricultural Science		62.5%	5
Career and Technical Education		25.0%	2
Biology		37.5%	3
Other, please specify			Count
Total			0

7. Are you certified in another CASE course?



Value		Percent	Responses
No		70.6%	12
Yes, Principles of Ag Science - Plant		23.5%	4
Yes, Principles of Ag Science - Animal		17.6%	3
Yes, Agricultural Power and Technology		5.9%	1
Yes, Food Science and Safety		11.8%	2

Activity #2

FFA Advisor's Workshop



FFA Advisor's Workshop
July 27 and 28, 2017
Monsanto Facilities
Kunia, Oahu



This workshop is designed for current and new FFA Advisors. The workshop outcomes are:

- Review National FFA programs and awards available to student members
- Review and provide training for FFA online management systems on ffa.org
- Review and update Hawaii Career Development Events
- Review and update FFA County and State schedule of events

Agenda

Day One: Thursday, July 27, 2017, 8:30 a.m. to 4:30 p.m.

National FFA Program: Presenter Ben Meyer, Western Region LPS Specialist

8:30 – 8:45	Welcome, overview, introductions, and plan for the day
8:45 – 9:15	Overall review and context of Agriculture Education, Tri-Ad, Curriculum, SAE, and FFA.
9:15 – 10: 00	FFA National Program Report / DOE FRS
10:00 - 10: 15	Break
10:00 – 12:00	SAE based awards and recognition programs; State and American FFA Degrees
12:00 – 12:15	DLIR Director Linda Chu Takayama, Discussion with DLIR Workforce Development Committee and legislators, Agriculture Education and FFA strategic goals and needs.
12:15 – 1:00	Lunch: Networking for teachers with DLIR Workforce Development Committee and Legislators
1:00 – 2:30	SAE based awards and recognition programs; proficiencies
2:30 – 2:45	Break
2:45 – 4:00	National Chapter program
4:00 – 4:30	Wrap up and questions



FFA Advisor's Workshop
July 27 and 28, 2017
Monsanto Facilities
Kunia, Oahu



Day two: Friday July 28, 2017, 8:30 am to 4:30 p.m.

Hawai'i FFA Program: Presenters, Michael Barros and Jackie Tichepco

- | | |
|---------------|---|
| 8:30 – 10:00 | Career Development Events (CDE) review |
| 10:00 – 10:15 | Break |
| 10:15 – 12:00 | Agri-Science Implementation role out |
| 12:00 – 12:30 | Lunch:
Speaker - Greg Thompson |
| 12:30 – 2:00 | Overview of DLIR grant allocation, outcomes, and deliverables <ul style="list-style-type: none">• Washington leadership Conference, 2017.• Student FFA Leadership: Aug. 29-30, 2017.• CASE Institute, follow-up |
| 2:00 - 2:15 | Break |
| 2:15 – 3:15 | Year Calendar and Activities |
| 3:15 – 4:00 | Next steps toward long range goals |
| 4:00 -4:30 | Wrap up, questions. |



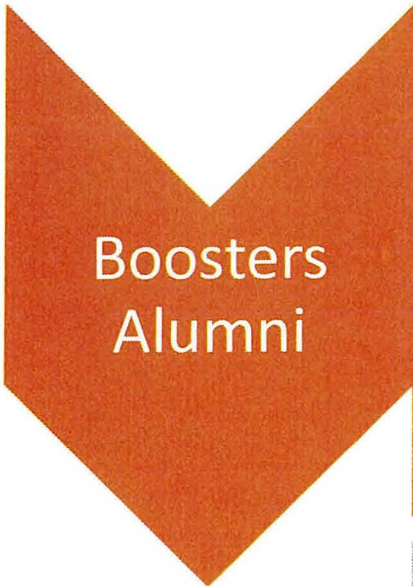
Growth

- Explore opportunities to partner with state science fair for agriscience projects.
 - Lead Personnel: Ken (interim)
 - Progress: Ken has met with the Hawaii Academy of Science (HAS) director to find a way to identify schools with science project programs that might be able to support FFA Agriscience projects. The HAS shares our belief in the importance of providing opportunities for the study of STEM through Natural Resources. The director is available to speak at our upcoming meetings.
- Adopt SAE recordbook practices for all students.
 - Lead Personnel: All ag/NR teachers
 - Progress: Training July 27-28 with examples and hard copy record books with Ben Meyer
- Make outreach to new potential HSATA members and grow NAAE membership.
 - Lead Personnel: County Advisors
 - Progress:
- Encourage each chapter to meaningfully grow FFA membership to better account for total class enrollment.
 - Lead Personnel: All ag/NR teachers
 - Progress:



Staffing

- Maintain (by county) a clear and detailed accounting of ag/NR teacher openings, new hires, and potential openings either through growing in new locations or retirement of existing teachers. Report information to the state level.
 - Lead Personnel: County Advisors
 - Progress: Ben has posted HI Ag Teacher Directory to Google Docs as a starting point.
- Outline concept for sourcing and filling a dedicated state FFA staff position (explore concepts of dual appointment with partner organization and/or state agency).
 - Lead Personnel: Michael, Jackie, et. al.
 - Progress:
- Obtain clarification from DOE HR office about open ag ed/NR positions, how they're advertised, and how mainland teachers could potentially apply or be aware of openings.
 - Lead Personnel: Michael
 - Progress:



Boosters Alumni

- **Grow base of potential lifetime alumni members.**
 - Lead Personnel: Greg Thompson
 - Progress: Ben has provided Greg with lifetime membership brochures and enrollment forms
- **Continue to support local alumni chapter formation.**
 - Lead Personnel: All interested ag/NR teachers and supporters
 - Progress: Konawaena has chartered and can offer a leading example



Accountability

- **Develop a tracking spreadsheet to document successes and accomplishments as well as post-graduate status of students benefitting from legislative funds.**
 - Lead Personnel:
 - Progress:
- **Develop talking points and priority areas to share with ag/NR teachers so each understands what the legislative funds support and why the funds are important.**
 - Lead Personnel: Shaun
 - Progress:
- **Establish rapport with legislature and maintain frequent contact with key members.**
 - Lead Personnel: Shaun
 - Progress:



Students

- Develop plan to meaningfully prepare for national competitive events while passing on national event knowledge year-after-year.
 - Lead Personnel:
 - Progress: Possible idea to implement a "reporting out" model that is required of any teacher who takes students on a mainland trip. Possibly pay a \$100 honorium for their time to develop a report and deliver a workshop at a teacher P.D. to help prepare the next round of teachers and students to compete and travel.
- Identify key students with award eligible SAEs to apply for state and American Degrees and state proficiencies.
 - Lead Personnel: Each ag/NR teacher
 - Progress
 - Identify at least one local opportunity per year to involve legislators in a local or county FFA event.
 - Lead Personnel: Each ag/NR teacher
 - Progress



Fiscal

- Reinstatement of Ajifu Foundation 501c3 status.
 - Lead Personnel: Ken
 - Progress: Mike and Ken are searching for a lawyer to complete our 501 C3 status obligations. Ken will ask the Ajifu Foundation board to pay for the legal costs. If anyone has access to a good attorney or firm specializing in this and/or can do some or all of the work pro bono (for free as a public service) please let us know
- Work with Representative Onishi to identify ag industry partners that have expressed interest in donating to ag education and the HI FFA.
 - Lead Personnel:
 - Progress

DAVID Y. IGE
Governor

DOUGLAS S. CHIN
Lt. Governor



State of Hawaii
DEPARTMENT OF AGRICULTURE
1428 South King Street
Honolulu, Hawaii 96814-2512
Phone: (808) 973-9600 FAX: (808) 973-9613

SCOTT E. ENRIGHT
Chairperson, Board of Agriculture

PHYLLIS SHIMABUKURO-GEISER
Deputy to the Chairperson

**TESTIMONY OF SCOTT E. ENRIGHT
CHAIRPERSON, BOARD OF AGRICULTURE**

**BEFORE THE SENATE COMMITTEES ON AGRICULTURE & ENVIRONMENT AND
LABOR**

**FEBRUARY 5, 2018
1:25 P.M.
CONFERENCE ROOM 224**

**SENATE BILL NO. 2563
RELATING TO AGRICULTURE**

Chairperson Gabbard, Chairperson Tokuda and Members of the Committees:

Thank you for the opportunity to testify on Senate Bill No. 2563. This bill provides funding for the continued work of the K-12 agriculture workforce development pipeline initiative in the Department of Labor and Industrial Relations (DLIR) to conduct trainings for teachers and school administrators in agricultural self-sufficiency on all islands. The Department supports this bill but would defer to the DLIR.

The Department participated in the Agriculture Workforce Advisory Board that was created by Act 99, Session Laws of Hawaii 2013. Along with the DLIR, Department of Education, University of Hawaii, Hawaii Farm Bureau Federation, and a representative from the farming community, discussions were held to find ways to increase our current agricultural workforce. Recent numbers from the 2012 US Agricultural Census has found the average age of farmers in Hawaii is over 63 years old. It is the Department's goal to reverse this trend and we look forward to continued collaboration with our brother and sister agencies and the public to achieve this goal.

Thank you for the opportunity to present testimony.



SB-2563

Submitted on: 2/5/2018 9:06:16 AM

Testimony for AEN on 2/5/2018 1:25:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Councilmember Yuki Lei Sugimura	Maui County Council	Support	No

Comments:

The purpose of this Act is to continue the work of the agriculture workforce development pipeline initiative to conduct training on all islands for teachers and school administrators, and students in agricultural self-sufficiency. There is appropriated out of the general revenues of the State of Hawaii the sum of \$200,000 or so much thereof as may be necessary for fiscal year **2018-2019** for the operations of the **K-12** agriculture workforce development pipeline initiative.

Waipahu Intermediate School FFA
94-455 Farrington Hwy · Waipahu, HI



Saturday, February 3, 2018

SB2563 Relating to Agriculture

Madam Chair Tokuda, Mr. Chair Gabbard, Members of the Labor and Agriculture Committees,

Thank you for the opportunity to present written testimony on behalf of Waipahu Intermediate School's FFA Chapter regarding SB2563 relating to agriculture.

Waipahu Intermediate School proudly became the first middle school FFA chapter in the state of Hawaii. However, a couple of our students attended the Hawaii Ag Conference in August at the Convention Center, and our chapter hosted a panel discussion with several legislators and ag leaders to discuss agricultural issues in Hawaii, and our students have been learning some frightening facts about agriculture in Hawaii. Our students learned that the average age of a farmer is 58 years old and that nearly 90% of the food Hawaii consumes is imported.

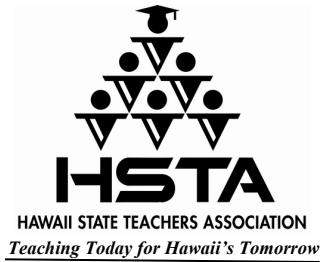
Our Chapter just presented on Friday, February 2, at the Association for Middle Level Educators (AMLE) Conference at the Convention Center to try to push more schools to learn about agriculture and start their own FFA chapters at their schools. There were approximately 80 educators in the room and our students did an amazing job presenting. Many educators waited after to speak to the students and myself and took my business card to obtain additional information.

Our FFA chapter will also host a Jr. FFA Conference, inviting elementary school students to either enter agricultural related competitions and/or attend student and teacher workshops presented by ag experts. We have already received verbal commitments from the Hawaii USDA, Monsanto, Hawaii Ag Foundation, and Hawaii Kokua Foundation.

Our chapter is trying to do our part to create an agricultural workforce development pipeline, but we are just one chapter, which is why we are in support of this bill. Hawaii needs continued support to create programs and events that foster ag education to the children of Hawaii.

Thank you so much for your time and continued support for the children of Hawaii.

Sincerely,
Ken Kozuma
Waipahu Intermediate School
FFA Advisor



1200 Ala Kapuna Street ♦ Honolulu, Hawaii 96819
Tel: (808) 833-2711 ♦ Fax: (808) 839-7106 ♦ Web: www.hsta.org

Corey Rosenlee
President
Justin Hughey
Vice President
Amy Perruso
Secretary-Treasurer
Wilbert Holck
Executive Director

TESTIMONY BEFORE THE SENATE COMMITTEE ON
AGRICULTURE AND ENVIRONMENT and THE COMMITTEE ON LABOR

RE: SB 2563 - RELATING TO AGRICULTURE.

MONDAY, FEBRUARY 5, 2018

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Gabbard, Chair Tokuda and Members of the Committees:

The Hawaii State Teachers Association **supports SB 2563**, relating to agriculture.

We need to restore the balance in our public educational system in Hawaii. Hawaii's Career and Technical Education programs need to be expanded to provide greater opportunity to prepare young people to design their own futures. The purpose of this Act is to continue the work of the agriculture workforce development pipeline initiative to conduct training on all islands for teachers and school administrators, and students in agricultural self-sufficiency. This act would help the continuation of providing teachers in the DOE with training from experts in the agricultural field would help them understand not only how the agriculture workforce needs have changed over time, but also how to incorporate sustainability in agriculture that is in high demand in Hawaii. According to the Hawaii Agriculture Skill Panel Report from the Workforce Development Council, the average age of Hawaii's commercial farmers is over 60 years old. Interest in agriculture is waning in our youth and this is worrisome to the industry and to the economy and self-sustainability of our state.

There is a common misconception that farming is a low-paying, low-skilled trade. Our youth need to understand that there are a variety of careers within the agricultural industry that need to be filled. They need more workers that are not only technical in nature, but also those who will help to solve the problems listed in the report such as developing new technology and developing ideas for innovation that are critical components to the growth and expansion of the agricultural industry in Hawaii, especially in the areas of sustainability. The agricultural



HAWAII STATE TEACHERS ASSOCIATION
Teaching Today for Hawaii's Tomorrow

1200 Ala Kapuna Street ♦ Honolulu, Hawaii 96819
Tel: (808) 833-2711 ♦ Fax: (808) 839-7106 ♦ Web: www.hsta.org

Corey Rosenlee
President

Justin Hughey
Vice President

Andy Perruso
Secretary-Treasurer

Wilbert Holck
Executive Director

industry also needs workers in business, marketing, and management to refine and streamline production and distribution, along with workers to guide the industry in using sustainable practices, Organic farming, Soil building, and Natural Farming.

Passage of this bill would help provide teachers with the knowledge they need to incorporate agricultural career paths into their curriculum using school gardens, and farm to table programs with their students.

Hawaii, like most states, is working toward the goal of getting their students 'college-and career-ready,' but CTE experts are concerned that what we mean by 'career-ready' is not always clear, and the supply of quality career-technical education programs has not kept pace with demand. Students must have several options available to them in order to explore a variety of career options, one of them being in agriculture. This bill supports these efforts.

According to a national study, *The Shocking Truth About The Skills Gap* (2015), only 25 percent of polled job seekers reported receiving career path in high school, and 41 percent said they wished they had received more guidance.

Because a robust education involves developing all aspects of learning for our ever-changing world including the changes in agriculture, the Hawaii State Teachers Association asks your committee to **support** this bill.



LAND USE RESEARCH
FOUNDATION OF HAWAII

1100 Alakea Street, Suite 408
Honolulu, Hawaii 96813
(808) 521-4717
www.lurf.org

February 2, 2018

Senator Mike Gabbard, Chair
Senator Gil Riviere, Vice Chair
Senate Committee on Agriculture and Environment

Senator Jill N. Tokuda, Chair
Senator J. Kalani English, Vice Chair
Senate Committee on Labor

Comments in Support of SB 2563 Relating to Agriculture (Appropriates Funds to the Department of Labor and Industrial Relations for the K-12 Agriculture Workforce Development Pipeline Initiative).

Monday, February 5, 2018, 1:25 p.m., in Conference Room 224

The Land Use Research Foundation of Hawaii (LURF) is a private, non-profit research and trade association whose members include major Hawaii landowners, developers and a utility company. LURF's mission is to advocate for reasonable, rational and equitable land use planning, legislation and regulations that encourage well-planned economic growth and development, while safeguarding Hawaii's significant natural and cultural resources, and public health and safety.

LURF appreciates the opportunity to express its **support of SB 2563** and of the various agricultural stakeholder groups who defend the goals of viable agricultural operations and the conservation and protection of agriculture, including important agricultural lands (IAL) in Hawaii. The bill conveys the need for collaboration amongst diverse sectors of the community - business, government, educational institutions, and agricultural stakeholders - and the importance for them to work together cooperatively to improve the economic viability of the State's agricultural industry.

SB 2563. The purpose of this bill is to continue the work of the agriculture workforce development pipeline initiative (the "Initiative") to conduct training in agricultural self-sufficiency on all islands for teachers and school administrators, and students.

LURF's Position. LURF believes that the proposed appropriation of general revenues for the operations of the Initiative is consistent with the underlying intent and objectives of the IAL laws (Hawaii Revised Statutes [HRS], Sections 205-41 to 52), which were enacted to fulfill the mandate in Article XI, Section 3 of the Hawaii State Constitution, "to conserve and protect agricultural lands, promote diversified agriculture, increase

agricultural self-sufficiency and assure the availability of agriculturally suitable lands.” As noted in HRS Section 205-41, the intent of Act 183 (2005) was to develop agricultural incentive programs to promote agricultural viability, sustained growth of the agricultural industry, and the long-term use and protection of important agricultural lands for agricultural use.

Passage of the long-awaited IAL legislation would be pointless without implementation of these programs, incentives and inducements which require the cooperation and support of agricultural, business, and educational organizations, as well as government agencies, which this bill is intended to cultivate and promote.

LURF members include private property owners, farmers and ranchers who own, maintain, and engage in agricultural enterprises, and who consider programs such as this Initiative significant to the continued conduct of their operations and to help sustain and preserve their businesses into the future. Regrettably, interest in agriculture continues to decline due to misguided assumptions of the trade as entailing hard work for low pay, and requiring little, if any appreciable skills.

LURF believes efforts like the Initiative and the appropriation of funds for its operation would greatly assist in the perpetuation of the agricultural industry in this State by identifying workforce needs; assisting the industry with training to help farmers and ranchers comply with onerous regulatory requirements; providing knowledge and inspiring interest in agriculture; as well as educating youth about the importance of increasing Hawaii’s long-term resilience and sustainability.

As the establishment of the Initiative significantly helps to promote economically viable agriculture and food self-sufficiency in Hawaii, LURF is in **support of SB 2563**.

Thank you for the opportunity to provide comments in support of this measure.



P.O. Box 253, Kunia, Hawai'i 96759
Phone: (808) 848-2074; Fax: (808) 848-1921
e-mail info@hfbf.org; www.hfbf.org

February 5, 2018

HEARING BEFORE THE
SENATE COMMITTEE ON AGRICULTURE AND ENVIRONMENT
SENATE COMMITTEE ON LABOR

TESTIMONY ON SB 2563
RELATING TO AGRICULTURE

Room 224
1:25 pm

Aloha Chair Gabbard, Chair Tokuda, Vice Chair Riviere, Vice Chair English, and Members of the Committees:

I am Randy Cabral, President of the Hawaii Farm Bureau (HFB). Organized since 1948, the HFB is comprised of 1,900 farm family members statewide, and serves as Hawaii's voice of agriculture to protect, advocate and advance the social, economic and educational interests of our diverse agricultural community.

The Hawaii Farm Bureau supports SB 2563, which appropriates funds to the department of labor and industrial relations for the K-12 agriculture workforce development pipeline initiative.

Hawaii's commercial farmers' average age is over 60 years. To maintain and expand production levels, it's clear that we need a new generation of farmers and ranchers equipped to assume the task of growing crops and livestock. This is critical to achieving Hawaii's goal of increased self-sufficiency and sustainability.

DLIR, under Director Takamine's and HDOA Chair Kokubun's leadership, undertook a series of facilitated meetings with farmers, ranchers, educators and a diverse group of stakeholders across the state between 2007 and 2011. Its report was published. This report: Hawaii Agriculture Skill Panel Report, made a number of recommendations, of which several common themes emerged. #1 of those themes is 'Increasing youth education and training'.

In 2013, the Hawaii State Legislature saw fit to establish the Agriculture Workforce Advisory Board via HB 749 of that year. This Board convenes, in part, to execute the recommendations of Hawaii Agriculture Skill Panel Report. This board established a

program by which educators and school administrators can be exposed and incentivized to adopt existing broad-based agricultural curriculums. This is an important step toward the future of agriculture in Hawaii. The activities enabled by passage of this legislation will continue to implement strategies yielding favorable outcomes for the state's economy, particularly the agricultural sector.

We ask for your support to continue funding the operations of the K-12 Agriculture Workforce Development Pipeline Initiative. Thank you for this opportunity to provide comments on this measure.

Thank you for this opportunity to provide our opinion on this important matter.



PO Box 168, Kealahou, HI 96750
808-929-9550

HAWAII STATE SENATE
JOINT COMMITTEE ON AGRICULTURE AND ENVIRONMENT & LABOR

Monday, February 5, 2018
1:25 p.m.
Conference Room 224

RE: Testimony in Support of SB 2563

Aloha Chairs Tokuda & Gabbard, Vice Chairs English & Riviere and members of the Committees,

I am Chris Manfredi, President of Hawaii Coffee Association.

The Hawaiian coffee industry is conservatively ranked by USDA as Hawaii's second highest-value crop. The Hawaii Coffee Association's (HCA) mission is to represent all sectors of the Hawaiian coffee industry, including growers, millers, wholesalers, roasters and retailers located throughout the State of Hawaii. The HCA's primary objective is to increase awareness and consumption of Hawaiian coffees. A major component of HCA's work is the continuing education of members and consumers.

The HCA supports SB 2563, and respectfully asks the committees to consider an amendment.

Having served on the Ag Labor Advisory Committee as administered by DLIR, I can say that the program has met with success and should be continued. The K-12 Agriculture Workforce Development Pipeline Initiative is helping to recruit and train the next generations of farmers and ranchers, **however the needs of existing growers is immediate.**

The coffee industry is currently experiencing a significant labor crisis. The need for harvest labor is immediate. An indirect impact of the labor shortage is an explosion of Coffee Berry Borer populations. Unharvested cherries act as a reservoir for CBB. The beetles lie dormant while waiting to infest the subsequent crop.

At the 2017 Ag Leadership Conference I moderated a vibrant and diverse panel discussion, comprised of local, state and federal lawmakers, various agencies and key industry stakeholders.

We identified two immediate needs:

1. Expanding the labor pool
2. Improving availability of affordable housing for laborers.

We also identified two demographic groups that could benefit while helping to alleviate the immediate pressure on agriculture.

These include:

1. The homeless population
2. At-risk veterans

The Hawaii Coffee Association respectfully asks that the Legislature establish an Agricultural Labor Task Force to collaboratively solve these problems.

Proposed members include:

- Committee chairs of House and Senate Agriculture and Labor Committees and/or staff
- Members of the US House of Representatives and Senate and/or Staff
- A representative of US Department of Labor
- The Chairperson of DLIR
- The Chairperson of HDOA
- A representative of UH CTAHR
- A representative of HDOE
- County Planning Departments

A representative of the following NGO's:

- Hawaii Agriculture Research Center
- Hawaii Cattlemen's Council
- Hawaii Coffee Association
- Hawaii Farm Bureau Federation
- Hawaii Farmers Union United
- Hawaii Macadamia Association
- A legal specialist in labor laws
- Others to be determined

It will take all of the above, working together, to solve this long-standing issue. Based on the responses from the 2017 Ag Conference there is strong will.

Thank you for your support of SB 2563 with proposed amendment.

SB-2563

Submitted on: 2/2/2018 2:12:23 PM

Testimony for AEN on 2/5/2018 1:25:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Warren Watanabe	Maui County Farm Bureau	Support	No

Comments:

From: [Tom Shigemoto](#)
To: [AEN Testimony](#)
Subject: I SUPPORT SB 2563.
Date: Friday, February 2, 2018 2:19:07 PM

Aloha Chair Gabbard, Chair Tokuda, Vice Chair Riviere, Vice Chair English and Members of the Committee,

I strongly support SB 2563, which establishes a K-12 Agriculture Workforce Development Pipeline Initiative in DLIR to conduct training for students, teachers and school administrators in agricultural self-sufficiency.

Hawaii's commercial farmers' average age is over 60 years. To maintain and expand production levels, it is clear that we need a new generation of farmers and ranchers equipped to assume the task of growing crops and livestock. This measure is critical to achieving Hawaii's goal of increased self-sufficiency and sustainability.

We ask for your support to continue funding the operations of the K-12 Agriculture Workforce Development Pipeline Initiative

Thank you for the opportunity to testify on this measure.

Mahalo!

From: [Shannon Alivado](#)
To: [AEN Testimony](#)
Subject: I SUPPORT SB 2563.
Date: Friday, February 2, 2018 2:16:48 PM

Aloha Chair Gabbard, Chair Tokuda, Vice Chair Riviere, Vice Chair English and Members of the Committee,

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We ask for your support to continue funding the operations of the K-12 Agriculture Workforce Development Pipeline Initiative

Thank you for the opportunity to testify on this measure.

Mahalo!

From: [Randall Yokoyama](#)
To: [AEN Testimony](#)
Subject: I SUPPORT SB 2563.
Date: Friday, February 2, 2018 3:43:42 PM

Aloha Chair Gabbard, Chair Tokuda, Vice Chair Riviere, Vice Chair English and Members of the Committee,

I strongly support SB 2563, which establishes a K-12 Agriculture Workforce Development Pipeline Initiative in DLIR to conduct training for students, teachers and school administrators in agricultural self-sufficiency.

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We ask for your support to continue funding the operations of the K-12 Agriculture Workforce Development Pipeline Initiative

Thank you for the opportunity to testify on this measure.

Mahalo!

From: [Paula Hegele](#)
To: [AEN Testimony](#)
Subject: I SUPPORT SB 2563.
Date: Friday, February 2, 2018 3:19:15 PM

Aloha Chair Gabbard, Chair Tokuda, Vice Chair Riviere, Vice Chair English and Members of the Committee,

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We ask for your support to continue funding the operations of the K-12 Agriculture Workforce Development Pipeline Initiative

Thank you for the opportunity to testify on this measure.

Mahalo!

From: [Michelle Galimba](#)
To: [AEN Testimony](#)
Subject: I SUPPORT SB 2563.
Date: Friday, February 2, 2018 2:24:19 PM

Aloha Chair Gabbard, Chair Tokuda, Vice Chair Riviere, Vice Chair English and Members of the Committee,

I strongly support SB 2563, which establishes a K-12 Agriculture Workforce Development Pipeline Initiative in DLIR to conduct training for students, teachers and school administrators in agricultural self-sufficiency.

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We ask for your support to continue funding the operations of the K-12 Agriculture Workforce Development Pipeline Initiative

Thank you for the opportunity to testify on this measure.

Mahalo!

From: [Michael Kohn](#)
To: [AEN Testimony](#)
Subject: I SUPPORT SB 2563.
Date: Friday, February 2, 2018 3:53:36 PM

Aloha Chair Gabbard, Chair Tokuda, Vice Chair Riviere, Vice Chair English and Members of the Committee,

I strongly support SB 2563, which establishes a K-12 Agriculture Workforce Development Pipeline Initiative in DLIR to conduct training for students, teachers and school administrators in agricultural self-sufficiency.

Hawaii's commercial farmers' average age is over 60 years. To maintain and expand production levels, it is clear that we need a new generation of farmers and ranchers equipped to assume the task of growing crops and livestock. This measure is critical to achieving Hawaii's goal of increased self-sufficiency and sustainability.

We ask for your support to continue funding the operations of the K-12 Agriculture Workforce Development Pipeline Initiative

Thank you for the opportunity to testify on this measure.

Mahalo!

From: [Maria Larriera](#)
To: [AEN Testimony](#)
Subject: I SUPPORT SB 2563.
Date: Friday, February 2, 2018 2:07:40 PM

Aloha Chair Gabbard, Chair Tokuda, Vice Chair Riviere, Vice Chair English and Members of the Committee,

I strongly support SB 2563, which establishes a K-12 Agriculture Workforce Development Pipeline Initiative in DLIR to conduct training for students, teachers and school administrators in agricultural self-sufficiency.

Hawaii's commercial farmers' average age is over 60 years. To maintain and expand production levels, it is clear that we need a new generation of farmers and ranchers equipped to assume the task of growing crops and livestock. This measure is critical to achieving Hawaii's goal of increased self-sufficiency and sustainability.

We ask for your support to continue funding the operations of the K-12 Agriculture Workforce Development Pipeline Initiative

Thank you for the opportunity to testify on this measure.

Mahalo!

From: [John Gordines](#)
To: [AEN Testimony](#)
Subject: I SUPPORT SB 2563.
Date: Friday, February 2, 2018 2:13:10 PM

Aloha Chair Gabbard, Chair Tokuda, Vice Chair Riviere, Vice Chair English and Members of the Committee,

I strongly support SB 2563, which establishes a K-12 Agriculture Workforce Development Pipeline Initiative in DLIR to conduct training for students, teachers and school administrators in agricultural self-sufficiency.

Hawaii's commercial farmers' average age is over 60 years. To maintain and expand production levels, it is clear that we need a new generation of farmers and ranchers equipped to assume the task of growing crops and livestock. This measure is critical to achieving Hawaii's goal of increased self-sufficiency and sustainability.

We ask for your support to continue funding the operations of the K-12 Agriculture Workforce Development Pipeline Initiative

Thank you for the opportunity to testify on this measure.

Mahalo!

From: [Elliot Telles](#)
To: [AEN Testimony](#)
Subject: I SUPPORT SB 2563.
Date: Friday, February 2, 2018 2:28:41 PM

Aloha Chair Gabbard, Chair Tokuda, Vice Chair Riviere, Vice Chair English and Members of the Committee,

I strongly support SB 2563, which establishes a K-12 Agriculture Workforce Development Pipeline Initiative in DLIR to conduct training for students, teachers and school administrators in agricultural self-sufficiency.

Hawaii's commercial farmers' average age is over 60 years. To maintain and expand production levels, it is clear that we need a new generation of farmers and ranchers equipped to assume the task of growing crops and livestock. This measure is critical to achieving Hawaii's goal of increased self-sufficiency and sustainability.

We ask for your support to continue funding the operations of the K-12 Agriculture Workforce Development Pipeline Initiative

Thank you for the opportunity to testify on this measure.

Mahalo!

From: [Blaine Grassman](#)
To: [AEN Testimony](#)
Subject: I SUPPORT SB 2563.
Date: Friday, February 2, 2018 3:53:51 PM

Aloha Chair Gabbard, Chair Tokuda, Vice Chair Riviere, Vice Chair English and Members of the Committee,

I strongly support SB 2563, which establishes a K-12 Agriculture Workforce Development Pipeline Initiative in DLIR to conduct training for students, teachers and school administrators in agricultural self-sufficiency.

Hawaii's commercial farmers' average age is over 60 years. To maintain and expand production levels, it is clear that we need a new generation of farmers and ranchers equipped to assume the task of growing crops and livestock. This measure is critical to achieving Hawaii's goal of increased self-sufficiency and sustainability.

We ask for your support to continue funding the operations of the K-12 Agriculture Workforce Development Pipeline Initiative

Thank you for the opportunity to testify on this measure.

Mahalo!

From: [Barry Brennan](#)
To: [AEN Testimony](#)
Subject: I SUPPORT SB 2563.
Date: Friday, February 2, 2018 2:54:31 PM

Aloha Chair Gabbard, Chair Tokuda, Vice Chair Riviere, Vice Chair English and Members of the Committee,

I strongly support SB 2563, which establishes a K-12 Agriculture Workforce Development Pipeline Initiative in DLIR to conduct training for students, teachers and school administrators in agricultural self-sufficiency.

Hawaii's commercial farmers' average age is over 60 years. To maintain and expand production levels, it is clear that we need a new generation of farmers and ranchers equipped to assume the task of growing crops and livestock. This measure is critical to achieving Hawaii's goal of increased self-sufficiency and sustainability.

We ask for your support to continue funding the operations of the K-12 Agriculture Workforce Development Pipeline Initiative

Thank you for the opportunity to testify on this measure.

Mahalo!

From: [Alvin Tsuruda](#)
To: [AEN Testimony](#)
Subject: I SUPPORT SB 2563.
Date: Friday, February 2, 2018 3:58:59 PM

Aloha Chair Gabbard, Chair Tokuda, Vice Chair Riviere, Vice Chair English and Members of the Committee,

I strongly support SB 2563, which establishes a K-12 Agriculture Workforce Development Pipeline Initiative in DLIR to conduct training for students, teachers and school administrators in agricultural self-sufficiency.

Hawaii's commercial farmers' average age is over 60 years. To maintain and expand production levels, it is clear that we need a new generation of farmers and ranchers equipped to assume the task of growing crops and livestock. This measure is critical to achieving Hawaii's goal of increased self-sufficiency and sustainability.

We ask for your support to continue funding the operations of the K-12 Agriculture Workforce Development Pipeline Initiative

Thank you for the opportunity to testify on this measure.

Mahalo!

SB-2563

Submitted on: 2/3/2018 11:36:58 PM

Testimony for AEN on 2/5/2018 1:25:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Melodie Aduja	OCC Legislative Priorities	Support	No

Comments:

**PRESENTATION OF THE
OAHU COUNTY COMMITTEE ON LEGISLATIVE PRIORITIES
DEMOCRATIC PARTY OF HAWAII
TO THE COMMITTEE ON AGRICULTURE AND ENVIRONMENT AND
COMMITTEE ON LABOR
THE SENATE
TWENTY-NINTH LEGISLATURE
REGULAR SESSION OF 2018
Monday, February 5, 2018
1:25 p.m.**

Hawaii State Capitol, Conference Room 224

RE: Testimony in Support of HB 2563, RELATING TO AGRICULTURE

To the Honorable Mike Gabbard, Chair; the Honorable Gil Riviere, Vice-Chair and Members of the Committee on Agriculture and Environment:

To the Honorable Jill Tokuda, Chair; the Honorable J. Kalani English, Vice-Chair and Members of the Committee on Labor:

Good afternoon. My name is Melodie Aduja. I serve as Chair of the Oahu County Committee ("OCC") Legislative Priorities Committee of the Democratic Party of Hawaii. Thank you for the opportunity to provide written testimony on Senate Bill No. 2563, relating to appropriations to the department of labor and industrial relations for the

K-12 agriculture workforce development pipeline initiative. The OCC Legislative Priorities Committee is in favor of Senate Bill No. 2563 and support its passage.

Senate Bill No. 2563, is in alignment with the Platform of the Democratic Party of Hawai'i ("DPH"), 2016, as it continues the agriculture workforce development pipeline initiative in conducting training on all islands for teachers and school administrators, and students in agricultural self-sufficiency.

Specifically, the DPH Platform states that "[w]e believe a major role of education is to develop critical and creative thinkers who are knowledgeable about issues and able to evaluate and solve real-world problems. The curriculum also should emphasize cultural learning, the arts, career and trade skills, and physical education so that we may preserve our health and rich cultural history. A variety of learning strategies should be used, including group projects, cooperative learning, discussion, games and technological innovations." (Platform of the DPH, P. 7, Lines 378-380 (2016)).

Given that Senate Bill No. 2563 appropriates to the department of labor and industrial relations for the K-12 agriculture workforce development pipeline initiative, it is the position of the OCC Legislative Committee to support this measure.

Thank you very much for your kind consideration.

Sincerely yours,

/s/**Melodie Aduja**

Melodie Aduja, Chair, OCC Legislative Priorities Committee

Email: legislativepriorities@gmail.com, Tel.: (808) 258-8889

From: [Arnold Hara](#)
To: [AEN Testimony](#)
Subject: I SUPPORT SB 2563.
Date: Friday, February 2, 2018 4:47:04 PM

Aloha Chair Gabbard, Chair Tokuda, Vice Chair Riviere, Vice Chair English and Members of the Committee,

I strongly support SB 2563, which establishes a K-12 Agriculture Workforce Development Pipeline Initiative in DLIR to conduct training for students, teachers and school administrators in agricultural self-sufficiency.

Hawaii's commercial farmers' average age is over 60 years. To maintain and expand production levels, it is clear that we need a new generation of farmers and ranchers equipped to assume the task of growing crops and livestock. This measure is critical to achieving Hawaii's goal of increased self-sufficiency and sustainability.

We ask for your support to continue funding the operations of the K-12 Agriculture Workforce Development Pipeline Initiative

Thank you for the opportunity to testify on this measure.

Mahalo!

From: [Dusty Alderks](#)
To: [AEN Testimony](#)
Subject: I SUPPORT SB 2563.
Date: Saturday, February 3, 2018 3:25:15 AM

Aloha Chair Gabbard, Chair Tokuda, Vice Chair Riviere, Vice Chair English and Members of the Committee,

I strongly support SB 2563, which establishes a K-12 Agriculture Workforce Development Pipeline Initiative in DLIR to conduct training for students, teachers and school administrators in agricultural self-sufficiency.

Hawaii's commercial farmers' average age is over 60 years. To maintain and expand production levels, it is clear that we need a new generation of farmers and ranchers equipped to assume the task of growing crops and livestock. This measure is critical to achieving Hawaii's goal of increased self-sufficiency and sustainability.

We ask for your support to continue funding the operations of the K-12 Agriculture Workforce Development Pipeline Initiative

Thank you for the opportunity to testify on this measure.

Mahalo!

From: [Faith Okabe](#)
To: [AEN Testimony](#)
Subject: I SUPPORT SB 2563.
Date: Saturday, February 3, 2018 11:29:54 AM

Aloha Chair Gabbard, Chair Tokuda, Vice Chair Riviere, Vice Chair English and Members of the Committee,

I strongly support SB 2563, which establishes a K-12 Agriculture Workforce Development Pipeline Initiative in DLIR to conduct training for students, teachers and school administrators in agricultural self-sufficiency.

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We ask for your support to continue funding the operations of the K-12 Agriculture Workforce Development Pipeline Initiative

Thank you for the opportunity to testify on this measure.

Mahalo!

From: [Jeffrey McCall](#)
To: [AEN Testimony](#)
Subject: I SUPPORT SB 2563.
Date: Saturday, February 3, 2018 6:07:14 AM

Aloha Chair Gabbard, Chair Tokuda, Vice Chair Riviere, Vice Chair English and Members of the Committee,

I strongly support SB 2563, which establishes a K-12 Agriculture Workforce Development Pipeline Initiative in DLIR to conduct training for students, teachers and school administrators in agricultural self-sufficiency.

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We ask for your support to continue funding the operations of the K-12 Agriculture Workforce Development Pipeline Initiative

Thank you for the opportunity to testify on this measure.

Mahalo!

From: [john giblin](#)
To: [AEN Testimony](#)
Subject: I SUPPORT SB 2563.
Date: Saturday, February 3, 2018 5:43:40 AM

Aloha Chair Gabbard, Chair Tokuda, Vice Chair Riviere, Vice Chair English and Members of the Committee,

I strongly support SB 2563, which establishes a K-12 Agriculture Workforce Development Pipeline Initiative in DLIR to conduct training for students, teachers and school administrators in agricultural self-sufficiency.

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We ask for your support to continue funding the operations of the K-12 Agriculture Workforce Development Pipeline Initiative

Thank you for the opportunity to testify on this measure.

Mahalo!

From: [Joni Kamiya](#)
To: [AEN Testimony](#)
Subject: I SUPPORT SB 2563.
Date: Friday, February 2, 2018 6:24:53 PM

Aloha Chair Gabbard, Chair Tokuda, Vice Chair Riviere, Vice Chair English and Members of the Committee,

I strongly support SB 2563, which establishes a K-12 Agriculture Workforce Development Pipeline Initiative in DLIR to conduct training for students, teachers and school administrators in agricultural self-sufficiency.

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We ask for your support to continue funding the operations of the K-12 Agriculture Workforce Development Pipeline Initiative

Thank you for the opportunity to testify on this measure.

Mahalo!

From: [Kenneth Kamiya](#)
To: [AEN Testimony](#)
Subject: I SUPPORT SB 2563.
Date: Saturday, February 3, 2018 8:07:19 AM

Aloha Chair Gabbard, Chair Tokuda, Vice Chair Riviere, Vice Chair English and Members of the Committee,

I strongly support SB 2563, which establishes a K-12 Agriculture Workforce Development Pipeline Initiative in DLIR to conduct training for students, teachers and school administrators in agricultural self-sufficiency.

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We ask for your support to continue funding the operations of the K-12 Agriculture Workforce Development Pipeline Initiative

Thank you for the opportunity to testify on this measure.

Mahalo!

From: [Laurie Ho](#)
To: [AEN Testimony](#)
Subject: I SUPPORT SB 2563.
Date: Saturday, February 3, 2018 8:59:58 AM

Aloha Chair Gabbard, Chair Tokuda, Vice Chair Riviere, Vice Chair English and Members of the Committee,

I strongly support SB 2563, which establishes a K-12 Agriculture Workforce Development Pipeline Initiative in DLIR to conduct training for students, teachers and school administrators in agricultural self-sufficiency.

Hawaii's commercial farmers' average age is over 60 years. To maintain and expand production levels, it is clear that we need a new generation of farmers and ranchers equipped to assume the task of growing crops and livestock. This measure is critical to achieving Hawaii's goal of increased self-sufficiency and sustainability.

We ask for your support to continue funding the operations of the K-12 Agriculture Workforce Development Pipeline Initiative

Thank you for the opportunity to testify on this measure.

Mahalo!

From: [Lehn Huff](#)
To: [AEN Testimony](#)
Subject: I SUPPORT SB 2563.
Date: Sunday, February 4, 2018 1:49:48 PM

Aloha Chair Gabbard, Chair Tokuda, Vice Chair Riviere, Vice Chair English and Members of the Committee,

I strongly support SB 2563, which establishes a K-12 Agriculture Workforce Development Pipeline Initiative in DLIR to conduct training for students, teachers and school administrators in agricultural self-sufficiency.

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We ask for your support to continue funding the operations of the K-12 Agriculture Workforce Development Pipeline Initiative

Thank you for the opportunity to testify on this measure.

Mahalo!

From: [Loreto Obra](#)
To: [AEN Testimony](#)
Subject: I SUPPORT SB 2563.
Date: Saturday, February 3, 2018 6:51:26 AM

Aloha Chair Gabbard, Chair Tokuda, Vice Chair Riviere, Vice Chair English and Members of the Committee,

I strongly support SB 2563, which establishes a K-12 Agriculture Workforce Development Pipeline Initiative in DLIR to conduct training for students, teachers and school administrators in agricultural self-sufficiency.

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We ask for your support to continue funding the operations of the K-12 Agriculture Workforce Development Pipeline Initiative

Thank you for the opportunity to testify on this measure.

Mahalo!

From: [Michael Kamiya](#)
To: [AEN Testimony](#)
Subject: I SUPPORT SB 2563.
Date: Friday, February 2, 2018 9:30:03 PM

Aloha Chair Gabbard, Chair Tokuda, Vice Chair Riviere, Vice Chair English and Members of the Committee,

I strongly support SB 2563, which establishes a K-12 Agriculture Workforce Development Pipeline Initiative in DLIR to conduct training for students, teachers and school administrators in agricultural self-sufficiency.

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We ask for your support to continue funding the operations of the K-12 Agriculture Workforce Development Pipeline Initiative

Thank you for the opportunity to testify on this measure.

Mahalo!

From: [michelle.Thornton](#)
To: [AEN Testimony](#)
Subject: I SUPPORT SB 2563.
Date: Friday, February 2, 2018 5:20:09 PM

Aloha Chair Gabbard, Chair Tokuda, Vice Chair Riviere, Vice Chair English and Members of the Committee,

I strongly support SB 2563, which establishes a K-12 Agriculture Workforce Development Pipeline Initiative in DLIR to conduct training for students, teachers and school administrators in agricultural self-sufficiency.

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We ask for your support to continue funding the operations of the K-12 Agriculture Workforce Development Pipeline Initiative

Thank you for the opportunity to testify on this measure.

Mahalo!

From: [Randy Cabral](#)
To: [AEN Testimony](#)
Subject: I SUPPORT SB 2563.
Date: Friday, February 2, 2018 5:37:58 PM

Aloha Chair Gabbard, Chair Tokuda, Vice Chair Riviere, Vice Chair English and Members of the Committee,

I strongly support SB 2563, which establishes a K-12 Agriculture Workforce Development Pipeline Initiative in DLIR to conduct training for students, teachers and school administrators in agricultural self-sufficiency.

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We ask for your support to continue funding the operations of the K-12 Agriculture Workforce Development Pipeline Initiative

Thank you for the opportunity to testify on this measure.

Mahalo!

From: [Robert Paull](#)
To: [AEN Testimony](#)
Subject: I SUPPORT SB 2563.
Date: Saturday, February 3, 2018 11:02:19 AM

Aloha Chair Gabbard, Chair Tokuda, Vice Chair Riviere, Vice Chair English and Members of the Committee,

I strongly support SB 2563, which establishes a K-12 Agriculture Workforce Development Pipeline Initiative in DLIR to conduct training for students, teachers and school administrators in agricultural self-sufficiency.

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We ask for your support to continue funding the operations of the K-12 Agriculture Workforce Development Pipeline Initiative

Thank you for the opportunity to testify on this measure.

Mahalo!

From: [Sharon Iwasaki](#)
To: [AEN Testimony](#)
Subject: I SUPPORT SB 2563.
Date: Saturday, February 3, 2018 4:26:25 PM

Aloha Chair Gabbard, Chair Tokuda, Vice Chair Riviere, Vice Chair English and Members of the Committee,

I strongly support SB 2563, which establishes a K-12 Agriculture Workforce Development Pipeline Initiative in DLIR to conduct training for students, teachers and school administrators in agricultural self-sufficiency.

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We ask for your support to continue funding the operations of the K-12 Agriculture Workforce Development Pipeline Initiative

Thank you for the opportunity to testify on this measure.

Mahalo!

From: [Susan Mulkern](#)
To: [AEN Testimony](#)
Subject: I SUPPORT SB 2563.
Date: Saturday, February 3, 2018 2:45:23 PM

Aloha Chair Gabbard, Chair Tokuda, Vice Chair Riviere, Vice Chair English and Members of the Committee,

I strongly support SB 2563, which establishes a K-12 Agriculture Workforce Development Pipeline Initiative in DLIR to conduct training for students, teachers and school administrators in agricultural self-sufficiency.

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We ask for your support to continue funding the operations of the K-12 Agriculture Workforce Development Pipeline Initiative

Thank you for the opportunity to testify on this measure.

Mahalo!

From: [Young Tarring](#)
To: [AEN Testimony](#)
Subject: I SUPPORT SB 2563.
Date: Saturday, February 3, 2018 8:55:35 AM

Aloha Chair Gabbard, Chair Tokuda, Vice Chair Riviere, Vice Chair English and Members of the Committee,

I strongly support SB 2563, which establishes a K-12 Agriculture Workforce Development Pipeline Initiative in DLIR to conduct training for students, teachers and school administrators in agricultural self-sufficiency.

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We ask for your support to continue funding the operations of the K-12 Agriculture Workforce Development Pipeline Initiative

Thank you for the opportunity to testify on this measure.

Mahalo!

SB-2563

Submitted on: 2/4/2018 7:21:04 PM

Testimony for AEN on 2/5/2018 1:25:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Ken Kajihara	Hawaii Association Future Farmers of America	Support	No

Comments:

Greetings,

I am a retired second generation Department of Education agriculture teacher, agriculture curriculum specialist and environmental safety educational officer. I also worked as a University of Hawaii Taro Research Associate and served for 10 years as the Hawaii Association Future Farmers of America (FFA) state advisor.

For the past eight years I have volunteered to build the Kalani High School Kipuka Kalan`iki Sustainability Program and have also served in volunteer capacities with local FFA chapters across the state. It is from these backgrounds that I offer the following:

I wholeheartly support this bill to continue the work of the agriculture workforce development pipeline initiative. As a ground-level supporter of teacher and student training in agriculture and natural resources education for over 40 years, and as a lifelong advocate of advancing agriculture in Hawaii, please know that this measure will bring our state closer to agricultural sustainability by providing professional development and training for students, teachers and administrators.

This bill will help to our teachers and administrators to better understand agricultural issues and job opportunities, and will result in a tighter and more effective agriculture and FFA curriculum.

Thank you helping our school level professionals to empower our students to realize the State's agricultural visions and agricultural career opportunities.

SB-2563

Submitted on: 2/4/2018 9:45:39 PM

Testimony for AEN on 2/5/2018 1:25:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
BENNETTE MISALUCHA	Hawaii Crop Improvement Association	Support	No

Comments:

SB-2563

Submitted on: 2/4/2018 11:54:30 PM

Testimony for AEN on 2/5/2018 1:25:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Dale Sandlin	Hawaii Cattlemens Council	Support	Yes

Comments:

From: [Clyde Fukuyama](#)
To: [AEN Testimony](#)
Subject: I SUPPORT SB 2563.
Date: Monday, February 5, 2018 8:53:30 AM

Aloha Chair Gabbard, Chair Tokuda, Vice Chair Riviere, Vice Chair English and Members of the Committee,

I strongly support SB 2563, which establishes a K-12 Agriculture Workforce Development Pipeline Initiative in DLIR to conduct training for students, teachers and school administrators in agricultural self-sufficiency.

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We ask for your support to continue funding the operations of the K-12 Agriculture Workforce Development Pipeline Initiative

Thank you for the opportunity to testify on this measure.

Mahalo!

From: [Melvin Matsuda](#)
To: [AEN Testimony](#)
Subject: I SUPPORT SB 2563.
Date: Monday, February 5, 2018 5:43:43 AM

Aloha Chair Gabbard, Chair Tokuda, Vice Chair Riviere, Vice Chair English and Members of the Committee,

I strongly support SB 2563, which establishes a K-12 Agriculture Workforce Development Pipeline Initiative in DLIR to conduct training for students, teachers and school administrators in agricultural self-sufficiency.

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We ask for your support to continue funding the operations of the K-12 Agriculture Workforce Development Pipeline Initiative

Thank you for the opportunity to testify on this measure.

Mahalo!

From: [Richard Ogoshi](#)
To: [AEN Testimony](#)
Subject: I SUPPORT SB 2563.
Date: Monday, February 5, 2018 8:46:49 AM

Aloha Chair Gabbard, Chair Tokuda, Vice Chair Riviere, Vice Chair English and Members of the Committee,

I strongly support SB 2563, which establishes a K-12 Agriculture Workforce Development Pipeline Initiative in DLIR to conduct training for students, teachers and school administrators in agricultural self-sufficiency.

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We ask for your support to continue funding the operations of the K-12 Agriculture Workforce Development Pipeline Initiative

Thank you for the opportunity to testify on this measure.

Mahalo!