

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**FY 2020 Education Stabilization Fund: Reimagine Workforce Preparation (ESF-RWP) Grants Program**

**CFDA # 84.425G**

**PR/Award # V425G200038**

**Grants.gov Tracking#: GRANT13192073**

OMB No. , Expiration Date:

Closing Date: Aug 24, 2020

PR/Award # V425G200038

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

**Application for Federal Assistance SF-424**

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="08/24/2020"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="REDACTED"/>	* c. Organizational DUNS: <input type="text" value="REDACTED"/>
--	--

**d. Address:**

* Street1:	<input type="text" value="2440 Campus Road, Box 368"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Honolulu"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="HI: Hawaii"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="96822-2234"/>

**e. Organizational Unit:**

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text"/>	* First Name: <input type="text" value="Nozomi"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Kanohe"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="REDACTED"/>	Fax Number: <input type="text"/>
---	----------------------------------

\* Email:

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

H: Public/State Controlled Institution of Higher Education

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.425

CFDA Title:

Education Stabilization Fund

**\* 12. Funding Opportunity Number:**

ED-GRANTS-062320-001

\* Title:

Office of Career, Technical, and Adult Education (OCTAE): FY 2020 Education Stabilization Fund: Reimagine Workforce Preparation (ESF-RWP) Grants Program CFDA Number 84.425G

**13. Competition Identification Number:**

84-425G-2020-1

Title:

FY 2020 Education Stabilization Fund: Reimagine Workforce Preparation (ESF-RWP) Grants Program (84.425G)

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

Reimagining Workforce Preparation: Hana Career Pathways

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

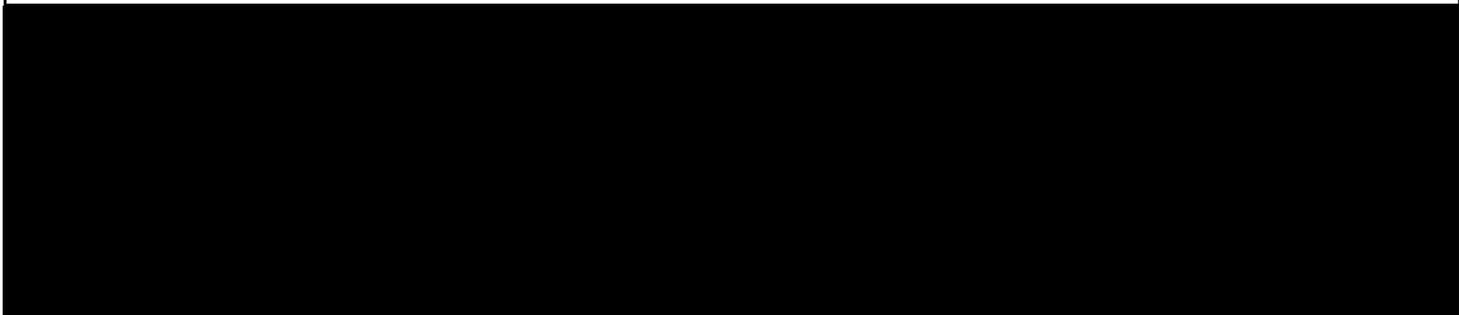
View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**



**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

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**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

University of Hawaii

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2017 To: 06/30/2023 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): Department of Health and Human Services (DHHS)

The Indirect Cost Rate is  %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.  
PR/Award # V425G200038

Name of Institution/Organization

University of Hawaii

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**



**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

1241-RWP\_GEPA\_427.pdf

Add Attachment

Delete Attachment

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## **ED GEPA Section 427 Requirement**

### **Reimagining Workforce Preparation: Hana Career Pathways**

Compliance with Section 427 of the General Education Provisions Act (GEPA) is demonstrated as follows: The University of Hawaii (UH) ESF-RWP project is designed to provide equal access and treatment of individuals without regard to race, color, national origin, gender, or disability.

In carrying out its educational mission, the applicant, UH will ensure to the fullest extent possible equitable access to, participation in, and appropriate educational opportunities for individuals served. Federally funded activities, programs and services will be accessible to all students, faculty, and other program beneficiaries with special needs allowing them to participate fully in the projects. As common practice and beyond the GEPA requirement, the University does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, socio-economic status, national origin, race, gender or sexual orientation in its education and research programs, or its services and activities. It provides reasonable and appropriate accommodations to meet the learning and evaluation needs of a diverse group of students, faculty, community members and other participants.

The applicant's UH Policy and HR Departments have established policies to provide an environment free from discrimination and harassment based upon age, color, religion, creed, disability, marital status, veteran status, socio-economic status, national origin, race, gender or sexual orientation. It monitors, coordinates, and recommends action to ensure compliance with these policies. To effectively and fairly resolve conflicts, should they arise, the University has established grievance procedures related to equal access for applicants, employees, or students and their families alleging discrimination. These procedures, which are administered by HR, are

accessible for use by students, employees, and the general public. HR also offers in-service training to increase staff effectiveness in recognizing and correcting biased attitudes. In accordance with the Americans with Disabilities Act, UH will provide appropriate accommodations so that the proposed program is accessible to students, staff, and families with disabilities.

UH is committed to implementing strategies for ensuring equitable access to and participation in the program. The following steps will be implemented as necessary with the intent to reduce access barriers and to maximize participation:

- Consult with instructional, apprenticeship, and employer faculty and support services to identify the special needs of program participants including, but not limited to, access requirements – such as wheel chair access, signers, and interpreters, as needed.
- Integration and review of distance education materials and curriculum design with lens to accessibility for broad and equitable reach;
- Coordinate and offer culturally sensitivity and ADA training for program staff, faculty, mentors, etc., as recommended by HR.
- Develop or acquire and disseminate culturally relevant and sensitive information materials that can be understood and accessible to all potential participants, regardless of their unique challenges. Provide program materials in other languages, as relevant to the population.
- Post information curriculum, materials, schedules of events, and program assessments on the internet – which will enable equitable access by participants and enable assistive computer devices to interpret the materials.

The proposed project will be continually monitored for program effectiveness to ensure that the proposed strategies are met, target audience(s) is being reached, and goals and objectives are achieved. If necessary, corrective steps will be taken to address deficiencies and maximize participation.

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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b>	
<input style="width: 100%;" type="text" value="University of Hawaii"/>	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Nozomi"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Kanoho"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Contracts &amp; Grants Specialist"/>	
<b>* SIGNATURE:</b> <input style="width: 300px;" type="text" value="Nozomi Kanoho"/>	<b>* DATE:</b> <input style="width: 150px;" type="text" value="08/24/2020"/>

**U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424**

**1. Project Director:**

Prefix: Dr.	First Name: Tammi	Middle Name:	Last Name: Oyadomari-Chun	Suffix:
----------------	----------------------	--------------	------------------------------	---------

Address:

Street1:	2327 Dole Street
Street2:	
City:	Honolulu
County:	HI
State:	HI: Hawaii
Zip Code:	96822-2234
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
	

Email Address:  


**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## PROJECT ABSTRACT

*Hana Career Pathways*, developed with the Hawaii Workforce Development Council (WDC—the State Workforce Board), addresses Absolute Priority 1(a) and Competitive Preference Priorities 1 & 2. The project will increase employment paths to in-demand living-wage jobs in 3 resilient sectors—healthcare, technology, and skilled trades. **Four project goals are proposed:** 1) Increase short-term training that leads to industry-valued credentials, 2) Increase employment in in-demand living-wage jobs, 3) Expand high-quality apprenticeship opportunities throughout Hawaii, and 4) Develop post-apprenticeship career pathways and advancement opportunities. **Objectives include:** 1.1) 3,560 participants will be served, 85% completion rate; 2.1) 75% (2,670) of participants will be employed; 2.2) 65% (1,737) of those employed will be in related occupations; 2.3) median earning of those employed will be \$38,000; 3.1) 35% (1,246) will participate in apprenticeship programs; 3.2) 125 businesses will host apprentices; and 4.1) 15 accelerated career pathways will be established statewide.

**Key activities:** a) Develop industry-aligned short-term educational training to meet immediate workforce needs; b) Offer short-term educational training through distance education—CPP 1, with attention to remote learners in Opportunity Zones—CPP 2; c) Create a statewide micro-credentials, badging, and licensing system that is public and interoperable; d) Provide career counseling, career pathway maps, career readiness training, job search services, referrals to adult basic education and public benefit programs; e) Expand Registered Apprenticeship Programs and Industry-Recognized Apprenticeship Programs; and f) Develop articulated career pathways with college credit options for short-term education and apprenticeships. **Grant funds** will be used to support activities, such as participant stipends for training and apprenticeships, a laptop/hotspot loan program, direct support and coordination staff, and curriculum/apprenticeship development. **Key Partners** are WDC, University of Hawaii Community Colleges, Chaminade University, Hawaii ED Community School for Adults, Castle Foundation, the Healthcare Association of Hawaii, Hawaii P-20, Chamber of Commerce Hawaii, Elemental Excelerator, and CIO Council of Hawaii.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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### IMPORTANT KEY IDENTIFICATION USED THROUGHOUT PROPOSAL:

**Application Requirement (AR)** are indicated in **blue**:

- **AR 1** is addressed in A. Highest Coronavirus Burden, pp. 1-5
- **AR 2** is addressed throughout B. Quality of Project Services and in Project Design and C. Quality of the Management Plan and Adequacy of Resources, pp. 11-12 (approach), p. 20 (partners), p. 19-21 (implementation plan and timeline), p. 22-24 (data collection plan for performance measures), p. 18 (logic model with estimated numbers to be served by project), p. 24 (Federal funds to carry out similar or related activities).
- **AR 3** is addressed on pp. 14-15;
- **AR 4** on p. 10;
- **AR 5** on p. 11; and
- **AR 6** on p. 23-24.

**Program Requirements** are indicated in **brown** on p. 22 (Credential Interoperability), p. 22 (Open Licensing), p. 20 (Reporting), p. 6-9 (Performance Measures, Baseline Data, & Performance Targets), p. 22-24 (Data Collection & Reporting).

**Overview.** The proposed U.S. Department of Education ESF-RWP project titled, *Hana Career Pathways*, developed by the Hawaii Workforce Development Council (WDC—the State Workforce Board) together with the University of Hawaii (UH) and other partners, builds on the momentum of statewide industry, workforce development, and educational planning towards a thriving, diverse, and resilient Hawaii. The project addresses Absolute Priority (AP) 1(a) and reimagines workforce preparation through the Hawaiian concept of *hana*. *Hana* translates as “work,” and has significance in Hawaiian culture as the act of breathing and unleashing grace to improve the world through one’s work. The project is grounded in two reports commissioned in light of the coronavirus pandemic based on labor market information analysis and input of over 200 stakeholders: 1) WDC’s *Workforce Resiliency Initiative* (2020), and 2) *Talent Roadmap to Economic Recovery in Hawaii* (Jobs for the Future—JFF, 2020). The project targets three recession-resistant sectors: healthcare, technology, and skilled trades with four project goals: 1) increase short-term training that leads to industry-valued credentials, 2) increase employment in in-demand living-wage jobs, 3) expand high-quality apprenticeship opportunities throughout Hawaii, and 4) develop post-apprenticeship career pathways and advancement opportunities.

*Hana Career Pathways* expands industry-valued education and training statewide, including remote underserved rural communities and designated Opportunity Zones. Through the 3-year project, 3,560 displaced, new, and underemployed workers will be trained for in-demand living-wage jobs in the target sectors and will earn industry-valued credentials; 125 new businesses will offer high-quality apprenticeship programs; and 15 new articulation agreements will be created as onramps (Prior Learning Assessment) from apprenticeships to postsecondary career pathways. A project Advisory Board provides strategic direction regarding industry needs and engagement, and the WDC’s Sector Strategies and Career Pathways Committee provides project evaluation.

## A. HIGHEST CORONAVIRUS BURDEN (APPLICATION REQUIREMENT 1)

### ***(1) The applicant is in the highest percentile of coronavirus burden***

Hawaii's unique combination of geographical isolation—from the Continental U.S. and between the remote island communities, high-cost of living, economic dependence on tourism, and shortage of health resources place it among the states most affected by the crisis. In the Reimagining Workforce Preparation notice, Hawaii was ranked in the 61st to 80th percentile for coronavirus impact. Yet, these reports do not fully demonstrate Hawaii's burden. *Broadband Access*: While 12% of Hawaii's households do not have broadband internet, rural counties (e.g., Maui County at 15%, Hawaii County at 21%) and communities (e.g., Pahoia at 37%, Hana at 33%, and Molokai at 35%) have decreased access (US Census Bureau, 2018). *Unemployment Insurance Claims*: While initial Unemployment Insurance (UI) claims are decreasing nationally and locally, the total UI claims continue to increase in Hawaii—the third highest rate in the nation (20% vs. 10% nationally) for the week ending August 15, 2020 (US DOL, UI Weekly Claims, 8/20/20). *COVID-19 Cases*: Hawaii's COVID-19 cases have drastically increased, with record highs each week (HawaiiNewsNow—HNN, 8/2/20). Even more alarming, Hawaii has the highest COVID-19 reproduction rate ( $R_t$ ) in the nation ( $R_{t.live}$ , 8/19/20) with an 11% positivity test rate and new cases per million at 121, exceeding New York at 33 (*Honolulu*, 8/14/20).

### ***(2) The applicant has a high coronavirus burden based on indicators and information factors.***

Multiple indicators show the extreme impact of COVID-19 in Hawaii on students, employers, small businesses, and economic development. Addressing Application Requirement (AR) (1), the magnitude and implications of these indicators are described below.

**Hawaii has the Highest Transmission Rate in the Nation.** According to  $R_{t.live}$ , an up-to-date tracker of COVID-19 spread, Hawaii's reproduction rate—the average number of people who become infected by an infectious person—is the highest in the nation (8/19/20), with recent

estimates as high as 1.6 (HNN, 8/10/20). Hawaii is seeing record numbers of cases, with a 532% increase in the daily average from two weeks prior (*The New York Times*, 8/6/20). The State Department of Health reports the outbreak is now so entrenched in the community that sources of exposure are difficult to identify (KHON2, 8/3/20). This drastic increase is impacting *students* of all ages. The Hawaii Department of Education delayed the start of school and is now primarily online only (HNN, 7/30/20) disproportionately impacting remote communities lacking internet access. The UH System—offering both credit programs and noncredit industry-aligned credentials—called for a reduced campus presence with online classes and staff to work from home if possible (UH News, 8/10/20); as of 8/24/20, 80% of courses are online.

**Limited Healthcare Resources.** The COVID-19 pandemic is taxing Hawaii’s already stressed health care system. Hawaii’s largest hospitals, with a surge in COVID-19 patients, are estimated to reach maximum capacity by month’s end (HNN, 8/5/20). Doctor and healthcare shortages exist, at 24% statewide pre-pandemic and higher rates in remote areas (e.g., Hawaii County at 44% and Maui County at 36%; UH System Physician Workforce Assessment, 2019). Similarly, statewide, there was a pre-pandemic 10% vacancy rate (2,200 jobs) for non-physician healthcare jobs (Healthcare Association of Hawaii—HAH, 2019). The COVID-19 pandemic has intensified these workforce gaps, upwards of 30% (HAH, 2020). Healthcare *employers* are unable to fill vital positions from the Continental U.S. over 2,400 miles away.

**Hawaii’s Unemployment Rate is Among the Highest in the Nation.** As of August 2020, Hawaii faced the third-highest unemployment rate in the nation (20% compared to 10% nationally; US DOL, 8/20/20). WalletHub ranked Hawaii as the third worst state for unemployment recovery (McCann, 7/17/20), with a recent economic analysis forecasting not fully recovering pre-pandemic employment until 2029 (Mak, Tyndall, & Bonham, 7/14/20).

Rural islands faced even higher unemployment rates, with Kauai at 30% and Maui at 33% (HI Department of Labor & Industrial Relations, 6/18/20). The primary metropolitan area of Maui was noted as having the highest rates for any metropolitan area in the nation (HNN, 6/3/20).

**High Cost of Living & Low Wages Increases Pandemic Impact.** Hawaii maintains the highest costs of living in the United States: 198% of the national average with housing 334% higher (Missouri Economic Research & Information Center, 2020). The United for ALICE Research Center estimates that a 4-person household requires \$109,740 to be stable (2018); Hawaii's pre-pandemic median household income was \$80,212 (U.S. Census Bureau, 2019). The high cost of living and low wages increase sensitivity to economic downturns, as seen by Hawaii having the second highest per capita of homeless persons in the nation (U.S. HUD, 2019).

*Hawaii's families* are struggling. The Chamber of Commerce Hawaii (Chamber) found that 220,000 full- and part-time workers have lost their jobs (Garboden, 4/27/20), and Bank of Hawaii Foundation reported 45% of Hawaii's households have seen income decline since the start of COVID-19 (7/2/20). Since the pandemic, 1 in 5 Hawaii households have struggled with food insecurity (Bank of Hawaii, 7/2/20). With heavy reliance on tourism, the state has a significant proportion of workers in low-wage occupations (JFF, 2020) who are more likely to lose employment than those with higher earnings (Garboden, 4/27/20). Pre-COVID-19, 42% of Hawaii's households were classified as "asset limited, income constrained, and employed" (ALICE). Mid-pandemic, ALICE counts jumped to 59%.

**High Economic Dependence on Tourism.** Coronavirus has dramatically impacted the hospitality industry worldwide, locally impacting hospitality *employers* and *economic development*. Hawaii's economy is largely dependent on the hospitality industry with 19% of jobs and 17% of Gross Domestic Product associated directly with tourism (HI Department of

Business, Economic Development, & Tourism—DBEDT, 2018). Hawaii has suffered an 83% reduction of full-time accommodations jobs and relatedly, 76% in retail (Garboden, 4/27/20). Key hospitality indicators have plummeted as a result of coronavirus shutdowns: daily visitors are down 98% (DBEDT, 2020) and hotel occupancy dropped to 16% (HI Tourism Authority, 2020). Due to the state’s increase in coronavirus, Governor Ige issued a fourth extension of the 14-day visitor quarantine until October 1, further forestalling economic recovery.

**High Number of Small Businesses Impacted.** Over 50% of Hawaii’s *small businesses* are severely impacted by the crisis affecting Hawaii’s *economic development*, as 99% of Hawaii’s businesses are considered small with hospitality and retail the largest sects (U.S. Small Business Administration, 2020). The Chamber found, on a survey of 623 businesses, that 31% of respondents’ business revenues have been reduced to zero (4/27/20) and 75% of businesses have cut jobs (Garboden & Picciotto, 8/14/20). Hawaii bankruptcy filings soared 22% in June 2020 (HNN, 7/2/20). Without financial assistance, 1 in 4 businesses report that they will close, and an additional 32% anticipate making drastic cuts to survive (Chamber, 4/27/20). Information technology is the only industry reporting gains (Garboden & Picciotto, 8/14/20). The *Talent Roadmap to Economic Recovery in Hawaii* (2020)—a collaborative effort between industry, education, training, and workforce development leaders in response to the COVID-19 crisis—indicates a need to diversify and strengthen Hawaii’s economy, identifying three areas for economic development providing in-demand living-wage jobs: healthcare, technology, and skilled trades. *Hana Career Pathways* strives to breathe life into the economy through collective statewide investments in workforce development in resilient industry sectors.

## **B. QUALITY OF PROJECT SERVICES AND PROJECT DESIGN (APPLICATION REQUIREMENT 2)**

### ***Strategies for ensuring equal access and treatment for underrepresented participants.***

The UH System, an equal opportunity/affirmative action higher education system, recruits

and selects participants in accordance to UH policy—the system’s strategy for equal access—and in adherence to the state and Federal Equal Employment Opportunity guidelines. The UH System complies with all state and federal statutes, rules, and regulations prohibiting discrimination in policies and practices including but not limited to Title VI of the Civil Rights Act of 1964, Title IX of the 1972 Education Amendments, the Rehabilitation Act of 1973, the ADA, and Hawaii Revised Statutes, Chapters 76, 78, and 378. UH prohibits discrimination on the basis of race, color, national origin, gender, age, disability, court record, veteran status, and sexual orientation. This policy covers access, admission, participation, treatment, and employment in UH programs, activities, and services with procedures to handle complaints.

The project targets displaced workers, new workers, and underemployed workers with priority given to underrepresented groups, such as Native Hawaiians and those identified in the Workforce Innovation and Opportunity Act (WIOA, 2014; low-income individuals, high-school dropouts; individuals who lack English and math skills, participated in foster care, with limited-English proficiency, homeless, or former criminal justice offenders). To serve these populations, resources for education, training, and support will be used, such as HINET—a UH program that supports SNAP benefit recipients—and UH Disability Services.

***(1) The proposed project is an exceptional approach & includes a detailed project plan***

**Goals & Objectives** are outlined below along with identified Performance Measures (PM).

***Goal 1: Increase short-term training that leads to industry-valued credentials.***

**Objective 1.1:** 3,560 students will be served by the project; 85% (3,026) of students who enrolled in a program receiving grant funds will complete the program and earn industry-valued credentials—PM (a). *Baseline:* UH System workforce training programs had a 55% completion rate during strong economic times (TAACCCT Report, 2018). Since the pandemic, UH Community College (UHCC) rapid response workforce programs show 85-95% completion for

in-demand credentials such as Certified Nurse Aide, Python Coding, and PV Installer (UH System Survey, 2020). This is valid data as it spans pre- and post-pandemic completion rates. *This is ambitious as 85% is much higher than the prior workforce training program of 55%; rapid response completers may be a different population that initiates training without support. This is achievable as the project supports participants' success through the Island Coordinators who will connect participants to resources and benefits. Distance Education (DE) will promote completion through an engaging learning community and meeting DE Quality Matters Standards (p. 16).*

***Goal 2: Increase Employment in In-Demand Living-Wage Jobs.***

Objective 2.1: 75% (2,670) of individuals who enrolled in a program receiving grant funds will be employed in the second quarter after exiting the program—PM (b). *Baseline:* Of UH System Career and Technical Education (CTE) program graduates, 68% secure jobs, join the military, or enter apprenticeships (Perkins Report, 2019); this is valid as the CTE programs are similar to industry-aligned training. *This is ambitious as we are raising the rate from 68% to 75% at a time of high unemployment. This is achievable as the project implements evidence-based practices of a career pathway approach and apprenticeships—both shown to increase rates of employment (p. 17).* Island Coordinators will offer job readiness training, job search assistance, and coach participants in using the Chamber's "Hawaii is Hiring" tool that merges career pathway and occupational information, labor market information, and links to training/jobs.

Objective 2.2: 65% (1,737) of individuals employed in the second quarter after exit will be employed full-time in an occupation that is directly related to the program of study—PM (c). *Baseline:* Current data collection within the state does not connect education and training programs with employment in occupations directly related to the program of study. This project sets out to collect such data. *This is ambitious as unemployment is high during the pandemic.*

*This is achievable as* evidence-based practices are employed as described in Objective 2.2. The State Apprenticeship Development Coordinator will coordinate with industry partners regarding employment opportunities and update participants of jobs available with industry partners, which the IT Specialists will post on the interoperability site/resource hub.

Objective 2.3: The median earnings of individuals in Objectives 2.1 and 2.2 will be \$38,000—PM (d). *Baseline:* The median entry-level wage for Hawaii residents employed in key occupations targeted by this project (e.g., Medical Assistant, Phlebotomist, Pharmacy Tech, CNA, Computer Network Support/Operator, PV Installer, Farm worker) is \$29,984 (DLIR, 2020). This is valid as it represents statewide averages in the targeted industries. *This is ambitious as* it raises the median \$8,016 and approaches the ALICE survival budget wage of each adult in a 2-adult, 2-school-age-children household of \$38,316. *This is achievable as* the project uses evidence-based practices of a career pathway approach and apprenticeships—both strategies shown to increase employee earnings (p. 17) and targets resilient living-wage jobs.

***Goal 3: Expand High-Quality Apprenticeship Opportunities throughout Hawaii.***

Objective 3.1: 35% (1,246) of individuals completing a pre-apprenticeship training program will enter an apprenticeship program (Registered Apprenticeship Program or Industry-Recognized Apprenticeship Program—RAP/IRAP; Program Specific PM). *Baseline:* In 2019, 1,916 new apprentices entered training programs in Hawaii (RAPIDS), indicating a baseline level of interest; yet, less than 10% completed the programs (RAPIDS, 2019). No data exists on transition from short-term or pre-apprenticeship training to apprenticeships. The available data is a valid indicator of interest in apprenticeships. *This is ambitious as* the project intends to engage 35% of participants as apprentices. *This is achievable as* participants will learn of apprenticeship opportunities through ongoing career counseling, job readiness training, and mapped career

pathways with education about the benefits (earn while learning leading to industry-valued credential to “stack”, increased salary, potential for continued employment, career progression).

Objective 3.2: 125 businesses throughout the state will host RAPs/IRAPs (Program Specific PM). *Baseline*: Hawaii has 81 RAPs that hosted 7,683 apprentices (RAPIDS, 2019), an average of 95 apprentices per RAP. This is valid data as it represents all state RAPs—with many in the skilled trades and centered in urban areas of Oahu. While the total number of apprentices is high, *this is ambitious as* there are only 81 RAPs. *This is achievable as* the PI will apply for DOL approval as a Standards Recognition Entity to approve IRAPs—an additional apprenticeship model to engage employers and to focus on attainment of occupation-specific competencies. The State Apprenticeship Development Coordinator and Advisory Board will outreach to sector partners and industry associations to develop new RAP/IRAPs, especially in Opportunity Zones.

***Goal 4: Develop Post-Apprenticeship Career Pathways and Advancement Opportunities.***

Objective 4.1: Establish 15 accelerated pathways that lead to wage and career progression, documented by articulation agreements, to support onramps (Prior Learning Assessment, stackable credentials) to career pathways from industry-led training (RAP/IRAP) to Institutions of Higher Education (IHEs; Program Specific PM). *Baseline*: Eight such agreements already exist across the seven UHCCs (UH System Survey, 2020)—this is valid as the UH System is the primary provider of non-credit certifications and pathways to postsecondary credit. *This is ambitious as* the project will expand the number and types of agreements which recognize prior learning and competencies for credit toward college degrees. *This is achievable as* this project expands ongoing collaboration between the WDC, industry, employers, and educators about career pathways to formalize pathways into articulation agreements, aligning workforce training and experience with college degree programs to adapt innovative learning strategies.

**Exceptional Approach and Detailed Project Plan.** *Hana Career Pathways* builds on steps

taken by the nation and the state. Pledge to America’s Workers established the National Council for the American Worker, and uses apprenticeships as a national training strategy for in-demand industries (Whitehouse.gov, 2020). Addressing **APPLICATION**

**REQUIREMENT 4**, the State is meeting the education, support, and mentorship needs of individuals who seek career preparation or advancement through short-term educational and career pathways programs (see Figure 1)—*Hana Career Pathways* is founded on this work.

**Figure 1: State Workforce Training Efforts**

- WDC’s *Workforce Resiliency Initiative*, the *Talent Roadmap to Economic Recovery in Hawaii*, and the *Hawaii Promising Credential* reports analyzed labor market information and surveyed industry leaders to identify target industries for economic growth, promising credentials, and key strategies.
- Seven Continuing Education Centers at UHCCs and one at Chaminade University offered rapid response short-term education training to meet industry and workforce preparation needs; *Hana Career Pathways* adds high-quality apprenticeships, and provides 15 new on and off ramps to career pathways.
- The Hawaii Workforce Development Division’s apprenticeship program established RAPs in culinary and healthcare primarily on the island of Oahu; *Hana Career Pathways* expands healthcare and adds new options in technology and skilled trades statewide.
- Pathways to Employment “Hawaii Works” Internship Program, funded through CARES Act dollars, for participants to complete an internship and earn certifications; *Hana Career Pathways* adds IRAPs/RAPs and establishes pathways to IHE credit.

The project will focus on short-term educational training leading to apprenticeships and career pathways in healthcare, technology, and skilled trade sectors (see Table 1)—in-demand sectors amidst the COVID-19 pandemic (JFF, 2020). Short-term training offered will lead to industry-valued credentials identified by the *Hawaii Promising Credential* report (Chamber, 2020)—an in-depth labor market analysis with industry focus groups on valued certifications.

**Table 1: Project Short-term Educational Programs & Career Pathways by Target Sector**

Target Sector & Occupational Clusters	Short-term Educational Programs Leading to an Industry-Valued Credential (examples)	Career Pathway Programs (examples)
<b>Healthcare:</b> Clinical & Community	Medical Assistant, First Aid/CPR, Basic Life Support, Advanced cardiac Life Support, Certified Nursing Assistant, American Heart Association Certification, Phlebotomist	<b>Health Science:</b> Nursing, medical and health service managers, imaging and diagnostics
<b>Skilled Trades:</b> Sustainable Agriculture, Manufacturing, Construction	Drone Operator, GIS Technician, Forklift Operating Certification, Occupational Safety and Health Administration Certification, Commercial Driver’s License Class A, Solar Installer	<b>Agriculture, Manufacturing and Construction:</b> Project Manager, Green Technology, Sustainable Farming
<b>Technology:</b> Biotechnology, Information Technology, Green Energy	IT Infrastructure Library Certification, Certified Information Security Professional, CompTIA A+, Cisco Certified Network Associate, Project Management Professional, Python Developer	<b>Technology:</b> Computer Programmer, Network Technician, Security Administrator, Renewable Energy Professional, Web Designer

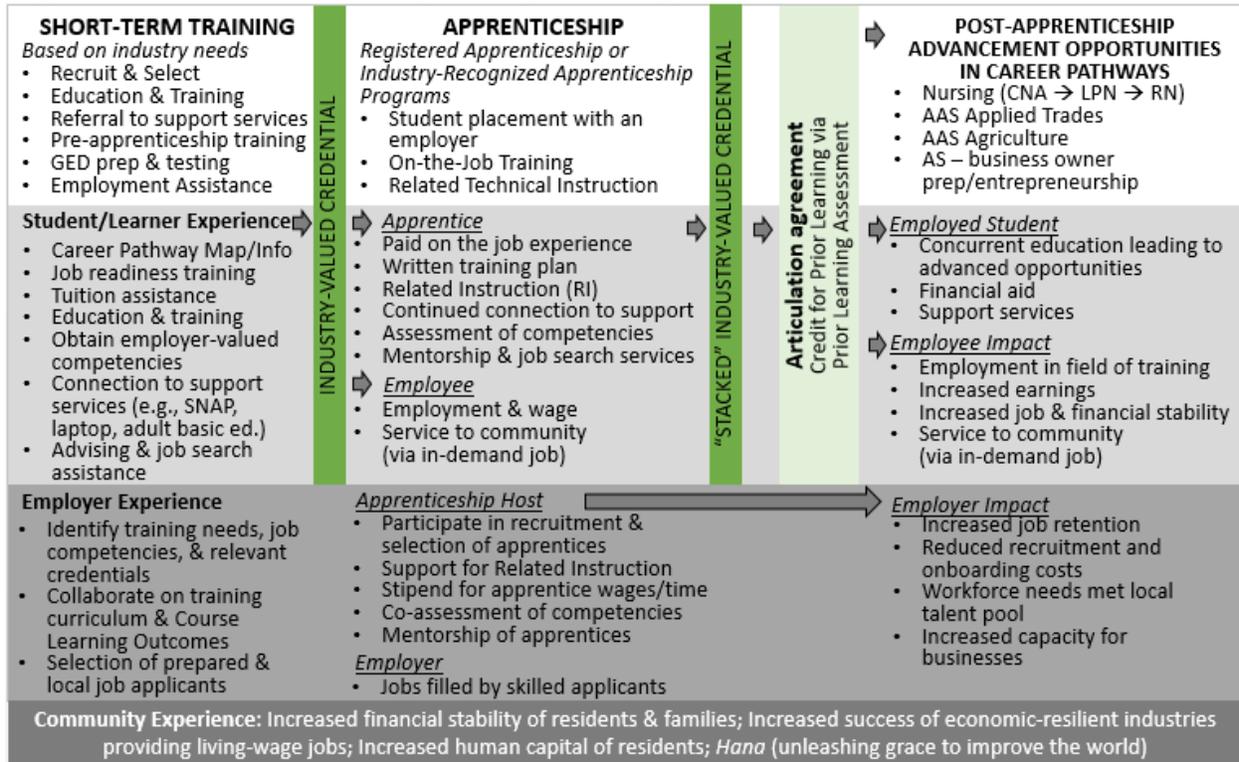
***Recruitment.*** **APPLICATION REQUIREMENT 5.** The Project Manager will oversee *participant recruitment* of displaced workers, new workers, and underemployed workers. Recruitment will include social media (Instagram, Facebook), radio/TV ads, and inclusion in the UH Continuing Education Center mailings reaching the majority of Hawaii’s homes. Outreach will include networking with organizations that assist underserved populations and displaced workers, including WDC’s Rapid Response program, WIOA-funded American Jobs Centers, industry associations, labor unions, and community-based organizations. *Employer recruitment:* The State Apprenticeship Development Coordinator, together with the project Advisory Board members and partners including WDC, will engage healthcare, technology, and skilled trades businesses to collaborate on RAPs/IRAPs. The Advisory Board, comprised of industry leaders across Hawaii, will educate industry leaders about RAP/IRAP benefits, advertise, and promote social media campaigns, targeting businesses in the Opportunity Zones (see p. 16). Recruited employers will be surveyed and invited to Advisory Board meetings to inform short-term training opportunities and career pathway mapping. Priority given to occupations and employers in Opportunity Zones.

***Participation Selection.*** Individuals will complete an online application (alternative formats available) to include: 1) citizenship status, 2) employment status, 3) address, 4) career interest, 5) commitment, and 6) needs assessment (e.g., disability status, income stability, childcare needs, food insecurity, math/English skills). Applicants will be screened for eligibility (i.e. citizen or resident following section 431 of the Personal Responsibility and Work Opportunity Reconciliation Act of 1996). If demand for the project services exceeds supply, points will be assigned for need (e.g., 2 points for displaced worker or unemployed, 1 for underemployed, 1 for living in an Opportunity Zone, 1 for each need). Those with the highest points will be selected.

***Career Pathway Approach.*** This project reimagines the traditional postsecondary approach

to career development by providing multiple on- and off-ramps with smooth transitions between noncredit, work-based learning (i.e. apprenticeships), and credit programs (Figure 2) based on a collaboration between employers and educators to identify, develop, and assess competencies.

**Figure 2: Hana Career Pathway Theory of Change**



*The first onramp opportunity* is short-term educational training programs: noncredit industry-valued micro-credentials and certifications addressing immediate workforce needs in the target sectors. The WDC and project team will efficiently coordinate these training programs using distance education to reach residents and employers statewide. Prior training was mostly offered separately by each IHEs. This project will synchronize training with IHEs specializing in distinct occupations, offer trainings statewide, and culminate in an industry-valued credential. *The second onramp or transition opportunity* is to apprenticeships. The project will expand RAPs and IRAPs across the state and in new occupations, assisting employers in mapping occupational readiness competencies. The apprenticeship will culminate with industry-valued credentials that

can be stacked onto prior credentials adding labor market value. *The third onramp or transition opportunity* is recognition of prior learning, industry-valued credentials, and work experience toward advancement in a career pathway. The project will create articulation agreements for Prior Learning Assessment (PLA) to college degree credit, allowing for career progress.

**Detailed Plan of Project Activities.** Table 2 shows annual and 3-year participant totals. Each year, the Project Manager, based on direction from the Advisory Board and industry need, will assign cohorts to colleges to provide training in different occupations. Training will be delivered primarily through Distance Education (DE) to ensure accessibility to residents statewide and to locations where job opportunities have been identified, including rural or distressed areas. For healthcare and skilled trades, eight colleges (seven UH Community Colleges—UHCCs and Chaminade University) will offer 80 short-term educational training cohorts with an average of 20 participants each cohort, addressing different occupations based on industry needs (e.g., in Healthcare: Cohort 1 CNA, Cohort 2 Medical Assistant, Cohort 3 Phlebotomy, Cohort 4 Health Service Manager; see Table 1, p. 10 for credentials). Short-term training for technology will total 24 cohorts of 15 participants. Island Coordinators will provide career counseling, referrals to social services, connection to Adult Basic Education (including an opportunity to obtain GED), and job readiness training. Participants who complete short-term training will receive a relevant industry-valued credential and job search assistance; 35% will continue into apprenticeships (RAPs/IRAPS) allowing the opportunity to further stack credentials: 266 apprentices in Y1, and 490 in Y2 and Y3 each. See the **Timeline** (p. 21) for activities, milestones, and leads.

**Table 2: Number of Annual and Total Participation in Project Activities**

Targeted Sector	Short-term Training			Apprenticeship			Employed			Employed in Field		
	Y1	Y2	Y3	Y1	Y2	Y3	Y1	Y2	Y3	Y1	Y2	Y3
Healthcare	320	640	640	112	224	224	240	480	480	156	312	312
Skilled Trades	320	640	640	112	224	224	240	480	480	156	312	312
Technology	120	120	120	42	42	42	90	90	90	59	59	59
<b>Project Total</b>	<b>3,560</b>			<b>1,246</b>			<b>2,670</b>			<b>1,737</b>		

## ***(2) Specific gaps in services, infrastructure, or opportunities are identified and addressed***

As indicated in **APPLICATION REQUIREMENT 3**, an analysis of State assets and collaborative efforts is presented along with the gaps and weaknesses that the project will address. Supports provided to the state, including CARES Act funding (e.g., CARES Governor’s Emergency Education Relief fund, the CARES National Emergency Dislocated Worker Grants, and the CARES Coronavirus Relief Fund), have primarily supported emergency relief —leaving an existing *gap in services and infrastructure* to restore Hawaii’s economy and living-wage job opportunities. *Assets and collaborative efforts* include pandemic and pre-pandemic work based-learning efforts (e.g., Pathway to Employment “Hawaii Works” Internship Program, using CARES Act dollars to enroll 500 participants in paid internships in conservation and emerging industries; Hawaii P-20’s work-based learning framework to include virtual work-based learning opportunities; nonprofit Kupu’s conservation internships). While Hawaii’s work-based learning opportunities are gaining traction, they focus on youth, leaving out displaced adult workers.

The project targets a *workforce development need for short-term education programs* in the identified sectors, even prior to the pandemic. In 2019, the Healthcare Association of Hawaii identified challenges in hiring for 76 non-physician professions and chronic shortages in 5 occupations (HAH, 2019). In IT, the pre-pandemic labor market was “tight” due to retirements and growth in technology occupations, and technology is the only area of job growth during the pandemic (CompTIA, 2019; Garboden & Picciotto, 8/14/20). Hawaii’s transition to achieving its goal of 100% renewable energy by 2045 is creating new jobs in skilled trades, such as 29 new grid scale renewable energy projects on four islands announced by Hawaiian Electric (2020).

*Hana Career Pathways addresses this need as an opportunity* to expand efforts to support work based-learning, including the Chamber’s Work-Based Learning Champions network and Hawaii’s recently approved Perkins V plan. *Hana Career Pathways addresses the gaps in*

*existing services* by offering industry-valued credentials, providing pathways for career advancement, and establishing strong connections between workforce training and industry workforce development needs with the vision to prepare Hawaii’s residents of all ages for economic-resilient living wage jobs, especially targeting displaced and underemployed workers.

**(3) *Services will expand access to remote learning options and improve student outcomes***

As a state consisting of islands, institutions across Hawaii have long used Distance Education (DE) strategies to address limited access to in-person education and training opportunities. This project will offer industry-valued short-term training and Related Instruction (RI) required for RAPs/IRAPs in DE formats leveraging regional expertise to offer programs statewide. Kapiolani Community College has created multiple healthcare trainings (Medical Assistant, Phlebotomy, CNA) that will be expanded statewide. Honolulu Community College will lead in expanding technology programs (Python, mobile app development) and Maui College in skilled trades (emerging green technology, sustainable agriculture). Online training reaches potential students whom, by geography or inflexible schedules, are not well served by traditional face to face training opportunities. Using an apprenticeship model that serves the entire state, employer needs and participants from remote areas will be aggregated, effectively expanding access.

**CCP 1: Distance Education (DE).** This project employs an Instructional Designer and technical specialists to work with subject matter experts to design “next-generation” DE to engage participants and improve student learner outcomes (CPP2 discusses reaching learners in distressed communities). This next-generation DE draws from three concepts: 1) creating thriving and active learning communities, 2) multi-directional social information platforms, and 3) best practices for online instructional design, particularly for Career and Technical Education (CTE). Training and ongoing support will be offered to the instructors through the Instructional Designer and to the students through the Island Coordinators. *Learning communities*—created

sense of community and connection—significantly decreases attrition rates (DiRamio & Woverton, 2006) and are created when a group of learners collaborate and learn from each other (Murdock & Williams, 2011). This project will create learning communities through well-designed online curriculum, video conferencing, multi-directional social media platforms, private group channels—all primarily organized within the UH Learning Management System (Laulima). Training will be developed by subject matter experts with assistance of Instructional Designers and using Quality Matters Standards for reviewing online courses; Quality Matters Standards are consistent with research on increasing student learning, engagement, retention, and accessibility in online learning (Shattuck, 2015). Instructional Designers will coach instructors to incorporate research-based practices for effective hands-on exercises using online tools, such as importance of aligning learning objectives with virtual elements, limiting length of time to complete virtual hands-on activities, and shortening explanations to encourage users to come to their own conclusions (Desharnais & Limson, 2007; Pington, Summerville & Temkin, 2012).

**CPP 2: Serving Lifelong Learners in Distressed Communities.** This project targets learners in distressed communities. While Hawaii does not meet the Perkin V definition of rural due to having only one school district serving the state, the islands outside Oahu have higher percentages of rural populations (ranging from 13% to 38%; Lee-Ibarra, 2020). Opportunity Zones throughout Hawaii will be targeted by this project to include: Hawaii County (census tracts 203,204, 205, 206), Honolulu County (52, 53, 55, 57, 58, 75.04, 80.01), Kauai County (401.04, 406.04), and Maui County (304.04, 309.01, 317). As noted under Section A (p. 2), rural and remote areas of Hawaii have disproportionately less access to the internet and technology. To address these barriers, *Hana Career Pathways* will loan laptops and internet hotspots for those who need access to technology, provide instruction on technology use via Island

Coordinators, and offer digital literacy modules via job readiness training.

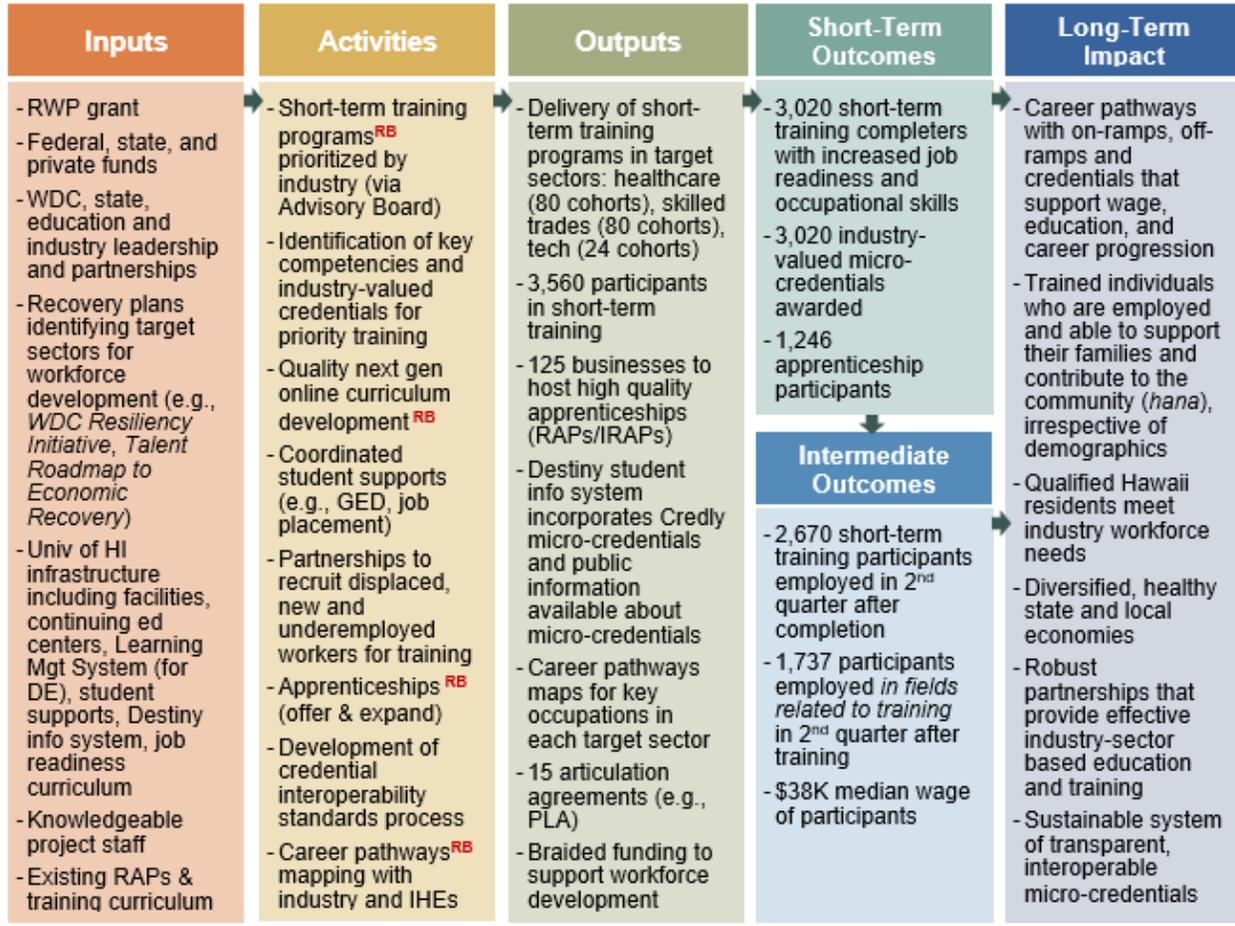
***(4) Services to be provided reflect up-to-date knowledge from research and effective practice***

The *career pathway approach* is defined as intentionally structured industry- and occupational-focused curriculum, inclusive of student supports, with multiple on and off ramps, consisting of: 1) pathway entry (short-term training, basic skills, noncredit credentials and/or college coursework), 2) integrated training (work-based learning, apprenticeships), and 3) career progression (advancement, stackable credentials, continued education, career progress, wage gains) for living-wage jobs (Bragg, Endel, Anderson, Soricone, & Acevedo, 2017). In an analysis of large-scale career pathway initiatives identifying 16 studies that meet rigorous criteria of U.S. DOL's CLEAR or ED's WWC, Bragg et. al found significant impacts on attaining a credential or degree, employment, and higher income earnings for career pathway systems that: 1) enabled students to attain industry-valued credentials, 2) consisted of employer and education partnerships, 3) conferred college credit through skill and work-based learning, and 4) included supports, advising, financial assistance, and job placement. This project includes all elements.

*Short-term educational training*, as provided in *Hana Career Pathways*, has been shown to increase wage earnings (Ewert & Kominski, 2014) with the best programs enabling students to earn credentials to quickly secure jobs and pursue additional credentials throughout their careers (Taliaferro, 2018). Research-evidence suggests that *apprenticeships* impact both employment and increased wages. Countries with robust apprenticeship systems achieve higher employment rates, as documented by the Organization for Economic Cooperation and Development (2010), and earning gains of 15% or more (Lerman, 2013). These programs provided job readiness training, industry-valued credentials, and job search assistance. Programs that provide *articulation to career advancement opportunities* to include PLA or college credit allow for students to progress, especially impacting those from low-income backgrounds (Walizer, 2016).

*Hana Career Pathways* activities are based on these research-based activities shown to increase degree attainment, employment and lead to higher earnings (see Logic Model, Figure 3).

**Figure 3: *Hana Career Pathways* Logic Model**



**Assumptions:** research-based<sup>RB</sup> practices of short-term training, apprenticeships, and career pathways, will result in significant impact on employment rates and earnings in Hawaii based on success in other U.S. geographic locations

**C. QUALITY OF THE MANAGEMENT PLAN AND ADEQUACY OF RESOURCES**

*(1) The management plan to achieve the objectives of the project on time and within budget, including clearly defined responsibilities, timelines and milestones for project tasks*

**Management Team.** The *Hana Career Pathways*’ management team brings expertise and experience to successfully achieve the objectives on time and within the budget. The management team is led by the Principal Investigator (PI) and WDC Executive Director (Table 3) and includes leads in overall management (Project Manager), Short-term Education,

Apprenticeship Development, and Career Pathways Articulation.

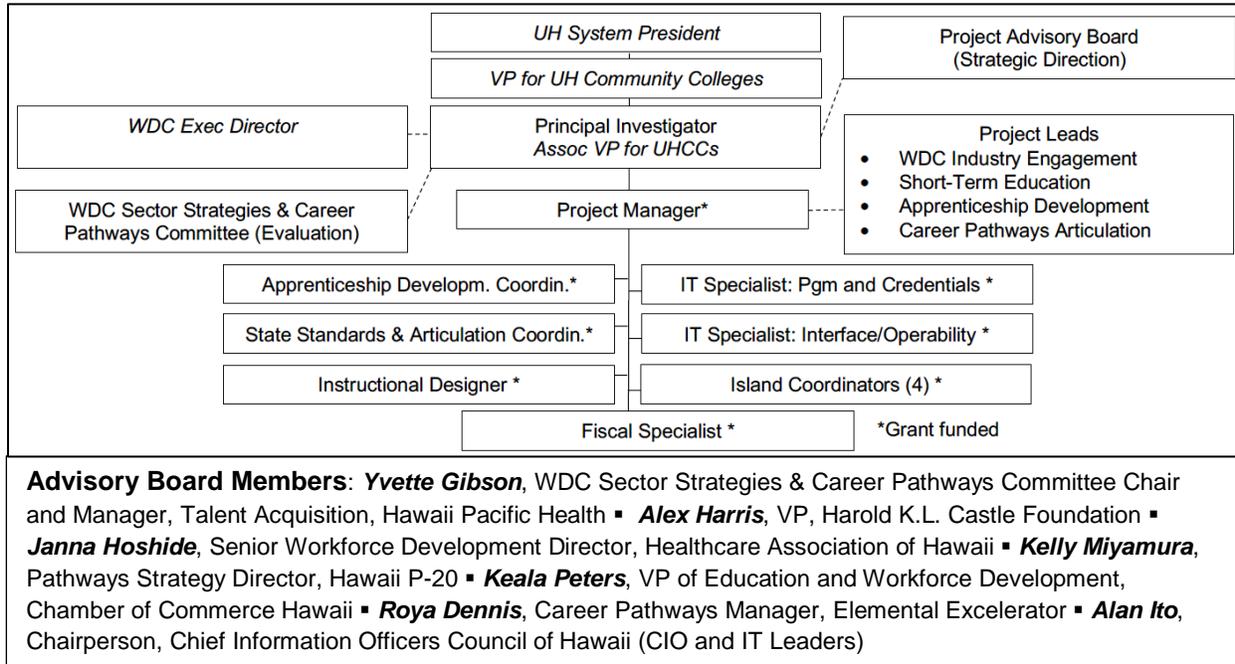
**Table 3: Management Team (Key Personnel)**

Name, Current Affiliation	Project Management Role (Key Objectives)	Qualifications (Highlights)
<b>Tammi Oyadomari-Chun,</b> Associate VP for Academic Affairs, UH Office of the Vice President for Community Colleges	<b>Principal Investigator (PI):</b> Collaborate with the WDC on implementation; align project to statewide strategic directions with advice from Advisory Board; work towards sustaining effective project components; supervise Project Manager; oversee project delivery including compliance with UH and federal policies. (All objectives)	EdD in Educational Administration; 25 years of experience in educational leadership, research, and policy spanning K-12, higher education, government, nonprofit, and private sectors, including statewide strategic planning and implementation and management of over \$130 million in federal and private grant funds.
<b>Allicyn Tasaka,</b> Executive Director, State of Hawaii Workforce Development Council	<b>WDC Industry Engagement Lead:</b> Provide strategic direction to align with industry needs and state workforce development plans; coordination with employers and sector leaders. (All objectives)	BA in Communications; 16 years of experience managing state agencies and nonprofit organizations to establish statewide training, education, and employment programs.
<b>Nicolette van der Lee,</b> Coordinator for the Office of Extended Learning and Workforce Development, UH Maui College	<b>Project Manager:</b> Lead implementation, supervise project staff; approve apprenticeship competencies; develop the transparent micro-credential system; oversee data collection and reporting; coordinate evaluation activities with WDC Committee; lead participant engagement efforts; manage workplan and budget; complete federal reporting. (All objectives)	EdD in progress; 20 years of experience in project management in finance, marketing and education, including coordination of workforce development programs, design of short-term, industry-recognized certificate trainings and articulation agreements, leadership for career pathway grants, and development of strong industry partnerships.
<b>Preshess Willets-Vauilar,</b> Programs and Training Manager of the Continuing Education and Training Center, Honolulu Community College	<b>Short-Term Education Lead:</b> Coordinate statewide efforts to identify or develop short-term credential programs; support development of training in DE format; coordinate training schedule (Objectives 1.1, 2.1, 2.2, & 2.3)	MBA; 14 years of experience in higher education with a focus on continuing education. Managed short-term training in IT and skilled trades leading to apprenticeships.
<b>Dr. Maria-Elena Diaz,</b> Director of Career and Community Education, Windward Community College	<b>Apprenticeship Development Lead:</b> Establish a Standards Recognition Entity (SRE) in Hawaii; administer IRAP requirements, and work with industry to develop RAP/IRAP competencies. (Objectives 2.1, 2.2, 2.3, 3.1, & 3.2)	PhD in Sociology; 7 years of experience in workforce development programs, including short-term educational training and apprenticeships; 7 years of administering projects integrating academic, vocational training, and workforce development.
<b>Keala Chock,</b> Career and Technical Education (CTE) Dean, Honolulu Community College	<b>Career Pathways Articulation Lead:</b> Lead industry, noncredit, and UH collaboration meetings to develop career pathway maps and articulation agreements (Objectives 1.1, 3.1, & 4.1)	MA in Public Administration; 15 years in higher education and 6 years of experience as a CTE Dean.

**Management & Implementation Plan.** The timelines for accomplishing the project tasks and milestones, along with the lead and related objectives is presented on p. 21. The PI and Project Manager are responsible for achieving objectives on time and within budget (Figure 4).

The Advisory Board provides strategic direction and WDC Committee evaluates the project as well as demonstrates the reach of project partners across industry and community stakeholders.

**Figure 4: Hana Career Pathways Management Organization Chart & Advisory Board**



**Budget & Financial Management.** The Project Manager oversees all fiscal records, ensuring accuracy and allowability per the Uniform Guidance (2 CFR 200) and UH regulations. A line item budget is prepared by the Project Manager, approved by the PI, and reviewed by the fiscal officer. Payments and disbursements of funds are initiated with a requisition by the project Fiscal Specialist. The UH fiscal officer reviews requisitions for accuracy, availability of funds, and allowability. The Project Manager examines monthly fiscal reports for accuracy.

**Reporting. PROGRAM REQUIREMENT (PR).** The applicant assures that the necessary processes and systems are in place to comply with the reporting requirements in 2 CFR part 170 demonstrated by the UH System managing over \$ [REDACTED] in federal awards in FY 2020.

**Timeline** (Figure 5), arranged by goals and objectives, describes activities, key milestones, and the lead to ensure on-time delivery. *Activities repeat annually unless otherwise indicated.*

## Figure 5: *Hana Career Pathways* Timeline with Activities, Milestones, & Responsible Leads

### **Goal 1: Increase short-term training that leads to industry-valued credentials (Obj. 1.1).**

**Y1/Oct:** Establish statewide system for awarding, recording, & reporting micro-credentials. *Lead:* PI. *Milestones:* Public open data format for interoperability

**Oct:** Identify short-term educational programs based on statewide analyses (Table 1 lists industry-valued credentials), industry input, & inventory of existing programs. *Lead:* PI. *Milestones:* short-term training updated

**Nov-Dec:** Create micro-credential & licensing programs with industry input. *Lead:* WDC & UH Continuing Education Center Directors. *Milestones:* expand short-term training programs

**Jan-Feb:** Convert training into DE curricula using evidence-based practices. *Lead:* UH Continuing Education Center Directors. *Milestones:* DE format created

**Mar-Apr & Jul-Aug:** Outreach campaign via flyers, networking with American Job Centers & public benefit services offices, & UH mailings. *Lead:* PI. *Milestones:* applicants recruited

**May & Sep:** Select & enroll participants. *Lead:* Island Coordinators. *Milestones:* 3,560 participants enrolled in short-term educational programs

**Jun-Jul & Oct-Nov:** Short-term educational programs offered (150-600 hours over 8-15 weeks). *Lead:* Island Coordinators. *Milestones:* 3,026 with credentials

### **Goal 2: Increase Employment in In-Demand Living-Wage Jobs (Obj. 2.1, 2.2, 2.3).**

**May & Sep:** 100% of participants provided career counseling & advancement options. *Lead:* Island Coordinators. *Milestones:* 1,246 placed in apprenticeships

**May & Sep:** 100% assessed for Adult Basic Education (ABE)/GED needs & connected to McKinley/Waipahu Community School for Adults. *Lead:* Island Coordinators. *Milestones:* ABE/GED

**Jun-Jul & Oct-Nov:** 85% of participants receive job readiness training & job search services. *Lead:* Island Coordinators. *Milestones:* 2,670 employed; 1,737 training-related fields

**Ongoing:** Career counseling, job search services, & referral to services (e.g., HINET, SNAP, TANF, childcare, disability, etc.). *Lead:* Island Coordinators. *Milestones:* program completion

**Ongoing:** Job/apprenticeship opportunities updated on interoperability website. *Lead:* PI, IT Specialists. *Milestones:* employment & apprenticeship opportunities

### **Goal 3: Expand High-Quality Apprenticeship Opportunities throughout Hawaii (Obj. 3.1, 3.2)**

**Y1/Oct:** Establish UHCC Apprenticeship Office. *Lead:* WDC & PI. *Milestones:* Hire Project Manager and other project staff positions

**Y1/Nov:** Apply to become IRAP Standards Recognition Entity (SRE) for Hawaii (none currently exists). *Lead:* WDC & PI. *Milestones:* SRE application submitted

**Nov:** Advisory Board meeting to include industry leaders in healthcare, technology, & skilled trades. *Lead:* WDC & PI. *Milestones:* Industry-led training programs

**Nov-Feb:** Employer outreach & onboarding expanding existing and developing new RAPs *Lead:* State Apprenticeship Development Coord. *Milestones:* 125 businesses host RAPs/IRAPs

**Y1/Feb:** SRE approval and/or re-submit as needed. *Lead:* Project Manager. *Milestones:* SRE approved and/or re-submitted as needed (and/or negotiated with approved SRE as needed)

**Feb-Jun:** Provide technical assistance & support approval process for new RAPs/IRAPs, to include structured On-the-Job Learning/Training (OJL/OJT), competency mapping, RI, & pay increases. *Lead:* State Standards & Articulation Coord. *Milestones:* 125 new RAPs/IRAPs

**Ongoing:** Selection/hiring of participants into RAPs/IRAPs based on applications and training completers *Lead:* Island Coordinators. *Milestones:* 1,246 participants enrolled in RAPs/IRAPs

### **Goal 4: Develop Post-apprenticeship Career Pathways & Advancement Opportunity (Obj. 4.1)**

**Nov:** Advisory Board meeting to include industry leaders in healthcare, technology, & skilled trades. *Lead:* WDC & PI. *Milestones:* Industry input into career pathways & training programs

**Y1/Nov-Apr:** Holistic admission process encouraged to consider RAP/IRAP experience. *Lead:* PI & Project Manager. *Milestones:* Admissions prioritizes RAP/IRAP

**Y1/Nov-Apr:** Articulation & Prior Learning Assessment (PLA) Committee, with industry input from Advisory Board & RAP/IRAP sponsors, map career pathways and design articulation agreements. Assigning IHE credit for RAP/IRAP is a new innovative approach. *Lead:* PI & State Standards & Articulation Coord. *Milestones:* 15 articulation agreements

*Milestones:* 15 articulation agreements

**Y1/May:** Career Pathways Maps created for occupations within identified industry sectors to include occupation options (see Table 1 for career pathways, p. 10), salary ranges, job outlook (Labor Market Information), & competencies. *Lead:* PI & Project Manager. *Milestones:* Career Pathway Maps created

**Open Licensing PROGRAM REQUIREMENT (PR).** The applicant will openly license grant deliverables as Open Educational Resources (OER) through SkillsCommons, a free and open online library developed by the US DOL's TAACCCT program.

**Credential Interoperability PROGRAM REQUIREMENT (PR).** The project will scale the State of Hawaii's role in the evolving credential ecosystem and improve the transparency and value of credentials awarded to Hawaii's workforce by connecting employers, education and training providers, and learners through the sharing of interoperable learning records. The project will make information on all credentials, including badges and certificates developed through the grant, publicly accessible through the use of linked open data formats and credential transparency description language (CTDL) to support full transparency and interoperability. The project plans to implement the design, awarding and tracking of credentials, using the Credly digital badging platform that will be integrated in the existing DestinyOne (Destiny) student information system for UH's continuing education programs. The Project Manager will develop a credential interoperability standards process with the IT Specialists to be used by the project team, employers within industry targets, the UH System, and statewide. The system will include competencies assessed, the form of assessment, and the awarding body of each credential

**Data Collection, Reporting, and Evaluation.** The WDC's Sector Strategies and Career Pathways Committee (WDC Committee), led by the chair, Yvette Gibson (see Resume in Other Attachments), will provide project evaluation (formative and summative) and assess deliverables (e.g., DE, Opportunity Zone outreach, micro-credential system, industry alignment). Addressing **APPLICATION REQUIREMENT 2 & PR**, performance measure data will be collected as follows:

*(i) The data collection and reporting methods are likely to yield reliable, valid, and meaningful performance data.* Project Staff are responsible for collecting data (Table 4).

**Table 4: Data Collection and Reporting Methods by Objective and Performance Measure**

Key: Obj.=Objective; PM=Performance Measures; ICs=Island Coordinators.; PMgr=Project Manager			
Obj.	PM	Data Collection Method	Reporting Method
1.1	(a)	ICs enter short-term program participants into Destiny; Instructors enter credentials in Destiny	PMgr uses Destiny to determine total # participants and % completed
2.1	(b)	ICs administer Quarterly Employment Surveys to short-term training program completers	ICs enter results into Destiny; PM determines % employed
2.2	(c)	ICs administer Quarterly Employment Surveys of program completers	ICs enter results into Destiny; PMgr determines % employed in field
2.3	(d)	State Apprenticeship Dev. Coord. administers Quarterly Employer Survey of employers	PMgr determines median salary of employed prior participants
3.1	new	ICs enter apprentices into Destiny, updating status quarterly	PMgr determines % of participants (Obj. 1.1) enrolled in apprenticeships
3.2	new	State Standards & Articulation Coord. maintains lists of approved RAPs/IRAPs	PMgr determines the # of businesses hosting an approved RAP/IRAP
4.1	new	Career Pathway Articulation Lead makes quarterly report on # agreements	PMgr tracks total # of articulation agreements

The Project Manager will analyze and compile reports for PI and WDC Committee review. Data will be collected quarterly to allow for formative assessment to ensure objective attainment. The Project Manager will administer two surveys approved by the PI and WDC Committee: 1) Quarterly Employment Survey and 2) Quarterly Employer Survey to collect quantitative data on employment, employment in the field, and wages as well as qualitative data to improve the quality of program services. Participants will be asked to complete a consent form for project staff to collect data from participants' future employers to increase reliability and validity. The IT Specialists will provide statewide reports, based on data from Destiny and web-based surveys. The Project Manager will coordinate with the Hawaii Data Exchange Partnership, the state's cross-agency Statewide Longitudinal Data System (SLDS), to meaningfully incorporate continuing education and workforce data in the SLDS and include available longitudinal data in project reports. Reports will be presented to the WDC Committee bi-annually for evaluation.

*(ii) The applicant's capacity to collect and report reliable, valid, and meaningful performance data, as evidenced by past projects.* In 2019-2020, the UH System managed 77 U.S. Department of ED, 115 NSF, and 62 USDA awards, including high-quality research (ORS Report). The UH System remains in compliance with the reporting requirements of all Federal projects. Moreover, the UH System has system-wide as well as college-specific Institutional

Research Offices to support reliable, valid, and meaningful methods of collecting and analyzing data. **The applicant also provides the assurance, in line with APPLICATION REQUIREMENT 6 to provide information, as requested, for evaluations that the Secretary may carry out.**

***(2) The budget is adequate to support the proposed project***

The budget is reasonable, cost-effective, and adequate to support the project following cost principals under the Uniform Guidance (2 CFR 200). The budget supports project staff (see Figure 4), related fringe, materials for short-term educational training, office supplies and setup, a laptop loan program to support participation of those with limited computer resources, travel of staff to visit remote sites and Opportunity Zones, curriculum development, an interoperability data tracking system, outreach materials, tuition stipends, GED/ABE, employer participation stipends, and supplement apprenticeship wages (see Budget Justification for details). The project resources are enhanced by the work and commitment of dedicated partners, addressing **APPLICATION REQUIREMENT 2**, and includes other Federal fund sources (see Figure 6).

**Figure 6. Federal Programs Coordinated with *Hana Career Pathways***

- **Perkins V:** Supplement personnel cost for salary and fringe benefits for the State Standards & Articulation Coordinator and the two IT Specialist positions (anticipated).
- **COVID-19 Employment Recovery Grant** (██████) to WDC (conditional award): Support this project with employer outreach, evaluation, subsidies for training new employees and job readiness training modules.
- **Adult Education and Family Literacy Act:** Provide Adult Basic Education and GED prep and testing through McKinley and Waipahu Community Schools for Adults which administer adult basic education statewide.
- **Workforce Investment and Opportunity Act** via WDC, county Economic Development Boards and American Jobs Centers: Provide referrals and tuition assistance for eligible training programs and support services for eligible participants (low-income or displaced workers).
- **Supplemental Nutrition Assistance Program (SNAP):** Provide eligible, low income UH students with food assistance, tuition assistance, and support services through HINET Education and Training program.
- **American Apprenticeship Initiative and Apprenticeship State Expansion Grant:** Provide tuition and/or wage assistance for IT and healthcare areas, respectively
- **Temporary Assistance for Needy Families:** Provide subsidized wages to TANF participants in on the job training through Supporting Employment Empowerment Hawaii Work Program and childcare subsidies.
- **EDA Public Works & Economic Adjustment Assistance** (pending): Technology training tuition support

***(3) The costs are reasonable in relation to the objectives, design, and potential significance***

The project costs are reasonable as Hawaii has the highest cost of living in the nation (MERIC, 2020) and multi-island geography requiring added transportation costs (flights and mileage) to serve participants and develop apprenticeships in remote locations. Administration

costs are kept low through leveraging a leadership team at no cost to the project. *Hana Career Pathways* proposes seven ambitious **objectives** (see p. 6-9) to provide 3,560 participants short-term educational training, place 1,246 participants in apprenticeships; 75% (2,670) of all participants will be employed, of which 65% (1,737) will be employed in an in-demand field related to the training provided by this project with a median wage of \$ [REDACTED]. At least 125 businesses will be supported with technical assistance and funding to employ and train apprentices, and Career Pathway Maps will be created to show on and off ramps to career and wage advancement opportunities, supported by 15 articulation agreements. The project **design** (p. 18) is aligned to rigorous research on evidence-based practices of short-term educational training, apprenticeships, and career pathways to achieve objectives and performance targets.

The **potential significance of the project** is to quickly address the state's high unemployment numbers by building lasting pathways to in-demand living-wage jobs for dislocated and underemployed workers to quickly return to work. The project addresses the shortages in healthcare—that became acute during the pandemic, as well as expands career options in technology and skilled trades, including green technology and sustainable agriculture.

***(4) The costs are reasonable in relation to the number served and anticipated results/benefits***

The total request is \$ [REDACTED] to serve 3,560 participants at a cost of \$ [REDACTED] per participant. Employers receive a \$1.47 return on every dollar invested (Zients & Perez, 2016) and projections of lifetime public benefits equal \$23 to \$28 per each dollar spent (Elejalde-Ruiz, 2017; Reed, 2011). This project implements strategies based upon three statewide analyses (economic recovery strategies and promising industry credentials) and is grounded in evidence-based practices to achieve anticipated results. Moreover, this project brings together the WDC and UH System state leaders with workforce development and industry sector stakeholders to not only reimagine, but re-create workforce development—to *hana*, improve Hawaii through its work.

## Other Attachment File(s)

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## **APPENDIX 1:**

### **Resumes of Key Personnel**

1. Oyadomari-Chun, Tammi. Principal Investigator
2. Tasaka, Allicyn, Workforce Development Council Industry Engagement Lead
3. van der Lee, Nicolette. Program Manager
4. Willets-Vaquilar, Preshess. Short-term Education Lead
5. Diaz, Maria-Elena. Apprenticeship Development Lead
6. Chock, Keala. Career Pathways Articulation Lead
7. Nagle, Laura Lees. Career Pathways Articulation Co-Lead
8. Gibson, Yvette. Workforce Development Council Sector Strategies & Career Pathways Committee Chair; Evaluation Lead

## TAMMI J. OYADOMARI-CHUN, Ed.D.

### EXPERIENCE

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#### **University of Hawai'i** Honolulu, HI

*Interim Associate Vice President for Academic Affairs, Office of Vice President for Community Colleges, August 2019 -*

*Director of Academic Programs, Office of Vice President for Community Colleges, July 2018 – July 2019*

*Academic Program Officer, Office of the Vice President for Community Colleges, July 2017 - June 2018*

- Facilitate systemwide coordination and leadership for academic planning, policy and implementation to improve student success and achieve administrative efficiencies.
- Direct 15 FTE in System Academic Affairs to lead and support initiatives across seven community colleges to increase impact of community colleges on workforce readiness, educational attainment, and personal achievement for students and the community.
- Secure more than \$5 million grant funds for strategic initiatives.

#### **State of Hawai'i Department of Education** Honolulu, HI

*Assistant Superintendent, Office of Strategy, Innovation and Performance, June 2015 – July 2017*

- Led process to update the Board of Education (BOE) and Department of Education (DOE) Strategic Plan which was passed unanimously by the BOE and serves as guiding document for public education statewide. Designed and facilitated extensive statewide community engagement process including community and educator meetings and focus groups, design thinking, surveys, and meetings with the Governor and BOE.
- Led efforts across DOE units and with schools, community organizations, unions, and policymakers to develop and administer coherent policies to advance school improvement and student achievement. Collaborated with school leaders to shape BOE and DOE policies. Led development state's plan for \$81 million (FY18) of federal Every Student Succeeds Act funding in support of the Strategic Plan.
- Served on Superintendent's executive and leadership teams, addressing strategy, operations and administration for large, complex organization serving 180,000 students at 256 schools on 7 islands with 21,000 employees and budget of \$2 billion. Reported to Superintendent directly.
- Directed staff of 55 FTE to support school improvement and student learning through strategic planning, accountability, data collection, reporting and analysis, and maintenance of student privacy and data security.

#### **Hawai'i Community Foundation** Honolulu, HI

*Vice President, July 2013 – June 2015*

- Led strategic initiatives to address pressing community needs through grantmaking, research, convening of partners, engagement of donors, and advocacy. Started up a 2-year, \$4 million initiative to reduce family homelessness and a 3-year, \$8 million program to identify and intervene early with middle school students which saw first year result of 90 percent of at-risk student participants passing core classes.
- Led team of 13 FTE to administer \$24 million annual budget for strategic grantmaking.
- Worked with donors to create and leverage investments and partnerships for community impact.
- Served on executive leadership team. Worked with Board of Governors.

#### **Office of the Governor, State of Hawai'i** Honolulu, HI

*Policy Analyst, April 2011 – July 2013*

- Advised Governor Neil Abercrombie on policy matters including early childhood, K-12 and higher education. Led Governor's priority education initiatives including a teacher contract which included

performance-based pay, appointment of BOE members following a constitutional amendment for an appointed board, preschool subsidies for low-income children, authorization of postsecondary institutions, demonstration project of mobile devices for students, and new charter school governance system.

- Coordinated and collaborated with cabinet members, legislators, BOE and stakeholders on education legislation and budgets. Apprised congressional delegation of local education issues.
- Worked closely with Hawai'i Department of Education to lead system transformation supported by \$75 million U.S. Department of Education Race to the Top grant. Achieved turnaround of grant from "high risk status" to being recognized by the Education Secretary as "model for the nation."
- Monitored \$192 million of federal stimulus funds for K-12 and higher education.

**Hawai'i P-20 Partnerships for Education, University of Hawaii System**

Honolulu, HI

*Executive Director, April 2007 – April 2011*

- Provided leadership for University of Hawaii President, Superintendent, and early learning-led P-20 Council of key education and opinion leaders to establish and meet Council's goal of 55% of Hawaii's working adults having a postsecondary credential ("55 by '25").
- Led strategic planning, resource development and partnership development for \$4 million annually of programs and advocacy to achieve 55% goal. Provided strategic support for scaling up of AVID college preparatory program to reach two-thirds of public schools, a new inter-agency statewide longitudinal data system. Developed the state's annual College and Career Readiness Indicators Report.
- Secured more than \$25 million of grants from federal, national and local funders. Collaborated with stakeholders to secure \$75 million U.S. Department of Education Race to the Top grant.
- Developed and advocated successfully for policies to improve educational outcomes including more rigorous high school graduation requirements.
- Grew organization from 1 FTE to robust staff of 17 professionals.

**GEAR UP Hawai'i, University of Hawai'i**

Honolulu, HI

*State Director, June 2005 – April 2007; Evaluation Specialist, February 2001- June 2005*

- Provided strategic leadership for program design and implementation of \$15 million federal matching grants to prepare more low-income students for college.
- Partnered with 32 middle schools, 25 high schools, college faculty, and community organizations on programs for teachers and students.
- Established \$6 million scholarship trust fund for college tuition and implemented a program to prepare 8,000 eighth graders from low-income communities for college. Participants graduated high school, enrolled in college, and persisted in college at higher rates than peers.

**RAND Corporation**

Santa Monica, CA

*Policy Analyst, September 1998 – June 2002*

- Managed multi-disciplinary teams researching education and social policy.
- Conducted field research, large scale surveys, and analyses of the implementation and impact of welfare reform, student testing, class size reduction, and vocational education.

**Consortium for Policy Research in Education, University of Pennsylvania**

Philadelphia, PA

*Research Associate, August 1996 – December 1999*

- Managed multi-state educational research projects on relationship between federal, state and local policies and classroom practices.
- Collected and analyzed data from leading states in standards-based reform.

**Los Angeles Educational Alliance for Restructuring Now (LEARN)**

Los Angeles, CA

*Assistant Program Director, Summer 1995; Intern, September 1993 - August 1994*

**EDUCATION**

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**University of Southern California Rossier School of Education** *Ed.D.*, 2010  
Concentration in educational administration. Nominated for 2011 Dissertation of the Year for research on quantitative analyses of longitudinal student data to identify predictive factors associated with Hawai'i students completing high school and entering college ("9<sup>th</sup> grade on-track").

**Harvard University John F. Kennedy School of Government** *Master of Public Policy*, 1996  
Policy Analysis Exercise on business retention incentives for Federal Reserve Bank of New York. Woodrow Wilson Fellowship in Public and International Affairs. Coursework at Harvard Business School, Massachusetts Institute of Technology, and Harvard Graduate School of Education.

**Pomona College** *Bachelor of Arts cum laude with Honors*, 1994  
Concentration in Government and Public Policy Analysis. National Merit Scholar. Public Policy Award. Service Award. Mortar Board. Volunteer Center Manager. Trustee Committee on Facilities.

### **SELECT HONORS AND SERVICE**

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- Aspen Presidential Fellowship for Community College Excellence, 2020-21
- Aloha United Way Community Impact Council, 2017-present and Education Council Chair, 2017-2019
- Center for Tomorrow's Leaders Board of Directors, 2017-present and Chair, 2019-present
- Omidyar Fellow, 2018-present
- 'Aina Haina School Community Council Parent Representative (elected), 2013-2016
- State of Hawai'i Department of Education and Hawaii State Teachers Association Joint Committee on Educator Effectiveness System Co-Facilitator, 2013-2015 and Member, 2015-2017
- State of Hawai'i Teacher Education Coordinating Council, Co-Chair, 2015-2017
- Data Quality Campaign (Washington, D.C.) Board of Directors, 2011-2014
- Pacific Business News *Forty Under Forty*, 2008

### **SELECT PUBLICATIONS**

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Chun, T. & Goertz, M. (1999). "Title I and State Education Policy: High Standards for All Students," pp. 122-131 in Orfield, G. and E. Debray (eds), *Hard Work for Good Schools: Facts, Not Fads in Title I Reform*, Cambridge, MA: Harvard University Civil Rights Project.

Klerman, J., Zellman, G., Chun, T., Humphrey, N., et. al. (2001). *Welfare Reform in California: State and County Implementation of CalWORKs in the Second Year* (MR1177). Santa Monica, CA: RAND Corporation.

Stasz, C., Bodilly, S., Remes, S., Oyadomari-Chun, T., McCaffrey, D., et. al. (2004). *Efforts to Improve the Quality of Vocational Education in Secondary Schools: Impact of Federal and State Policies* (MR1655). Santa Monica, CA: RAND Corporation.

Stecher, B., Barron, S., Chun, T. & Ross, K. (2000). *The Effects of the Washington State Education Reform on Schools and Classrooms* (CSE Report 525). Los Angeles: University of California, Los Angeles, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).

Stecher, B., Chun, T. & Barron, S. (2004). "The Effects of Assessment-Driven Reform on the Teaching of Writing in Washington State," pp. 53-72 in Cheng, L., Y. Watanabe, and A. Curtis (eds), *Washback in Language Testing: Research Contexts and Methods*. Mahwah, New Jersey: Lawrence Erlbaum Associates.

### **PRESENTATIONS**

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Presentations to U.S. Department of Education, State of Hawai'i Board of Education, University of Hawai'i Board of Regents, State of Hawai'i Early Learning Advisory Board, State of Hawai'i Legislature, Hawai'i P-20 Council, Hawaii Business Roundtable, Hawai'i Workforce Development

Council, Achieve, Data Quality Campaign, American Educational Research Association, Association for Public Policy Analysis and Management, Grantmakers for Education, National Council for Community Education Partnerships, AVID National Conference, and Hawaii-based community organizations.

8.9.2020

# Allicyn Hikida Tasaka

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## Professional Experience

### **Hawai'i Workforce Development Council**

August 2015 – Present

**Executive Director.** Responsible for the administrative oversight and implementation of a federally mandated initiative, the Workforce Innovation and Opportunity Act of 2014. The agency is tasked with strategic planning and developing the infrastructure for a seamless common intake and referral system at the American Job Centers so jobseekers and employers can maneuver through the statewide workforce system efficiently and receive employment, education, training and support services, especially for those with barriers to employment. Manage and direct 41-member board with strategic planning, statewide policies, unified state plan and advise the Governor and Legislature on workforce development to support economic development and employment opportunities for employers and workers. Coordinate and build collaboration and partnerships with state and county agencies, industry sectors, educational institutions, and community leaders to build Hawaii's workforce system.

### **Crime Victim Compensation Commission, State of Hawai'i**

December 2014 – August 2015

**Program Specialist.** The Commission provides compensation to victims of violent crimes for their crime-related injuries and losses, and to "Good Samaritans" for injuries or property damage suffered in the prevention of a crime or apprehension of a criminal. Responsibilities include assisting with legislation related to crime victims; coordination of training corrections and judiciary personnel on restorative justice and other victim-focused instruction; coordination of the Statewide Automated Victim Information and Notification (SAVIN) system brochure and community outreach program (including procurement and production of public service announcements for TV, radio and print); and special projects.

### **Office of the Governor, State of Hawai'i**

December 2010 - December 2014

**Director of Operations.** Responsible for the day-to-day management of the infrastructure of the Governor's office. The duties include human resources, such as personnel issues, benefits, new hire processing, staff orientations and termination procedures. As well as payroll, procurement, and management of the office budget (\$1.4 million) and fiscal-related matters, technical support and maintenance of office facilities. Served as Language Access Coordinator, Safety Officer, Procurement Officer, Reasonable Accommodations Coordinator, Equal Employment Officer, and Training Coordinator. Developed emergency plan, emergency evacuation plan, and employee handbook. Coordinated the first fire drill in the Capitol - an event that had not been done in the last 35 years. Supervised Boards & Commissions and Executive Receptionists.

### **Japanese Cultural Center of Hawai'i**

June 2005 - December 2010

**Chief Operating Officer.** Responsible for the day-to-day operations, including the supervision and human resources functions for a staff of ten. Oversaw and assisted the Directors of Public Relations, Membership and Volunteers. Worked on special projects with the Board of Directors and the Board of Governors and assisted the President/Executive Director. Special projects included re-design of the website with e-commerce, financial audit, rewriting employee handbook, developing job descriptions and hiring of staff, writing and monitoring grants, State grants-in-aid, legislative advocacy and coordination, updated computer and telephone systems, and represented the JCCH on the Old Town Moili'ili Business Association Board, Marukai Consumer Advisory Board, and T.A.G. (Totally Against Graffiti) Team. Also staffed Board of Directors' Facilities & Operations Committee and Governance Committee. Successfully advocated at the 2007 and 2008 Legislature for grants in aid for capital improvement projects. The Legislature approved \$325,000 in 2007 and \$250,000 in 2008. The Governor approved and released funding for \$325,000.

### **Hawai'i Meals on Wheels**

September 2004 - June 2005

**Executive Director.** Administered program that delivers hot meals to homebound individuals on Oahu who are unable to shop for food, cook for themselves, or do not have family, friends, caregivers to assist them. Managed staff of six and monitored 300 volunteers who delivered meals five days a week to over 500 clients per year. Expanded delivery routes from 26 to 32. Created the new program "Give Kupuna a Smile Day" by partnering with the Hawaii Dental Association Dental Samaritan volunteer dentists who provided free dental screenings to clients. The program was funded by Hawai'i Dental Service. Partnered with Lanakila Wheels on Meals and City and County of Honolulu to jointly sponsor "March of Meals" to raise awareness of senior hunger. Received \$250,000 grant from the City and County of Honolulu and \$5,000 through a grant from the National Meals on Wheels organization.

### **Hawai'i State Commission on the Status of Women**

December 1998 - September 2004

**Executive Director.** Administered State's only statewide government and community resource on issues impacting women and girls in Hawai'i with budget of \$100,000 and total staff of two. Developed partnerships with the community and public sector to ensure resources available for projects and research. Chaired the Hawai'i Women's Coalition consisting of up to 200 private and professional groups, governmental agencies and individuals interested in legislative advocacy. Chaired Hawai'i Women's Health Month, an annual month-long, statewide event focusing comprehensive public awareness of all women's health issues. Co-Chaired the Hawai'i Family

Economic Self-Sufficiency Standard Advisory Committee which assisted in the publication of a self-sufficiency study for Hawai'i. Office was administratively attached to the Office of the Lt. Governor and Executive Director reported to seven Commissioners appointed by the Governor.

#### **Office of the Lieutenant Governor**

January 2003 - November 2003

**Communications Director.** Developed communications and media strategies, researched and wrote articles, press releases, newsletters, and letters to constituents. Coordinated statewide campaign to distribute safety gun locks with Lt. Governor's attendance on each island, including Molokai and Lanai, with the cooperation of each island's Chief of Police. Successfully distributed nearly 80,000 safety gun locks.

### **Community Affiliations and Awards**

**Design Selection Committee for Art Work to Honor United States Representative Patsy T. Mink.** 2013-2019. Appointed by the Governor (GM33) to serve on the committee to honor Mrs. Mink with a public memorial artwork.

**50<sup>th</sup> Anniversary of Statehood Commission.** Commissioner. 2007-2009. Appointed by the Speaker of the House to serve two year term to plan and coordinate the statewide public celebration of Hawai'i's statehood (Act 140, HB1352CD1).

**Department of Education's Advisory Committee on Gender Equity in Athletics.** 2002-Present. State funding via legislation ended and Department of Education continued as a Committee and administered by the department's Affirmative Action section. **Advisory Commission on Gender Equity in Athletics.** Commissioner. 2000-2002. By legislation, appointed by the Superintendent of Schools to serve on the Commission to develop plan to ensure gender equity in sports in Hawai'i's public schools. Served on the Advisory Council on Gender Equity in Sports from 1999-2000.

**Marukai Consumer Advisory Board.** Director. 2005-2010. Helped establish the first "Taste of Marukai" fundraiser event with proceeds to the Japanese Cultural Center of Hawai'i, Honolulu Japanese Chamber of Commerce and the Honolulu Japanese Junior Chamber of Commerce. Initiated and worked with staff to establish a "Secret Shopper" program to randomly survey customer service and seek constructive suggestions to improve Marukai's overall performance.

**Japanese American Citizens League.** Board of Advisors, Past Director. 1985-Present. Served as President from 1992-1994. JACL is a non-profit, volunteer driven, human and civil rights organization dedicated to protecting and defending the rights of all people, particularly Japanese Americans. During my tenure as President, the Honolulu Chapter was presented the "JACL Chapter of the Biennium Award for 1992-1994" as the best chapter out of 115 chapters in the country. Also received the "JACLER of the Biennium Award for 1992-1994" as one of six awardees to be in the "Inner Circle" to assist Bruce Yamashita's successful institutional racial discrimination case against the U.S. Marine Corps. Yamashita received his commission to Captain in 1994 after five years of legal proceedings.

### **PAST AFFILIATIONS AND AWARDS**

**Hawai'i Women Lawyers.** Received the Community Service Award in 2001 for legislative advocacy on women's issues.

**Hawai'i Civil Rights Commission.** Commissioner, 2000-2004 and 1996-2000. Governor's appointee based on knowledge and experience in civil rights matters and a demonstrated commitment to the preservation of the civil rights of all individuals. The Commission is mandated to provide a uniform procedure for the enforcement of the State's discrimination laws in the areas of disability, employment, housing and public accommodations.

**Hawai'i State Commission on the Status of Women.** Commissioner, 1993-1996. Governor's appointee. Served as Chairperson from 1994-1995. During my tenure, the Commission received an "Outstanding Achievement Award" by the National Association of Commissions for Women. The award was presented in recognition of the 1994 Women's Health Month project held in Hawai'i for the first time. The award identifies and recognizes exemplary innovative women's commission programs and projects.

**Winners At Work.** Director. 2002-2005. Organization trains the developmentally disabled for viable employment.

**Business and Professional Women, Honolulu Chapter.** 1999-2003. Served as Director and Secretary. Received the "Woman of the Year" award in 2000 by the Hawai'i State Federation of the Business and Professional Women.

**National Association of Commissions for Women.** Director. 2000-2002.

Elected to the National Board of Directors at the national conference in San Francisco in July 2000. At that time, it had been over 20 years since Hawai'i has had any representation at the national level.

**Honolulu Civic Entrepreneur Initiative.** 1998-2000. Selected a group of 200 community leaders to participate in a series of local and mainland leadership training experiences designed around the concept of "civic entrepreneur" leadership. Funded by the Pew

Charitable Trusts.

**The Awareness Foundation.** 1999-2005. Director.

**The Outdoor Circle.** 1995-1997. Served as 4th Vice President and Chairperson of the Public Affairs Committee and member of the Budget Committee.

**International Association of Business Communicators.** 1993-1997. Served as Vice President of Communications from 1994-1997; and Vice President of Programs in 1993.

**Asian American Journalists Association.** 1985-1996. Founding Hawaii member. Chairperson of Gala and Scholarship Banquet at 1995 National AAJA Convention held in Hawai'i.

## **Education**

Masters Candidate, School of Public Administration, University of Hawai'i at Manoa  
Bachelor of Arts, Communications, University of Washington, 1978

(Rev. 08/2020)

# NICOLETTE VAN DER LEE, M.Ed.

## EXPERIENCE

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### UNIVERSITY OF HAWAI'I MAUI COLLEGE

Kahului, Hawaii

#### *Office of Extended Learning & Workforce Development*

September 2016–present

##### *Program Coordinator/Instructor*

- Develop and manage non-credit courses for workforce development, sustainability and contract training programs for 100+ sections per year.
- Supervise 40+ instructors annually for non-credit programs including hiring, curriculum development, course management, and evaluations.
- Manage \$2 million+ in workforce development and sustainability program grants and contracts including Department of Labor, Department of Education, Hawaii Energy, private foundation and employer-funded projects.
- Implement outreach and marketing strategies using print, web, social media, press releases, and community engagement tactics.

##### *Rural Hawai'i Grant Outreach and Recruitment Coordinator*

September 2014–August 2016

- Developed and managed outreach and marketing strategies for Department of Labor TAACCCT II Grant program using print, web, social media, press releases, and community engagement to promote credit and non-credit programs.
- Developed and maintained Client Relationship Management (CRM) database with 1,000+ contacts. Develop continuous quality improvement process.
- Coordinated new Advisory Committee selection, management and development of best practices for Business Technology, Business Careers, Sustainable Science Management, and Sustainable Construction Technology programs as models for campus-wide employer engagement and continuous improvement initiatives.
- Built and enhanced relationships between UHMC faculty, county agencies, nonprofit organizations and employers to recruit participants, facilitate job and internship placement, and develop optimized employer engagement processes.
- Produced evidence-driven evaluation reports, and developed strategic recommendations for sustainability of innovations.

##### *Instructor, Office of Continuing Education, Computer Courses*

March 2014–present

- Develop new curriculum, update course materials and support development of new course concepts for computer and technology courses.
- Teach non-credit courses for adult students including Computers for Beginners, Word Processing for Beginners, and Spreadsheets for Beginners.
- Develop strategies for implementation of online course offerings and student resources.

##### *C3T Grant Marketing Specialist*

September 2013–September 2014

- Developed new course offerings and strategies to achieve outcomes for TAACCCT I Department of Labor Grant programs in Sustainability, Renewable Energy, and Agriculture.
- Developed and managed outreach and marketing strategies using print, web, social media, press releases, and community engagement to promote non-credit programs.
- Successfully recruited 500+ participants to exceed C3T course enrollment goals.
- Conducted surveys to evaluate industry needs, assess learner outcomes, and measure participant satisfaction and areas of improvement.
- Produced participant outcome reports for coordinators and grant partners.
- Provided creative direction on new program website, wrote website copy, and enhanced Tuition Assistance and Customized Training sections for print and web outreach.

**MAUI HULIAU FOUNDATION****Kahului, Hawaii*****Program Coordinator***

July 2012–September 2013

- Developed curriculum to promote environmental literacy among Maui youth through multidisciplinary programs, leadership projects, and educational outreach on Maui.
- Taught filmmaking classes and coordinated teams of middle and high school students to develop filmmaking and communication skills, producing short films for annual Maui Huliau Environmental Film Festival and Hawaii International Film Festival.
- Researched grants for environmental education, sustainability, and youth programs, and advised Executive Director on grant applications and fundraising initiatives.

**GLOBAL TECHNOLOGY HIGH SCHOOL****Wailuku, Hawaii*****Grant Writer, Substitute Instructor***

August 2012–July 2013

- Conducted and organized grant research, presented grant opportunities to Head of School, and wrote grant applications for innovative high school integrating High Tech High School and Montessori education models.
- Grant applications included Hawaii Community Foundation, Longs Foundation, and Toshiba Foundation.
- Substitute instructor for humanities, cultural studies and math courses.

**vanderleeMEDIA****Brooklyn, New York and Princeton, New Jersey*****Founder/Principal/Creative Director***

May 2004–May 2012

- Founded marketing, graphic design and web development firm serving entrepreneurs, mid-sized businesses and nonprofit organizations.
- Developed sales pipeline and proposals, presented pitches, coordinated strategic marketing plans, developed budgets, managed financials, and coordinated client relationship management.
- Designed customized training courses for clients on open source web platforms and led instruction at client sites and remote instruction using web technologies.
- Supervised and coordinated independent contractors on design and development teams in New York, Washington DC, and Los Angeles.

**THE MIXX GRAPHICS****New York, New York*****Executive Producer/Account Manager***

July 2000–May 2004

- Wrote proposals, presented customized presentations and creative pitches, developed and managed budgets, directed production schedule, and supervised 10-person studio.
- Produced award-winning brand design, marketing campaigns, annual reports, direct mail, multimedia, and sales collateral for clients including Showtime, Chase, Discovery, Cablevision, Lifetime, Dow, Merck, and Columbia University.

**VERGEMEDIA****New York, New York*****Founder/Principal***

April 1999–July 2000

- Founded web design firm based in New York to offer complete web solutions for clients including Tribeca Film Center, Panalytix, and Ramsey Financial.
- Generated business leads, wrote proposals, tracked financials, and managed all client accounts.
- Coordinated portfolio acquisition by The Mixx Graphics.

**JPMORGAN****Geneva, Switzerland and New York, New York*****Credit Analyst, International Private Banking***

January 1996–April 1999

- Analyzed international private banking client securities portfolios to determine lending value for customized, securitized credit products for international clients in London, Geneva, and Mexico City.
- Developed, tested and implemented *Value at Risk* lending model with multidisciplinary Derivatives/Trading, Operations, and International Credit team.

## JPMORGAN

### *Junior Equity Analyst, Equity Research*

New York, New York  
September 1995–January 1996

- Supported Senior Equity Analyst in research, communications, financial analysis, and report writing for the food industry sector.
- Researched, analyzed and developed financial models for food industry companies including Tyson, Con Agra, IBP, Heinz, and Hershey Foods.
- Produced First Call and Equity Research reports for institutional investors.
- Coordinated internal production of reports, communications with Institutional Sales team, and data collection for Senior Equity Analyst.

## EDUCATION

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### **Johns Hopkins University, School of Education**, Online Program, Baltimore, MD

*EdD, Entrepreneurial Leadership in Education, Fall 2015-Spring 2021, Candidate*

**Emphasis:** Entrepreneurial leadership in education, innovation, online learning, organizational effectiveness, cognitive development, motivation, professional development, training, communities of practice, science of improvement, workforce development

**Dissertation:** *Building Capacity in Collaborative Leadership to Sustain Innovations at Community Colleges*

### **Chaminade University**, Online Program, Honolulu, HI

*MEd, GPA 4.0*

**Emphasis:** Multicultural education, learning styles, learning theory, multicultural education, history and philosophy of education, cognitive development, online learning

**Capstone Thesis:** *Empowering Women Through Global Distance Education*

### **JP Morgan Management Services**, New York, NY

*Management Consultant Core Training Program*

*Columbia University and NYU MBA curriculum*

**Emphasis:** Financial analysis and modeling, financial services, derivatives and securities, public speaking, presentation design, management consulting, project management, client needs assessments

### **Dartmouth College**, Hanover, NH

*BA, Comparative Literature and Film, Cum Laude, Honors for Senior Thesis*

**Study Abroad:** Casa de la Cultura, Puebla, Mexico, Winter 1992

**Senior Thesis:** *Translating the Languages of Literature and Film*

## HONORS AND AWARDS

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### **Johns Hopkins University**, Fall 2015-Fall 2019

*School of Education Scholarship*

### **Educational Testing Service**, July 2013

*Recognition of Excellence, Praxis 2, English Language, Literature & Composition*

### **Dartmouth College**, June 1995

*Honors for Comparative Literature Senior Thesis, Graduated Cum Laude*

## PRESENTATIONS

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### **2020 HAWAII PATHWAYS SUMMIT:** A Focus on Equity, Innovation & Partnerships, Feb 2020

*Co-Presented **Closing the Credit Divide with Jobs for the Future** in Honolulu, HI*

### **INNOVATE**, SkillsCommons StoryTelling Ambassador Presentation, April 2018

*Presented **StoryTelling Rubric** at national conference in Nashville, TN*

### **US Department of Labor TAACCCT IV Convening**, SkillsCommons Presentation, Sept 2017

*Presented **StoryTelling Toolkit to Sustain Innovations** at national conference in Washington, D.C.*

### **INNOVATE**, SkillsCommons StoryTelling Ambassador Presentation, April 2017

*Presented **StoryTelling Rubric** at national conference in New Orleans, LA*

### **US Department of Labor TAACCCT II Convening**, Rural Hawai'i Grant, Feb 2016

Presented ***Collaborative Innovations for Veterans Resource Centers on Campus*** with team at national conference in Washington, D.C.

## Preshess Willets-Vaquilar

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### OBJECTIVE:

To use my leadership skills, qualities, professionalism, and diverse knowledge of working with different organizations, departments, and people to be a well-rounded leader who makes a difference in the workplace, community, and society as a whole.

### SUMMARY OF QUALIFICATIONS:

- ❖ Organized, efficient, and precise with strong communication and liaison skills.
- ❖ Ability to coordinate multiple projects and meet deadlines under pressure.
- ❖ Familiarity with the faculty, staff, and administration roles, relationships and responsibilities in a College setting.
- ❖ Knowledgeable in the area of program development, curriculum development, and grant management.
- ❖ Knowledgeable in the area of the academic, socioeconomic, cultural, and ethnic backgrounds of a diverse student population.
- ❖ Ability to work effectively with departmental administrators, faculty, staff, and students across the University of Hawaii Community College System.
- ❖ Knowledgeable with the University of Hawaii Community College system policies and procedures as it relates to hiring personnel and purchasing practices using super quote purchase cards, and services contract agreements.
- ❖ Knowledgeable with FERPA and dealing with sensitive information.
- ❖ Ability to lead, inspire, and motivate a team.
- ❖ Enthusiastic, creative, and able to think strategically to meet program outcomes.
- ❖ Trustworthy and responsible person.
- ❖ Diplomatic leadership.
- ❖ Dedicated to professional development and achievement.
- ❖ Passion for education and student success.
- ❖ Proficient with using computer (Mac and PC) and mobile devices, as well as Microsoft Office programs such as Word, Excel, and Power Point to create letters, spreadsheets, and presentations.
- ❖ Ability to work evening, weekend, and off-campus assignments.

### EXPERIENCES:

HONOLULU COMMUNITY COLLEGE – Honolulu, Hawaii

April 2015 - Present

#### **Programs and Training Manager/Lead Coordinator for Continuing Education (CE) and Training/PCATT**

Responsible for the development, implementation, and coordination of continuing education programs, along with providing, modifying, and delivering in-service teacher training curricula for apprenticeship instructors, as well as leading and managing our CE/PCATT department.

- ❖ My day to day duties and responsibilities as a Programs and Training Manager include assisting with and managing the programs I coordinate and develop; attending departmental, campus, committee, and industry meetings; hiring instructors and ensuring instructors get paid on a timely basis by meeting HR and payroll deadlines; costing out and creating budgets for the programs/courses I manage and offer via CE/non-credit to ensure we are not overspending and operating within our budget guidelines; creating revenue generating training programs/courses to be self-sustaining and not dependent on general funding resources from our campus; creating training programs/courses that meets industry needs and workforce demands; providing instructional support services to our instructors by assisting them with purchasing training materials for courses and assisting them with the development and creation of course outlines and syllabi; communicating with our operations team and fellow program coordinators so the programs I manage and coordinate are properly inputted into our Destiny registration system and information provided can be marketed appropriately so when questions arise about the program/course offering our team can easily assist and provide the best customer service possible; work with our technical support team as needed to ensure computer labs are set to meet training specifications and training materials are ordered to meet training needs; working closely with our campus programs such as EIMT, Welding, and the Apprenticeship Office for example on the scheduling and usage of facilities to conduct training; and working closely with our team, campus programs, and administrators to ensure we are meeting the goals, outcomes, and expectations of our operations and students/industries/communities we serve.
- ❖ As the Lead CE/PCATT Coordinator, my duties and responsibilities include the overall daily management, operation, and planning of CE/PCATT; providing insight that aligns with the college's mission and strategic plan; developing and overseeing the daily operations and functions to serve students/participants, faculty, staff, and the campus community; directing CE/PCATT's budget and financial management, policy formulation, and program assessment; promoting and supporting the integration of technology and computing for CE/PCATT services and resources; general management of the CE/PCATT faculty and staff; and active participation on campus and system-wide committees.
- ❖ Collaborated on a Department of Labor and Industrial Relations (DLIR) American Apprenticeship Initiative (AAI) grant focusing on creating new apprenticeship opportunities in IT related fields here in Hawaii by working closely with industry partners, employers from both private and government entities on identifying training needs. The grant was awarded to the DLIR in 2015. This was a five year, \$2.6-million-dollar grant, where PCATT received \$125K in funding to use towards curriculum development activities. The grant focused on training 300 + participants in the areas of Business Analysis, PR/Award # V425G200038

Database Administration, Software Development, and other areas as identified by industry. In 2016, grant activities included oversight and coordination working with industry and subject-matter experts on the development of a user support specialist entry level pathway for IT. This included meeting with industry stakeholders and hiring a curriculum developer and instructor to develop curriculum in these related areas. In 2018 we partnered with Amazon Web Services (AWS) and Apprenti to offer a Data Center Technician (DCT) pre-apprenticeship training program to veterans and exiting military personnel and their spouses. This was part of Amazon's pledge to hire 25,000 veterans and their spouses over a span of 5 years back in 2016. Through the DCT training a total of 14 participants completed the program, where most of the participants who completed the program had little to no IT background. After successfully completing the program they each earned 4 CompTIA certifications – A+, Network+, Security+, and Server+. In March of this year, 2020, we offered an AWS Technical Account Manager pre-apprenticeship program. We had a total of 16 participants who completed the program and each person earned their CompTIA Linux+ and AWS Solutions Architect – Associate Level certification. These two programs were both very extensive and accelerated training models, where both programs were completed within 12 weeks. The instructors and participants were very dedicated and motivated. Upon completion of the program they all went on to complete the OJT component of training at various AWS sites across the nation.

- ❖ Coordinated and managed our working relationship with industry stakeholders from the Ship Repair/Maritime Industry and Honolulu CC faculty from our welding department to provide our Marine Welding Technology Training program to both youth and adult learners. Training focused on areas specifically identified by industry which includes Blueprint Reading, OSHA 10 Maritime Safety Training, Workmanship Training, Confined Space, and Welding. When the program initially began it was a total of 120 hours of training, as time progressed and changes to curriculum were made based on input received from industry, training hours increased to a total of 195 hours in length. A new cohort of adult learners is planned to begin in September 2020.
- ❖ In July 2015, PCATT, in partnership with UH Manoa's Information Technology Center, and the Department of Education (DOE), provided the inaugural GenCyber Hawaii camps for both high school students and teachers here at Honolulu CC. Funding for these camps were provided by the National Security Agency (NSA) and the National Science Foundation. The goals of the camps were to provide both high school teachers and students the opportunity to learn about cyber security and the cyber security principles, build the interest in cyber security and careers in this field, help students understand correct and safe on-line practices, and provide teachers with the teaching resources to deliver cyber security content in their related classroom lessons. Between 2015 and 2019, we offered a total of 25 teacher camps and 25 student camps across the State of Hawaii, which resulted in training 701 teachers and 683 students. Honolulu CC received nearly \$331K in funds from the NSA and NSF to provide our GenCyber camps here in Hawaii between 2016 and 2020. My overall role for our GenCyber camps is to write the grant proposals, coordinate and manage camp activities, from logistics – making sure our facilities are all booked for our event, coordinating the orientation leading up to the event, ordering participant giveaways/SWAG and lunches, handling the HR paperwork to ensure our instructors are hired and paid, attending meetings, sending out notifications to all participants via email, working closely with our non-credit and campus staff and faculty to ensure all materials and elements of training run smoothly, staying within our budget parameters, interacting with NSA evaluators, working closely with our UH-ITS and high school counterparts, completing the final reports, and closing out the grant, as well as attending grant meetings which are held on the mainland twice a year.
- ❖ Back in 2016, we started working with DBEDT's State Energy Office and solar leaders here in Hawai'i on the development of energy related training for our county officers and employees responsible for permitting, inspecting, licensing, and approving construction projects that contain renewable energy systems and technology. I took the lead in coordinating meetings and developing the budget which was then submitted to the legislature for funding. HB 560, HD1 was finally funded this last round by the legislature. Since working on this project back in 2016, my role in 2019 – 2021 will be leading and managing this project working with industry stakeholders in successfully meeting the training needs of first responders and electrical inspectors across the State. Funding for this project received from the legislature totaled \$130K.
- ❖ Provided workforce development teacher training workshops to new apprenticeship instructors. A requirement set forth by the Department of Labor, where new instructors must attend training with a focus on teaching adult learners. From September 2015 through September 2019, I have conducted a total of 12 instructor training workshops, with a total of 79 participants completing training.
- ❖ Coordinated and managed various non-credit training opportunities such as Electricians Continued Competency classes, Plumbers Continued Competency classes, Electricians Academic coursework for licensing purposes, Solar PV classes, Ocean Voyaging Crew Training and Repairs. For FY July 2015 – June 2019, for general public classes I was responsible for managing and coordinating, we served a total of 3,072 student participants and generated \$423,240 in revenues. For FY July 2015 – present, contract trainings I was responsible for managing and coordinating include Electrician Continued Competency classes offered onsite at company locations; Welding Technology Training for the Department of Public Safety – Waiawa Correctional Facility; HARIETT contracts for Facilities Engineering, Operations and Maintenance (FEOM), HVAC, Electrical Technology, Korean, and Japanese language classes; and the Hawaii Youth Challenge Marine Welding Technology Training Program. Through these contract training opportunities, we served a total of 1,265 student participants and generated \$544,857 in revenues.
- ❖ Experienced and knowledgeable with the HR policies and procedures for Honolulu CC.
- ❖ Served on employment screening committees.
- ❖ Knowledgeable and experienced with the faculty contract renewal and tenure and promotion processes.

- ❖ Worked closely with faculty from Tech I division and apprenticeship when it comes to the development of non-credit trainings and finding instructors to teach courses.
- ❖ Knowledgeable and experienced with curriculum development, project management and grant writing and oversight.
- ❖ Attend system-wide coordinator and director of continuing education meetings which has allowed me to build relationships with our sister campus counterparts who work in continuing education and training across our UHCC system.

WINDWARD COMMUNITY COLLEGE – Kaneohe, Hawaii

July 2013 – April 2015

**Workforce Development Coordinator for Career and Community Education**

Responsible for the development of workforce development programs which included developing curriculum, working with subject matter experts to develop training programs, recruitment (both instructors and students for training programs), academic advising, grant management and working closely with community based organizations as well as the University of Hawaii Community College System. I also worked on the University of Hawaii Community College's Trade Adjustment Assistance Community College and Career Training Grant (TAACCCT), also known as C3T, in collaboration with University of Hawaii Community College System personnel and Department of Labor personnel focusing on the Energy sector, and continually research on the development of workforce training needs to meet the demands of our State through working with employer organizations and using labor statistics and data trends.

- ❖ Training programs offered included Sustainable Energy Technology programs in the area of Photovoltaic training. Photovoltaic training courses offered included Fundamentals of a Photovoltaic System, Introduction to Photovoltaic Design and Installation which prepares and qualifies students to take the North American Board of Certified Energy Practitioner's (NABCEP) PV Entry Level exam, which met the needs of the solar industry and Advanced Photovoltaic training which met the eligibility requirements for students to take the NABCEP PV Installation Professional Certification exam.
- ❖ Other training programs coordinated included Facilities Maintenance. The first program offering of our Facilities Maintenance Program was to inmates at the Women's Community Correctional Center in Kailua which started in Fall 2013 and ended in the Summer of 2014. This was a contract training agreement with the Department of Public Safety's (DPS) Education department in the amount of \$42K. Back in June 2014 I took the lead with working with both DPS and CCE personnel on another contract training agreement where we were awarded another contract to provide our Facilities Maintenance training program to inmates at Waiawa Correctional Facilities, as well as expanding our program offerings to include the Office Worker Business Applications program to inmates at Halawa, Waiawa and Women's Community Correctional Facilities. This contract totaled \$81K, thus moving CCE forward in meeting the workforce needs of not only those in our communities, but also touching on the lives of those incarcerated who were in need of attaining skills to meet the needs of today's workforce upon their release. This in turn also helped CCE to build a roadmap towards financial sustainability. I also expanded the offering of the Facilities Maintenance program to the general public in Fall 2014.
- ❖ Created career pathway maps and spec sheets for training programs to help promote and provide more detailed information on our courses and the types of employment opportunities available, as well as pathways leading to a degree seeking program.
- ❖ Coordinated and managed nearly \$20K in Perkins grant funding for the expansion of our Sustainable Energy Photovoltaics program and Facilities Maintenance program to purchase supplies for hands-on related training activities to keep our program current, giving our students the opportunity to train on the most current industry related materials to prepare for the workforce.
- ❖ Collaborated with Honolulu Community College (HCC)/Pacific Center for Advanced Technology Training (PCATT) on providing two Photovoltaic training offerings through the Solar Instructor Training Network grant. Coordinated with grant partners from California to host training here in Hawaii. Training sessions provided included Photovoltaic Manufacturer training which was made up of both UHCC faculty and representatives from the PV industry, as well as training specifically for Code Officials which was made up of Electrical Code Inspectors.
- ❖ As the Energy Sector lead for C3T, I continued to work closely with the campuses who were responsible for developing and/or offering Energy related courses, as well as with my Department of Labor Industry lead to work closely with industry stakeholders on our Energy Sector Policy, Planning Workforce Groups (PPWGs).
- ❖ Worked on developing a survey on employment needs and forecasts as part of our C3T grant focusing on the Energy sector. Worked closely with my Department of Labor counterpart and fellow C3T staff who provided support with creating the survey on survey monkey which was sent out to our solar industry contacts here in Hawaii via email.

HONOLULU COMMUNITY COLLEGE – Honolulu, Hawaii

June 2008 – July 2013

**Program Coordinator for Continuing Education and Training**

Responsible for providing academic support for PCATT, Tech I, and other campus programs in the areas of curriculum development, budgeting, recruitment (both instructors and participants for training programs), marketing, academic advising, and grant management.

- ❖ Worked closely with faculty and industry leaders on the development of curriculum and training to meet our TAACCCT (C3T) round I grant outcomes in the areas of Energy Efficiency, Renewable Energy and Sustainability. Part of the TAACCCT (C3T) also gave me the opportunity to work closely with Department of Labor and Community Based Organizations such as Oahu Worklinks (now known as the American Job Center) to come together to promote our training opportunities to individuals wanting to pursue a new career or training that led to potential employment here in our State.

PR/Award # V425G200038

- ❖ Worked closely with my Department of Labor Industry lead on the development of the Energy Sector Policy, Planning Workforce groups which consisted of industry experts from the Renewable Energy, Energy Efficiency, Sustainability, and Transportation Technologies sectors who helped us identify and validate training programs we were developing system-wide for our C3T grant, as well as helped us identify industry trends and employment forecasts for the Energy sector.
- ❖ Worked closely with licensing Boards, faculty, and industry experts on the coordination of curriculum development for training programs to meet the needs of industry and licensing requirements for the State of Hawaii in the areas of Electrical, Plumbing, and Security Guard training.
- ❖ Developed a PV advisory board made up of industry experts to ensure that our training was meeting industry needs and standards.
- ❖ Knowledgeable and competent in creating and monitoring budgets. For each training course offered, I was responsible for costing out all related expenses to reach a tuition rate that would cover all costs as well as generate income to sustain our program.
- ❖ Worked closely with instructors, industry experts, and staff to assess training programs to ensure that curriculum and equipment related to training remained up-to-date to meet industry and licensing standards.
- ❖ Responsible for the marketing and recruitment of participants for our training courses. Worked closely with community-based organizations such as Good Will, Catholic Charities, and Oahu Worklinks (now the American Job Center) to recruit their clients for our courses.
- ❖ Provided academic advising support to participants who were unemployed, dislocated, or interested in changing careers.
- ❖ Knowledgeable with coordinating federal and state grants to ensure we were in compliance. Coordinated the Solar Instructor Training Network (SITN) grant which funding provided train-the-trainer sessions and curriculum development for instructors in the areas of PV and Solar Thermal. Also coordinated the Statewide Energy Sector Partnership (SESP) grant, which provided tuition assistance to incumbent, unemployed, and dislocated workers wanting to attain employment in a green industry.
- ❖ Wrote the RFP and coordinated with the former PCATT Director in acquiring a \$130,000 Rapid Response Training Grant to meet the training needs of Marine Welders here in the State of Hawaii. Worked closely with Welding faculty to develop the curriculum to meet training outcomes. Also worked closely with the Ship Repair Association of Hawaii, with respect to Marine Welding companies, on getting their input on the development of the training program and recruitment of their employees to attend training.
- ❖ Knowledgeable with maintaining sensitive information related to grant participants.
- ❖ Knowledgeable in the areas of writing reports, maintaining spreadsheets, and databases related to meeting grant outcomes.

HONOLULU COMMUNITY COLLEGE – Honolulu, Hawaii

March 2007 – May 2008

#### **Academic Support Specialist**

Responsible for providing academic support for Apprenticeship in the areas of grant management, budgeting, and purchasing.

- ❖ Assisted Apprenticeship Coordinator in the management of the Rural Development Project federal grant, which comprised of nearly a million dollar budget.
- ❖ Ensured that all purchases and funds were spent according to Federal, State, and University policies.
- ❖ Gathered and organized data for grant related activities and reports.
- ❖ Worked closely with Apprenticeship Training Coordinators from the various training programs to ensure that purchases met their training needs.
- ❖ Arranged journey worker training classes through coordinating with Apprenticeship Training Coordinators from the various training programs.
- ❖ Contacted different organizations to provide specialized contract training courses.
- ❖ Prepared personnel documents for apprenticeship instructors for payroll purposes.
- ❖ Registered students into classes through the use of banner.

#### **EDUCATION:**

- ❖ **The Learning Resources Network (LERN), Online Training** April 2013  
Completed LERN's Certified Program Planner's (CPP) online training. Passed the CPP exam July 2013.
  - Learned about continuing education program operations – from costing out courses to marketing to your best customers. Learned about how to run a program successfully and the different traits and benchmarks to look at when evaluating a program.
- ❖ **Chaminade University of Honolulu, Honolulu, Hawaii** June 2007  
Masters in Business Administration  
GPA 3.857
- ❖ **University of Hawaii – West Oahu, Pearl City, Hawaii** May 2005  
(now located in Kapolei, Hawaii)  
Disaster Preparedness Certificate  
Other courses: Conflict Resolution and Environmental Policy

PR/Award # V425G200038

- ❖ **University of Hawaii – West Oahu**, Pearl City, Hawaii December 2004  
(now located in Kapolei, Hawaii)  
Baccalaureate Degree in Public Administration  
GPA 3.91
- ❖ **Honolulu Community College**, Honolulu, Hawaii May 2002  
Associates of Arts Degree in Liberal Arts

#### HONORS/AWARDS

- ❖ Recipient of Honolulu Community College's 2013 Chancellor's Outstanding Service Award 2013
- ❖ Recipient of the Kamehameha Schools Imi Na'auao Graduate Scholarship Fall 2006 – Spring 2007
- ❖ Nominated and featured in an ad for the Kamehameha Schools Scholarship and Financial Aid Program 2005
- ❖ Graduated with the Distinction of Honors from the University of Hawaii – West Oahu December 2004
- ❖ Dean's List, University of Hawaii – West Oahu: Fall 2002, Spring 2003, Fall 2003, Spring 2004, Fall 2004

#### REFERENCES

- ❖ Provided upon request

EDUCATION

2010 Ph.D., Sociology, University of Notre Dame  
2005 Master of Arts, Sociology, University of Notre Dame  
1991 Master of Human Relations, University of Oklahoma  
1987 Bachelor of Arts, Sociology, Brandeis University

PROFESSIONAL EXPERIENCE

**October 2019-Present Interim Director**, University of Hawaii-Windward Community College

*Major Responsibilities:* oversee workforce education and training development; develop programs that support community workforce needs; partner with employers and workforce agencies to develop and deliver career development, occupational training, and support services opportunities; administer programs that are self-sustaining and revenue generating; pursue and administer grants that support workforce program development and student participation; partner with stakeholders to develop onramps to career pathways that span developmental education, non-credit training, and higher education and integrates work-based learning experiences.

**April 2018-September 2019 Employment Analyst**, Workforce Development Council, Honolulu, HI.

*Major Responsibilities:*

*State Implementation of Workforce Innovation and Opportunity Act (WIOA 2014)*

Administered Title I of WIOA: oversight and monitoring of comprehensive services to at-risk youth and adults at American Job Centers Hawaii (AJCH); managed Youth Services and Sector Strategies and Career Pathways State Board committees; using federal formulas, prepared State allocations for county local areas' Title I Adult, Dislocated Worker, and Youth Programs; developed State policy for eligible training providers to offer employment and training programs for in-demand industries; directed development of Business Services Framework Plan for counties; developed State policy for low-income eligibility based on Federal formula; developed workforce funding brochure that summarizes State and Federal workforce investment for PY 2018; led State negotiations for State and local area performance measures; provided WIOA/WDC workshops to stakeholders and public; and represented workforce in Perkins V State Plan development.

*Maui County Workforce Development Board (MCWDB) Liaison*

Supervised MCWDB in implementation of Title I Adult, Dislocated Worker and Youth programs; monitored performance measure outcomes; directed development of certified comprehensive American Job Center, including team-building with core and required partners; oversaw fiscal management of federal funds (PY 2017: \$540,000; PY2018: \$548,000), including execution of State-County contracts and County-Service Provider contracts; and reviewed MCWDB annual budgets with service providers to ensure observance of Federal and State regulations and reasonable costs/participant; provided technical assistance.

**August 2016-April 2018 Lecturer**, Social Sciences Division, Leeward Community College, Pearl City, HI.

Taught courses in Early College (secondary) and postsecondary programs.

**August 15, 2014- August 14, 2016 Appointed Member**, Oklahoma Advisory Committee, U.S. Commission on Civil Rights.

Prepared and published a 2016 federal report, "Civil Rights and the School to Prison Pipeline in Oklahoma." <https://www.hsdl.org/?view&did=793994>

**August 2009- December 2015 Assistant Professor**, Department of Sociology, University of Oklahoma, Norman.

*Major Responsibilities:* Taught online and traditional courses to undergraduates and graduate students; participated in Department Committees and University Committees; mentored graduate students in journal publication; provided undergraduate teaching assistantships; reviewed journal articles and book proposals; served on graduate student committees for theses and dissertations; organized sessions and presented research at professional conferences; participated in media interviews; Principal Investigator for a 4-year qualitative study and managed a research team of 15 undergraduate and graduate students; published research articles; applied for grant from the American Sociological Association Fund for the Advancement of the Discipline (2011, unfunded); awarded internal grants to support research.

**August 2000-June 2003 Faculty**, Amerischools College Preparatory College, Tucson, AZ  
Contributed to program management and curriculum development of charter high school in its 3<sup>rd</sup> year of operation. First year was a half-time appointment.

**August 2000- June 2001 Faculty**, Amerischools Middle Academy, Tucson, AZ  
Worked half-time for newly opened middle school. Principal and faculty worked together to carry out administrative responsibilities for managing the school and develop curriculum.

**August 1998-December 1999 Department Chairperson**, Social Science and Criminal Justice, Guam Community College (GCC), Mangilao, GU

**August 1998-June 1999 Interim Department Chairperson**, Language Institute, GCC

**August 1998-December 1999 Assistant Professor**, Social Science Department, GCC

**January 1995-May 1998 Instructor**, Social Science Department, GCC

*Major Responsibilities:* Managed two departments during the 1998-1999 school year. Managed transition in Fall 1999 to Social Science and Criminal Justice Department, integrating criminal justice faculty and vocational programs. Collaborated with vocational faculty in program curriculum development at monthly Business, Social Science, and Tourism Division meetings; aligned academic program development including course revisions with institutional goals; led development of academic curriculum for vocational education and training programs.

For Language Institute, developed a strategy to improve faculty morale, redirected faculty to support department and institutional goals; initiated an English Skills Team.

*Additional Highlights:*

- Co-Chairperson for Standard I Institutional Mission Committee for Accreditation Self-Study (1998-1999).

- Organizing Committee Member, Guam Education Goals 2000 (1999), a district-wide, K-20, curricular reform project. Held public meetings on secondary education and high school dropouts, and contributed to final report.
- Wrote a grant for \$80,000 to develop Family Services certificate vocational program (1997): led program and course curriculum development working with Guam Department of Public Health and Social Services; developed the budget for program implementation; funded 20 scholarships for incumbent paraprofessionals in human services; administered the program for two years (1998-1999), which included initiating Family Services Advisory Committee.
- Led Adult High School (AHS) curriculum reform (1997-1999): worked with Program Manager to execute needs assessment; led development of curriculum reform plan and coordinated with relevant department faculty to revise program curriculum.
- Co-Chairperson, Peer Mentoring Committee (1997-1999): initiated committee with 2 other faculty; offered monthly workshops in curriculum development and team building.
- Planning Committee (1996-1997) and Moderator, Innovations in Education: Catch the Wave of Excellence, Pacific Regional Conference, Tumon, Guam; 2-day conference.

*Faculty representative:* College Affairs Committee, Financial Priorities Committee, GCC 10-Year Master Plan Development Team, Dean Selection Committee, Promotions Committee, Vocational High School Awards Committee (1996), Dean Selection Committee (1997), and College Mission Design Team (1996-1997).

**Honors:** Phi Theta Kappa HIS Commendation of Service, 1999; COPSSA Faculty of the Year, 1998; COPSSA Dedicated Service 1998, 1997; Guam Legislature Commendation for service in Guam Education Goals, 2000; University of Guam Master Teacher, 1996.

**April 1993-October 1994 Co-Manager,** Wendy's International, Virginia Beach, VA.

**January 1992-April 1993 Instructor,** Liberal Studies Department, Commonwealth College, Virginia Beach, VA. **Honors:** Faculty of the Month Award and Certificate of Merit.

**August 1988-November 1991 Lead Counselor,** Educational Opportunity Center of the US Territorial Islands, University of Guam, Mangilao.

*Major Responsibilities:* Managed counselors in Guam, Commonwealth of the Northern Marianas Islands, American Samoa, and Republic of Belau; carried out administrative responsibilities in maintaining program client files, compiling site reports, updating database of clients, and developing recruitment materials, program literature, and scholarship and career files; provided training to counselors; developed contacts with related social service providers; conducted personal and career development workshops in the community; recruited youth to enroll in college; provided academic, financial aid, and career counseling services to low-income and first-generation college students; and provided GED preparation.

**Honors:** Certificate of Appreciation, Northern Marianas College Upward Bound

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# KEALA CHOCK

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KEALA.CHOCK@HAWAII.EDU



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## OBJECTIVE

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Provide an overview of my professional work experience, related skills, and involvement with the community.

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## SKILLS

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Executive Management  
Leadership  
Decision Making  
Native Hawaiian Cultural Practices  
‘Ōlelo Hawai‘i  
Team Building  
Grant Management  
Fiscal Oversight  
Problem Solving  
Communication  
Flexibility

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## EXPERIENCE

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### DEAN, COMMUNICATION & SERVICES (HCC)

July 2018 - Current

Oversee the management of all facets of academic planning, program evaluation, short- and long-term budgeting, and personnel management. Provide leadership and guidance for all internal and external affairs of the Division. Ensure campus and UH system mission and performance goals are met. Manage Perkins funding.

### DEAN, TRANSPORTATION & TRADES (HCC)

July 2014 – July 2018

Oversees the management of all facets of academic planning, program evaluation, short- and long-term budgeting, and personnel management. Provide leadership and guidance for all internal and external affairs of the Division. Manage Pearl Harbor Naval Shipyard Apprenticeship Program along and State Registered Apprenticeship Programs.

### Faculty, MELE (HCC)

June 2005 – July 2014

Developed and Managed U.S DOE Title III Grant to create and implement the Music & Entertainment Learning (MELE) Program, Ho‘okele Wa‘a, and First Year Experience activities. Specifically developed academic programs and curricula, which included established a provisional to permanent degree program at HCC. Coordinate all grant evaluation and required evaluation. Managed additional Title III Construction Grant Activities as related to the abovementioned programs.

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## EDUCATION

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### MASTER’S IN PUBLIC ADMINISTRATION/2008

University of Hawai‘i at Mānoa

### BACHERLOR OF ARTS- Hawaiian Studies/2004

University of Hawai‘i at Mānoa

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## VOLUNTEER EXPERIENCE OR LEADERSHIP

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State of Hawai‘i DLIR Apprenticeship Council/Member (2020-Ongoing)

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# Laura Lees Nagle

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## Education

### **Master of Education, Concentration in Teaching & Learning**

*Harvard University Graduate School of Education, Cambridge, MA (May 2001)*

### **Bachelor of Arts in English and French**

*Amherst College, Amherst, MA (December 1998)*

## Professional Experience

**Dean of Career and Technical Education**, *University of Hawai'i Maui College, Kahului, HI (Aug. 2020 – present)* Oversee curriculum, budget, planning, and personnel for UH Maui College CTE certificate, associate and bachelor programs and departments including Nursing, Dental Hygiene, Construction Technology, Culinary, Business Administration, Hospitality, Automotive, and Applied Business Information Technology. Collaborate with industry partners and UHCC system to better align college mission with community need at state and local levels.

**Professor of English**, *University of Hawai'i Maui College, Kahului, HI (Aug. 2001 – present)* Taught developmental, 100-level, and 200-level English writing and reading courses via distance, 5 week summer courses. Served as department chair 2011-2017.

## UH Maui College Leadership Experience

**Accreditation Liaison Officer and Faculty Coordinator** (January 2011 – present) Coordinate and write for college accreditation efforts including successful UH Maui College Institutional Reaccreditation Report and Site visit 2014; Special Visit report and Site visit 2017; Sub-change Proposal for Online AA in Liberal Arts in 2017; Online BAS in Applied Business and Information Technology in 2018; and Online BAS in Engineering Technology in 2020.

### **Strategic Directions Coordinator** (January 2014 – present)

Work with Strategic Directions committee chairs, administration, and the Budget Committee to coordinate and monitor campus work toward the UH Maui College strategic plan and aligning campus budget processes with strategic planning.

### **First Year Experience Faculty Coordinator** (August 2014 – present)

Coordinate 40 faculty in supporting all first time students through first year designated courses, including developing professional development, coordinating FYE activities, and connecting faculty with resources to embed support into classes.

## Other Work Experience

Education (1999-2002): *Pre-school Teacher, Woods Hole Day Care Cooperative, MA*  
*Substitute Teacher, Department of Education, State of Hawai'i, Maui County*

Food Service (1996-2000): *Server and cook, Peaches and Crumble Bakery, Pā'ia, HI*  
*Woods Hole Golf Club Restaurant and Events, Woods Hole, MA*  
*Lawrence's Restaurant, Falmouth, MA*  
*The Flying Bridge Restaurant, Falmouth, MA*

Marketing Intern (1998), *Arnold Communications, Arnold Public Relation, Boston, MA*

# Yvette Gibson

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Experienced talent acquisition leader with a proven record of accomplishments in supporting diverse industries bringing balance and simplicity to recruitment processes and creating a competitive advantage for the business that is reflected in the bottom line and employee engagement

## Professional History

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### Manager, Talent Acquisition

June 2010 – present

Hawai'i Pacific Health

- Lead a high functioning, fully engaged team of 13 Talent Acquisition Coordinators and Specialists servicing one of the largest health care systems in the state with four medical centers and more than 70 outpatient clinics.
- Direct accountability and oversight for recruiting and onboarding for 700 new hires annually for a workforce of more than 6,900, in compliance with all state and federal regulatory standards.
- Mentor and coach Hawai'i Pacific Health leadership on selecting and retaining talent to decrease turnover to less than 6.7 percent (a \$1.2 million cost savings).
- Develop recruitment strategies and build partnerships to support the mission of creating a healthier Hawai'i.
- Create alliances for a new apprenticeship program for crucial IT support positions with State of Hawai'i's Department of Labor and Industrial Relations and Apprenticeship Council.

### Executive Team Leader – Human Resources

May 2008 – June 2010

Target Corporation

- Selected to open first 2 Target stores in Alaska and 3 stores in Hawaii, overseeing staff recruitment, team member and leadership development. Ensured all legal and corporate compliance as it pertained to final pay laws, health insurance, workers compensation, meal periods and rest breaks and minor laws.

### Regional Recruiter

May 2006 – April 2008

Aston Hotels & Resorts (formerly ResortQuest)

- Coordinated consistent recruitment strategy throughout 27 properties on O'ahu, Maui, Kaua'i and the Big Island to create a coherent brand image to enhance hiring process. Led the team in closing two properties and opening two properties – created and executed blueprint to retain employees and restructure existing hotel staff.

### Manager, Recruiting

May 2005 – April 2006

Hilton Grand Vacations Company of Hawai'i

- Implemented new recruitment strategies targeting high-level sales professionals through building relationships with identified and potential referral sources. Executed tracking systems that showcased ad campaign and marketing plan results which allowed resources to be allocated effectively increasing quality and number of referrals.

### Supervisor, Recruiting

May 2001 – April 2005

Enterprise Rent-A-Car

- Achieved consistent growth in all core areas of responsibility – new hire retention, employee referrals, internet hires, intern conversions, female and minority recruiting. Attracted talent in a limited market with aggressive college recruitment efforts and development of a wide-ranging marketing program to track efforts and define the direction for future growth.

## Education

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### Masters of Arts in Communication, emphasis: Human Resources

Hawai'i Pacific University

### Bachelor of Arts in Communication, emphasis: Public Relations (*Summa Cum Laude*)

Hawai'i Pacific University

## Community

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### Executive Board Member, Workforce Development Council

Dec 2017 – present

### Chair/Member, Sector Strategies & Career Pathways Subcommittee

July 2018 – present

### Chair/Member, Career Technical Education Coordinating Advisory Council

Oct 2018 – present

State of Hawai'i

- Lend expertise and advise the Governor and Legislature on workforce development initiatives to support economic development and employment opportunities for employers and employees.
- Support State Director in providing leadership, direction, and coordination for all career and technical education, and foster cooperation with other institutions or agencies # V425G200038

**APPENDIX 2:**

**Applicant Indirect Cost Rate Agreement**

**COLLEGES AND UNIVERSITIES RATE AGREEMENT**

EIN:  
 ORGANIZATION:  
 University of Hawaii  
 2440 Campus Road  
 Box 368  
 Honolulu, HI 96822

DATE:06/09/2020  
 FILING REF.: The preceding  
 agreement was dated  
 05/16/2019

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

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**SECTION I: INDIRECT COST RATES**

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RATE TYPES:      FIXED                  FINAL                  PROV. (PROVISIONAL)      PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2017	06/30/2019			Organized Res.
PRED.	07/01/2019	06/30/2020			Organized Res.
PRED.	07/01/2020	06/30/2021			Organized Res.
PRED.	07/01/2021	06/30/2022			Organized Res.
PRED.	07/01/2022	06/30/2023			Organized Res.
PRED.	07/01/2017	06/30/2019			Organized Res.
PRED.	07/01/2019	06/30/2023			Organized Res.
PRED.	07/01/2017	06/30/2019			Instruction
PRED.	07/01/2019	06/30/2023			Instruction
PRED.	07/01/2017	06/30/2023			Instruction
PRED.	07/01/2017	06/30/2019			Other Sponsored Act
PRED.	07/01/2019	06/30/2023			Other Sponsored Act
PRED.	07/01/2017	06/30/2023			Other Sponsored Act
PRED.	07/01/2017	06/30/2019			Direct Projects
PRED.	07/01/2019	06/30/2023			Direct Projects
PRED.	07/01/2017	06/30/2019			(C)

ORGANIZATION: University of Hawaii

AGREEMENT DATE: 6/9/2020

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<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE (%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2019	06/30/2023			(C)
PRED.	07/01/2017	06/30/2019			Organized Res.
PRED.	07/01/2019	06/30/2020			Organized Res.
PRED.	07/01/2020	06/30/2021			Organized Res.
PRED.	07/01/2021	06/30/2022			Organized Res.
PRED.	07/01/2022	06/30/2023			Organized Res.
PRED.	07/01/2018	06/30/2019			(E)
PRED.	07/01/2019	06/30/2023			(E)
PRED.	07/01/2017	06/30/2023			(F)
PROV.	07/01/2023	Until Amended			

(A) Research Corp. of U.H.

(B) Applied Research Laboratory

(C) University Affiliated Research Center

(D) Kaka'ako campus including Gold Bond Building

(E) Intergovernmental Personnel Act Agreements

(F) SOEST Ship Operations

(G) Use same rates and conditions as those cited for fiscal year ending June 30, 2023.

\*BASE

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

ORGANIZATION: University of Hawaii

AGREEMENT DATE: 6/9/2020

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**SECTION I: FRINGE BENEFIT RATES\*\***

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<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
FIXED	7/1/2020	6/30/2021			UH (A)
FIXED	7/1/2020	6/30/2021			UH (B)
FIXED	7/1/2020	6/30/2021			UH (C)
FIXED	7/1/2020	6/30/2021			RCUH (A)
FIXED	7/1/2020	6/30/2021			RCUH (B)
FIXED	7/1/2020	6/30/2021			RCUH (C)

\*\* DESCRIPTION OF FRINGE BENEFITS RATE BASE:

Salaries and Wages.

(1) University of Hawaii (UH)

(2) Research Corporation of the University of Hawaii (RCUH)

UH (A) Student Employees (including Graduate Assistants)

UH (B) Faculty, Staff, not eligible for vacation

UH (C) Faculty and Staff, eligible for vacation

RCUH (A) Regular Status Employees, less than 50% FTE and all other non-Regular status employees

RCUH (B) Regular Status Employees, 50% FTE or greater but less than 13 months of services

RCUH (C) Employee, 50% FTE or greater and 13 months or more of service

ORGANIZATION: University of Hawaii

AGREEMENT DATE: 6/9/2020

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**SECTION II: SPECIAL REMARKS**

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TREATMENT OF FRINGE BENEFITS:

The fringe benefits are charged using the rate(s) listed in the Fringe Benefits Section of this Agreement. The fringe benefits included in the rate (s) are listed below.

UNIVERSITY OF HAWAII (UH) (1):

UH Fringe Benefit Rates: UNEMPLOYMENT, WORKER'S COMPENSATION, AND TERMINAL VACATION PAYOUT RESERVE.

STATE OF HAWAII Fringe Benefit Rates: FICA, PENSION ACCUMULATION, PENSION ADMINISTRATION, RETIREE HEALTH INSURANCE, OTHER POST-EMPLOYMENT BENEFITS.

The following fringe benefits are specifically identified to each UH employee and are charged individually as direct costs: HEALTH INSURANCE AND GROUP LIFE INSURANCE.

RESEARCH CORPORATION OF THE UNIVERSITY OF HAWAII (RCUH) (2):

RCUH Fringe Benefit Rates: UNEMPLOYMENT, TERMINAL UNUSED SICK LEAVE PARTIAL PAYOUT RESERVE, AND TERMINAL VACATION PAYOUT RESERVE.

The following fringe benefits are specifically identified to each RCUH employee and are charged individually as direct costs: FICA, HEALTH INSURANCE (MEDICAL AND DENTAL), FLEXIBLE SPENDING ACCOUNT (FSA), RETIREMENT, GROUP LIFE INSURANCE, LONG TERM DISABILITY, LONG TERM CARE, WORKERS COMPENSATION.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which either rent is directly allocated to the project(s), or activities are conducted in third party space rent free, the off-campus rate will apply. Actual costs will be apportioned between on-campus and off-campus components. Each portion will bear the appropriate rate according to location and purpose. In the case that one rate is required by the sponsor, if more than 50% of a project is performed off-site, the off-site rate will apply.

ORGANIZATION: University of Hawaii

AGREEMENT DATE: 6/9/2020

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DEFINITION OF EQUIPMENT

Equipment is defined as tangible nonexpendable personal property (including information technology systems) having a useful life of more than one year and an acquisition cost of \$5,000 or more per unit.

This rate agreement updates the fringe benefits only.

NEXT PROPOSAL DUE DATE

An indirect cost proposal based on actual costs for FYE 06/30/22 is due by 12/31/22 and fringe benefit proposal based on actual costs for FYE 06/30/20 is due by 12/31/20.

ORGANIZATION: University of Hawaii

AGREEMENT DATE: 6/9/2020

**SECTION III: GENERAL**

**A. LIMITATIONS:**

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

**B. ACCOUNTING CHANGES:**

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

**C. FIXED RATES:**

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

**D. USE BY OTHER FEDERAL AGENCIES:**

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

**E. OTHER:**

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

University of Hawaii

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES



(SIGNATURE)

Vassilis L. Syrmos

(NAME)

Vice President for Research and Innovation

(TITLE)

06/15/20

(DATE)

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

6/9/2020

(DATE) 7038

HHS REPRESENTATIVE:

Jeanette Lu

Telephone:



## **APPENDIX 3**

### **List of Proprietary Information found in the application:**

None

## **APPENDIX 4**

### **Assurances**

This statement certifies that the University of Hawai'i will submit information to the Department, as requested, for evaluations that the Secretary may carry out and participate in evaluation, pursuant to Application Requirements for the ESF-RWP discretionary grants program (CFDA # 84.425G).

## **APPENDIX 5:**

### **Letters of Commitment**

1. State of Hawaii Workforce Development Council\*
2. Chamber of Commerce Hawaii
3. Chaminade University
4. CIO Council of Hawaii
5. Cyber Hawaii
6. Elemental Excelsior
7. Hale Makua Health Services
8. Hawaii Business Roundtable
9. Hawaiian Electric
10. Healthcare Association of Hawaii
11. Hokunani Maui, LLC: Regenerative Farming Community
12. Mahi Pono
13. Jobs for the Future
14. State of Hawaii Department of Education McKinley Community School for Adults
15. State of Hawaii Department of Education Waipahu Community School for Adults
16. University of Hawaii System

\*Designation of Applicant by the State Workforce Board to apply for, receive, and administer ESF-RWP funds.

**DAVID Y. IGE**  
GOVERNOR

**JOSH GREEN**  
LIEUTENANT GOVERNOR



**LESLIE WILKINS**  
CHAIRPERSON

**ALLICYN C.H. TASAKA**  
EXECUTIVE DIRECTOR

**STATE OF HAWAII**  
**WORKFORCE DEVELOPMENT COUNCIL**  
830 Punchbowl Street, Suite 417, Honolulu, Hawaii 96813  
Web: <http://labor.hawaii.gov/wdc/>

August 10, 2020

Erin Berg  
ESF-RWP Program Coordinator  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-0001

Dear Program Coordinator Berg,

Via this letter, the State of Hawaii Workforce Development Council (WDC) is designating the University of Hawaii System (UH) as the entity to apply for, administer, and receive FY 2020 Education Stabilization Fund – Reimaging Workforce Preparation (ESF-RWP) Grant program funds.

The proposal, submitted by the University of Hawaii System, will create and strengthen education and career pathways programs including apprenticeships and training programs leading to credentials of value. The proposal is based on broad input and supported strategies from the community and industry framed in the WDC's Workforce Resiliency Initiative and Hawaii's Roadmap to Recovery Plan. The intention is to build the tools and infrastructure to enable citizens to return to work as a result of the burden, significant challenges and setbacks due to the coronavirus pandemic.

The WDC will serve as a key partner in the project to ensure the workforce training, education program, and sector-based strategy objectives of the project are aligned with the needs and strategic direction of the State. Thank you for the invitation to participate in this work to address the needs of our workforce and community at this critical time.

Sincerely,



Leslie Wilkins  
Chairperson of the Board

C: Allicyn Tasaka Executive Director, WDC



Chamber of Commerce HAWAII

**ACCE**  
**STATE CHAMBER OF THE YEAR**  
**2018**



August 17, 2020

Tammi Oyadomari-Chun, Ed.D.  
Interim Associate Vice President for Academic Affairs  
University of Hawaii, Office of the Vice President for Community Colleges  
2327 Dole Street  
Honolulu, HI 96822

RE: Letter of Commitment to the University of Hawai`i System ED ESF—Reimagine Workforce Preparation Grant: *Hana Career Pathways*

Dear Dr., Oyadomari-Chun,

The Chamber of Commerce Hawaii (Chamber) is dedicated to collaborating with the University of Hawai`i System upon successful submission and award of the *Hana Career Pathways*. This proposal builds upon the momentum of pre-pandemic collaboration and planning for large-scale change for our state to thrive and to commit to a shared vision for a better Hawai`i, exemplified by the CHANGE framework which is supported by leaders from all sectors committed to driving collective action.

*Hana Career Pathways*—focusing on the healthcare, technology, clean energy and skilled trades pathways as identified in a statewide economic needs analysis—consists of four goals: 1) Increase short-term training that leads to industry-valued credentials, 2) Increase employment opportunities in in-demand living-wage jobs, 3) Expand high-quality apprenticeship opportunities throughout Hawaii, and 4) Develop post-apprenticeship career pathways and advancement opportunities.

The Chamber represents 2,000+ member organizations and serves as “the voice of business”. Small businesses together employ more than 52 percent of workers in Hawaii.

As a committed partner with the University of Hawai`i System, the Chamber will:

- Provide input and leadership into industry-valued training needs, credentialing, and competency
- Advocate for employer participants in work-based learning opportunities and/or apprenticeships
- Work with project staff to determine competencies and training standards to establish industry-recognized and registered apprenticeships, as appropriate

The Chamber is excited to collaborate with the University of Hawai`i System to meet our mutual goal of building an economic resilient Hawai`i with increased employment opportunities in high-demand living-wage jobs. We eagerly await the beginning of your project.

Sincerely,



Sherry Menor-McNamara  
President & CEO



August 20, 2020

Tammi Oyadomari-Chun, Ed.D.  
Interim Associate Vice President for Academic Affairs  
University of Hawaii, Office of the Vice President for Community Colleges  
2327 Dole Street  
Honolulu, HI 96822

RE: Letter of Commitment to the University of Hawai'i System ED ESF—Reimagine Workforce Preparation Grant: *Hana Career Pathways*

Dear Dr. Oyadomari-Chun,

Chaminade University of Honolulu is dedicated to collaborating with the University of Hawai'i System upon successful submission and award of the *Hana Career Pathways*. This proposal builds upon the momentum of pre-pandemic collaboration and planning for large-scale change for our state to thrive and to commit to a shared vision for a better Hawai'i, exemplified by the CHANGE framework which is supported by leaders from all sectors committed to driving collective action. *Hana Career Pathways*—focusing on the healthcare, technology, and skilled trades pathways as identified in a statewide economic needs analysis—consists of four goals: 1) Increase short-term training that leads to industry-valued credentials, 2) Increase employment opportunities in in-demand living-wage jobs, 3) Expand high-quality apprenticeship opportunities throughout Hawaii, and 4) Develop post-apprenticeship career pathways and advancement opportunities. Chaminade is pleased to combine efforts for a successful outcome.

Chaminade University is a Federally-designated Minority- and Native Hawaiian-serving private institution located on the island of O'ahu. With nearly 2,400 undergraduate and graduate students, Chaminade's academic programs include 26 undergraduate majors, six master's and one doctoral program. Chaminade hosts a campus-based day undergraduate program, as well as a robust distance education program, which is part of a new initiative called Extended University. Extended University is intended to develop microcredentials, credentials, and certificates to meet workforce development needs in conjunction with industry guidance.

As a committed partner with the University of Hawai'i System, Chaminade will:

- Provide input and leadership into industry-valued training needs, credentialing, and competency
- Participant in, and/or advocate/provide outreach for employer participants in work-based learning opportunities and/or apprenticeships
- Work with project staff to determine competencies and training standards to establish industry-recognized and registered apprenticeships, as appropriate

Chaminade University is excited to collaborate with the University of Hawai'i System to address the challenges and opportunities to reimagining our workforce preparation following the pandemic impacts. We share the mutual goal of building robust career pathways to high-demand living-wage jobs towards an economic resilient Hawai'i.



Lynn Babington, PhD  
President

August 14, 2020

Tammi Oyadomari-Chun, Ed.D.  
Interim Associate Vice President for Academic Affairs  
University of Hawai'i, Office of the Vice President for Community Colleges  
2327 Dole Street  
Honolulu, HI 96822

RE: Letter of Commitment to the University of Hawai'i System ED ESF—Reimagine Workforce  
Preparation Grant: *Hana Career Pathways*

Dear Dr. Oyadomari-Chun,

The CIO Council of Hawai'i (CIOCHI) is dedicated to collaborating with the University of Hawai'i System upon successful submission and award of the *Hana Career Pathways*. This proposal builds upon the momentum of pre-pandemic collaboration and planning for large-scale change for our state to thrive and to commit to a shared vision for a better Hawai'i, exemplified by the CHANGE framework which is supported by leaders from all sectors committed to driving collective action.

*Hana Career Pathways*—focusing on the healthcare, technology, and skilled trades pathways as identified in a statewide economic needs analysis—consists of four goals: 1) Increase short-term training that leads to industry-valued credentials, 2) Increase employment opportunities in in-demand living-wage jobs, 3) Expand high-quality apprenticeship opportunities throughout Hawai'i, and 4) Develop post-apprenticeship career pathways and advancement opportunities. The CIO Council is pleased to combine efforts for a successful outcome.

The CIO Council of Hawai'i includes the Chief Information Officers and IT Leaders from public, private, business and nonprofit organizations and institutions. CIOCHI is pleased to partner with the University of Hawai'i, Chamber of Commerce Hawai'i, and other educational and governmental departments and programs.

As a committed partner with the University of Hawai'i System, CIOCHI will:

- Provide input and leadership into industry-valued training needs, credentialing, and competency
- Advocate for employer participants in work-based learning opportunities and/or apprenticeships
- Work with project staff to determine competencies and training standards to establish industry-recognized and registered apprenticeships, as appropriate

CIOCHI is excited to collaborate with the University of Hawai'i System to meet our mutual goal of building an economic resilient Hawai'i with increased employment opportunities in high-demand living-wage jobs. We eagerly await the beginning of your project.

Sincerely,



Alan S. Ito, Chairperson  
CIO Council of Hawai'i





August 21, 2020

Tammi Oyadomori-Chun, Ed.D.  
Interim Associate Vice President for Academic Affairs  
University of Hawaii, Office of the Vice President for Community Colleges  
2327 Dole Street  
Honolulu, Hawaii 96822

RE: Letter of Commitment to the University of Hawaii System ED ESF-Reimagining Workforce Preparation Grant: Hana Career Pathways

Dear Dr. Oyadomori-Chun:

CyberHawaii is committed to partnering with the University of Hawaii on its Hana Career Pathways Program. While these are devastatingly unprecedented times for our state and nation, we must not ignore the opportunity it presents to come together around a shared vision for a stronger, more resilient and sustainable future.

Focused on meeting employers current and emerging workforce needs, the Hana Career Pathways Program is an innovative approach that will provide people with meaningful work and pathways for advancement in high demand fields. With rapid reskilling and credentialing and apprenticeships, workers will be on track to increase their contributions to the community and become more financially secure, which is critical given Hawaii's high cost of living.

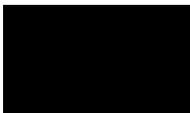
CyberHawaii is a non-profit organization committed to developing and enhancing Hawaii's public and private sector cybersecurity capabilities. Through collaborative partnerships with Federal, State, and County government agencies and local and national industry leaders, CyberHawaii has been preparing and supporting those on the frontlines of cyber defense.

CyberHawaii is also committed to developing and accelerating educational and workforce opportunities for students through pathways from high school to two-and-four year cyber and information technology degree programs, and then on to careers.

As a committed partner with the University of Hawaii Systems, CyberHawaii will:

- Provide input on industry-valued training needs, credentialing, and competencies
- Advocate for employer participation in work-based learning opportunities and/or apprenticeships through our membership and government and industry partners
- Work with the project team to establish industry-recognized and registered apprenticeships

CyberHawaii is excited to partner with the University of Hawaii System as we all work towards our mutual goal of building a stronger, more resilient and sustainable Hawaii, and increasing employment opportunities in high-demand living-wage jobs. We look forward to our work together!



Jennifer Sabas  
Executive Director



August 18, 2020

Tammi Oyadomari-Chun, Ed.D.  
Interim Associate Vice President for Academic Affairs  
University of Hawaii, Office of the Vice President for Community Colleges  
2327 Dole Street  
Honolulu, HI 96822

RE: Letter of Commitment to the University of Hawai`i System ED ESF—Reimagine Workforce Preparation Grant: *Hana Career Pathways*

Dear Dr. Oyadomari-Chun,

Elemental Excelerator is dedicated to collaborating with the University of Hawai`i System upon successful submission and award of the *Hana Career Pathways*. This proposal builds upon the momentum of pre-pandemic collaboration and planning for large-scale change for our state to thrive and to commit to a shared vision for a better Hawai`i, exemplified by the CHANGE framework which is supported by leaders from all sectors committed to driving collective action.

*Hana Career Pathways*—focusing on the healthcare, technology, and skilled trades pathways as identified in a statewide economic needs analysis—consists of four goals: 1) Increase short-term training that leads to industry-valued credentials, 2) Increase employment opportunities in in-demand living-wage jobs, 3) Expand high-quality apprenticeship opportunities throughout Hawaii, and 4) Develop post-apprenticeship career pathways and advancement opportunities. The CIO Council is pleased to combine efforts for a successful outcome.

Elemental is a Honolulu-based non-profit organization that supports climate positive startup companies that are helping solve Hawai`i's most urgent environmental problems. Each year, we select 15-20 companies annually that best fit our mission and fund them to deploy technologies in communities that need them most. To date, we have awarded \$36 million to 99 companies resulting in over fifty demonstration projects in Hawai`i & the Asia Pacific. We have a particular interest in broadening the pool and workforce of talent tackling climate change.

As a committed partner with the University of Hawai`i System, Elemental will:

- Provide input and leadership into industry-valued training needs, credentialing, and competency
- Advocate for employer participants in work-based learning opportunities and/or apprenticeships
- Work with project staff to determine competencies and training standards to establish industry-recognized and registered apprenticeships, as appropriate

Elemental is excited to collaborate with the University of Hawai`i System to meet our mutual goal of building an economic resilient Hawai`i with increased employment opportunities in high-demand living-wage jobs. We eagerly await the beginning of your project.

Sincerely,

[Redacted Signature]

Tiffany Huynh  
Director of External Affairs



August 18, 2020

Tammi Oyadomari-Chun, Ed.D.  
Interim Associate Vice President for Academic Affairs  
University of Hawaii, Office of the Vice President for Community Colleges  
2327 Dole Street  
Honolulu, HI 96822

RE: Letter of Commitment to the University of Hawai`i System ED ESF—Reimagine Workforce Preparation Grant: *Hana Career Pathways*

Dear Dr. Oyadomari-Chun,

Hale Makua Health Services (HMHS) is dedicated to collaborating with the University of Hawai`i System upon successful submission and award of the *Hana Career Pathways*. This proposal builds upon the momentum of pre-pandemic collaboration and planning for large-scale change for our state to thrive and to commit to a shared vision for a better Hawai`i, exemplified by the CHANGE framework which is supported by leaders from all sectors committed to driving collective action.

*Hana Career Pathways*—focusing on the healthcare, technology, clean energy and skilled trades pathways as identified in a statewide economic needs analysis—consists of four goals: 1) Increase short-term training that leads to industry-valued credentials, 2) Increase employment opportunities in in-demand living-wage jobs, 3) Expand high-quality apprenticeship opportunities throughout Hawaii, and 4) Develop post-apprenticeship career pathways and advancement opportunities.

HMHS provides a range of health care services and programs on the island of Maui, from adult day care, home health, long-term care and rehabilitation.

As a committed partner with the University of Hawai`i System, HMHS will:

- Provide input and leadership into industry-valued training needs, credentialing, and competency
- Advocate for employer participants in work-based learning opportunities and/or apprenticeships
- Work with project staff to determine competencies and training standards to establish industry-recognized and registered apprenticeships, as appropriate

HMHS is excited to collaborate with the University of Hawai`i System to meet our mutual goal of building an economic resilient Hawai`i with increased employment opportunities in high-demand living-wage jobs. We eagerly await the beginning of your project.

Sincerely,



**HALE MAKUA HEALTH SERVICES**

COMPASSION COMMITMENT COMMUNITY



Wesley Lo  
Chief Executive Officer, Hale Makuu Health Services



August 18, 2020

Tammi Oyadomari-Chun, Ed.D.  
Interim Associate Vice President for Academic Affairs  
University of Hawaii, Office of the Vice President for Community Colleges  
2327 Dole Street  
Honolulu, HI 96822

RE: Letter of Commitment to the University of Hawai'i System ED ESF—Reimagine Workforce Preparation Grant: *Hana Career Pathways*

Dear Dr. Oyadomari-Chun,

The Hawaii Business Roundtable (HBR) is dedicated to continuing to history of collaboration with the University of Hawai'i System. It looks forward to its successful submission and award of the Reimagine Workforce Preparation Grant for its *Hana Career Pathways* program. This proposal builds upon the momentum of pre-pandemic collaboration and planning for large-scale change for our state to thrive and to commit to a shared vision for a better Hawai'i.

*Hana Career Pathways*—focusing on the healthcare, technology, clean energy and skilled trades pathways as identified in a statewide economic needs analysis—consists of four goals: 1) Increase short-term training that leads to industry-valued credentials, 2) Increase employment opportunities in in-demand living-wage jobs, 3) Expand high-quality apprenticeship opportunities throughout Hawaii, and 4) Develop post-apprenticeship career pathways and advancement opportunities.

HBR represents the state of Hawaii's largest employers and actively works to strengthen public education, the state workforce development system, and Hawaii's innovation economy.

As a committed partner with the University of Hawai'i System, HBR will:

- Provide input and leadership into industry-valued training needs, credentialing, and competency
- Advocate for employer participants in work-based learning opportunities and/or apprenticeships

HBR is excited to collaborate with the University of Hawai'i System to meet our mutual goal of building an economic resilient Hawai'i with increased employment opportunities in high-demand living-wage jobs. We eagerly await the beginning of your project.





SCOTT W. H. SEU  
President and Chief Executive Officer

August 17, 2020

Tammi Oyadomari-Chun, Ed.D.  
Interim Associate Vice President for Academic Affairs  
University of Hawaii, Office of the Vice President for Community Colleges  
2327 Dole Street  
Honolulu, HI 96822

Re: Letter of Commitment to the University of Hawai'i System ED  
ESF—Reimagine Workforce Preparation Grant: *Hana Career Pathways*

Dear Dr. Oyadomari-Chun,

Hawaiian Electric is dedicated to collaborating with the University of Hawai'i System upon successful submission and award of the *Hana Career Pathways*. This proposal builds upon the momentum of pre-pandemic collaboration and planning for large-scale change for our state to thrive and to commit to a shared vision for a better Hawai'i, exemplified by the CHANGE framework which is supported by leaders from all sectors committed to driving collective action.

*Hana Career Pathways*—focusing on the healthcare, technology, clean energy and skilled trades pathways as identified in a statewide economic needs analysis—consists of four goals: 1) Increase short-term training that leads to industry-valued credentials, 2) Increase employment opportunities in in-demand living-wage jobs, 3) Expand high-quality apprenticeship opportunities throughout Hawaii, and 4) Develop post-apprenticeship career pathways and advancement opportunities.

Hawaiian Electric provides electricity for 95 % of the residents of the state of Hawaii while employing over 2,500 employees. Hawaiian Electric recently sponsored 29 grid-scale renewable projects representing \$4B in clean energy investment.

As a committed partner with the University of Hawai'i System, Hawaiian Electric will:

- Provide input and leadership into industry-valued training needs, credentialing, and competency
- Advocate for employer participants in work-based learning opportunities and/or apprenticeships

- Work with project staff to determine competencies and training standards to establish industry-recognized and registered apprenticeships, as appropriate

Hawaiian Electric is excited to collaborate with the University of Hawai`i System to meet our mutual goal of building an economic resilient Hawai`i with increased employment opportunities in high-demand living-wage jobs. We eagerly await the beginning of your project.



Scott W.H. Seu  
President & Chief Executive Officer



August 20, 2020

Tammi Oyadomari-Chun, Ed.D.  
Interim Associate Vice President for Academic Affairs  
University of Hawaii, Office of the Vice President for Community Colleges  
2327 Dole Street  
Honolulu, HI 96822

RE: Letter of Commitment to the University of Hawai`i System ED ESF—Reimagine Workforce  
Preparation Grant: *Hana Career Pathways*

Dear Dr. Oyadomari-Chun,

The Health Care Association of Hawaii (HAH) is dedicated to collaborating with the University of Hawai`i System upon successful submission and award of the *Hana Career Pathways*. This proposal builds upon the momentum of pre-pandemic collaboration and planning for large-scale change for our state to thrive and to commit to a shared vision for a better Hawai`i, exemplified by the CHANGE framework which is supported by leaders from all sectors committed to driving collective action.

*Hana Career Pathways*—focusing on the healthcare, technology, clean energy and skilled trades pathways as identified in a statewide economic needs analysis—consists of four goals: 1) Increase short-term training that leads to industry-valued credentials, 2) Increase employment opportunities in in-demand living-wage jobs, 3) Expand high-quality apprenticeship opportunities throughout Hawaii, and 4) Develop post-apprenticeship career pathways and advancement opportunities.

HAH represents 170 member organizations, including all the state’s acute care facilities, skilled nursing facilities, home health agencies, hospices, and assisted living facilities. Together, these organizations employ more than 25,000 residents of the state of Hawaii.

As a committed partner with the University of Hawai`i System, HAH will:

- Provide input and leadership into industry-valued training needs, credentialing, and competency
- Advocate for employer participants in work-based learning opportunities and/or apprenticeships
- Work with project staff to determine competencies and training standards to establish industry-recognized and registered apprenticeships, as appropriate

The pandemic has further highlighted the risks associated with healthcare workforce gaps. This collective effort is critical to filling those gaps and ensuring a strong and viable healthcare system. HAH is excited to collaborate with the University of Hawai`i System to meet our mutual goal of building an economic resilient Hawai`i with increased employment opportunities in high-demand living-wage jobs. We eagerly await the beginning of your project.

[Redacted Signature]  
Hilton Raethel, MPH, MHA  
President and CEO



August 12, 2020

Tammi Oyadomari-Chun, Ed.D.  
Interim Associate Vice President for Academic Affairs  
University of Hawaii, Office of the Vice President for Community Colleges  
2327 Dole Street  
Honolulu, HI 96822

RE: Letter of Commitment to the University of Hawai`i System ED ESF—Reimagine Workforce Preparation Grant: Hana Career Pathways

Dear Dr. Oyadomari-Chun,

Hōkūnui Maui is dedicated to collaborating with the University of Hawai`i System upon successful submission and award of the Hana Career Pathways. This proposal builds upon the momentum of pre-pandemic collaboration and planning for large-scale change for our state to thrive and to commit to a shared vision for a better Hawai`i, exemplified by the CHANGE framework which is supported by leaders from all sectors committed to driving collective action. Hana Career Pathways—focusing on the healthcare, technology, and skilled trades pathways as identified in a statewide economic needs analysis—consists of four goals: 1) Increase short-term training that leads to industry-valued credentials, 2) Increase employment opportunities in in-demand living-wage jobs, 3) Expand high-quality apprenticeship opportunities throughout Hawaii, and 4) Develop post-apprenticeship career pathways and advancement opportunities. Hōkūnui Maui is pleased to combine efforts for a successful outcome.

Today, Hōkūnui Maui is creating a regenerative farming community that integrates community, culture, forestry and livestock. In our forestry and livestock programs, we are applying best practices from regenerative and Hawaiian farming in order to re-establish native habitat, regenerate the soil and provide food for our community. The infrastructure and housing at Hōkūnui Maui incorporates green building materials and technologies, alternative energy and self-sufficient water sources. Through all this, we endeavor to cultivate a community of people who value a reverent connection to the land, to each other and the Hawaiian culture.

As a committed partner with the University of Hawai`i System, Hōkūnui Maui will:

- Provide input and leadership into industry-valued training needs, credentialing, and competency

- Participant in, and/or advocate/provide outreach for employer participants in work-based learning opportunities and/or apprenticeships
- Work with project staff to determine competencies and training standards to establish industry-recognized and registered apprenticeships, as appropriate

Hōkūnui Maui is excited to collaborate with the University of Hawai`i System to meet our mutual goal of building an economic resilient Hawai`i with increased employment opportunities in high-demand living-wage jobs. We eagerly await the beginning of your project.

Sincerely,



Jim Hammett  
**Chief Operating Officer**

Hōkūnui Maui, LLC | Regenerative Farming Community

P.O. Box 1347 Makawao, Maui, HI 96768  
[www.hokunui.com](http://www.hokunui.com)



P.O. Box 1104  
Puunene, Hawaii 96784  
www.MahiPono.com

August 21, 2020

Tammi Oyadomari-Chun, Ed.D.  
Interim Associate Vice President for Academic Affairs  
University of Hawaii  
Office of the Vice President for Community Colleges  
2327 Dole Street  
Honolulu, HI 96822

RE: Letter of Commitment to the University of Hawai`i System ED ESF—Reimagine Workforce Preparation Grant: *Hana Career Pathways*

Dear Dr. Oyadomari-Chun:

Mahi Pono is dedicated to collaborating with the University of Hawai`i System upon successful submission and award of the *Hana Career Pathways*. This proposal builds upon the momentum of pre-pandemic collaboration and planning for large-scale change for our state to thrive and to commit to a shared vision for a better Hawai`i, exemplified by the CHANGE framework, which is supported by leaders from all sectors committed to driving collective action. *Hana Career Pathways*—focusing on the healthcare, technology, and skilled trades pathways as identified in a statewide economic needs analysis—consists of four goals: 1) Increase short-term training that leads to industry-valued credentials, 2) Increase employment opportunities in in-demand living-wage jobs, 3) Expand high-quality apprenticeship opportunities throughout Hawaii, and 4) Develop post-apprenticeship career pathways and advancement opportunities. Mahi Pono is pleased to combine efforts for a successful outcome.

Mahi Pono is a local Maui farming company that owns and operates approximately 41,000 acres of agricultural land in Central Maui. Launched in 2018 in a \$300 million joint venture between Pomona Farming LLC, a California-based agricultural group, and the Public Sector Pension Investment Board, Mahi Pono is transforming vacant sugar cane land on Maui into a thriving hub of diversified agriculture. Mahi Pono is committed to practicing sustainable agriculture, growing food for local consumption, the responsible use of natural resources, and to providing high-quality agricultural employment for Hawai residents.

Also, we are actively working with the University of Hawaii Maui College to create an Innovation Fund that would support agriculture apprenticeships and internships both here on Maui and with our California operations, the creation of a 4-acre farm school, and stimulating growth in the Maui Food Innovation Center. Mahi Pono is looking to support job training in fields related to remote sensing, drones/robotics, coding/AI, data analytics, GIS and precision agriculture: Site Surveying, Soil Mapping, Drainage Planning, Hydrology, Planting, Crop Management, Irrigation Management+Optimizations, Map Production, Pest Control, and Welding, Auto and Heavy Wheel Mechanics.

Tammi Oyadomari-Chun, Ed.D.

August 21, 2020

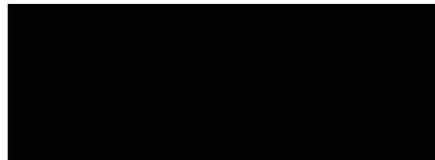
Page 2

As a committed partner with the University of Hawai`i System, Mahi Pono will:

- Provide input and leadership into industry-valued training needs, credentialing, and competency
- Participant in, and advocate/provide outreach for employer participants in work-based learning opportunities and/or apprenticeship
- Work with project staff to determine competencies and training standards to establish industry-recognized and registered apprenticeships, as appropriate

Mahi Pono is excited to collaborate with the University of Hawai`i System to meet our mutual goal of building an economically resilient Hawai`i with increased employment opportunities in high-demand living-wage jobs.

We eagerly await the beginning of your project. The point of contact for Mahi Pono is Jayson Watts, Project Manager, and he is best reached at 



SHAN S. TSUTSUI  
Senior Vice President



August 17, 2020

Tammi Oyadomari-Chun, Ed.D.  
Interim Associate Vice President for Academic Affairs  
University of Hawaii, Office of the Vice President for Community Colleges  
2327 Dole Street  
Honolulu, HI 96822

**RE: Letter of Commitment to the University of Hawai`i System ED ESF—Reimagine Workforce Preparation Grant: *Hana Career Pathways***

Dear Dr. Oyadomari-Chun,

On behalf of Jobs for the Future (JFF), I would like to express our enthusiastic support for the University of Hawai`i System's *Hana Career Pathways* proposal. This proposal builds upon the momentum of pre-pandemic collaboration and planning for large-scale change for our state to thrive and to commit to a shared vision for a better Hawai`i, exemplified by the CHANGE framework which is supported by leaders from all sectors committed to driving collective action.

*Hana Career Pathways*—focusing on the healthcare, technology, clean energy and skilled trades pathways as identified in a statewide economic needs analysis—consists of four goals: 1) Increase short-term training that leads to industry-valued credentials, 2) Increase employment opportunities in in-demand living-wage jobs, 3) Expand high-quality apprenticeship opportunities throughout Hawaii, and 4) Develop post-apprenticeship career pathways and advancement opportunities. These strategies are critical to building a stronger workforce and spurring economic growth in Hawai`i. This month, JFF completed a report, *From Today to Tomorrow: A Talent Roadmap to Support Economic Recovery in Hawai`i*, based on extensive research and conversations with stakeholders statewide, that identified the expansion of apprenticeship as a core economic recovery strategy for Hawai`i.

JFF is a national nonprofit organization that accelerates the alignment and transformation of the American workforce and education systems to ensure access to economic advancement for all. Hawaii is an active participant in JFF's Pathways to Prosperity Network, a leading movement of states and regions across the country working to develop, implement, and scale college and career pathways. The objectives outlined in *Hana Career Pathways* directly align with JFF's commitment to expanding economic opportunity for all individuals and meeting regional talent needs.

JFF is excited to collaborate with the University of Hawai`i System to meet our mutual goal of building an economic resilient Hawai`i with increased employment opportunities in high-demand living-wage jobs. We eagerly await the beginning of your project.

Sincerely,



President & CEO



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
McKINLEY COMMUNITY SCHOOL FOR ADULTS

634 PENSACOLA STREET, ROOM 216  
HONOLULU, HAWAII 96814

August 17, 2020

Tammi Chun, Ed.D.  
Interim Associate Vice President for Academic Affairs  
University of Hawaii, Office of the Vice President for Community Colleges  
2327 Dole Street  
Honolulu, HI 96822

RE: Letter of Commitment to the University of Hawai'i System ED ESF—Reimagine Workforce Preparation Grant: *Hana Career Pathways*

Dear Dr. Chun:

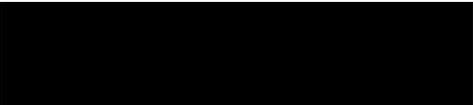
The State of Hawaii Department of Education (HIDOE) Community Schools for Adults are dedicated to collaborating with the University of Hawai'i System upon successful submission and award of the Reimagine Workforce Preparation grant, *Hana Career Pathways*. This proposal builds upon the momentum of pre-pandemic collaboration and planning for large-scale change for our state to thrive and to commit to a shared vision for a better Hawai'i, exemplified by the CHANGE framework which is supported by leaders from all sectors committed to driving collective action. McKinley and Waipahu Community School for Adults are pleased to combine efforts for a successful outcome to increase educational and workforce opportunities and outcomes for Hawai'i's residents, especially those served by the Community Schools for Adults who are among the most vulnerable in Hawaii.

McKinley Community School for Adults (MCSA) provides Adult Basic Education, Adult Secondary Education, English Language Acquisition, Workforce Development Diploma Program, and continuing education opportunities, including information technology. MCSA serves communities on the islands of Kauai, Oahu, Maui, Molokai, Lanai, and Hawaii with a 2019-20 student enrollment of 3,528 to include incarcerated inmates in Hawai'i's correctional facilities. Currently, MCSA partners with UHCC (Kapiolani CC) and provides our students with transitional counseling services for college enrollment.

As a committed partner with the University of Hawai'i System, the Community Schools for Adults will:

- Work with project staff to support *Hana Career Pathways* to support participants, including providing Adult Basic Education and assessment for referred participants throughout the state;
- Engage to integrate Community Schools for Adults within the *Hana Career Pathways* so that Community School for Adults students have opportunities to participate in the training options offered by *Hana Career Pathways*, and
- Provide opportunities for participants in Hana Community Pathways to obtain a high school equivalency via GED or HISET test offered by the Community School for Adults.

We excited to collaborate with the University of Hawai'i System and the Workforce Development Council to meet our shared goal of building an economic resilient Hawai'i with increased employment opportunities in high-demand living-wage jobs. We eagerly await the beginning of the project.

  
Helen H. Sanpei, Principal



STATE OF HAWAII  
WAIPAHU COMMUNITY SCHOOL FOR ADULTS  
LEEWARD DISTRICT  
DEPARTMENT OF EDUCATION  
94-1211 FARRINGTON HIGHWAY  
WAIPAHU, HAWAII 96797



August 18, 2020

Tammi Chun, Ed.D.  
Interim Associate Vice President for Academic Affairs  
University of Hawaii, Office of the Vice President for Community Colleges  
2327 Dole Street  
Honolulu, HI 96822

RE: Letter of Commitment to the University of Hawai'i System ED ESF—Reimagine Workforce Preparation Grant: *Hana Career Pathways*

Dear Dr. Chun:

The State of Hawaii Department of Education (HIDOE) Community Schools for Adults are dedicated to collaborating with the University of Hawai'i System upon successful submission and award of the Reimagine Workforce Preparation grant, *Hana Career Pathways*. This proposal builds upon the momentum of pre-pandemic collaboration and planning for large-scale change for our state to thrive and to commit to a shared vision for a better Hawai'i, exemplified by the CHANGE framework which is supported by leaders from all sectors committed to driving collective action. McKinley and Waipahu Community School for Adults are pleased to combine efforts for a successful outcome to increase educational and workforce opportunities and outcomes for Hawaii's residents, especially those served by the Community Schools for Adults who are among the most vulnerable in Hawaii.

The Waipahu Community School for Adults serves the majority of the rural areas of Oahu and all of the island of Hawai'i. On Oahu, our Waipahu campus serves the Pearl City area all the way through the Waianae coast. Our Windward campus services the areas of Waimanalo, Kailua, Kaneohe and the coast through Kahuku. Our Wahiawa Campus serves the areas of Mililani, Wahiawa, Waialua and the coast of the North Shore. On the island of Hawai'i, we have campuses in Hilo and Kona. Because the Big Island is so vast we offer classes at other sites around the island to help ease the burden of travelling.

The majority of our student population tend to come from lower socio-economic levels. We provide education in the form of basic adult education (remedial), secondary adult education (high school equivalency), as well as post high school training and education for work and

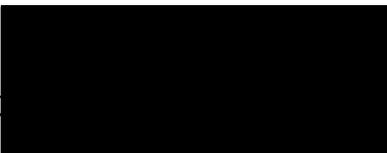
industry partners. Other populations we serve are adult English language learners, the community at large with special interest classes and the military (at several bases around Oahu and the Big Island) for their adult soldiers as well as Youth Challenge cadets.

For several years, we have offered iCAN classes at all of partner UH Community Colleges, which includes, Leeward CC, Windward CC, and Hawai'i CC in Hilo and Palamanui. iCAN is a program for students who have a high school diploma, but need extra help to prepare them for post-secondary education or career skills.

As a committed partner with the University of Hawai'i System, Waipahu Community Schools for Adults will:

- Work with project staff to support *Hana Career Pathways* to support participants, including providing Adult Basic Education and assessment for referred participants throughout the state;
- Engage to integrate Community Schools for Adults within the *Hana Career Pathways* so that Community School for Adults students have opportunities to participate in the training options offered by *Hana Career Pathways*, and
- Provide opportunities for participants in Hana Community Pathways to obtain a high school equivalency via GED or HISET test offered by the Community School for Adults.

We are excited to collaborate with the University of Hawai'i System and the Workforce Development Council to meet our shared goal of building an economic resilient Hawai'i with increased employment opportunities in high-demand living-wage jobs. We eagerly await the beginning of the project.



Pat Anbe, Principal  
Waipahu Community School for Adults



August 23, 2020

Tammi Oyadomari-Chun, Ed.D.  
Interim Associate Vice President for Academic Affairs  
University of Hawai'i, Office of the Vice President for Community Colleges  
2327 Dole Street  
Honolulu, HI 96822

RE: Letter of Commitment to ED ESF—Reimagine Workforce Preparation Grant: *Hana Career Pathways*

Dear Dr. Oyadomari-Chun,

The University of Hawai'i (UH) commits, upon selection and award of the *Hana Career Pathways* proposal, to providing the leadership, direction and implementation of the activities outlined and to sustaining successful components. UH will work collaboratively with the State of Hawai'i Workforce Development Council, of which UH is a member, to execute the project to expand short term education and training opportunities to help Hawai'i's residents to return to work.

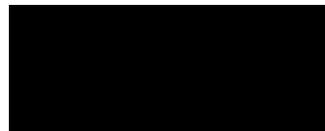
As the state's sole public provider of higher education, UH includes 3 universities, 7 community colleges and community-based learning centers across Hawai'i. UH's academic degree programs, workforce development programs including apprenticeships, and continuing education programs serve the entire state, including rural and remote areas across our islands as well as Opportunity Zones.

This proposal builds upon the momentum of substantial pre-pandemic collaboration and planning to work collectively toward a more thriving and successful Hawai'i for all our people. Specifically, this proposal builds upon the UH-initiated Sector Partnerships Program, an industry-led collaboration to coordinate education, workforce development, economic development and government efforts. *Hana Career Pathways* will support a key strategy in UH's repositioning to accelerate the state's economic recovery and develop community resilience through workforce and economic development, including research and innovation.

As committed sponsor of the *Hana Career Pathways* project, the University of Hawai'i will:

- Provide the necessary leadership and advisory support to implement this project;
- Provide the facilities, infrastructure, and systems for implementing this project, including the resources to support distance education;
- Leverage existing industry-aligned competency-based education programs/curricula for the use of this project, adapted to meet industry needs as identified by sector partners;
- Leverage existing partnerships with industry, workforce development, and short-term education training program leaders and stakeholders to inform, advise, and guide this project; and
- Sustain, to the extent possible, successful components of this project to have continued and lasting impacts, expanding on and enhancing U.S. ED's investment of the grant award funds.

The University of Hawai'i eagerly anticipates this potential award to support building a resilient Hawai'i with increased employment opportunities in high-demand living-wage jobs.



David Lassner  
President

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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To add more Budget Narrative attachments, please use the attachment buttons below.

[Add Optional Budget Narrative](#)

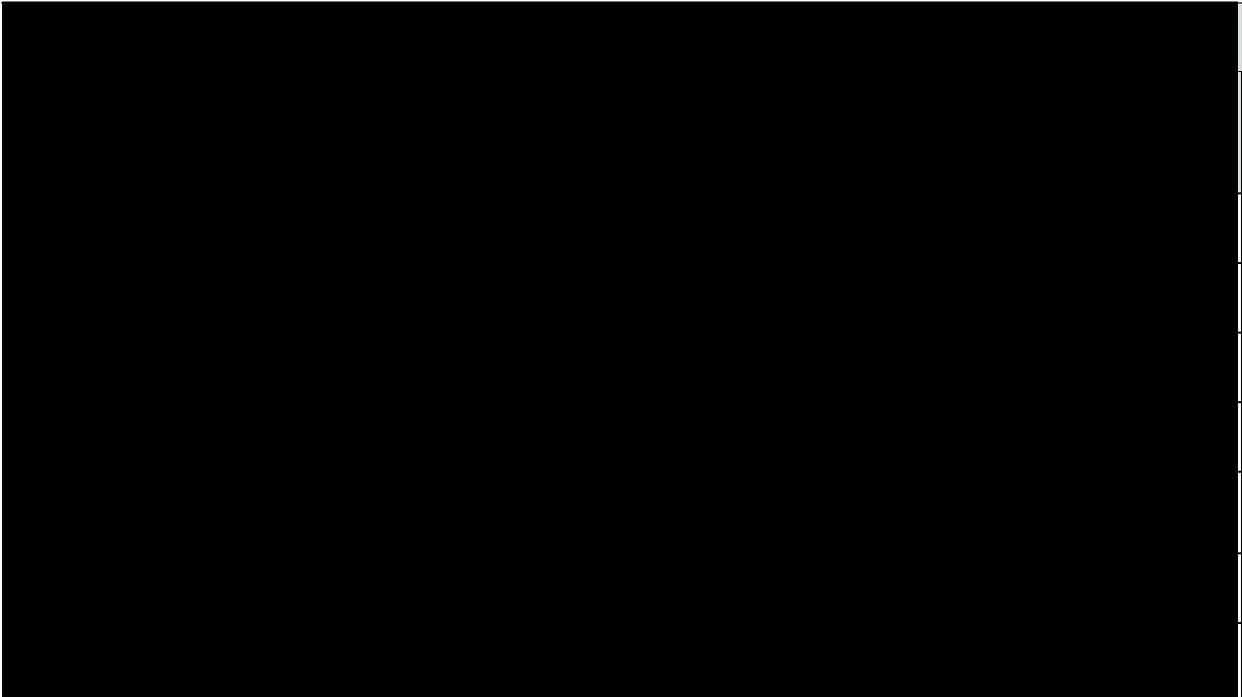
[Delete Optional Budget Narrative](#)

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## FEDERAL FUNDS BUDGET NARRATIVE

The **Reimagining Workforce Preparation: *Hana Career Pathways*** proposed budget is prepared in accordance with federal regulations (2 CFR 200) and is organized by the budget categories provided in the Application for Grants under the Education Stabilization Fund – Reimagining Workforce Preparation (ESF-RWP) Discretionary Grants Program instructions (p.25-29).

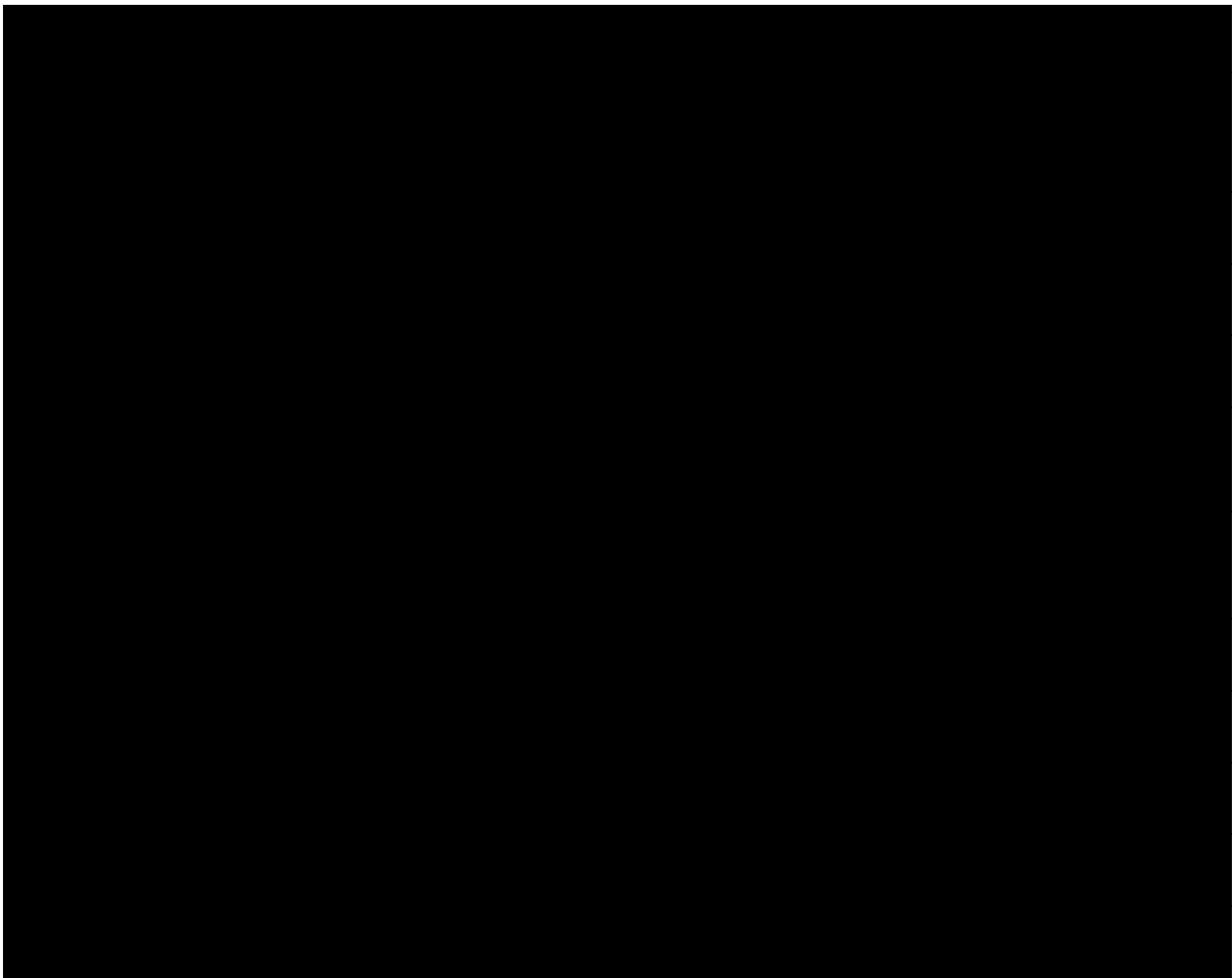
The total requested amount, \$ [REDACTED] is reasonable, cost effective, and necessary to achieve activity objectives. It should be noted that Hawaii expenses are substantially higher than the continental United States as Hawaii maintains the highest cost of living in the nation (Missouri Economic Research & Information Center, 2020). The total project period is for 3 years. The annual budget periods are Y1: September 1, 2020 – September 30, Y2: 2021, October 1, 2021 – September 30, 2022, and Y3: October 1, 2022 – September 30, 2023 per the program instructions (p. 26).





*Personnel Justification:* A full-time equivalent (FTE) **Project Manager** position is requested with responsibility, along with the PI, for achieving overall project activities, goals, and objectives on time and within budget. Eleven months of funding are requested in year 1 (increases to 12 months in years 2 and 3) to allow for onboarding of the position. The project manager position is budgeted based on a \$ [REDACTED] monthly salary. All salary position requests include a [REDACTED] yearly increase to account for employer policies and/or applicable bargaining unit agreements (University of Hawaii [UH] and the Research Corporation for the University of Hawaii [RCUH]). The project manager will also coordinate the capacity building, expertise, and application of the UHCCs as a Standards Recognition Entity (SRE) in support of the Industry Recognized Apprenticeship Program development in Hawaii. The position relates to *all objectives*. A 1.00 FTE **State Apprenticeship Development Coordinator** is budgeted based on a \$ [REDACTED] monthly salary for 10 months in year 1 to outreach to businesses, support RAP/IRAP approval process, match apprentices to sites, and coordinate apprenticeship training. Funds are requested for 12 months in years 2 and 3 with a [REDACTED] annual cost of living adjustment. The position relates to *objectives 2.1, 2.2, 2.3, 3.1, and 3.2*. Project funds are requested for 0.50 FTE for the **State Standards & Articulation Coordinator** based on a \$ [REDACTED] monthly salary. It is anticipated that Hawaii Perkins V Funding (or other sources as needed) will supplement the other 50% of the position and fringe benefits for this position. This position is responsible for coordinating the development of industry, non-credit, and post-secondary career pathway maps, standards, and articulation agreements and is directly related to project *objectives 1.1, 3.1, and 4.1*. Two 0.50 FTE Information Technology

(IT) Specialist positions are requested with project funds with the anticipation that Hawaii Perkins V funding (or other sources as needed) will supplement the other 50% of the position and fringe benefits for these positions. Both positions support developing a statewide interoperability micro-credential system. The **IT Specialist for Programming & Micro-credentials** (based on \$ [REDACTED] monthly salary) will be responsible for programming and designing publicly accessible open data format available supporting development of the statewide system for awarding, recording, and reporting on industry-valued credentials supporting interoperability. The **IT Specialist: User Interface & Interoperability** (based on \$ [REDACTED] monthly salary) is needed to integrate UH's existing DestinyOne Credly platform with the proposed public credential ecosystem to support full transparency and interoperability. The IT Specialist positions support *all objectives* through building a data, interoperability, and reporting system. One **Instructional Designer** (based on a \$ [REDACTED] monthly salary) is requested to frame the education and training activities of the project in the most effective distance education possible to achieve intended outcomes including statewide reach and service to rural and remote communities providing training and support to subject matter experts developing content relating to *CPPI, and objectives 1.1 & 4.1*. Four **Island Coordinators** are requested (at \$ [REDACTED] monthly salary) to support local project implementation at Counties of Hawaii Island, Maui (islands of Maui, Molokai, and Lanai), Kauai, and Honolulu supporting *all objectives 1.1, 2.1, 2.2, 2.3, and 3.1*. A 1.00 FTE Fiscal Specialist is requested at \$ [REDACTED] monthly salary to support the fiscal operations of the project activities supporting *all objectives*. Personnel funds for **subject matter experts** are requested for specialized curriculum and training material development. It is anticipated that multiple, casual hire/intermittent positions will be utilized to design curriculum, shared between campuses, and offered in online and hybrid formats. Funds are requested at 2400 hours at \$ [REDACTED]/hour relating to *objectives 1.1, 2.1, 2.2, 2.3, and 4.1*.



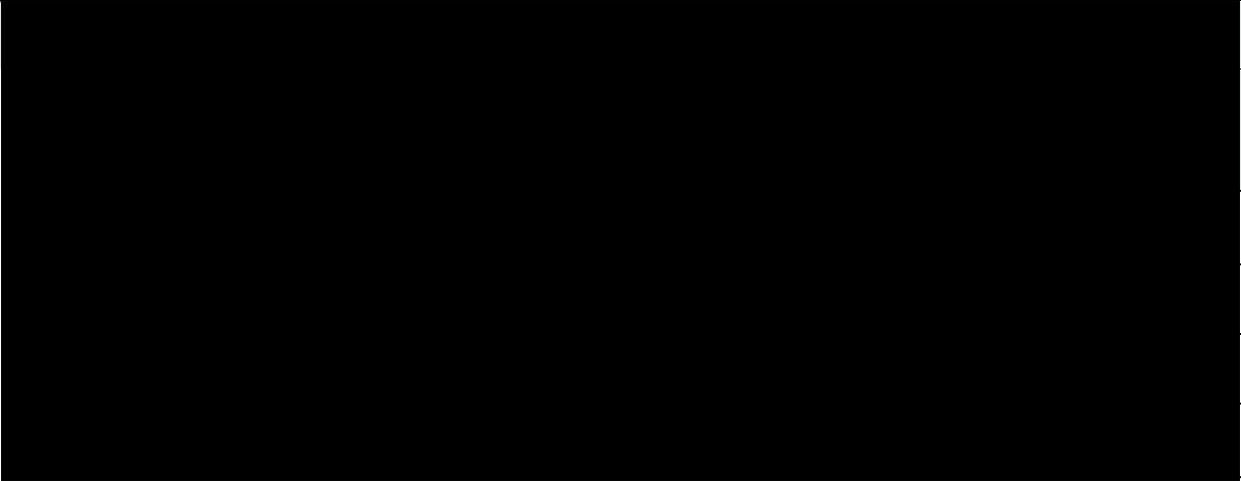
*Fringe Benefits Justification:* Fringe benefit rates are a set percentage of salaries and wages based on the established UH System and the RCUH non-negotiable rates. The current fringe benefit rates, applicable for year one, are [REDACTED] for UH faculty and staff, and [REDACTED] for casual hire employees. Fringe benefit rates are budgeted to increase by [REDACTED] annually to [REDACTED] and [REDACTED] for UH faculty/staff and [REDACTED] for casual hire employees for years 2 and 3. Only actual benefits incurred are charged to sponsored projects. *Related activities and objectives:* as staff provide project services, the benefits relate to all activities, objectives, and goals.

<b>3. Equipment</b>	<b>Total: \$ [REDACTED]</b>
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No equipment costs requested.



*Supplies Justification:* Consumable supplies are needed to support project staff and activities at each campus including educational and training materials needed for short-term training, outreach, employer engagement, and apprenticeship/job readiness. Resources are requested specific to Technology (at \$ [REDACTED] per campus) to directly support the project goals to expand access to remote learning options, deliver Statewide reach across rural and geographically isolated areas, and to serve lifelong learners in distressed communities with next generation distance education and support. Year 1 only costs for a laptop loan program are requested to better serve potential participants especially from rural and remote areas that may have barriers to access to the internet and technology resources. The project estimates the need to provide for [REDACTED] of short-term training participants with access to laptops and hotspots (20 per campus x \$ [REDACTED] for laptop and hotspots = \$ [REDACTED] Year 1 only costs for office set up including project specific laptop, software, and office set up to meet COVID-19 healthy work station needs are requested at \$ [REDACTED] each for 11 project personnel. *Supplies relate to all objectives as well as CPP1 (distance education) and CPP2 (lifelong learners in remote locations).*

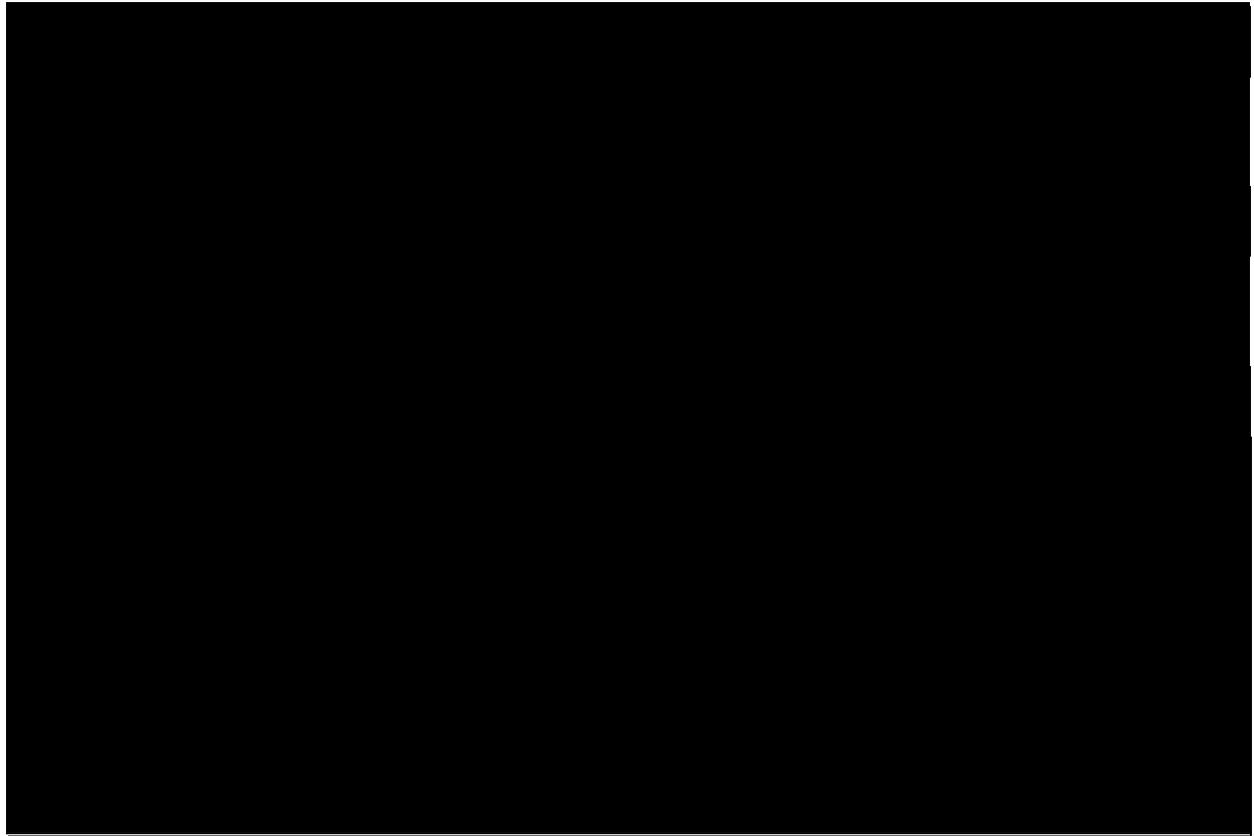


*Travel Justification:* Travel costs include airfare, lodging, meal per diem, and ground transportation. Airfare purchases will be made using the most economical direct route. Per diem rates are estimated from the federal CONUS rates. Travel conforms to federal travel regulations. All travel requested on the project is domestic and within Hawaii. Inter-island, in-state travel can be costly, but is often necessary to best develop all-island infrastructure, broad sector involvement, and equitable access and participation.

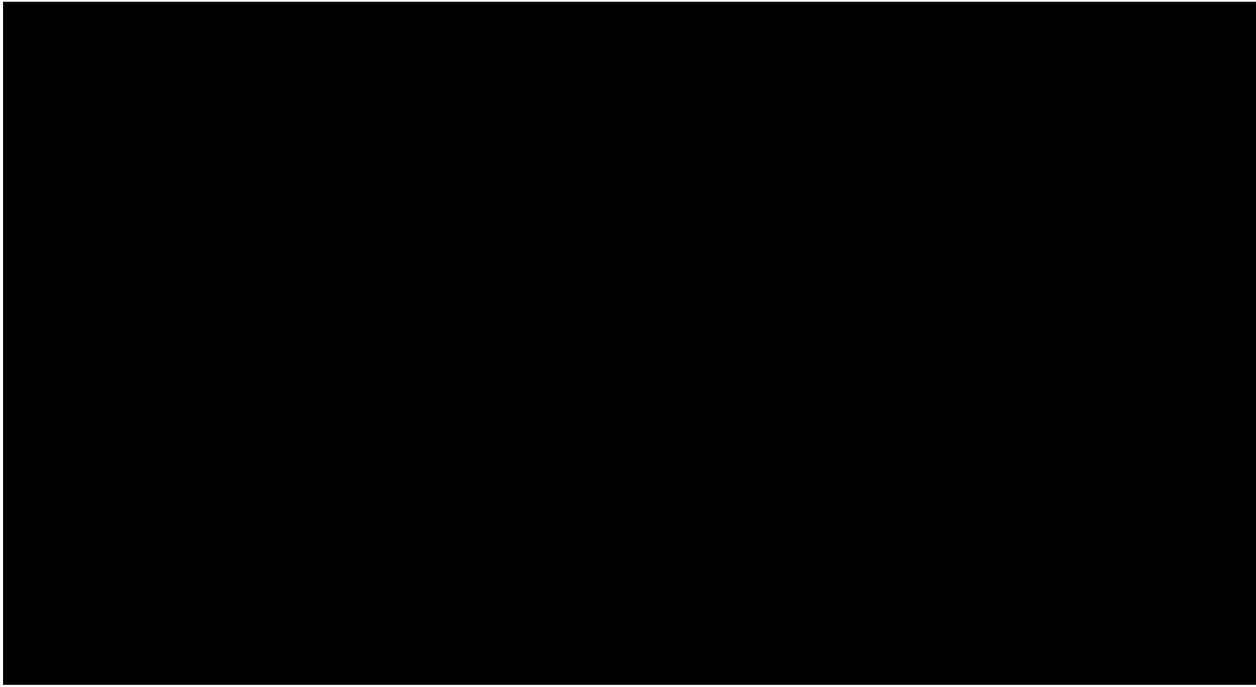
- Inter-island 1-day travel is budgeted at \$ [redacted] flight + \$ [redacted] per diem + \$ [redacted] ground transportation/parking = \$ [redacted]/person per meeting.
- Inter-island 2-day travel is budgeted at \$ [redacted] flight + 2 days at \$ [redacted] per diem + 2 days at \$ [redacted] ground transportation/parking + \$ [redacted] days of lodging at \$ [redacted] = \$ [redacted]/person per meeting.
- Annual mileage costs are estimated at 1,000 miles x 8 campuses = total 8,000 miles at \$ [redacted]/mile.

Funds are requested to support one overnight travel per Statewide position (1 x 5 = 5 total overnight interisland trips) and four same-day interisland trips per Statewide position (4 x 5 = 20 total same-day interisland trips). *Related activities and objectives:* This travel relates to all activities and objectives, especially goals 1, 3, and 4 as project staff collaborate to develop

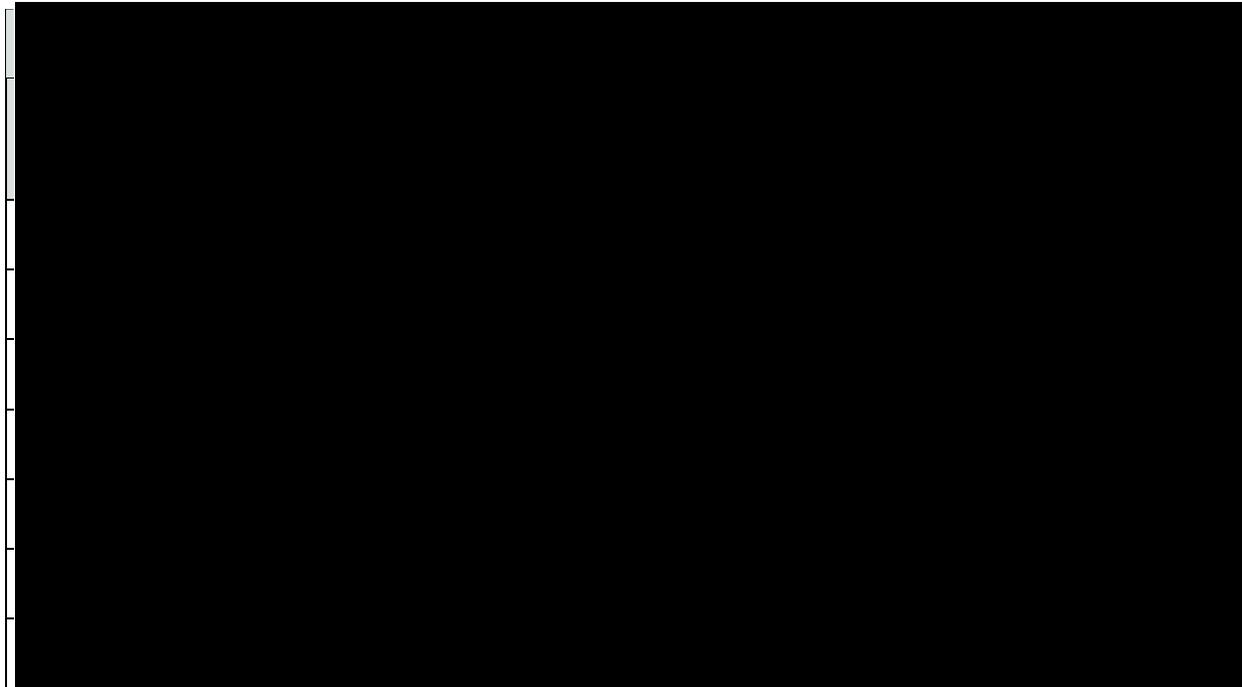
and expand short-term training programs, high-quality apprenticeship opportunities, and shared articulation and credentialing systems valuable to employers and participants.



*Other Justification:* Other costs include the purchase of third-party industry-certification curricula budgeted at \$ [REDACTED] to support short-term training and career education opportunities for programs to validate knowledge base, skills, and to signal competencies and mastery specific to various industries. The costs for DestinyOne Credly platform (Data/Certificate/Badging Management System), budgeted at \$ [REDACTED] directly relate to the project deliverable to establish a statewide system for awarding, recording, and reporting on continuing education micro-credentials and badges. Outreach, dissemination, and publication costs, budgeted at approximately \$ [REDACTED] per campus, supports grant activities including employer engagement, networking with American Job Centers & public benefit services. *These costs relate to all objectives* in supporting project implementation, reporting, and deliverables.



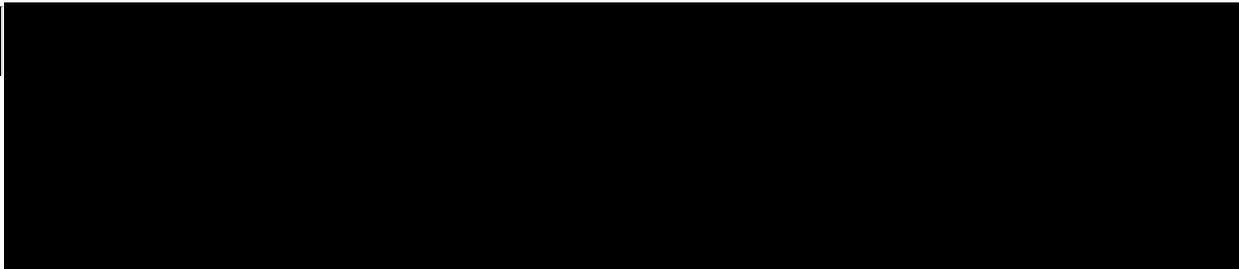
The project indirect costs are calculated based on an indirect cost rate of [REDACTED] for Instruction Off-campus (as negotiated between the University of Hawaii and the U.S. Department of Health and Human Services (DHHS) for the project period FY2020 - FY2023) and as applied to the Modified Total Direct Cost (MTDC) base. The MTDC base includes all costs in the following categories: 1. Personnel, 2. Fringe Benefits, 4. Supplies, 5. Travel, and 8. Other Costs and *excludes* project costs for 3. Equipment (none), 6. Subawards/Contractual (none), 7. Construction (not applicable), and 11. Training Stipends. The MTDC base for Year 1 is [REDACTED]. Of note, the University of Hawaii is using a lower rate than the [REDACTED] Federally negotiated for Instruction. **Moreover, administration costs (i.e. indirect costs) are kept low, at [REDACTED] of total project costs** as well as by leveraging a leadership team (WDC and UH) at no cost to the project.



*Training Stipends Justification:* The project allocates a significant share of the requested budget towards participant support for University short-term education, training, and/or pre-apprenticeship programs within Hawaii's in-demand sectors of Healthcare, Information Technology, and Skilled Trades. Tuition stipends are estimated at \$ [REDACTED] for the Healthcare track (320 participants), \$ [REDACTED] for Information Technology track (120 participants), and \$ [REDACTED] for the Skilled Trades track (320 participants). Participant counts are estimated at an average of 20 per cohort x 2 cohorts/year x 8 campuses each for both Healthcare and Skilled Trades which where existing demand is high in Hawaii and 15 per cohort x 1 cohort/year x 8 campuses for Information Technology a growing sector with primarily small businesses with limited capacity. The project expects to double participant capacity in Healthcare (640 participants) and Skilled Trades (640 participants) in years 2 and 3 additional Registered Apprenticeship Programs (RAPs) and Industry Recognized Apprenticeship Programs (IRAPs) are established. It is estimated that 10% of participants would benefit from high school equivalency assessment and education. Participant support at \$ [REDACTED] is requested for HiSET/GED stipends for 76 participants in year one and 140

participants annually in years 2 and 3.

Additionally, is anticipated that 35% of pre-apprenticeship and short-term training program completers will enter and complete an apprenticeship program (266 participants in year one, 490 participants in year two, and 490 participants in year three). Apprenticeship work-based learning stipends at \$ [REDACTED] are estimated at 50% of \$ [REDACTED] hourly rate x 40 hours/week x 6 weeks to supplement employer costs as an incentive to participate at this time of financial strains due to the pandemic. Business participant stipends are requested at \$ [REDACTED] per apprentice to provide a participation incentive and facilitate some of the costs of participation. Businesses are participants in this project and will receive project services (e.g., training on hosting apprenticeships, support in mapping competencies to align with career pathways, technical assistance in approving apprenticeships, and ongoing guidance) and are included in related objective 3.2 (125 businesses will host RAPs/IRAPs). *Related activities and objectives:* Training stipend costs are directly related to project objectives 1.1, 2.1, 3.1, and 3.2.



## NON-FEDERAL FUNDS BUDGET NARRATIVE

No non-federal funds are reported on this project.

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013  
Expiration Date: 02/28/2022

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
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**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name: University of Hawaii

\* Street 1: 2440 Campus Road, Box 368    \* Street 2:

\* City: Honolulu    \* State: HI: Hawaii    \* Zip: 96822-2234

Congressional District, if known: HI-001

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> Department of Education	<b>7. * Federal Program Name/Description:</b> Education Stabilization Fund
	CFDA Number, if applicable: 84.425

<b>8. Federal Action Number, if known:</b>	<b>9. Award Amount, if known:</b> \$
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**10. a. Name and Address of Lobbying Registrant:**

Prefix:    \* First Name: N/A    Middle Name:    \* Last Name: N/A    Suffix:    \* Street 1: N/A    \* Street 2:    \* City: N/A    \* State:    \* Zip:

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix:    \* First Name: N/A    Middle Name:    \* Last Name: N/A    Suffix:    \* Street 1: N/A    \* Street 2:    \* City: N/A    \* State:    \* Zip:

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature: Nozomi Kanoho

\* Name: Prefix:    \* First Name: Nozomi    Middle Name:    \* Last Name: Kanoho    Suffix:

Title: Contracts & Grants Specialist    Telephone No.:    Date: 08/24/2020

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