



Earmark Proposal to:
**Department of Labor
Employment and Training Administration**

Project Title:
Hawaii Rural Job Training Initiative

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SF 424

Abstract

Under Section 171 of the WIA Legislation that describes “Pilots, Demonstrations...” Maui Community College (MCC) as part of the University of Hawaii (UH) will coordinate the delivery of the services required to complete the programs outlined in this Rural Job Training Initiatives (RJTI) proposal. Leveraging the presence and existing assets of its rural community colleges and other UH institutional partners, these institutions will provide and strengthen the infrastructure for education and training on each of the islands. Over and beyond the life of the RJTI grant, a primary consideration will be to continue the activities funded by this federal investment through a variety of sustainability strategies including partnership support, client/student/participant fee support, and other sustainable capacity building strategies. The relationships between and among the higher education and community partners created and supported by the grant are viewed as crucial to a more collaborative future in rural communities better able to flexibly respond and adapt to changing economic conditions and opportunities to sustain rural residents and their careers.

While somewhat similar in concept to prior grants, this RJTI proposal distinguishes itself from the previous proposals in targeting new industry arenas (environmental and hazardous waste management technology, biotech, applied business and information technology including network administration, high performance computing, astronomy equipment maintenance, and renewable energy) and offers new strategies (upgraded distance delivery; reducing operational costs, e.g., electricity and waste management,, through introducing new technologies; etc.). . It also continues to address unmet needs (nursing, dental assistant, culinary arts, military-support, firefighting, and teacher preparation)

To demonstrate administrative efficiency, the 2002-03 USDOL funded Rural Development Project (RDP) will provide half of the administrative support for this RJTI program. Building upon the model created by the RDP to develop training and related programs, MCC and its partner rural community colleges will work with local Workforce Investment Boards to address specific workforce shortages, collaboratively target training needs and challenges for sustainable wages and careers in rural Hawaii, and continue local WIB representatives on each island’s RDP Community Advisory Committee. These new programs and strategies will be delivered over a two-year period beginning in June of 2003.

Statement of Need

Target Area

Hawaii is an island state located in one of the more isolated areas in the world, lying approximately 2,100 nautical miles southwest of California and more than 4,000 miles from Japan and the Philippines.

The greatest distance between any two of the larger Hawaiian Islands is the eighty miles from Kauai to O'ahu, while the distances between adjacent islands average twenty-five miles or less.

The resident population in 2002 was 1,244,898. The population is concentrated on the island of O'ahu with a population of 896,019. The next highest populated island is Hawaii with 154,794 residents followed by Maui with 134,139 residents.¹ The rest of the population is on the islands of Kauai, Lanai and Molokai. Except for the city of Honolulu, which is located on O'ahu, all of Hawaii is designated as rural.

Geographically, the target areas of this grant are the more remote areas of the Hawaiian Islands. The workforce and economic development needs outlined in this proposal were carefully and strategically selected based on community input and research that included labor and growth forecasts, state resident demographics, local employment and emerging industry opportunities and workforce statistics.

Economic and workforce development needs in Hawaii will be outlined in the next two sections, followed by more detailed needs and programs as they relate to each targeted training area.

Systemic Problems

Recession, terrorism, and the aftermath of war continue to destabilize Hawaii's already fragile tourism-dependent economy. Diversifying the economy and providing incentives and quality training to the existing workforce to accommodate emerging and new industries is necessary for Hawaii to augment as well as to develop alternatives to the visitor industry as an economic base in this remote state. Simultaneously, it is equally critical that long-standing shortage areas such as nursing and education be more systemically addressed through approaches that can continue to keep the career pipes on and open to rural resident interest. The obstacles facing such progress include:

a) Hawaii's Unique Economic Challenges

Hawaii's economy is unique. This complicates direct numerical comparisons with other states or with the country as a whole. Hawaii's distinctive position is based on the following (and rural Hawaiian communities experience even steeper slopes):

- ?? Hawaii's small and isolated island populations limit market scale, competition, and expansion in many industries.
- ?? Hawaii's geographic location adds costs and limitations to transported goods and sometimes creates barriers to market entry.
- ?? Hawaii has an undiversified and heavily service-oriented economy supplied by high concentrations of low-wage workers and susceptible to dramatic ups and downs.
- ?? When the most recent available data were collected, Hawaii was still emerging from the longest economic slump in its history while the mainland U.S. was finishing a period of unprecedented, sustained growth. As a result, real-time comparisons between Hawaii and the mainland U.S. economies are ineffectual for many indicators.²

b) Hawaii's Economic Fragility

Hawaii appeared to be climbing back toward pre-2001 levels in the fourth quarter of 2002, but conditions in early 2003 have tempered expectations. Sluggish conditions prevailing on the mainland U.S. and Japanese economies as well as consumer uncertainty caused by the war on Iraq continue to dampen the islands' economic climate.

Hawaii's Consumer Price Index (CPI) is projected to remain low. The recent release by the Bureau of Labor Statistics showed Honolulu's CPI to have been 1.1 percent. The inflation rate is projected to climb slightly to 1.8 percent in 2003.³

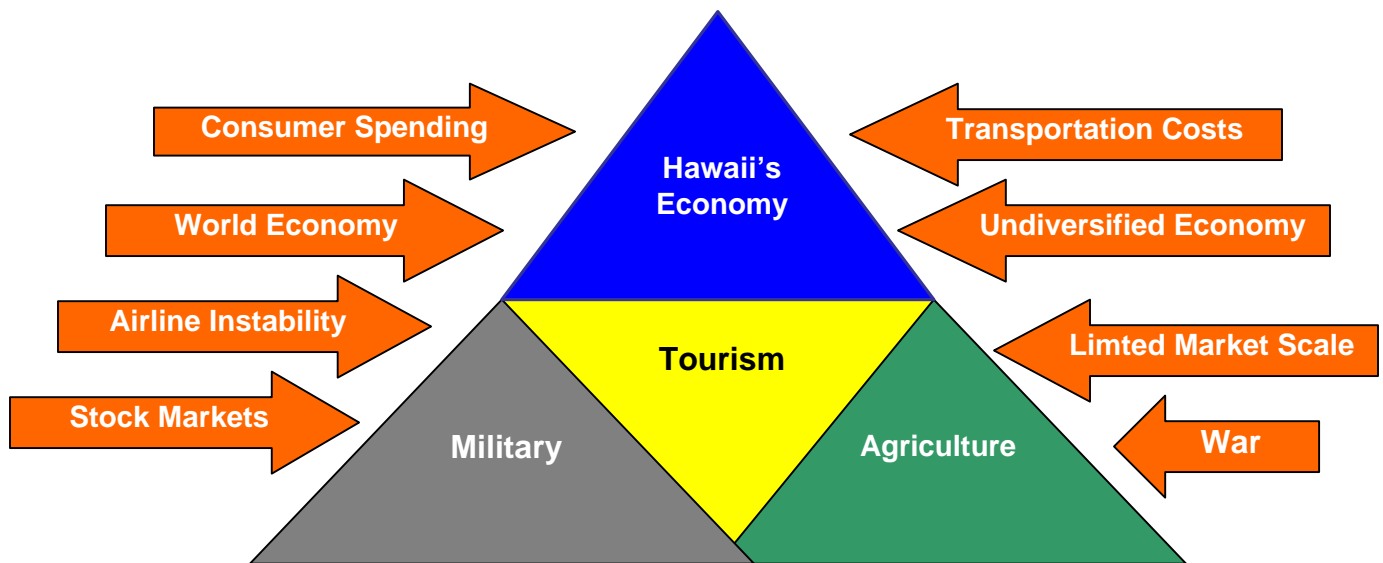
United Airlines, a major carrier to Hawaii, is attempting to restructure under bankruptcy protection. The only two major local carriers, Hawaiian Airlines and Aloha Airlines, are also struggling financially.⁴

² "A New Economy in Hawaii", Hawaii Institute for Public Affairs, March 2003.

³ The Hawaii State Department of Business, Economic Development and Tourism, Quarterly Statistical & Economic Report, March 2003.

⁴ "War Dims Economic Hopes", [Honolulu Advertiser.com](http://HonoluluAdvertiser.com), March 20, 2003.

The three legs of Hawaii's economy are Tourism, Agriculture, and the Military. Dependence on tourism and agriculture makes Hawaii extremely vulnerable to external conditions such as airline instability, drops in consumer spending, extreme and sustained stock market fluctuations, and world economic and political conditions.



Tourism

Hawaii's \$10 billion tourism industry is still recovering from the effects of September 11 terrorist attacks and is already experiencing the fallout from the war in Iraq.

The events of September 11, 2001 had a dramatic negative impact on Hawaii's economic staple, tourism. Visitor arrival numbers plummeted 30% in the fourth quarter of the year. Visitors slowly returned in 2002, but as of August 30, 2002, the count was eight percent below 2001. Some of the 1st and 2nd Quarter 2002 recovery is credited to fall prepaid bookings that were postponed rather than cancelled.

According to the University of Hawaii Economic Research Organization (UHERO), "Hawaii's recovery from the events of September 11, 2001 has been a gradual process. Some areas of the economy are improving better than others, but may be months before all areas of the economy are experiencing a clear recovery. However, the period of recovery to reach pre-September 11th levels of activity will be long and may not be reached by all sectors of the economy until the last half of 2003." <http://www.hawaii.gov/dbedt/esu/index.html>

Reservations for 2003 are currently 30-40 percent below expectation at major high-end hotels. Corporate and convention business has slowed due to the prevailing financial scandals at major multinational companies like Enron, WorldCom, and Adelphia Cable and the war on Iraq.

According to the State Department of Business, Economic Development and Tourism, Hawaii's international visitors, particularly the Japanese, have dropped since the beginning of the war. The

primary Hawaiian island-dependent on Japanese tourists is O’ahu, the most heavily populated of all the islands. Japan Airlines had a 15 percent decrease in business to Hawaii this March. It is anticipated that the decline in visitors will ripple through the economy.⁵

TOTAL VISITORS TO HAWAII						
	MARCH			YEAR-TO-DATE		
	2003P	2002P	% CHANGE	2003P	2002P	% CHANGE
Total Visitor Days	5,128,833	5,034,383	1.9%	15,587,692	14,717,689	5.9%
Total Visitors	549,448	572,563	-4.0%	1,576,010	1,549,679	1.7%
Arrived by Air	541,156	567,870	-4.7%	1,559,557	1,533,603	1.7%
Arrived by Ship	8,292	4,693	76.7%	16,453	16,076	2.3%

Source: State Office of Business, Economic Development and Tourism

The future of Hawaii’s visitor industry will depend on many factors that are beyond the control of local leadership. Since unstable world events and concerns about homeland security may continue for years and new events could cause setbacks to any visitor industry recovery efforts, we must continue to strengthen our economy through diversification and move away from our heavy reliance on tourism.

Agriculture

Agricultural enterprises in Hawaii have shrunk over the last 40 years due to rising costs of land and labor. With the closing of the last large sugar plantations on Kauai and Hawaii, there is only one plantation left in the state (HC&S on Maui). The demise of sugar poses significant challenges for rural Hawaii.

Although the agriculture industry remains important, its increasing mechanization supports fewer and fewer jobs in rural communities in the state. The more critical problem persists with the lack of new industries to take the place of sugar. The rapid decline of the sugar industry and pineapple previously, historical mainstays of rural Hawaii’s economy, have resulted in the displacement of families and employees of sugar-supported businesses and caused economic stagnation.

Experienced agriculture workers generally lack the training or skills necessary to transition to other employment. Rural residents who are literate and highly motivated not only have very limited options for employment on their respective islands but also for existing professional or high skill jobs or for new, emerging industries. Many are forced by economic situations to consider moving.

⁵ “War Dims Economic Hopes”, [Honolulu Advertiser.com](http://HonoluluAdvertiser.com), March 20, 2003.

Workforce development efforts targeting shortage areas are needed to allow residents to obtain available jobs and attract new industries to the area to keep them from moving away or being unemployed.

The Military

After a decade of contraction the military presence on Oahu is just recently reversing itself as the need for facilities and personnel in Hawaii has increased due to recent world events and new missile defense program testing. In rural Hawaii specifically, activities at the Pacific Missile Firing Range on Kauai, the Air Force Maui High Performance Computing Center, and at the surveillance telescopes atop Mt. Haleakala on Maui are expanded. High Technology education and training programs are required to prepare a workforce to meet these needs. Without appropriately prepared technicians and professionals, these employment opportunities will be filled by imported workers from the mainland.

Rural and Other Hawaii Workforce Needs

The need to diversify Hawaii's economy is well documented. Such diversification is especially important in rural Hawaii where career choices are comparatively more limited than in urban Honolulu. Like many other rural areas of the country, the Hawaiian Islands are experiencing a shortage of skilled workers in education, health care, high technology and other growth, high areas like public safety and some visitor industry-related areas like culinary arts. These shortages, however, are complicated by fluctuations in private and public employers' capacity to pay competitive salaries in a dynamic economy whose present is unstable and whose future is uncertain. With collective state and county priorities to diversify and fill unmet needs with residents, the longer-term prognosis for Hawaii's economic health suggests steady recovery.

This Rural Job Training Initiative (RJTI) proposal provides recruitment and infrastructure for all target areas and populations. For example, in training and education-specific initiatives, it addresses nursing shortages by extending recruitment, career path development and other services currently being developed for the public sector Hawaii Health Systems Corporation to private health care institutions. For, teacher and education assistant preparation, development, and retention efforts in the most rural areas of the state are also addressed. In addition and complementary to these efforts, this education-focused job training initiative will also support baccalaureate (applied business and information technology) and other associate degree (renewable energy, culinary arts, biotech, high performance computing,) and other program (dental assisting, music, information literacy, etc.) development at Maui Community College where student access through upgraded and expanded distance education services, program-related equipment acquisition, curriculum development, ancillary support, and enrollment management strategies will contribute to the overall framework for this target area..

In addition to the education-foci, support for other training programs targeted by the grant center around public safety (fire fighting, drug lab support, and homeland security), and high tech (environmental waste management technology, astronomy equipment maintenance, and military

support). While the activities in these target areas will involve training and education, employment in these arenas will require pivotal equipment acquisition activities to support complex challenges that will be detailed in the following sections for each. . Recruitment and retention of the local workforce will also be addressed in each of these training programs.

The projects proposed provide comprehensive training programs to rural residents and increase the number of skilled workers in the specific targeted areas detailed in the next section. The objective will also meet the workforce needs of these emerging and new industries resulting in the sustained successful employment of trainees and participants and the reduction of dependence on workers imported from the mainland.

Rural Teacher Preparation and Training

The State of Hawaii Department of Education (DOE) suffers from a shortage of teachers in rural communities. The state must recruit from the U.S. mainland to ensure there are enough teachers in the public schools. The majority of teachers recruited from the mainland return within three years due to difficulties with acculturation. In addition, the natural loss of teachers due to retirement further exacerbates the problem. The DOE estimates that over 600 teachers will be recruited from other states for the coming year. High school science, math and vocational technical teachers, counselors, special education personnel and speech pathologists comprise major shortages in the public education system.

While rural residents may be interested in education careers, access to teacher preparation programs has been limited. This grant will address this rural teacher shortage by continuing to support rural community college distance learning infrastructure and student support as well as the University of Hawaii College of Education (COE) through professional development training that provides support to the most remote communities. Preparing rural students committed to careers in education will both develop and retain local teachers. RJTI will fund distance education infrastructure and curriculum development, more support for recruitment of local future educators and preparation for PRAXIS testing. The PRAXIS test preparation will consist of web-based/online participant access to basic skills and content areas in math and science with rural community college staff face-to-face reinforcement and of review material.

Baccalaureate Development & Infrastructure Support – Maui

The State of Hawaii Department of Labor and Industrial Relations projects the average annual openings in business and technology-related fields for Maui County at 720 and 4,620 for the rest of the state. The technology-related fields proposed below are part of the new economy that is replacing the plantation economy in rural Maui County.

Maui County lacks a workforce to meet the employment demands in these fields. The need for such workers will be met by this grant. This grant seeks to prepare students from a diverse range

of academic, socio-cultural, and economic backgrounds to access careers in these fields by applying a variety of business and information technology skill sets, theories, and practices in community settings.

This grant will support baccalaureate development at Maui Community College. Specifically, the grant will enhance the college's capacity to contribute to the economic diversification and development in Maui County and throughout the State. Through creating curricular and programmatic strategies to address new and emerging needs in business, information technology, biotech, renewable technologies, and high performance computing and expand culinary arts, music (recording and entertainment), and other programs, MCC will strengthen the connection between instructional programs and these nascent needs. Within Sec. 171 of the WIA legislation authorizing pilot and demonstration projects, the college seeks to become an "advanced ... technology skill center" for Maui County to meet the expanding needs for high tech skills. In addition to exploring the development of various skill sets in health-related, business/computing-related, and renewable energy careers wherever feasible, the college also seeks to develop a variety of sustainable ancillary services and programs in information literacy, student orientation and support services, and weekend student access to vocational-technical programs.

The first four-year degree, the Applied Business and Information Technology (ABIT) Bachelor of Applied Science Degree, will provide workforce training targeting the needs of the growing business and information technology industries that are leading economic diversification in Maui County.

The capacity building required to offer the associate and bachelor courses and programs include the appointment of appropriate faculty and support staff, acquiring distance education equipment (online and interactive TV), assigned faculty time for curricular development including course design and hardware and the purchase of books and other instructional resources for the ABIT and other programs. This initiative will also support a "Sustainable Technology" partnership between Maui Community College and Maui Electric Company to introduce renewable technologies and related curricula, upgrade the electrical / power infrastructure and install and demonstrate renewable energy technologies.

University of Hawaii President Evan Dobbelle, who was a four-year and community college president on the U.S. Mainland, sees the demand for a more baccalaureate-oriented college on Maui. Not only has Maui County's population grown by more than 25 percent in the last ten years to 134,139, but new technologies and ideas have created new instructional opportunities and eliminated the need for a traditional campus.⁶ This population expansion as well as Maui's global recognition and wide appeal may serve as a basis for higher education as an economic engine. With the existing University of Hawaii Center at Maui Community College offering ten bachelor's degrees and eight master's degrees from other University of Hawaii campuses, the addition of its own ABIT baccalaureate would bolster the college's appeal to nonresident students. Between the tuition differential, about \$1,000 per year for resident students and \$6,000 for nonresidents, and cost of living (National Association of Foreign Student Affairs estimates

⁶ www.hightechmaui.com

\$20,000 per year) contributions, the expansion of housing alternatives by the college may realize a significant economic presence through strengthening higher education on Maui.

Maui has been voted as the “Best Island in the World” for nine years in a row by Conde Naste Traveler. There are over 1,000 islands in the world that covet this award. The baccalaureate institution can be marketed to Japan and Europe to take advantage of Maui’s excellent reputation as a premier resort destination.

New tax laws have made it attractive for the private sector to build dormitories and lease them back to the University. Maui Community College already has 200 people on the student housing waiting list, many of them from Japan and other foreign countries attracted to Maui because of its exotic reputation, warm weather, beautiful beaches, and laid-back lifestyle.⁷

Student growth is reflected in the changing landscape on campus. Five new buildings have gone up in the last six years and the campus has seen \$70 million in construction in the last nine years.⁸ New construction includes a just-opened \$15 million information technology and distance-learning building and a soon-to-be opened \$17 million state-of-the art Culinary Arts Academy.

Rural Educational Assistant Program

The State of Hawaii Department of Education (DOE) employs approximately 4,000 Educational Assistants (EA’s) statewide. EA’s provide support services for the academic, personal, social, and/or vocational development of students.

The Federal “No Child Left Behind” (NCLB) Act mandates that all instructional paraprofessionals need to have at least an AA or AS degree or a minimum of 48 credits of college level course work completed by February 2006 in order to maintain their employment. The EA’s fall into this category of paraprofessional.

Many of the EAs serving the public schools in Hawaii are married with children and have multiple jobs to support their family. Without the training to obtain either a degree or the required coursework, the DOE estimates that thousands of EA’s will lose their jobs; some of them have held these jobs for decades. RJTI is assisting the DOE in their efforts to address this workforce need and to provide direct assistance to the EA’s through the Community Colleges.

Private & State Hospital Health Care Worker & Nurse Training

⁷ Ibid.

⁸ Ibid.

A high demand for qualified workers in the health care sectors has consistently been identified both for the State of Hawaii and the US. Several initiatives are being proposed that will begin to fill these workforce needs through a combination of education, training and placement programs.

A recent report from the state owned Hawaii Health Systems Corporation (HHSC) states that:

“Acute care hospitals have difficulty recruiting new graduate nurses who are prepared to move into RPN III positions. The hospitals currently have unfilled positions in specialty units: ICU, ER, and OB, OR. In addition, small hospitals have difficulty maintaining specialty skills for ER and acute care due to the infrequent episodes of trauma, etc. The current policies, procedures, and funding make it difficult for the acute care hospitals to implement new programs.”

RJTI will continue to meet the needs of the state nursing profession by implementing the preceptorship program in the private hospitals. RJTI will incorporate the best practices and lessons from current programs in place with HHSC.

This grant will also continue the preceptorship program in the state hospitals. The preceptorship program allows hospitals to assimilate new nursing graduates into their institutions while maintaining a high degree of patient care and service. At the same time, didactic instruction will enable nurses to obtain training that leads to specialty career paths. Furthermore, nurse retention will be improved through specialty training that allows nurses to move into new care areas within the hospitals.

The HHSC agrees that an increased collaboration with the community colleges would greatly facilitate the development of training, recruitment, and professional development programs. Such programs will help to train and place qualified professionals into the health care field. Moreover, the Community Colleges would benefit from the increased student enrollment caused by the program support and from the opportunities that arise through their increased interaction with the local hospitals.

Community Clinics – Dental Assistant Training

The shortage of dental assistants in rural Hawaii is putting the health of the low-income community at risk. Poor dental health often leads to other health problems. This subsequently increases the cost of health care and places a larger burden on an already disenfranchised segment of the rural community.

This grant will support the need for more dental assistants and continue support for Community Health Center workforce training. Ten selected health centers, located in rural communities have difficulty retaining qualified professionals. Dental assistant, dental caseworker, and other training make up the core focus of this component of the overall training efforts.

This program will provide low-income individuals access to good dental care and an increase in jobs in a shortage area of the dental care profession.

Environmental & Plasma Arc Technology Training



The environmental issues facing Hawaii are great. Landfills are growing over 300 feet, recycling is difficult, and Hawaii's natural resources are continually being threatened. An accidental spill of medical waste would be catastrophic not only to the state's main industry, tourism, but to Hawaii's fragile ecological system.

To address these problems and the need for a more environment-knowledgeable community, a new technology has been introduced to Hawaii: Plasma Arc Technology. This new technology will also create new employment opportunities for a workforce trained in high technology waste management.

Plasma Arc Technology has shown to be a solution to the elimination of medical waste for Oahu and Maui. The extreme temperature nitrification process breaks down waste so well that all the by-products are recyclable. As this technology expands and handles additional wastes, a workforce will need to be educated to manage this technology.

RJTI will work to set up a curriculum in the Community Colleges for certifications as Environmental Specialists. This certification will result in employment opportunities in environmental waste as well as other areas.

Fire Fighter & Emergency / First Response Training

Important during this period of heightened security awareness is the need to guarantee the safety of our residents and our visitors. The efforts towards these assurances of safety will 1) increase the number of visitors and 2) increase the reliability of the shipment of goods to our islands, facilitating the support of new industries, the recovery of businesses that serve Hawaii including its tourist industry.

There is a critical shortage of training facilities for the civilian fire fighting departments in Hawaii. As a result, many problems exist. Some departments do not have the most basic certification available for fire departments, which poses not only a safety problem, but also a potential liability issue.

Fire fighters are unable to obtain the specialty training required for advancement and career security. Fiscally strapped municipalities must send their fire fighters to the U.S. Mainland for training, which incurs expensive travel costs.

Fire departments also lose personnel who seek better training and advancement with mainland fire departments. Local departments are not able to attract new fire fighters due to training problems and local fire fighters are not able to receive the training to fight forest fires on the U.S. Mainland.

This grant will address the need for specialty training for the existing and new fire fighters by working with the Hawaii State Fire Council to establish a Fire Fighter Specialty Training program. This program will work to provide basic certification training to all fire fighters and specialty training to existing personnel.

Red Card Wild Fire Training will be available to provide entry-level training to rural community residents for fighting land wild fires both in Hawaii and on the mainland during its critical fire season. This would support and strengthen the fire fighter workforce. Departments will save scarce financial resources by the savings incurred from sending personnel to the mainland for training. More importantly, public safety will be enhanced.

Additional programs will be provided for entry-level emergency/first response training that will prepare participants in basic fire fighting, traffic control, emergency medical techniques, lifeguard, crime scene, and disaster preparedness. This will create a greater safety workforce and enhance safety for our communities.

Mauna Kea Astronomy Industry Workforce Support

The Mauna Kea Observatory has a specific and constant need for well-trained, highly skilled machinists, tool manufacturing specialists, and skilled custom machinists. Machinists on Mauna Kea provide fabrication for a wide variety of precision metal components to tight mechanical tolerance through the use of lathes, drill presses, milling machines, CNC milling machines, and CNC lathes for use in scientific instrumentation.

This grant will continue support for a newly developed program designed to address the shortage of skilled machine shop workers on the Big Island of Hawaii. Funds will be used to purchase equipment for such training. Offering on-island training in the metal trades/machine shop sector will allow Hawaii Island residents to obtain employment in a workforce shortage area.

In addition to the machinists, other workforce needs associated with the Mauna Kea Science Reserve will be addressed including Field Ranger training. There is a need to provide specialty training to field ranger/guides who will be responsible for the safety of users and visitors and see that the policies of the Science Reserve are followed. This will build a workforce trained to support an important segment of the Big Island's economy.

PMRF High-Tech Workforce Training

The Pacific Missile Range Facility at Barking Sands on Kauai and its sub-contractors employ over 650 individuals involved in high-technology and that number is projected to increase as the government moves forward with the Missile Defense Initiative.

Without specialty networking and computer technology training, the local workforce cannot meet employer needs for technicians certified to build and maintain the hardware and network infrastructure needed to support software development.

There is a vital need for an on-going computer-training program to ensure that local workforce will exist for employers. If a local workforce is not trained, the demand will be met with out-of-state workers; whose lack of acculturation to Kauai results in a large turnover rate of mainland workers. Kauai also has a high unemployment rate. A trained workforce to meet an employer demand for computer and technology literate employees would impact the island unemployment.

This grant will provide the training in Cisco router (Cisco Network Administrator, CNA) and other computer technologies that will improve retention rates for existing employees, open up employment to newly trained local workforce, and alleviate the need for PMRF and its contractors to recruit from the mainland.

These state based projects focus on efforts to train individuals in specialty areas to prepare Hawaii's workforce for current and anticipated job openings and to increase the number of individuals with specialized skills needed by the community. These projects will serve to sustain our employment and employee base in Hawaii, removing the need for importing workers from the mainland while at the same time benefiting our community.

Work Study Program – Maui

The “Reach For the Stars” Work Study Program (Stars Program) on Maui is pilot project that provides disadvantaged, unemployed or underemployed single parents the opportunity to attend Maui Community College and obtain an education.

The Stars Program is a college support program combining group support sessions, financial aid counseling, employment referral, and other critical services that disadvantaged single parent students need to succeed in college. This target group experiences tremendous challenges and obstacles such as hopelessness and lack of self esteem derived from family histories of domestic violence, drug / alcohol abuse, absent fathers, homelessness and welfare dependence.

Understanding the distinct challenges to these students, the Stars Program has developed “wrap around” services that provide a safety net of support and encouragement to ensure that

participants succeed in college. The Stars Program philosophy is that students are provided a “hand up” not a “hand down”. As a result, each stage of a participant’s success is based on the participant’s own hard work and commitment to their education.

The Stars Program is based on the Rural Development Project Strategy for Sustainable Development. RDP’s policy on social equity is to promote access among low-income students to training, education, employment and related opportunities for economic improvement.

The Stars Program is currently serving one low-income housing complex located adjacent to Maui Community College: Harbor Lights.

RJTI will enable the continued development of the Stars Program as a model economic development program. This grant would also support the expansion of this program into other low-income housing projects.

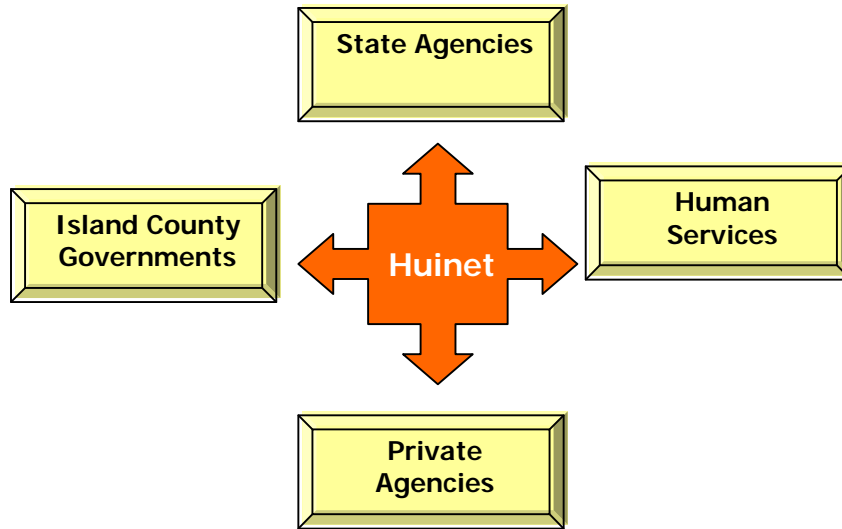
Huinet Case Management and Referral Services

Huinet is a critical safety net that will allow human services agencies, education and training providers, and the Workforce Development Division of the State Department of Labor on Maui and throughout the state to refer clients to participating agencies that need their services.

RDP will be meeting with the County of Maui Mayor and Economic Development Office to evaluate a partnership with the County to track human services and economic development fund recipients through the Huinet. It is anticipated that Huinet will be a template for other counties and State of Hawaii agencies.

At present, Huinet is a case management tool for tracking Rural Development project clients and program finances. Huinet is an innovative data management mechanism that enables users to obtain up-to-the minute data and information on all programs.

This grant will enable the continued development of Huinet capabilities and support the partnership and collaborative efforts to expand Huinet services throughout the state.



Criteria for Implementation

All of the projects in this proposal are subject to further review and approval by the principal investigator (PI) prior to and during implementation and, when required, by the Grant Officer's Technical Representative (GOTR) with the U.S. Department of Labor (DOL). If the review determines that a project or components of a project fail to comply with DOL grant guidelines and/or other mandatory rules and regulations governing the use of these funds, the principal investigator and/or GOTR may request that modifications be made to insure compliance. At the discretion of the principal investigator, approval to implement any proposed project or components of a project may be denied for reasons of non-compliance with grant technical requirements or grant objectives.

Program Review Process

For each of the proposed RJTI projects, the following criteria will be utilized to assess:

Real Long-Term or Compelling Community Need

Health care and public education are viewed as both long-term and compelling needs. The initiatives in these areas seek more lasting impact than the period of resource might suggest. Such examples as supporting the creation of nursing preceptorship curricula to address the current and impending nursing shortage and to be implemented by the public and private hospitals in the future and addressing existing and projected teacher shortages in rural communities through "bootstrap" software to allow residents to meet teacher preparation admission criteria through perpetually licensed online software and mentor assistance present longer term approaches to endemic problems.

Jobs, Training and Work Experience

Some of the projects will identify training, work experience and jobs in rural communities that may be relatively small in number but essential to the communities' economic and often resident health. Such training creates community capacity to prepare future trained personnel from within the organization and community. While such job creation may be especially costly in small communities, the presence of such critical infrastructure elevates the possibilities for workers with such afflictions to access employment opportunities.

Effectiveness of Short- and Long-Term Strategies

Proposals are additionally evaluated for the feasibility of the solutions for continuing services and programs beyond the life of the RJTI grant. Short-term training projects must demonstrate the immediate job availability. Regarding longer-term proposals, the cooperating employer or agency must commit to perpetuating proposed project outcomes through identifying a future funding source or some other answer to continuing the service or program. Such commitments might also include an employer's willingness to match the RJTI investment to assure the continuation of services.

Cost-Effective - Reasonable Person Test

At stake in the rural communities of Hawaii are the interacting factors of: 1) small economies, markets, and workforce; 2) susceptibility of these economies to national, regional and international disruptions; 3) concern for the environment; 4) preservation of the Hawaiian Culture; 5) desire to stimulate economic development and upward mobility; 6) search for some level of social equity to sustain a sense of an island community whose disparities do not result in growing alienation between local residents and new immigrants. Among these factors, the cost relationship to the outcomes must consider all of these criteria to reinforce the sustainability of the proposed initiative.

Contribution to Sustainable Economic Development and Diversification

Although economic developments may not be reliably predicted, marketing trends; business, social, technological, and scientific directions will be analyzed to judge the future viability of each project. The extent of each project's ability to diversify rural Hawaii's economy will also be an important focus.

Appropriate For This USDOL Grant

Limitations prescribed by the federal agency and grant including UH and state policies will prescribe the boundaries for permissible activities.

Sustainability of Initiative

Details of the proposal's sustainability will be presented and reviewed wherever appropriate. In some cases such as training for a specific number of positions, the sustainability requirement may not be applied. However, opportunities to explore some matching employer contribution for future training will be undertaken. In most cases, a reasonable approach of between five to ten years to continuing RJTI-initiated services and programs will be sought. Details of the source and strategy for perpetuating such initiatives will vary with each project.

Outcome/s and Measurement

WIA outcomes will be applied wherever appropriate. In other projects, the continuation of the infrastructure started with RJTI funding to serve the community's economic development must be measured in time or by the continuing demand for such service.

UH, State, Federal Rules and Regulations Compliance

All RJTI projects must meet all of the project-related regulations governing the grant as well as UH and state requirements.

Continuation of Historically Approved Processes

In addition to programs listed in this proposal, opportunities may arise to provide just-in-time training and infrastructure. As in previously approved proposals, the Rural job Training Initiative will continue to address these situations when the need is compelling.

?? **Just-in-Time Education & Training:** The project will continue to expand “just-in-time” education and training designs that identify and prepare under-employed and unemployed residents for projected vacancies due to retirements and turnover in cooperation with existing private and public sector employers.

- ?? **Employment Opportunities:** The project will continue to work towards identifying and addressing employment and training opportunities with other businesses, entrepreneurial enterprises and government employers.
- ?? **Capacity Building:** The project will continue to explore and address needs for capacity and infrastructure building in Hawaii's rural communities.
- ?? **WIB:** The project will continue to develop and maintain relationships with the Workforce Investment Boards on each island.
- ?? **Partnerships:** RJTI will continue to develop and maintain employment and training initiatives with other partners and resources that can be used in conjunction with the Department of Labor grant funds and continue to apply these resources to a comprehensive array of services to all residents in need of employment and youth in need of workforce awareness preparation and training.

Purpose / Goals / Objectives

Purpose: Mission Statement

Goals	Objectives
<p><u>Rural Teacher Preparation</u> The goal of this program is to increase the number of individuals entering the University of Hawaii College of Education teacher certification programs. Another goal is to increase the number of individuals who pass the PRAXIS test, which is required for entrance to the College of Education.</p>	<p>The objectives will be to maximize the usage of 75 licenses of test preparation software. Measurements will include the number of individuals who use the software, number who pass the PRAXIS, and the number of individuals who are accepted into the College of Education teacher certification program.</p>
<p><u>Baccalaureate Development</u> The goal of this program will be to enroll students in the Applied Business and Technology Degree program at Maui College. Other goals will be to enhance the infrastructure required to deliver the program and to sustain and strengthen overall instructional operations through: partnerships with Maui Electric Company to address and reduce college-energy requirements and return resources to instruction.</p>	<p>Objectives are to have the program in place with students enrolled in the Fall of 2005. Major preparation must take place ahead of time and the partnership with Maui Electric Company should be defined during 2003 – 2004. Improvements realized and monetary savings resulting from the partnership with Maui Electric can then be applied to instructional needs to help sustain the ABIT program.</p>
<p><u>Rural Educational Assistant Training</u> The goal of this program is to assist currently employed educational assistants working for the Hawaii Department of Education in K-12 schools meet the requirements of the “No Child Left Behind” legislation and retain their employment.</p>	<p>The objective is to identify and provide training and assistance to the currently employed educational assistants who do not meet the requirements for paraprofessionals under the NCLB act. These individuals would then meet the requirements of the law and retain their jobs</p>

<p><u>Private & State Hospital Health Care Worker Training</u></p> <p>The goal of this program is assist the private and state operated hospitals address the shortage of nurses, specialty nurses and other skilled health care workers.</p>	<p>The objectives of this program include increasing the number of nurses, specialty trained nurses, and skilled health workers through nursing and health care training programs offered on the major islands through training and education via the Community Colleges</p>
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<p><u>Community Clinic Dental Assistant Training</u></p> <p>The goal of this program is to address the statewide shortage of trained dental assistants and other dental care support workers. This program should also improve the ability of the community clinics to serve low-income residents in rural communities.</p>	<p>The objective of the Community Clinic Dental Assistant Program is to train dental support workers for employment at the 10 community clinics located in rural communities in Hawaii.</p>
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<p><u>Environmental & Plasma Arc Technology Training</u></p> <p>This environmental waste management training will prepare individuals for emerging employment opportunities in the waste management field.</p>	<p>The objective of this program is to train individuals to work for companies such as Asian Pacific Environmental Technologies. The program will identify other employers who require workers with advanced training and education and curriculum will be developed to meet their needs.</p>
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<p><u>Fire Fighter & Emergency / First Response Training</u></p> <p>The goal of the continuing fire fighter specialty training component will be to provide support for a training facility and initiate specialty training in marine and structural fire fighting, rescue operations, hazardous materials, and anti-terrorism techniques.</p> <p>Red Card entry-level training will be developed and provided for rural community residents so they can achieve employment fighting land wild fires both in Hawaii, and on the mainland during fire season.</p> <p>The Emergency/First Response Program will provide entry level training to rural community residents for a variety of entry level positions</p>	<p>The objectives for the Fire / Emergency / First Response programs are as follows:</p> <ul style="list-style-type: none"> ?? Provide support for the development of a statewide fire training facility by developing training programs and purchasing equipment required for the training. ?? Individuals from rural communities will receive Red Card training and certification. Job placement assistance will be offered. ?? Individuals will receive training in first/emergency response and job placement assistance will be offered.
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<p>in public service, and emergency response or security sectors. Training would prepare participants in basic fire fighting, traffic control, emergency medical techniques, lifeguard, crime scene and disaster preparedness.</p>	
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<p><u>Mauna Kea – Astronomy Industry Workforce Support</u> The goal of this program is to enhance the capacity of Hawaii Community College to provide education and training in metal and machine shop technologies.</p>	<p>The objective is to place students who complete the training in employment with businesses serving the Mauna Kea Astronomy business community.</p>
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<p><u>Pacific Missile Range Facility High Tech Workforce Training</u> The goal of this program is to offer education and training to Kauai residents to meet the needs of the contractors providing services to the Pacific Missile Range Facility at Barking Sands.</p>	<p>The objective is for individuals to complete Cisco router and other advanced computer hardware and software training and achieve employment or upgrade their skills. These individuals would be employed with businesses serving the Pacific Missile Range Facility or other employers requiring these high-tech skills.</p>
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<p><u>Work Study Programs</u> Continuation of existing program. The goal of this program is to provide college students on-the-job work experience opportunities by involving them in projects being implemented under this grant. Students work a maximum of 20 hours per week and efforts will be made to place them in areas that mirror their field of study.</p>	<p>The objective of this program is to employ and educate at least 10 students over the two-year period of this grant. Students will gain valuable work experience in their chosen career and will assist project personnel in program implementation.</p>
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<p><u>Huinet Case Management System</u> Continuation of existing project. The goal of this project is to enhance the features of the Huinet online referral and case management information system. Further development will refine the online financial reporting to the Department of Labor GOTR and client tracking will be enhanced to include all DOL reporting requirements.</p>	<p>The objective of this project is to provide a comprehensive online case management system that can be used by a variety of agencies serving the public. Federal departments (Labor, Commerce, Agriculture, etc.) as well as grantees will find the program invaluable for managing and reporting required information. Social service and state and local government agencies can customize the application to meet their requirements for client tracking and financial reporting.</p>
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Statements of Work

Rural Teacher Preparation & Training

Statement of Work

The following proposed project is subject to further review and approval by the principal investigator (PI) prior to and during implementation and, when required, by the Grant Officer's Technical Representative (GOTR) with the U.S. Department of Labor (DOL). If the review determines that this proposed project or components of this project fail to comply with DOL grant guidelines and/or other mandatory rules and regulations governing the use of these funds, the principal investigator and/or GOTR may request that modifications be made to insure compliance. At the discretion of the principal investigator, approval to implement this proposed project or components of this project may be denied for reasons of non-compliance with grant technical requirements or grant objectives.

A. Target group to be served

Individuals from all islands in the state who desire to become teachers. Recruitment efforts will target rural communities. Participants will usually be approaching graduation or have a baccalaureate degree. Other participants may desire a career change and be returning to school for the necessary credentials.

Individuals may be recruited into career ladder teaching programs. Rural Hawaii communities with high teacher turnover rates will be targeted.

B. Services to be provided

Provide Equipment for Distance Education

?? Purchase video & television equipment to provide increased capacity for distance education in remote college facilities.

Pre-entry Assessment & Test Preparation Support (PRAXIS)

?? Provide access to PLATO PRAXIS web-based, self-paced learning software for individuals who are applying for entrance to the College of Education teacher certification programs.

?? Possibly provide support to other agencies, such as Workforce Development Division of the Hawaii Department of Labor and Industrial Relations and other entities that may be identified by the local Workforce Investment Boards

Technical Assistance

?? Provide funding for a knowledgeable graduate student to coordinate the distance education component of this program. Such courses will be made available by interactive video and computer. The distance education coordinator will provide technical assistance to students and teachers using the programs.

C. Work Plan / Time Schedule / Deliverables

Deliverable	Tasks	Start Date	End Date
Develop recruitment program for teacher candidates	Organize recruitment efforts in communities where capacity has been increased. Flyers, advertisements, informational meetings.	07/03	9/03
Initiate procurement of video and television equipment	Following Federal procurement rules, publish RFP and solicit bids. Purchase equipment.	07/03	10/03
Install equipment	Install equipment in selected Educational Centers and Community College campuses.	10/03	12/03
Coordinate delivery of online Plato PRAXIS usage.	Program coordinator arranges distance education classes with College of Education faculty and staff. Coordinates with remote facilities.	1-04	05/05
Provide support for other individuals and entities utilizing the online software.	Coordinator provides support as required during the semesters for distance education.	1-04	05/05
Provide technical assistance for all online software users.	Coordinator provides technical support to users of the self-paced learning software.	1-04	05/05
Teacher candidates accepted into College of Education	Candidates who successfully pass the PRAXIS examination are accepted into teacher certification programs at the UH Manoa College of Education.	8-04	08/05
Candidates graduate and receive credentials.	Candidates complete studies and graduate. Credentials are conferred and candidates enter employment with the Hawaii Department of Education.	08/05	06/06

D. Evaluation of Outcomes

Outcomes will be measured in the following areas: Number of teacher candidates who become employed as teachers in Hawaii. Number of teachers recruited into the UH COE teacher certification program. Number of teachers who use Plato software and number of students who pass PRAXIS examination as a result of assistance provided by this program.

E. Phase out

RJTI support of this program requires a commitment from the University to make systemic changes in the delivery of its teacher training curriculum to the neighbor islands and remote communities in Hawaii. This program will allow the University to fine tune new approaches to this workforce shortage and increase the number of qualified teacher candidates available to address the shortage.

Baccalaureate Development and Community College Infrastructure Support

Statement of Work

The following proposed project is subject to further review and approval by the principal investigator (PI) prior to and during implementation and, when required, by the Grant Officer's Technical Representative (GOTR) with the U.S. Department of Labor (DOL). If the review determines that this proposed project or components of this project fail to comply with DOL grant guidelines and/or other mandatory rules and regulations governing the use of these funds, the principal investigator and/or GOTR may request that modifications be made to insure compliance. At the discretion of the principal investigator, approval to implement this proposed project or components of this project may be denied for reasons of non-compliance with grant technical requirements or grant objectives.

A. Target group to be served

- ?? Maui County and other Hawaii residents seeking career development through training and education
- ?? Unemployed students attending Maui Community College
- ?? Under-employed, low-income workers in the workforce in rural Maui County
- ?? Under-skilled individuals in the workforce in rural Maui County
- ?? Other individuals who are unprepared to compete in the new economy that is replacing the plantation economy in rural Maui County.

B. Services to be provided

- ?? Upper-division level courses for MCC students leading to an Applied Business and Information Technology (ABIT) Bachelor's Degree; lower-division courses also to be provided for renewable energy, biotech, information literacy, culinary, and other curricula.
- ?? Curriculum development, training for existing under-employed low-income and other workers that leads to an ABIT Degree and the higher-paying jobs in Maui County
- ?? Specialty training for the under-skilled workers leading to ABIT and other degrees and the ability to compete for new jobs being created in Maui County
- ?? Support for other workforce training targeted specifically towards the needs of the business and technology industries that serve the new economy in Maui County.
- ?? Community College infrastructure development initiatives to sustain and strengthen overall instructional operations through:
 - o Partnerships with Maui Electric Company to address and reduce college-energy requirements and return resources to instruction
 - o New and expanded instructional and ancillary support services that will yield predictable revenues to continue such services
- ?? **Recruitment and Program Development**
Project staff of U-Hawaii Maui Community College system will participate in recruiting new and existing students within the University of Hawaii system and existing workers in the rural community of Maui County. Focus will be on awareness of educational

opportunities that lead to new career opportunities in the business and technology industries of rural Maui County. MCC faculty and staff will also be engaged and enlisted to investigate instructional and support projects that will strengthen services to students and community while simultaneously creating a continuing revenue stream.

?? Placement

Job placement service for students receiving ABIT and other degrees and training.

C. Work Plan / Time Schedule / Deliverables

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Deliverable	Tasks	Start Date	End Date
Curriculum Development	Upper-division major and other lower division courses are developed and offered	07/03	12/04
Maui Electric Company (MECO) Partnership Negotiated	Negotiate agreement between MECO and Maui Community College (MCC) to transfer power infrastructure and reduce costs to MCC – savings realized will be invested in instruction.	07/03	1-04
Purchase Equipment Required by Partnership and Programs	Purchase and install power equipment required by agreement with MECO; acquire and apply other program-related equipment	07-03	12-04
Develop Program Schedule	Courses are scheduled to integrate lower- and upper-division curricula	12/03	12/04
New Faculty & Staff	Hire new faculty and support staff for ABIT degree and other programs.	08/03	06/05
Recruit Students	Recruit program students for new term	08-03	08/05
Train Students	Provide formal training via Maui Community College programs to provide ABIT degree and other programs	08-03	06/07
Placement	Provide job placement services for students receiving an ABIT degree	06-07	Continuing

D. Evaluation of Outcomes

- ?? Number of high school students enrolling in the ABIT program
- ?? Number of existing students advancing to the ABIT fields of study
- ?? Number of students graduating with an ABIT degree
- ?? Number of graduates finding jobs in the business and technology industry because they are qualified as a result of their ABIT degree
- ?? Number of businesses that can now find qualified employees in Maui County saving them the time and money of either additional education for existing workers or filling jobs from outside of Maui County.

E. Phase out

This program provides for curriculum development that will be permanently established once created. Curriculum and instructional materials will be available in the MCC system. MCC will continue to offer classes, enroll students, receive tuition, and sustain the ABIT degree program. Sustainability will be achieved as new students enroll, learn, and graduate. Savings realized due to partnership with Maui Electric Company will be invested in instruction.

Rural Educational Assistant Training

Statement of Work

The following proposed project is subject to further review and approval by the principal investigator (PI) prior to and during implementation and, when required, by the Grant Officer's Technical Representative (GOTR) with the U.S. Department of Labor (DOL). If the review determines that this proposed project or components of this project fail to comply with DOL grant guidelines and/or other mandatory rules and regulations governing the use of these funds, the principal investigator and/or GOTR may request that modifications be made to insure compliance. At the discretion of the principal investigator, approval to implement this proposed project or components of this project may be denied for reasons of non-compliance with grant technical requirements or grant objectives.

A. Target group to be served

?? Currently employed educational assistants working for the Hawaii Department of Education (DOE) who lack the credentials to retain employment once the No Child Left Behind (NCLB) rules take effect in January of 2006.

?? Hawaii residents who seek employment with the DOE and lack the credentials required by the NCLB law.

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B. Services to be provided

?? Provide specialized Educational Assistant coursework focusing on education and classroom management at the Community Colleges.

?? Provide assessment, testing and self-paced learning software (possibly Plato) and mentoring for employees and residents who must use distance education to complete coursework and satisfy requirements of NCLB.

?? Provide customized remedial Math and English courses for employees and residents who require assistance to elevate their skills to college level.

C. Work Plan / Time Schedule / Deliverables

Deliverable	Tasks	Start Date	End Date
Curriculum Development – EA Specialty – Distance Education Components	Develop classroom and distance education curriculum for EA specialty. Coordinate with DOE and enable broadcast over DOE television and web networks.	07-03	08-04
Recruit Participants	Recruit participants from rural	09-03	Ongoing

	communities and from existing DOE employees who do not satisfy the requirements of NCLB.		
Purchase Para-Professional Online Testing Software	Following Federal procurement guidelines, purchase online testing and learning software for EA paraprofessional placement. Software must be aligned with Educational Testing Service's ParaPro assessment for Educational Assistants.	07-03	12-04
Deliver Remedial Math & English Courses	Assess participants and provide special Math and English training with a focus on preparing students for the ParaPro assessment examination and entry into college level math and English.	01-04	Ongoing
Deliver Distance Education Courses for EA Specialty	Provide distance education courses and services to students on the EA track. This will allow students in rural areas to participate and should be designed with the student who is employed in mind. Courses should be available in the evenings and on weekends.	09-04	Ongoing
Provide Mentoring and Tutoring Assistance	Provide a coordinator of tutoring and mentoring for students on the EA track. Coordinator will ensure that all students receive the services they need to achieve their credentials.	09-03	05-05
Employees and Prospective Employees Receive Credentials.	Students and participants receive credentials required by NCLB.	06-04	Ongoing

D. Evaluation of Outcomes

Outcomes will be measured as follows:

- ?? Number of participants assessed
- ?? Number who utilize online software
- ?? Number who enroll in courses
- ?? Number who achieve credentials

E. Phase out

This program will address the needs discovered during the initial pilot phase begun in 2002. That phase focused on enrolling existing DOE educational assistants in the Community Colleges with the objective of achieving an AA or AS degree. It is

expected that approximately 40 of the original 75 participants will achieve their objective.

During this process a number of needs were discovered. Many of the potential students did not possess the prerequisite skills in Math and English. Many of the potential students were not able to take classes at the times and places they are offered by the Community Colleges.

This program will allow the Community Colleges to provide distance education courses, specialized training, and tutoring that meet the needs of the potential workforce and will provide the training required to allow students and participants to achieve the credentials mandated by NCLB. The distance education courses will be institutionalized and the online assessment and self-paced learning software will remain in place after the expiration of the Federal funding.

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Private Hospital Nurse & Health Care Worker Training

Statement of Work

The following proposed project is subject to further review and approval by the principal investigator (PI) prior to and during implementation and, when required, by the Grant Officer's Technical Representative (GOTR) with the U.S. Department of Labor (DOL). If the review determines that this proposed project or components of this project fail to comply with DOL grant guidelines and/or other mandatory rules and regulations governing the use of these funds, the principal investigator and/or GOTR may request that modifications be made to insure compliance. At the discretion of the principal investigator, approval to implement this proposed project or components of this project may be denied for reasons of non-compliance with grant technical requirements or grant objectives.

A. Target group to be served

This program will address the nursing shortages at the private hospitals serving the rural communities on Kauai, Oahu, Maui, and the Big Island. Lessons learned during the early period of this grant while serving the state operated hospitals will be carried over into the private sector. Participants for the **Upward Mobility** training will continue to be recruited from the staff of the private hospitals. Participants for the **New Trainee** program will be recruited from graduates of the University's Community College Nursing programs. Participants for the **Recruitment, Retention, and Specialty Training**, component will come from the rural communities served by the hospitals.

B. Services to be provided

Upward Mobility Training

- ?? Provide tuition assistance
- ?? Provide child care and transportation assistance
- ?? Provide preceptors to facilitate participants move to next level
- ?? Provide financial support for curriculum development

New Nurse Training Program

- ?? Support stipends for new trainees
- ?? Provide financial support for four 0.5 FTE trainers on 4 islands
- ?? Provide financial support for curriculum development

Recruitment, Retention, and Specialty Training

- ?? Train new nurse preceptors on all medical-surgical units and in specialty units
- ?? Train new graduate preceptors
- ?? Provide training in specialty units for new graduates
- ?? Provide new graduate orientation
- ?? Provide financial support for specialty unit curriculum development
- ?? Provide stipends for new graduates during orientation and specialty training
- ?? Provide financial support for development of recruitment program

?? Provide financial support for equipment purchases: Mobile clinical simulators that can travel to the facility where needed

C. Work Plan / Time Schedule / Deliverables

Deliverable	Tasks	Start Date	End Date
Recruit & Select Staff for Project	Select preceptors from nursing staff at private hospitals on Kauai, Oahu, Maui, and the Big Island. Select half-time training coordinators for each of the four facilities.	07/03	09/03
Purchase Equipment	Publish “request for quotations” and purchase mobile clinical simulators for specialty training	07/03	03-04
Curriculum Development	Coordinated effort by the UH Community Colleges to develop curriculum for preceptor training, upward mobility training, and preceptor specialty training that meets the requirements of the private and state hospitals.	07/03	12/03
Preceptor Training	Provide didactic instruction for new preceptors. Focus on orientation of new graduates and specialty units. ICU, ER, OB, and OR	09/03	12/03
Recruit New Nurse Graduates	Recruit new nursing program graduates from the Community Colleges and qualified individuals (Licensed Practical Nurses or Para Medical Assistants) from the rural communities where the hospitals are located to fill vacancies.	1-04	06/04
Upward Mobility Training	Provide formal training via the Community College nursing programs to upgrade skill levels for LPNs to upgrade to RPN and for PMAs to upgrade to LPN.	1-04	06/05
New Nurse Training	Provide formal and on-the-job training and orientation for new nursing school graduates to facilitate their transition into the working hospital environment.	06-04	05/05
Specialty Training	Provide formal and on-the-job training in the following specialty areas: ICU, ER, OB, and OR. Provide this training to existing private hospital staff and also qualified individuals recruited from the community.	1-04	05/05

Preceptoring	Provide preceptoring to all program participants as they adapt to their new work environment on an ongoing basis.	1-04	05/05
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D. Evaluation of Outcomes

New Graduate Nurse Training: Outcomes will be measured by the number of new nurses hired by hospitals directly from the community college nursing programs. Nurses must be new to the field and not be experienced nurses.

Upward Mobility Training: Outcomes will be measured by the number of LPNs and PMAs who upgrade to RPN and LPN as indicated by their employment classification at the hospital where they are employed. A secondary outcome will be to measure how many individuals have been hired to fill vacancies created by the upward movement of the Upward Mobility program participants.

Recruitment, Retention, and Specialty Training: Outcomes will be measured by how many individuals are recruited into the 3 main training programs provided. Retention will be measured by comparing employment status after 1 year and 2 years compared to individuals who have not participated in this program. Specialty training success will be measured by how many individuals complete the formal training and become classified as specialists in one of the targeted specialty units.

E. Phase out

This program provides for curriculum development that will be permanently established once created. The preceptor training will leave in place 40 qualified preceptors to allow continued training and mentoring beyond the life of this grant. A Memorandum of Understanding will outline the private hospital’s commitment to sustain the program beyond the life of this grant by providing continuing funding

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Community Clinics – Dental Assistant Training

Statement of Work

The following proposed project is subject to further review and approval by the principal investigator (PI) prior to and during implementation and, when required, by the Grant Officer's Technical Representative (GOTR) with the U.S. Department of Labor (DOL). If the review determines that this proposed project or components of this project fail to comply with DOL grant guidelines and/or other mandatory rules and regulations governing the use of these funds, the principal investigator and/or GOTR may request that modifications be made to insure compliance. At the discretion of the principal investigator, approval to implement this proposed project or components of this project may be denied for reasons of non-compliance with grant technical requirements or grant objectives.

A. Target group to be served

Unemployed and under-employed residents of rural communities served by the Community Clinics. Individuals with English competency limitations will be aggressively recruited. Also, students on a pre-health career path will be recruited to fill this workforce shortage.

B. Services to be provided

Curriculum Development

Previously designed curriculum will be refined and tailored to accommodate the Community Clinics and their requirements for dental assistants and hygienists. Standard curriculum will address the oral health profession in Hawaii and prepare students for employment.

English Competency Instruction

Students with English competency limitations that restrict their ability to enter the oral health profession will be given special instruction.

Provide Oral Health Services

Low-income, unemployed and underemployed residents of Hawaii's rural communities will receive oral care via the Community Clinics and Maui's Oral Health Center, which will enhance their ability to enter the workforce.

On-The-Job Training

Students will work at the Community Clinics, the Maui Oral Health Center, and dental offices to enhance their skills and prepare for permanent employment in the oral health care profession.

Job Placement Assistance

Graduates will receive job placement assistance through the Workforce Development Division of the Hawaii Department of Labor and Industrial Relations, and via the Dental Advisory Councils established in each county.

C. Work Plan / Time Schedule / Deliverables

Deliverable	Tasks	Start Date	End Date
Create Advisory Committees	Establish advisory committees consisting of dentists and other oral health care professionals for each county. The committees will assist with program development and job placement.	07-03	09-03
Curriculum Development	Develop curricula for dental assistant and hygienist programs. Use existing programs and enhance to meet special needs required by Community Clinics (social service aspects and clientele sensitivity).	07-03	12-03
Recruit participants	Notify Workforce Development Division of the new training opportunities. Create flyers and other materials announcing the programs and distribute to the rural communities	08-03	Ongoing
Provide Instruction in English Competency	Provide specialized instruction and tutoring for participants with English language barriers.	09-03	Ongoing
Pilot Program – Maui Community College & Maui Oral Health Center	Initiate the pilot program on Maui through Maui Community College (MCC) and the Maui Oral Health Center. The Hawaii Primary Care Association (representing the Community Clinics) will work closely with MCC and assist with the development of the program. Once refined – the program will be offered on the other islands.	01-04	06-04
Provide Oral Health Services	Provide oral health care services through the Maui Oral Care Center and Community Clinics to uninsured, unemployed, and under-employed residents of Hawaii.	01-04	Ongoing
On-The-Job Training	Provide on-the-job training opportunities to program participants at the Community Clinics, the Maui Oral Care Center, and dental offices in rural Hawaii communities.	06-04	05-05
Certification	Students complete the program and receive their certification as a dental	05-05	05-05

	assistant of dental hygienist.		
Job Placement	Workforce Development Division and the dental advisory committees assist with placing program graduates.	05-05	Ongoing

D. Evaluation of Outcomes

Outcomes will be measured as follows:

- Number who enroll in programs
- Number who complete programs
- Number who receive English language instruction
- Number of residents who receive oral care services as a result of these programs.
- Number placed in employment

E. Phase out

This program will sustain itself beyond the Federal funding. The curricula for the dental assistants and hygienists will remain in place, as will the job placement relationships with the dentists and Community Clinics.

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Environmental Specialist Waste Management– Plasma Arc Technology Training

Statement of Work

The following proposed project is subject to further review and approval by the principal investigator (PI) prior to and during implementation and, when required, by the Grant Officer's Technical Representative (GOTR) with the U.S. Department of Labor (DOL). If the review determines that this proposed project or components of this project fail to comply with DOL grant guidelines and/or other mandatory rules and regulations governing the use of these funds, the principal investigator and/or GOTR may request that modifications be made to insure compliance. At the discretion of the principal investigator, approval to implement this proposed project or components of this project may be denied for reasons of non-compliance with grant technical requirements or grant objectives.

A. Target group to be served

Participants for this pilot program will be recruited from unemployed, underemployed, and other residents on the island of Oahu.

B. Services to be provided

Curriculum Development

Specialized curriculum related to Plasma Arc Waste Disposal technology will be developed and merged with exiting curricula to create an environmental specialist / waste management track. An advisory committee will be formed to provide guidance for program development and job placement assistance.

Environmental Specialist Training

Provide environmental and waste management courses at one of the Oahu Community Colleges located near an existing Plasma Arc Gasification and Vitrification Waste Disposal facility on Oahu's leeward coast.–Students will learn about waste disposal and management, technologies for disposal and storage, and toxic and hazardous waste handling techniques.

On-The-Job Training

Participants will receive on-the-job training at the Asian Pacific Environmental Technologies plant in Campbell Industrial Park on Oahu. Other hosts for on-the-job training participants will be sought.

Job Placement Assistance

Workforce Development Division of the Hawaii Department of Labor and Industrial Relations will be informed of this new training opportunity. Human resource departments at companies requiring personnel with special skills in waste management will be encouraged to recruit program graduates. Members of the advisory committee will assist with placement recommendations.

C. Work Plan / Time Schedule / Deliverables

Deliverable	Tasks	Start Date	End Date
Recruit Advisory Committee	Recruit advisory committee members from businesses and government involved with waste disposal. They will provide input on program development and placement of program graduates.	07-03	09-03
Curriculum Development	Develop environmental specialist, hazardous waste, plasma arc technology courses.	09-03	06-04
Recruit Participants	Participants will be recruited via local Workforce Development Division offices. Companies with a need for personnel skilled in waste management will be notified about the training availability.	01-04	08-04
Deliver Classroom Training	Courses will be offered for this pilot at one of the Oahu Community Colleges	09-04	05-05
On-The-Job Training	As part of their Environmental Specialist Certification, participants will work at a waste disposal facility or other entity involved with waste management.	01-05	05-05
Certification	Participants complete formal training and receive certification.	05-05	Ongoing
Job Placement Assistance	Job placement assistance is provided by the Oahu Workforce Development Division offices and by human resource departments of companies recruited during development stages of the program.	05-05	Ongoing

D..Evaluation of Outcomes

Outcomes will be measured as follows:

- Number of participants enrolled in training
- Number of participants who complete the training
- Number of participants who receive on-the-job training
- Number of participants placed in employment.

E. Phase out

This environmental specialist training program will remain available through the Community College after the initial pilot period. Federal funding will not be required to sustain the program and employers will be encouraged to recruit graduates.

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Fire Fighter, Wild Land Fire (Red Card), & First Responder Training

Statement of Work

The following proposed project is subject to further review and approval by the principal investigator (PI) prior to and during implementation and, when required, by the Grant Officer's Technical Representative (GOTR) with the U.S. Department of Labor (DOL). If the review determines that this proposed project or components of this project fail to comply with DOL grant guidelines and/or other mandatory rules and regulations governing the use of these funds, the principal investigator and/or GOTR may request that modifications be made to insure compliance. At the discretion of the principal investigator, approval to implement this proposed project or components of this project may be denied for reasons of non-compliance with grant technical requirements or grant objectives.

A. Target group to be served

Participants for the Red Card and First Responder training will be recruited from the unemployed, underemployed, low-income, and other residents of rural Hawaii communities.

Specialty training participants will be recruited from currently employed fire fighters with the four county (Kauai, Oahu, Maui, and Hawaii) fire departments in Hawaii.

...

B. Services to be provided

Red Card Training

Provide "Red Card" certification training at Volcano (Big Island) National Park Service Facility. Hawaii Community College will coordinate this training program. The Red Card is the standard interagency certification stating a person is qualified to fight wildland fires.

First Responder Training

Provide participants training to respond to emergencies and disasters, including terrorism. Participants will study medical, accident, fire, terrorism, and other types of emergencies utilizing "best practices" established in the wake of 9/11.

Specialty Fire Training

This training will be a continuation of the first year training. Specialty training in marine, building, structural, hazardous materials, and anti-terrorism techniques.

Equipment Purchase

Equipment for a statewide fire specialty training facility will be purchased. Currently, evaluations are underway to determine the most appropriate equipment to purchase. A burn unit is the first scheduled major piece of equipment to be purchased. Marine, aircraft, and other

major reusable training equipment are possibilities. The Fire Chiefs from each island are collaborating and will determine which equipment receives the highest priority.

Distance Education Development – Fire Science

Provide support to deliver the Honolulu Community College Fire Science program via distance education. Course work will require adaptation to distance learning. Videos, interactive web site development and video conferencing will be utilized.

C. Work Plan / Time Schedule / Deliverables

Deliverable	Tasks	Start Date	End Date
Fire Science Distance Education Development	Adapt current Fire Science program at Honolulu Community College for distance learning.	07-03	12-03
Red Card Training	Hawaii Community College and the National Park Service collaborate and deliver Red Card certification training to Hawaii Island residents.	01-04	Ongoing
First Responder Training	Hawaii Community College delivers updated First Responder training in rural communities on the island of Hawaii. Once the pilot program is refined, training will occur on the other islands.	01-04	Ongoing
Determine and Secure Site Location for State Fire Training Facility	Continue discussions with the Hawaii National Guard regarding the use of Kalealoa (formerly Barber’s Point) on the island of Oahu as a statewide fire training facility. Secure use of the site. Investigate other potential sites should Kalealoa not be feasible.	07-03	12-03
Specialty Equipment Purchase	Once a site for the statewide fire training facility has been secured, purchase specialty equipment to be used by trainees for skills upgrading.	01-04	06-04
Specialty Fire Training	Once training site is developed, provide specialty training to fire fighters and other agencies whose personnel require upgraded skills.	06-04	Ongoing
Red Card Graduation	Participants in Red Card training program graduate and receive certification.	06-04	Ongoing
First Responder	Participants in First Responder training	06-04	Ongoing

Graduation	program graduate and receive certificate.		
Job Placement Assistance	The Workforce Development Division of the Hawaii Department of Labor and Industrial Relations provides Job placement assistance to graduates of the First Responder program. Red Card graduates will be assisted by the National Park Service and the Honolulu Community College Fire Science Program for job placement.	06-04	Ongoing

D. Evaluation of Outcomes

Outcomes will be measured as follows:

Red Card Training

- Number who enroll
- Number who graduate
- Number placed in employment

First Responder Training

- Number who enroll
- Number who graduate
- Number who achieve employment

Fire Science Distance Program

- Number who enroll
- Number who graduate
- Number who achieve employment

Fire Fighter Specialty Training

Number who receive training utilizing the new equipment – eliminating the need for mainland training.

E. Phase out

These programs will continue after the Federal funding expires. The Honolulu Community College Fire Science program will be enhanced and available statewide once the distance education curriculum adaptation is complete.

The First Responder and Red Card training will be available to residents on all islands once the pilot programs have been refined.

The Statewide Fire Training Facility will continue to serve all of Hawaii’s fire departments and will be supported jointly by the departments.

Mauna Kea Astronomy Industry Workforce Support

Statement of Work

The following proposed project is subject to further review and approval by the principal investigator (PI) prior to and during implementation and, when required, by the Grant Officer's Technical Representative (GOTR) with the U.S. Department of Labor (DOL). If the review determines that this proposed project or components of this project fail to comply with DOL grant guidelines and/or other mandatory rules and regulations governing the use of these funds, the principal investigator and/or GOTR may request that modifications be made to insure compliance. At the discretion of the principal investigator, approval to implement this proposed project or components of this project may be denied for reasons of non-compliance with grant technical requirements or grant objectives.

A. Target group to be served

Participants for the Metalworking and Machinist training program will be recruited from the Mauna Kea observatory community, the general public on the island of Hawaii, Workforce Development clients, and other social service agencies providing employment services. Special emphasis will be placed on targeting incumbent workers in the metal trades, displaced workers, and others with an interest or an aptitude for metalworking.

B. Services to be provided

Metalworking and Machinist Training

Entry-level training: Course includes classroom instruction and hands-on experience in the shop and the computer lab. The class covers safety and general shop skills, blueprint reading, shop math, use of measuring tools, and machining operations. Trainees learn setups and basic operations of milling machines, engine lathes, drill presses, grinders, and other metalworking equipment. The program includes CNC operations.

Professional development certificate programs: Different courses offered covering the following topics and possibly more as demand dictates: Basic Computer Numerical Control (CNC) Operations, Software training in Computer Aided Design (CAD) and Computer Aided Manufacturing (CAM), Blueprint Reading & Geometric Dimensioning and Tolerancing, and Mechanical Inspection.

New Equipment to be Provided:

Equipment to be determined after consultation with Astronomy and other sectors requiring machine shop services. All purchases will be cleared with the Grant Officer's Technical Representative and follow all Federal procurement guidelines.

Job Placement Services

The Hawaii island Workforce Development Division of the Hawaii Department of Labor and Industrial Relations will provide job placement services to program participants.

C. Work Plan / Time Schedule / Deliverables

Deliverable	Tasks	Start Date	End Date
Continue to Develop Metalworking and Machinist Training Curriculum	Enhance curriculum developed during first year of operation. Collaborate with employers, review literature and similar programs at other colleges, and develop curriculum relevant to existing training needs in metalworking on the island of Hawaii.	07-03	12/03
Recruit Metalworking Program Participants	Prepare flyers, advertising, and other media presentations for recruiting participants, both from the Mauna Kea observatory community and Hawaii island residents in rural communities.	07/03	Ongoing
Purchase Metalworking Equipment and Supplies	Following Federal guidelines, request quotations for equipment and select qualifying bids as appropriate. Purchase all materials and supplies required for the training programs.	09/03	03-04
Provide Metalworking Training	Provide entry level training in the following areas: Safety and general shop skills, blueprint reading, shop math, use of measuring tools, and machining operations, basic operations of milling machines, engine lathes, drill presses, grinders, and other metalworking equipment. Professional development programs will cover basic CNC operations, software training in CAD and CAM, blueprint reading, and mechanical inspection.	01-04	Ongoing
Certification and Job Placement Services	Participants complete training and receive certificates of completion or competency where applicable. Job placement services are extended to unemployed or underemployed participants.	06-04	Ongoing

D. Evaluation of Outcomes

Outcomes for the training will be measured as follows:

- Number of participants who enroll
- Number of participants who complete training
- Number of participants who upgrade skills and retain employment
- Number of participants who achieve employment

E. Phase out

The Metalworking/Machinist program will leave significant training equipment infrastructure in place after the program is completed. There are more than 138 businesses on the island of Hawaii that employ metalworkers and maintenance workers that have a need for metalworking skills. Due to the fact that modern training equipment will be purchased with this grant, the training initiated under this program will be able to continue beyond the grant funding.

Pacific Missile Range Facility **High Tech Workforce Training**

Statement of Work

The following proposed project is subject to further review and approval by the principal investigator (PI) prior to and during implementation and, when required, by the Grant Officer's Technical Representative (GOTR) with the U.S. Department of Labor (DOL). If the review determines that this proposed project or components of this project fail to comply with DOL grant guidelines and/or other mandatory rules and regulations governing the use of these funds, the principal investigator and/or GOTR may request that modifications be made to insure compliance. At the discretion of the principal investigator, approval to implement this proposed project or components of this project may be denied for reasons of non-compliance with grant technical requirements or grant objectives.

A. Target group to be served

Participants will be recruited from the employee base of the Pacific Missile Range Facility and its sub-contractors and also from the general public located in rural communities on Kauai. Targeted participants must have certain base skills as this program is not designed to provide for entry-level employment.

B. Services to be provided

Network Hardware and Software Training

Participants will receive training in Cisco routers and switches, network administration, and engineering design software.

Electronics

Participants will receive training in electronic theory and components relevant to the PMRF and its sub-contractors. Training may cover the following topics: Voltage current resistors, semiconductor materials, digital circuits, analog memory devices such as RAM, Flash, EPROM, EEPROM circuits, microprocessors and microcontrollers.

Supervisory and Management Skills Training

Select participants will undergo training to improve their supervisory skills. Topics covered: Role of the supervisor, creative problem solving, team building, communications, customer service, conflict resolution, time management and delegation, motivation, stress management, productive performance appraisals, and managing change.

Classroom Equipment Enhancement

Due to the PMRF facility being declared off-limits to civilians as a result of heightened security measures, Kauai Community College has secured a classroom in West Kauai.

This new funding will be used to purchase equipment and supplies necessary for the type of training being delivered.

C. Work Plan / Time Schedule / Deliverables

Deliverable	Tasks	Start Date	End Date
Continue with Curriculum Development	Collaborate with PMRF and sub-contractors and continue to identify specific training needs. Develop appropriate curriculum.	07/03	01-04
Recruit Participants	Prepare flyers, advertising, and other media presentations for recruiting participants, both from PMRF and its sub-contractors and Kauai residents in rural communities.	09/03	Ongoing
Procurement of Equipment and Supplies	Following Federal guidelines, request quotations for equipment and select qualifying bids as appropriate. Purchase all materials and supplies required for the training programs.	07-03	12-03
Deliver Training Programs	Participants attend courses in Network Hardware and Software Applications, Electronics, and Supervisory and Management Skills Training.	01-04	Ongoing
Certification and Job Placement Services	Participants complete training and receive certificates of completion or competency where applicable. Job placement services are extended to non-PMRF employees.	06-04	Ongoing

D. Evaluation of Outcomes

Outcomes will be measured as follows:

- Number of participants who enroll in the training programs
- Number of participants who complete training
- Number of participants who upgrade skills and retain employment
- Number of participants who achieve employment

E. Phase out

This program will establish a model for a college/employer partnership that will serve the employer's training needs. Curriculum developed, training manuals, and equipment and supplies purchased will remain in place after the grant. The new classroom facility in West Kauai will remain in place after the Federal funds expire.

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Student Work Experience Program (Stars)

Statement of Work

The following proposed project is subject to further review and approval by the principal investigator (PI) prior to and during implementation and, when required, by the Grant Officer's Technical Representative (GOTR) with the U.S. Department of Labor (DOL). If the review determines that this proposed project or components of this project fail to comply with DOL grant guidelines and/or other mandatory rules and regulations governing the use of these funds, the principal investigator and/or GOTR may request that modifications be made to insure compliance. At the discretion of the principal investigator, approval to implement this proposed project or components of this project may be denied for reasons of non-compliance with grant technical requirements or grant objectives.

A. Target group to be served

Participants will be recruited from low-income housing facilities on Maui during the pilot phase of this program. All residents of Maui will be eligible. The focus will be on single mothers with multiple barriers to attending college and advancing their careers

B. Services to be provided

- ?? Special counseling and mentoring during first two years attending classes.
- ?? On-campus employment. Maximum of 20 hours per week. Efforts will be made to place students in employment that is aligned with their career goals. Some students may be placed with local health care facilities or County and State offices.
- ?? Workshops: Stress Management, time management, speed-reading, etc.
- ?? Financial Aid Planning: Teach participants how to apply for various types of financial aid available.

C. Work Plan / Time Schedule / Deliverables

Deliverable	Tasks	Start Date	End Date
Recruit Participants	Recruit participants for Fall 2004 and Spring 2005 semester enrollment.	07-04	Ongoing
Screening and Counseling	Interview all candidates, test for math and English skills, and make sure they are really committed to school.	07-04	Ongoing
Enrollment	Provide assistance with the enrollment and registration process.	08-04	08-04 & 11-04
Arrange Half Time Employment.	Place students in jobs on campus, state or county government offices, or with local health care facilities. Half time employment that meshes with student class schedule.	08-04	Ongoing
Mentoring and	Provide mentoring and counseling.	10/04	Ongoing

Workshops - Ongoing	Provide a variety of workshops on an ongoing basis designed to help students deal with the challenges of raising a family, attending school, and working.		
Graduation / Employment / Continue to 4 Year Degree	Students graduate and are provided job placement assistance or they continue as students with the objective of earning a 4 year degree.	06/06	Ongoing

D. Evaluation of Outcomes

Outcomes will be measured by the following criteria:

- ?? Number of participants recruited
- ?? Number screened and tested
- ?? Number who enroll in school
- ?? Number who graduate
- ?? Number who achieve unsubsidized employment

E. Phase out

This pilot program will be institutionalized as it proceeds. The counseling office and cooperative education office are involved and providing guidance. All materials and manuals developed will be retained.

Huinet Case Management / Referral / Reporting System

Statement of Work

The following proposed project is subject to further review and approval by the principal investigator (PI) prior to and during implementation and, when required, by the Grant Officer's Technical Representative (GOTR) with the U.S. Department of Labor (DOL). If the review determines that this proposed project or components of this project fail to comply with DOL grant guidelines and/or other mandatory rules and regulations governing the use of these funds, the principal investigator and/or GOTR may request that modifications be made to insure compliance. At the discretion of the principal investigator, approval to implement this proposed project or components of this project may be denied for reasons of non-compliance with grant technical requirements or grant objectives.

A. Target group to be served

Targeted population will include residents of the state of Hawaii who interact or require services from Federal, State, local, University and non-profit social service agencies. Agencies who serve these populations will also benefit from this software application.

B. Services to be provided

?? Software Application Development

Continue developing the Huinet Case Management and Referral Application

?? **Case Management and Job Placement Assistance**

This new software application will allow participating agencies to deliver more efficient case management, job placement assistance, and electronic inter-agency referral services.

?? **Reporting and Data Collection**

The software will allow multiple grant recipients to submit reports directly to the U.S. Department of Labor. The software will identify services provided and allow for follow-up with program participants.

C. Work Plan / Time Schedule / Deliverables

Deliverable	Tasks	Start Date	End Date
Application Development	Continue development of software application utilizing user feedback to improve features and functionality.	07/04	05/05
Report Development	Develop report generator and web interface to allow agency users to create their own custom reports and data collection modules.	07/04	05/05

Agency Recruitment	Recruit Federal, State, University, local and non-profit agencies for inclusion in the Huinet system.	07/04	05/05
Software Training	Provide training in system use and confidentiality laws and regulations.	07/04	05/05
Follow-up Services and Data Collection	Contact program participants and determine their employment status after participating in RDP supported training programs. Refer individuals, when necessary, for other services as indicated in the follow-up interviews.	07/04	05/05

D. Evaluation of Outcomes

Outcomes will be measured by the following criteria:

- ?? Number of participants entered into the system
- ?? Number of agencies utilizing the system
- ?? Number of participants referred to partner agencies for services

E. Phase out

This software application will be hosted on University of Hawaii web servers when the Federal funding expires. Once the development process and beta testing cycles are completed, fees will be charged for the use of the program. These fees will allow for the continuation and expansion of the application as more users are added.

Personnel

Note: Personnel are shared between two U.S. Department of Labor grants. The Rural Development Project grant is administered by the same personnel as this grant. First year costs for personnel will be paid by the Rural Development Project grant funds and second year costs will be funded by this grant.

Statewide Office Administrative Staff

Statewide Program Coordinator

The Coordinator is responsible for planning, developing, implementing, and supervising the programs and associated activities of this grant and coordinating with government and non-profit agencies, private businesses, University officials, faculty and staff, island residents, and others concerned or affected. The Coordinator reports to the Principal Investigator and, with the assistance of the Associate Coordinator, supervises activities at all program sites across the state. Responsible for grant proposal submissions, contracts, and reporting. Ensures that programs are completed on time and in compliance with DOL requirements. Thorough knowledge of University, State, and Federal rules, regulations, practices, policies and procedures is necessary where applicable. Conducts meetings and training sessions with the general public, faculty and staff, University, County, State, and Federal officials. Works at Maui Community College and travels to all islands and remote communities around the state. Supervises and consults with the Associate Coordinator, Contract and Grant Associate, Island Project Directors and advisory committees on proposals for workforce training and economic development. Directs development of software applications and modifications and supervises their release and use via the World Wide Web and other platforms. Responsible for case management of clients served by the grant programs and software applications involved in tracking outcomes. Negotiates contracts and agreements with various service providers and government and non-profit agencies and private businesses to deliver services as required by the grant.

Associate Statewide Program Coordinator (AC)

The Associate Coordinator works closely with the Principal Investigator and the Statewide Program Coordinator and is required to handle many complex administrative and technical tasks to assist in the direction of the Rural Development Project. The AC reports to the Statewide Coordinator. Assists the PC in ensuring that programs are completed on time and in compliance with DOL requirements. Thorough knowledge of University, State, and Federal rules, regulations, practices, policies and procedures is necessary where applicable. Conducts meetings and training sessions with the general public, faculty and staff, University, County, State, and Federal officials. This position assists in the planning, developing, implementing, and supervising of the State and local programs and entails providing support for the coordination of the associated activities with government and non-profit agencies, private businesses, University officials, faculty and staff, island residents, and others concerned or affected. Works at Maui Community College and travels to all islands and remote communities around the state. Consults with Island Project Directors and advisory committees on proposals for workforce training and economic development. Assists the PC and staff software programmers in the

development of software applications and modifications. Ensures that all clients served are entered in case management system and that data collected is accurate. Works closely with all Island Project Directors and sub-contractors to ensure that client follow-up requirements are met and that program services are effective. Responsible for the accuracy of participant reports on a statewide basis. Assists the PC during negotiation of contracts and agreements with various service providers and government and non-profit agencies and private businesses to deliver services as required by the grant. Required to assume the role and responsibilities of the Director when needed.

Contracts & Grants Associate

The Contracts and Grants Associate works closely with the Statewide and Associate Rural Development Coordinators and is required to handle many complex administrative and technical tasks to assist in the acquisition of funds and development of contracts that maintain alignment with Rural Development Project goals. This position assists in the negotiating and implementation of Statewide contracts, assists with the development of grant proposals, and supports the coordination of the associated activities with government and non-profit agencies, private businesses, University officials, faculty and staff, island residents, and others concerned or affected. Reports to the Coordinator and Associate Coordinator. Thorough knowledge of University, State, and Federal rules, regulations, practices, policies and procedures is necessary where applicable. Conducts workshops and information sessions to appropriate contracted personnel on procedures and changes pertinent to Federal, State, and University guidelines. Works at Maui Community College and travels to all islands and remote communities around the state. Consults with Island Project Directors and advisory committees on the preparation of contracts and proposals for workforce training and economic development. Works closely with the RDP programmers in developing user manuals for software applications and provides technical support for application users. Reviews and assembles reports from all Island Project Directors and assists in the preparation of final statewide and cumulative local reports for submittal to DOL. Prepares reports and correspondence for internal and external review/distribution.

Administrative Assistant

This position is focused on procurement of goods and services required for workforce and economic development programs delivered via University facilities throughout the state. Requires frequent telephone, e-mail and fax communication with all Island Project Directors and administrative staff to implement program activities. Works with the Lanai and Molokai project directors and administrative staff to complete procurement and travel paperwork that is processed through the Maui business office. This position provides a key link between the MCC business office and the other island offices. Interacts daily with the business office staff to accomplish various project related tasks and guides project staff through the processes. Interacts as needed with public agencies and frequently with other MCC departments and the Community Advisory members for the Rural Development Programs. Performs other program support tasks as needed upon request of the Statewide Program Coordinator and is ready and able to interact and work with all project associates. Needs to use judgment in prioritizing work tasks so as to accommodate last minute requests for document preparation, meeting arrangements, or travel arrangements. Works under moderate supervision of the Statewide Program Coordinator.

Utilization

The following products will be developed utilizing these grant funds:

Teacher Preparation

This program will prepare more teachers to successfully enroll in the UH Manoa College of Education Teacher Certification Program. The PRAXIS preparation online self-paced learning software can also be used by individuals who need to upgrade their math or English skills for entry into employment.

Baccalaureate Development and Community College Infrastructure Support

The new Applied Business and Technology Degree will enable students to compete for jobs that typically were filled with individuals from the mainland. The partnership with Maui Electric Company and the savings realized from the new power equipment will be directed to instructional support.

Rural Educational Assistant Training

Special courses focusing on education and classroom management will remain in place and be utilized throughout the University of Hawaii System. The ParaPro online self-paced learning software will enable students from remote communities to prepare for the NCLB requirements and pass the mandated tests.

Private & State Hospital Health Care Worker Training

This program will leave effective recruitment and training techniques in place after the funding expires. Increasing the number of graduates from the UH Nursing Schools will help alleviate a shortage of nurses that is projected to get worse.

Community Clinic Dental Assistant Training

This program will provide the only dental auxiliary training of its kind on most of the islands and allow Hawaii residents to compete for jobs in the dental care profession. By placing students in the Community Clinics, more uninsured Hawaii residents will have access to oral health care and better health.

Environmental Specialist – Plasma Arc Technology Training

This new training at the Community Colleges will address a need for special skills in waste disposal and new technologies being introduced. Island communities have limited space for waste disposal and this training will prepare individuals for jobs with companies utilizing Plasma Arc Gasification and Vitrification. This new technology reduces the volume of waste and pollution generated.

Fire Fighter Specialty Training, Red Card Certification, First Responder Training

New equipment purchased for the statewide fire training facility will be utilized for years to come. Hawaii, Maui, Oahu, and Kauai County Fire Departments will send personnel to the

facility for specialty training (structural, aircraft, marine, hazardous materials). Previously, they would have to send their personnel to the mainland for this type of training.

The Red Card certification will allow program graduates to seek employment fighting wildland fires, both in Hawaii, and on the mainland.

Mauna Kea – Astronomy Industry Workforce Support

The enhancement of the Hawaii Community College machine shop training facility will enable the College to support the astronomy industry and the workforce. The capacity to train individuals using equipment utilized in the metal trades will enable Hawaii residents to achieve employment with businesses supporting the Astronomy sector and reduce the amount of outsourcing of work to the mainland.

Pacific Missile Range Facility High Tech Workforce Training

Continuing to support the high tech training for sub contractors to the Pacific Missile Range Facility will allow Kauai residents to achieve employment and reduce the need for employers to import workers from the mainland. The new classroom facility in West Kauai (Waimea) will remain in operation and continue to serve the base and its contractors after the Federal funds expire.

Work Study Program

Program for supporting single parents with significant barriers to upward mobility in the workplace. Participants enroll in college full time and are given the opportunity to work on campus part time. Extensive mentoring support is provided and students are taught how to utilize resources available to individuals in need. Program will be sustainable beyond the life of these funds. It is becoming institutionalized. Documentation and manuals will be created.

Huinet Case Management & Referral System

More than ten programs around the state of Hawaii are already using this software application for tracking and referring clients who are receiving assistance in a social service and workforce development environment. The web-based application is accessible from anywhere and allows for report generation. This system will be left in place after the grant expires.

Budget

SEE PROPOSAL PREPARATION GUIDE, SECTION 7, for additional worksheets and instructions.

EXPLAIN or justify the amounts entered in Column A for Items 1-7 and Item 9-10 in the narrative. The narrative ties the grant budget to the proposal's Statement of Work. If some of the funds supporting the Statement of Work come from other sources, explain that here so that your budget will be viewed in correct context. No recommendations for page length.

PART II – BUDGET INFORMATION

SECTION A – Budget Summary by Categories

	(A)	(B)	(C)
1. Personnel	1,397,554	0	1,397,554
2. Fringe Benefits (Rate 29.97% or 10%)	418,848	0	418,848
3. Travel	92,000	0	92,000
4. Equipment	788,000	0	788,000
5. Supplies	329,432	0	329,432
6. Contractual	868,189	0	868,189
7. Other	95,178	0	95,178
8. Total, Direct Cost (Lines 1 through 7)	3,989,201	0	3,989,201
9. Indirect Cost (Rate 27.3%)	673,767	0	673,767
10. Training Cost	337,032	0	337,032
11. TOTAL Funds Requested (Lines 8 through 10)	5,000,000	0	5,000,000

SECTION B – Cost Sharing/Match Summary (if appropriate)

	(A)	(B)	(C)
1. Cash Contribution	N/A	N/A	N/A
2. In-Kind Contribution			
3. TOTAL, Cost Sharing/Match (Rate %)			

NOTE: Use Column A to record funds requested for the initial period of performance (i.e., 12 months, 18 months, etc.); Column B to record changes to Column A (i.e., requests for additional funds or line item changes); and Column C to record the totals (A plus B).

Budget page 1

Budget Page 2

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Line Item Budget Narrative

Personnel

\$218,600 - State Office Administrative Staff.

One Statewide Coordinator, Associate Coordinator, Contracts & Grants Associate, Administrative Assistant

\$144,000 - Rural Teacher Preparation

Provides support for a central coordinator and one part-time person on each island to support distance education and student support. Two years.

\$300,000 – Baccalaureate Development & Community College Infrastructure Support

Provides funding for two faculty and support staff for the Applied Business and Technology Degree Program. Covers a two-year period. After two years – the tuition generated by the program will fund the personnel costs.

\$135,000 – Rural Educational Assistant Training

Provides support for a central coordinator and one part-time person on each island to support distance education and student support. Two years.

\$160,000 – Private & State Health Care Worker & Nurse Training

Provides support for a central coordinator and one part-time person on each island to support distance education and student support. Two years.

\$100,000 – Community Clinics – Dental Assistant Training

Provides support for instructors and lecturers and a part-time coordinator.

\$60,000 – Environmental Specialist - Plasma Arc Technology Training

Provides support for a program curriculum developer and coordinator.

\$55,000 – Fire Fighter, Red Card, First Responder Training

Provides support for a central coordinator and instructors and lecturers

\$55,000 – Mauna Kea Astronomy Industry Workforce Support

Provides support for a instructors and lecturers.

\$50,000 – Pacific Missile Range Facility High Tech Workforce Training

Provides support for a instructors and lecturers.

\$10,000 – Outside Evaluation Component

Provides support for a staff person to coordinate with the outside contractor providing the evaluation services.

\$35,542 - Work Study Program

Students who qualify for financial aid work 20 hours or less per week and attend college full time.

\$74,412 - Case Management Support – Huinet

Support for software development and tracking of participants in programs. Allows for referral to other agencies for services required.

Total “Personnel” funding for new programs: \$1,397,554

Fringe Benefits

Fringe benefits are calculated at 29.97% for permanent employees with benefits. Casual and part time employee fringe benefits are calculated at 10%.

Travel

\$36,000 – Statewide Office Administrative Travel

Interisland airfare is currently approximately \$80.00 one-way. Car rentals are calculated at \$50.00 per day. Per diem costs are estimated at \$40.00 per day. A typical trip to another island costs \$250.00 per person.

6 trips per month (meetings) @ \$250 = \$1,500 x 12 months = \$18,000

4 trips per month (technical support and training, & oversight) @ \$250 = \$1,000 x 12 months = \$12,000

2 mainland trips (DOL meeting for Director & Principal Investigator) @ \$3,000 = \$6,000

\$12,000 - Rural Teacher Preparation & Training

Support for travel for coordinator, instructors, and staff.

\$10,000 – Baccalaureate Development & Community College Infrastructure Support

Support for travel for faculty, instructors and staff.

\$5,000 – Rural Educational Assistant Training

Support for travel for coordinator.

\$10,000 – Private & State Health Care Worker & Nurse Training

Support for travel for coordinator and island support personnel.

\$5,000 – Community Clinics – Dental Assistant Training

Support for travel for coordinator and lecturers and instructors.

\$10,000 – Fire Fighter Specialty / Red Card / First Responder Training

Support for travel for coordinator, instructors, and lecturers

\$2,000 – Mauna Kea Astronomy Industry Workforce Support

Support for travel for instructors, and lecturers

\$2,000 – Outside Evaluation Component

Support for staff and director travel to complete evaluation.

Total “Travel” funding for new programs: \$92,000

Equipment

\$18,000 – Statewide Office Administration - Equipment

Allows for purchase of video conferencing equipment and computer servers to allow for better communications and management and reduce reliance on travel.

\$210,000 – Rural Teacher Preparation & Training

Allows for purchase of HITS interactive television equipment for neighbor island facilities. Supports distance education.

\$300,000 – Baccalaureate Development & Community College Infrastructure Support

Purchase electrical power equipment (to be determined by Maui Electric Company) for increased campus energy efficiency and savings to be directed to instruction and Applied Business and Technology Degree program.

\$10,000 – Environmental Specialist – Plasma Arc Technology Training

Purchase classroom equipment required for training. To be determined by instructors.

\$150,000 – Fire Fighter / Red Card / First Responder Training

Purchase equipment for use at the statewide fire training facility. Fire Council will determine equipment specifications.

\$100,000 – Mauna Kea Astronomy Industry Workforce Support

Purchase new equipment for machine shop training facility at Hawaii Community College. Instructors will determine equipment requirements.

Total “Equipment” funding for new programs: \$788,000

Supplies

\$10,000 – Statewide Office Administration - Supplies

Allows for purchase of supplies for statewide administration of the programs. Paper, office supplies, computers (when necessary), etc.

\$13,361 – Rural Teacher Preparation and Training

Allows for purchase of supplies for program. Paper, office supplies, computers (when necessary), etc.

\$125,000 – Baccalaureate Development and Community College Infrastructure Support

Allows for purchase of supplies for program. Paper, office supplies, computers (when necessary), etc. Will include computers and classroom supplies, power related supplies for the Applied Business and Technology Degree Program.

\$21,115 – Rural Educational Assistant Training

Allows for purchase of supplies for program. Paper, office supplies, computers (when necessary), classroom supplies, etc.

\$12,350 – Private & State Health Care Worker & Nurse Training

Allows for purchase of supplies for program. Paper, office supplies, computers (when necessary), classroom supplies, etc.

\$11,778 – Community Clinics – Dental Assistant Training

Allows for purchase of supplies for program. Paper, office supplies, computers (when necessary), classroom supplies, etc.

\$21,633 – Environmental Specialist – Plasma Arc Technology Training

Allows for purchase of supplies for program. Paper, office supplies, computers (when necessary), classroom supplies, etc.

\$25,000 – Fire Fighter / Red Card / First Responder Training

Allows for purchase of supplies for program. Paper, office supplies, computers (when necessary), classroom supplies, etc.

\$34,348 – Mauna Kea Astronomy Industry Workforce Support

Allows for purchase of supplies for program. Machine shop tools and machinery with a unit cost of less than \$5,000.00 Paper, office supplies, computers (when necessary), classroom supplies, etc.

\$37,847 – Pacific Missile Range Facility High Tech Workforce Training

Allows for purchase of supplies for program. Routers and other computer networking hardware and software. Paper, office supplies, computers (when necessary), classroom supplies, etc.

\$5,000 – Outside Evaluation Component

Allows for purchase of supplies required to produce the evaluation.

\$2,000 – Work Study Program

Purchase materials and supplies for student workers.

\$10,000 - Case Management Support – Huinet

Purchase materials and supplies – including computers and network equipment for remote case management support and tracking of participants in programs. Allows for referral to other agencies for services required.

Total “Supplies” funding for new programs: \$329,342

Contractual

\$10,000 – Rural Teacher Preparation & Training

Contract with the UH Manoa College of Education for program support.

\$458,189 – Private & State Health Care Worker & Nurse Training

Allows for contracts with hospitals and nursing programs for training of workforce.

\$100,000 – Community Clinics – Dental Assistant Training

Allows for contracting Community Clinics for training support.

\$50,000 – Environmental Specialist – Plasma Arc Technology Training

Allows for contracts with businesses to provide training support and program development.

\$150,000 – Fire Fighter / Red Card / First Responder Training

Allows for contracts with businesses and Counties to provide training support and program development.

\$100,000 – Outside Evaluation Component

Allows for contract with third party company to evaluate and report on RDP / RJTI programs.

Total “Contractual” funding for new programs: \$868,189

Other

\$10,000 – Statewide Office Administration - Other

Allows for purchase of advertising, repairs, rental of office equipment, and other costs associated with the administration of the grant.

\$5,290 – Rural Teacher Preparation and Training

Costs of advertising, utilities, repairs, rental of office equipment, and other costs associated with the program.

\$24,972 – Baccalaureate Development and Community College Infrastructure Support

Costs of advertising, utilities, repairs, rental of office equipment, and other costs associated with the program.

\$5,000 – Rural Educational Assistant Training

Costs of advertising, utilities, repairs, rental of office equipment, and other costs associated with the program.

\$2,930 – Private and State Health Care Worker and Nurse Training

Costs of advertising, utilities, repairs, rental of office equipment, and other costs associated with the program.

\$5,000 – Community Clinics – Dental Assistant Training

Costs of advertising, utilities, repairs, rental of office equipment, and other costs associated with the program.

\$5,000 – Environmental Specialist – Plasma Arc Technology Training

Costs of advertising, utilities, repairs, rental of office equipment, and other costs associated with the program.

\$5,986 – Fire Fighter / Red Card / First Responder Training

Costs of advertising, utilities, repairs, rental of office equipment, and other costs associated with the program.

\$10,000 – Mauna Kea Astronomy Industry Workforce Support

Costs of advertising, utilities, repairs, rental of office equipment, and other costs associated with the program.

\$15,000 – Pacific Missile Range Facility High Tech Workforce Training

Costs of advertising, utilities, repairs, rental of office equipment, and other costs associated with the program.

\$2,000 – Outside Evaluation Component

Costs of advertising, utilities, repairs, rental of office equipment, and other costs associated with the program.

\$2,000 – Work Study Program

Purchase of advertising, utilities, repairs, rental of office equipment, and other costs associated with the program.

\$2,000 – Case Management Support - Huinet

Purchase of advertising, utilities, repairs, rental of office equipment, and other costs associated with the case management & support program.

Total “Other” funding for new programs: \$95,178

Indirect Cost

The University of Hawaii has a negotiated indirect cost agreement with the Federal government. The current rate for training programs is 27.3%

There are no indirect costs charged against equipment purchases, training or tuition costs. The indirect cost rate is only charged against the first \$25,000 of any contractual agreement.

Training Cost

\$87,030 – Rural Educational Assistant Training

Tuition and possibly stipend support may be provided for some participants in this pilot program. Once program is tested and refined, participants or institutions will pay tuition and other support.

\$200,001 – Private & State Health Care Worker & Nurse Training

Tuition and possibly stipend support may be provided for some participants in this pilot program. Once program is tested and refined, participants or institutions will pay tuition and other support.

\$50,001 – Fire Fighter / Red Card / First Responder Training

Tuition and possibly stipend support may be provided for some participants in this pilot program. Once program is tested and refined, participants or institutions will pay tuition and other support.

Total “Training” funding for new programs: \$337,032

Evaluation Component

The Rural Job Training Initiative and Rural Development Project will contract with a third party to conduct an independent evaluation of both grant programs.

The Rural Development Office of the University of Hawaii located in Maui, Hawaii will be soliciting for bid proposals to conduct an independent evaluation of an employment and training and rural development project funded by the U.S. Department of Labor, Employment and Training Administration. The Office of Hawaii Rural Development is currently operating 2 projects that will be the subject of this evaluation.

The evaluation process will include outcome analysis and an impact study

Indirect Cost Agreement

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