

DAVID Y. IGE
GOVERNOR

DOUGLAS S. CHIN
LIEUTENANT GOVERNOR



LESLIE WILKINS
CHAIRPERSON

ALLICYN C.H. TASAKA
EXECUTIVE DIRECTOR

STATE OF HAWAII
WORKFORCE DEVELOPMENT COUNCIL
830 Punchbowl Street, Suite 417, Honolulu, Hawaii 96813
Phone: (808) 586-8630 Web: <http://labor.hawaii.gov/wdc/>

SECTOR STRATEGIES AND CAREER PATHWAYS COMMITTEE MEETING
Friday, July 13, 2018
9:00 A.M. – 10:00 A.M.
Princess Ruth Keelikolani Building
830 Punchbowl Street, WDC Conference Room 416
Honolulu, Hawaii 96813

MINUTES

ATTENDEES:

Sunshine Topping, Committee Chair, Vice President of Human Resources, Hawaiian TelCom
Sean Knox, Committee Vice Chair, President, Hawaii Employment Services
Mel Resonable (representing Alicia Moy, President, Hawaii Gas Co.)
Lois Hamaguchi, Office of the Director for Career and Technical Education (CTE), UH
Dina Yoshimi, Hawaii Language Roadmap Initiative
Faustino Dagdag, UH – Leeward Community College/Society for Human Resource Management
Yvette Gibson, HR Manager, Hawaii Pacific Health

GUEST:

Robbie Anne Kane, Hawaii Community Foundation

STAFF:

Allicyn Tasaka, Executive Director, Workforce Development Council
Maria-Elena Diaz, Employment Analyst, Workforce Development Council

- I. **Call to Order**.....*Committee Chair, Sunshine Topping*
The meeting was called to order at 9:10 a.m. by Committee Chair Sunshine Topping.

- II. **Approval of Minutes**
 - A. May 25, 2018 Minutes
A motion to approve the minutes of the May 25, 2018, meeting, as amended by Dina Yoshimi was made by Dina Yoshimi. The motion was seconded by Sean Knox. The motion to approve the minutes as amended was approved unanimously.

The revised minutes submitted by Yoshimi is as follows.

Bernadette also shared that they have been working for five years on integrating a language program into a career pathway. Dina Yoshimi from the Hawaii Language Roadmap Initiative, has been talking with employers and national CTE, and has been told that there is an interest in incorporating language (i.e., a second language in addition to English)is an addition. It's career first, with workforce-level language competence as an additional opportunity to increase work prospects. People recognize that language is important at every level of career. In Japan, for example, everyone is bilingual at the top. In developing a new career pathway with language, ~~the~~ the best thing to do is pick a career where language is central.

Interpreting and translating are huge needs, and interpreters are in short supply. There is currently a shortage in the courts, the county, and globally. ~~The industry is a \$40 billion industry. The Translation~~ work can be done at home, and in Hawaii, and could be a new industry to grow. Hawaii has access to many languages that are part of new opening markets, and could build this high growth industry. Students with a certain level of fluency could be ~~trained~~ come certified in a five-class certificate program at UH. Basic skills are taught, and areas of specialization include legal, medical, and community interpreting. This program is already offered at all the community colleges and could become part of the Early College high school classes, which could bring in a communication career pathway. There are other jobs associated with translation skills such as localization specialists, analysts and intelligence, not just interpreter and translator. Students interested in language and who have an interest in another area could merge these interests. This ~~would~~ might also pull in LEP students. They could use their first language, and this would push their English development. ~~80% of proficient bilinguals are first language speakers.~~

III. Overview of Social And Emotional Learning (SEL) pilot programs in private, public and charter schools in Hawaii, presented by Robbie Ann Kane, Director of Programs, Omidyar Initiatives, Strategies, Initiatives & Networks, Hawaii Community Foundation

Robbie Kane provided hand-outs and prepared a PowerPoint presentation on social and emotional learning (SEL). The Hawaii Community Foundation (HCF) supports SEL programs, under the Pillars of Peace Hawaii initiative. In their outreach to community leaders, they found that they were preaching to the choir, so they decided to change their focus to bullying.

In conducting research on youth and bullying, they learned about rates of mental illnesses, bullying rates, suicide rates, and substance abuse rates. They learned about a program, Choose Love, that emerged after the Sandy Hook Elementary School shooting.

Meta-analysis research on social emotional learning shows an increase in positive

behaviors, decreases in negative behaviors and emotional distress, and an increase in academic performance, as illustrated in hand-out and on slides. In addition, anti-bullying interventions stick with SEL.

Working in teams requires the use of soft skills, including emotional-social skills. SEL includes emotional intelligence: awareness of what you are feeling, how you manage the feeling, how well you understand the people who work with you, and the ability to have compassion for them to build strong relationships.

HCF takes the position that curriculum and instruction are not enough in the classroom, and that SEL needs to be integrated into the whole educational experience. HCF is working on statewide school implementation. A range of SEL training programs exist, from those that are free to others that can be expensive, such as \$6,000 to get started. All the programs cover a range of soft skills including teamwork and anti-bullying.

In expanding the reach of SEL programs in our schools, HCF has been promoting SEL programs and best practices, bringing in guest speakers, and providing training to educators. In piloting SEL programs in the school system in 2015, HCF learned that the support of principals was critical to program success.

In 2016, a three-year grant was offered to 11 schools, including public, private, and charter schools. Schools were permitted to choose the SEL program that best suited them; resulting in 25 different programs--with some schools having more than one program, depending on the age/development of students. A popular program was "Roots of Empathy" that brought in a baby and a parent, along with an external instructor, to the classroom for 27 weeks during a school year for 40 minutes per visit. Teachers also received professional development training during the program. Classroom tension seemed to disappear when baby was present. Students could easily empathize with baby.

Another program, RULER, was piloted at St. Andrews Priory. With the help of a guest speaker/trainer, all adults in school were trained in emotional intelligence before program was delivered to students. One tool teaches how to be a "mood reader." This helps people to recognize their moods, assess whether it is appropriate for the task before them, and understand the mood they need to adopt to complete a task. This also helps people to recognize how other people are feeling. This program requires \$6,000 for three school personnel to attend a train-the-trainer guest speaker presentation, and return to school to train others.

A third resource program was inspirED, out of Yale University. Their research indicates that 75% of students report being tired, bored, or stressed, while 88% say they want to feel happy and excited. Marc Brackett of the RULER program worked with Facebook and inspirED to develop a program to give students a voice in designing more empowering school environments and to collaborate with teachers. HCF offered this at the high schools.

DOE adopted the inspirED framework to encourage student-teacher collaboration in

shaping school culture. In April, adults underwent inspirED training, and in the fall, student representatives will be included in the training to support student-teacher collaboration in school design.

In January of this year, HCF drafted an evaluation summary of their different school programs. Tables with major findings were provided in PowerPoint slideshow. HCF learned that schools start at different places and that they have different data. But they are all trying to address social-emotional learning in a manner that is most appropriate to the school culture. Commitment from students and adults is important. It takes time; a coordinator is needed. Money is not as important because there are free resources.

Eleven Oahu schools in cohort were eligible for three-year grants. HCF also brings in speakers to support SEL training programs.

Chair Topping discussed the importance of SEL as a soft skill that would benefit employers. Faustino Dagdag talked about the importance of SEL for being a successful manager, and the difficulty of getting students to work together in online classes. Robbie shared stories of how teachers are reporting a difference in students' attitudes in the classroom as a lasting effect of this type of training. Chair Topping expressed interest in supporting HCF in their SEL work. Dagdag was interested in having SEL programs at the community college. Sean Knox asked if teachers could get professional development credits for training, and Kane said that they could in some cases.

IV. Update on Hawaii Advanced Career and Technical Education Annual Conference, January 25, 2019, Lois Hamaguchi, Office of the Director for Career and Technical Education, UH

Lois Hamaguchi reported that they are expecting 500 secondary teachers, and representation from administration and professors from UH-Community Colleges. Mark Perna will be guest speaker. Since WDC is largest supporter of conference, organizers are offering WDC an opportunity to make welcoming remarks in the morning, along with David Lassner and Superintendent Kishimoto.

Organizers are also offering a one-hour break-out session to WDC with DOE/UHCC teachers; could be a panel session or facilitated sessions. Session should be an activity that would be useful to teachers in the classroom, or involves the teachers. Title of session(s), speakers, and descriptions should be finalized in September.

There will also be a breakout session for 25 participants of teacher externship program. Teachers and business partners will talk about their experiences, job skills required for work today, and the importance of soft skills.

V. Next Meetings

- A. Next meeting: August 27, 2018, 9:00 a.m. – 10:00 a.m.
- B. Meetings will be held monthly quarterly or as necessary

C. Dates to be determined by Chair

VI. Adjournment

Chair Topping adjourned the meeting at 10:03 a.m.