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STATE OF HAWAII  
WORKFORCE DEVELOPMENT COUNCIL  
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**YOUTH SERVICES COMMITTEE MEETING**  
**Wednesday, November 7, 2018**  
**11:00 a.m. – 12:00 p.m.**  
Princess Ruth Keelikolani Building  
830 Punchbowl Street, Director's Conference Room 321  
Honolulu, Hawaii 96813

**MINUTES**

**ATTENDEES:**

Ian Kitajima, Committee Chair, Director of Corporate Development, Oceanit  
Winona Whitman, State Director, Employment & Training, Alu Like, Inc.  
Stacy Clayton, Strategy and Innovation, Kamehameha Schools  
Carla Houser, Executive Director, Residential Youth Services Empowerment (RYSE)  
R.J. Rodriguez, Alignment Specialist, Hawaii P-20  
Dani Ruiz, Foster Parent and Social Worker for 20 years  
Steve Sue, Chair, Bizgenics Foundation  
Jessica Tarralva, Counselor, Family Tree Project  
Brig. Gen. (ret.) Bruce Oliviera, Hawaii Department of Defense, Office of Community Services  
Brannon Yamauchi, Project Manager and Historian, Bizgenics Foundation

**STAFF:**

Maria-Elena Diaz, Workforce Development Council  
Wayne Liou, Workforce Development council

**I. Call to Order..... Committee Chair Ian Kitajima**

The meeting was called to order at 11:15 a.m. by Committee Chair Kitajima.

**II. Approval of Minutes**

**A. September 18, 2018 Minutes**

Winona Whitman submitted a correction to the minutes relating to Kinai 'Eha: Alu Like is not yet providing stipends, but soon will be providing them to participants.

A motion to approve the September 18, 2018 minutes as amended was made by Steve Sue. The motion was seconded by Bruce Oliviera. The motion was approved unanimously.

### **III. Developing Entrepreneurial Skills in Youth: *BizzyB* presented by Steve Sue, Chair, Bizgenics Foundation**

Steve Sue gave an overview of his non-profit organization which specializes in innovation, creativity, and entrepreneurship. For the last two years, Bizgenics has received funding from a grant that serves underserved youth. The grant supports innovation and entrepreneurship in the area of software development and is intended to be used with the most disadvantaged groups in the state so that remote learning can take place. Sue learned from this experience that there is a nexus between education and career pathways and achieving success, especially for those who are homeless or were formerly incarcerated. Sue stated that some of the best entrepreneurs come from extremely disadvantaged backgrounds who benefitted from learning how to become self-sufficient. They are more predisposed to think outside of the box and Sue's group nurtures this ability as a strength.

In the for-profit side of Sue's work, he builds software. His team has built a microservices platform which makes it easy to build applications. Using a microservices platform, he has developed *BizzyB*, a project-based learning software. It is a journaling system that students can use in or outside of the classroom with tablets, laptops, and smartphones. Students have access to online libraries of student projects and they build teams online. Leadership development and a mentorship system are built into the application. *BizzyB* has serviced students globally with over thousands of participating mentors.

The software also measures soft skills through online behaviors and surveys. The application also measures students' progress through the development of soft skills and provides an aspiration test. The *BizzyB* system develops a portfolio for participants, which showcases their strengths and accomplishments. Portfolios place at-risk youth in a good position to successfully get jobs. Although at-risk youth may not be code-centric, once they decide they want to learn coding to support some other goal, or as a goal in and of itself, this pathway can lead to personal success. In response to Chair Kitajima's question, Sue indicated that to be more accessible to at-risk students, all projects are online and paper-based or available as pdf downloads.

Sue conceptualizes teachers as creative coaches that guide students to tap into their creativity. *BizzyB* projects require students to set goals for helping people and the planet, and profit. Profit is defined as self-sustaining with a gain, and part of profit must go to helping others and the planet.

R.J. Rodriguez expressed an interest in hearing more about aspirations and made the point that entrepreneurship need not be limited to the business career pathway. Rather, it could be a component of every career pathway. Sue responded that you could take project-based learning and take it to the next step: innovation-based learning. Now you have a measurable outcome: innovation. Another way you could go is with entrepreneurial-based learning and this would mean that you are affecting the world in a positive fashion. Sue also shared how his applications cultivate creativity and measure aspirations.

Sue also discussed Project Lemon Tree, an example of project-based learning in STEAM (science, technology, engineering, arts, and mathematics). It teaches students to build trellises to support the growth of lemon trees that are planted at their schools. He also proposed that Project Lemon Tree would be a good activity for at-risk students who could experience success in a relatively short period and then become the leaders for future projects.

### **IV. New Business**

A. Discussion on prioritizing focus of youth services program elements

1. Members to identify youth services program elements that are important to their work

For each youth program element, Maria-Elena Diaz asked committee members to raise their hands if their organizations provided these services, or made them available, to their youth participants. The following table summarizes the results of this survey.

<b>Youth Program Element</b>	<b>Members Who Provide Element</b>
Tutoring, study skills training, and dropout prevention	5
Alternative secondary school services	4
Paid and unpaid work experiences combined with related education	5
Occupational skills training	4
Education and workforce preparation for specific occupation	5
Leadership development opportunities	5
Supportive services	(skipped)
Adult mentoring	5
Follow-up services for a year	4
Comprehensive guidance and counseling	4
Financial literacy education	4
Entrepreneurial skills training	3
Labor market and employment information; other career exploration services	6
Activities to prepare youth for transition to postsecondary education and training	7

## 2. Challenges facing WIOA Youth Programs in the State of Hawaii

Diaz provided committee with a hand-out that summarized the challenges facing youth programs in the local areas as provided by County Workforce Development Boards. She went over key federal requirements for youth programs that include 1) a minimum of 20% of federal money must be spent on work-based learning experiences, and 2) at least 75% of federal youth program money needs to be spent on out-of-school youth. Diaz also reviewed program funding for PY 18 and how funding allocation is calculated, along with PY 17-PY 19 performance measures and outcomes for PY 17 rolling 4 quarters, 4<sup>th</sup> quarter.

Stacy Clayton and Carla Houser indicated that Oahu's American Job Center paperwork is cumbersome and time-consuming for developing work-based learning experiences. Diaz suggested the committee may decide to examine ways to reduce red-tape in building partnerships across programs.

### V. Schedule Next Meetings

A. December, January, February

### VI. Adjournment

Chair Kitajima adjourned the meeting at 12:20 p.m.