



WORKFORCEDEVELOPMENT
COUNCIL

YOUTH SERVICES COMMITTEE PACKET

Thursday, April 9, 2026

1:30 - 3:00 pm

Department of Labor and Industrial Relations

Building 830 Punchbowl Street, Room 317,

Honolulu Hawaii 96813

APRIL 9, 2026 AGENDA

JOSH GREEN, M.D.
GOVERNOR

SYLVIA LUKE
LIEUTENANT GOVERNOR



JADE T. BUTAY
DIRECTOR

WILLIAM G. KUNSTMAN
DEPUTY DIRECTOR

BENNETTE MISALUCHA
EXECUTIVE DIRECTOR

STATE OF HAWAII
KA MOKU'ĀINA O HAWAII
DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS
KA 'OIHANA PONO LIMAHANA
830 PUNCHBOWL STREET, ROOM 317
HONOLULU, HAWAII 96813
<https://labor.hawaii.gov/wdc/>
Phone: (808) 586-8815 / Fax: (808) 586-8822
Email: dlir.workforce.council@hawaii.gov

HAWAII WORKFORCE DEVELOPMENT COUNCIL
YOUTH SERVICES COMMITTEE MEETING

AGENDA

Date: April 9, 2026
Time: 1:30 p.m.
In-Person Meeting Location: Princess Ruth Ke'elikolani Building
830 Punchbowl Street, Room 317
Honolulu, Hawaii 96813
Virtual Participation: Virtual Videoconference Meeting – Zoom Meeting (Link below)
<https://us06web.zoom.us/j/87598071787?pwd=7nsO9jzacDwa1FgrSHfUIx2QIbl6kH.1>
Meeting ID: 875 9807 1787
Passcode: 210776
Dial-in: +1 (719) 35904580
Agenda: The agenda was posted to the State electronic calendars as required by §92-7(b), Hawaii Revised Statutes ("HRS")
Board Meeting Materials: Meeting materials are available for review at
<https://labor.hawaii.gov/wdc/meeting-docs/>

Individuals may submit written testimony by hard copy mail or hand delivery to: Attn: Workforce Development Council, 830 Punchbowl Street, Suite 317, Honolulu, HI 96813 or by email at DLIR.Workforce.Council@hawaii.gov. We request submission of testimony at least 24 hours prior to the meeting to ensure that it can be distributed to the Board members. Any written testimony submitted after such time will be retained as part of the record and distributed to members as soon as practicable, but we cannot ensure members will receive it in sufficient time to review prior to any decision-making.

Internet Access:

To view the meeting and provide live oral testimony, please use the link at the top of the agenda. You will be asked to enter your name. The Board requests that you enter your full name, but you may use a pseudonym or other identifier if you wish to remain anonymous. You will also be asked for an email address. You may fill in this field with any entry in an email format, e.g., ****@***mail.com.

Your microphone will be automatically muted, and video will be turned off. When the Chairperson asks for public testimony, you may click the Raise Hand button found on your Zoom screen to indicate that you wish to testify about an agenda item. You will individually be enabled to unmute your microphone, turn on your video if you choose to, and testify. When recognized by the Chairperson, please unmute your microphone and turn on your video if you choose to before speaking and mute your microphone

and turn off your video after you finish speaking

Phone Access:

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For both internet and phone access, when testifying, you will be asked to identify yourself and the organization, if any, that you represent. Each testifier will be limited to five minutes of testimony per agenda item. Pursuant to section 92-3.7(e), HRS, the Board may remove or block any person who willfully disrupts or compromises the conduct of the meeting

If connection to the meeting is lost for more than 30 minutes, the meeting will be continued on a specified date and time. This information will be provided on the Council’s website at <https://labor.hawaii.gov/wdc/meeting-docs/>.

Instructions to attend State of Hawaii virtual board meetings may be found online at <https://labor.hawaii.gov/wp-content/uploads/2025/01/State-of-Hawaii-Virtual-Board-Attendee-Instructions.pdf>.

Vision Statement

The Workforce Development Council’s vision is that all employers have competitively skilled employees and all residents seeking work or advancement have sustainable employment and self-sufficiency.

Mission Statement

It is the intent of the Workforce Development Council to support and guide the implementation of the Unified State Plan through active collaboration and regional sensitivity for the purpose of aligning, coordinating, and integrating workforce services to meet the needs of employers and residents to foster a robust economy.

- I. Call to Order
- II. Approval of the Minutes
- III. Presentations
 - A. Hawaii Future Farmers of America (FFA)
Hawaii FFA became a part of the National FFA Organization in 1929 to promote premier leadership, personal growth, and career success through agricultural education. State FFA Co-Coordinator Michael Barros will present:
 - i. An overview of the Career Technical Student Organization
 - ii. Historical background and trend
 - iii. Organizational challenge and plan to move forward
 - iv. Vision
 - v. Current partners

- B. Workforce Development, Leeward Community College (LCC)
LCC received the Change Agent Award for innovation in teaching and service delivery for addressing Hawaii's CDL (commercial drivers license) driver and examiner shortage by developing master trainers, expanding training capacity, standardizing curriculum and strengthening a culturally grounded workforce pipeline. Vincent Kimura will highlight:
 - i. Professional Development Courses
 - School Farm Manager Series
 - Farm Manager Series
 - ii. CDL Master Trainer program

IV. Executive Director's Report

- A. Update on the 2024-2028 State Unified Plan Implementation & Plan Modification
- B. Focus for the new calendar year

V. Next Meeting

The next meeting is scheduled for June 25, 2026, at 1:30 p.m.
Virtual Videoconferencing Meeting via Zoom and in-person at 830 Punchbowl Street,
Room 317, Honolulu, HI 96813

VI. Adjournment

Reasonable accommodation for people with disabilities is available upon request. Requests for accommodations should be submitted via email to Bennette.E.Misalucha@hawaii.gov or by calling Bennette Misalucha at (808) 586- 3018 (voice) as soon as possible. Such requests should include a detailed description of the accommodation needed. In addition, please include a way for Bennette Misalucha to contact the requester if more information is needed to fulfill the request. Last-minute requests will be accepted but may not be possible to accommodate. Upon request, this notice is available in alternate formats.

APPROVAL OF THE MINUTES

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GOVERNOR

SYLVIA LUKE
LIEUTENANT GOVERNOR



JADE T. BUTAY
DIRECTOR

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HAWAII WORKFORCE DEVELOPMENT COUNCIL
YOUTH SERVICES COMMITTEE MEETING

MINUTES/WRITTEN SUMMARY

- Date:** January 20, 2026
- Time:** 3:00 p.m.
- In-Person Meeting Location:** Princess Ruth Ke'elikolani Building
830 Punchbowl Street, Room 317
Honolulu, Hawaii 96813
- Virtual Participation:** Virtual Videoconference Meeting – Zoom Meeting (Link below)
<https://us06web.zoom.us/j/85243199136?pwd=8sjN6uxL4Fu9oqXpaJbSK2MaxZD7w.1>
Meeting ID: 852 4319 9136
Passcode: 695524
Dial-in: +1 (253) 215-8782
- Agenda:** The agenda was posted to the State electronic calendars as required by §92-7(b), Hawai'i Revised Statutes ("HRS")
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- I. [Video 00:29:51] Meeting was called to order at 3:00 p.m.
- II. [00:05:10] Presentations
 - A. FFA (Future Farmers of America) Hawaii – unable to present
 - B. SkillsUSA Hawaii
SkillsUSA Hawaii is one of five Career and Technical Student Organizations (CTSO) currently serving middle and high school students who are preparing for careers in trade, technical, and skilled service occupations. Daniel Addis, State Director for SkillsUSA Hawaii will also present:
 - i. An overview of the Career Technical Student Organization
 - ii. Historical background and trend
 - iii. Organizational challenge and plan to move forward
 - iv. Vision
 - v. Current partners

- III. [Video 00:35:05] Review of the current mission, vision, and role of the Youth Services Committee
- IV. [Video 01:06:08] Executive Director’s Report
 - A. Update on the 2024-2028 State Unified Plan Implementation & Plan Modification
 - B. Focus for the new calendar year
- V. [Video 01:12:46] Announcements & Next Meeting

The next meeting will be held April 9, 2026 at 1:30 p.m.
Virtual Videoconferencing Meeting via Zoom and in-person at 830 Punchbowl Street, Room 317,
Honolulu, HI 96813
- VI. [Video 01:13:50] Adjournment

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PRESENTATION:
Hawai'i FFA



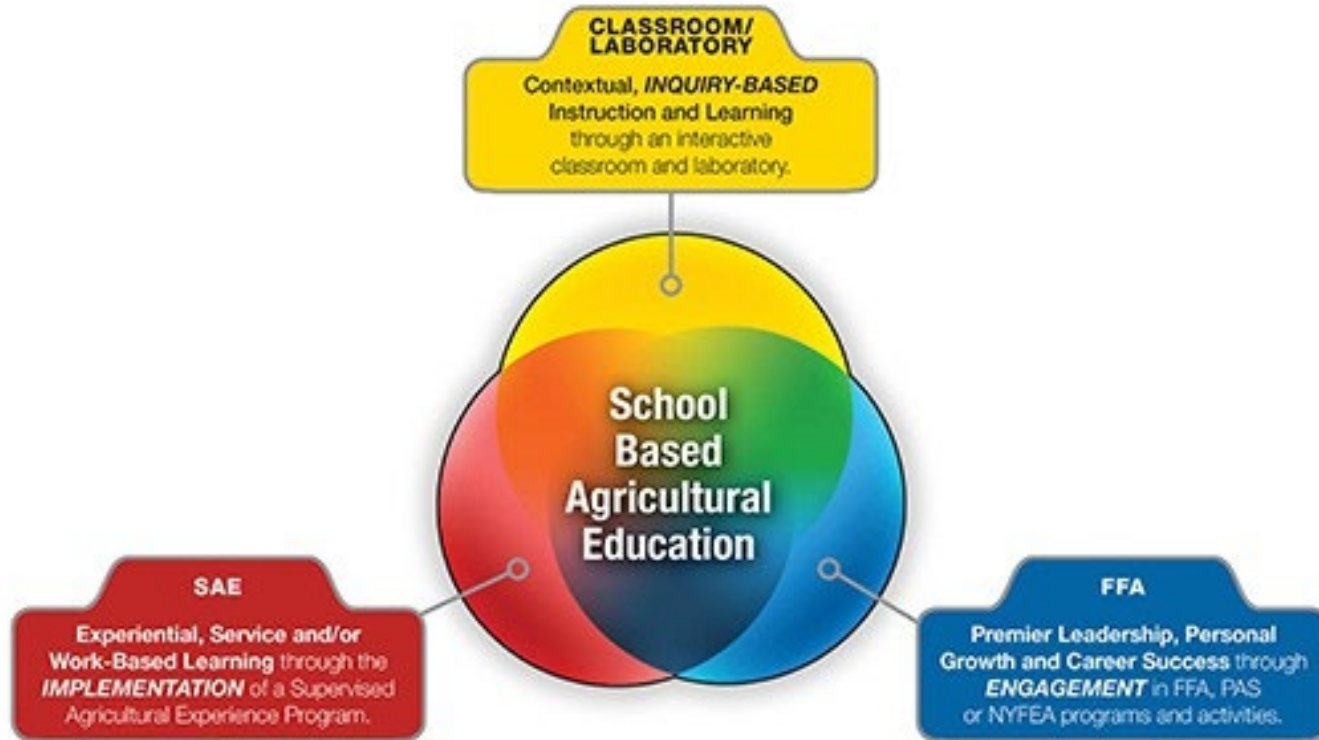
AGRICULTURAL - For All - EDUCATION



Mission

Agricultural Education prepares students for successful careers and a lifetime of informed choices in the global agriculture, food, fiber and natural resources systems.

Instruction is Delivered Through Three Major Components



Component 1

Classroom/Laboratory instruction (contextual learning)

- Standards-Based engaging curriculum
- Hands-on project-based learning
- Problem-based strategies
- Community-based learning
- Farm/Laboratory scientific inquiry based learning
- Production-based learning

Component 2

Supervised Agricultural Experience Programs



Starts with:

- Career Exploration and Planning
- Employability Skills and College and Career Readiness
- Personal Financial Management and Planning
- Workplace Safety
- Agricultural Literacy

Component 2

Supervised Agricultural Experience (continued)

Leading to:



- Placement/Internship
- Ownership/Entrepreneurships
- Research Experimental Analysis or Invention
- School-based Enterprise
- Service learning

Component 3

Student Leadership Organizations National FFA Organization

- Hawai`i Association FFA
- Local Chapter Classroom and Community Activities
- County Level Activities
- State and National Activities



“Future Farmers of America” was founded by a group of young farmers in 1928. Their mission was to prepare future generations for the challenges of feeding a growing population. They taught us that agriculture is more than planting and harvesting – it’s a science, it’s a business and it’s an art.”

2025-26



Nationwide, there are 9,407 local FFA chapters in all 50 states, Puerto Rico and the U.S. Virgin Islands. Total membership is currently at 1,042,245 student members.

The [National FFA Convention & Expo](#) is one of the largest student conventions in the world with a mission to develop, educate and inspire. There were 73,379 attendees at the 2025 convention.

Hawai`i Association FFA



- Hawai`i FFA experienced an all time low enrollment in 2014 with only 10 active chapters and 126 members.
- Hawai`i currently has 23 active chapters and 458 active members



Competitive Leadership and Career Development Events

Competitive events are designed to provide opportunities for students to prepare and perform at a higher level.

County level events qualify students to participate at the state level and state level event qualify student to participate at the national level.



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Leadership Development Events

- Creed Recitation
- Prepared Public Speaking
- Extemporaneous Public Speaking
- Job Interview
- Chapter Records
- Parliamentary Procedure



Career Development Events

- Agriculture Demonstration
- Floriculture
- Ornamental Identification
- Vegetable Judging

Challenges



- Professional Development for teachers
- Staff support for organization of county and state level activities
- Identification and coordination of industry partnerships to allow more opportunities for student SAEs.

FFA Resources

ffa.org

PRESENTATION
Leeward Community College
Workforce Development

From Classroom to Career: A Modern Agricultural Education Framework

The School Farm: A Cross-Disciplinary Learning Hub



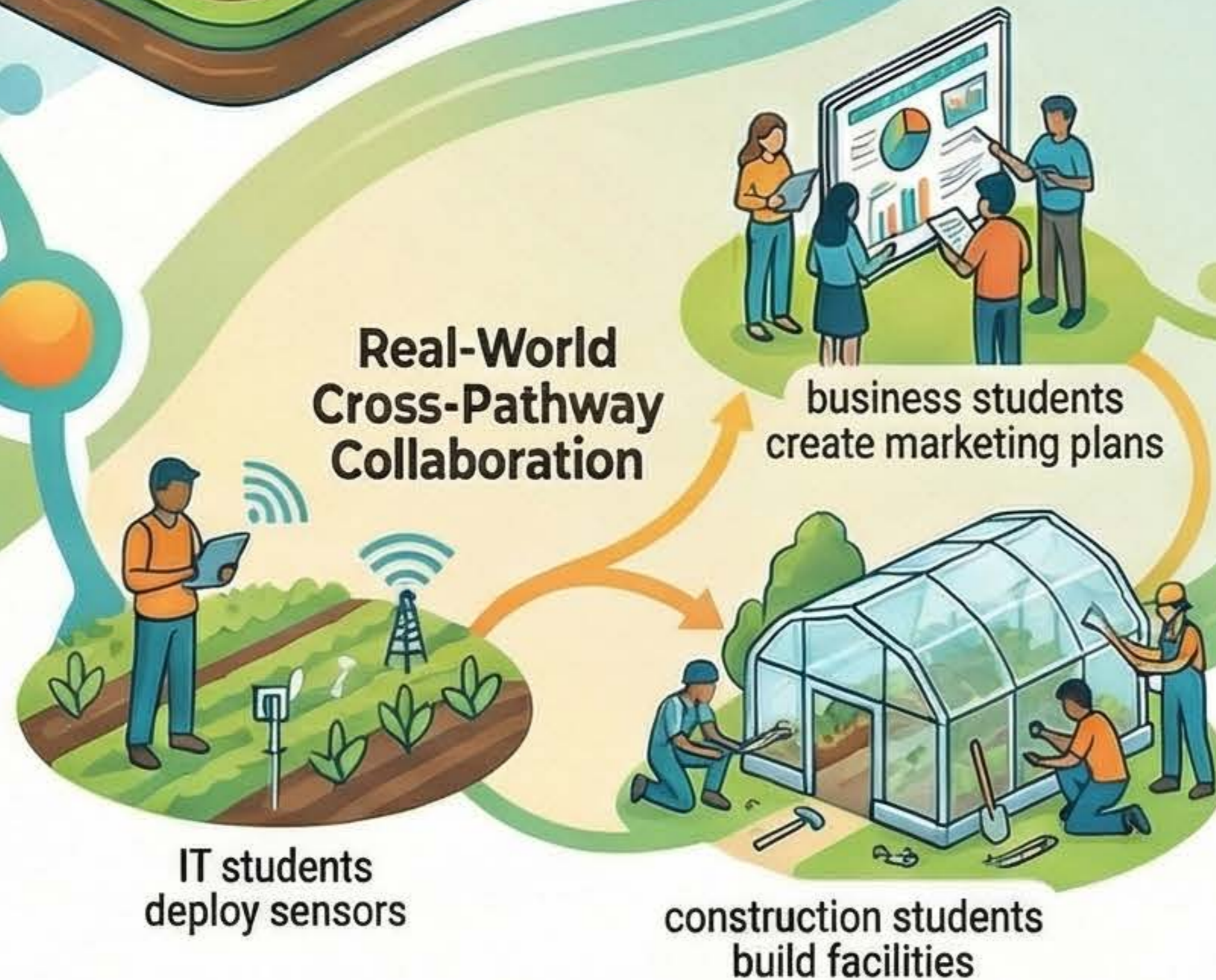
The Farm as a "Living Laboratory"

A vision to integrate all 13 HIOE CTE pathways on the farm.

A 4-Year Farm Management Program

Scaffolds learning from farm systems to entrepreneurship, leadership, and community engagement.

Real-World Cross-Pathway Collaboration



IT students
deploy sensors

business students
create marketing plans

construction students
build facilities

Professional Training for Leaders



Dual Master Training Pathways

Offers distinct programs for professional farm managers and K-12 school farm educators.

For Professional
Farm Managers



For K-12 School
Farm Educators



Core Skills for Modern Management



Focuses on project management, team leadership, and farm economics for operational efficiency.



[STATISTIC]

Includes free webinars, multi-session courses, and hands-on regional farm camps.

Diverse and Accessible Course Offerings



Farm Manager Series: Master Trainer Program — Course Synopsis

The Farm Manager Series: Master Trainer Program is a comprehensive, à-la-carte training pathway designed to elevate emerging and experienced farm leaders into confident, capable, and economically savvy managers. Through a blend of technical instruction, practical tools, peer learning, and hands-on regional farm camps, participants develop the organizational and leadership skills necessary to run efficient, resilient agricultural operations.

The curriculum builds a strong foundation in **time and project management**, equipping managers with proven strategies for planning, prioritizing, scheduling, and executing complex farm workflows. Participants learn to streamline labor, coordinate resources, and apply templates and systems that reduce operational friction and increase productivity.

A core focus on **people management** prepares leaders to communicate effectively, navigate difficult conversations, motivate teams, and harness group dynamics to build positive, high-performing work environments. Through real-world scenarios and trainer-led discussions, learners cultivate the confidence required to lead diverse crews with clarity and empathy.

Complementing the leadership content, the series strengthens **general business acumen**, introducing essential concepts in farm economics, budgeting, cost analysis, and P&L literacy. Participants gain practical insight into how daily decisions affect financial outcomes and long-term sustainability.

Whether exploring **management fundamentals, production planning, succession strategies, or train-the-trainer best practices**, this program empowers farm managers to think strategically, act decisively, and drive continuous improvement across their operations.

School Farm Manager Series: Master Educator Training — Course Synopsis

The School Farm Manager Series: Master Educator Training is an à-la-carte professional development program designed to equip teachers with the management, organizational, and instructional skills needed to operate thriving school-based research farms. Blending practical farm systems training with educator-centered leadership development, the program supports teachers in creating safe, productive, inquiry-rich learning environments for students.

Participants build strong competencies in **time and project management**, learning how to plan, sequence, and oversee seasonal farm tasks alongside academic schedules. Teachers gain tools for effective scheduling, workflow design, and resource coordination so that both farm operations and classroom learning stay aligned and on track.

A major component centers on **people management**, supporting educators in guiding student crews, facilitating collaborative group work, and engaging in difficult conversations constructively. Through real scenarios and reflective practice, teachers learn strategies for motivating diverse learners, reinforcing accountability, and fostering positive group dynamics that build leadership in youth.

The program also strengthens **general organizational and business acumen** relevant to school farms, including fundamental concepts in budgeting, cost tracking, and understanding how farm decisions affect program sustainability. Participants develop literacy around operational economics—skills that help them advocate for resources, design viable projects, and communicate impact to administrators, partners, and the community.

Through courses that span farm planning and design, production systems, project management, and educator-to-educator training, the series empowers teachers to confidently manage school research farms as dynamic educational laboratories that support student learning, agricultural literacy, and community engagement.

Agriculture Farm Supplemental Pay Scoring Guide

This scoring guide is intended to provide criteria to agriculture teachers and secondary school principals to determine if a school’s farm laboratory facility will be rated as “large” or “small” for the purposes of awarding a teacher supplementary pay as described in Appendix VIII of the *Agreement between the Hawaii State Teachers Association and State of Hawaii Board of Education, July 1, 2021, to June 30, 2023*.

A farm laboratory facility is defined as an educational space equipped for hands-on experiential learning with an emphasis on agriculture, food, and natural resources.

Descriptors	4	3	2	1	Score
Agriculture, Food and Natural Resources (AFNR) credits taught by the teacher	<ul style="list-style-type: none"> The teacher’s teaching line is 100% in the AFNR Career Pathway. 	<ul style="list-style-type: none"> The teacher’s teaching line is greater than 50% and less than 100% in the AFNR Career Pathway. 	<ul style="list-style-type: none"> The teacher’s teaching line is less than 50% and more than 25% in the AFNR Pathway. 	<ul style="list-style-type: none"> The teacher’s teaching line is less than 25% in the AFNR Pathway. 	
Size and scope of the farm laboratory facility	<p>Four or more of the following criteria are present:</p> <ul style="list-style-type: none"> Cultivated land inclusive of pasture lands Greenhouse and/or shadehouse Multiple aquaculture and/or aquaponic ponds or tanks Hydroponic systems Ag mechanics’ shop area with tractor Animal pens or corrals 	<p>Three of the following criteria are met:</p> <ul style="list-style-type: none"> Cultivated land inclusive of pasture lands Greenhouse and/or shadehouse Multiple aquaculture and/or aquaponic ponds or tanks Hydroponic systems Ag mechanics’ shop area with tractor Animal pens or corrals 	<p>Two of the following criteria are met:</p> <ul style="list-style-type: none"> Cultivated land inclusive of pasture lands Greenhouse and/or shadehouse Multiple aquaculture and/or aquaponic ponds or tanks Hydroponic systems Ag mechanics’ shop area with tractor Animal pens or corrals 	<p>One of the following criteria is met:</p> <ul style="list-style-type: none"> Cultivated land inclusive of pasture lands Greenhouse and/or shadehouse Multiple aquaculture and/or aquaponic ponds or tanks Hydroponic systems Ag mechanics’ shop area with tractor Animal pens or corrals 	
Condition and general maintenance of the farm laboratory	<p>Four or more of the following criteria are met:</p> <ul style="list-style-type: none"> All cultivated lands are actively utilized and 	<p>Three of the following criteria are met:</p> <ul style="list-style-type: none"> All cultivated lands are actively utilized and 	<p>Two of the following criteria are met:</p> <ul style="list-style-type: none"> All cultivated lands are actively utilized and 	<p>One of the following criteria is met:</p> <ul style="list-style-type: none"> All cultivated lands are actively utilized and 	

	<p>properly managed while fields are fallow.</p> <ul style="list-style-type: none"> Greenhouses and shade-houses are utilized and free of clutter and weeds. Shop facilities are well maintained with little or no clutter, and tools are organized. Hydroponic and aquaponic facilities are utilized and cleaned and maintained while not in use. Animal pens and corrals are kept clean and well maintained. 	<p>properly managed while fields are fallow.</p> <ul style="list-style-type: none"> Greenhouses and shade-houses are utilized and free of clutter and weeds. Shop facilities are well maintained with little or no clutter, and tools are organized. Hydroponic and aquaponic facilities are utilized and cleaned, and maintained while not in use. Animal pens and corrals are kept clean and well maintained. 	<p>properly managed while fields are fallow.</p> <ul style="list-style-type: none"> Greenhouses and shade-houses are utilized and free of clutter and weeds. Shop facilities are well maintained with little or no clutter, and tools are organized. Hydroponic and aquaponic facilities are utilized and cleaned and maintained while not in use. Animal pens and corrals are kept clean and well maintained. 	<p>properly managed while fields are fallow.</p> <ul style="list-style-type: none"> Greenhouses and shade-houses are utilized and free of clutter and weeds. Shop facilities are well maintained with little or no clutter, and tools are organized. Hydroponic and aquaponic facilities are utilized and cleaned and maintained while not in use. Animal pens and corrals are kept clean and well maintained. 	
Utilization of the farm laboratory	<p>Four of the following criteria are met:</p> <ul style="list-style-type: none"> All farm laboratory facilities are utilized for student or class projects. All students are involved in at least one project in the farm laboratory. Individual students or student groups are engaged in scientific investigation utilizing the farm laboratory. Individual students or student groups are engaged in an entrepreneurial project utilizing the farm laboratory. 	<p>Three of the following criteria are met:</p> <ul style="list-style-type: none"> All farm laboratory facilities are utilized for student or class projects. All students are involved in at least one project in the farm laboratory. Individual students or student groups are engaged in scientific investigation utilizing the farm laboratory. Individual students or student groups are engaged in an entrepreneurial project utilizing the farm laboratory. 	<p>Two of the following criteria are met:</p> <ul style="list-style-type: none"> All farm laboratory facilities are utilized for student or class projects. All students are involved in at least one project in the farm laboratory. Individual students or student groups are engaged in scientific investigation utilizing the farm laboratory. Individual students or student groups are engaged in an entrepreneurial project utilizing the farm laboratory. 	<p>One of the following criteria is met:</p> <ul style="list-style-type: none"> All farm laboratory facilities are utilized for student or class projects. All students are involved in at least one project in the farm laboratory. Individual students or student groups are engaged in scientific investigation utilizing the farm laboratory. Individual students or student groups are engaged in an entrepreneurial project utilizing the farm laboratory. 	
Supervision of	<ul style="list-style-type: none"> The teacher has direct 	<ul style="list-style-type: none"> The teacher has direct 	<ul style="list-style-type: none"> The teacher has direct 	<ul style="list-style-type: none"> The teacher maintains the 	

<p>student help</p>	<p>supervision of two or more students to maintain the farm laboratory and feed animals or care for crops after school and/or on weekends.</p>	<p>supervision of one student to maintain the farm laboratory and feed animals or care for crops after school and/or on weekends.</p>	<p>supervision of one student worker to assist with the farm laboratory and facilities maintenance.</p>	<p>farm laboratory and facilities with no student help.</p>	
<p>Work-Based Learning (WBL)/ FFA (formerly Future Farmers of America) Supervised Agricultural Experiences (SAE)/ FFA participation/ or Community Partnerships</p>	<p>Four of the following criteria are met:</p> <ul style="list-style-type: none"> • The school's FFA chapter is an integral part of the AFNR programs of study, is chartered with the national FFA, and is in good membership standing with national and state FFA. The chapter is active within the school and/or local community. • The school's FFA membership participates in the regional and/or state FFA convention. • Students are registered in a WBL course as part of a simulated WBL experience on campus or some FFA members utilize the farm laboratory facility to engage in their WBL projects and/or FFA SAEs beyond the school day, school breaks, and/or weekends. • AFNR community partnerships are established for the purposes of mentoring students or to co-teach as 	<p>Three of the following criteria are met:</p> <ul style="list-style-type: none"> • The school's FFA chapter is an integral part of the AFNR programs of study, is chartered with the national FFA, and is in good membership standing with national and state FFA. The chapter is active within the school and/or local community. • The school's FFA membership participates in the regional and/or state FFA convention. • Students are registered in a WBL course as part of a simulated WBL experience on campus or some FFA members utilize the farm laboratory facility to engage in their WBL projects and/or FFA SAEs beyond the school day, school breaks, and/or weekends. • AFNR community partnerships are established for the purposes of mentoring students or to co-teach as 	<p>Two of the following criteria are met:</p> <ul style="list-style-type: none"> • The school's FFA chapter is an integral part of the AFNR programs of study, is chartered with the national FFA, and is in good membership standing with national and state FFA. The chapter is active within the school and/or local community. • The school's FFA membership participates in the regional and/or state FFA convention. • Students are registered in a WBL course as part of a simulated WBL experience on campus or some FFA members utilize the farm laboratory facility to engage in their WBL projects and/or FFA SAEs beyond the school day, school breaks, and/or weekends. • AFNR community partnerships are established for the purposes of mentoring students or to co-teach as 	<p>One of the following criteria is met:</p> <ul style="list-style-type: none"> • The school's FFA chapter is an integral part of the AFNR programs of study, is chartered with the national FFA, and is in good membership standing with national and state FFA. The chapter is active within the school and/or local community. • The school's FFA membership participates in the regional and/or state FFA convention. • Students are registered in a WBL course as part of a simulated WBL experience on campus or some FFA members utilize the farm laboratory facility to engage in their WBL projects and/or FFA SAEs beyond the school day, school breaks, and/or weekends. • AFNR community partnerships are established for the purposes of mentoring students or to co-teach as 	

	<p>part of embedded WBL experiences in the farm laboratory facilities during the school day.</p> <ul style="list-style-type: none"> • The program provides a bridge for pre-K, elementary, and middle school students, and/or community groups. 	<p>part of embedded WBL experiences in the farm laboratory facilities during the school day.</p> <ul style="list-style-type: none"> • The program provides a bridge for pre-K, elementary, and middle school students, and/or community groups. 	<p>part of embedded WBL experiences in the farm laboratory facilities during the school day.</p> <ul style="list-style-type: none"> • The program provides a bridge for pre-K, elementary, and middle school students, and/or community groups. 	<p>part of embedded WBL experiences in the farm laboratory facilities during the school day.</p> <ul style="list-style-type: none"> • The program provides a bridge for pre-K, elementary, and middle school students, and/or community groups. 	
18 - 24 Points: Large Farm		8 - 17 Points: Small Farm		0 - 7 Points: No Designation	
				Total	

School Name:

AFNR Teacher:

Evaluation Team Members:

Feedback and Comments:

EXECUTIVE DIRECTOR'S REPORT



WORKFORCEDEVELOPMENT
COUNCIL

Executive Director's Report

Youth Services Committee
April 9, 2026

Bennette E. Misalucha

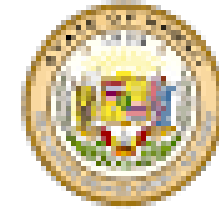


Agenda

Highlights of the first Quarter

Status of the Modified State Plan

Focus for First Quarter 2026/Events



Update on Unified Plan Implementation

- Four Pillar Catalyst Teams will evolve into the Generational Commitment values of Learn, Work, Thrive and Belong
 - Community-Driven Effort led by the Hawaii Funders Collaborative and the Chamber of Commerce of Hawaii
 - Lessons Learned from Other States Webinar Series
 - Timeline for Implementation





HIGHLIGHTS: FIRST QUARTER 2026

- Webinar Presentations on Other States's Best Practice: Maine, North Dakota, North Carolina
- First Annual Hawaii Internship Summit 2026
- Internship Excellence Awards
- Workforce Pell Working Group
- NGA Convening in Washington, DC.
- Legislative Matters
- Operational Transition on pertinent WIOA roles
- Implementation of Unified Plan/collaboration with Hui stakeholders
- Building Strategic Alliances with key community organizations
- Staff Transition: added Tyrone Apolinar



FOCUS: SECOND QUARTER 2026

- Workforce Pell Working Group: Implementation by July 1, 2026
- Eligible Training Provider List (ETPL) re-engineering
- Certification of Local Boards by Special Projects Committee
- Procurement of Services for Employer Engagement, and Pertinent studies
- Re-structuring of Committees
- Operational Transition on pertinent WIOA roles
- Implementation of Unified Plan/collaboration with Hui stakeholders
- Building Strategic Alliances with key community organizations
- Implementing AI strategic initiatives

Modification of Unified Plan

- Background: Every two years, the State Unified Plan needs to be updated.
- Working with core partners
- Submitted: April 6, 2026

Hawaii State Unified Plan Implementation Timeline

January/February 2026

Webinar Presentations on Other States's Best Practice

Activities under the Community-driven "**Learn, Work, Thrive** Hui"

Announcement of Generational Commitment Goals

Community efforts to codify Generational Commitment

July 2026

Anticipated Approval of the Unified Plan Modification

Planned Synergy Summit III: A pulse check

November/December 2026

Produce Annual Report on State of Generational Commitment

FOUNDATIONAL WORK

MODIFICATION PLAN DUE

SYNERGY SUMMIT III

WORKFORCE DEVELOPMENT MONTH

ANNUAL REPORT ON IMPLEMENTATION STATUS

2025 Milestones

June- unconditional Approval of State Unified Plan

July - Synergy II Summit

August to November - Pillar Meetings

December: Creation of "**Learn, Work, Thrive Hui**"

March/April 2026

Modification Plan Incorporates Generational Commitment

Four Pillars Evolve into GC values: Learn, Work, Thrive, and Belong

September 2026

Future of Work Conference

Proposed Governor's Proclamation of Workforce Dev Month

2027 Milestones

Process continues

2028 Milestones

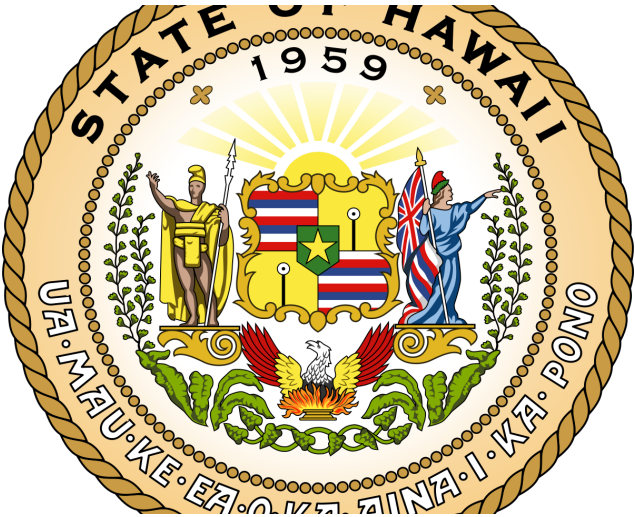
March/April 2028: Four Year Unified Plan is due

UPCOMING EVENTS

- **April 30, 2026**: Symposium 1: Where is AI and Where is it Going? 8:30 to 4:30 at Capitol Auditorium
- **May 21, 2026** - WDC Quarter 2 Board Meeting
- **May 27, 2026**: Mandatory Board Training
- **June 25, 2026**: AI Symposium 2
- **July TBD** : Synergy Summit III
- **September: Workforce Development Month**
- **September 3, 2026**: AI Symposium 3
- **September 10, 2026**: WDC Quarter 3 Board Meeting
- **September 23, 2026**: Future of Work Conference/ Workforce Heroes Awards
- **October 29, 2026**: AI Symposium 4
- **November 12, 2026**: WDC Quarter 4 Board Meeting



Workforce Development Council



MAHALO!

Next meeting: June 25, 2026
1:30 to 3:00 PM, Room 317

Adjournment