

HAWAII STATE APPRENTICESHIP COUNCIL MEETING

Department of Labor and Industrial Relations
830 Punchbowl Street, Room 310
Honolulu, HI 96813

Tuesday, March 11, 2025
9:00 am – 12:00 pm

In-Person and By Video Conference

Physical Meeting

A physical meeting location will be open to the public and will have an audiovisual connection, which will allow individuals at the physical meeting location to participate in the remote meeting. The address of the physical meeting location is 830 Punchbowl Street, Room 310, Honolulu, HI 96813

Meeting materials are available for review at the Workforce Development Division, 830 Punchbowl Street, Room 329, Honolulu, HI 96813.

Remote Meeting:

This meeting will be held remotely by Zoom interactive conference technology. State Apprenticeship Council (SAC) members, staff, and members of the public may participate in the remote meeting by using the following Zoom link: (Click on link below or copy and paste into web browser)

Join Zoom Meeting

<https://us02web.zoom.us/j/89788719341?pwd=nCZODGZkpWCm9C8QaNYR6N6aXkK5Tz.1>

Meeting ID: 897 8871 9341

Passcode: HiApp25

One tap mobile

+12532158782,,89788719341#,,,,*8594458# US (Tacoma)

+13462487799,,89788719341#,,,,*8594458# US (Houston)

Dial by your location

- +1 253 215 8782 US (Tacoma)
- +1 346 248 7799 US (Houston)
- +1 669 444 9171 US
- +1 669 900 6833 US (San Jose)
- +1 719 359 4580 US
- +1 253 205 0468 US
- +1 689 278 1000 US
- +1 929 436 2866 US (New York)
- +1 301 715 8592 US (Washington DC)
- +1 305 224 1968 US
- +1 309 205 3325 US
- +1 312 626 6799 US (Chicago)

- +1 360 209 5623 US
- +1 386 347 5053 US
- +1 507 473 4847 US
- +1 564 217 2000 US
- +1 646 931 3860 US

Meeting ID: 897 8871 9341
 Passcode: 8594458

Find your local number: <https://us02web.zoom.us/j/89788719341>

Written and Oral Testimony

Individuals may submit written testimony by U.S. mail or hand delivery at Workforce Development Division at 830 Punchbowl Street, Room 329, Honolulu, HI 96813 or by email at dlir.workforce.develop@hawaii.gov.

To ensure that members are able to review testimony prior to the meeting, we encourage interested persons to submit written testimony by 24 hours prior to the meeting. Any written testimony 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.

Individuals may provide remote oral testimony during the remote meeting at the Zoom link listed above. Individuals participating at the physical meeting location may also provide oral testimony during the remote meeting.

AGENDA

- I. Call to Order
- II. Message Jade Butay, DLIR Director
- III. Roll Call of SAC Members
- IV. Acknowledgement/Introduction of Participants
- V. Approval of Minutes of December 12, 2024, SAC Meeting
- IV. Reports/Updates
 - A. State Apprenticeship Council Members

None
 - B. Workforce Development Division Staff
 - Apprenticeship Program Updates

- a. Apprentice Statistical Data as of December 31, 2024.
- 2025 Legislative Bills Pertaining to Apprenticeship.

The following list of Legislative Bills are presentation of the following bills are for information purposes only. No action is needed by the SAC. .

- a. S.B. No. 136, Relating to Ironworkers

Description: Prohibits any person from dismantling or demolishing iron projects unless the person has completed an apprenticeship program for Ironworkers approved and registered with the Department of Labor and Industrial Relations. Establishes penalties. Requires the Department of Labor and Industrial Relations to adopt rules.

- b. S.B. No 426/H.B. 549, Relating to an Early Learning Apprenticeship Grant Program

Description: Establishes an Early Learning Apprenticeship Grant Program to be administered by the University of Hawaii to provide financial support for early learning program service providers in the state to participate in state or federally-approved early learning apprenticeship programs. Requires an annual report to the Legislature. Appropriate funds. Effective 7/1/3000.

V. New Business

A. Review and Recommendation for the following:

1. Revised Standards of Apprenticeship for Pharmacy Technician Apprenticeship Program of CVS Health Hawaii. Revisions include the following:
 - Work Processes Schedule
 - Related Training Instruction (Course Outline)
 - Apprentice's Wage Schedule
 - Program Administration
 - Contact Person for the Program
2. Amendments to the Standards of Apprenticeship for Hawaii Teacher Registered Apprenticeship Program of Hawaii Teachers Standards Board.

Requesting amendments to the Standards of Apprenticeship that were reviewed and recommended to be conditionally approved by the SAC on September 26, 2024. Amendments include the following:

- Composition of the Apprenticeship Committee
 - Union Concurrence (Appendix G)
 - Employer Acceptance Agreement (Appendix H)
3. Request of Hawaii Ironworker Training Trust Fund for Permanent Approval of the 2 Apprentices to 1 Journeyworker Ratio for Ironworker Reinforcing Apprenticeship Program.

The temporary approval of the 2:1 ratio expired on December 31, 2024. The DLIR Director granted interim approval to extend the 2:1 ratio until such time that the SAC has opportunity to review and recommend action on the request for permanent approval of the 2:1 ratio.

4. Request of Hawaii Ironworker Training Trust Fund for Permanent Approval of the 2 Apprentices to 1 Journeyworker Ratio for Ironworker Structural Apprenticeship Program.

The temporary approval 2:1 ratio for the program expired on December 31, 2024. The DLIR Director granted interim approval to extend the 2:1 ratio until such time that the SAC has opportunity to review and recommend action on the request for permanent approval of the 2:1 ratio.

5. Request for Extension of Sheet Metal Workers Local Union 293 Hawaii the 2 apprentices to 1 journeyworker ratio for Sheet Metal Worker Apprenticeship Program.

The temporary approval of the 2:1 ratio expired on February 28, 2025. The DLIR Director granted interim approval to extend the 2:1 ratio to June 30, 2025, or until the Director reviews the SAC's recommendation, whichever occurs sooner.

The request to extend the 2:1 ratio up to February 28, 2030 is per the negotiated Collective Bargaining Agreement that is in effect during the contract period.

VII. Unfinished Business

NONE

VIII. New Business

- a. State Apprenticeship Program Bulletin No. 01-11, Re: Policy and Procedures for Safety Reports.

The Council will review the current policy and procedures for safety reports in relation to apprentice to journeyworker ratio that was issued in 2011, and discuss any amendments, as needed.

VIII. Announcements

At this time, the public is welcome to announce upcoming events and comment on relevant issues that are not included in this meeting's agenda. In compliance with Sunshine Law, the Council cannot discuss or act on issues that were not included in the meeting's agenda, but issues raised in constituent comments may be included in a future agenda for the Council's consideration.

IX. Next meeting

The next SAC quarterly meeting will be on June 10, 2025, 9:00 am to 12:00 pm virtually or in person. The venue of the in-person meeting will be provided in the agenda.

IX. Adjournment

The time of adjournment will be announced at the end of the meeting.

Equal Opportunity Employer/Program

If you need an auxiliary aid/service or other accommodation due to a disability, please contact Aaron Seet at (808) 586-8877 or dliir.workforce.develop@hawaii.gov as soon as possible. Requests made as early as possible have a greater likelihood of being fulfilled. Upon request, this notice is available in alternate/accessible formats.

MINUTES OF SAC MEETING ON DECEMBER 10, 2024

HAWAII STATE APPRENTICESHIP COUNCIL MEETING

Department of Labor and Industrial Relations
830 Punchbowl Street, Room 310
Honolulu, HI 96813

Minutes from December 10, 2024

Held In-Person and Virtually on Zoom

Members:

Employer Representatives

Gregg Serikaku, Chair
Jeffrey Durham (absent)
James Hardway (virtual)
Seunghye Hong (virtual)
Cristina Vocalan
Melodie Vega (absent)

Employee Representatives

Travis Murakami
Rick Subiono
Patrick Sullivan
Francis Tau'a (absent)
Aaron Tilton (excused)
Terry Uyehara

Public Representative

Ellen May
Caroline Soga (virtual)

Public Attendees (Presenters):

Eric Nadrasik, HETF Local 1186
Dan Doerger, PCATT-Honolulu Community College

Public Attendees (In-person):

Eric Nadrasik, HETF Local 1186
Dan Doerger, PCATT-Honolulu Community College
Leyton Torda, IBEW Local 1186

DLIR/WDD Staff Attendees:

Maricar Pilotin-Freitas
Leila Shar
Edgar Fernandez
Jaimee Tabangay
David Min

Administrator, WDD
Acting Program Officer, WDD
Program Specialist, WDD
Program Specialist, WDD
Program Specialist, WDD

I. Call to Order

SAC Chair Gregg Serikaku called the meeting to order at 9:05 am.

Chair Serikaku conducted roll call of the SAC members; 10 members were present (7 in-person, 3 virtual). Aaron Tilton was excused. Jeffrey Durham, Francis Tau'a, and Melodie Vega were not present.

II. Welcome and Introductions

WDD Staff (Maricar Pilotin-Freitas, Leila Shar, Edgar Fernandez, Jaimee Tabangay, and David Min) introduced themselves.

III. Approval of Minutes

The council reviewed the minutes from the meeting held on September 26, 2024. There were no objections or corrections to the minutes as presented. The minutes were approved unanimously.

IV. Reports/Updates

A. State of Apprenticeship Council

- No updates from the Council members

B. Workforce Development Division Report

Maricar Pilotin-Freitas, WDD Administrator, reported the following updates:

- 5,406 registered apprentices in the State of Hawaii, as of December 9, 2024.
- For the period of October 1, 2023 – September 30, 2024:
 - 1,621 newly registered and reinstated apprentices
 - 1,119 cancelled apprentices
 - 496 completed apprentices
- Compliance reviews were recently completed for the Hawaii Laborers Training Program on October 9, 2024, and the Hawaii Carpenters Training Program on November 26, 2024.
- USDOL withdrew its' Notice of Proposed Rulemaking on National Apprenticeship System Enhancements; it will not advance to the final rule stage.

- Debra Martinson left the Workforce Development Division, effective November 23, 2024.
- During Hawaii Apprenticeship Week 2024, there were 72 individuals who joined WDD on a bus tour of two registered apprenticeship training sites (Plumbers and Pipe Fitters Local 675 in Pearl City and the Hawaii Carpenters Apprenticeship and Training Fund in Kapolei). WDD hopes to add more sites to the tour next year.
- Hawaii Apprenticeship Week 2024 held a virtual event which included presentations from several registered apprenticeship programs (Associated Builders and Contractors Hawaii, UH Manoa-Hawaii Behavioral Health Training Institute, and Hawaii Carpenters Apprenticeship and Training Fund). This virtual event allowed attendees from the neighbor islands to stay informed about apprenticeship programs.
- The USDOL will replace Apprenticeship Week next year, with an Apprenticeship Day on April 30, 2025. Council members were asked to save the date, as more information is forthcoming.

V. New Business

A. Revised Standards of Apprenticeship for Wireperson Apprenticeship Program, Hawaii Electricians Training Fund (HETF)

- Eric Nadrasik, HETF Assistant Training Coordinator, presented revisions to the Wireperson standards.
 - Section 4, Selection of Apprentices – Exceptions: On page 17, it was clarified that applicants possessing a certificate of completion in electricity or electronics, may qualify for direct entry if the program was a minimum of 2-years or 240-hours. The revision adds “240-hours” to keep up with self-paced programs that people complete online in less than 2-years.
 - Ellen May asked if the online programs are accredited or validated by an industry-recognized board.
 - Erik Nadrasik replied the State license is validated by the Department of Commerce and Consumer Affairs. All the online programs would be reviewed by the Apprenticeship Committee, prior to accepting apprentices into the program and granting them previous credit.

- Terry Uyehara added that the program's curriculum is reviewed by Honolulu Community College.
- Section 4, Selection of Apprentices – Exceptions: On page 20, it was specified that individuals from an industry-related, Department of Defense SkillBridge program may qualify for direct entry. This will make it easier for veterans to enter the trade and receive credit for the training they received in the military.
 - There were no questions or comments on this proposed revision.
- Ellen May motioned for approval of the proposed revisions. Travis Murakami seconded the motion.

The members voted as follows:

Jeffrey Durham	(absent)
James Hardway	Yes
Seunghye Hong	Yes
Ellen May	Yes
Travis Murakami	Yes
Caroline Soga	Yes
Rick Subiono	Yes
Patrick Sullivan	Recused
Francis Tau'a	(absent)
Aaron Tilton	(excused)
Terry Uyehara	Recused
Melodie Vega	(absent)
Cristina Vocalan	Yes
Gregg Serikaku	Yes

The Council voted to recommend approval of HETF's revisions to the Wireperson Apprenticeship Program standards.

B. Review the IT Help Desk Support Technician Apprenticeship Program, Pacific Center for Advanced Technology Training (PCATT), Honolulu Community College

- Dan Doerger, PCATT Director, presented the new IT Help Desk apprenticeship program.
 - The program was initiated with funding from the Good Jobs Hawaii grant, which has already ended. PCATT wants to extend the program formally, into a registered apprenticeship program.

- 2,000 hours of on-the-job training will be required.
- PCATT will provide the related training instruction, in the form of CompTIA A+ (2 courses) and Cisco-certified support technician training. The employers can also choose from a variety of professional skills courses.
- Although there was only one employer (InTech Hawaii) onboard when the application was submitted, another one (Hawaii Tech Support) was subsequently added.
- The goal is to have each employer accept at least two apprentices.
- Recruitment will primarily be from the University of Hawaii system and the Department of Education. They are also targeting those looking to change careers.
 - Edgar Fernandez asked about the process of referring public inquiries regarding IT apprenticeship programs, to PCATT.
 - Dan Doerger replied that inquiries can be sent directly to PCATT, since they have staff to discuss the program details and provide guidance.
 - Ellen May asked about the costs an apprentice would incur.
 - Dan Doerger replied that apprentice costs would be related to the CompTIA A+ courses (about \$1200) and the Cisco support technician courses (about \$800). The employer could decide to pay for the courses as well.
 - Dan Doerger mentioned the courses can articulate into credits for an associate or bachelor's degree.
 - Ellen May asked if scholarships would be available for low-income apprentices.
 - Dan Doerger replied it would be the same scholarships offered to all university students, although there could be some limitations for non-credit students.
 - Maricar Pilotin-Freitas added that the American Job Centers in each county has funding to assist the low-income population, to defray costs such as tuition and support services.
 - James Hardway mentioned since the courses are on the non-credit side, the availability of financial aid would be limited. He asked if there was a plan to move to the for-credit side.

- Dan Doerger replied that it would be possible if the courses matriculated into a degree program, however, there are no current plans to do this.
- Travis Murakami asked if apprentices need to provide their own computers.
- Dan Doerger replied that PCATT has computers they can loan to apprentices, if necessary.
- Terry Uyehara asked if the employers would pay according to the wage scale in the standards.
- Dan Doerger replied the pay will increase from \$22.50 to \$25.50, once the apprentice is halfway through the program. Another pay increase to \$30.00 would occur upon program completion.
- Chair Serikaku asked who will track apprentice hours if they go from one employer to another.
- Dan Doerger replied their staff navigator and the mentor at the job site would track those hours.
- Ellen May asked if the employers can fulfill the apprentice-to-journey worker ratio of 3 to 1.
- Dan Doerger replied the employers who are onboard have committed to being compliant with the ratio.
- Travis Murakami motioned for approval of the new program standards.
- Terry Uyehara seconded the motion.

The members voted as follows:

Jeffrey Durham	(absent)
James Hardway	Yes
Seunghye Hong	Yes
Ellen May	Yes
Travis Murakami	Yes
Caroline Soga	Yes
Rick Subiono	Yes
Patrick Sullivan	Yes
Francis Tau'a	(absent)
Aaron Tilton	(excused)
Terry Uyehara	Yes
Melodie Vega	(absent)

Cristina Vocalan	Yes
Gregg Serikaku	Yes

The Council voted to recommend approval of the PCATT IT Help Desk program standards, with the contingency that Dan Doerger submit revised standards to include both signatory employers (InTech Hawaii and Hawaii Tech Support). The current version lists InTech Hawaii only.

VI. Unfinished Business

- None

VII. New Business

- Edgar Fernandez mentioned that going forward, SAC members will need to submit their New Business or Council Update items prior to the meeting date. The Office of Information Practices monitors and enforces the Sunshine Law, which requires discussion items to be on the agenda, to provide sufficient information so the public can decide to attend the meeting or not. If the item is not on the agenda, it cannot be discussed.

VIII. Announcements

- A. Chair Serikaku announced Terry Uyehara will resign from the Council, effective December 31, 2024, due to his retirement.

IX. Meeting adjourned at 9:50 am

IV. REPORTS/UPDATE

B. WORKFORCE DEVELOPMENT DIVISION

- a. Apprentice Statistical Data as of
December 31, 2024**
- b. S.B. No 136/H.B. No. 956, Relating to
Ironworkers**
- c. S.B. No. 426/H.B. No. 549, Relating to an
Early Learning Apprenticeship**

**a. Apprentice Statistical Data as of
December 31, 2024**

APPRENTICE STATISTICAL DATA

As of December 31, 2024

Period covered: January 1, 2024 to December 31, 2024

STATUS	TOTAL
New Registration & Reinstatement	1558
Suspended	3
Cancelled	1111
Completed	488
TOTAL NO. OF ACTIVE APPRENTICES AS OF December 31, 2024	5314

PREVIOUS YEARS

Status	2023	2022
New Registration and Reinstatement	1363	1115
Suspended	2	1
Cancelled	1013	1297
Completed	677	573
Total No. of Active/Registered as of the End of Year	5359	5688

b. S.B. No. 136/ H.B. No. 956

Measure Title: RELATING TO IRONWORKERS.

Report Title: DLIR; Ironworkers; Iron Projects; Apprenticeship Program; Requirement; Rules

Description: Prohibits any person from disassembling, dismantling, or demolishing iron projects unless the person has completed an apprenticeship program for ironworkers approved and registered with the Director of Labor and Industrial Relations. Establishes penalties. Requires the Department of Labor and Industrial Relations to adopt rules.

Companion: [HB956](#)

Package: None

Current Referral: LBT, JDC

Introducer(s): KEOHOKALOLE, CHANG, Hashimoto, Kanuha, Moriwaki, Richards

<u>Sort by Date</u>	<u>Status Text</u>
2/10/2025	S The committee on LBT deferred the measure.
2/7/2025	S The committee(s) on LBT has scheduled a public hearing on 02-10-25 3:15PM; Conference Room 224 & Videoconference.
1/17/2025	S Referred to LBT, JDC.
1/15/2025	S Introduced and passed First Reading.
1/10/2025	S Pending Introduction.

S = Senate | H = House | D = Data Systems | \$ = Appropriation measure | ConAm = Constitutional Amendment

Some of the above items require Adobe Acrobat Reader. Please visit [Adobe's download page](#) for detailed instructions.

JAN 15 2025

A BILL FOR AN ACT

RELATING TO IRONWORKERS.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:

1 SECTION 1. The Hawaii Revised Statutes is amended by
2 adding a new chapter to be appropriately designated and to read
3 as follows:

4 "CHAPTER
5 IRONWORKERS

6 § -1 Definitions. As used in this chapter:

7 "Apprenticeship program" means a training program approved
8 and registered with the director in conformance with chapter 372
9 and rules adopted by the director pursuant to chapter 372.

10 "Department" means the department of labor and industrial
11 relations.

12 "Director" means the director of labor and industrial
13 relations.

14 "Ironworker" means any person who:

15 (1) Cuts, builds, welds, and places structural steel and
16 iron on roads, buildings, bridges, and other iron
17 projects; and



(2) Is enrolled in or completed an apprenticeship program for ironworkers.

"Iron project" means any project that reinforces or enhances the safety and durability of structures, including precast concrete, high-rise structures, condominiums, dwelling units, stadiums, bridges, solar farms, wind farms, power plants, harbors, airports, schools, universities, office buildings, malls, and state and government buildings. "Iron project" includes work set forth in article IV of the 2021 Constitution of the International Association of Bridge, Structural, Ornamental and Reinforcing Iron Workers.

§ -2 Iron projects; disassembly; dismantlement; demolition; requirement. No person shall disassemble, dismantle, or demolish an iron project unless the person has completed an apprenticeship program for ironworkers.

§ -3 Penalties. (a) Any person who violates this chapter shall be fined not more than \$500 or imprisoned not more than one year, or both.

(b) Any person who contracts services to disassemble, dismantle, or demolish an iron project with a person in violation of this chapter, shall be fined not more than \$1,000.



1 § -4 Rulemaking authority. The department shall adopt
2 rules pursuant to chapter 91 necessary to carry out the purposes
3 of this chapter."

4 SECTION 2. This Act shall take effect upon its approval.
5

INTRODUCED BY: _____

A handwritten signature in black ink, appearing to be 'JBL', is written over a horizontal line.

S.B. NO. 136

Report Title:

DLIR; Ironworkers; Iron Projects; Apprenticeship Program;
Requirement; Rules

Description:

Prohibits any person from disassembling, dismantling, or demolishing iron projects unless the person has completed an apprenticeship program for ironworkers approved and registered with the Director of Labor and Industrial Relations. Establishes penalties. Requires the Department of Labor and Industrial Relations to adopt rules.

The summary description of legislation appearing on this page is for informational purposes only and is not legislation or evidence of legislative intent.



HB956



Measure Title: RELATING TO IRONWORKERS.

Report Title: DLIR; Ironworkers; Iron Projects; Apprenticeship Program; Requirement; Rules

Description: Prohibits any person from disassembling, dismantling, or demolishing iron projects unless the person has completed an apprenticeship program for ironworkers approved and registered with the Director of Labor and Industrial Relations. Establishes penalties. Requires the Department of Labor and Industrial Relations to adopt rules.

Companion: SB136

Package: None

Current Referral: LAB, CPC, JHA

Introducer(s): KILA

<u>Sort by Date</u>	<u>Status Text</u>
1/30/2025	H The committee(s) on LAB recommend(s) that the measure be deferred.
1/27/2025	H Bill scheduled to be heard by LAB on Thursday, 01-30-25 9:00AM in House conference room 309 VIA VIDEOCONFERENCE.
1/23/2025	H Referred to LAB, CPC, JHA, referral sheet 3
1/23/2025	H Introduced and Pass First Reading.
1/21/2025	H Pending introduction.

S = Senate | H = House | D = Data Systems | \$ = Appropriation measure | ConAm = Constitutional Amendment

Some of the above items require Adobe Acrobat Reader. Please visit [Adobe's download page](#) for detailed instructions.

HB956

A BILL FOR AN ACT

RELATING TO IRONWORKERS.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:

1 SECTION 1. The Hawaii Revised Statutes is amended by
2 adding a new chapter to be appropriately designated and to read
3 as follows:

4 "CHAPTER
5 IRONWORKERS

6 § -1 Definitions. As used in this chapter:

7 "Apprenticeship program" means a training program approved
8 and registered with the director in conformance with chapter 372
9 and rules adopted by the director pursuant to chapter 372.

10 "Department" means the department of labor and industrial
11 relations.

12 "Director" means the director of labor and industrial
13 relations.

14 "Ironworker" means any person who:

15 (1) Cuts, builds, welds, and places structural steel and
16 iron on roads, buildings, bridges, and other iron
17 projects; and



1 (2) Is enrolled in or completed an apprenticeship program
2 for ironworkers.

3 "Iron project" means any project that reinforces or
4 enhances the safety and durability of structures, including
5 precast concrete, high-rise structures, condominiums, dwelling
6 units, stadiums, bridges, solar farms, wind farms, power plants,
7 harbors, airports, schools, universities, office buildings,
8 malls, and state and government buildings. "Iron project"
9 includes work set forth in article IV of the 2021 Constitution
10 of the International Association of Bridge, Structural,
11 Ornamental and Reinforcing Iron Workers.

12 § -2 Iron projects; disassembly; dismantlement;
13 demolition; requirement. No person shall disassemble,
14 dismantle, or demolish an iron project unless the person has
15 completed an apprenticeship program for ironworkers.

16 § -3 Penalties. (a) Any person who violates this
17 chapter shall be fined not more than \$500 or imprisoned not more
18 than one year, or both.

19 (b) Any person who contracts services to disassemble,
20 dismantle, or demolish an iron project with a person in
21 violation of this chapter, shall be fined not more than \$1,000.

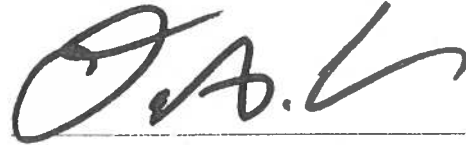


1 § -4 Rulemaking authority. The department shall adopt
2 rules pursuant to chapter 91 necessary to carry out the purposes
3 of this chapter."

4 SECTION 2. This Act shall take effect upon its approval.

5

INTRODUCED BY:



JAN 21 2025



H.B. NO. 956

Report Title:

DLIR; Ironworkers; Iron Projects; Apprenticeship Program;
Requirement; Rules

Description:

Prohibits any person from disassembling, dismantling, or demolishing iron projects unless the person has completed an apprenticeship program for ironworkers approved and registered with the Director of Labor and Industrial Relations. Establishes penalties. Requires the Department of Labor and Industrial Relations to adopt rules.

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c. S.B. No. 426/ H.B. No. 549

SB426 SD1



Measure Title:	RELATING TO AN EARLY LEARNING APPRENTICESHIP GRANT PROGRAM.
Report Title:	UH; Early Learning Apprenticeship Grant Program; Childcare; Early Learning Opportunities; Professions and Occupations; Reports; Appropriations (\$)
Description:	Establishes an Early Learning Apprenticeship Grant Program to be administered by the University of Hawai'i to provide financial support for early learning program service providers in the State to participate in state- or federally-approved early learning apprenticeship programs. Requires an annual report to the Legislature. Appropriates funds. Effective 7/31/2050. (SD1)
Companion:	<u>HB549</u>
Package:	None
Current Referral:	HRE/EDU, WAM
Introducer(s):	AQUINO, CHANG, FEVELLA, FUKUNAGA, HASHIMOTO, KANUHA, MORIWAKI, Elefante, Wakai

<u>Sort by Date</u>	<u>Status Text</u>
2/14/2025	S Report adopted; Passed Second Reading, as amended (SD 1) and referred to WAM.
2/14/2025	S Reported from HRE/EDU (Stand. Com. Rep. No. 524) with recommendation of passage on Second Reading, as amended (SD 1) and referral to WAM.
2/11/2025	S The committee(s) on EDU recommend(s) that the measure be PASSED, WITH AMENDMENTS. The votes in EDU were as follows: 5 Aye(s): Senator(s) Kidani, Kim, Hashimoto, Kanuha, DeCorte; Aye(s) with reservations: none ; 0 No(es): none; and 0 Excused: none.
2/11/2025	S The committee(s) on HRE recommend(s) that the measure be PASSED, WITH AMENDMENTS. The votes in HRE were as follows: 4 Aye(s): Senator(s) Kim, Kidani, Fukunaga, Hashimoto; Aye(s) with reservations: none ; 0 No(es): none; and 1 Excused: Senator(s) Fevella.
2/7/2025	S The committee(s) on HRE/EDU has scheduled a public hearing on 02-11-25 3:00PM; Conference Room 229 & Videoconference.
1/21/2025	S Referred to HRE/EDU, WAM.
1/16/2025	S Passed First Reading.
1/16/2025	S Introduced.

S = Senate | H = House | D = Data Systems | \$ = Appropriation measure | ConAm =
Constitutional Amendment



Some of the above items require Adobe Acrobat Reader. Please visit [Adobe's download page](#) for detailed instructions.



SB426 SDI

A BILL FOR AN ACT

RELATING TO AN EARLY LEARNING APPRENTICESHIP GRANT PROGRAM.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:

1 SECTION 1. The legislature finds that establishing an
2 early learning apprenticeship grant program within the
3 university of Hawaii is a matter of statewide concern pursuant
4 to article X, section 6, of the Hawaii State Constitution.

5 The legislature finds that quality learning experiences
6 during a child's earliest years improve long-term, multi-general
7 outcomes and contribute to a strong, skilled workforce. High-
8 quality early learning programs support the growth and
9 development of children, a working family's ability to secure
10 and sustain employment and economic vitality, promote the
11 creation of jobs and workforce support, and generate substantial
12 revenue for the State.

13 The legislature notes that despite the growing demand for
14 well-trained early learning professionals, the field is
15 experiencing a shortage of qualified and well-compensated
16 workers. Therefore, the legislature recognizes that it is
17 necessary to support the recruitment, retention, and



1 professional development of early learning professionals as an
2 investment in the workforce that supports the State's youngest
3 children and working families, which will contribute to the
4 current and future prosperity of the State.

5 The legislature further finds that registered
6 apprenticeship programs are proven models which create skilled
7 workforces tailored to the specialized needs of their respective
8 industries while fostering economic growth. Registered
9 apprenticeship programs are high-quality, industry-driven career
10 pathways that combine on-the-job training with classroom
11 instruction to prepare workers for skilled careers. Registered
12 apprenticeship programs ensure businesses have access to
13 well-trained and qualified employees while also ensuring that
14 employees are fairly compensated commensurate to the necessary
15 qualifications. Furthermore, apprenticeship programs offer an
16 accessible pathway to stable careers, assist in developing
17 technical skills, upskill the existing workforce, and encourage
18 a culture of lifelong learning and continuous professional
19 development.

20 The legislature also finds that the first
21 federally-approved early learning apprenticeship program



1 recently launched to serve as a critical recruitment and
2 retention pathway for prospective early learning professionals
3 and increase access to early learning opportunities. However,
4 the legislature recognizes that due to the significant labor
5 costs required of the industry, many early learning program
6 service providers have difficulty maintaining the federal
7 compensation requirement and therefore, are disincentivized in
8 participating in an early learning apprenticeship program.

9 Accordingly, the purpose of this Act is to establish an
10 early learning apprenticeship grant program, to be administered
11 by the university of Hawaii, to assist publicly- or
12 privately-run early learning program service providers to
13 participate in state- and federally-approved early learning
14 apprenticeship programs.

15 SECTION 2. Chapter 304A, Hawaii Revised Statutes, is
16 amended by adding a new section to subpart M of part IV to be
17 appropriately designated and to read as follows:

18 "§304A- Early learning apprenticeship grant program;
19 established. (a) There is established an early learning
20 apprenticeship grant program to be administered by the
21 university to provide financial support for early learning



1 program service providers in the State to participate in early
2 learning apprenticeship programs.

3 (b) The university shall award grants to an early learning
4 program service provider licensed or registered to provide child
5 care in the State that participates in a state- or
6 federally-approved early learning apprenticeship program as an
7 employer or sponsor; provided that priority shall be given to an
8 early learning program service provider that:

9 (1) Is licensed or registered to provide care for infants
10 and toddlers; and

11 (2) Enrolls children under the age of three.

12 (c) The university shall award the grant amount per
13 license; provided that the university shall consider the
14 following factors when determining the grant amount:

15 (1) The size of an early learning program service provider
16 participating in a state- or federally-approved early
17 learning apprenticeship program as an employer;

18 (2) The difference between the statutorily-required wage
19 rates or prevailing industry standard wage rates,
20 whichever is higher, and the early learning program
21 service provider's current wage rates; and



1 (3) Other factors, including but not limited to stipend
2 bonuses or wage supplements.

3 (d) The university shall award grants based on criteria
4 developed by the university in consultation with the executive
5 office on early learning.

6 (e) The grant program shall provide financial assistance
7 to eligible early learning program service providers to cover
8 the costs associated with their participation in a state- or
9 federally-approved early learning apprenticeship program,
10 including but not limited to:

11 (1) Personnel expenses and wages;

12 (2) Training expenses;

13 (3) Mentorship stipends;

14 (4) Administrative costs; and

15 (5) Wage or salary increases, wage supplements, or other

16 compensation enhancements as needed to attract and

17 retain qualified employees within the state- or

18 federally-approved apprenticeship framework, including

19 apprentice and other early learning employees;



1 provided that the wages shall match statutorily-required wage
2 requirements or prevailing industry standards, whichever is
3 higher.

4 (f) The university may cooperate with the counties to
5 administer the grant program.

6 (g) The university shall submit a report of its findings
7 and recommendations, including any proposed legislation
8 regarding the grant program to the legislature, no later than
9 twenty days prior to the convening of each regular session. The
10 report shall include at minimum:

11 (1) The number of early learning program service providers
12 receiving grants pursuant to the program;

13 (2) The number of apprentices hired by early learning
14 program service providers receiving grants under the
15 program;

16 (3) Total amount of funds awarded to early learning
17 program service providers pursuant the program; and

18 (4) The purposes for which the early learning program
19 service providers used the awarded grants, including
20 documentation on wages paid or wage increases given to
21 qualified employees within the state- or



1 federally-approved apprenticeship framework, including
2 apprentices and other early learning employees.

3 (h) For the purposes of this section:

4 "Early learning" has the same meaning as defined in section
5 302L-1.

6 "Early learning program" means a publicly- or privately-run
7 program within the State's early learning system governed
8 pursuant to chapter 302L. "Early learning program" includes
9 center-based programs, family child care programs, family-child
10 interaction learning programs, and home-based instruction
11 programs.

12 "Grant program" means the early learning apprenticeship
13 program."

14 SECTION 3. There is appropriated out of the general
15 revenues of the State of Hawaii the sum of \$ or so
16 much thereof as may be necessary for fiscal year 2025-2026 and
17 the same sum or so much thereof as may be necessary for fiscal
18 year 2026-2027 for the university of Hawaii to implement and
19 administer the early learning apprenticeship grant program.

20 The sums appropriated shall be expended by the university
21 of Hawaii for the purposes of this Act.



- 1 SECTION 4. New statutory material is underscored.
- 2 SECTION 5. This Act shall take effect on July 31, 2050.



Report Title:

UH; Early Learning Apprenticeship Grant Program; Childcare;
Early Learning Opportunities; Professions and Occupations;
Reports; Appropriations

Description:

Establishes an Early Learning Apprenticeship Grant Program to be administered by the University of Hawaii to provide financial support for early learning program service providers in the State to participate in state- or federally-approved early learning apprenticeship programs. Requires an annual report to the Legislature. Appropriates funds. Effective 7/31/2050.
(SD1)

The summary description of legislation appearing on this page is for informational purposes only and is not legislation or evidence of legislative intent.



HB549 HD2



Measure Title: RELATING TO AN EARLY LEARNING APPRENTICESHIP GRANT PROGRAM.

Report Title: UH; Early Learning Apprenticeship Grant Program; Childcare; Early Learning Opportunities; Professions and Occupations; Reports; Appropriation (\$)

Description: Establishes an Early Learning Apprenticeship Grant Program to be administered by the University of Hawai'i to provide financial support for early learning program service providers in the State to participate in state- or federally-approved early learning apprenticeship programs. Requires an annual report to the Legislature. Appropriates funds. Effective 7/1/3000. (HD2)



Companion: SB426

Package: None

Current Referral: HED, HSH, FIN

Introducer(s): GARRETT, CHUN, EVSLIN, KILA, LA CHICA, LEE, M., MARTEN, OLDS, SAYAMA, TAKAYAMA, TAKENOUCI

<u>Sort by Date</u>	<u>Status Text</u>
2/26/2025	H The committee on FIN recommend that the measure be PASSED, WITH AMENDMENTS. The votes were as follows: 15 Ayes: Representative(s) Yamashita, Takenouchi, Grandinetti, Holt, Hussey, Keohokapu-Lee Loy, Kitagawa, Kusch, Lamosao, Lee, M., Miyake, Morikawa, Templo, Alcos, Reyes Oda; Ayes with reservations: none; Noes: none; and 1 Excused: Representative(s) Ward.
2/26/2025	H Bill scheduled for decision making on Wednesday, 02-26-25 11:00AM in conference room 308 VIA VIDEOCONFERENCE.
2/25/2025	H The committee(s) on FIN recommend(s) that the measure be deferred until 02-26-25.
2/21/2025	H Bill scheduled to be heard by FIN on Tuesday, 02-25-25 2:00PM in House conference room 308 VIA VIDEOCONFERENCE.
2/14/2025	H Report adopted; referred to the committee(s) on FIN as amended in HD 2 with none voting aye with reservations; Representative(s) Pierick voting no (1) and Representative(s) Cochran, Matayoshi, Poepoe, Ward excused (4).
2/14/2025	H Reported from HSH (Stand. Com. Rep. No. 652) as amended in HD 2, recommending referral to FIN.

2/11/2025	H	The committee on HSH recommend that the measure be PASSED, WITH AMENDMENTS. The votes were as follows: 9 Ayes: Representative(s) Marten, Olds, Amato, Chun, Keohokapu-Lee Loy, Takayama, Takenouchi, Alcos, Garcia; Ayes with reservations: none; Noes: none; and Excused: none.	 
2/6/2025	H	Bill scheduled to be heard by HSH on Tuesday, 02-11-25 9:45AM in House conference room 329 VIA VIDEOCONFERENCE.	
2/4/2025	H	Passed Second Reading as amended in HD 1 and referred to the committee(s) on HSH with none voting aye with reservations; Representative(s) Pierick voting no (1) and Representative(s) Cochran, Kong, Ward excused (3).	
2/4/2025	H	Reported from HED (Stand. Com. Rep. No. 149) as amended in HD 1, recommending passage on Second Reading and referral to HSH.	
1/31/2025	H	The committee on HED recommend that the measure be PASSED, WITH AMENDMENTS. The votes were as follows: 11 Ayes: Representative(s) Garrett, Amato, Evslin, Kapela, Kila, La Chica, Olds, Sayama, Woodson, Muraoka, Souza; Ayes with reservations: none; 0 Noes: none; and 0 Excused: none.	
1/28/2025	H	Bill re-scheduled to be heard by HED on Friday, 01-31-25 2:15PM in conference room 309 VIA VIDEOCONFERENCE.	
1/28/2025	H	Bill scheduled to be heard by HED on Friday, 01-31-25 2:00PM in House conference room 309 VIA VIDEOCONFERENCE.	
1/21/2025	H	Referred to HED, HSH, FIN, referral sheet 2	
1/21/2025	H	Introduced and Pass First Reading.	
1/17/2025	H	Pending introduction.	

S = Senate | H = House | D = Data Systems | \$ = Appropriation measure | ConAm = Constitutional Amendment

Some of the above items require Adobe Acrobat Reader. Please visit [Adobe's download page](#) for detailed instructions.

HB549 HD2

A BILL FOR AN ACT

RELATING TO AN EARLY LEARNING APPRENTICESHIP GRANT PROGRAM.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF HAWAII:

1 SECTION 1. The legislature finds that quality learning
2 experiences during a child's earliest years improve long-term,
3 multi-general outcomes and contribute to a strong, skilled
4 workforce. High-quality early learning programs support the
5 growth and development of children, help working families to
6 secure and sustain employment and economic vitality, promote the
7 creation of jobs and workforce support, and generate substantial
8 revenue for the State.

9 The legislature notes that despite the growing demand for
10 well-trained early learning professionals, the field is
11 experiencing a shortage of qualified and well-compensated
12 workers. Therefore, the legislature recognizes that it is
13 necessary to support the recruitment, retention, and
14 professional development of early learning professionals as an
15 investment in a workforce that supports the State's youngest
16 children and working families, which will contribute to the
17 current and future prosperity of the State.



1 The legislature further finds that registered
2 apprenticeship programs are proven models that create skilled
3 workforces tailored to the specialized needs of their respective
4 industries while fostering economic growth. Registered
5 apprenticeship programs are high-quality, industry-driven career
6 pathways that combine on-the-job training with classroom
7 instruction to prepare workers for skilled careers. Registered
8 apprenticeship programs ensure businesses have access to
9 well-trained and qualified employees while also ensuring that
10 employees are fairly compensated commensurate to the necessary
11 qualifications. Furthermore, apprenticeship programs offer an
12 accessible pathway to stable careers, assist in developing
13 technical skills, upskill the existing workforce, and encourage
14 a culture of lifelong learning and continuous professional
15 development.

16 The legislature also finds that the first
17 federally-approved early learning apprenticeship program
18 recently launched to serve as a critical recruitment and
19 retention pathway for prospective early learning professionals
20 and increase access to early learning opportunities. However,
21 the legislature recognizes that due to the significant labor



1 costs required of the industry, many early learning program
2 service providers have difficulty maintaining the federal
3 compensation requirement and are therefore disincentivized from
4 participating in early learning apprenticeship programs.

5 The legislature declares that the establishment of an early
6 learning apprenticeship grant program is a matter of statewide
7 concern.

8 The purpose of this Act is to establish an early learning
9 apprenticeship grant program, to be administered by the
10 university of Hawaii, to assist publicly- or privately-run early
11 learning program service providers participating in state- and
12 federally-approved early learning apprenticeship programs.

13 SECTION 2. Chapter 304A, Hawaii Revised Statutes, is
14 amended by adding a new section to subpart M of part IV to be
15 appropriately designated and to read as follows:

16 "§304A- Early learning apprenticeship grant program;
17 established. (a) There is established an early learning
18 apprenticeship grant program to be administered by the
19 university to provide financial support for early learning
20 program service providers in the State to participate in early
21 learning apprenticeship programs.



1 (b) The university shall award grants to an early learning
2 program service provider licensed or registered to provide child
3 care in the State that participates in a state- or
4 federally-approved early learning apprenticeship program as an
5 employer or sponsor; provided that priority shall be given to an
6 early learning program service provider that:

7 (1) Is licensed or registered to provide care for infants
8 and toddlers; and

9 (2) Enrolls children under the age of three.

10 (c) The university shall determine the grant amount per
11 license; provided that the university shall consider the
12 following factors when determining the grant amount:

13 (1) The size of an early learning program service provider
14 participating in a state- or federally-approved early
15 learning apprenticeship program as an employer;

16 (2) The difference between the statutorily-required wage
17 rates or prevailing industry standard wage rates,
18 whichever is higher, and the early learning program
19 service provider's current wage rates; and

20 (3) Other factors, including but not limited to stipend
21 bonuses or wage supplements.



1 (d) The university shall award grants based on criteria
2 developed by the university in consultation with the executive
3 office on early learning.

4 (e) The grant program shall provide financial assistance
5 to eligible early learning program service providers to cover
6 the costs associated with their participation in a state- or
7 federally-approved early learning apprenticeship program,
8 including but not limited to:

- 9 (1) Personnel expenses and wages;
10 (2) Training expenses;
11 (3) Mentorship stipends;
12 (4) Administrative costs; and
13 (5) Wage or salary increases, wage supplements, or other
14 compensation enhancements as needed to attract and
15 retain qualified employees within the state- or
16 federally-approved apprenticeship framework, including
17 apprentices and other early learning employees;
18 provided that the wages shall match statutorily-required wage
19 requirements or prevailing industry standards, whichever is
20 higher.



1 (f) The university may collaborate with the counties to
2 administer the grant program.

3 (g) The university shall submit a report of its findings
4 and recommendations, including any proposed legislation
5 regarding the grant program, to the legislature no later than
6 twenty days prior to the convening of each regular session. The
7 report shall include at minimum:

8 (1) The number of early learning program service providers
9 receiving grants pursuant to the program;

10 (2) The number of apprentices hired by early learning
11 program service providers receiving grants under the
12 program;

13 (3) The total amount of funds awarded to early learning
14 program service providers pursuant to the program; and

15 (4) The purposes for which the early learning program
16 service providers used the awarded grants, including
17 documentation on wages paid or wage increases given to
18 qualified employees within the state- or
19 federally-approved apprenticeship framework, including
20 apprentices and other early learning employees.

21 (h) For the purposes of this section:



1 "Early learning" has the same meaning as defined in section
2 302L-1.

3 "Early learning program" means a publicly- or privately-run
4 program within the State's early learning system governed
5 pursuant to chapter 302L. "Early learning program" includes
6 center-based programs, family child care programs, family-child
7 interaction learning programs, and home-based instruction
8 programs.

9 "Grant program" means the early learning apprenticeship
10 grant program."

11 SECTION 3. There is appropriated out of the general
12 revenues of the State of Hawaii the sum of \$ or so
13 much thereof as may be necessary for fiscal year 2025-2026 and
14 the same sum or so much thereof as may be necessary for fiscal
15 year 2026-2027 for the university of Hawaii to implement and
16 administer the early learning apprenticeship grant program.

17 The sums appropriated shall be expended by the university
18 of Hawaii for the purposes of this Act.

19 SECTION 4. This Act shall take effect on July 1, 3000.



Report Title:

UH; Early Learning Apprenticeship Grant Program; Childcare;
Early Learning Opportunities; Professions and Occupations;
Reports; Appropriation

Description:

Establishes an Early Learning Apprenticeship Grant Program to be administered by the University of Hawaii to provide financial support for early learning program service providers in the State to participate in state- or federally-approved early learning apprenticeship programs. Requires an annual report to the Legislature. Appropriates funds. Effective 7/1/3000.
(HD2)

The summary description of legislation appearing on this page is for informational purposes only and is not legislation or evidence of legislative intent.



V. NEW BUSINESS

1. REVISED STANDARDS OF APPRENTICESHIP FOR CVS HEALTH PHARMACY TECHNICIAN APPRENTICESHIP PROGRAM

STANDARDS OF APPRENTICESHIP

DEVELOPED BY:

CVS Health - Hawaii



FOR THE OCCUPATION OF:

Pharmacy Technician

O*NET SOC CODE:

29-2052.00

RAPIDS CODE:

0844CB

APPROVED AND REGISTERED BY:

**DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS
830 PUNCHBOWL STREET | HONOLULU, HI 96813**

PROGRAM IDENTIFICATION

A. Name of Program:

Hawaii CVS Health Pharmacy Technician Apprenticeship Program

B. Occupation(s):

Pharmacy Technician

O*Net SOC Code:

29-2052.00

C. Name and Address of Sponsor:

CVS Health, Regional Business Office, 1025 Opakapaka St, Kapolei, HI 96707

D. Contact Person of the Program:

**Trang Malone, Workforce Initiatives Manager, 808-723-9570,
Trang.Malone@CVSHealth.com**

E. Type of Apprenticeship Program: (Please check appropriate box)

- | | | |
|-------------------------------------|------------------------|---|
| <input type="checkbox"/> | "Group Joint" | Employers and Union Sponsorship |
| <input type="checkbox"/> | "Group Non-Joint" | Employers Association Sponsorship, No Union Participation |
| <input type="checkbox"/> | "Individual Joint" | Single Employer and Union Sponsorship |
| <input checked="" type="checkbox"/> | "Individual Non-Joint" | Single Employer, No Union Participation |

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SECTION I – PROGRAM OVERVIEW

CVS Health is continuing its Pharmacy Technician Apprenticeship Program in Hawaii (last Standards adopted in 2020). The apprentice starts as an apprentice trainee and must master all the competencies to become a Pharmacy Technician.

The pharmacy technician prepares medications under the direction of a pharmacist. The technician may measure, mix, count out, label, and record amounts and dosages of medications according to prescription orders.

SECTION II – PROGRAM ADMINISTRATION

CVS Health is the sponsor and will be responsible for the over-all operation and administration of the apprenticeship program, including but not limited to the following:

- a. Establish standards of apprenticeship for the Apprenticeship Program and submit to the Department of Labor and Industrial for approval.
- b. Modify and revise standards of apprenticeship of the program and submit revisions to the Registration Agency for approval.
- c. Determine the need for apprentices based on the needs of the sponsor/employer.
- d. Operate and administer the apprenticeship program in accordance with the standards of apprenticeship.
- e. Coordinate with the training provider for the effective delivery of the related training instruction component of the apprenticeship program
- f. Process apprenticeship transactions pertaining to registration, suspension, cancellation, or reinstatement for submission and approval by the Department of Labor and Industrial Relations (DILR).
- g. Grant credit hours or advanced standing that may be granted to apprentices for previous experience and training.
- h. Conduct periodic review and evaluation of the progress of the apprentice on-the-job and related instruction.
- i. Recommends the completion of apprentices for issuance of the Certificate of Completion by the Department of Labor and Industrial Relations.
- j. Perform other activities that are necessary for the effective administration of the program.

The day to day operation and administration of the apprenticeship program will be the responsibility of the Apprenticeship Coordinator who is also the contact person for the program.

SECTION III – TERM OF APPRENTICESHIP

The term of apprenticeship will be 12-15 months and will consist of 2,000 hours of on-the-job learning and supplemented by 144 hours of related instruction. Full credit will be given for on-the-job learning hours during the probationary period.

The program is competency-based.

SECTION IV – ON THE JOB TRAINING

During the term of apprenticeship, the apprentice will receive on-the-job learning in all phases of the occupation that are necessary to develop the skill and proficiency to become a skilled and competent Pharmacy Technician. The on-the-job learning will be in accordance with the Work Process Schedule/Competencies as outlined in Appendix C.

On-the-job learning will be under the direction and guidance of the supervisor of the apprentice in accordance with the approved apprentices to journeyworker/mentor ratio.

SECTION V – RELATED TRAINING INSTRUCTION

The related training instruction (RTI) consists of 144 hours of technical subjects that are closely correlated with the practical experience and training received on the job.

CVS Health and/or Kapiolani Community College will serve as training provider for related instruction in accordance with the course curriculum/outline provided in Appendix D. The training provider will provide adequate instructional aids and equipment that are necessary to ensure safe and quality instruction. The Sponsor will secure competent instructors who has the knowledge and experience to provide the related instruction.

Related instruction will be delivered in a classroom setting or accomplished through online courses as approved by the Registration Agency. The Sponsor will monitor and document the apprentice's progress in related instruction classes.

Apprentices attending related instruction classes will be and will not be compensated while attending or accomplishing related instruction during regular working hours. Apprentices will be paid for related instruction classes at a minimum of 50 percent, only if CVS Health is the related instruction provider.

SECTION VI – MINIMUM QUALIFICATIONS AND SELECTION FOR APPRENTICESHIP

Minimum Qualification

Applicants shall meet the following minimum qualifications:

An apprentice must be at least 16 years of age, except where a higher age is required by law, and must be employed to learn an apprenticeable occupation. Please include any additional qualification requirements as appropriate:

- ☒ There is an educational requirement of: *A high school diploma, General Educational Development (GED) equivalency or other high school equivalency credential is required. Applicant must provide an official transcript(s) for high school and any post-high school education. Applicant must submit the GED certificate or other high school equivalency credential. The CVS Health Workforce Initiatives Manager has the discretion to admit applicants into the program on a case-by-case basis.*
- ☒ There is a physical requirement of: *Apprentices will be physically capable of performing the essential functions of the apprenticeship program, with or without a reasonable accommodation, and without posing a direct threat to the health and safety of the individual or others.*
- ☒ The following aptitude test(s) will be administered: *Candidates must complete a Virtual Job Tryout screening that is part of the online job application. If the criteria is adequately met, the candidate can proceed to the interview.*
- ☒ A valid government issued photo identification is required.
- ☒ Other:
 - Applicants will pass a background and drug screening before acceptance into the program and prior to being employed*
 - Typing 25-30 words per minute/data entry*
 - Perform math at an 8th grade level or higher*
 - Good people skills (sales/customer service)*
 - Dependable and detail oriented*

The apprenticeship program is open to qualified applicants who are new hires or incumbent employees of the sponsor or participating employers.

SECTION VII – APPRENTICE'S WAGE PROGRESSION

Apprentice's start wage will be the minimum hourly rate that is applicable at the time of selection as an apprentice.

STEP 1	- 1 - 1000 hours	\$16
STEP 2	- 1001 – 2000 hours	Increase of 1 % of the start wage after completing all competencies required

SECTION VIII – PROBATIONARY PERIOD

All applicants selected for apprenticeship will serve a probationary period of **12 weeks** of on-the-job learning. Probationary period begins once the individual is hired/employed as an apprentice. During the probationary period, the apprentice or the sponsor/employer may terminate the apprenticeship program with or without cause.

The records for each probationary apprentice shall be reviewed prior to the end of the period. Records may consist of periodic reports regarding progression made on both on-the-job learning (OJL) and related training instruction (RTI), and any disciplinary action taken during the probationary period.

Any probationary apprentice evaluated as satisfactory after a review of the probationary period shall be given full credit for OJL hours and RTI hours completed during the probationary period and continue in the program.

SECTION IX – RATIO OF APPRENTICE(S) TO JOURNEYWORKER(S)

The ratio of apprentice to journeyworker consistent with proper supervision, training/instruction, safety, and continuity of employment throughout the apprenticeship will be 1 apprentice(s) to one (1) Journeyworker/Supervisor. Such journeyworker/supervisor is an individual who has the skills, training, and knowledge on the occupation and will be responsible for the training of the apprentice including work assignments, conduct review and evaluation of performance, and submit reports to the sponsor.

SECTION X – CREDIT FOR PREVIOUS EXPERIENCE OR ADVANCE STANDING

Credit hours may be granted to new apprentices who demonstrate previous acquisition of skills or knowledge equivalent to that which would be received under these Standards. Credit hours granted will be credited towards the term and completion of the apprenticeship.

Apprentices seeking credit for previous experience or related training must submit the request for credit at the time of application and furnish such records, affidavits, and other required evidence of work experience demonstrating competencies to substantiate the claim. The sponsor will assess and evaluate previous experience and training that aligns with the work processes or related instruction. The sponsor will determine the number of hours that will be granted based on the results of the assessment and evaluation.

If the apprentice's wage schedule provides for a progressively increasing schedule of wages, an apprentice granted credit will be advanced to the wage rate designated for the step to which such credit accrues. The Registration Agency will be advised of any credit granted and the wage rate to which the apprentice is advanced.

The granting of credit or advanced standing for both on-the-job learning and related instruction will be uniformly applied to all apprentices.

SECTION XI – COMPLAINT PROCEDURES

If an applicant or an apprentice believes an issue exists that adversely affects his/her participation in the apprenticeship program or violates the provisions of the Apprenticeship Agreement or Standards, relief may be sought through one or more of the following avenues, based on the nature of the issue:

- a. For issues regarding wages, hours, working conditions, and other issues, apprentices may seek resolution through the applicable Grievance and Arbitration procedures of the sponsor.
- b. Any apprentice or applicant for apprenticeship who believes that he/she has been discriminated against on the basis of race, color, religion, national origin, age, or sex, with regard to apprenticeship or that the equal opportunity standards with respect to his/her selection have not been followed in the operation of an apprenticeship program, may personally or through an authorized representative, file a complaint with the Registration Agency or, at the apprentice or applicants election, with the private review body established by the program sponsor (if applicable). The complaint will be in writing and will be signed by the complainant. It must include the name, address, and telephone number of the person allegedly discriminated against, the program sponsor involved, and a brief description of the circumstances of the failure to apply equal opportunity standards.
- c. The name of the person designated to review complaints is:

Trang Malone, Workforce Initiatives Manager
CVS Health, Regional Business Office
1025 Opakapaka St, Kapolei, HI 96707
808-723-9570, Trang.Malone@CVSHealth.com

The complaint must be filed not later than one hundred eighty (180) days from the date of the alleged discrimination or specified failure to follow the equal opportunity standards, and, in the case of complaints filed directly with the review body designated by the program sponsor to review such complaints, any referral of such complaint by the complainant to the Registration Agency must occur within the time limitation stated above or thirty (30) days from the final decision of such review body, whichever is later. The time may be extended by the Registration Agency with good cause shown.

Complaints of discrimination in the apprenticeship program may be filed and processed under Chapter 31, Title 12 Hawaii Administrative Rules and the procedures as set forth above.

The services of the Department may also be utilized as provided in Item 3, General Provisions (Appendix B).

SECTION XII – EQUAL EMPLOYMENT STANDARDS

CVS Health shall comply with the following Equal Employment Opportunity Pledge on Apprenticeship:

"The recruitment, selection, employment, and training of apprentices during their apprenticeship shall be without discrimination on the basis of race, color, religion, national origin, sex (including pregnancy and gender identity), sexual orientation, genetic information, age (40 or older), disability, marital status, or arrest and court record which does not have a substantial relationship to the functions and responsibilities of the prospective or continued employment, provided that a sponsor may refuse to refer for employment an individual for good cause relating to the ability of the individual to perform the work in question. Affirmative action shall be undertaken to provide equal employment opportunity in apprenticeship and the apprenticeship program shall be operated as required under chapter 31, title 12, Administrative Rules or its successors and Title 29, part 30 of the Code of Federal Regulations."

The Sponsor is an Equal Employment Opportunity Employer and does not discriminate in the recruitment, selection, employment and training of apprentices and ensures the identification, positive recruitment, training, and motivation of underrepresented populations, including minority and female apprentices.

**SECTION XIII – ADOPTION AND APPROVAL OF APPRENTICESHIP
STANDARDS**

- A. CVS Health adopts and submits these revised Standards of Apprenticeship for approval:

Signature: 

Name: Trang Malone

Title: Workforce Initiatives Manager

Date: February 24, 2025

- B. Approved and Registered by the Department of Labor and Industrial Relations

Signature: _____

Name: Jade Butay

Title: Director

Date: _____

APPENDIX A

ASSURANCES AND CERTIFICATIONS

By its signature to the Standards of Apprenticeship, the Sponsor assures and certifies that it will fully comply with the following requirements in accordance with Chapters 30 and 31, Title 12, Hawaii Administrative Rules, and Federal Regulations on Apprenticeship in 29 CFR Part 29:

1. Apprentices indentured into the sponsor program shall not be less than seventeen (16) years of age.
2. All apprentices shall be afforded qualified training personnel and adequate supervision on the job. All apprentices will receive instruction in safe and healthful work practices both on-the-job and in related instruction that are in compliance with State or Federal Occupational Safety and Health Standards.
3. All apprentices shall be placed under a written apprenticeship agreement, which shall directly, or by reference, incorporate the standards of the program as part of the agreement.
4. Proposed modifications to the Apprenticeship Program shall be promptly submitted to the DLIR for review and approval.
5. The Sponsor shall promptly request apprentice registrations, completions, cancellations, and suspension with reasons to DLIR.
6. If for any reason, the Sponsor is unable to fulfill his/her training obligations due to lack of work or inability to conform to these Standards, the Sponsor will make every effort to refer the apprentices who are interested in continuing their apprenticeship to another registered program for the same or similar occupation, if available. This will provide the apprentices an opportunity for completion of their Apprenticeship Program. The Sponsor will make available to the apprentice and the receiving employer the apprentice's training record if a similar program is available.
7. The Sponsor will maintain for a period of five (5) years from date of last action, all records relating to apprentice applications (whether selected or not), the employment and training of apprentices, and any other information relevant to the operation of the program, and make these records available on the request of the Registration Agency.
8. For Time-Based Apprenticeship Programs, each apprentice may be responsible for recording his/her hourly work experience/On-the-Job Learning and Related Training Instruction (RTI). Whether the apprentice or supervisor records hourly work experience and RTI, the record must be signed by both the apprentice and supervisor to verify the information and to keep the apprentice update about progress in the apprenticeship program.

For Competency-Based Apprenticeship Programs, the Sponsor is responsible to maintain records and documentation of competencies attained with a date when the

competency is attained, and initialed by both the apprentice and supervisor for each competency so that the apprentice is aware of his or her progress in the apprenticeship program.

The apprentice will authorize release of related instruction records before submitting to the Sponsor. All data, written records of progress evaluations, and corrective and final actions pertaining to the apprentice will be maintained by and will be the property of the Sponsor. These records will be included in each apprentice's records maintained by the Sponsor.

9. Periodically, or at any other time when conditions warrant, the Sponsor will evaluate the apprentice's record of performance to determine whether he/she has made satisfactory progress. If an apprentice's related instruction or on-the-job progress is found to be unsatisfactory, the Sponsor may determine whether the apprentice will be required to repeat a work process. Should it be found that the apprentice does not have the ability or desire to continue the training to become a journey worker, the Sponsor will, after the apprentice has been given adequate assistance and opportunity for corrective action, request DLIR to terminate the Apprenticeship Agreement.
10. The Sponsor may request at any time to cancel the apprenticeship program set forth herein. If the Sponsor fails to abide by these Standards, DLIR may initiate deregistration of the Apprenticeship Program.
11. The transfer of an apprentice between apprenticeship programs and within an apprenticeship program must be based on agreement between the apprentice and the affected apprenticeship committee or program sponsors, and must comply with the following requirements:
 - a. The transferring apprentice must be provided a transcript of related training instruction and on-the-job learning by the committee or program sponsor;
 - b. The transfer must be to the same occupation; and
 - c. A new apprenticeship agreement must be executed when the transfer occurs between program sponsors.
12. The Standards for Apprenticeship shall comply with federal and state laws, rules, regulations, and requirements pertaining to apprenticeship.
13. The Sponsor agrees to follow and provide all Appendices to these Standards of Apprenticeship, if applicable:
 - Appendix A – Assurances and Certifications
 - Appendix B – General Provisions
 - Appendix C – Work Process Schedule/Competencies
 - Appendix D – Related Training Instruction/Course Curriculum Outline
 - Appendix E – Affirmative Action Program
 - Appendix F – Selection Procedures
 - Appendix G – Union's Concurrence with the Apprenticeship Program
 - Appendix H – List of Signatory Employers
 - Appendix I – Employer Acceptance Agreement

14. The Sponsor certifies that the information contained in the Apprenticeship Agreement is true and correct to the best of their knowledge and understands that the agreement will not be considered if it is incomplete. Further, the Sponsor understands that any false or misleading statements and/or omissions, whenever discovered, regarding the Apprenticeship Program are grounds for disqualification from further consideration and from dismissal from the program.

APPENDIX B

GENERAL PROVISIONS

The administration and operation of the Apprenticeship Program shall be in accordance with the following General Provisions:

1. During the period of probation, the DLIR Director shall cancel the apprenticeship agreement at the request in writing of any party thereto. (This provision is not applicable if probationary period is covered by collective bargaining).
2. After an apprentice's probationary period, if applicable, the DLIR Director may cancel an apprenticeship agreement:
 - i. Upon agreement of the parties thereto;
 - ii. At the request of the apprentice;
 - iii. Upon recommendation by the sponsor, for good cause, with due notice to the apprentice and a reasonable opportunity for corrective action; or
 - iv. For good cause by DLIR after giving all parties notice and opportunity to be heard.
3. The services of DLIR may be utilized for consultation regarding the settlement of differences arising out of the apprenticeship agreement where the differences cannot be settled internally by the parties or in accordance with their established procedures, and that any such differences which cannot be amicably settled by the parties may be submitted to the DLIR Director for final decision.
4. The DLIR shall recognize an apprentice's completion of an apprenticeship program by issuing a certificate of completion to the apprentice.
5. The DLIR shall register, cancel, or deregister Apprenticeship Programs in compliance with Chapter 372 HRS, and Chapter 12, Subtitle 5, Chapter 30 Administrative Rules for Apprenticeship.

APPENDIX C

WORK PROCESSES SCHEDULE/COMPETENCIES

The following work processes (i.e., professional competencies) are intended as a guide. It is understood that the scope of work and the application of learned skills may vary. Additional skills may be required, and CVS Health may modify the work processes to meet its needs.

CVS Health administers questionnaires, knowledge and behavior checks, readiness evaluations, and assessments to measure competencies. The apprentice must pass all measurements including Capstone Part I & II and demonstrate mastery of all competencies to obtain the credential or Certificate of Completion.

The apprentice's supervisor is required to sign the Competency Checklist that the apprentice has mastered the competencies required for pharmacy technician.

Fundamentals	Date Completed	Initial
1. Understand the CVSH culture and apply Heart At Work® behaviors.		
2. Adhere to policies required at various CVSH locations.		
3. Comprehend diversity and inclusive practices.		
4. Prevent workplace violence, discrimination, and harassment.		
5. Know the variety of drugs dispensed at CVSH.		

Production**	Date Completed	Initial
1. Accurately fill only one order at a time in the production safety zone.		
2. Complete store-initiated cycle counts with accuracy.		
3. Successfully bag a filled prescription.		
4. Appropriately handle all incoming and outgoing phone calls.		

5. Perform patient care adherence outreach calls.		
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**** In a virtual environment, complete all production, production imaging and bagging steps for that product before moving onto next prescription.**

Drop Off	Date Completed	Initial
1. Accurately add or update patient profile into RxConnect.		
2. Accurately perform data entry into RXConnect.		
3. Enter compound prescription detail in RxConnect.		
4. Schedule, check-in and process vaccine prescriptions.		
5. Demonstrate how to alert the patient of their prescription status.		

Pick-up and Drive Thru	Date Completed	Initial
1. Follow the 5 step pick up process.		
2. Process return to stock (RTS) in RxConnect.		
3. Operate the cash register.		
4. Communicate all prompts at register.		
5. Offer pharmacist counseling to patients when appropriate.		
6. Complete data entry of prescriptions in QD between serving patients.		

All Workstations	Date Completed	Initial
1. Master competencies for all workstations, including production, drop off, pick up, and drive thru.		

Preparation for Pharmacy Technician Certification Board Exam	Date Completed	Initial
1. Understand pharmacology and adverse effects.		
2. Know pharmacy law and regulatory agencies.		
3. Comprehend proper compounding procedures.		
4. Understand medication errors, patient safety, and quality assurance.		
5. Know pharmacy measurement conversion.		
6. Calculate dosage amounts for prescriptions.		
7. Comprehend concentrations and dilutions of liquids.		
8. Understand inventory key terms.		

APPENDIX D
COURSE CURRICULUM OUTLINE
For
CVS Health, Pharmacy Technician

In compliance with EEO requirements, the Related Instruction includes a course on anti-harassment, for which the trainee receives a certificate.

CVS Health will produce a course transcript for each apprentice through its online learning management system.

Each apprentice will need to complete the following instruction modules, as further detailed in the **attached Curriculum Map**:

Course Title	Contact Hours
Fundamentals	11
Production	24.5
Drop Off	26.5
Pick Up & Drive Thru	10
All Workstations & Capstone Part I & II	40
Preparation for Pharmacy Technician Certification Board Exam	32
TOTAL	144

METHODS OF INSTRUCTION:

- Online
- Classroom
- Coaching
- Demonstrations/Practice

Submitted by: Trang Malone

Reviewed and Recommended for Approval: _____
Signature

Date

APPENDIX D

COURSE CURRICULUM OUTLINE

For

Kapiolani Community College, Pharmacy Technician

COURSE DESCRIPTION: The pharmacy technical apprenticeship classroom course prepares students to become skilled pharmacy technicians. Concurrent to the classroom instruction, apprentices will utilize what they learn in their work environment, whether a retail pharmacy, hospital pharmacy or clinic pharmacy.

HOURS: 144 hours

COURSE OBJECTIVES: Upon completion of this course, students will be able to:

1. Demonstrate an understanding of the day-to-day functions, capabilities, personnel, and work-flow of a community health center pharmacy and retail pharmacy.
2. Demonstrate an understanding of the office principles utilized by pharmacist and pharmacy staff.
3. Demonstrate an understanding of the process for assisting pharmacist and health center patients.
4. Demonstrate preparation for the Pharmacy Technician Certification Exam.

MODULE I CONTENT: History of Medicine and Pharmacy

Upon completing of the unit, the student will be able to:

- Discuss ancient beliefs of illness and medicine from 440 BC through 1600 AD.
- Describe 19th century medicine and influences major wars had on medicine.
- Describe the use of opium and problems surrounding opium use.
- Differentiate between opiates and opioids.
- Describe how first pharmacies began in the United States.
- Identify the role the early pharmacies played in society.
- Describe the first technicians in pharmacies.
- List major ways pharmacy has changed since 1901.
- List important trends in pharmacy in relation to pharmacy technicians.

MODULE II CONTENT: Competencies, Associations, and Settings for Technicians

Upon completion of this unit, the student will be able to:

- Describe the competencies needed for technicians to be successful in various pharmacy settings.
- Explain the term nondiscretionary duties, and describe these duties in

- various pharmacy settings.
- State the differences between certification, licensure, and registration.
- Explain the benefit of obtaining technician certification.
- Explain the process by which a person can become a nationally certified pharmacy technician.
- Identify various online pharmacy technician continuing education courses.
- Identify specialty certifications available for pharmacy technicians in the health care field.

MODULE III CONTENT: Dosage Forms and Routes of Administration

Upon completion of this unit, the student will be able to:

- List dangerous abbreviations and explain why they are on the Do Not Use list.
- Recognize the general classifications of medications and the related body systems.
- Identify various dosage formulations and give examples of each.
- Explain the difference between pharmacokinetics and pharmacodynamics.
- List and explain the absorption, distribution and metabolism, elimination, and bioavailability on drugs in the body.
- Define first-pass metabolism and explain its importance in drug delivery.
- Define half-life and describe factors that influence it.
- Define the bioequivalence of drugs and the relationship to the Orange Book.
- Describe why additives are necessary in the production of medications.
- List three different common drugs and their storage requirements.
- List the segments that make up medical terms and provide examples of each.
- Recognize and interpret common abbreviations as they apply to dosage forms and routes of administration.

MODULE IV CONTENT: Conversions and Calculations

Upon completion of this module, the student will be able to:

- Understand and describe the history of the International System of Units.
- Convert Arabic numbers into Roman numerals.
- Convert traditional time in international/military time.
- Convert Fahrenheit to Celsius.
- Use the following to determine medication dosages:
Multiplication and division.
Fractions, Decimals,
Percentages,

Ratio and proportion,
Dimensional analysis,

- Demonstrate the ability to convert between the various systems of measurement used in the practice of pharmacy.
Metric system, Household measurement, Apothecary system, Avoirdupois system
- Apply the formulas for calculating doses by body weight, body surface area, (BSA), Young's Rule, and Clark's Rule.
- Calculate pediatric and geriatric dosages,
- Perform calculations involving units and milliequivalents.
- Calculate infusion rates and drip rates.
- Understand and apply calculations involved in dilution.

MODULE V CONTENT: Drug Information References

Upon completion of this unit, the student will be able to do the following:

- Understand and demonstrate the appropriate way to research drugs and other information from references books, journals, and electronic resources.
- Demonstrate ways to reference drugs and other information from the Internet.
- Describe the information contained in the following references:
American Drug Index,
American Hospital Formulary Service Drug Information,
Approved Products with Therapeutic Equivalence Evaluations (Orange Book),
Clinical Pharmacology,
Drug Facts and Comparisons,
Drug Topics Red Book,
Geriatric Dosage Handbook,
Goodman & Gilman's The Pharmacological Basis of Therapeutics,
Handbook on Nonprescription Drugs,
Ident-A-Drug,
Martindale's The Complete Drug Reference, Pediatric and Neonatal Dosage Handbook, Physician Desk Reference (PDR),
Remington's Pharmaceutical Sciences: The Science and Practice of Pharmacy,
Trissel's Handbook on Injectable Drugs.

MODULE VI CONTENT: Community Pharmacy Practice

Upon completion of this unit, the student will be expected to:

- List and describe the different types of community pharmacies,
- Explain the role of the pharmacy technician in the medication use process.
- Assess prescription order for completeness and authenticity when receiving orders via paper or electronic systems.
- Efficiently obtain information to complete a prescription order.
- Explain the pharmacy technician's role preparing medications for distribution.
- Outline the process of creating a new patient profile and entering data into an existing patient profile.
- Accurately count or measure finished dosage forms as specific by the prescription order.
- Identify all situations in which the patient requires the attention of a pharmacist.
- Identify situations in the screening of refills and renewals in which the technician should notify the pharmacist of potential inappropriateness.
- Describe the pharmacy layout and its important areas.
- Understand and discuss effective verbal and written communication skills, including listening effectively.
- Explore strategies for communicating with patients who are non-English speakers or who have special needs, such as hearing or vision problems, or difficulty in understanding instructions.
- Possess a respectful attitude with diverse groups of people

MODULE VII CONTENT: Hospital and Additional Pharmacy Practice Settings

Upon completing of this unit, the student will be able to:

- Describe the most common task performed by hospital pharmacy technicians.
- Identify the different types of hospital pharmacy settings.
- Discuss different hospitals pharmacy standards and procedures.
- List various ways orders are processed by the pharmacy.
- Identify the differences between, STAT, ASAP, and Standard orders.
- Describe how hospital automated dispensing systems are operated.
- List 5 types of medications found on "crash carts".
- Explain the difference between a managed care pharmacy and community pharmacy.
- Explain the requirement for becoming a managed care pharmacy technician.
- Describe the roles and responsibilities for a nuclear pharmacy technician.

MODULE VIII CONTENT: Repackaging and Compounding

Upon completing this section, the student should be able to do the following:

- Explain the need for packaging products in the appropriate type of size container.
- List the steps in the bulk repackaging of medications.
- List the five reasons that pharmacies often repackage bulk medication into unit dose packages.
- Describe the proper handling of medication during repackaging.
- Demonstrate how to complete a repacking logbook with necessary information.
- Explain the importance of the accurate labeling of pharmaceuticals.
- Explain the calculations used to determine the beyond-use date when repackaging.
- Describe the types of containers used for repackaged medications and compounded medications.
- Give the three advantages of blister card packaging.
- Understand and define non-sterile compounding.
- List the common reasons patients need compounded medications.
- Explain the important considerations in the storage and stability of compounded products.

- Differentiate between the types of scales used to weight compounds.
- Demonstrate how to complete a compounding sheet with necessary information.

MODULE VIII CONTENT: Aseptic Techniques and Sterile Compounding

Upon completing this module, the student should be able to do the following.

- Explain why certain medications must be sterile.
- Define common terms used in sterile compounding.
- Describe standard precautions necessary when preparing compounded sterile preparations.
- Know the standard supplies and equipment used to prepare compounded sterile preparations.
- Explain the anatomy of a syringe and needle.
- List the sizes of syringes and needles used in the pharmacy setting.
- Explain when and why filters are used in sterile compounding.
- List the types of stock used within a clean room.
- Describe various medication delivery systems.
- Explain the history of USP.
- List the main components of USP regulations.
- List the three risk levels of drug preparation determined by USP.
- Explain the differences between the various types of hoods.
- Know how often hoods must be inspected.
- Describe how to properly clean various types of hoods and prepare them for use.
- Describe proper aseptic technique.
- Demonstrate the steps in drawing up medication for an ampule.
- Demonstrate the steps in drawing up medication for a vial.
- Describe the different types of intravenous (IV) parenteral medications.
- Describe how to properly dispose of needles, vials, and cytotoxic supplies.

MODULE IX CONTENT: Pharmacy Law Ethics, and Regulatory Agencies

Upon completing this chapter, a student will be able to do the following:

- List the history of federal drug laws in chronological order.
- Describe the implication of the Health Insurance Portability and Accountability Act (HIPAA).
- Explain how the Patient Protection and Affordable Care Act (ACA) and the Drug Quality and Security Act (DQSA) have changed health care.

- Define the functions of the Food and Drug Administration (FDA) and Drug Enforcement Administration (DEA).
- Explain the three classes of drug recalls defined by the FDA.
- Describe the proper handling of controlled substances.
- Explain the necessary forms and regulation used for controlled substances.
- List the basic information contained in a drug monograph.
- Explain the purpose of boxed warnings and MedGuides.
- List and explain the five pregnancy categories established by the FDA.
- List who can prescribe medication and medical devices.
- Describe prescription orders and prescription labels.
- How to verify a DEA number.
- Explain the verification process for Internet pharmacies.
- Explain the Occupational Safety and Health Administration (OSHA) guidelines as they pertain to pharmacy.
- Explain the purpose of the Joint Commission.
- Explain why pharmacy technicians must be knowledgeable about the law in performing nondiscretionary duties.
- Discuss the difference between morals and ethics.

MODULE X CONTENT: Pharmacy Operations, Billing and Inventory Management

Upon completion of this module, a student should be able to do the following.

- Discuss how a pharmacy operates, and the importance of pharmacy billing, and inventory management to the pharmacy practice.
- Explain the function of a drug formulary in insurance plans.
- Describe the role of the pharmacy technician in the drug utilization evaluation.
- Describe how a drug formulary or an approved/preferred product list affects pharmacy billing and inventory control.
- Assess the differences between generic and trade name (propriety) drugs in pharmacy billing.
- List the primary types of private and group medical insurance plans.
- Describe how each type of private and group insurance manages drug coverage.
- Explain the differences between Medicare, Medicaid, and Medigap programs.
- List the four parts of Medicare Coverage.
- Differentiate between TRICARE and CHAMPVA benefits.
- Describe worker compensation coverage.
- Explain the purpose of 3rd party billing.
- Describe the purpose of point-of-sale billing.
- Describe the role of prior authorization in claims processing.
- List the information found on a prescription card.
- Determine the information needed to complete a patient profile for a pharmacy database.
- Discuss online adjudication.
- List and discuss reasons for claim rejections.
- Describe the process of resubmitting rejected claims.

- Explain the various prescription payment methods, including self-pay, discount programs, private plans, and health savings accounts/flexible, spending accounts.
- Explain the importance of inventory management.
- Define the periodic automatic replenishment levels and describe how it affects inventory management.
- Describe the role of an inventory control technician.
- Discuss the purpose for the National Drug Code (NOC) number, lot number, and expiration and beyond-usedates.
- Explain inventory ordering and receiving processes, including special orders, bar coding, manual ordering, and new stock.
- List the types of automated dispensing systems used in pharmacies.
- Describe storage requirement for various types of inventory.

MODULE XI CONTENT: Pharmacy Technician Certification Board Test Prep

Upon the successful completion of this module the student will be able to sit in confidence for the PTCB Examination.

The PTCB examination review includes:

- Two PTCB Quizzes, one on Pharmacy Abbreviations, and a second quiz on Controlled Substances.
- The Top 200 Drugs Quiz.
- Three PTCB Practice Test, questions are similar to those on the actual exam

METHODS OF INSTRUCTION:

- Lecture
- Small Group Activities
- Group Projects
- Demonstrations

APPENDIX E

AFFIRMATIVE ACTION PLAN PROGRAM

As required under Title 12, Chapter 31, Hawaii Administrative Rules and Title 29, Code of Federal Regulations, Part 30 as amended.

Adopted by CVS Health

Section I: Introduction

The Sponsor, CVS Health, adopts this Affirmative Action Plan (AAP) with good faith for the purpose of promoting equality of opportunity into its registered apprenticeship program. CVS Health seeks to increase the recruitment of qualified women, minorities, and/or persons with disabilities for possible selection into the apprenticeship program in the event women and/or minorities are underutilized in the apprenticeship program.

Section II: Equal Opportunity Pledge

The Sponsor commits to the following Equal Opportunity Pledge:

"The recruitment, selection, employment, and training of apprentices during their apprenticeship shall be without discrimination on the basis of race, color, religion, national origin, sex (including pregnancy and gender identity), sexual orientation, genetic information, age (40 or older), disability, marital status, or arrest and court record which does not have a substantial relationship to the functions and responsibilities of the prospective or continued employment, provided that a sponsor may refuse to refer for employment an individual for good cause relating to the ability of the individual to perform the work in question. Affirmative action shall be undertaken to provide equal employment opportunity in apprenticeship and the apprenticeship program shall be operated as required under chapter 31, title 12, Administrative Rules or its successors and Title 29, part 30 of the Code of Federal Regulations."

Section III: Utilization and Analysis, Goals and Timetables

In order to allow positive recruitment and full utilization of minorities and women in the apprenticeship program, CVS Health pledges to undertake outreach efforts under Section IV. An analysis of the minority and women in the labor force will be made to determine if deficiencies exist in terms of underutilization of minorities and/or women in the occupations registered with the Registration Agency. (See attached Affirmative Action Plan Analysis Worksheet)

Section IV: Outreach and Positive Recruitment

The Sponsor will conduct outreach and positive recruitment efforts that would reasonably be expected to increase minority and women's participation in apprenticeship by expanding the opportunity of minorities and women to become eligible for apprenticeship selection that may include the following:

- a) Announcement of specific apprenticeship openings will be disseminated thirty (30) days in advance of the earliest date for application at each interval to different organizations which can effectively reach minorities, women, or other underrepresented populations. These organizations may include the following:
 - Registration Agency
 - Women's Organizations/Centers

- Local Schools
 - Employment Service Centers
 - American Job Centers
 - Vocational Education Schools
- b) Participate in workshops for the purpose of familiarizing school, employment service and other appropriate personnel with the apprenticeship program and current opportunities.
 - c) Work with school boards, vocational educational systems, or community colleges to develop programs for preparing students to meet the standards and criteria required to qualify for entry into the apprenticeship program.
 - d) Communicate internally the equal opportunity policy in such manner that will foster understanding, acceptance, and support among various officers, supervisors, and employees and to encourage such persons to take the necessary action to aid in meeting its obligations.
 - e) Utilize programs, such as pre-apprenticeship, preparatory trade training, or other programs designed to afford related work experience or prepare candidates for apprenticeship. Those who complete such programs are afforded full and equal opportunity for admission into the apprenticeship program.
 - f) Other activities to ensure that the recruitment, selection, employment, and training of apprentices during their apprenticeship will be without discrimination, including the use of minority and female apprentices and journey-workers to conduct outreach or recruitment.

Section V: Annual Review of Affirmative Action Plan

The Sponsor will make an annual review of its current AAP and its overall effectiveness and institute any revisions or modifications warranted. The review will analyze (independently and collectively) the affirmative action steps taken for evaluating the positive impact, as well as the adverse impact in the areas of outreach and recruitment, selection, employment, and training. The Sponsors will work diligently to identify the cause and affect those results from their affirmative action measures and will continually monitor these processes in order to identify the need for a new affirmative action effort and/or deletion of ineffective existing activities. All changes to the AAP will be submitted to the Department of Labor and Industrial Relation for approval. The Sponsor will continually monitor the participation rates of underrepresented population in the apprenticeship program in an effort to identify any type of underutilization. If underutilization exists, corrective action will be immediately implemented. The goals and timetables also will be reviewed periodically as determined by the Registration Agency and updated where necessary.

AFFIRMATIVE ACTION PLAN – ANALYSIS WORKSHEET

Occupational Title: Pharmacy Technician O*Net Code: 29-2052.00
Sponsor: CVS Health
Address: Regional Business Office, 1025 Opakapaka St, Kapolei, HI 96707
City: Kapolei State: HI Zip: 96707
Phone: 808-723-9570 (Trang Malone, Workforce Initiatives Manager)

Type of Selection Uses: Selection from pool of current employees.

Labor Market Area: Hawaii

LABOR MARKET AREA DATA (Leave this blank)

Total Labor Force in Labor Market Area: Honolulu, Oahu, Hawaii
Number Women: _____ (____%) of Labor Force
Number Minority: _____ (____%) of Labor Force

Working Age Population in Labor Market Area: Honolulu, Oahu, Hawaii
Number Women: _____ (____%) of Working Age Population
Number Minority: _____ (____%) of Working Age Population

The General Availability of Minorities and Women with the Present or Potential Capacity for Apprenticeship.
Number Women: _____
Number Minority: _____

SPONSOR'S WORKFORCE DATA

Journey-Workers: 9
Number Women: 7 (____78%) of Journey-Workers
Number Minority: 7 (____78%) of Journey-Workers

Apprentices: 8
Number Women: 5 (____63%) of Apprentices
Number Minority: 7 (____88%) of Apprentices

DETERMINATION OF UTILIZATION

Minority Underutilization: ☒ Yes ☐ No
Female Underutilization: ☒ Yes ☐ No

(Note: All Factors Need Not Be Weighed Equally.)

SPONSOR'S GOALS

The sponsor agrees to make good faith efforts to attain the goal of selecting 50% minorities and 50% women during the next year or hiring period. These goals shall not be used to discriminate against any qualified applicant on the basis of race, color, religion, national origin or sex.

Estimated Number of New Apprentices to be hired during the next year: 20

APPENDIX F

QUALIFICATIONS AND SELECTION PRODECURES

As required under Title 12, Chapter 31, Hawaii Administrative Rules and Title 29, Code of Federal Regulations, Part 30 as amended.

Adopted by **CVS Health**

Section I: Minimum Qualifications

Applicants will meet the following minimum qualifications:

An apprentice must be at least 16 years of age, except where a higher age is required by law, and must be employed to learn an apprenticeship occupation. Please include any additional qualification requirements as appropriate:

☒ There is an educational requirement of: *A high school diploma, General Educational Development (GED) equivalency or other high school equivalency credential is required. Applicant must provide an official transcript(s) for high school and any post-high school education. Applicant must submit the GED certificate or other high school equivalency credential. The CVS Health Workforce Initiatives Manager has the discretion to admit applicants into the program on a case-by-case basis.*

☒ There is a physical requirement of: *Apprentices will be physically capable of performing the essential functions of the apprenticeship program, with or without a reasonable accommodation, and without posing a direct threat to the health and safety of the individual or others.*

☒ The following aptitude test(s) will be administered: *Candidates must complete a Virtual Job Tryout screening that is part of the online job application. If the criteria is adequately met, the candidate can proceed to the interview.*

☒ A valid government issued photo identification is required.

☒ Other:

Applicants will pass a background and drug screening before acceptance into the program and prior to being employed

Typing 25-30 words per minute/data entry

Perform math at an 8th grade level or higher

Good people skills (sales/customer service)

Dependable and detail oriented

Section II: Application Procedures

A. Applicants will be accepted (throughout the year or as specified). All persons requesting an application will have one made available upon request.

B. All applications will be identical in form and requirements. The application form will be numbered in sequence corresponding with the number appearing on the applicant log so that all applications can be accounted for. Columns will be provided on the applicant log to show race/ethnic and sex identification and the progress by dates and final disposition of each application.

- C. Before completing the application, each applicant will be required to review the Apprenticeship Standards and will be provided information about the program. If the applicant has any additional questions on the qualifications or needs additional information to complete the application, such information will be provided by the sponsor
- D. Receipt of the properly completed application form, along with required supporting documents (proof of age, driver's license, birth certificate or other acceptable documentation; copy of high school diploma, GED Certificate or other acceptable documentation) will constitute the completed application.
- E. Completed applications will be checked for minimum qualifications. Applicants deficient in one or more qualifications or requirements or making false statements on their application will be notified in writing of their disqualification. The applicant will also be notified of the appeal rights available to them. No further processing of the application will be taken.
- F. Applicants meeting the minimum qualifications and submitting the required documents will be notified where and when to appear for an interview (if applicable).

Section III: Selection Procedures

CVS Health, as the Registered Apprenticeship Program Sponsor, will adhere to established non-discriminatory and Equal Employment Opportunity policies and practices when recruiting and selecting apprentices, as well as administer the apprentice selection process in a fair and consistent manner.

CVS Health utilizes an online job application system with a Virtual Job Tryout assessment to hire pharmacy technicians. Applications are available to the public via the CVS Health Careers website at jobs.cvshealth.com.

The company does not use a separate application system for its apprenticeship program.

All applicants must pass the CVS Health hiring process, which includes an online application, Virtual Job Try assessment, and interview.

All apprenticeship applicants must be current employees at CVS Health. The definition of an eligible current employee may include those recently hired or those who are incumbents and have passed the 90-day probationary period.

Based on business need, CVS Health will offer applicants meeting the minimum qualifications enrollment into the apprenticeship program.

Specifically, applicants are tracked by the CVS Health Workforce Initiatives Manager (WIM) who has recruited applicants from pre-employment, externship, or pre-apprenticeship programs, hosted in collaboration with community or workforce agencies and educational institutions.

Once hired, the WIM or assigned Trainer/Coach will coordinate with the employee to complete the Program Registration and Apprenticeship Agreement. Sometimes this agreement may already be completed while the applicant is in the pre-employment or pre-apprenticeship program.

If CVS Health registers an external educational institution or provider to deliver its Related Technical Instruction with a state registration agency, the learning portion of the apprenticeship may be front loaded and the student may not be hired until the instruction is completed.

Section IV: Complaint Procedure

- A. Any apprentice or applicant for apprenticeship who believes that he /she has been discriminated against on the basis of race, color, religion, national origin, or sex, with regard to apprenticeship or that the equal opportunity standards with respect to his /her selection have not been followed in the operation of an apprenticeship program, may personally or through an authorized representative, file a complaint with the Registration Agency or, at the apprentice or applicant's election, with the private review body established by the Sponsor (if applicable).
- B. The complaint will be in writing and will be signed by the complainant. It must include the name, address, and telephone number of the person allegedly discriminated against, and a brief description of the circumstances of the failure to apply equal opportunity standards.
- C. The complaint must be filed not later than 180 days from the date of the alleged discrimination or specified failure to follow the equal opportunity standards, and, in the case of complaints filed directly with the review bodies designated by the Sponsor to review such complaints, any referral of such complaint by the complainant to the Registration Agency must occur within the time limitation stated above or 30 days from the final decision of such review body, whichever is later. The time may be extended by the Registration Agency for good cause shown.
- D. Complaints of harassment in the apprenticeship program may be filed and processed under Chapter 31, Title 12, Hawaii Administrative Rules or Title 29, CFR Part 30, and the procedures as set forth above.
- E. The Sponsor will provide written notice of their complaint procedure to all applicants for apprenticeship and all apprentices.

Section V: Maintenance of Records

The Sponsor will keep adequate records including a summary of the qualifications of each applicant, the basis for evaluation and for selection or rejection of each applicant, the records pertaining to interviews of applicants, the original application for each applicant, information relative to the operation of the apprenticeship program, including, but not limited to, job assignment, promotion, demotion, layoff, or termination, rates of pay or other forms of compensation or conditions of work, hours including hours of work and, separately, hours of training provided, and any other records pertinent to a determination of compliance with the regulations at Chapter 30, Title 12, Hawaii Administrative Rules and 29 CFR Part 30, as may be required by the U.S. Department of Labor. The records pertaining to individual applicants, selected or rejected, will be maintained in such manner as to permit the identification of minority and female (minority and non-minority) participants.

The Sponsor will retain a statement of its affirmative action plan for the prompt achievement of full and equal opportunity in apprenticeship, including all data and analysis made, and maintain evidence that its qualification standards have been validated.

In addition to the above requirements, adequate records will include a brief summary of each interview and the conclusions on each of the specific factors, e.g., motivation, ambition, and

willingness to accept direction which are part of the total judgment. Records will be maintained for 5 years from the date of last action and made available upon request by the Department of Labor and Industrial Relations, the U.S. Department of Labor or any other authorized representative.

Section VI: Official Adoption of Selection Procedures

The Sponsor hereby officially adopts these Selection Procedures on this 24th day of February **2025**.

A handwritten signature in black ink, appearing to read 'T. Malone', written over a horizontal line.

Signature

Trang Malone

Printed Name

Workforce Initiatives Manager

Title

V. NEW BUSINESS

2. REVISED STANDARDS OF APPRENTICESHIP FOR HAWAII REGISTERED TEACHER APPRENTICESHIP PROGRAM OF HAWAII TEACHERS STANDARDS BOARD

STANDARDS OF APPRENTICESHIP

DEVELOPED BY:

Hawai'i Teacher Standards Board

FOR THE OCCUPATION(S) OF:

K-12 Licensed Teacher

RAPIDS Code: 3024CB	O*NET Code: 25-3099.00
----------------------------	-------------------------------

APPROVED AND REGISTERED BY:

**DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS
830 PUNCHBOWL STREET | HONOLULU, HI 96813**

PROGRAM IDENTIFICATION

A. Name of Program:

Hawaii Licensed Teacher Apprenticeship Program

B. Occupation(s):

K-12 Licensed Teacher for

- Elementary Teacher
- Special Education Teacher
- Secondary Teacher

O*Net SOC Code:

25-3099.00

C. Name and Address of Sponsor:

Hawaii Teacher Standards Board
650 Iwilei Rd. Ste 268
Honolulu, HI 96817

D. Contact Person of the Program:

Mitzie Higa, Ed.D.
Hawaii Teacher Standards Board, Licensing Specialist
650 Iwilei Rd. Ste 268
Honolulu, HI 96817
mitzie.higa@hawaii.gov
808-784-5591

E. Type of Apprenticeship Program:



Intermediary Sponsorship

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SECTION I – PROGRAM OVERVIEW

The Hawaii Teacher Standards Board (HTSB) was established by law in 1995 and placed within the Hawaii department of education for administrative purposes only. The HTSB is responsible for conducting the state approval reviews of professional education units and their content area programs, which prepare Hawaii's teachers, school counselors, and school librarians to be licensed.

HTSB envisions a highly esteemed Hawaii public education system with rigorous professional teacher standards that foster student success. Our mission is to collaboratively set high teacher licensing and credentialing standards to:

- Provide every child in Hawaii with qualified teachers.
- Promote professionalism and teaching excellence.
- Build public confidence in the teaching profession.
- Provide more accountability to the public.

The Hawaii Teacher Registered Apprenticeship Program creates partnerships with experts in accredited state approved teacher education programs with recognized educational standards, proven preparation programs and clinical research, along with program evaluation tools designed for approved teacher apprenticeship programs for the state of Hawaii. Through this Teacher Registered Apprenticeship Program's goal is to provide growth and stability for the licensed teacher workforce by developing partnerships with the Hawaii Department of Education (HIDOE), educator preparation programs (EPPs), Hawaii P-20 Partnerships for Education (Hawaii P-20), the Department of Labor and Industrial Relations (DLIR), the Hawaii Government Employees Association (HGEA), Hawaii State Teachers Association (HSTA), and other governmental agencies and community-based organizations and build on these partnerships to support teacher registered apprentices

Hawaii has only one state school district and currently loses 50 percent (50%) or more of its teachers by their fifth year. On average there are around 1,200 teacher vacancies each year. Teacher turnover is especially high and impacts hard-to-staff, largely rural for impoverished schools, where 56 percent (56%) of teachers have obtained full state certification and bachelor's degrees in education.

HTSB is sponsoring this Registered Teacher Apprenticeship Program to provide more support to those who wish to become teachers, by addressing many of the roadblocks, such as cost of earning a teaching degree, to providing on the job training for a longer period of time while paired with a master teacher (cooperative teacher), with supportive competency-based instruction, along with education from EPPs to support gaining an education degree, along with the criteria needed for a teaching license by the end of their apprenticeship.

The Hawaii Licensed Teacher Apprenticeship Program is a collaboration between HSTB, State Department of Education, University of Hawaii System, Hawaii Department of Labor and Industrial Relations, Hawaii Government Employees Association, and Hawaii State Teachers Association. The program creates partnerships with experts in accredited state approved education program with recognized educational standards, proven preparation programs and clinical practice research, along with program evaluation tools designed for approved teacher apprenticeship program in Hawaii.

SECTION II – PROGRAM ADMINISTRATION

The Hawaii Teacher Standards Board is the intermediary sponsor and in whose name the Hawaii Teacher Registered Apprenticeship Program is approved and registered. As intermediary, HSTB is responsible in registering the program with the Department of Labor and Industrial Relations and will have oversight and responsibility on the apprenticeship program. The overall administration of the program is delegated to an Apprenticeship Committee which shall be composed of representatives from HTSB and other partner agencies and stakeholders, as determined by the sponsor. The State Department of Education to which HTSB is administrative attached will be the direct employer of the apprentices.

The Apprenticeship Committee shall be composed of the HTSB Executive Director or Designee, Hawaii Department of Education Superintendent or Designee, Hawaii Government Employees Association President or Designee, Hawaii State Teachers Association President or Designee, and University of Hawaii System designee(s). The sponsor, with approval from the Apprenticeship Committee, may change the composition of the Apprenticeship Committee, including adding new members as appropriate and necessary. The Apprenticeship Committee will establish its internal rules and policies in relation to the operation and administration of the program.

The responsibilities of the Apprenticeship Committee shall include but not limited to the following:

- a. Establish standards of apprenticeship for the Hawaii Teacher Registered Apprenticeship Program and submit to the Department of Labor and Industrial Relations for approval and registration.
- b. Modify and revise the standards of apprenticeship as appropriate and necessary. Any revision to the standards of apprenticeship shall be submitted and approved by the Department of Labor and Industrial Relations.
- c. Determine the need for apprentices based on the needs for employer (State Department of Education)
- d. Assist in the promotion of the program and recruitment of apprentices.
- e. Conduct committee meetings to discuss matters pertaining to the apprenticeship program.
- f. Conduct periodic review and evaluation of the progress of the apprentice on-the-job and related instruction.
- g. Evaluate and approve requests for credit for on-the-job learning hours/competencies that may be granted based on previous experience and training of the apprentices.
- h. Evaluate and approve requests for credit for related training instruction hours/courses that may be granted based on related educational attainment or college degree of the apprentice.
- i. Coordinate with the training provider for the effective delivery of the related training instruction component of the apprenticeship program.

- j. Tracks on-the-job learning competencies and related instruction accomplished by the apprentices.
- k. Review and decide on matters pertaining to cancellation, suspension, or reinstatement of apprentices and such other issues/concerns pertaining to the training of apprentices.
- l. Recommends the completion of apprentices for the issuance of Certificate of Completion by the Department of Labor and Industrial Relations.
- m. Operate and administer the apprenticeship program in accordance with the standards of apprenticeship.
- n. Perform other activities that are necessary for the effective administration of the program.

HTSB shall designate an Apprenticeship Coordinator who is also the contact person for the sponsor/program. The Apprenticeship Coordinator and other HTSB staff shall assist the Apprenticeship Committee in the performance of its responsibilities including the day-to-day operations and administration of the program, such as processing and submitting apprenticeship transactions pertaining to the registration, cancellation, reinstatement, and completion of apprentices.

SECTION III – TERM OF APPRENTICESHIP

The Hawaii Teacher Registered Apprenticeship Program is competency-based which measures skills acquisition through the individual apprentice's successful demonstration and mastery of skills and competencies that are required of the K-12 Licensed Teacher occupations. The term of apprenticeship for the occupations under these standards is approximately four (4) years for apprentices to complete both the on-the-job learning and related training instruction components of the program. Competencies for the on-the-job learning must be completed in approximately 2,000 hours or one (1) year.

Contingent upon receiving credit for previous experience and training, the on-the-job learning competencies may be achieved in less than 2,000 hours or one (1) year. Also, apprentices with a college degree/educational attainment that is related to the course curriculum of the occupations, may be granted credit and complete the related training instruction requirements in less than 4 years.

To complete the program, apprentices must obtain teacher licensure according to the criteria set by the Hawaii Teachers Standards Board.

SECTION IV – ON THE JOB LEARNING (COMPETENCIES)

During the term of apprenticeship, apprentices will receive on-the-job learning on the various competencies that are necessary to become a skilled and competent K-12 licensed teacher. The on-the-job learning will be in accordance with the work processes/competencies as outlined in Appendix C.

On-the-job learning of apprentices will be under the direction and guidance of qualified licensed BU5 member teachers/mentors of HIDOE.

SECTION V – RELATED TRAINING INSTRUCTION (RTI)

The related training instruction component of the program consists of technical subjects that are closely correlated with the practical experience and training received on the job set by the Educator Preparation Programs. Courses/subjects for the related instruction of the program shall be in accordance with college course curriculum for K-12 Licensed Teachers.

State Approved Teacher Education Programs approved by the Hawaii Teacher Standards Board (HTSB), with signed Memorandums of Agreements (MOAs) with HTSB as the sponsor, will serve as training providers for related instruction.

The training provider will provide adequate instructional aids and equipment that are necessary to ensure safe and quality instruction. The Sponsor will ensure that the approved colleges/universities have secured competent instructors, who have the knowledge and experience to provide the related instruction.

Related instruction will be delivered in a classroom setting and sometimes accomplished through online portions of courses, hybrid model, as approved by the Registration Agency as agreed to in the MOA with each EPP. The Sponsor, in collaboration with EPPs, will monitor and document the apprentice's progress in related instruction college courses.

Apprentices attending related instruction classes will not be compensated by the employer while attending or accomplishing related instruction during or outside of regular working hours.

SECTION VI – QUALIFICATIONS FOR APPRENTICESHIP

Applicants for apprenticeship must meet the following minimum qualifications:

- a. Age: Must at least be 17 years old
- b. Education Requirement: High school diploma, General Equivalency Diploma, or equivalent.
- c. Others: Must meet admission requirements for college system conducting related instruction.

*See Appendix D- attachments D1, D2, D3, D4

The apprenticeship program is open to qualified applicants who are new hires or incumbent employees of Hawaii Public Schools. Hiring criteria is set by the employers.

SECTION VII – APPRENTICESHIP AGREEMENT

All apprentices registered under the program shall be placed under a written apprenticeship agreement signed by the sponsor and the apprentices. The apprenticeship agreement incorporates the standards of the program as part of the agreement.

SECTION VIII – APPRENTICE'S WAGE SCHEDULE/PROGRESSION

Apprentice's wages shall be governed by applicable provisions in the Collective Bargaining Agreement (CBA) of Hawaii Department of Education and Hawaii Government Employees Association (HGEA). Apprentice's starting wage will be the salary rate that is applicable at the time of registration of the apprentice based on

the CBA. Starting wage for Step/Level 1 apprentices shall not be less than the applicable starting wage for Educational Assistant I (EA I). Based on educational attainment qualifications and the CBA, apprentices may be hired and placed on a higher level/position than EA I (e.g. Educational Assistant II, Educational Assistant III, or Teacher Assistant I) and shall be paid starting wages commensurate to the position. Apprentices who are granted credit for previous experience and training, and educational attainment/college degree will be advanced to the appropriate level/position and paid the starting wage commensurate to the position.

Wage progression will be based on wage increases/increments mandated by collective bargaining agreements that are in effect during the term of apprenticeship. Upon completion of the program and obtaining a teacher's license, the apprentice shall be paid the applicable starting wage for a licensed teacher as determined the Collective Bargaining Agreement with the Hawaii State Teachers Association.

SECTION IX – PROBATIONARY PERIOD

All applicants selected for apprenticeship will serve a probationary period of no more than a minimum of 500 hours beyond hours of on-the-job learning for terms of apprenticeship. (Note: Probationary terms for an apprenticeship program are different than probationary period of employment- those for employment) Probationary period for apprentices begins once the individual is hired/employed and is selected as an apprentice. During the probationary period of an apprentice, the apprentice or the sponsor or employer may terminate the apprenticeship program with or without cause.

The records for each probationary apprentice shall be reviewed prior to the end of the period. Records may consist of periodic reports regarding progression made on both on-the-job learning (OJL) and related training instruction (RTI), and any disciplinary action taken during the probationary period.

Any probationary apprentice evaluated as satisfactory after a review of the probationary period shall be given full credit for OJL hours/competencies and RTI hours completed during the probationary period and continue in the program.

If an apprentice gets terminated, they will be released from the apprenticeship program as well. If they are put on Direct Leave, they will be suspended from the apprenticeship program until an investigation is conducted and a final determination is made.

SECTION X – RATIO OF APPRENTICE(S) TO JOURNEYWORKER(S)

The ratio of apprentice to journeyworker/cooperating teacher consistent with proper supervision, training/instruction, safety, and continuity of employment throughout the apprenticeship will be one (1) apprentice(s) to one (1) Journeyworker/cooperating teacher. Such journeyworker/cooperating teacher is an individual who has the skills, training, and knowledge on the occupation and will be responsible for the training of the apprentice including work assignments, conduct review and evaluation of performance, and submit reports to the EPP and sponsor.

SECTION XI – CREDIT FOR PREVIOUS EXPERIENCE OR TRAINING

Apprentices who demonstrate previous acquisition of skills or knowledge that are equivalent to the competencies which would be received under these Standards may be granted credit. Credit hours or competencies granted will be credited towards the term and completion of the apprenticeship program. Credit granted for previous experience or training shall not exceed 50% of the on-the-job learning hours/competencies.

Apprentices seeking credit for previous experience or related training must submit the request for credit at the time of application and furnish such records, affidavits, and other required evidence of work experience demonstrating competencies or educational attainment/college degree to substantiate the claim. The sponsor will assess and evaluate previous experience and educational attainment that aligns with the work processes or related instruction. The sponsor will determine the number of hours that will be granted based on the results of the assessment and evaluation.

An apprentice granted credit will be advanced to the wage rate designated for the step to which such credit accrues. The Registration Agency will be advised of any credit granted and the wage rate to which the apprentice is advanced.

The granting of credit or advanced standing for both on-the-job learning and related instruction will be uniformly applied to all apprentices.

SECTION XII – COMPLAINT PROCEDURES

If an applicant or an apprentice believes an issue exists that adversely affects his/her participation in the apprenticeship program or violates the provisions of the Apprenticeship Agreement or Standards, relief may be sought through one or more of the following avenues, based on the nature of the issue:

- a. For issues regarding wages, hours, working conditions, and other issues, apprentices may seek resolution through the applicable Grievance and Arbitration procedures of the employer, of which the sponsor will be made aware of.
- b. For issues regarding, not being trained, or not being supervised, the sponsor shall be notified.
- c. Any apprentice or applicant for apprenticeship who believes that he/she has been discriminated against on the basis of race, color, religion, national origin, age, or sex, with regard to apprenticeship or that the equal opportunity standards with respect to his/her selection have not been followed in the operation of an apprenticeship program, may personally or through an authorized representative, file a complaint with the employer or, at the apprentice or applicants election, with the review body established by the program sponsor (if applicable). The complaint will be in writing and will be signed by the complainant. It must include the name, address, and telephone number of the person allegedly discriminated against, the program sponsor involved, and a brief description of the circumstances of the failure to apply equal opportunity standards.

- d. The name of the person designated to review complaints is:

Mitzie Higa
HTSB Licensing Specialist
650 Iwilei Road, Suite 268
Honolulu, HI 96817

The complaint must be filed not later than one hundred eighty (180) days from the date of the alleged discrimination or specified failure to follow the equal opportunity standards, and, in the case of complaints filed directly with the review body designated by the program sponsor to review such complaints, any referral of such complaint by the complainant to the Registration Agency must occur within the time limitation stated above or thirty (30) days from the final decision of such review body, whichever is later. The time may be extended by the Registration Agency with good cause shown.

Complaints of discrimination in the apprenticeship program may be filed and processed under Chapter 31, Title 12 Hawaii Administrative Rules and the procedures as set forth above.

The services of the Department of Labor and Industrial Relations may also be utilized as provided in Item 3, General Provisions (Appendix B).

SECTION XIII - EQUAL EMPLOYMENT OPPORTUNITY

Hawaii Teacher Standards Board and Hawaii Department of Education shall comply with the following Equal Employment Opportunity Pledge on Apprenticeship:

"The recruitment, selection, employment, and training of apprentices during their apprenticeship shall be without discrimination on the basis of race, color, religion, national origin, sex (including pregnancy and gender identity), sexual orientation, genetic information, age (40 or older), disability, marital status, or arrest and court record which does not have a substantial relationship to the functions and responsibilities of the prospective or continued employment, provided that a sponsor may refuse to refer for employment an individual for good cause relating to the ability of the individual to perform the work in question. Affirmative action shall be undertaken to provide equal employment opportunity in apprenticeship and the apprenticeship program shall be operated as required under chapter 31, title 12, Administrative Rules or its successors and Title 29, part 30 of the Code of Federal Regulations."

The Sponsor is an Equal Employment Opportunity Employer and does not discriminate in the recruitment, selection, employment, and training of apprentices and ensures the identification, positive recruitment, training, and motivation of underrepresented populations, including minority and female apprentices.

SECTION XIV – ADOPTION AND APPROVAL OF APPRENTICESHIP STANDARDS

- A. The Hawaii Teachers Standards Board adopts and submits these Standards of Apprenticeship for the Hawaii Teacher Registered Apprenticeship Program for approval and registration.



FELICIA VILLALOBOS, EXECUTIVE DIRECTOR

3/4/2025

Date

- B. APPROVED AND REGISTERED BY DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS

JADE BUTAY, DIRECTOR

Date

APPENDIX A

ASSURANCES AND CERTIFICATIONS

The Sponsor, Employer, and Apprenticeship Committee assures and certifies to fully comply with Chapters 30 and 31, Title 12, Hawaii Administrative Rules, and Federal Regulations on Apprenticeship in 29 CFR Parts 29 and 30, including but not limited to the following standards of apprenticeship:

1. Apprentices indentured into the sponsor program shall not be less than seventeen (17) years of age.
2. All apprentices shall be afforded qualified training personnel and adequate supervision on the job.
3. All apprentices shall be placed under a written apprenticeship agreement, which shall directly, or by reference, incorporate the standards of the program as part of the agreement.
4. Proposed modifications to the Apprenticeship Program shall be promptly submitted to the DLIR for review and approval.
5. The Sponsor shall submit in a timely manner, requests apprentice registrations, completions, cancellations, suspensions, and reinstatements to DLIR for approval. The sponsor shall provide the reason(s) for cancellations or suspension.
6. If for any reason, the Sponsor is unable to fulfill his/her training obligations due to lack of work or inability to conform to these Standards, the Sponsor will make every effort to refer the apprentices who are interested in continuing their apprenticeship to another registered program for the same or similar occupation, if available. This will provide the apprentices an opportunity for completion of their Apprenticeship Program. The Sponsor will make available to the apprentice and the receiving employer the apprentice's training record if a similar program is available.
7. The Sponsor will maintain for a period of five (5) years from date of last action, all records relating to apprentice applications (whether selected or not), the employment and training of apprentices, and any other information relevant to the operation of the program and make these records available on the request of the Registration Agency.
8. For Time-Based Apprenticeship Programs, each apprentice will be responsible for recording his/her hourly work experience/On-the-Job Learning and Related Training Instruction (RTI). Progress reports pertaining to the apprentice's progress on-the-job must be signed by both the apprentice and the journeyworker/supervisor to verify the information. Related instruction hours attended and completed by the apprentice must be verified by the instructor or training provider. The sponsor shall periodically update the apprentice's progress in the apprenticeship program.

For Competency-Based Apprenticeship Programs, the Sponsor is responsible to maintain records and documentation of competencies attained with a date when the competency is attained, and initialed by both the apprentice and supervisor for each competency so that the apprentice is aware of his or her progress in the apprenticeship program.

The apprentice will authorize release of related instruction records before submitting to the Sponsor. All data, written records of progress evaluations, and corrective and final actions pertaining to the apprentice will be maintained by and will be the property of the Sponsor. These records will be included in each apprentice's records maintained by the Sponsor.

9. Periodically, or at any other time when conditions warrant, the Sponsor will evaluate the apprentice's record of performance to determine whether he/she has made satisfactory progress. If an apprentice's related instruction or on-the-job progress is found to be unsatisfactory, the Sponsor may determine whether the apprentice will be required to repeat a work process. Should it be found that the apprentice does not have the ability or desire to continue the training to become a journey worker, the Sponsor will, after the apprentice has been given adequate assistance and opportunity for corrective action, request DLIR to terminate the Apprenticeship Agreement.
10. The Sponsor may request at any time to cancel the registration of the apprenticeship program set forth herein. If the Sponsor fails to abide by these Standards, DLIR may initiate deregistration proceedings of the Apprenticeship Program.
11. The transfer of an apprentice between apprenticeship programs and within an apprenticeship program must be based on agreement between the apprentice and the affected apprenticeship committee or program sponsors, and must comply with the following requirements:
 - a. The transferring apprentice must be provided a transcript of related training instruction and on-the-job learning by the committee or program sponsor;
 - b. The transfer must be to the same occupation; and
 - c. A new apprenticeship agreement must be executed when the transfer occurs between program sponsors.
12. The Standards for Apprenticeship shall comply with federal and state laws, rules, regulations, and requirements pertaining to apprenticeship.
13. The Sponsor agrees to complete and abide with the following Appendices, if applicable, which shall part of the Standards of Apprenticeship:
 - Appendix A – Assurances and Certifications
 - Appendix B – General Provisions
 - Appendix C – Work Process Schedule/Competencies
 - Appendix D – Related Training Instruction/Course Curriculum Outline
 - Appendix E – Affirmative Action Program
 - Appendix F – Selection Procedures
 - Appendix G – Union's (HGEA) Concurrence with the Apprenticeship Program
 - Appendix H – Union's (HSTA) Concurrence with the Apprenticeship Program
 - Appendix I – Employer Acceptance Agreement
14. The Sponsor certifies that the information contained in the Standards of Apprenticeship, Apprenticeship Agreement, and other documents pertaining to the training of apprentices are true and correct to the best of their knowledge. Further, the Sponsor understands that any false or misleading statements and/or omissions, whenever discovered, regarding the Apprenticeship Program or the apprentice can be grounds for deregistration of the program or cancellation of the apprentice from the program.

APPENDIX B

GENERAL PROVISIONS

The administration and operation of the Apprenticeship Program shall be in accordance with the following General Provisions:

1. During the period of probation, the DLIR Director shall cancel the apprenticeship agreement at the request in writing of any party thereto. (This provision is not applicable if probationary period is covered by collective bargaining).
2. After an apprentice's probationary period, if applicable, the DLIR Director may cancel an apprenticeship agreement:
 - i. Upon agreement of the parties thereto;
 - ii. At the request of the apprentice;
 - iii. Upon recommendation by the sponsor, for good cause, with due notice to the apprentice and a reasonable opportunity for corrective action; or
 - iv. For good cause by DLIR after giving all parties notice and opportunity to be heard.
3. The services of DLIR may be utilized for consultation regarding the settlement of differences arising out of the apprenticeship agreement where the differences cannot be settled internally by the parties or in accordance with their established procedures, and that any such differences which cannot be amicably settled by the parties may be submitted to the DLIR Director for final decision.
4. The DLIR shall recognize an apprentice's completion of an apprenticeship program by issuing a certificate of completion to the apprentice.
5. The DLIR shall register, cancel, or deregister Apprenticeship Programs in compliance with Chapter 372 HRS, and Chapter 12, Subtitle 5, Chapter 30 Administrative Rules for Apprenticeship.

APPENDIX C
WORK PROCESSES SCHEDULE/ON-THE-JOB LEARNING
COMPETENCIES FOR K-12 LICENSED TEACHER OCCUPATIONS

This work process schedule is based on state and national professional standards. The Work Process Schedule below is based on InTASC Model Core Teaching Standards and Learning Progressions for Teachers 1.0 (Council of Chief School Officers, 2013). These standards and learning progressions were developed collaboratively by a wide array of experts and organizations in K-12 education and educator preparation programs and from the basis for many state and local standards. For each standard, InTASC delineates essential knowledge, performances, and critical dispositions that are reflected in the learning progressions.

The InTASC learning progressions apply to teachers throughout their careers, so the base level standards (level one of three) are used for apprentices. It is expected that apprentices will develop their skills within each progression during the course of apprenticeship.

In all cases, the program sponsor(s) bear responsibility for ensuring that apprentices have the opportunity to practice and ultimately demonstrate mastery of the learning standards and competencies. This responsibility includes ensuring that apprentices are placed in classrooms with an experienced and accomplished cooperating/mentor teacher and that these classrooms have diverse student populations, including students with disabilities and English language learners.

The cooperating/mentor teacher, working in collaboration with a supervising faculty member from the participating educator preparation program, determines whether the apprentice has demonstrated adequate mastery of each standard, using the learning standard and the essential knowledge, performances, and critical dispositions as a guide.

K-12 Teacher		
Job Description: Teaches one or more subjects at the elementary, middle, intermediate, junior high or high school level.		
RAPIDS Code: 3024CB	O*NET Code: 25-3099.00	
Approximate OJL hours: 2000 hours or 1 year		
Apprenticeship Type: Competency-Based		
The Learner and Learning	Learning Progression (Level One)	Approximate Hours
<u>Standard #1: Learner Development</u> The apprentice understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.	Drawing on their understanding of the established knowledge base for education, including the science of learning and child and adolescent development, the apprentice observes learners, noting changes and patterns in learners across areas of development, and seeks resources, including from families and colleagues, to adjust teaching.	81hrs
	The apprentice actively seeks out information about learner interests in order to engage learners in developmentally appropriate learning experiences.	

	The apprentice engages learners in a variety of learning experiences to capitalize on strengths and build areas of development that are weaker.	
<u>Standard #2: Learning Differences</u> The apprentice uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.	Drawing upon their understanding of emergent/multilingual learners, exceptional needs, and learners' background knowledge, the apprentice observes individuals and groups of learners to identify specific needs and responds with individualized support, flexible grouping, and learning experiences.	162 hrs
	Recognizing how diverse learners process information and develop skills, the apprentice incorporates multiple approaches to learning that engage a range of learner preferences.	
	Using information on learners' language proficiency levels, the apprentice incorporates tools of language development into planning and instruction, including strategies for making content and academic language accessible to linguistically diverse learners.	
	The apprentice includes multiple perspectives in the presentation and discussion of content that include each learner's personal, family, community, and cultural experiences and norms.	
	The apprentice applies interventions, modifications, and accommodations based on IEPs, IFSPs, 504s and other legal requirements, seeking advice and support from specialized support staff and families.	
	The apprentice follows a process, designated by a school or district, for identifying and addressing learner needs (e.g., Response to Intervention) and documents learner progress.	
<u>Standard #3: Learning Environments</u> The apprentice works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation	The apprentice works with students in varying configurations as the apprentice's instructional skills develop, progressing from one-on-one and small group settings to instruction of an entire classroom.	243 hrs
	In collaboration with the mentor teacher, the apprentice sets expectations for the learning environment appropriate to school/district policies and communicates expectations clearly to families.	
	The apprentice articulates explicit expectations for a safe, positive learning environment, including norms for behavior that include respect for others, as well as responsibility for preparation and completion of work.	
	The apprentice collaborates with the mentor teacher to develop and implement purposeful routines that support these norms	

	<p>The apprentice communicates verbally and nonverbally in ways that demonstrate respect for each learner.</p> <p>The apprentice is a responsive and supportive listener, seeing the cultural backgrounds and differing perspectives learners bring as assets and resources in the learning environment.</p> <p>The apprentice manages the learning environment, organizing, allocating and coordinating resources (e.g., time, space, materials) to promote learner engagement and minimize loss of instructional time.</p> <p>The apprentice varies learning activities to involve whole group, small group, and individual work, to develop a range of learner skills.</p> <p>The apprentice provides opportunities for learners to use interactive technologies responsibly.</p>	
Content	Learning Progression	
<p>Standard #4: Content Knowledge The apprentice understands the central concepts, tools of inquiry, and structures of the discipline(s) they teach and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.</p>	<p>The apprentice accurately and effectively communicates concepts, processes, and knowledge in the discipline, and uses vocabulary and academic language that is clear, correct, and appropriate for learners.</p> <p>The apprentice draws upon initial knowledge of common misconceptions in the content area, uses available resources to address them, and consults with their mentor teacher and other colleagues on how to anticipate the learner's need for explanations and experiences that create accurate understanding in the content area.</p> <p>The apprentice uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.</p> <p>The apprentice engages learners in applying methods of inquiry used in the discipline.</p> <p>The apprentice links new concepts to familiar concepts and helps learners see them in connection to their prior experiences.</p> <p>The apprentice models and provides opportunities for learners to understand academic language and to use vocabulary to engage in and express content learning.</p> <p>The apprentice consults with other educators to make academic language accessible to learners with different linguistic backgrounds.</p>	189 hrs
<p>Standard #5: Application of Content. The apprentice understands how to connect concepts and use differing</p>	<p>The apprentice helps learners see relationships across disciplines by making connections between curriculum materials in a content area and related perspectives from another content area or areas.</p>	

perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.	The apprentice engages learners in applying content knowledge and skills in authentic contexts.	189 hrs
	The apprentice engages learners in learning and applying the critical thinking skills used in the content area(s). They introduce learners to the kinds of problems or issues addressed by the content area(s) as well as the local/global contexts for those issues.	
	The apprentice engages learners in developing literacy and communication skills that support learning in the content area(s). They help them recognize the disciplinary expectations for reading different types of text and for writing in specific contexts for targeted purposes and/or audiences and provide practice in both.	
	The apprentice provides opportunities for learners to demonstrate their understanding in unique ways, such as model making, visual illustration and metaphor.	
	The apprentice guides learners in gathering, organizing, and evaluating information and ideas from digital and other resources and from different perspectives.	
	The apprentice structures interactions among learners and with local and global peers to support and deepen learning.	
Instructional Practice	Learning Progression	
<u>Standard #6: Assessment.</u> The apprentice understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the apprentice's and learner's decision making.	The apprentice uses, designs, or adapts a variety of classroom formative assessments, matching the method with the type of learning objective.	226 hrs
	The apprentice uses data from multiple types of assessments to draw conclusions about learner progress toward learning objectives that lead to standards and uses this analysis to guide instruction to meet learner needs. They use digital and/or other records to support their analysis and reporting of learner progress.	
	The apprentice participates in collegial conversations to improve individual and collective instructional practice based on formative and summative assessment data.	
	The apprentice engages each learner in examining samples of quality work on the type of assignment being given. They provide learners with criteria for the assignment to guide performance. Using these criteria, they point out strengths in performance and offer concrete suggestions for how to improve. They structure reflection prompts to assist each learner in examining their work and making improvements.	

	The apprentice makes digital and/or other records of learning performance so that they can monitor each learner's progress.	
	The apprentice matches learning goals with classroom assessment methods and gives learners multiple practice assessments to promote growth.	
	The apprentice engages in ethical practice of formal and informal assessment implementing various kinds of assessments in the ways they were intended to be used and accurately interpreting the results.	
	The apprentice implements required accommodations in assessments and testing conditions for learners with disabilities and language learning needs.	
	The apprentice differentiates assessments, which may include providing more challenging learning goals for learners who are advanced academically.	
Standard #7: Planning for Instruction. The apprentice plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.	The apprentice uses the provided curriculum materials and content standards to identify measurable learning objectives based on target knowledge and skills.	270 hrs
	The apprentice plans and sequences common learning experiences and performance tasks linked to the learning objectives and makes content relevant to learners.	
	The apprentice identifies learners who need additional support and/or acceleration and designs learning experiences to support their progress.	
	The apprentice integrates technology resources into instructional plans.	
	The apprentice plans instruction using formative and summative data from digital and/or other records of prior performance together with what s/he knows about learners, including developmental levels, prior learning, and interests.	
	The apprentice uses data from formative assessments to identify and make adjustments in planning.	
	The apprentice identifies learners with similar strengths and/or needs and groups them for additional learning opportunities.	
	The apprentice uses learner performance data and their knowledge of learners to identify learners who need significant intervention to support or advance learning.	
	The apprentice seeks assistance from colleagues and specialists to identify resources and refine plans to meet learner needs.	

	The apprentice uses information from informal interactions with families to adjust their plans and to incorporate home-based resources to provide further support.	
Standard #8: Instructional Strategies. The apprentice understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.	The apprentice directs students' learning experiences through instructional strategies linked to learning objectives and content standards.	270 hrs
	The apprentice makes the learning objective(s) explicit and understandable to learners, providing a variety of graphic organizers, models, and representations for their learning.	
	As appropriate to the learning objective, the apprentice prepares learners to use specific content-related processes and academic language. They also incorporate strategies to build group work skills.	
	The apprentice analyzes individual learner needs (e.g., language, thinking, processing) as well as patterns across groups of learners and uses instructional strategies to respond to those needs.	
	The apprentice integrates primary language resources into instruction.	
	The apprentice seeks assistance in identifying general patterns of need in order to support language learners.	
	The apprentice helps learners use a variety of sources and tools, including technology, to access information related to an instructional objective. They help students learn to evaluate the trustworthiness of sources and to organize the information in a way that would be clear to an authentic audience.	
	The apprentice poses questions that elicit learner thinking about information and concepts in the content areas as well as learner application of critical thinking skills such as inference making, comparing, and contrasting	
	The apprentice models the use of non-linguistic representations, concept mapping, and writing to show how learners can express their understanding of content area concepts and assigns work that allows the learners to practice doing so.	
	The apprentice develops learners' abilities to participate in respectful, constructive discussions of content in small and whole group settings. They establish norms that include thoughtful listening, building on one another's questioning for clarification.	
Professional Responsibility	Learning Progression	
Standard #9: Professional Learning and Ethical Practice.	The apprentice observes and reflects upon learners' responses to instruction to identify areas and set goals for improved practice.	

<p>The apprentice uses evidence to continually evaluate their practice, particularly the effects of their choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.</p>	The apprentice seeks and reflects upon feedback from colleagues to evaluate the effects of their actions on learners, colleagues, and community members.	270 hrs
	The apprentice gathers, synthesizes, and analyzes a variety of data from sources inside and outside of the school to adapt instructional practices and other professional behaviors to better meet learners' needs.	
	The apprentice understands and acts in accordance with ethical codes of conduct and professional standards.	
	The apprentice understands and complies with laws and policies related to learners' rights and teachers' responsibilities.	
	The apprentice accesses information and uses technology in safe, legal, and ethical ways.	
	The apprentice follows established rules and policies to ensure learners access information and technology in safe, legal, and ethical ways.	
	The apprentice recognizes how their identity affects perceptions and biases and reflects on the fairness and equity of their decisions.	
	The apprentice accesses resources to deepen their understanding of the cultural, ethnic, gender and learning differences among learners and their communities.	
	The apprentice reflects on the needs of individual learners and how well they are being addressed, seeking to build support for all learners.	
<p><u>Standard #10: Leadership and Collaboration.</u> The apprentice collaborates with learners, families, colleagues, other school professionals, and community members to ensure learner growth.</p>	The apprentice participates on the instructional team(s) and uses advice and support from colleagues to meet the needs of all learners.	100 hrs
	The apprentice participates in school-wide efforts to implement a shared vision and contributes to a supportive culture.	
	The apprentice elicits information about learners and their experiences from families and communities and uses this ongoing communication to support learner development and growth.	
	The apprentice uses technology and other forms of communication to develop collaborative relationships with learners, families, colleagues, and the local community.	

APPENDIX D

RELATED TRAINING INSTRUCTION

Related training instruction will be accomplished through college courses and cooperating teacher observations. At no point during the term of apprenticeship should the apprentice be the teacher-of-record.

The apprenticeship will result in apprentices completing all the requirements for a full state certification or licensure. Typically, the apprentice will earn a bachelor's degree or higher in a specialty of education (e.g., elementary education, special education) from a state approved teacher education program during the course of the apprenticeship. In cases where an apprentice already holds a bachelor's degree or higher, they may complete a state approved teacher education program that awards a post-baccalaureate, or a master's degree.

The related instruction shall consist of at least 144 hours of related training instruction. Academic program schedules may vary, but three credits, one semester course, typically requires three hours in class per week during a 15-week semester, or 45 total hours class time.

[Attachments D1, D2, D3, D4 provide various curriculum outline/summary of courses used by State Approved Teacher Education programs for RTI].

Attachment D1- Sample of RTI Courses at State Approved Teacher Education Program- UHWO

DIVISION OF EDUCATION

ADMISSION

Upon successful admission to UH West O'ahu, students may declare Education as their major. Newly admitted teacher candidates then select an area of concentration in at least one of the following program options:

- Early Childhood Education (non-licensure); or
- Elementary Education (grades K-6); or
- Middle-level Education (grades 6-8) English, Social Studies, General Science, or Math; or
- Secondary Education (grades 6-12) English, Social Studies, Biology, General Science, or Math.

Candidates whose concentration is middle-level or secondary English Education will earn dual degrees: the B.Ed., as well as the BA in Humanities, with concentration in English.

Teacher candidates may choose to add the field of Special Education to their selected area of concentration. The grade levels for Special Education correspond to the candidate's selected area of concentration; SPED (K-6) for Elementary Education, SPED (6-8) for Middle-level Education, or SPED (6-12) for Secondary Education.

Liability Insurance

Students enrolled in UH West O'ahu Teacher Education Programs are required to have liability insurance. Complete information regarding Liability Insurance and NEA membership can be accessed at <http://www.nea.org/home/1600.htm>. Candidates may go to the following NEA Student Program website and complete the online application at https://www.nea.org/join_nea.

Criminal History Check

Prior to an elementary, middle school or high school placement in the pre-professional early field experience (EDEF 200), teacher candidates must undergo fingerprinting and security clearance, arranged through the State of Hawai'i Department of Education. Under Hawai'i Revised Statutes, the Department of Education (DOE) has authorization to perform criminal history checks on teacher candidates who come in close proximity with public school students. This criminal history check ensures that teacher candidates in public schools do not pose a risk to the health, safety and well-being of students. Once teacher candidates receive clearance from the DOE, they may participate in all field-based course work. Please contact Kristen Nakamoto, Education Division Support Specialist, for more information regarding this requirement (Email: klk7@hawaii.edu).

GENERAL EDUCATION CORE AND FOCUS REQUIREMENTS:

Bachelor of Education (B.Ed.) teacher candidates in Elementary, Middle-level, and Secondary teacher education must fulfill all UH West O'ahu General Education core (foundations and diversification) and focus (graduation) requirements as described in the Academic Programs & Graduation Requirements section of the catalog.

Pre-Professional Teacher Education Curriculum:

An official declaration of the major in Education qualifies the newly admitted teacher candidate to register for Pre-Professional 200- and 300-level educational foundations courses and other liberal arts program requirements. All required education courses are restricted to Education majors.

EDUCATIONAL FOUNDATIONS

Early Childhood, Elementary, Middle-level, & Secondary, K-12

- EDEF 200[^] Early Field Experience (coreq with 201) (1)
- EDEF 201[^] Intro to Teaching as a Career (coreq with 200) (2)
- EDEF 310 Education in American Society
- ENG 200 Composition II
- ETEC 279 Educational Media & Technology
- PSY 100^{*} Survey of Psychology
- PSY 342 Educational Psychology
- SPED 304⁺ Foundations of Inclusive Schooling

[^]Students pursuing the Early Childhood (non-licensure) articulated pathway are waived the EDEF 200/201 requirement.

^{*}May be used to simultaneously to fulfill General Education Diversification (DS) requirement.

⁺May be used to simultaneously to fulfill Oral Communications Focus (OC) requirement.

The Faculty contact for Educational Foundations is:

- Dr. Michael Hayes
Email: mhayes@hawaii.edu; Phone (808) 689-2312

Optional Special Education Pre-Professional Courses (3 credits): These courses are optional for all education majors, and required for candidates who are adding the field of Special Education to their selected area of concentration.

- SPED 325 Managing Academic & Social Behavior: Positive Behavior Support (2)
- SPED 326 Special Education Early Field Experience (1)

The Faculty contact for Special Education is:

- Dr. Joy Mahiko
Email: jmahiko@hawaii.edu; Phone (808) 689-2495

MIDDLE-LEVEL & SECONDARY EDUCATION REQUIREMENTS

Middle-level, 6-8 & Secondary, 6-12:

- PSY 343 Adolescent Development
- EDBF 345 Intro to Middle-level & Secondary Education

MIDDLE-LEVEL & SECONDARY EDUCATION AREA REQUIREMENTS

MIDDLE-LEVEL (GRADES 6-8) & SECONDARY (GRADES 6-12) EDUCATION, ENGLISH DUAL- DEGREE PROGRAM (36 English (ENG) credits, to include ENG 100 and ENG 200)

Dual Degree. The Division of Education currently offers a dual degree in Middle-level (6-8) or Secondary (6-12) English Education and English. Upon successful completion of the B.Ed in English Education, 6-8 or 6-12, the student will also be awarded the Bachelor of Arts Degree in Humanities with concentration in English.

Theory and Analysis (3 credits):

- ENG 402 From Vikings to Pidgin: History of the English Language; or
- ENG 300F Expository Writing for Teachers

Written Discourse/Creative Writing (3 credits), recommended:

- ENG 312 Creative Writing Strategies for Teachers; or
- ENG 313 Introduction to Creative Writing; or
- ENG 317 Pidgin Creative Writing Workshop

Literature* (15 credits), including the following 12 credits, required:

- ENG 240 Introduction to Literary Studies
- ENG 386 Adolescent Literature
- ENG 445 Shakespeare; or ENG 440a Major Author
- ENG 490 Senior Practicum; or ENG 491 Senior Project

And choose 3 credits from the following:

- ENG 250 American Literature Survey
- ENG 253 Survey of World Literature I
- ENG 254 World Literature II
- ENG 260 British Literature I (800-1700)
- ENG 261 British Literature II (1700-present)
- ENG 355 Women Writers and Dissent
- ENG 374 Race Ethnicity Lit and Film

Hawaiian/Asian/Pacific Literature* (3 credits), recommended:

- ENG 372 Asian American Literature
- ENG 380 Multicultural and Postcolonial Literature
- ENG 476 Contemporary Literature of Hawai'i
- ENG 477 Polynesian/Micronesian Mythology
- ENG 478 Hawaiian Mythology II
- ENG 479 Hawaiian Mythology I
- ENG 480 Contemporary Literature of Pacific
- ENG 481 Plantation Fictions

Literature Elective* (3 credits), recommended:

- ENG 320a World Literature
- ENG 331a Topics in British Lit pre-1700
- ENG 332a Topics in British Lit post-1700
- ENG 340a Topics in American Lit pre-1700
- ENG 341a Topics in American Lit post-1700
- ENG 383 Children's Literature

(Recommended for Middle-level majors, 6- 8)

- ENG 385 Fairy Tales and Their Adaptations

Media Discourse & Composition* (3 credits), recommended:

- ENG 354 Second Language Writing
- ENG 359 Writing for (New) Media
- ENG 360 Literature & Film
- ENG 361 History of Film
- ENG 367a Film Genres and Directors
- ENG 368a Topics in Television Studies
- ENG 441 Gender and Sexuality in Literature and Film
- ENG 462a Studies in Drama
- ENG 465 History of Theatre
- ENG 498a Selected Topics in English

*3 cr. literature may fulfill Diversification Literature General Education requirement; 3 cr. literature may fulfill HAP-Focus (UH West O'ahu Graduation Requirement)

The Middle-Level and Secondary Education, English area is also available to students on the islands of Kauai, Hawai'i and O'ahu via distance delivery.

The Faculty contact for Middle-Level and Secondary English is:

- Dr. Cathy Ikeda
Email: cathyi@hawaii.edu; Phone (808) 689-2488

DIVISION OF EDUCATION

MIDDLE-LEVEL (GRADES 6-8) & SECONDARY (GRADES 6-12) EDUCATION, SOCIAL STUDIES (48 CREDITS*)

History (15 credits), required:

- HIST 151 World History to 1500
- HIST 152 World History since 1500
- HIST 281 Introduction to American History I
- HIST 282 Introduction to American History II
- HIST UD Upper Division (300-400) level History class

Political Science (9 credits):

- POLS 110 Introduction to Political Science (required)

Recommended:

- POLS 302 Political Philosophy
- POLS 320 Global Issues
- POLS 330 American Politics
- POLS 342 Indigenous Peoples and Modernity
- POLS 370 Politics and Public Policy
- POLS 371 Global Futures

Geography (6 credits):

- GEOG 102 World Regional Geography (required)

Recommended:

- GEOG 328 Culture and Environment

Economics (3 credits), required:

- ECON 131 Principles of Macroeconomics

Sociology (3 credits), recommended:

- SOC 100 Survey of General Sociology
- SOC 352 Sociology of Education

Anthropology (6 credits):

- ANTH 152 Culture and Humanity (required)

Recommended:

- ANTH 427 Food, Health and Society
- ANTH 481 Anthropology in Action & Building a Career
- Or, any other 300-400 level ANTH course

Hawaiian-Pacific Studies (6 credits), recommended:

- HPST 281 Education in the Pacific Islands (Cross-list EDEF 281)
- HPST 365 Geography of the Pacific (Cross-list GEOG)
- HPST 384 Hawai'i from European Contact to the Overthrow (Cross-list HIST)
- HPST 437 Pacific Archaeology (Cross-list ANTH/HIST)
- HPST 440 Kānāwai Hawai'i: Native Hawaiian Law (Cross-list POLS)

- HPST 482 Pacific Islands (Cross-list HIST)
- HPST 483 Archaeology of Hawai'i
- HPST 488 Twentieth Century Hawai'i (Cross-list HIST)

*Maximum 15 credits may be used to fulfill General Education Requirements

The Faculty contact for Middle-Level and Secondary Social Studies is:

- Dr. Bonnie Bittman
Email: bittmanb@hawaii.edu; Phone (808) 689-2491

MIDDLE-LEVEL (GRADES 6-8) & SECONDARY EDUCATION (GRADES 6-12) GENERAL SCIENCE (41-43 CREDITS*)

Biology (10 credits), required:

- BIOL 123/L Hawaiian Environmental Biology (3) & Lab (1)
- BIOL 310 Statistics for Biologists (3); or BIOL 405 Ethics for Biologists (3)
- BIOL 340 Genetics, Evolution, & Society

Botany (4 credits), required:

- BOT 101/L General Botany (3) & Lab (1)

Physical Sciences (11 credits), required:

General Physical Science (3 credits): Choose one from the following:

- ASTR 110 Survey of Astronomy (3)
- GEOL 130 Geological Hazards (3)
- GEOL 200 Geologic Inquiry
- MET 101 Intro to Meteorology (3)
- MET 209 Intro to Climate Studies (3)
- OCN 201 Science of the Sea (3)
- PHYS 131 The Physics of the Sound of Music (3)

Chemistry (4 credits)

- ML: CHEM 100/L Chemistry & Society (3) & Lab (1)
- SE: CHEM 161/L General Chemistry (3) & Lab (1)

Physics (4 credits)

- ML: PHYS 100/L Survey of Physics (3) & Lab (1)
- SE: PHYS 151/L College Physics (3) & Lab (1)

Earth Sciences (8 credits), required:

- GEOL 101/L Dynamic Earth (3) & Lab (1)
- GEOL 368/L Planetary Science in the Classroom (3) & Lab (1)

Science Elective courses (3 credits), 300-level or higher:

- BIOL 310* Statistics for Biologists (3)
- BIOL 360 Island Ecosystems (3)
- BIOL 365 Research Methods in Biology (3)
- BIOL 375/L Genetics (3) & Lab (2)
- BIOL 384/L Human Skeletal Biology (3) & Lab (3)
- BIOL 405* Ethics for Biologists (3)
- BIOL 475 The Analysis of Animal Remains (3)
- GEOL 300 Volcanology (3)
- GEOL 307 Worlds of the Past: Fossils & Their Environments (3)
- GEOL 310 The Hawaiian Islands: A Geological Perspective (3)
- ZOOL 450 Natural History of the Hawaiian Islands (3)

*Classes may be used only once to meet a requirement for one of the sciences or as an elective.

The Faculty contact for Middle-Level and Secondary General Science is:

- Dr. Richard Jones
Email: rmjones7@hawaii.edu; Phone (808) 689-2340

SECONDARY (GRADES 6-12) EDUCATION BIOLOGY (57 CREDITS)

10 credits maximum may be applied to General Education requirements, including Foundations and Diversifications.

Biology (21 credits), required*:

- BIOL 171/L Intro to Biology I (3) & Lab (1)
- BIOL 172/L Intro to Biology II (3) & Lab (1)
- BIOL 265/L Ecology & Evolutionary Biol (3) & Lab (1)
- BIOL 340 Genetics, Evolution and Society (3)
- BIOL 360 Island Ecosystems (3)
- BIOL 365 Research Methods in Biology (3)

Electives (3-4 credits): Upper division Biological Sciences courses:

- BIOL 384/L Human Skeletal Biology (3) & Lab (1)
- BIOL 405 Ethics for Biologists (3)
- ZOOL 450 Natural History of the Hawaiian Islands

Chemistry (8 credits), required:

- CHEM 161/L General Chemistry I (3) & Lab (1)
- CHEM 162/L General Chemistry II (3) & Lab (1)

Physical Science (3-4 credits), recommended:

- ASTR 110 Survey of Astronomy (3)
- FORS 101 Introduction to Forensics (3)
- GEOL 101/L Dynamic Earth (3) & Lab (1)
- GEOL 130 Geological Hazards (3)

- GEOL 200 Geologic Inquiry
- GEOL 307 Worlds of the Past: Fossils & Their Environments (3)
- GEOL 310 The Hawaiian Islands: A Geological Perspective (3)
- MET 101/L Introduction to Meteorology (3) & Lab (1)
- MET 209/L Intro to Climate Studies (3) & Lab (1)
- OCN 201 Science of the Sea (3)
- PHYS 100/L Survey of Physics (3) & Lab (1)
- PHYS 131 The Physics of the Sound of Music (3)
- PHYS 151/L College Physics (3) & Lab (1)

*Also fulfills 3-4 credits of General Education Diversity

Math, minimum of 9 credits, required; must complete both groups:

Group A: Select two (2) from the following:

- MATH 103* College Algebra (3)
- MATH 135* Pre-Calculus: Elementary Functions (3)
- MATH 140* Pre-Calculus: Trig & Analytic Geometry (3)
- MATH 140X* Pre-Calculus Accelerated (4)
- MATH 241* Calculus I (4)

Group B: Select one (1) from the following:

- BIOL 310 Statistics for Biologists (3)
- MATH 115* Statistics (3)
- SSCI 210 Statistical Analysis I (3)

*Also fulfills General Education Foundation Symbolic Reasoning

The Faculty contact for the Secondary Biology is:

- Dr. Richard Jones
Email: rmjones7@hawaii.edu; Phone (808) 689-2340

MIDDLE-LEVEL (GRADES 6-8) EDUCATION MATHEMATICS (34 CREDITS)

Mathematics (31 credits), required (Fulfills General Education Quantitative Reasoning requirement):

- MATH 111 Mathematics for Elementary Teachers I
- MATH 112 Mathematics for Elementary Teachers II
- MATH 241 Calculus I (4)
- MATH 242 Calculus II (4)
- MATH 245 Multivariable Calculus (4)
- MATH 307 Linear Algebra & Differential Equations; or
MATH 311 Intro to Linear Algebra
- MATH 327 Origins of Mathematics
- MATH 361 Applied Probability Theory
- MATH 480 Senior Seminar (1)

Elective MATH courses (6 credits):

- MATH 321 Introduction to Advanced Mathematics
- MATH 331 Introduction to Real Analysis
- MATH 351 Foundation of Euclidean Geometry
- MATH 411 Linear Algebra
- MATH 412 Introduction to Abstract Algebra
- MATH 461 Applied Statistics

SECONDARY (GRADES 6-12) EDUCATION MATHEMATICS (34 CREDITS)

Mathematics (28 credits), required (fulfills General Education Quantitative Reasoning requirement):

- MATH 241 Calculus I (4)
- MATH 242 Calculus II (4)
- MATH 245 Multivariable Calculus (4)
- MATH 307 Linear Algebra & Differential Equations; or
MATH 311 Intro to Linear Algebra
- MATH 321 Intro to Advanced Mathematics
- MATH 327 Origins of Mathematics
- MATH 351 Foundation of Euclidean Geometry
- MATH 361 Applied Probability Theory
- MATH 480 Senior Seminar (1)

Elective MATH courses (9 credits), recommended:

- MATH 115 Statistics
- MATH 331 Introduction to Real Analysis
- MATH 412 Introduction to Abstract Algebra
- MATH 417 Linear Algebra: Theory and Application
- MATH 461 Applied Statistics

The Faculty contact for Middle-Level and Secondary Mathematics is:

- Dr. Laurie James
Email: ljamex7@hawaii.edu; Phone (808) 689-2364

PROFESSIONAL TEACHER EDUCATION CURRICULUM

Teacher candidates seeking admission to the Professional Teacher Education component (400-level Education courses) of the program must submit an Application for Professional Teacher Education (APTE) to the Division of Education by the following:

APPLICATION DEADLINES

Elementary Teacher Candidates

Fall Semester

- Priority Deadline: 1st week of the Spring semester *preceding* anticipated fall semester enrollment in 400-level education coursework.
- Regular Deadline: March 1
- APTEs accepted after March 1, pending capacity.

Spring Semester [Minimum 10 candidates required to run]

- Priority Deadline: 1st week of the Fall semester *preceding* anticipated spring semester enrollment in 400-level education coursework.
- Regular Admission: October 1
- APTEs accepted after October 1, pending capacity.

Middle-level & Secondary Teacher Candidates

Spring Semester Only

- Priority Deadline: 1st week of the Fall semester *preceding* anticipated spring semester enrollment in 400-level education coursework.
- Regular Deadline: October 1
- APTEs accepted after October 1, pending capacity.

Formal admission will be granted upon completion of the following requirements:

- Completion of a minimum of 55 credits.
- All Concentrations: Completion of EDEF 200, EDEF 201, EDEF 310, ENG 100, ENG 200, PSY 342, and SPED 304 with a grade of C- or better.
- All Elementary: PSY 340 (or PSY 240 or HDFS 230 or FAMR 230) with a grade of C- or better.
All Middle-level & Secondary: Completion of EDEF 345 and PSY 343 with a grade of C- or better.
- All candidates who are adding the field of Special Education: Completion of SPED 325 and SPED 326 both with a grade of C- or better.
- Math Requirement:
 - Elementary: MATH 111 with a grade of C- or better.
 - Middle-level and Secondary English and Social Studies: Completion of MATH 100 or higher with a grade of C- or better.

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- Middle-level and Secondary Math: MATH 245 with a grade of C- or better.
- Middle-level/Secondary General Science and Secondary Biology: MATH 103 or higher with a grade of C- or better.
- 2.5 overall grade point average (GPA). This includes GPA for credits transferred to UH West O'ahu.
- Fingerprinting completion and criminal background check clearance by the Hawai'i Department of Education.

ELEMENTARY EDUCATION, GRADES K-6 (30 credits)

Block 1 Corequisite

- SPED 405 Educating Students with Disabilities (3)
- EDEE 402 Social Studies Methods (3)
- EDEF 404 Teaching Culturally & Linguistically Diverse Learners (3) [WI]
- EDEB 406 Block 1 Practicum with Seminar (3)

Block 2 Corequisite

- EDEE 422 Reading Methods (3)
- EDEE 424 Language Arts Methods (3) [WI]
- EDEE 426 Block 2 Practicum with Seminar (3)

Block 3 Corequisite

- EDEB 462 Math Methods (3)
- EDEE 464 Science Methods (3)
- EDEE 466 Block 3 Practicum with Seminar (3)

MIDDLE-LEVEL EDUCATION, GRADES 6-8 English, Social Studies, Math, and/or General Science (18-20 credits):

Block 1 Corequisite (12-14 credits)

- EDEF 404 Teaching Culturally & Linguistically Diverse Learners [WI & ETH focus]
- SPED 405 Educating Students with Disabilities
- EDML 430 Block 1 Practicum w/seminar (Gr 6-12)
- EDUC 410 Reading and Writing Across Curriculum

Additional requirement for MATH Ed students only:

- EDUC 482 Productive Learning in the Math Clsm (2)

Block 2 Corequisite (6 credits)

- EDML 440 Block 2 Practicum w/seminar (Gr 6-8)

And, one of the following:

- EDML 428 Middle-level English Language Arts Methods (Gr 6-8)
- EDML 448 Middle-level Social Studies Methods (Gr 6-8)
- EDML 438 Middle-level Math Methods (Gr 6-8)
- EDML 458 Middle-level General Science Methods (Gr 6-8)

SECONDARY EDUCATION, GRADES 6-12 English, Social Studies, Math, General Science and/or Biology (18-20 credits):

Block 1 Corequisite (12-14 credits)

- EDEF 404 Teaching Culturally & Linguistically Diverse Learners [WI & ETH focus]
- SPED 405 Educating Students with Disabilities
- EDSE 430 Block 1 Practicum w/seminar (Gr 6-12)
- EDUC 410 Reading and Writing Across Curriculum

Additional requirement for MATH Ed students only:

- EDUC 482 Productive Learning in the Math Clsm (2)

Block 2 Corequisite (6 credits)

- EDSE 440 Block 2 Practicum w/seminar (Gr 6-12)

And, one of the following:

- EDSE 428 Secondary English Language Arts Methods (Gr 6-12)
- EDSE 448 Secondary Social Studies Methods (Gr 6-12)
- EDSE 437 Secondary Math Methods
- EDSE 457 Biological Science Methods
- EDSE 458 Secondary General Science Methods

OPTIONAL SPECIAL EDUCATION

**for Elementary, Middle Level, or Secondary
Professional Program (12 credits)**

- SPED 450 Special Education Methods (9); or
SPED 420 Language and Learning: Interventions for Communication and Literacy (3); and
SPED 459 Evidence-based Practices for Students with Mild to Moderate Disabilities (2); and
SPED 464 Evidence-based Practices for Students with Severe Disabilities and Autism (2); and
SPED 482 21st Century Learners with Disabilities: Interventions for STEM (2)
- SPED 470 Special Education Practicum (3)

The Faculty contact for Special Education is:

- Dr. Joy Mahiko
Email: jmahiko@hawaii.edu; Phone (808) 689-2495

PROFESSIONAL STUDENT TEACHING SEMESTER

A Student Teaching Application must be filed with the Division of Education eight months prior to enrollment in student teaching. The following requirements must be met prior to enrollment:

- Completion of all required Pre-Professional and Professional Teacher Education courses.
- 2.75 GPA or higher for the Methods Block courses (400-level series).
- 2.5 overall or higher GPA, with no grade lower than a C- for all Education courses.
- Content knowledge verification:
 - Passage of the appropriate Praxis II Content Knowledge Test(s). For information on Praxis exams required by the Hawai'i Teacher Standards Board, visit: <http://www.ets.org/praxis/hi/requirements>; OR
 - Content major consisting of a minimum of thirty semester hours in the content field for a bachelor's degree awarded by an accredited institution of higher education; OR
 - A minimum of thirty semester hours in the content field from an accredited institution of higher education, at least fifteen of which must be upper division level with a minimum 2.50 GPA and no grade lower than a C-; OR
 - For Elementary Education K-6 licensure a total of thirty-six semester hours, including nine semester hours in each of the following four core content areas: language arts, mathematics, science, and social studies. At least three semester hours in each of the core content areas must be upper division level. Courses must be completed with a minimum 2.50 GPA with no grade lower than a C-.
- Special Education Added Field Candidates must have completed the following requirements
 - Completion of all required Pre-Professional and Professional SPED courses.
 - Passage of PRAXIS II Special Education Core Knowledge and Application (5354).

Candidates student teach in a grade level and content area that corresponds with their targeted licensure area(s). Student Teaching is a full-time, 15-week, supervised classroom experience, taken concurrently with a Writing Intensive (WI) seminar. A gradual release of responsibility by the mentor teacher leads to a minimum of 15 days of solo teaching. Candidates complete their student teaching in an elementary, middle, or high school that is in partnership with the UH West O'ahu

Division of Education. Candidates are advised that the full-time nature of the student teaching semester precludes the ability to work full or part-time at another job. At the discretion of the UH West O'ahu Field Placement Coordinator, and with approval of the principal and mentor teacher, Hawai'i Department of Education part-time teachers and teaching assistants may be able to complete their student teaching in the school where they have been employed.

The Professional Semester, Elementary (15 credits):

- EDEE 490 Student Teaching (12)
- EDEE 492 Student Teaching Seminar (3) [WI]

The Professional Semester, Middle-level (15 credits):

- EDML 490 Student Teaching, Gr 6-8 (12)
- EDML 492 Student Teaching Seminar (3) [WI]

The Professional Semester, Secondary (15 credits):

- EDSE 490 Student Teaching, Gr 9-12 (12)
- EDSE 492 Student Teaching Seminar (3) [WI]

The Professional Semester, Special Education (15 credits):

(All teacher candidates adding the field of Special Education complete the SPED courses for the Professional Student Teaching Semester)

- SPED 490 Student Teaching (12)
- SPED 492 Student Teaching Seminar (3) [WI]

The Faculty contact for Student Teaching is:

- Dr. Stephanie Kama'i
Email: shkama'i@hawaii.edu; Phone (808) 689-2381

Licensure: Upon successful program completion of the B.Ed program, which includes licensure requirements set by the Hawai'i Teacher Standards Board (HTSB), candidates will be recommended for licensure in their chosen field of study. Teacher candidates who have successfully completed the requirements to add the field of Special Education, will be recommended for licensure in their chosen field of study and Special Education in the corresponding grade level (SPED K-6, SPED 6-8 or SPED 6-12).

Attachment D2 Sample of RTI Courses at State Approved Teacher Education Program- UH Manoa

Major Requirements for BEd in Elementary Education & Early Childhood Education	
Specialization: Elementary Education & Early Childhood Education	
Admission to Licensure Track: Complete all General Education and Licensure Track prerequisites	
Application: Deadline = Fall entrance only, February 1-priority, March 1-final	
Min. major credits: 81	
Min. C grade (not C-) in all Licensure Track Core and Elementary Education Emphasis courses	
Requirements	
Elementary Education Emphasis Courses (15 credits)	
For pre-licensure and licensure students	
Licensure Track Prerequisites (required for Admission to Licensure Track)	<input type="checkbox"/> EDEF 360 ^{CS} or STE 360 ^{CS} <input type="checkbox"/> STE 318 <input type="checkbox"/> SPED 304 ^{CS}
<i>Prior to the start of the program, students must take EDEF 360 or ITE 360, ITE 318, and SPED 304</i>	
Required Elementary Emphasis Courses (may be taken prior to Licensure Track)	<input type="checkbox"/> EDEF 310 ^{CS} or 352 <input type="checkbox"/> EDEF 311 ^{CS}
<i>Students are strongly advised to complete EDEF 310 or 352 and EDEF 311 prior to admission to the Licensure Track program or during the summer</i>	
Licensure Track Core Courses (51 credits) The following courses will be block-scheduled for cohorts:	
Required Courses	<input type="checkbox"/> STE 312 <input type="checkbox"/> STE 313 <input type="checkbox"/> STE 314 <input type="checkbox"/> STE 317 <input type="checkbox"/> STE 320 <input type="checkbox"/> STE 322 <input type="checkbox"/> STE 323 <input type="checkbox"/> STE 324 <input type="checkbox"/> STE 325 <input type="checkbox"/> STE 326 <input type="checkbox"/> STE 329 <input type="checkbox"/> STE 390B <input type="checkbox"/> STE 391B <input type="checkbox"/> SPED 441
<i>STE 317 (taken three times) is two full days of field experience (7:30 am – 2:30 pm) each week in K-6 classrooms</i>	
<i>STE 390 & 391 concurrent registration required. Content knowledge verification must meet one of the HTSB-approved options in order to submit a Student Teaching Application</i>	
Dual Preparation Early Childhood Education (12-15 credits)	
Required Courses	<input type="checkbox"/> STE 415 <input type="checkbox"/> STE 415L** <input type="checkbox"/> STE 416 <input type="checkbox"/> STE 416L <input type="checkbox"/> STE 417* <input type="checkbox"/> STE 425*
<i>If taken simultaneously with the block-scheduled cohort sequence, the Labs may replace STE 317</i>	
<i>*Students are strongly advised to complete these courses prior to admission to the Licensure Track. STE 415 415L, STE 417, and STE 425</i>	
<i>**The STE 415L course will replace STE 317(3) if taken during the program</i>	
Electives (optional)	
Suggested Elective Courses: DNCE 490, LITEC 112, MUS 353, PHIL 492***, THEA 470	
<i>***PHIL 492 includes field experience with children that may be used for field experience admission requirement to the licensure track program</i>	

Major Requirements for BEd in Elementary Education & Special Education	
Specialization: Elementary Education & Special Education	
Admission to Licensure Track: Complete all General Education and Licensure Track prerequisites	
Application: Deadlines = Fall entrance only, February 1-priority, March 1-final	
Min. major credits: 74	
Min. C grade (not C-) in all Licensure Track Core and Elementary Emphasis courses	
Requirements	
Elementary Education Emphasis Courses (12 credits)	
For pre-licensure and licensure students	
Licensure Track Prerequisites (required for Admission to Licensure Track)	<input type="checkbox"/> EDEF 360 ^{CS} or STE 360 ^{CS} <input type="checkbox"/> SPED 304 ^{CS}
<i>Prior to the start of the program, students must take EDEF 360 or STE 360 and SPED 304</i>	
Required Elementary Emphasis Courses (may be taken prior to Licensure Track)	<input type="checkbox"/> EDEF 310 ^{CS} or 352 <input type="checkbox"/> EDEF 311 ^{CS}
<i>Students are strongly advised to complete EDEF 310 or 352 and EDEF 311 prior to admission to the Licensure Track or during summer</i>	
Licensure Track Core Courses (62 credits) The following courses are block-scheduled for cohorts:	
Required Courses	<input type="checkbox"/> ESEE 310 <input type="checkbox"/> ESEE 311 <input type="checkbox"/> ESEE 320 <input type="checkbox"/> ESEE 321 <input type="checkbox"/> ESEE 330 <input type="checkbox"/> ESEE 331 <input type="checkbox"/> ESEE 332 <input type="checkbox"/> ESEE 333 <input type="checkbox"/> ESEE 334 <input type="checkbox"/> ESEE 340 <input type="checkbox"/> ESEE 341 <input type="checkbox"/> ESEE 342 <input type="checkbox"/> ESEE 350 <input type="checkbox"/> ESEE 351 <input type="checkbox"/> ESEE 352 <input type="checkbox"/> ESEE 353 <input type="checkbox"/> ESEE 354 <input type="checkbox"/> ESEE 355
<i>ESEE 354 & ESEE 355: concurrent registration required. Content knowledge verification must meet one of the HTSB-approved options in order to submit a Student Teaching Application</i>	
Electives (optional)	
Suggested Elective Courses: DNCE 490, LITEC 112, MUS 253, PHIL 492*, THEA 470	
<i>*PHIL 492 includes field experience with children that may be used for field experience admission requirement to the licensure track program</i>	

Major Requirements for BEd in Secondary Education	
Specialization: English	
Admission to Licensure Track: Complete all General Education, Licensure Track prerequisites, and academic major courses	
Application: Deadline = October 1 for Spring entrance	
Min. major credits: 72-75 (75-78 with related requirements)	
Min. C grade (not C-) in Education courses	
Requirements	
English Academic Major Related Requirements (3 credits)	
<input type="checkbox"/> ENG 270 ^{EX} , 271 ^{EX} , 272 ^{EX} , or 273 ^{EX}	
<i>Students must complete one course from ENG 270-273 prior to enrollment in ENG 320 or above.</i>	
Professional Education Core Courses (36 credits)	
Required Courses	<input type="checkbox"/> EDEF 310 ^{EX} <input type="checkbox"/> EDEP 311 ^{EX} <input type="checkbox"/> STE 401 <input type="checkbox"/> STE 402D
	<input type="checkbox"/> STE 402N <input type="checkbox"/> STE 404D <input type="checkbox"/> STE 405D <input type="checkbox"/> STE 406
	<input type="checkbox"/> STE 440 <input type="checkbox"/> SPED 445
<i>STE 402D & 404D: concurrent registration required and courses are only offered in the Fall. STE 405D & 406: concurrent registration required. Demonstrate content knowledge in subject area(s) in order to submit a Student Teaching Application.</i>	
English Academic Major and Related Courses in Teaching Field (34-39 credits)	
Language Study	Two courses from the following (6 credits): <input type="checkbox"/> ENG 302 ^{EX} <input type="checkbox"/> ENG 303 <input type="checkbox"/> ENG 404 <input type="checkbox"/> SLS 441
	Three courses from the following (9 credits): <input type="checkbox"/> ENG 306 <input type="checkbox"/> ENG 307 <input type="checkbox"/> ENG 313 ^{EX} <input type="checkbox"/> ENG 405
Writing	<input type="checkbox"/> ENG 407 <input type="checkbox"/> ENG 412
American Literature	<input type="checkbox"/> ENG 337 or 338
British Literature	<input type="checkbox"/> ENG 333, 335, or 445
Global Literature	Two courses from the following (6 credits): <input type="checkbox"/> ENG 326 <input type="checkbox"/> ENG 370 <input type="checkbox"/> ENG 371 <input type="checkbox"/> ENG 372
	<input type="checkbox"/> ENG 373 <input type="checkbox"/> ENG 374 <input type="checkbox"/> ENG 382
	<input type="checkbox"/> ENG 320, 361, or 362
Genre or Literary Theory	<input type="checkbox"/> COMG 251
Speech Performance	<input type="checkbox"/> COMG 290, 321, 352, 381, 455, or 493
Interpersonal Interaction	<input type="checkbox"/> COMG 290, 321, 352, 381, 455, or 493
<i>Academic advising is required from a designated English Department faculty.</i>	

Major Requirements for BEd in Secondary Education	
Specialization: Mathematics	
Admission to Licensure Track: Complete all General Education, Licensure Track prerequisites, and academic major courses	
Application: Deadline = October 1 for Spring entrance	
Min. major credits: 68-69	
Min. C grade (not C-) in Education courses	
Requirements	
Professional Education Core Courses (36 credits)	
Required Courses	<input type="checkbox"/> EDEF 310 ^{EX} <input type="checkbox"/> EDEP 311 ^{EX} <input type="checkbox"/> STE 401 <input type="checkbox"/> STE 402G
	<input type="checkbox"/> STE 402N <input type="checkbox"/> STE 404G <input type="checkbox"/> STE 405G <input type="checkbox"/> STE 406
	<input type="checkbox"/> STE 440 <input type="checkbox"/> SPED 445
<i>STE 402G & 404G: concurrent registration required and courses are only offered in the Fall. STE 405G & 406: concurrent registration required. Demonstrate content knowledge in subject area(s) in order to submit a Student Teaching Application.</i>	
Mathematics Academic Major and Related Courses in Teaching Field (32-33 credits)	
Calculus (11-12 credits)	<input type="checkbox"/> MATH 241 ^{EX} or <input type="checkbox"/> MATH 251A ^{EX}
	<input type="checkbox"/> MATH 242 or <input type="checkbox"/> MATH 252A
	<input type="checkbox"/> MATH 243 or <input type="checkbox"/> MATH 253A
Algebra and Number Theory (6 credits)	<input type="checkbox"/> MATH 311 <input type="checkbox"/> MATH 420
Geometry (3 credits)	<input type="checkbox"/> MATH 353
Statistics & Probability (3 credits)	<input type="checkbox"/> MATH 372
Logic and Other Math (3 credits)	<input type="checkbox"/> MATH 321
Additional Required Courses (6 credits) (Choose any of these courses to fulfill the requirement)	Suggested for prospective middle school teachers: <input type="checkbox"/> MATH 112 <input type="checkbox"/> MATH 301
	Suggested for prospective high school teachers: <input type="checkbox"/> MATH 331 <input type="checkbox"/> MATH 412
	<i>Applied Mathematics: MATH 304, 305 Geometry: MATH 421 Algebra: MATH 411, 413 Calculus: MATH 244, 302, 431 Logic: MATH 455; PHIL 445 Pure Mathematics: MATH 475 Probability: MATH 471 Other: MATH 111, EDCS 634 Ethnomathematics</i>

Major Requirements for BEd in Secondary Education	
Specialization: Social Studies	
Admission to Licensure Track: Complete all General Education, Licensure Track prerequisites, and academic major.	
Application Deadline = October 1 for Spring entrance	
Min. major credits: 84	
Min. C grade (not C-) in Education courses	
Requirements	
Professional Education Core Courses (36 credits)	
Required Courses	<input type="checkbox"/> EDEF 310 ^{EDS} <input type="checkbox"/> EDEP 311 ^{EDS} <input type="checkbox"/> STE 401 <input type="checkbox"/> STE 402I <input type="checkbox"/> STE 402N <input type="checkbox"/> STE 404I <input type="checkbox"/> STE 405I <input type="checkbox"/> STE 406 <input type="checkbox"/> STE 440 <input type="checkbox"/> SPED 445
STE 402J & 404I: concurrent registration required and courses are only offered in the Fall. STE 405I & 406: concurrent registration required. Demonstrate content knowledge in subject area(s) in order to submit a Student Teaching Application	
Academic Major and Related Social Studies Courses in Teaching Field (48 credits)	
Place-Hawai'i	6 credits (two courses) required: <input type="checkbox"/> HWST 107 TH Any 3 credits in Hawaiian Studies. HWST 270 ^{EDS} is recommended: <input type="checkbox"/> HWST
Civics/Political Science	6 credits (two courses) required: <input type="checkbox"/> POLS 110 ^{EDS} or 130 ^{EDS} Any 3 credits in the Political Science Department: <input type="checkbox"/> POLS
Economics	6 credits (two courses) required: <input type="checkbox"/> ECON 130 ^{EDS} <input type="checkbox"/> ECON 131 ^{EDS}
Geography	6 credits (two courses) required: <input type="checkbox"/> GEO 101 ^{EDS} or GEO 102 Any 3 credits 300- in the Geography Department <input type="checkbox"/> GEO 300-
History	18 credits (6 courses) required: <input type="checkbox"/> HIST 151 <input type="checkbox"/> HIST 152 <input type="checkbox"/> HIST 281 TH <input type="checkbox"/> HIST 282 TH Any 6 credits 300- in the History Department: <input type="checkbox"/> HIST 300- <input type="checkbox"/> HIST 300-
Social Science/ Humanities	6 credits (2 courses) required: <input type="checkbox"/> ES 101 ^{EDS} Any 3 credits in the College of Social Sciences, College of Arts & Humanities, and or Hawai'i mauiakea: <input type="checkbox"/>

Attachment D3 Sample RTI Courses at State Approved Teacher Education Program- UH Hilo Kahuawaiola Indigenous Teacher Education Graduate Program Certificate

Kahuawaiola Indigenous Teacher Education Graduate Program Certificate

Coordinator: [Kananioheea Māka'imoku](#) (A), M.A.
Email: kananino@hawaii.edu

Associate Professors:

- [Betty Joann Noelani Iokapa-Guerrero](#) (A), Ed.D.
- [Meiki Kawai'ae'a](#) (A), Ph.D.
- [Kananioheea Māka'imoku](#) (A), M.A.

Note: This program is assisted by experts in Hawaiian language and culture from outside the college and by additional faculty drawn from Ka Haka 'Ula O Ke'elikōlani College of Hawaiian Language.

For Information Contact:

[Ku'ulei Kepa'a](#) (A)
Ka Haka 'Ula O Ke'elikōlani
University of Hawai'i at Hilo
200 W. Kāwili Street
Hilo, Hawai'i 96720-4091
Tel: (808) 932-7730
Email: kuulei.kepa'a@hawaii.edu

Website: <https://www.olelo.hawaii.edu/kws/>

The Graduate Certificate in Kahuawaiola Indigenous Teacher Education (Kahuawaiola) was mandated in Act 315 HRS 304A.1302 by the Hawai'i State legislature. Kahuawaiola was established by the University of Hawai'i (UH) Board of Regents in 1998 and has been recognized by the UH system as an approved professional education unit since January 1999. Since 2001, Kahuawaiola has functioned as a state approved teacher education program (SATEP) and is the only fully approved and accredited unit established to specifically prepare teachers through Hawaiian for P-12 Hawaiian language education. It is the first and only teacher licensing preparation program taught entirely in the Hawaiian language and is also the first teacher education program taught through an Indigenous language in the United States.

The Graduate Certificate in Kahuawaiola Indigenous Teacher Education (Kahuawaiola) prepares teacher candidates for professional licensure as maui ola educators who focus on maui ola Hawaiian language medium contexts. This program also prepares students for other Hawaiian language and culture educational settings. An option is available for Indigenous languages other than Hawaiian contingent upon demand and resources.

Program Description

The Kahuawaiola Hawaiian and Indigenous Teacher Training Program is a three-semester graduate certificate program, delivered primarily through the medium of Hawaiian, specifically designed to prepare *Mauī Ola Hawai'i* (Hawaiian identity nurturing) teachers of the highest quality to teach in Hawaiian language medium schools, Hawaiian language and culture programs in English medium schools, and schools serving students with a strong Hawaiian cultural background. Kahuawaiola is accredited through the State Approval of Teacher Education Programs (SATE) and the World Indigenous Nations Higher Education Consortium (WINHEC). Upon successful completion of the program, candidates will have satisfied one of the requirements for initial licensure from the Hawai'i Teachers Standards Board. (See Graduation Requirements section for additional requirements for recommendation to the HTSB.) Based on the Hawaiian concepts *Ma ka hana ka 'ike* (Knowledge comes from direct experience), and *Ma mua ka hana, ma hope ka wala'au* (direct experience comes first, discussion comes second), Kahuawaiola places a high value on on-site learning and practicum experience with high performance outcomes. Academics are integrated in a spiraling sequence and holistic indigenous approach both within and outside the classroom for a balance of theory and applied learning situations.

The four program areas of teacher preparation include, 1) Hawaiian language, culture, and values; 2) pedagogical skills; 3) knowledge of content; and 4) development of professional qualities. Kahuawaiola is delivered through a Hawaiian cultural framework of four *pāle*, or phases.

The first pale, Wana'ao, requires that students accepted into the program have previous experience in teaching and/or curriculum development through the medium of Hawaiian. (See Entrance Requirements section for complete description of work experience requirement.)

The second pale, Kahikole, takes place during the summer. During this foundation phase of teacher training, principles of learning and teaching are integrated with state standards and general educational theory through a philosophy of education, Ke Kumu Honua Mauli Ola, based on Hawaiian traditions. Students learn to integrate Hawaiian culture and pedagogy into all phases of the curriculum and content areas, including differential learning strategies, lesson planning, assessment, classroom management, and other skills necessary for practical application in the third pale. Students carry a total course load of 13 credits during the summer session. Students then invest two full semesters to gain student teaching experience at Hawaiian medium school locations around the state. They are encouraged to return to their home communities for the practicum phases and are supported by a cooperating teacher, regular site visits from clinical faculty, and professional development workshops where the students are given the opportunity to interact with practicing Hawaiian immersion professionals from throughout the state. Students are expected to commit full-time to the practicum experience, which also includes a discussion seminar via HITS (Hawai'i Interactive Television System).

The third pale, Kahikū, takes place during the fall semester and focuses on developing teaching skills but includes discussion of broader issues as appropriate. Students carry a total course load of 12 credits during the fall semester which includes both the practicum and seminar.

The fourth pale, Kaulolo, takes place during the spring semester and focuses on mastery of teaching skills and professionalism through extended teaching experiences and seminar support. The seminar focuses on hypothetical situations and long-range goals rather than practical day-to-day situations, although these are also covered when appropriate. In this pale, students acquire the higher-level planning and conceptualization skills necessary for the growth of Hawaiian medium education. During the spring semester, students carry a total course load of 12 credits including both the practicum and seminar.

Evaluation of Hawaiian language proficiency is conducted through tests that evaluate the level of fluency in six areas:

1. reading comprehension;
2. aural comprehension;
3. use of standard orthography in adapting older materials;
4. translation from English;
5. composition; and 6. oral language skills demonstrated in an interview.

Mission

The mission of the College is to assure the revitalization and continued advancement and growth of the Hawaiian language and maui ola Hawai'i. A thriving Hawaiian language is the means through which the maui ola Hawai'i will once again become commonplace in both traditional and contemporary contexts in Hawai'i. The College joins with other Indigenous peoples in the revitalization of their own languages and cultures. Our collective efforts will ensure the furthering of local, national and international initiatives toward establishing language and cultural vibrancy throughout the world.

Student Learning Outcomes

1. Demonstrate advancement in spoken and written Hawaiian with fluency and consistency in all educational contexts, adhering to graduate-level writing standards.
2. Demonstrate analytical skills and comprehension of content and overall constitution of literary, cultural, and historical Hawaiian language texts.
3. Examine and articulate the Hawaiian language renormalization movement within the broader context of language revitalization.
4. Apply knowledge of and skills in the performance of Hawaiian chant, dance, and oratory.
5. Exhibit leadership in Hawaiian and Indigenous language and culture revitalization in academic and community environments.

Admission Requirements

Applicants will be evaluated on the following criteria:

- Completion of the application packet.
- Bachelor's degree from an accredited college or university, in a major approved by the Hawaiian Studies Division requiring a minimum of 120 credits, 45 of which are at the 300 level or above.
- A minimum GPA of 3.0 in the last 60 semester credits completed (including post-baccalaureate credits).
- A minimum GPA of 2.75 in the major.
- Four years of Hawaiian language with a minimum GPA of 2.75 for the third and fourth years, or permission from the Hawaiian Studies Division based on an evaluation of fluency.
- Successful completion of one of the following: HWST 111 Hawaiian 'Ohana (3) [C], HWST 211 Hawaiian Ethnobotany (3) [C], HWST 213 Hawaiian Ethnozoology (3) [C]; or permission from the Hawaiian Studies Division based on an evaluation of Hawaiian cultural knowledge and skills.
- Successful completion of one of the following: HWST 205 Hawaiian Music in Action (2) [C], KHWS 475 Nā Mele Hula Kahiko (3) [C], KHWS 476 Nā Mele Hula 'Auana (3) [C]; or permission from the Hawaiian Studies Division based on an evaluation of Hawaiian cultural knowledge and skills.
- Successful completion of KHAW 490 Base-level Fluency Hawn Med Ed (1) [C] Base-level Fluency Hawn Med Ed (1).
- 50 hours of (paid or volunteer) teaching experience through the medium of Hawaiian, or 30 hours of (paid or volunteer) teaching experience through the medium of Hawaiian and 30 hours of (paid or volunteer) experience in Hawaiian medium curriculum development.
- Passing scores on the Praxis I exams (reading, writing, and mathematics) or equivalent, and on Praxis II (Subject Assessments) Content Area Exercises or equivalent, relevant to elementary and secondary level licenses which the applicant will seek from the Hawai'i Teacher Standards Board. Equivalents are those stated in current Hawai'i Teacher Standards Board policy.
- Interview with Kahuawaiola faculty.

Note: In special circumstances, provisional acceptance may be granted by the selection committee for students who meet some, but not all of the above requirements.

Applying to the Program

Applications will be evaluated on submission of the following required documentation in a timely manner.¹ (Application deadline is December 1st)

- University of Hawai'i Application for Admission (including processing fee)
- Kahuawaiola Admission Application
- Statement of Interest
- Work Experience Verification form
- Three letters of recommendation
- Official college/university transcripts (for EACH post-high institution previously attended)
- Official Praxis I/II scores

¹ Applicants accepted into the program will be required to complete additional documentation prior to the start of the summer session, including but not limited to a criminal background check and fingerprinting as required by the state prior to classroom teaching. For more information, contact the Kahuawaiola office.

Program Requirements (37 credits)

Graduation from the program is based on the successful completion of the following requirements:

11 required courses:

- KED 620A or KED 620E Fdns Hwn & Indig Medium Ed (3) []
- KED 621A or KED 621E Lng Arts Hwn & Indig Medium Ed (2) []
- KED 623A or KED 623E Soc Stud Hwn & Indig Medium Ed (2) []
- KED 625A or KED 625E Phys Ed Hwn & Indig Medium Ed (1) []
- KED 626A or KED 626E Science Hwn & Indig Medium Ed (2) []
- KED 627A or KED 627E Math in Hwn & Indig Medium Ed (2) []
- KED 628A or KED 628E Arts in Hwn & Indig Medium Ed (1) []
- KED 641A or KED 641E Hwn & Indig Medium Fld Exp I (9) []
- KED 642A or KED 642E Hwn & Indig Med Fld Exp I Sem (3) []
- KED 643A or KED 643E Hwn & Indig Medium Fld Exp II (9) []
- KED 644A or KED 644E Hwn & Indig Med Fld Exp II Sem (3) []

Minimum grade of 3.0 in all teacher training courses requiring grades.

Academic Status, Progression, and Readmission Policies

Kahuawaiola runs summer, fall, spring and only takes 12 months to complete. Students are expected to maintain full-time status in three consecutive semesters in order to complete the course work, field experiences, and other requirements of the program. There are no elective courses.

Unless so designated, Kahuawaiola courses may not be taken on a "credit/no credit" basis. A 3.0 GPA must be maintained in all courses. A student whose GPA falls below 3.0 may be dismissed from the program. Likewise, a student may be removed from a field experience if it is determined by Kahuawaiola faculty that the student is not making satisfactory progress toward meeting the requirements of the program. Such removal may result in complete dismissal from the program.

Gainful Employment Disclosure

Beginning July 1, 2011, the US Department of Education began requiring colleges to disclose a variety of information for any financial aid eligible program that "prepares students for gainful employment in a recognized occupation". We hope that this information is helpful to our current students and to prospective students as they make their career and educational choices.

The data includes occupations, placement rates, on-time completion rates, average costs and program median loan debt.

[Gainful Employment Disclosure for Kahuawaiola Indigenous Teacher Education Program](#)

Attachment D4 Sample RTI Courses at State Approved Teacher Education Program- UH LCC

Alternative Certification for CTE Licensure Program

The Alternative Certification for CTE Licensure Program is designed to prepare candidates who seek licensure through the Hawaii Teacher Standards Board and employment in the Hawaii Department of Education (DOE). You will be provided with educational content and a toolkit of strategies and skills necessary to become effective practitioners in CTE classrooms at the secondary level.

The CTE courses are taught by faculty who are experts in their fields, have real world experience and will take the time to help you. By the end of the Alternative Certification for CTE Licensure Program you will have knowledge of pedagogy and knowledge of multiple learning styles leading to practices that demonstrate sensitivity to diversity and social justice.

Together we will explore the challenges and opportunities that will be encountered as you prepare to "Change the world, one CTE student at a time!"



DESCRIPTION

The Alternative Certification in Teaching Certificate equips candidates who have content knowledge in career and technical education with the pedagogy necessary to become effective secondary teachers in CTE classrooms. This alternative pathway post-baccalaureate program applies to the following license fields to teach CTE in middle school and high schools: Arts and Communications [6-12], Business [6-12], Health Services [6-12], Industrial and Engineering Technology [6-12], Natural Resources [6-12], and Public and Human Services [6-12].

CTE Licensure Program Sheet

Track I: Baccalaureate Degree: 9 credits coursework; 2 credits Practicum

Item #	Title	Credits
ED 310A	Classroom Management Within the Instructional Process for CTE Teacher Candidates	3
ED 311A	Foundations of Inclusion in Teaching for CTE Teacher Candidates	3
ED 312A	Educational Psychology for CTE Teacher Candidates	3
ED 393P	Practicum I: Alternative Certification for CTE Teacher Licensure	1
ED 393S	Practicum II	1
Total Credits		11

Track II: Associate Degree with 3 years industry experience: 15 credits of coursework; 2 credits Practicum leading to a license restricted to the CTE field.

Item #	Title	Credits
ED 277	Introduction to Multicultural Education	3
ED 291	Developing Language & Literacy I	3
ED 310A	Classroom Management Within the Instructional Process for CTE Teacher Candidates	3
ED 311A	Foundations of Inclusion in Teaching for CTE Teacher Candidates	3
ED 312A	Educational Psychology for CTE Teacher Candidates	3
ED 393P	Practicum I: Alternative Certification for CTE Teacher Licensure	1
ED 393S	Practicum II	1
Total Credits		17

PROGRAM LENGTH

The average time to complete this certificate varies from 3 to 4 semesters.

APPENDIX E

AFFIRMATIVE ACTION PLAN/PROGRAM

As required under Title 12, Chapter 31, Hawaii Administrative Rules and Title 29, Code of Federal Regulations, Part 30 as amended.

Adopted by Hawaii Teacher Standards Board

Section I: Introduction

The Sponsor, The Hawaii Teacher Standard Board, adopts this Affirmative Action Plan (AAP) with good faith for the purpose of promoting equality of opportunity into its registered apprenticeship program. The Hawaii Teacher Standards board seeks to increase the recruitment of qualified women, minorities, and/or persons with disabilities for possible selection into the apprenticeship program in the event women and/or minorities are underutilized in the apprenticeship program.

Section II: Equal Opportunity Pledge

The Sponsor commits to the following Equal Opportunity Pledge:

"The recruitment, selection, employment, and training of apprentices during their apprenticeship shall be without discrimination on the basis of race, color, religion, national origin, sex (including pregnancy and gender identity), sexual orientation, genetic information, age (40 or older), disability, marital status, or arrest and court record which does not have a substantial relationship to the functions and responsibilities of the prospective or continued employment, provided that a sponsor may refuse to refer for employment an individual for good cause relating to the ability of the individual to perform the work in question. Affirmative action shall be undertaken to provide equal employment opportunity in apprenticeship and the apprenticeship program shall be operated as required under chapter 31, title 12, Administrative Rules or its successors and Title 29, part 30 of the Code of Federal Regulations."

Section III: Utilization and Analysis, Goals and Timetables

In order to allow positive recruitment and full utilization of minorities and women in the apprenticeship program, Hawaii Teacher Standards Board pledges to undertake outreach efforts under Section IV. An analysis of the minority and women in the labor force will be made to determine if deficiencies exist in terms of underutilization of minorities and/or women in the occupations registered with the Registration Agency. (See attached Affirmative Action Plan Analysis Worksheet)

Section IV: Outreach and Positive Recruitment

The Sponsor will conduct outreach and positive recruitment efforts that would reasonably be expected to increase minority and women's participation in apprenticeship by expanding the opportunity of minorities and women to become eligible for apprenticeship selection that may include the following:

- a) Announcement of specific apprenticeship openings will be disseminated thirty (30) days in advance of the earliest date for application at each interval to different organizations which can effectively reach minorities, women, or other underrepresented populations. These organizations may include the following:
 - Registration Agency

- Women's Organizations/Centers
 - Local Schools
 - Employment Service Centers
 - American Job Centers
 - Vocational Education Schools
- b) Participate in workshops for the purpose of familiarizing school, employment service and other appropriate personnel with the apprenticeship program and current opportunities.
 - c) Work with school boards, vocational educational systems, or community colleges to develop programs for preparing students to meet the standards and criteria required to qualify for entry into the apprenticeship program.
 - d) Communicate internally the equal opportunity policy in such a manner that will foster understanding, acceptance, and support among various officers, supervisors, and employees and to encourage such persons to take the necessary action to aid in meeting its obligations.
 - e) Utilize programs, such as pre-apprenticeship, preparatory trade training, or other programs designed to afford related work experience or prepare candidates for apprenticeship. Those who complete such programs are afforded full and equal opportunity for admission into the apprenticeship program.
 - f) Other activities to ensure that the recruitment, selection, employment, and training of apprentices during their apprenticeship will be without discrimination, including the use of minority and female apprentices and journey-workers to conduct outreach or recruitment.

Section V: Annual Review of Affirmative Action Plan

The Sponsor will make an annual review of its current AAP and its overall effectiveness and institute any revisions or modifications warranted. The review will analyze (independently and collectively) the affirmative action steps taken for evaluating the positive impact, as well as the adverse impact in the areas of outreach and recruitment, selection, employment, and training. The Sponsors will work diligently to identify the cause and affect those results from their affirmative action measures and will continually monitor these processes in order to identify the need for a new affirmative action effort and/or deletion of ineffective existing activities. All changes to the AAP will be submitted to the Department of Labor and Industrial Relation for approval. The Sponsor will continually monitor the participation rates of underrepresented populations in the apprenticeship program in an effort to identify any type of underutilization. If underutilization exists, corrective action will be immediately implemented. The goals and timetables also will be reviewed periodically as determined by the Registration Agency and updated where necessary.

AFFIRMATIVE ACTION PLAN – ANALYSIS WORKSHEET

(The AAP-Analysis Worksheet is used to evaluate workforce data in relation to utilization rates/goals of the program and will be conducted within 2 years after the registration of the program.)

Occupational Title: _____ O*Net Code: _____
Sponsor: _____
Address: _____
City: _____ State: _____ Zip: _____
Phone: _____ Type of Selection Uses: _____
Labor Market Area: _____

LABOR MARKET AREA DATA

Total Labor Force in Labor Market Area: Honolulu, Oahu, Hawaii
Number Women: _____ (____%) of Labor Force
Number Minority: _____ (____%) of Labor Force

Working Age Population in Labor Market Area: Honolulu, Oahu, Hawaii
Number Women: _____ (____%) of Working Age Population
Number Minority: _____ (____%) of Working Age Population

The General Availability of Minorities and Women with the Present or Potential Capacity for Apprenticeship.

Number Women: _____
Number Minority: _____

SPONSOR'S WORKFORCE DATA

Journey-Workers: _____
Number Women: _____ (____%) of Journey-Workers
Number Minority: _____ (____%) of Journey-Workers

Apprentices: _____
Number Women: _____ (____%) of Apprentices
Number Minority: _____ (____%) of Apprentices

DETERMINATION OF UTILIZATION

Minority Underutilization: ☐ Yes ☐ No
Female Underutilization: ☐ Yes ☐ No

(Note: All Factors Need Not Be Weighed Equally.)

SPONSOR'S GOALS

The sponsor agrees to make good faith efforts to attain the goal of selecting 75 % minorities and 75 % women during the next three years or hiring period. These goals shall not be used to discriminate against any qualified applicant on the basis of race, color, religion, national origin or sex.

Estimated Number of New Apprentices to be hired and registered during the next three (3) years: 142

APPENDIX F

SELECTION PRODECURES

As required under Title 12, Chapter 31, Hawaii Administrative Rules and Title 29, Code of Federal Regulations, Part 30 as amended.

Section I: Minimum Qualifications

Applicants will meet the following minimum qualifications:

- Age: Be at least seventeen (17) years of age.
- Education: High school diploma, General Equivalency Diploma (GED), or equivalent.
- Other: Applicants need to be eligible to be accepted, or currently enrolled, in the University of Hawaii System.

Section II: Application Procedures

- A. Applicants will be accepted (as specified). All persons requesting an application will have one made available upon request.
- B. All applications will be identical in form and requirements. The application form will be numbered in sequence corresponding with the number appearing on the applicant log so that all applications can be accounted for. Columns will be provided on the applicant log to show race/ethnic and sex identification and the progress by dates and final disposition of each application.
- C. Before completing the application, each applicant will be required to review the Apprenticeship Standards and will be provided information about the program. If the applicant has any additional questions on the qualifications or needs additional information to complete the application, such information will be provided by the sponsor
- D. Receipt of the properly completed application form, along with required supporting documents (proof of age, driver's license, birth certificate or other acceptable documentation; copy of high school diploma, GED Certificate or other acceptable documentation) will constitute the completed application.
- E. Completed applications will be checked for minimum qualifications. Applicants deficient in one or more qualifications or requirements or making false statements on their application will be notified in writing of their disqualification. The applicant will also be notified of the appeal rights available to them. No further processing of the application will be taken.
- F. Applicants meeting the minimum qualifications and submitting the required documents will be notified where and when to appear for an interview (if applicable).

Section III: Selection Procedures

- A. The sponsor will ensure public notification of apprenticeship positions, the application period, and that a review of applications is conducted to determine qualified candidates. Applicants to the program must meet the minimum qualifications described in the

Registered Apprenticeship Standards or published documents for the Registered Apprenticeship program.

- B. The employer must approve all apprentices. In addition, apprentices must meet all admission requirements of the educator preparation provider.
- C. The selection process should be grounded in the following principles:
 - Identification of candidates who have a strong interest in and commitment to serving the students and communities where apprentices will be working.
 - Mechanisms for the employer and the related instruction provider to vet and select candidates collaboratively.
 - Processes to ensure potential apprentices have the background knowledge, dispositions, and basic skills that are needed to succeed in the apprenticeship and in the occupation.
- D. The Sponsor will provide equal opportunity for all qualified candidates in the apprenticeship program and will operate the apprenticeship program as required under Title 29 of the Code of Federal Regulations, part 30.
- E. The application process will be timed so that applicants can gain admission to the apprenticeship program and to the educator preparation program by the term prior to the term in which the apprenticeship OJL will begin (i.e., spring or summer for programs beginning in late summer/fall). The application process should include a process to ensure an appropriate match between apprentices and mentor teachers, such as an interview.
- F. Recruitment methods will depend on whether the apprenticeship program is designed exclusively for current school employees (e.g., paraprofessionals) or is open to the general public. In either case, the sponsor will abide by the affirmative action plan described in Appendix C. In all cases, sponsors will seek to recruit apprentices who are reflective of the local community and who increase the diversity of the teacher workforce in terms of gender, race/ethnicity, linguistic diversity, and disability status.
- G. The Sponsor will schedule the interview (if applicable) and evaluation session. All applicants who have met the minimum qualifications and have submitted the required documents must be notified of the date, time, and place to appear.

Section IV: Complaint Procedure

- A. Any apprentice or applicant for apprenticeship who believes that he /she has been discriminated against on the basis of race, color, religion, national origin, or sex, with regard to apprenticeship or that the equal opportunity standards with respect to his /her selection have not been followed in the operation of an apprenticeship program, may personally or through an authorized representative, file a complaint with the Registration Agency or, at the apprentice or applicant's election, with the private review body established by the Sponsor (if applicable).
- B. The complaint will be in writing and will be signed by the complainant. It must include the name, address, and telephone number of the person allegedly discriminated

against, and a brief description of the circumstances of the failure to apply equal opportunity standards.

- C. The complaint must be filed not later than 180 days from the date of the alleged discrimination or specified failure to follow the equal opportunity standards, and, in the case of complaints filed directly with the review bodies designated by the Sponsor to review such complaints, any referral of such complaint by the complainant to the Registration Agency must occur within the time limitation stated above or 30 days from the final decision of such review body, whichever is later. The time may be extended by the Registration Agency for good cause shown.
- D. Complaints of harassment in the apprenticeship program may be filed and processed under Chapter 31, Title 12, Hawaii Administrative Rules or Title 29, CFR Part 30, and the procedures as set forth above.
- E. The Sponsor will provide written notice of their complaint procedure to all applicants for apprenticeship and all apprentices.

Section V: Maintenance of Records

The Sponsor will keep adequate records including a summary of the qualifications of each applicant, the basis for evaluation and for selection or rejection of each applicant, the records pertaining to interviews of applicants, the original application for each applicant, information relative to the operation of the apprenticeship program, including, but not limited to, job assignment, promotion, demotion, layoff, or termination, rates of pay or other forms of compensation or conditions of work, hours including hours of work and, separately, hours of training provided, and any other records pertinent to a determination of compliance with the regulations at Chapter 30, Title 12, Hawaii Administrative Rules and 29 CFR Part 30, as may be required by the U.S. Department of Labor. The records pertaining to individual applicants, selected or rejected, will be maintained in such manner as to permit the identification of minority and female (minority and non-minority) participants.

The Sponsor will retain a statement of its affirmative action plan for the prompt achievement of full and equal opportunity in apprenticeship, including all data and analysis made, and maintain evidence that its qualification standards have been validated.

In addition to the above requirements, adequate records will include a brief summary of each interview and the conclusions on each of the specific factors, e.g., motivation, ambition, and willingness to accept direction which are part of the total judgment. Records will be maintained for 5 years from the date of last action and made available upon request by the Department of Labor and Industrial Relations, the U.S. Department of Labor or any other authorized representative.

APPENDIX G
UNION'S (HGEA) CONCURRENCE WITH THE APPRENTICESHIP PROGRAM

The undersigned, on behalf of Hawaii Government Employees Association (HGEA) concurs and has no objections to the registration of the Hawaii Teacher Registered Apprenticeship Program with the Department of Labor and Industrial Relations. sponsored by Hawaii Teachers Standards Board.

HGEA supports the intent and purpose of the apprenticeship program sponsored by Hawaii Teachers Standards Board which is to provide training to individuals to become K-12 licensed teachers. HGEA also agrees and accepts to be part of the Apprenticeship Committee which is responsible in the administration of the program.

HGEA was consulted in the development of the program and was furnished and provided opportunity to comment on the Standards of Apprenticeship that is submitted to the Department of Labor and Industrial Relations for approval and registration.

Signature of HGEA Representative

Name of HGEA Representative

Position/Title

Date

Contact information:

Address: _____

Email Address: _____

Phone No: _____

APPENDIX H
UNION'S (HSTA) CONCURRENCE WITH THE APPRENTICESHIP PROGRAM

The undersigned, on behalf of Hawaii State Teachers Association (HSTA) concurs and has no objections to the registration of the Hawaii Teacher Registered Apprenticeship Program with the Department of Labor and Industrial Relations. sponsored by Hawaii Teachers Standards Board.

HSTA supports the intent and purpose of the apprenticeship program sponsored by Hawaii Teachers Standards Board which is to provide training to individuals to become K-12 licensed teachers. HSTA also agrees and accepts to be part of the Apprenticeship Committee which is responsible in the administration of the program.

HSTA was consulted in the development of the program and was furnished and provided opportunity to comment on the Standards of Apprenticeship that is submitted to the Department of Labor and Industrial Relations for approval and registration.

Signature of HSTA Representative

Name of HSTA Representative

Position/Title

Date

Contact information:

Address: _____

Email Address: _____

Phone No: _____

APPENDIX I
EMPLOYER ACCEPTANCE AGREEMENT

The undersigned, on behalf of the Hawaii Department of Education hereby subscribes to participate as employer for apprentices of the Hawaii Teacher Registered Apprenticeship Program. The sponsor, Hawaii Teachers Standards Board, is administratively attached to HIDOE and supports the intent and purpose of the Hawaii Teacher Registered Apprenticeship Program to help address the shortage of teachers in the state.

As employer, HIDOE supports the intent and purpose of the Standards of Apprenticeship, and such rules and regulations of the program. HIDOE has been furnished a copy of the Standards of Apprenticeship, has read and understands them, and commits to employ and provide training to apprentices in accordance with the provisions of these Standards.

This employer acceptance agreement will remain in effect until canceled voluntarily or revoked by the Sponsor or the Department of Labor and Industrial Relations.

<hr style="border-top: 1px solid black;"/> (Signature of HIDOE Representative)	 (Signature of HTSB Representative)
---	--

<hr style="border-top: 1px solid black;"/> (Name of HIDOE Representative)	 (Name of HTSB Representative)
--	---

<hr style="border-top: 1px solid black;"/> (Title/Position of HIDOE Representative)	 (Title/Position of HTSB Representative)
--	---

<hr style="border-top: 1px solid black;"/> (Date)	 (Date)
--	--

Name of Employer: _____

Address: _____

Phone Number: _____ Email: _____

V. NEW BUSINESS

3. REQUEST OF HAWAII IRONWORKERS TRAINING TRUST FUND FOR PERMANENT APPROVAL OF 2 APPRENTICES TO 1 JOURNEYWORKER RATIO FOR IRONWORKER REINFORCING APPRENTICESHIP PROGRAM

JOSH GREEN, M.D.
GOVERNOR

SYLVIA LUKE
LIEUTENANT GOVERNOR



STATE OF HAWAII
KA MOKU'ĀINA O HAWAII
DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS
KA 'OIHANA PONO LIMAHANA
830 PUNCHBOWL STREET, ROOM 321
HONOLULU, HAWAII 96813
www.labor.hawaii.gov

JADE T. BUTAY
DIRECTOR

WILLIAM G. KUNSTMAN
DEPUTY DIRECTOR

December 27, 2024

VIA U.S. MAIL

Mr. Lincoln Naiwi, Jr., Training Coordinator
Ironworkers Joint Apprenticeship Committee
94-497 Ukee Street
Waipahu, Hawaii 96797

Dear Mr. Naiwi:

This is to inform you that the Hawaii Iron Workers Training Trust Fund's request (Enclosure) to extend the temporary ratio of 2 apprentices to 1 journeyworker for Ironworkers Structural and Reinforcing Apprenticeship Programs expiring on December 31, 2024 is hereby accorded interim approval.

The conditional approval of the extension of the ratio to December 31, 2025, is in effect only temporarily until the State Apprenticeship Council (SAC) has the opportunity to review and recommend action.

The Hawaii Iron Worker Training Trust Fund's request to further extend the 2 apprentices to 1 journeyworker ratio for Ironworkers Structural & Reinforcing Apprenticeship Program froms December 31, 2024, will be presented to the SAC for review and recommendation at the next quarterly SAC meeting.

Should you have any questions, please contact Ms. Maricar Pilotin-Freitas, Workforce Development Division Administrator, at (808) 586-8817 or email her at Maricar.R.Pilotin-Freitas@hawaii.gov.

Sincerely,

F14

A handwritten signature in black ink, appearing to read "Jade T. Butay".

JADE T. BUTAY
Director of Labor and Industrial Relations

Enclosure

Equal Opportunity Employer/Program
Auxiliary aids and services are available upon request to individuals with disabilities.
TDD/TTY Dial 711 then ask for (808) 586-8842.





HAWAII IRON WORKERS Training Trust Fund

84-497 UKEE STREET • WAIPAHU, HAWAII 96797 • TELEPHONE (808) 671-8225

February 24, 2025

Mr. Jade Butay
Director
Department of Labor and Industrial Relations
830 Punchbowl Street
Honolulu, HI 96817

Dear Mr. Butay:

This is to inform you that we are requesting for a permanent ratio of 2 apprentices to 1 journeyworker for the Ironworker's Apprenticeship Program.

Based on the current Federal, State, County, Private and future Construction Projects, there is a shortage of Local Construction workers. The Ironworkers Structural and Reinforcing Training Apprenticeship Program currently has 141 Indentured State Apprentices. Our Structural and Reinforcing contractors are constantly requesting for more manpower for their projects. Your approval for the permanent ratio of 2 apprentices to 1 journeyworker is greatly appreciated.

Thank you for your efforts and cooperation. If you have any questions or concerns, please feel free to contact our office.

Sincerely,

A handwritten signature in dark ink, appearing to read 'LINCOLN P. NAIWI JR.'.

LINCOLN P. NAIWI JR.

LPNJR:fp

BASELINE SAFETY REPORT **For** **APPRENTICESHIP PROGRAMS**

Hawaii Ironworker's
Reinforcing

Apprenticeship Program

Period Covered: **FROM** January 1, 2024 **TO** December 31, 2024

Trade/Occupation	Approved Apprentice to Journeyworker Ratio	No. of Apprentices Working During the Period	Nature of Work-Related Accident/Injury	Days/Hours out of Work	Results
Reinforcing	2:1	105	None	0	None

* Report must be prepared for **each** trade or occupation for which ratio change was approved, even if there were no injuries.

Submitted By:



 Signature

2/25/28

 Date

 Training Coordinator
 Title

V. NEW BUSINESS

4. REQUEST OF HAWAII IRONWORKERS TRAINING TRUST FUND FOR PERMANENT APPROVAL OF 2 APPRENTICES TO 1 JOURNEYWORKER RATIO FOR IRONWORKER STRUCTURAL APPRENTICESHIP PROGRAM



HAWAII IRON WORKERS Training Trust Fund

94-497 LIKEE STREET • WAIPAHU, HAWAII 96797 • TELEPHONE (808) 671-8225



February 24, 2025

Mr. Jade Butay
Director
Department of Labor and Industrial Relations
830 Punchbowl Street
Honolulu, HI 96817

Dear Mr. Butay:

This is to inform you that we are requesting for a permanent ratio of 2 apprentices to 1 journeyworker for the Ironworker's Apprenticeship Program.

Based on the current Federal, State, County, Private and future Construction Projects, there is a shortage of Local Construction workers. The Ironworkers Structural and Reinforcing Training Apprenticeship Program currently has 141 Indentured State Apprentices. Our Structural and Reinforcing contractors are constantly requesting for more manpower for their projects. Your approval for the permanent ratio of 2 apprentices to 1 journeyworker is greatly appreciated.

Thank you for your efforts and cooperation. If you have any questions or concerns, please feel free to contact our office.

Sincerely,

LINCOLN P. NAIWI JR.

LPNJR:fp

BASELINE SAFETY REPORT
For
APPRENTICESHIP PROGRAMS

Hawaii Ironworker's
Structural

Apprenticeship Program

Period Covered: FROM January 1, 2024 TO December 31, 2024

Trade/Occupation	Approved Apprentice to Journeyworker Ratio	No. of Apprentices Working During the Period	Nature of Work-Related Accident/Injury	Days/Hours out of Work	Results
Structural	2:1	51	None	0	None

* Report must be prepared for **each** trade or occupation for which ratio change was approved, even if there were no injuries.

Submitted By:


Signature

2/25/25
Date

Training Coordinator
Title

V. NEW BUSINESS

- 5. REQUEST OF SHEET METAL
WORKERS LOCAL UNION 293
HAWAII FOR EXTENSION OF
THE 2 APPRENTICES TO 1
JOURNEYWORKER RATIO FOR
SHEET METAL WORKER
APPRENTICESHIP PROGRAM
UP TO FEBRUARY 28, 2030**

JOSH GREEN, M.D.
GOVERNOR

SYLVIA LUKE
LIEUTENANT GOVERNOR



STATE OF HAWAII
KA MOKU'ĀINA O HAWAII
DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS
KA 'OIHANA PONO LIMAHAHA
830 PUNCHBOWL STREET, ROOM 321
HONOLULU, HAWAII 96813
www.labor.hawaii.gov

JADE T. BUTAY
DIRECTOR

WILLIAM G. KUNSTMAN
DEPUTY DIRECTOR

February 28, 2025

VIA U.S. MAIL

Mr. Arthur Tolentino
Business Manager/Financial Sec./Treasurer
Sheet Metal Workers Local Union 293 Hawaii
1405 N. King Street, Suite 401
Honolulu, HI 96817

Dear Mr. Tolentino:

This is to inform you that the Sheet Metal Workers Local Union 293 Hawaii's request (Enclosure) to extend the temporary ratio of two apprentices to one journey worker for the Sheet Metal Worker Apprenticeship Program that will expire effective February 28, 2025, is approved through June 30, 2025, or until the DLIR reviews the State Apprenticeship Council's (SAC) recommendations, whichever occurs sooner.

The Sheet Metal Workers Local Union 293 Hawaii's request for an extension is included as a part of the SAC meeting on March 11, 2025, at which time Local 293 may present their request to extend the ratio of two apprentices to one journey worker and answer any questions by the SAC.

Should you have any questions, please contact Ms. Maricar Pilotin-Freitas, Workforce Development Division Administrator, at (808) 586-8877 or email her at dlir.workforce.develop@hawaii.gov.

Sincerely,

A handwritten signature in black ink, appearing to read "Jade T. Butay".

JADE T. BUTAY
Director of Labor and Industrial Relations

Enclosure

c: Burton Takafuji



SHEET METAL WORKERS
LOCAL UNION 293 HAWAII

February 24, 2025

Jade Butay, Director
Workforce Development Specialist
Workforce Development Division
Department of Labor & Industrial Relations
830 Punchbowl St., Suite 329
Honolulu HI 96813

RE: APPRENTICE RATIO – HAWAII SHEET METAL WORKERS LOCAL UNION 293

Dear Ms. Butay:

We are writing to inform you that our local union maintains an apprentice to journeyperson ratio set at two (2) apprentices per journeyperson, as per the negotiated Collective Bargaining Agreement (CBA), in effect during our current contract period through February 28, 2030.

Please note, after February 28, 2030, we are requesting the ratio to revert to one (1) apprentice per journeyperson.

Please kindly inform me in writing of the date, time, and venue of the next State Apprenticeship council meeting, so that I may be in attendance.

Thank you for your attention to this matter. I look forward to hearing from you.

Should you have any questions, please contact me at (808) 841-5078.

Sincerely,

Arthur Tolentino
Business Manager
Financial Secretary/Treasurer

I concur & approve _____

Date _____

cc: Burton Takafuji, Training Coordinator

BASELINE SAFETY REPORT
For
APPRENTICESHIP PROGRAMS

**Hawaii Sheet Metal Workers
Training Fund**

Apprenticeship Program

Period Covered: FROM March 1, 2020 TO January 31, 2025

Trade/Occupation	Approved Apprentice to Journeyworker Ratio	No. of Apprentices Working During the Period	Nature of Work-Related Accident/Injury	Days/Hours out of Work	Results
Sheet Metal	2 to 1	1	Contusion to and closed fracture of left middle finger with damage to fingernail while using gripnail machine.	1 day away from work, 2 restricted work days.	Returned to work.
Sheet Metal	2 to 1	1	Laceration to palm of left hand while rotating a large piece of black iron metal. There was a larger metal 'fishhook' on one side of the metal that employee didn't notice. The fishhook protruded through and ripped the safety glove employee was wearing.	0 day away from work, 7 restricted work days.	Returned to work.

* Report must be prepared for **each** trade or occupation for which ratio change was approved, even if there were no injuries.

Submitted By: Maulian R. W. L.
Signature

Controller & HR / Air Central LLC
Title / Company

2/28/2025
Date

BASELINE SAFETY REPORT **For** **APPRENTICESHIP PROGRAMS**

Hawaii Sheet Metal Workers
Training Fund

Apprenticeship Program

Period Covered: FROM March 1, 2020 TO January 31, 2025

Year	Trade/Occupation	Approved Apprentice to Journeyworker Ratio	No. of Apprentices Working During the Period	Nature of Work-Related Accident/Injury	Days/Hours out of Work	Results
	Sheet Metal	2 to 1				
2020	Apprentice	2 to 1	17	hand/wrist started to feel weak numb after working	0	medication only claim, no lost time.
2021	Apprentice			None		
2022	Apprentice			None		
2023	Apprentice			None		
2024	Apprentice			None		
2025	Apprentice			None		

Note: Alakai Mechanical didn't have any accidents/injuries concerning apprentices from 2021 to 2025

- * Report must be prepared for each trade or occupation for which ratio change was approved, even if there were no injuries.

Submitted By:

Karen T. L. Lamy
Signature
Director of Human Resources
Title / Company

02/26/2025
Date

BASELINE SAFETY REPORT
For
APPRENTICESHIP PROGRAMS

**Hawaii Sheet Metal Workers
Training Fund**

Apprenticeship Program

Period Covered: FROM March 1, 2020 **TO** January 31, 2025

Trade/Occupation	Approved Apprentice to Journeyworker Ratio	No. of Apprentices Working During the Period	Nature of Work-Related Accident/Injury	Days/Hours out of Work	Results
Sheet Metal	2 to 1	79	1 finger laceration	0	Restricted duty
			1 back sprain	0	Restricted duty

* Report must be prepared for **each** trade or occupation for which ratio change was approved, even if there were no injuries.

Submitted By:

Signature

2/28/2025

Date

Director of HR, Dorvin D. Leis Co., Inc.
Title / Company

BASELINE SAFETY REPORT
For
APPRENTICESHIP PROGRAMS

**Hawaii Sheet Metal Workers
Training Fund**

Apprenticeship Program

Period Covered: **FROM** **March 1, 2020** **TO** **January 31, 2025**

Trade/Occupation	Approved Apprentice to Journeyworker Ratio	No. of Apprentices Working During the Period	Nature of Work-Related Accident/Injury	Days/Hours out of Work	Results
Sheet Metal	2 to 1	26	Knee contusion	0	Return to work
			Jamb finger	0	Return to work
			Strained back	0	Light duty
			Cut under eye	0	Bandaged & return to work

* Report must be prepared for **each** trade or occupation for which ratio change was approved, even if there were no injuries.

Submitted By:


Signature-Steven Lai

2/26/25
Date

Chief Financial Officer, Elite Mechanical Inc
Title / Company

BASELINE SAFETY REPORT **For** **APPRENTICESHIP PROGRAMS**

Hawaii Sheet Metal Workers
 Training Fund

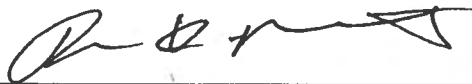
Apprenticeship Program

Period Covered: **FROM** March 1, 2020 **TO** January 31, 2025

Trade/Occupation	Approved Apprentice to Journeyworker Ratio	No. of Apprentices Working During the Period	Nature of Work-Related Accident/Injury	Days/Hours out of Work	Results
Sheet Metal	2 to 1	2	None	- 0 -	

* Report must be prepared for **each** trade or occupation for which ratio change was approved, even if there were no injuries.

Submitted By:



 Signature

2/27/25

 Date

President / Hawaii Sheetmetal

 Title / Company & Mechanical

BASELINE SAFETY REPORT **For** **APPRENTICESHIP PROGRAMS**

Hawaii Sheet Metal Workers
Training Fund


Apprenticeship Program

Period Covered: **FROM** March 1, 2020 **TO** January 31, 2025

Trade/Occupation	Approved Apprentice to Journeyworker Ratio	No. of Apprentices Working During the Period	Nature of Work-Related Accident/Injury	Days/Hours out of Work	Results
Sheet Metal	2 to 1		None		

* Report must be prepared for **each** trade or occupation for which ratio change was approved, even if there were no injuries.

Submitted By:



 Signature
 Owner/Hawaii Ventilation Systems, LLC

 Title / Company

2/26/2025

 Date

BASELINE SAFETY REPORT
For
APPRENTICESHIP PROGRAMS

**Hawaii Sheet Metal Workers
Training Fund**

Apprenticeship Program

Period Covered: FROM March 1, 2020 **TO** January 31, 2025

Trade/Occupation	Approved Apprentice to Journeyworker Ratio	No. of Apprentices Working During the Period	Nature of Work-Related Accident/Injury	Days/Hours out of Work	Results
Sheet Metal	2 to 1	5	0	0	0

* Report must be prepared for **each** trade or occupation for which ratio change was approved, even if there were no injuries.

Submitted By: _____


Signature _____

2/28/25 _____
Date

Field foreman/Commercial Sheetmetal _____
Title / Company

**Hawaii Sheet Metal Workers
Training Fund**

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Continental Mechanical of the Pacific
Title / Company

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BASELINE SAFETY REPORT
For
APPRENTICESHIP PROGRAMS

**Hawaii Sheet Metal Workers
Training Fund**

Apprenticeship Program

Period Covered: **FROM** March 1, 2020 **TO** January 31, 2025

Trade/Occupation	Approved Apprentice to Journeyworker Ratio	No. of Apprentices Working During the Period	Nature of Work-Related Accident/Injury	Days/Hours out of Work	Results
Sheet Metal	2 to 1	7	Lower back and lumbo sacral strain	170	Returned to work after recovery, NO permanent damage or loss
			Right eye hemorrhage	7	Returned to work after recovery, NO permanent damage or loss

* Report must be prepared for **each** trade or occupation for which ratio change was approved, even if there were no injuries.

Submitted By:


Signature

2/28/2025

Date

President, HSI Mechanical, Inc.

Title / Company

BASELINE SAFETY REPORT
For
APPRENTICESHIP PROGRAMS

Hawaii Sheet Metal Workers
Training Fund

Apprenticeship Program

Period Covered: FROM March 1, 2020 TO January 31, 2025

Trade/Occupation	Approved Apprentice to Journeyworker Ratio	No. of Apprentices Working During the Period	Nature of Work-Related Accident/Injury	Days/Hours out of Work	Results
Sheet Metal	2 to 1	10	None	0	n/a

- * Report must be prepared for **each** trade or occupation for which ratio change was approved, even if there were no injuries.

Submitted By:

Signature

Treasurer / Master Sheet Metal, Inc.
Title / Company

2/28/2025

Date

BASELINE SAFETY REPORT
For
APPRENTICESHIP PROGRAMS

**Hawaii Sheet Metal Workers
Training Fund**

Apprenticeship Program

Period Covered: FROM March 1, 2020 **TO** January 31, 2025

Trade/Occupation	Approved Apprentice to Journeyworker Ratio	No. of Apprentices Working During the Period	Nature of Work-Related Accident/Injury	Days/Hours out of Work	Results
Sheet Metal	2 to 1	9	Acute Right Sprain	3	
			Cut Right Pinky Finger	1	

* Report must be prepared for **each** trade or occupation for which ratio change was approved, even if there were no injuries.

Submitted By: Narito Chan
Signature
President/Narito Sheetmetal & Mechanical
Title / Company

2/26/2025
Date

Hawaii Sheet Metal Workers Training Fund Apprenticeship Program

[illegible]

Project Manager/ Pan-Pacific Mechanical
Title / Company

BASELINE SAFETY REPORT
For
APPRENTICESHIP PROGRAMS

Hawaii Sheet Metal Workers
Training Fund

Apprenticeship Program

Period Covered: FROM March 1, 2020 TO January 31, 2025

Trade/Occupation	Approved Apprentice to Journeyworker Ratio	No. of Apprentices Working During the Period	Nature of Work-Related Accident/Injury	Days/Hours out of Work	Results
Sheet Metal	2 to 1				
Mar – Dec 2020		4	No injuries.	0	
Jan – Dec 2021		3	No injuries.	0	
Jan – Dec 2022		2	No injuries.	0	
Jan – Dec 2023		4	No injuries.	0	
Jan – Dec 2024		4	No injuries.	0	
Jan 2025		4	No injuries.	0	

* Report must be prepared for each trade or occupation for which ratio change was approved, even if there were no injuries.

Submitted By:


Signature

2/27/25
Date

Preferred Mechanical, LLC
Title / Company

**BASELINE SAFETY REPORT
For
APPRENTICESHIP PROGRAMS**

**Hawaii Sheet Metal Workers
Training Fund**

Apprenticeship Program

Period Covered: FROM March 1, 2020 **TO** January 31, 2025

Trade/Occupation	Approved Apprentice to Journeyworker Ratio	No. of Apprentices Working During the Period	Nature of Work-Related Accident/Injury	Days/Hours out of Work	Results
Sheet Metal	2 to 1	19	Dust particles got into apprentice eye	10 days	Employee returned to work after rest.

* Report must be prepared for **each** trade or occupation for which ratio change was approved, even if there were no injuries.

Submitted By:


Signature

February 28, 2025
Date

Accounting Manager/Standard Sheetmetal & Mechanical, Inc.
Title / Company

VIII. New Business

- a. State Apprenticeship Program
Bulletin No. 01-11. Policy and
Procedures for Safety Reports



STATE OF HAWAII
DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS
WORKFORCE DEVELOPMENT DIVISION

830 PUNCHBOWL STREET, ROOM 329
HONOLULU, HAWAII 96813

www.hawaii.gov/labor

Phone: (808) 586-8877 / Fax: (808) 586-8822

Email: dlir.workforce.develop@hawaii.gov

April 12, 2011

(SN 7)

STATE APPRENTICESHIP PROGRAM BULLETIN NO. 01-11

TO: Apprenticeship Program Sponsors

SUBJECT: Policy and Procedures for Safety Reports

PURPOSE

The purpose of this Bulletin is to confirm the policy and procedures for the submission of safety reports in relation to amended ratios for apprentices to journeyworkers.

BACKGROUND

An essential component of apprenticeship programs is the adequate supervision of apprentices by qualified journeyworkers to ensure their safety and provide the proper training.

An increased number of requests from program sponsors to reduce the number of journeyworkers overseeing apprentices prompted the State Apprenticeship Council to recommend that safety reports be submitted by sponsors so that a comparison could be made of the accident rates before and after the revised ratio was approved. Approvals for revised ratios were contingent on the sponsors submitting annual safety reports that indicated adequate supervision was being provided.

This Bulletin formalizes the requirements for these safety reports and establishes due dates for their submission.

POLICY

All sponsors who request or have received approval for apprentice to journeyworker ratios that reduce the number of journeyworkers per apprentice from the number in their approved Standards or Program Plans are required to follow the policy below.

1. Baseline Safety Reports

Requests for change in apprentice to journeyworker ratio in the apprenticeship standards must be accompanied by a baseline safety report which covers the 12-month period preceding the request. The baseline safety report should provide information on the number of work related accidents or injuries involving apprentices based on the current ratio, and the number of apprentices that are employed during the period.

Requests for change in apprentice to journeyworker ratio shall not be submitted for review before the State Apprenticeship Council until such time that the required baseline report is submitted.

2. Annual Safety Reports

Those sponsors whose requests to reduce the number of journeyworkers per apprentice from their approved standards must submit an annual safety report **within ninety (90) days** from the end of the calendar year being reported. This should give program sponsors sufficient time to gather and collate the reports from their participating employers. The reports must include the approved ratio, number of work related injuries and accidents involving apprentices, and the number of employed apprentices during the referenced year. Continued failure to submit the report shall result in the revocation of the revised ratio.

PROCEDURES

1. Safety Report Form

For both the baseline report and Annual Safety Reports, program sponsors shall use the Safety Report Form for Apprenticeship Programs (WDD-ASR Form 1), or any other safety report form that is being used by the sponsor, provided that the documents contain all the information required. The Safety Report Form for Apprenticeship Programs is enclosed.

2. Periods Covered

- A baseline report shall cover the period prior to the request for a revised ratio.

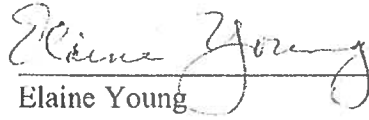
- The first Annual Safety Report shall cover the period beginning after the revised ratio was approved up to December 31 of that year.
- The second and *subsequent* Annual Safety Reports will cover the periods from January 1 to December 31 of each year.

3. Due Dates

The Annual Safety Reports are due within 90 days after the end of the calendar year being reported.

INQUIRIES

For questions about this Bulletin, please call Edgar Fernandez at 586-8814.


Elaine Young
Administrator

Enclosure

**ANNUAL SAFETY REPORT
For
APPRENTICESHIP PROGRAMS**

Apprenticeship Program _____

Period Covered: FROM _____ TO _____

Trade/Occupation	Approved Apprentice to Journeyworker Ratio	No. of Apprentices Working During the Period	Nature of Work-Related Accident/Injury	Days/Hours out of Work	Results

* Report must be prepared for **each** trade or occupation for which ratio change was approved, even if there were no injuries. Please use additional sheet if necessary.

Submitted By: _____
Signature _____ Date _____

Name _____ Title _____