

# Small Project Proposals

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## **Hawai'i Pacific Health Medical Assistant Training Program Funding Proposal**

**Project Title:** Hawai'i Pacific Health Medical Assistant Training Program  
**Organization:** Hawai'i Pacific Health  
**Target Audience:** In-School Youth  
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**Date:** January 5, 2025

### **1. Purpose**

This proposal seeks funding to provide high school students with medical assisting training, designed to prepare them for entry-level employment in healthcare (primary objective) or for postsecondary education (secondary objective).

Amount Requested: \$50,000.00

### **2. Organization Background**

Hawai'i Pacific Health is a not-for-profit health care system of medical centers, clinics, physicians and other care providers. Our mission is to create a healthier Hawai'i.

Anchored by our four medical centers – Kapi'olani, Pali Momi, Straub Benioff and Wilcox — as well as more than 70 convenient locations statewide, Hawai'i Pacific Health is uniquely positioned to transform health care as we know it today.

Our network of doctors and specialists provides coordinated care that is among the best in the nation. We are partnering with physicians, health plans and the community to improve the health of our population. Our health care teams are built and centered around patients, focusing on prevention, early intervention, monitoring and regular check-ups.

Hawai'i Pacific Health is a not-for-profit health care system, which means all of our earnings are reinvested into improving medical equipment and facilities. We also invest in research, education and training as well as charity care for underserved people within our island communities.

### **3. Statement of Need**

There is a high demand for Medical Assistants in Hawai'i. Medical Assistants play a key role in delivering the highest quality care to patients and their families. This includes assisting with patient care and procedures, administering medications, documenting routine office laboratory and diagnostic tests, as well as performing administrative medical office and business practices such as coding and billing. Locally, it has put a strain on clinics and outpatient facilities and limits the number of patients that

physicians can serve. Hawai'i Pacific Health seeks to help train more individuals ready to enter the workforce where they are desperately needed.

#### 4. Project Description

The Hawai'i Pacific Health Medical Assistant Program seeks to train qualified high school seniors in the State of Hawai'i to become future Medical Assistants. Student enrollment for the 2025-2026 academic year is 14.

#### Key Components

The Medical Assistant Program is accredited by the Accrediting Bureau of Health Education Schools (ABHES). Program curriculum consists of two semesters of coursework that combines classroom learning and clinical lab training and 225 hours of clinical externships. Coursework includes anatomy and physiology, medical terminology, administrative medical assisting and clinical medical assisting, among other classes to prepare students to succeed on the nationally recognized certification exam.

#### Timeline

Program Start: August 2025

Clinical Externship: By June 2026

National Certification Exam: By August 2026

#### 5. Budget

Item	Cost	Quantity	Total Costs
NHA/CCMA Certification Exam and Study Materials	\$259.00	14	\$3,626.00
Supplies and Data Systems	\$20,000.00	1	\$20,000.00
Uniforms	\$210.00	14	\$2,940.00
Liability Insurance	\$30.00	14	\$420.00
Outreach	\$3,000.00	1	\$3,000.00
Textbooks	\$200.00	14	\$2,800.00
Personnel (Partial)	\$63,000.00	3	\$189,000.00

**Total Project Cost:** \$221,786.00

**Amount Requested:** \$50,000.00

#### 6. Evaluation Plan

Indicators: Student population served, graduation rate, and national certifications achieved.

Data Collection & Reporting: Enrollment and report card dashboards, certification results.

# Hawaii Correctional Industries Digital Career Pathway Program Funding Proposal

## **SUMMARY**

Hawaii Correctional Industries (HCI) is a fully self-funded division and does not receive any State general funds. All programs must therefore be sustained through earned revenue, making external workforce development funding essential for launching high-impact training initiatives such as this one for Hawaii's incarcerated population.

HCI respectfully requests funding to implement and support the HCI Digital Career Pathway Program. This program will provide industry-relevant, career-ready training that strengthens rehabilitation, enhances workforce readiness, and supports community safety.

## **PROGRAM OVERVIEW**

HCI proposes the implementation of the Digital Career Pathway Program (DCP)- a nationally recognized vocational training model preparing justice-involved individuals for employment in digital printing and graphic communications. The program provides thirty-four curriculum units across the following competency areas: (1) Digital/Traditional Imaging Technologies; (2) Current/Emerging Client Applications; (3) Workflows; (4) Operations: File and Color Management/Personalized Printing/Cross-Media/Web Fulfillment; (5) Job Costing, and; (6) Measurement.

### ***Program Benefits***

- Workforce Development: Participants are equipped for careers in digital print shops, marketing, graphic communications, and related industries.
- Rehabilitation & Skills Building: Enhances problem-solving, creativity, technical abilities, and workplace readiness.
- Industry Demand: Digital press operators and production technicians continue to be in demand.

The career pathway supported by this program is validated by multiple authoritative national workforce and industry sources. The U.S. Department of Labor's O\*NET occupational reports for Prepress Technicians (51-5111) and Printing Press Operators (51-5112) identify core competencies in digital imaging, workflow management, file and color control, variable-data printing, and measurement systems, which correspond directly to the program's six competency areas. The PRINTING United Alliance's *Skills & Competency Model for the Print Industry* and the Graphic Communications Workforce Coalition's *Career Pathways Overview Report* further document a structured advancement pathway from Digital Print Technician into Pre-press Specialist, Workflow Technician, Variable-Data Specialist, Web-to-Print Coordinator, and ultimately Production Manager or Digital Operations Manager roles. Additionally, the Advance CTE *Arts, A/V Technology & Communications Career Cluster Framework* outlines the national printing-technology pathway, which includes digital imaging,



cross-media workflows, job costing, and production management. Collectively, these sources confirm that the program's competencies align with recognized industry skill standards and support a viable, evidence-based career pathway.

### ***Potential Career Pathways***

Completion of this program will allow participants the skills necessary for the following career pathways:

- Print Technician
- Imaging Technician
- Bindery/Finishing Technician
- Workflow Specialist
- Web-to-Print Coordinator
- Print Production Manager
- Digital Operations Manager
- Print Shop Manager
- Workflow/Automation Manager
- Quality Assurance/Color Manager
- Graphic/Production Designer
- Wide-Format Production Specialist
- Marketing Technology Specialist
- Print Services Manager
- Small Business Owner

### **SCOPE OF SERVICES/PROGRAM ACTIVITIES**

HCI will service one cohort of approximately ten participants over a period of six to eight months. The program will operate daily with two hours of classroom instruction and three to four hours of hands-on production training. The curriculum includes the use of Adobe Creative Cloud and cross-media applications to prepare digital files and color workflows, personalized printing, and digital printing finishing operations.

HCI will provide periodic progress reports to the Oahu Workforce Development Board (OWDB) at negotiated intervals.

### **PROPOSED PERFORMANCE METRICS**

- Enrollment: 10 participants
- Training Completion Rate Target: 85%
- Measurable Skills Gain: Mastery of all thirty-four curriculum units resulting in a certificate of completion
- Portfolio Development: Booklets, brochures, posters, and other variable-data projects
- Employment Tracking: Placement rates and recidivism reduction
- Operational Outputs: Number and quality of completed print projects



**PROPOSED BUDGET**

Software (Adobe Creative Cloud)	\$3,000.00
Paper/Substrates	\$14,000.00
Impressions Costs	\$8,580.00
Personnel (partial)	\$24,420.00
<b>Total Estimated Annual Cost</b>	<b>\$50,000.00</b>



# Alternative Certification for CTE Licensure Program

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## Alternative Certification for CTE Licensure Program

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### About the Program

[Leeward CC Alternative Certification for CTE Licensure Program Informational Slides](#)

The Alternative Certification in Teaching Certificate is a pathway for those who have demonstrated content knowledge in career and technical education (CTE) fields with the pedagogy necessary to become effective secondary teachers in CTE classrooms. This alternative pathway is offered statewide via an online platform.

### Program Highlights



#### Online and Asynchronous

All foundation courses are offered online in an asynchronous format to accommodate work schedules



#### Mentorship and Support

Program includes field practicums with mentoring from experienced staff



#### Customizable Program

The program can typically be completed in 18-24 months but can be modified as needed



#### Current and Timely

Courses are relevant and are focused on current educational strategies and best practices for CTE classrooms

The Alternative Certification program has been approved by the Hawai'i Teachers Standards Board as a State Approved Teacher Education Program (SATEP) leading to a recommendation for licensure to teach Career and Technical Education in grades 6-12.

### Admissions Requirements

#### Track I (Bachelor's Degree or higher)

- Bachelor's Degree in the pathway, **OR**
- Bachelor's Degree not in the pathway + 5 years of [documented industry experience](#)
- Completed Leeward Community College Application ([link](#))





# Alternative Certification for CTE Licensure Program

## Courses and Timeline

### Track I (Bachelor's Degree or higher)

Semester 1 <i>(6 credits)</i>	<b>ED310A</b> Classroom Management for CTE Classrooms	<b>ED311A</b> Inclusion in the CTE Classroom
Semester 2 <i>(4 credits)</i>	<b>ED312A</b> Educational Psychology in the CTE Classroom	<b>ED393P</b> Observation and Participation in CTE <i>(150 hours over the semester)</i>
Semester 3 <i>(7 credits)</i>	<b>ED393S</b> Student Teaching <i>(1 semester of classroom teaching with a mentor teacher*)</i> <b>AND</b> <b>ED392</b> Field Practicum Seminar	<b>Elective (choose 1):</b> <b>ED 315</b> Safety in the CTE Classroom; <u>OR</u> <b>ED 316</b> Educational Technology in CTE; <u>OR</u> <b>ED 317</b> English Language Learner Methods for CTE

\*Note: Elective may be taken during Summer Session I or II, if offered. There is always a possibility of courses being cancelled if enrollment is not high enough.



## Alternative Certification for CTE Licensure Program

### Track II (Associates Degree)

Semester 1 <i>(6 credits)</i>	<b>ED310A</b> Classroom Management for CTE Classrooms	<b>ED311A</b> Inclusion in the CTE Classroom
Semester 2 <i>(6 credits)</i>	<b>ED277</b> Introduction to Multicultural Education	<b>ED291</b> Developing Language and Literacy
Semester 3 <i>(4 credits)</i>	<b>ED312A</b> Educational Psychology in the CTE Classroom	<b>ED393P</b> Observation and Participation <i>(150 hours over the semester)</i>
Semester 4 <i>(7 credits)</i>	<b>ED393S</b> Student Teaching <i>(1 semester of classroom teaching with a cooperating teacher*)</i>  <u>AND</u> <b>ED392</b> Field Practicum Seminar	<b>Elective (choose 1):</b> <b>ED 315</b> Safety in the CTE Classroom; <u>OR</u> <b>ED 316</b> Educational Technology in CTE; <u>OR</u> <b>ED 317</b> English Language Learner Methods for CTE

\*Note: Elective may be taken during Summer Session I or II, if offered. There is always a possibility of courses being cancelled if enrollment is not high enough.



# Alternative Certification for CTE Licensure Program

## Description of Courses

[2025-2026 Academic Catalog](#)

### Track I (Bachelor's Degree or higher)

Baccalaureate Degree in Pathway or Baccalaureate Degree in a different pathway + 5 years of documented pathway aligned industry experience.

15 credits coursework + 2 credits Practicum

Item #	Title	Credits
<b>Foundation Courses (12 credits) All courses required</b>		
ED 310A	<p><b>Classroom Management Within the Instructional Process for CTE Teacher Candidates</b></p> <p>An introductory course for CTE Teacher Candidates which offers the student exposure to the various issues of classroom management. The professional role of the teacher, development of positive and inclusive classroom culture, planning for effective instruction, and proactive approaches to supporting student behaviors and community relationships will be addressed. Learning will focus on the development of value-oriented and organized learning environments. Students will learn how to develop classroom discipline and individualized behavior plans. Behavioral assessment, strategies and interventions will be introduced. Learning styles, theory, instructional assessment, planning, and delivery will be explored. (Formerly ED 285 and ED 285A)</p>	3
ED 311A	<p><b>Foundations of Inclusion in Teaching for CTE Teacher Candidates</b></p> <p>This course is designed to help teacher candidates become more effective teachers, being especially considerate of the diversity of students we will find in our classrooms. The Foundations of Inclusion in Teaching for Career and Technical Education (CTE) helps candidates explore educational practices that support ALL learners, including unique and special education student populations. The course curriculum is focused on developing an understanding of the diversity in your classroom and creating accessible, diverse, developmentally appropriate, and supported instructional goals, learning experiences, and assessments. The inclusive setting in our classrooms includes a unique focus on students from low-income communities and all students with Individualized Education Programs (IEPs) and other special needs. (Formerly ED 284 and ED 284A.)</p>	3
ED 312A	<p><b>Educational Psychology for CTE Teacher Candidates</b></p> <p>This course introduces CTE Teacher Candidates to major concepts and principles in the field of</p>	3



## Alternative Certification for CTE Licensure Program

	educational psychology that form the foundations of learning and instruction. Candidates will examine various development domains and learning theories and translate this knowledge into effective teaching practices for motivating learners with diverse needs. (Formerly ED 289 and ED 289A)	
ED 392	<b>Field Practicum Seminar for Alternative Certification for CTE Licensure (with ED 393S)</b> This course will allow students to discuss current trends and issues in education through research, guided discussions, and observations. Students will also gather and document evidence of proficiency in the preparation standards set by the Hawai'i Teachers Standards Board (HTSB) and the Interstate Teacher Assessment and Support Consortium (InTASC) into a required portfolio to be assessed as a component toward recommendation for licensure in Career and Technical Education (CTE) 6-12 in the State of Hawai'i.	3
<b>Practicum (2 credits) Both courses required. Cannot be taken in the same semester.</b>		
ED 393P	<b>Field Practicum I: Alternative Certification for CTE Teacher Licensure Program</b> This course provides the training required to prepare CTE teacher candidates to demonstrate the high standards for licensure through supervised practice, regular reflection, and focused debrief. This course also provides regular mentoring and support for the CTE candidates as they intern in a CTE classroom.	1
ED 393S	<b>Field Practicum II: Alternative Certification for CTE Teacher Licensure Program</b> Practicum II is the supervised practicum where knowledge of content and strategies for best teaching practices will be integrated and polished. Through extensive mentoring and performance evaluations completed by program faculty, teacher candidates will be well prepared to meet the high standards for licensure and practice. Practicum II will provide formal supervision for the teacher candidate as they intern in a classroom. Formal observations will be completed by an Education faculty member. (Formerly ED 295B)	1
<b>Elective (3 credits) Choose 1 from the list below.</b>		
ED 315	<b>Safety in the CTE Classroom, OR</b> This course equips CTE teacher candidates and/or practicing CTE teachers with the knowledge and skills necessary to create and maintain a safe learning environment for themselves and their students. Through a combination of theoretical instruction, hands-on activities, case studies, and practical exercises, students will learn how to identify potential hazards, implement safety measures, and plan for effective responses to potential emergency situations in CTE classrooms and labs.	3



## Alternative Certification for CTE Licensure Program

ED 316	<p><b>Educational Technology in CTE, OR</b></p> <p>This course empowers Career and Technical Education (CTE) classroom teachers to integrate standard and innovative educational and industry-aligned technology into their classrooms effectively. Participants will explore a range of technological tools, strategies, and best practices to enhance CTE instruction, foster student engagement, and prepare students for success in their chosen careers.</p>	3
ED 317	<p><b>English Language Learner Methods for CTE (starting Fall 2025)</b></p> <p>This course equips Career and Technical Education (CTE) teacher candidates and/or practicing CTE teachers in the secondary level with the knowledge and skills to enhance their instructional practices for effectively teaching English Language Learners (ELLs). Participants will engage in the exploration of evidence-based strategies that address the unique needs of ELLs within vocational and technical education. The curriculum focuses on key topics, including culturally responsive teaching, differentiation techniques, and assessment methods, alongside the integration of language development with practical skills training. Educators will acquire practical tools and resources essential for creating inclusive and supportive learning environments, thereby fostering success for all students in the CTE classroom.</p>	3
<b>Total Credits</b>		<b>17</b>



# Alternative Certification for CTE Licensure Program

## Track II (Associates Degree)

Associate Degree in Pathway with 3 years of documented pathway aligned industry experience or Associate Degree in a different pathway + 5 years of documented pathway aligned industry experience. (Note: leads to Limited CTE License)

21 credits coursework; 2 credits Practicum

Item #	Title	Credits
<b>Foundation Courses (15 credits) All courses required</b>		
ED 277	<p><b>Introduction to Multicultural Education</b></p> <p>Building connections and creating a caring culture within the classroom is essential for today's teachers. ED 277 will equip students with the knowledge, skills, and methods to build inclusion within the classroom and advocate for diversity. The course delves into issues of race, ethnicity, socioeconomic status, gender, sexual identity, language, and conflicting values between cultures. Students will acquire strategies to develop and deliver culturally responsive teaching and instruction. They will learn how to develop an awareness of, and sensitivity to, the challenging issues facing K-12 teachers and students in diverse settings. (Formerly ED 294)</p>	3
ED 291	<p><b>Developing Language and Literacy I</b></p> <p>This is an introductory class for students interested in becoming educational assistants, as well as teachers, in elementary, secondary, or special education classrooms. Through a balanced literacy approach, instruction will include all areas of Language Arts, including listening, speaking, reading, and writing. The major characteristics of multi-level literacy instruction and assessment techniques will also be examined. Students will complete 10 hours of field experience, which will lead to the final project of a case study.</p>	3
ED 310A	<p><b>Classroom Management Within the Instructional Process for CTE Teacher Candidates</b></p> <p>An introductory course for CTE Teacher Candidates which offers the student exposure to the various issues of classroom management. The professional role of the teacher, development of positive and inclusive classroom culture, planning for effective instruction, and proactive approaches to supporting student behaviors and community relationships will be addressed. Learning will focus on the development of value-oriented and organized learning environments. Students will learn how to develop classroom discipline and individualized behavior plans. Behavioral assessment, strategies and interventions will be introduced. Learning styles, theory, instructional assessment, planning, and</p>	3



## Alternative Certification for CTE Licensure Program

	delivery will be explored. (Formerly ED 285 and ED 285A)	
ED 311A	<p><b>Foundations of Inclusion in Teaching for CTE Teacher Candidates</b></p> <p>This course is designed to help teacher candidates become more effective teachers, being especially considerate of the diversity of students we will find in our classrooms. The Foundations of Inclusion in Teaching for Career and Technical Education (CTE) helps candidates explore educational practices that support ALL learners, including unique and special education student populations. The course curriculum is focused on developing an understanding of the diversity in your classroom and creating accessible, diverse, developmentally appropriate, and supported instructional goals, learning experiences, and assessments. The inclusive setting in our classrooms includes a unique focus on students from low-income communities and all students with Individualized Education Programs (IEPs) and other special needs. (Formerly ED 284 and ED 284A.)</p>	3
ED 312A	<p><b>Educational Psychology for CTE Teacher Candidates</b></p> <p>This course introduces CTE Teacher Candidates to major concepts and principles in the field of educational psychology that form the foundations of learning and instruction. Candidates will examine various development domains and learning theories and translate this knowledge into effective teaching practices for motivating learners with diverse needs. (Formerly ED 289 and ED 289A)</p>	3
ED 392	<p><b>Field Practicum Seminar for Alternative Certification for CTE Licensure (with ED 393S)</b></p> <p>This course will allow students to discuss current trends and issues in education through research, guided discussions, and observations. Students will also gather and document evidence of proficiency in the preparation standards set by the Hawai'i Teachers Standards Board (HTSB) and the Interstate Teacher Assessment and Support Consortium (InTASC) into a required portfolio to be assessed as a component toward recommendation for licensure in Career and Technical Education (CTE) 6-12 in the State of Hawai'i.</p>	3
<p><b>Practicum (2 credits) Both courses required. Cannot be taken in the same semester.</b></p>		
ED 393P	<p><b>Field Practicum I: Alternative Certification for CTE Teacher Licensure Program</b></p> <p>This course provides the training required to prepare CTE teacher candidates to demonstrate the high standards for licensure through supervised practice, regular reflection, and focused debrief. This course also provides regular mentoring and support for the CTE candidates as they intern in a CTE classroom.</p>	1
ED 393S	<p><b>Field Practicum II: Alternative Certification for CTE Teacher Licensure Program</b></p> <p>Practicum II is the supervised practicum where knowledge of content and strategies for best teaching</p>	1



## Alternative Certification for CTE Licensure Program

	<p>practices will be integrated and polished. Through extensive mentoring and performance evaluations completed by program faculty, teacher candidates will be well prepared to meet the high standards for licensure and practice. Practicum II will provide formal supervision for the teacher candidate as they intern in a classroom. Formal observations will be completed by an Education faculty member.</p> <p>(Formerly ED 295B)</p>	
<p><b>Elective (3 credits) Choose 1 from the list below.</b></p>		
ED 315	<p><b>Safety in the CTE Classroom, OR</b>            This course equips CTE teacher candidates and/or practicing CTE teachers with the knowledge and skills necessary to create and maintain a safe learning environment for themselves and their students. Through a combination of theoretical instruction, hands-on activities, case studies, and practical exercises, students will learn how to identify potential hazards, implement safety measures, and plan for effective responses to potential emergency situations in CTE classrooms and labs.</p>	3
ED 316	<p><b>Educational Technology in CTE, OR</b>            This course empowers Career and Technical Education (CTE) classroom teachers to integrate standard and innovative educational and industry-aligned technology into their classrooms effectively. Participants will explore a range of technological tools, strategies, and best practices to enhance CTE instruction, foster student engagement, and prepare students for success in their chosen careers.</p>	3
ED 317	<p><b>English Language Learner Methods for CTE (starting Fall 2025)</b>            This course equips Career and Technical Education (CTE) teacher candidates and/or practicing CTE teachers in the secondary level with the knowledge and skills to enhance their instructional practices for effectively teaching English Language Learners (ELLs). Participants will engage in the exploration of evidence-based strategies that address the unique needs of ELLs within vocational and technical education. The curriculum focuses on key topics, including culturally responsive teaching, differentiation techniques, and assessment methods, alongside the integration of language development with practical skills training. Educators will acquire practical tools and resources essential for creating inclusive and supportive learning environments, thereby fostering success for all students in the CTE classroom.</p>	3
<b>Total Credits</b>		<b>23</b>



## Alternative Certification for CTE Licensure Program

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### Budget

#### Tuition Schedule

Item	Resident	Non-Resident	Non-Resident Pacific Island Jurisdiction
Tuition	\$131.00 per credit	\$345.00 per credit	\$196.50 per credit
Student Activities Fee	\$0.52 per credit (up to a maximum of \$5.20)	\$0.52 per credit (up to a maximum of \$5.20)	\$0.52 per credit (up to a maximum of \$5.20)
Student Government Fee	\$0.98 per credit (up to a maximum of \$9.80)	\$0.98 per credit (up to a maximum of \$9.80)	\$0.98 per credit (up to a maximum of \$9.80)
Student Health Center Fee	\$15.00	\$15.00	\$15.00
Board of Student Communication Fee	\$5.00	\$5.00	\$5.00



# Alternative Certification for CTE Licensure Program

Alternative Certification For CTE Licensure Proposal Budget Spreadsheet

## Track I (Bachelor's Degree or higher)

### Track I - Resident

Semester	Item	Cost Per	Number of Credits	Sub total	Notes
Semester 1	Tuition	\$131.00	6	\$786.00	
Semester 1	Student Activities Fee	\$0.52	6	\$3.12	
Semester 1	Student Government Fee	\$0.98	6	\$5.88	
Semester 1	Student Health Center Fee	\$15.00	Flat Fee	\$15.00	
Semester 1	Board of Student Communication Fee	\$5.00	Flat Fee	\$5.00	
<b>Semester 1 Total</b>				<b>\$810.00</b>	

Semester	Item	Cost Per	Number of Credits	Sub total	Notes
Semester 2	Tuition	\$131.00	4	\$524.00	
Semester 2	Student Activities Fee	\$0.52	4	\$2.08	
Semester 2	Student Government Fee	\$0.98	4	\$3.92	
Semester 2	Student Health Center Fee	\$15.00	Flat Fee	\$15.00	
Semester 2	Board of Student Communication Fee	\$5.00	Flat Fee	\$5.00	
<b>Semester 2 Total</b>				<b>\$550.00</b>	

Semester	Item	Cost Per	Number of Credits	Sub total	Notes
Semester 3	Tuition	\$131.00	7	\$917.00	
Semester 3	Student Activities Fee	\$3.64	7	\$3.64	
Semester 3	Student Government Fee	\$6.86	7	\$6.86	
Semester 3	Student Health Center Fee	\$15.00	Flat Fee	\$15.00	



## Alternative Certification for CTE Licensure Program

Semester 3	Board of Student Communication Fee	\$5.00	Flat Fee	\$5.00	
<b>Semester 3 Total</b>				<b>\$947.50</b>	

### Other costs

Semester	Item	Cost Per	Number of Credits	Sub total	Notes
Semester 1	ED 310A Required Textbook: Classroom Management for Middle and High School Teachers (Digital)  ISBN: 9780136838319	\$50.00	N/A	\$50.00	
MAY BE NEEDED	Computer/Laptop with internet capabilities				
<b>PROGRAM TOTAL</b>				<b>\$2362.50</b>	



# Alternative Certification for CTE Licensure Program

## Track I - Non-Resident

Semester	Item	Cost Per	Number of Credits	Sub total	Notes
Semester 1	Tuition	\$131.00	6	\$2070.00	
Semester 1	Student Activities Fee	\$0.52	6	\$3.12	
Semester 1	Student Government Fee	\$0.98	6	\$5.88	
Semester 1	Student Health Center Fee	\$15.00	Flat Fee	\$15.00	
Semester 1	Board of Student Communication Fee	\$5.00	Flat Fee	\$5.00	
<b>Semester 1 Total</b>				<b>\$2099.00</b>	

Semester	Item	Cost Per	Number of Credits	Sub total	Notes
Semester 2	Tuition	\$131.00	4	\$1380.00	
Semester 2	Student Activities Fee	\$0.52	4	\$2.08	
Semester 2	Student Government Fee	\$0.98	4	\$3.92	
Semester 2	Student Health Center Fee	\$15.00	Flat Fee	\$15.00	
Semester 2	Board of Student Communication Fee	\$5.00	Flat Fee	\$5.00	
<b>Semester 2 Total</b>				<b>\$1406.00</b>	

Semester	Item	Cost Per	Number of Credits	Sub total	Notes
Semester 3	Tuition	\$917.00	7	\$2415.00	
Semester 3	Student Activities Fee	\$3.64	7	\$3.64	
Semester 3	Student Government Fee	\$6.86	7	\$6.86	
Semester 3	Student Health Center Fee	\$15.00	Flat Fee	\$15.00	
Semester 3	Board of Student Communication Fee	\$5.00	Flat Fee	\$5.00	
<b>Semester 3 Total</b>				<b>\$2445.50</b>	



## Alternative Certification for CTE Licensure Program

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### Other costs

Semester	Item	Cost Per	Number of Credits	Sub total	Notes
Semester 1	ED 310A Required Textbook: Classroom Management for Middle and High School Teachers (Digital)  ISBN: 9780136838319	\$50.00	N/A	\$50.00	
MAY BE NEEDED	Computer/Laptop with internet capabilities				
<b>PROGRAM TOTAL</b>				<b>\$6000.50</b>	



# Alternative Certification for CTE Licensure Program

## Track I - Non-Resident Pacific Island Jurisdiction

Semester	Item	Cost Per	Number of Credits	Sub total	Notes
Semester 1	Tuition	\$196.50	6	\$1179.00	
Semester 1	Student Activities Fee	\$0.52	6	\$3.12	
Semester 1	Student Government Fee	\$0.98	6	\$5.88	
Semester 1	Student Health Center Fee	\$15.00	Flat Fee	\$15.00	
Semester 1	Board of Student Communication Fee	\$5.00	Flat Fee	\$5.00	
<b>Semester 1 Total</b>				<b>\$1208.00</b>	

Semester	Item	Cost Per	Number of Credits	Sub total	Notes
Semester 2	Tuition	\$131.00	4	\$786.00	
Semester 2	Student Activities Fee	\$0.52	4	\$2.08	
Semester 2	Student Government Fee	\$0.98	4	\$3.92	
Semester 2	Student Health Center Fee	\$15.00	Flat Fee	\$15.00	
Semester 2	Board of Student Communication Fee	\$5.00	Flat Fee	\$5.00	
<b>Semester 2 Total</b>				<b>\$812.00</b>	

Semester	Item	Cost Per	Number of Credits	Sub total	Notes
Semester 3	Tuition	\$917.00	7	\$1375.50	
Semester 3	Student Activities Fee	\$3.64	7	\$3.64	
Semester 3	Student Government Fee	\$6.86	7	\$6.86	
Semester 3	Student Health Center Fee	\$15.00	Flat Fee	\$15.00	
Semester 3	Board of Student Communication Fee	\$5.00	Flat Fee	\$5.00	
<b>Semester 3 Total</b>				<b>\$1406.00</b>	



## Alternative Certification for CTE Licensure Program

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### Other costs

Semester	Item	Cost Per	Number of Credits	Sub total	Notes
Semester 1	ED 310A Required Textbook: Classroom Management for Middle and High School Teachers (Digital)  ISBN: 9780136838319	\$50.00	N/A	\$50.00	
MAY BE NEEDED	Computer/Laptop with internet capabilities				
<b>PROGRAM TOTAL</b>				<b>\$3476.00</b>	



# Alternative Certification for CTE Licensure Program

## Track II (Associates Degree)

### Track II - Resident

Semester	Item	Cost Per	Number of Credits	Sub total	Notes
Semester 1	Tuition	\$131.00	6	\$786.00	
Semester 1	Student Activities Fee	\$0.52	6	\$3.12	
Semester 1	Student Government Fee	\$0.98	6	\$5.88	
Semester 1	Student Health Center Fee	\$15.00	Flat Fee	\$15.00	
Semester 1	Board of Student Communication Fee	\$5.00	Flat Fee	\$5.00	
<b>Semester 1 Total</b>				<b>\$810.00</b>	

Semester	Item	Cost Per	Number of Credits	Sub total	Notes
Semester 2	Tuition	\$131.00	6	\$786.00	
Semester 2	Student Activities Fee	\$0.52	6	\$3.12	
Semester 2	Student Government Fee	\$0.98	6	\$5.88	
Semester 2	Student Health Center Fee	\$15.00	Flat Fee	\$15.00	
Semester 2	Board of Student Communication Fee	\$5.00	Flat Fee	\$5.00	
<b>Semester 2 Total</b>				<b>\$810.00</b>	

Semester	Item	Cost Per	Number of Credits	Sub total	Notes
Semester 3	Tuition	\$131.00	4	\$524.00	
Semester 3	Student Activities Fee	\$0.52	4	\$2.08	
Semester 3	Student Government Fee	\$0.98	4	\$3.92	
Semester 3	Student Health Center Fee	\$15.00	Flat Fee	\$15.00	
Semester 3	Board of Student Communication Fee	\$5.00	Flat Fee	\$5.00	



## Alternative Certification for CTE Licensure Program

<b>Semester 3 Total</b>	<b>\$550.00</b>	
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Semester	Item	Cost Per	Number of Credits	Sub total	Notes
Semester 4	Tuition	\$131.00	7	\$917.00	
Semester 4	Student Activities Fee	\$3.64	7	\$3.64	
Semester 4	Student Government Fee	\$6.86	7	\$6.86	
Semester 4	Student Health Center Fee	\$15.00	Flat Fee	\$15.00	
Semester 4	Board of Student Communication Fee	\$5.00	Flat Fee	\$5.00	
<b>Semester 4 Total</b>				<b>\$947.50</b>	

### Other costs

Semester	Item	Cost Per	Number of Credits	Sub total	Notes
Semester 1	ED 310A Required Textbook: Classroom Management for Middle and High School Teachers (Digital)  ISBN: 9780136838319	\$50.00	N/A	\$50.00	
MAY BE NEEDED	Computer/Laptop with internet capabilities				
<b>PROGRAM TOTAL</b>				<b>\$3177.50</b>	



# Alternative Certification for CTE Licensure Program

## Track II - Non-Resident

Semester	Item	Cost Per	Number of Credits	Sub total	Notes
Semester 1	Tuition	\$131.00	6	\$2070.00	
Semester 1	Student Activities Fee	\$0.52	6	\$3.12	
Semester 1	Student Government Fee	\$0.98	6	\$5.88	
Semester 1	Student Health Center Fee	\$15.00	Flat Fee	\$15.00	
Semester 1	Board of Student Communication Fee	\$5.00	Flat Fee	\$5.00	
<b>Semester 1 Total</b>				<b>\$2099.00</b>	

Semester	Item	Cost Per	Number of Credits	Sub total	Notes
Semester 2	Tuition	\$131.00	6	\$2070.00	
Semester 2	Student Activities Fee	\$0.52	6	\$3.12	
Semester 2	Student Government Fee	\$0.98	6	\$5.88	
Semester 2	Student Health Center Fee	\$15.00	Flat Fee	\$15.00	
Semester 2	Board of Student Communication Fee	\$5.00	Flat Fee	\$5.00	
<b>Semester 2 Total</b>				<b>\$2099.00</b>	

Semester	Item	Cost Per	Number of Credits	Sub total	Notes
Semester 3	Tuition	\$131.00	4	\$1380.00	
Semester 3	Student Activities Fee	\$0.52	4	\$2.08	
Semester 3	Student Government Fee	\$0.98	4	\$3.92	
Semester 3	Student Health Center Fee	\$15.00	Flat Fee	\$15.00	
Semester 3	Board of Student Communication Fee	\$5.00	Flat Fee	\$5.00	
<b>Semester 3 Total</b>				<b>\$1406.00</b>	



## Alternative Certification for CTE Licensure Program

Semester	Item	Cost Per	Number of Credits	Sub total	Notes
Semester 4	Tuition	\$917.00	7	\$2415.00	
Semester 4	Student Activities Fee	\$3.64	7	\$3.64	
Semester 4	Student Government Fee	\$6.86	7	\$6.86	
Semester 4	Student Health Center Fee	\$15.00	Flat Fee	\$15.00	
Semester 4	Board of Student Communication Fee	\$5.00	Flat Fee	\$5.00	
<b>Semester 4 Total</b>				<b>\$2445.50</b>	
<b>PROGRAM TOTAL</b>				<b>\$8049.50</b>	

### Other costs

Semester	Item	Cost Per	Number of Credits	Sub total	Notes
Semester 1	ED 310A Required Textbook: Classroom Management for Middle and High School Teachers (Digital)  ISBN: 9780136838319	\$50.00	N/A	\$50.00	
MAY BE NEEDED	Computer/Laptop with internet capabilities				
<b>PROGRAM TOTAL</b>				<b>\$8099.50</b>	



# Alternative Certification for CTE Licensure Program

## Track II - Non-Resident Pacific Island Jurisdiction

Semester	Item	Cost Per	Number of Credits	Sub total	Notes
Semester 1	Tuition	\$196.50	6	\$1179.00	
Semester 1	Student Activities Fee	\$0.52	6	\$3.12	
Semester 1	Student Government Fee	\$0.98	6	\$5.88	
Semester 1	Student Health Center Fee	\$15.00	Flat Fee	\$15.00	
Semester 1	Board of Student Communication Fee	\$5.00	Flat Fee	\$5.00	
<b>Semester 1 Total</b>				<b>\$1208.00</b>	

Semester	Item	Cost Per	Number of Credits	Sub total	Notes
Semester 2	Tuition	\$196.50	6	\$1179.00	
Semester 2	Student Activities Fee	\$0.52	6	\$3.12	
Semester 2	Student Government Fee	\$0.98	6	\$5.88	
Semester 2	Student Health Center Fee	\$15.00	Flat Fee	\$15.00	
Semester 2	Board of Student Communication Fee	\$5.00	Flat Fee	\$5.00	
<b>Semester 2 Total</b>				<b>\$1208.00</b>	

Semester	Item	Cost Per	Number of Credits	Sub total	Notes
Semester 3	Tuition	\$131.00	4	\$786.00	
Semester 3	Student Activities Fee	\$0.52	4	\$2.08	
Semester 3	Student Government Fee	\$0.98	4	\$3.92	
Semester 3	Student Health Center Fee	\$15.00	Flat Fee	\$15.00	
Semester 3	Board of Student Communication Fee	\$5.00	Flat Fee	\$5.00	
<b>Semester 3 Total</b>				<b>\$812.00</b>	



## Alternative Certification for CTE Licensure Program

Semester	Item	Cost Per	Number of Credits	Sub total	Notes
Semester 4	Tuition	\$917.00	7	\$1375.50	
Semester 4	Student Activities Fee	\$3.64	7	\$3.64	
Semester 4	Student Government Fee	\$6.86	7	\$6.86	
Semester 4	Student Health Center Fee	\$15.00	Flat Fee	\$15.00	
Semester 4	Board of Student Communication Fee	\$5.00	Flat Fee	\$5.00	
<b>Semester 4 Total</b>				<b>\$1406.00</b>	

### Other costs

Semester	Item	Cost Per	Number of Credits	Sub total	Notes
Semester 1	ED 310A Required Textbook: Classroom Management for Middle and High School Teachers (Digital)  ISBN: 9780136838319	\$50.00	N/A	\$50.00	
MAY BE NEEDED	Computer/Laptop with internet capabilities				
<b>PROGRAM TOTAL</b>				<b>\$4684.00</b>	

# **YWCA O‘ahu Workforce Development Social Enterprise Program**

**Funding Request:** \$50,000

**Target Population:** Justice-Involved Women

## **SUMMARY**

YWCA O‘ahu respectfully submits this funding request to implement the **YWCA O‘ahu Workforce Development Social Enterprise Program**, a six-month pilot initiative designed to prepare justice-involved women for employment and self-sufficiency through hands-on vocational training and entrepreneurship.

The program integrates product development, manufacturing skills, branding, storytelling, introductory e-commerce, and trauma-informed workforce readiness training. Participants develop transferable soft skills, work habits, and portfolio assets that support employment, continued training, or micro-enterprise pathways. The program reflects Hawai‘i-informed best practices for workforce development, entrepreneurship, and reentry support for justice-involved women.

YWCA O‘ahu brings demonstrated workforce capacity to this initiative. In 2024, YWCA Oahu’s business and workforce development programs served **1,464 unique clients**, supported **46 new business starts**, delivered **4,068 training hours**, and provided **1,199 mentoring hours**, exceeding multiple performance benchmarks. Workforce-facing programs such as **Dress for Success Honolulu** delivered **578 employment-related services** to **327 women**, reinforcing job readiness and employment outcomes.

## **PROGRAM OVERVIEW**

The YWCA O‘ahu Workforce Development Social Enterprise Program will serve **4–6 justice-involved women** in a structured, cohort-based model over six months. Participants receive:

- Manufacturing and product development training
- Branding, storytelling, and introductory e-commerce instruction
- Trauma-informed workforce readiness and soft skills development
- Portfolio creation and employment preparation

All services are delivered using a **gender-responsive, trauma-informed framework** designed to address barriers specific to justice-involved women.

## **REFERRALS & HOUSING STABILITY**

Participants will be recruited through YWCA Oahu’s established referral network, including the **Department of Corrections and Rehabilitation (DCR)**, **Hawai‘i Correctional Industries (HCI)**, and justice-involved women engaged in **YWCA Oahu’s transitional and permanent supportive housing programs**.

YWCA Oahu’s housing programs provide critical stabilization that supports workforce success. In 2024, YWCA Oahu’s transitional and permanent housing initiatives served justice-involved and vulnerable women through intensive case management, financial literacy, and housing transition support—strengthening program retention, completion, and employment outcomes.

## **CAREER PATHWAYS**

Participants will be prepared for pathways including:

- Sewing and Manufacturing Technician
- Product Development Assistant
- Quality Control Technician
- Brand and Marketing Assistant
- Inventory and Fulfillment Coordinator
- Small Business Owner / Micro-Entrepreneur

## **PERFORMANCE METRICS**

- Enrollment: 4–6 participants
- Training completion target: 90%
- Demonstrated competency in product development and manufacturing
- Completion of market-ready product portfolios
- Post-program employment, continued training, or income-generating activity
- Qualitative outcomes documenting confidence, work readiness, and reentry stability

## **BUDGET SUMMARY (Total: \$50,000)**

- Curriculum Development & Instruction: \$25,000
- Product Development Materials & Supplies: \$10,000
- Branding, Packaging & Storytelling Assets: \$7,500
- Program Operations & Participant Support: \$5,000
- Evaluation & Reporting: \$2,500

## **CONCLUSION**

YWCA Oahu’s Workforce Development Social Enterprise Program leverages proven success in workforce training, entrepreneurship, and housing stabilization to support justice-involved women on their reentry journey. This pilot investment will expand employment pathways, strengthen rehabilitation outcomes, and promote long-term economic stability.



# Statement of Work (SOW)

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## 90-Day Pilot Program

### Between:

SollucIO, Corp

and

O'ahu Workforce Development Board (OWDB), Department of Labor and Industrial Relations, State of Hawai'i

## I. Purpose

The O'ahu Workforce Development Board (OWDB) seeks to evaluate the impact of **Workforce Modernization, Automation, and Operational Efficiency** through a structured **90-day pilot program**.

The purpose of this pilot is to:

- Demonstrate measurable operational return on investment (ROI)
- Validate improvements to administrative efficiency and consistency
- Establish clear reporting, transparency, and audit-ready documentation
- Inform future modernization decisions under OWDB governance

This pilot is designed as a **technology-enabled advisory and automation support engagement** and does not replace OWDB decision-making authority.

## II. Scope of Work

### A. RFP Automation & Enhancements (Advisory & Support)

- Provide a technology-assisted RFP drafting and structuring capability

- Align RFP outputs with OWDB and State of Hawai'i SOPs, tone, and messaging guidelines
- Improve turnaround time, consistency, and quality of proposal development
- Support human-led review and final approval of all RFP materials

*Note: All RFP outputs are subject to OWDB review, modification, and approval prior to use.*

## **B. Marketing Enhancements & Outreach Strategy**

- Optimize existing communication tools and workflows to improve clarity and reach
- Standardize messaging frameworks across OWDB initiatives
- Support consistent brand voice aligned with OWDB workforce and community goals
- Provide templates and guidance to support statewide outreach efforts

## **C. Funding & Grant Opportunity Identification (Advisory Intelligence)**

- Implement automated search and alerting for relevant federal and state workforce funding opportunities
- Provide dashboards summarizing funding opportunities and eligibility criteria
- Deliver structured summaries to support OWDB's grant evaluation and application planning
- Enable proactive identification of workforce development funding streams

*Note: Grant pursuit, submission, and award decisions remain fully within OWDB control.*

### III. Deliverables

#### A. Discovery & Baseline Assessment

- **Requirements Gathering Sessions** (2 sessions, up to 3 hours each)
  - Capture current-state processes
  - Establish baseline performance metrics
  - Define KPIs and success criteria
  - Confirm deliverable acceptance standards

#### B. Pilot Technology Deliverables (t)

- Funding & Grant Opportunity Identification Tool (Beta)
- RFP Drafting & Structuring Tool (Beta)
- Communications Optimization Technology Layer

#### C. Reporting & Documentation

- **Weekly Progress Reports**
  - Summary of pilot activities
  - Early ROI indicators
  - Funding and usage transparency
- **Final 90-Day Pilot Report**
  - Demonstrated ROI and efficiency gains
  - Metrics on RFP efficiency, outreach engagement, and funding opportunities identified
  - Findings and lessons learned
  - Recommendations for next-phase modernization
  - SolluCIO roadmap for scaling Workforce Modernization as a managed service offering

#### IV. Pilot Duration & Pricing

- Duration: 90 days (Start Date: 1/12/2026)
- Pricing: \$7,500 total (\$2,500 per month)
- Payment Terms:
  - Invoices will be issued monthly
  - Payments will be released after OWDB has reviewed and validated deliverables for that period.

#### V. ROI & Reporting Requirements

SolluCIO will provide documentation and reporting sufficient to demonstrate:

- Reduced turnaround time and improved consistency in RFP development
- Increased clarity and engagement of outreach communications
- Number and quality of relevant funding opportunities identified
- Transparent reporting suitable for public funding review and audit purposes

#### VI. Governance & Oversight

- All pilot activities support human review and approval
- No automated determinations, eligibility decisions, or enforcement actions
- Full transparency, traceability, and documentation of pilot outputs
- Alignment with OWDB, DLIR, and State of Hawai'i governance standards

## VII. Reporting Dashboard

This dashboard provides a framework for tracking progress, ROI, and accountability during the 90-day pilot.

### A. Key Performance Indicators (KPIs)

Category	Metric	Baseline	Target (90 Days)
<b>RFP Automation</b>	Average turnaround time (days)	10 days	3 days
<b>RFP Automation</b>	Submission accuracy	85%	95%+
<b>Marketing Outreach</b>	Engagement rate (clicks, shares, comments)	Current avg	Increase by 25%
<b>Marketing Outreach</b>	Consistency of statewide messaging	Ad-hoc	Standardized templates in use
<b>Funding Opportunities</b>	New grant opportunities identified	0	5+
<b>Funding Opportunities</b>	Grant applications submitted	0	3+

### B. Reporting Cadence

- Weekly Progress Reports: Summary of deliverables, KPI performance, and ROI updates
- Final 90-Day Report: Comprehensive ROI demonstration, metrics validation, and recommendations for next phase
- Ad-hoc Updates: As requested by the Department of Labor leadership team

### C. ROI Validation Approach

- Clearly demonstrated improvements in program monitoring and reconciliation through process automation
- Time savings in RFP automation compared to baseline
- Quantifiable improvements in marketing reach and clarity
- Number of new funding opportunities identified and applications submitted
- Alignment with state audit and compliance requirements



### VIII. SolluCIO Team Members

Name	Title
Chan Phouthavong	Chief Executive Officer
Paul Anderson	Vice President, Advisory Services
Vince Ippolito	AI Governance Practice Director
Tom Greer	Chief Information Security Officer (CISO)
Dan Ulatowski	Data Governance Practice Director



OWDB 90 Day Pilot Program SOW



**IX. Signatures**

**SolluCIO Corp**

**O'ahu Workforce Development Board**

By: \_\_\_\_\_ Date \_\_\_\_\_

By: \_\_\_\_\_ Date \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_