

I. Hospitality and Tourism

1. Start small so that people can achieve

- a. VITEC – Model
 - 1) Certificates > Stackable credentials > Prior learning assessments
 - 2) Non credit
 - 3) Possible this fall
 - 4) ETF
 - 5) Hotel brands here are also on Maui
 - 6) Link to hotels and the non-profit funds corporate responsibility

2. Contribute to Education

- a. Kukio Community Fund
- b. Kaua'i model – 13th year free

3. Life Plan

- a. Kona hospitality/tourism program
 - 1) What sets Kona apart
 - 2) Connect to authentic experience
 - 3) Link to evolving jobs in tourism
 - 4) More than maitais at sunset
 - 5) Tie tourism industry careers to community
- b. Planning for degree program for tourism management
- c. Hiring data (past)
 - 1) Needs assessment? Ask employees as well as managers
 - 2) Ask employers what they are going to do?

Ideas:

- Education resort, community village; ahapua'a; lifestyle
- Barriers
 - 1) Child care
 - 2) Financial support
 - 3) Counseling

II. Health and Wellbeing

- 1. WH a spring board to hasten completion of health care programs and to keep people on health careers pathways after they've maximized local higher education opportunities**
 - a. Natural sciences program
 - b. Link to places to go after UH CCs --- i.e., connection to professional schools whether at UH in Hawai'i or not (e.g., physical therapy not available in state); in Hawai'i --- MSW; psychology online; Nursing – RN @ WH and Hilo; LPN @ Hilo
 - c. Health care pathways prior to higher ed --- emphasize high school connection; more hands-on; advising at high school and earlier; health academies

- 2. Opportunities for adult-learner partnerships w/local employers**
 - a. Investments in retraining i.e., (Department of Labor); mental health support (MSW online pathway to UHH; psychology/mental health)
 - b. Working adult focus --- evening/weekend opportunities; virtual reality
 - c. Work study opportunities; local health care providers; hospice – educational experiential opportunities;

- 3. Info management; health sciences STEM planning grant**
 - a. Training in analyzing data – currently no degrees but good to evolve
 - b. Medical informatics

Ideas:

- Small business development areas
- Incubators/nutrition/agriculture/aquaculture
- Complementary medicine
- Traditional medicine
- X-ray technicians
- Pharm Tech – under discussion work force need TBD
- Med tech
- PT health info technology
- Care coordination
- Public health

III. STEM

1. General

- a. Need workforce development based on commonalities to train/provide transferable skill sets. Broad & flexible training. Emerging technology sectors
 - 1) Engineering, instrumentation, equipment integration into system
 - 2) Execution – technicians w/basic skill sets/understanding/experience
 - 3) ASNS curriculum
 - a) Associate in Science Natural Science
 - b) Fully transferable credits w/in UH system
- b. As industries develop – intern/training programs

2. Facilities

- a. Collaboration (e.g. NELHA both academic and infrastructure)
- b. Research opportunities for CC students
- c. Real life/hands on experience/opportunities
- d. Transition displaced/existing workforce
- e. Effective use of facilities (e.g. Forsythe, So Carolina target working parents, etc. independent work scheduled using Doodle); downtime use is a rich resource
- f. Intersection of STEM and Hawaiian Culture e.g. aquaculture

3. Build workforce before we know what jobs are

- a. What are commonalities in various areas, i.e., resources management-land use
- b. Start in high school at same time as college
 - 1) Aggressive math curriculum in high school (early college opportunities)
 - 2) UH needs to train technology teachers; no pipeline/mentoring now
 - 3) Legislative funding for early admit students
- c. New industries
 - 1) Transportation – fuels, hydrogen, storage, closed network, fleet vehicles
 - 2) Carbon negative technologies (ref Roy McCallister)
 - 3) Agriculture (aging farmer population) - need ag-energy connection, geothermal
- d. Build STEM economy, simultaneously develop STEM workforce
 - 1) Private sector incentives
 - 2) Early college (Castle Foundation @ Hilo; Waiakea; Kohala; Kealakehe)
 - 3) Science in Action (all levels, not just Advanced/Remedial)
 - 4) THINK Fund
 - 5) John Rand/UH STEM

IV. Education and Social Care

1. Partnership w/Hawai'i DOE

- a. Professional development for teachers: workshops in collaboration w/ DOE
- b. "Transition" education: summer bridge, early college, Running Start

2. Continuous degree programs from AA/AS to doctorate using different delivery modalities

- a. Education/Teacher Prep: WH has existing degree programs; needs better communication with the community to assess needs in
 - 1) Education administration; curriculum development; early learning in pre-school education – P-20 levels
 - 2) Innovative curriculum/courses/structure
- b. Social Care:
 - 1) Substance abuse (certificate program)
 - 2) Program evaluation & assessment (certificate/ed psych)
 - 3) F2F Psychology, Sociology, Social Work (MSW)

3. Resources and support and communication

- a. More faculty on ground
- b. Advisors (F2F and virtual 24/7)
- c. Better DL facilities
- d. Testing center (PRAXIS; GRE; SAT; etc.)
- e. Special support services (assessment, e.g., learning disability)

V. Hawaiian Culture

1. Piko and Lei

- a. Natural, cultural and communities resources and assets define what are being done
 - 1) Hawaiian language, culture, ethos, sense of place
 - 2) Bridging high school – college -- workforce
 - 3) Hawai'i Island focus
 - 4) Building/adding to community capacity
 - 5) Stewarding resources and assets

2. Focus on interdisciplinary degree 'Ike Makala

- a. [e.g., Imiloa; culture; language; astronomy]
- b. Resource and heritage management
- c. Planning/entitlement
- d. Interpretive skills

3. Hawai'i Mokupuni --- Abundance --- Hawaiian Culture

- a. Hawai'i island focus
- b. Affect workforce
- c. Build and add to community capacity

VI. Business and Entrepreneurship

1. Hub to link efforts and projects

- a. Center for connectivity among education community and businesses
 - 1) For feeder institution, e.g., high schools
 - a) Convey need for basic math skills, e.g., use of spreadsheet; technology-related math skills
 - b) Address challenges in finding entry level employees with basic skills; soft skills; work ethic
 - 2) UHH COBE & internship opportunities to resorts/hospitality industry
- b. Role in workforce development
 - 1) WH able to address unique training needs of the community
 - 2) Teaching hotels and facilities
- c. Future studies and development

2. Promote UH West HI (marketing)

- a. to attract participants (UH System strategy)
- b. to grow (an activity)

3. Mentorship to entrepreneurs and small businesses

- a. Small business management
 - 1) Writing a business plan; financial plan
 - 2) Mentors for small business: SCORE in SBA; Pacific Asia Center for Entrepreneurship
- b. Facilitate the introduction of new businesses with experienced and/or retired executives
- c. Nonprofit management
- d. Entrepreneurship: construction and trades

VII. Computing and Information Tech

1. Programs

- a. Database
- b. Facilities

2. Opportunities

- a. Outreach

3. Ideas

- a. Networking, IPO, programming
- b. Education to prepare students to work at existing big data mining organizations
- c. Connect high school students to technology development beyond robotics

- UHM programs
 - Creative media (bachelor – traditional)
 - Computer science
 - IT
 - Existing research programs
- UHWO
 - Creative media – innovative options (mobile apps/gaming, digital media (websites), video production)
 - Information security assurance
 - Facilities management
- Systemwide
 - Creative media
 - Incubator
 - Neighbor island bachelor's degree
 - Bandwidth on this side of island (fiber optics high speed)
 - More accelerators
 - Recruit industries to HI
 - Cyber security systemwide group

VIII. General Trades

1. AARF

- a. First Responder: EMT, Fire, Police, Paramedics, strong local interest
- b. Partnerships with DOT, SOH, UH, Defense, Civil Defense, FEMA
- c. Test prep
- d. Community -- State – Federal & Degree levels = AS >>>>> PhD

2. Trades – Workforce Development, WH Vocational

- a. Culinary @ Waimea
- b. Nursing @ NHCH
- c. Transportation Coordination
- d. Athletics/Sports
- e. Aviation/Aeronautics
- f. Healthcare technologies
- g. Math – HS > disconnect > college

3. Make things culturally/locally relevant

- a. Communities
 - 1) Military (Pohakuloa)
 - 2) Veterans
 - 3) Families – slots/waivers to fill classes
 - 4) DLIR
- b. Cross-cultural indoctrinations trainers/guides

Ideas:

Ask what our kids are asking for

President Lassner Summary (from jt a.m. notes only)

Broad Themes:

- Workforce Development
- Recognize assets
- Ask what kids/students want
- Start small
- Work with DOE, KS, etc.

West Hawai'i Today, 12/12/14:

The additional space at Hawaii Community College — Palamanui will allow the UH system to quickly offer programs that are available elsewhere in the state but haven't yet been brought to West Hawaii, Lassner said.

Lassner said UH administrators have been discussing such offerings at the center as health information technology, a bachelor's degree in interdisciplinary studies, a master's of art and teaching, an associate's degree in digital media, a bachelor's degree in business and a bachelor of science degree in marine science.