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**LEGISLATIVE REFERENCE BUREAU**  
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## Written Comments

### **SCR215 SD1** **REQUESTING VARIOUS STATE GOVERNMENT ENTITIES TO TAKE CERTAIN** **ACTIONS TO EFFECTIVELY LEVERAGE EDUCATIONAL RESOURCES IN THE** **STATE TO ENSURE CAREER READINESS WORKFORCE DEVELOPMENT**

Testimony by the Legislative Reference Bureau  
Charlotte A. Carter-Yamauchi, Director

Presented to the House Committees on Agriculture and Health, Human Services, &  
Homelessness

Wednesday, April 13, 2022, 11:00 a.m.  
Conference Room 325 & Videoconference

Chairs Hashem and Yamane and Members of the Committees:

Good morning Chairs Hashem and Yamane and members of the Committees, my name is Charlotte Carter-Yamauchi and I am the Director of the Legislative Reference Bureau. Thank you for providing the opportunity to submit written comments on H.C.R. No. 215, S.D. 1, Requesting Various State Government Entities to Take Certain Actions to Effectively Leverage Educational Resources in the State to Ensure Career Readiness Workforce Development.

The purpose of this measure is to request certain state entities to take certain actions to effectively leverage educational resources in the State to ensure career readiness workforce development. More specifically, the measure requests:

- (1) The University of Hawaii to:
  - (A) Examine the feasibility of offering a nursing program, allied health program, or both at Honolulu Community College provided by Honolulu Community College or in coordination with the other University of Hawaii Community Colleges, to meet regional workforce needs;

- (B) Identify University of Hawaii workforce development training programs, including P-20, that prepare residents for employment in Hawaii; actions to improve alignment of programs with state and county workforce development and University of Hawaii strategic plans; and key performance metrics for University of Hawaii's workforce development training programs, including but not limited to, alignment to statewide energy and food security goals pursuant to section 269-92, Hawaii Revised Statutes, and Act 151, Session Laws of Hawaii 2019, regional economic opportunities as described in the Hawaii Statewide Comprehensive Economic Development Strategy; facilities; and coordination to existing workforce development training programs both within the University of Hawaii System and across the State; and
  - (C) Submit a report of its findings and recommendations, including any proposed legislation, to the Legislature no later than twenty days prior to the convening of the Regular Session of 2023; and
- (2) The Legislative Reference Bureau to:
- (A) Identify cooperative extension agencies similar to the University of Hawaii College of Tropical Agriculture and Human Resources across the nation; and
  - (B) Submit a report evaluating the University of Hawaii College of Tropical Agriculture and Human Resources and its leadership, including the Legislative Reference Bureau's comparative analysis of the University of Hawaii College of Tropical Agriculture and Human Resources to similar cooperative extension agencies across the nation, and recommendations to better align the mission of the University of Hawaii College of Tropical Agriculture and Human Resources with statewide food security goals pursuant to Act 151, Session Laws of Hawaii 2019, to the Legislature no later than twenty days prior to the convening of the Regular Session of 2023.

The Bureau takes no position on this measure but submits the following comments for your consideration.

Regarding the request to identify cooperative extension agencies similar to the University of Hawaii College of Tropical Agriculture and Human Resources across the nation, the Bureau believes it could probably provide this information to the Legislature in the requested timeframe; provided that more specific guidance outlining what qualifies as "similar" for the purpose of identifying "cooperative extension agencies similar to the University of Hawaii College of Tropical Agriculture and Human Resources," and the search is limited to a sampling of major post-secondary degree granting institutions in the United States.

With regard to the request to evaluate the University of Hawaii College of Tropical Agriculture and Human Resources and its leadership, including a comparative analysis of the University of Hawaii College of Tropical Agriculture and Human Resources to similar cooperative extension agencies across the nation, the Bureau does not possess the experience or expertise to conduct a performance evaluation. Historically, the Auditor has been charged with the responsibility to conduct such evaluations. Consequently, the Bureau does not believe it can provide the Legislature with the information requested in paragraph (2)(B), especially in the requested timeframe, unless the Bureau is allowed to contract the services of an entity with expertise in such matters. Unfortunately, the Bureau's operating budget does not contain any excess funds to contract for such services, nor does it have an exemption from the State Procurement Code to expedite the contracting of services so that the study could possibly be completed prior to the commencement of the 2023 Regular Session.

The Bureau believes that it can probably perform the research requested in paragraph (2)(A) if the measure is amended to provide additional guidance and a limitation on the scope of the search. However, unless the Bureau is provided with adequate funding and either an exemption from the State Procurement Code or additional time to procure the services of a suitable contractor to conduct the performance evaluation and comparative analysis, the Bureau will be unable to provide the services requested under paragraph (2)(B).

Thank you again for the opportunity to submit written comments.



# UNIVERSITY OF HAWAII SYSTEM

## Legislative Testimony

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Testimony Presented Before the  
House Committee on Agriculture and  
House Committee on Health, Human Services, and Homelessness  
Wednesday, April 13, 2022, at 11:00 a.m.

By  
Debora J. Halbert  
Vice President for Academic Strategy  
University of Hawai'i System

SCR 215 SD1 – REQUESTING VARIOUS STATE GOVERNMENT ENTITIES TO TAKE CERTAIN ACTIONS TO EFFECTIVELY LEVERAGE EDUCATIONAL RESOURCES IN THE STATE TO ENSURE CAREER READINESS WORKFORCE DEVELOPMENT.

Chairs Hashem and Yamane, Vice Chairs Perruso and Tam, and members of the committees:

Thank you for the opportunity to present testimony today. The University of Hawai'i (UH) would like to provide comments on Senate Concurrent Resolution (SCR) 215 Senate Draft (SD) 1.

The UH provides information in response to assertions in SCR 215 SD1 below. While we appreciate the concerns underlying this resolution, we believe the resolution to be unnecessary and recommend it be deferred.

### **Nursing**

The State is facing a nursing shortage brought about by a combination of factors:

- The pandemic;
- Retirements and restructuring in the health care system;
- Already existing issues associated with rural health care; and,
- Faculty shortages.

These problems are not unique to Hawai'i but exist nationwide. The Western Interstate Commission for Higher Education (WICHE) has recently started convening meetings on the health care shortage across the western states so that higher education institutions can share strategies and best practices as we respond to this critical and growing need. UH has been participating in these meetings. Before the WICHE initiative, UH was already hosting systemwide convenings with the health sector and educational institution partners, including the Hawai'i Department of Education (DOE), to determine how we could best work together to address the nursing shortage and related issues across the State.

Our UH Community Colleges (UHCCs) recognize the critical need to develop statewide Hawai'i's workforce, including healthcare and nurses. Within our discussions, UHCCs are working collaboratively to meet workforce needs statewide while avoiding duplication of programs across campuses. For example, Kapi'olani Community College offers its nursing program at Leeward Community College, and Kaua'i Community College provides its Medical Assistant training program at Maui College. SCR 215 identifies a concern about nursing workforce needs in the Kalihi area and directs UH to "examine the feasibility of offering nursing

programs, allied programs or both at Honolulu Community College provided by Honolulu Community College or in coordination with other UH Community Colleges to meet regional workforce needs.” UH agrees that an assessment of feasibility and partnering with other UHCCs are the right next steps.

In addition, now that our pandemic constraints have primarily passed, we are planning to implement an institutionally-supported pre-nursing pathway at UH West O’ahu to replace the previously federally funded program. Furthermore, UH Mānoa recently started a distance learning BSN program to assist RNs on Maui to continue upward career mobility. This program can further extend to other islands and locations as well.

### **Hawai’i P-20 Partnerships for Education**

SCR 215 SD1 questions the engagement, oversight, and direction of the Board of Regents (BOR) and the Office of the Vice President for Academic Strategy (OVPAS) over Hawai’i P-20. Hawai’i P-20 is a statewide collaboration of the Department of Education, the Executive Office of Early Learning, and the UH, the latter of which agreed to host the partners and does so under the auspices of the OVPAS. Here, we seek to clarify how Hawai’i P-20 fits within the UH administrative structure to demonstrate that there is ample oversight and coordination in place.

Hawai’i P-20 updates the BOR periodically on its activities, most recently at the November 18, 2021, and May 20, 2021, BOR meetings. The BOR also designates a Regent to serve on the Hawai’i P-20 Advisory Council – a high-level advisory group composed of leaders from education, business, labor, government, and the community who have a shared vision and mission of improving educational outcomes for Hawai’i. Operationally, the Hawai’i P-20 executive director participates as an integral part of the OVPAS leadership team, meeting weekly to discuss the systemwide academic vision and goals for UH, including Hawai’i P-20 initiatives and programs in collaboration with the DOE. In addition, Hawai’i P-20 widely engages with education stakeholders throughout the State about its many initiatives that help inform the agenda for state action around education goals and attainment efforts.

The merger of the former Office of the State Director for Career and Technical Education (OSDCTE) with Hawai’i P-20 was designed to create essential synergies in workforce development at the critical juncture of K12 and higher education and reduce administrative costs. As of July 2021, under reorganization proposed by the UH administration, supported by stakeholders, and approved by the BOR, Hawai’i P-20 has served as the administrative arm of the State Board for Career and Technical Education (SBCTE). As defined in HRS §304A-302, the SBCTE’s function is to administer the provisions of Acts of Congress related to CTE – currently, the Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act, commonly referred to as “Perkins V.” HRS §304A-301 designates the BOR as the SBCTE and the UH President as the administrative officer of the SBCTE. As such, Hawai’i P-20 reports to SBCTE and the UH President on matters related to the federal Perkins grant and assists the SBCTE in carrying out the purpose and provisions of the Perkins legislation. Additionally, Hawai’i P-20 now collaboratively develops and revises the State of Hawai’i Perkins V Plan, recommends establishing policies for CTE, and assists the Hawai’i Department of Education and the UH Community College System in planning and coordinating, and evaluating CTE programs and activities. With the recent reorganization, we expect to achieve greater integration and leverage of the federally supported CTE program with other pathways for career education and training within and between UH and the DOE.

Hawai'i P-20 has grown since its inception and now executes multiple statewide initiatives and programs, primarily through grants, contracts, and philanthropy rather than state appropriations. Most of Hawai'i P-20's operating budget is funded through these outside sources. For FY 2020-21, approximately 90% of Hawai'i P-20's operating expenditures were financed through extramural contracts and grants, including federal discretionary grants, state pass-thru federal grants, and private philanthropic grants.

Hawai'i P-20's grants and contracts have specific budgets, deliverables, and outcomes associated with each award; in other words, these grants are restricted and used to support each award's intent and objectives. Likewise, Hawai'i P-20's current staffing mix, which now includes the former OSDCTE positions, comprises 10 permanent, generally funded positions (9 currently filled and one in progress); 4 permanent, federally funded positions; and 24 temporary, extramurally funded positions. Like the grants that support them, the extramurally funded positions have specific functions tied to grant deliverables.

Hawai'i P-20 has engaged in college and career readiness (CCR) initiatives since its inception. It continues to promote CCR so that students have the knowledge and skills to enroll in and successfully complete credit-bearing courses, workforce training, and/or apprenticeship programs without the need for remediation. Such preparations ensure students conclude their programs ready to enter a career of their choice. Through its various grants, Hawai'i P-20 creates, expands, and integrates activities and programs that support students' academic and workplace readiness skills.

Across the State, many organizations are working on career and workforce initiatives. These programs are governed by their organizational structures, boards, and hierarchy— all work towards achieving their goals through different strategies. In many cases, these programs are aligned with Hawai'i's current "55 by '25" attainment goal. Hawai'i P-20 does not have authority over these organizations or their programs; nonetheless, it continues to inform and influence its education partners and stakeholders through collaboration to take action in preparing Hawai'i's students for high-skill, high-demand jobs.

### **College of Tropical Agriculture and Human Resources (CTAHR)**

As a land grant institution, UH Mānoa (UHM) is home to faculty, extension agents, and a wide range of programs dedicated to serving the State's agricultural needs. Additionally, UH Hilo, UH West O'ahu, and the UH Community Colleges (CC) host programs dedicated to the State's agricultural needs. The leadership of CTAHR has been developing pathways for students starting at CC's to transfer into UHM programs. It is working with its CC partners to ensure these transfer pathways are responsive and robust. Additionally, CTAHR provides critical research and education in areas directly related to the current and future needs of agricultural growth in Hawai'i and has strong relationships with the State's agricultural sector. Among its critical duties and responsibilities is the research and education associated with essential topics such as the suitability of specific crops for particular locations given soil and climate considerations and responsiveness to invasive species, which can completely decimate a crop if not controlled.

There are several points raised in the whereas clauses related to CTAHR that must be clarified, and we believe the conclusion reached by SCR 215 SD1 does not follow the specific claim which has been addressed:

Molecular Biosciences and Bioengineering (MBBE) budget cuts of 30% due to change in budgeting – There were no budget cuts of any size to the MBBE department. In fact, the AY

2022 budget for MBBE is currently 270% higher than it was in AY 2018. Each year from AY 2018 to AY 2022, has increased in the MBBE budget and is verified by budget documents within CTAHR;

Budget cuts de-emphasized hands-on learning in MBBE – As shown above, there were no budget cuts to MBBE, but annual budget increases culminating in a budget of 270% in AY 2022. Any changes to hands-on learning resulted from decisions made by the faculty, including during multiple years of significant pandemic impact. Faculty are responsible for the curriculum and the types of learning utilized to help students meet the Student Learning Outcomes for specific courses and degree programs;

Fewer opportunities for MBBE student learning experiences with the Medical School – JABSOM faculty serve on MBBE student’s graduate committees at the MS and PhD levels. The pandemic may have impacted other learning experiences, but we cannot adequately address this allegation without specific examples. Note that any changes were not the result of budget cuts but were decisions made by the MBBE faculty;

Failed to review renewals of probationary faculty holistically – The tenure process is rigorous and grounded in specific criteria designed by the faculty in their area of expertise and reviewed by the Office of the Vice Provost for Faculty Excellence, the Provost, and UHPA. These processes are applied consistently to all faculty up for review;

Not followed through on promises to hire two faculty members – This statement fails to consider the impact of COVID-19 and the ongoing budget uncertainty, including the targeting of UH Mānoa in 2021 for the most significant reduction in legislative appropriations. The positions referenced were approved, and a search was underway when COVID-19 hit in spring 2020. At that time, hiring throughout the UH System was frozen. As the UH budget situation improved, UHM made hiring one of its highest priorities—approving limited hiring in AY 2022, where hires proposed clearly articulate its post-pandemic priorities, are necessary for the accreditation of critical programs, and/or address areas of highest program growth. Based on these priority indicators, CTAHR requested five positions, including one for MBBE, and received three, although unfortunately not the MBBE position;

Approved leave for faculty to pursue admin positions at another university – This statement misrepresents another confidential personnel decision addressed appropriately at the college level. We cannot disclose the details of an individual personnel action or how it has been remedied; and,

The Dean has not resolved conflicts in the College – It is unclear what this specific clause seeks to address. When made aware of real or perceived conflicts or issues, the college and university administration investigate. While any individual involved may not like the outcome and may send their complaints to legislators, that does not mean the conflicts have been ignored. As in any large complex organization that includes individuals with highly diverse backgrounds and experiences and strong personalities and views, not every personal disagreement can be fully resolved to the satisfaction of everyone involved.

The Cooperative Extension Service is not an agency but is a component of CTAHR. SCR 215 SD1 requests that the Legislative Reference Bureau evaluate CTAHR in relation to other cooperative extension agencies and submit a report. We believe that the underlying assumptions used to make the request do not merit the use of state resources for this purpose.

However, it is also the case that such a report will demonstrate that CTAHR offers programming and expertise comparable to other land grant programs across the United States.

More generally, the University of Hawai'i System serves the State of Hawai'i by offering a wide range of degrees spanning certificates and vocational training to advanced graduate degrees in cutting-edge research pushing the boundaries of knowledge. The ten campuses in the UH System each have distinct missions and characters. Still, all work together to implement and support programs that educate the citizens of Hawai'i across the myriad current and future possible jobs, professions, and leadership opportunities. Like any complex system operating on a statewide scale, UH has an organizational structure that relies upon its leadership with relevant experience and expertise to shape our academic programs and allocate resources where they are most critically needed. In each of these areas, we have dedicated faculty and administrators working to improve conditions in the state in an era of scarce resources.

Thank you for the opportunity to provide comments.



**SCR-215-SD-1**

Submitted on: 4/12/2022 10:35:10 AM

Testimony for AGR on 4/13/2022 11:00:00 AM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Stephen Schatz	Hawaii P-20 Partnerships for Education	Support	Remotely Via Zoom

Comments:

Testimony on SCR215 SD1 was submitted by the University of Hawaii Government Relations Office. Participant will be on standby to answer any questions and provide additional information relating to Hawaii P-20 Partnerships for Education. Thank you.

**SCR-215-SD-1**

Submitted on: 4/11/2022 6:30:18 AM

Testimony for AGR on 4/13/2022 11:00:00 AM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Testify</b>
Kenani Gramberg	Individual	Support	Written Testimony Only

Comments:

HOUSE OF REPRESENTATIVES  
THE THIRTY-FIRST LEGISLATURE  
REGULAR SESSION OF 2022

COMMITTEE ON AGRICULTURE  
Rep. Mark J. Hashem, Chair  
Rep. Amy A. Perruso, Vice Chair

COMMITTEE ON HEALTH, HUMAN SERVICES, & HOMELESSNESS  
Rep. Ryan I. Yamane, Chair  
Rep. Adrian K. Tam, Vice Chair  
**Hearing SCR251, SD1**

**POSITION: SUPPORT with Amendments SCR215, SD1**

Aloha Chairs Vice-Chair and Committee members,

I support both the intent of this Senate Concurrent Resolution SCR215, SD1. However, I do wish to make comments as to sections of this SCR. The original intent of this resolution is to build our state's capacity in medical and human services persons within the scope of a certificate to two (2) year associate degrees. The University of Hawai'i System has made fair points as to some of the reasons that the state is facing a nursing shortage. With that said not all "nursing" is the same. For example, an LPN (Licensed Practical Nurse) and CNA (Certified Nurse's Assistant) are different in terms of qualifications. Because we are seeing seasoned workers that are retiring and exiting nursing more so do, we need to look to more innovative measures to meet that nursing demand, let us not conflate "nursing" to all mean one occupation.

What was not addressed is what service providers are looking for in terms of training. The lower Kalihi area offers a unique perspective when it comes to the delivery of health and human services care and experiences. Service providers have indicated in reports given to the Hawaii State Legislature that, they would support having more students that will have more hands-on training and be immersed in the world of providing care. Students would have the opportunity to understand using intake programs like HMIS (Homeless Maintenance Information System). Newly deployed resources in the area would augment current assets. Direct pipelines can be made with area High Schools such as Farrington and McKinley, to work in conjunction with Honolulu Community College along with are service providers. Service providers also voiced support for students who were entering the Human Services and Health care industry to be cross-trained in dealing with how to address mental health issues because more than likely the students once graduated will be in situations where they will be dealing with persons with cognitive, drug and psychological issues.

The health care and human services portion of this SCR should be prioritized over all other areas that are otherwise mentioned. I agree with the UH System that CTAHR is an important and vital component of Hawai'i's goals toward a diversified economy. I request that

all language regarding CTHAR to stricken from this SCR but in recommending to this joint committee that the UH System through CHTAR shall provide the Hawaii State Legislature a plan for a certificate or associates degree in the field of urban and vertical farming. This is an emerging marketplace and has the potential to increase our exports further diversifying Hawai'i's revenue stream and bridging the "gap" between the urban-rural divide when it comes to farming and agriculture. Should there be a need to address investigative concerns toward UH System faculty it should be in its stand-alone piece of legislation.

Therefore, I urge this committee to pass senate concurrent resolution SCR215, SD1 out of committee, and that all changes that could be made to this resolution be added to strengthen the intent of this resolution. I thank you for taking the time to read this testimony and giving this resolution a hearing.

Mahalo,

Ken Farm

Speaking in my capacity as a private citizen

Rationale Toward Redeploying Community College Level Nursing and Human Services to

Lower Kalihi

By. Ken Farm

Forward:

The purpose of this report is to give the Hawaii State Legislature the framework for which a rationale and policy-driven conversation can be had about the justification for the redeployment of the University of Hawai'i Community College's Nursing Program and Human Services programs from its current location at Kapiolani Community College in East Oahu to Honolulu Community College in Lower Kalihi. This author understands that this presumptive policy position will be met with resistance.

However, the author will attempt to provide logistical, pragmatic, and data-driven points that support this innovative decision. However, we request that the readers of this report have an open mind to the idea.

## Rationale Toward Redeploying Community College Level Nursing and Human Services to Lower Kalihi

Sometimes there is a need to review what was done in the past and ask what was done before and if there is any room for improvement. The author in the creation of this report has drawn from the experiences of a past in the field of mental health dealing with age groups of various cognitive deficiencies. This author also understands that there will be resistance to this idea suggested for policy implementation. However, this author requests that the readers of this report have an open mind to the idea. This report and the rationale for redeployment will be broken down into the following sections:

- **Extraordinary Need and Proximity**
- **Training Opportunities**
- **Community Benefit and Workforce Development**

### **Extraordinary Need and Proximity**

There is an extraordinary need for more residents seeking a career in nursing and human services fields. Redeploying instructional programs to Honolulu Community College located in lower Kalihi will provide a unique perspective for students' intent on entering the health care and human services field. Within academia and public policy advocates, there is a consistent narrative that there is an extraordinary need for more of these types of persons especially those from vulnerable communities such as lower Kalihi.

HCC is near troubled areas including but not limited to: Iwilei, A'ala Park, and, encampments along Kokea and Kohou Street concentration of individuals leading to downtown Chinatown.

The reason redeployment is prudent is the proximity, healthcare, and human services workers would not need to go far to be immersed in the realities of providing care to vulnerable populations on the street with various cognitive and reasoning capacity skill levels. In many cases the persons encamped or on the street vacillate between Chinatown and Lower Kalihi, this phenomenon has been observed for many years by this author and others in the community through anecdotal interviews. Persons in these situations are more prone to developing health problems such as diseases of the extremities and skin disorders and increase the risk of physical assault or rape. (Kelly, 1985<sup>1</sup>). Furthermore, persons with these conditions may affect current residents in the area because their medical and mental needs are not addressed to the lack of qualified person healthcare and human services.

### **Training Opportunities**

In anecdotal interviews with social service provider administrators regarding the suggestion to redeploy the nursing and human services program down to lower Kalihi, some administrators saw the idea in a positive light. Several service providers conveyed to this author the idea that students could have the opportunity to do their practicums in this area will benefit them and this community and the state because they could immediately be part of the intake process working with case managers and having real hands-on training with HMIS (Homeless Maintenance Information System). Other administrators saw greater opportunities for collaboration with High School students in conjunction with Honolulu Community college and

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<sup>1</sup> Kelly, J. T. 1985. Trauma: With the Example of San Francisco's Shelter Programs. Pp. 77-91 in Health Care of Homeless People. P. W. Brickher, editor; , L. K. Scharer, editor; , B. Conanan, editor; , A. Elvy, editor; , and M. Savarese, editor. , eds. New York: Springer-Verlag.



could see this as a community pipeline toward careers that increase the health and safety of the community.

*“What matters most is where these students do their practicum, and places like ours is where to can gain invaluable experience”.*

*Service Provider Administrator*

This could lead to a greater understanding of how the mental health fields work in cooperation with health care services both realizing that they are not in competition with one other for the populations that are being serviced. Rather, both services are necessary to increase the chances of successful care coordination<sup>2</sup>.

The current location for the nursing and human service-related programs is in the communities of East Honolulu, KCC, (Kapiolani Community College). KCC is not in close proximity to these affected areas such as lower Kalihi and Chinatown. Furthermore, studies suggest rotations in an area do not provide the level of immersion required to treat people on the street and with low cognitive skills, nor increase the level of effectiveness in those populations (US National Library of Medicine National Institutes of Health, 2017<sup>3</sup>).

Having the experiences that can come with the reemployment of these programs to lower Kalihi will increase the amount of coverage that services in the area can provide allowing students to have rotations with various providers in that area who are in critical need of healthcare and human services providers.

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<sup>2</sup> Substance Abuse and Mental Health Services Administration (Puddy RW, Wilkins N. Understanding evidence Part 1: Best available research evidence. A guide to the continuum of evidence of effectiveness. Atlanta, GA: Centers for Disease Control and Prevention; 2011

<sup>3</sup> US National Library of Medicine National Institutes of Health (2017)  
<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC5716678/>

Furthermore, the opportunity for interdisciplinary training is beneficial as well. This means that students have the benefit of learning and gaining insight from community leaders and other local community organizations. Researchers published in the *International*

*Journal of Psychiatry in Medicine State of 2017* stated:

“...interprofessional collaboration (e.g., among physician assistants, nurse practitioners, psychologists, psychiatrists, dentists, social workers, case managers). Interdisciplinary learning allows students to collectively examine their own and others’ attitudes toward people experiencing homelessness, recognize and value colleagues’ and community members’ expertise, learn from local organizational leaders, and test career choices<sup>4</sup>”

In addition, this may even motivate students to pursue education beyond a community college-level education. Furthermore, such environments create opportunities where empathy is important in dealing with such vulnerable populations. and, to ‘walk in’ in the shoes of those they are treating and begin to understand the complexity of providing medical care and improving cross-cultural communication skills; and integrating an understanding of the homeless condition (Feldman,2020)<sup>5</sup>.

### **Community Benefit and Workforce Development**

This author defines community benefit in terms of what such programs will mean for the community regarding increased opportunities for career development and community health overall. This author has heard the community outcries about how it seems like nothing is being done about the situations of persons on the street. Having the program as suggested in lower Kalihi could mean that there will be more persons from the health care side with can provide a larger coverage for this area in terms of services being provided.

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<sup>4</sup> Chrisman-Khawam L, Abdullah N, Dhoopar A. Teaching health-care trainees empathy and homelessness IQ through service learning, reflective practice, and altruistic attribution. *Int J Psychiatry Med.* 2017;2(3):245-254.

<sup>5</sup> Feldman CT, Stevens GD, Lowe E, Lie DA. Inclusion of the homeless in health equity curricula: a needs assessment study. *Med Educ Online.* 2020;25(1):1777061.

This author supports the comments made by Service provider administrators that, increasing the amount of social and health services augmented with students having their practicums will have positive effects on the community, increase safety and increase overall public health of persons in the area.

*“...[A] Healthy economy and community should have a good amount of investments that promote health and safety within the community[(s)]...”*

*Service Provider Administrator*

Furthermore, the workforce training and development from greater collaboration with the High Schools in the area will set students on track for positions that may not require a 4-year university degree. Furthermore, adding another cohort of students drawing from the Kalihi community and providing paid internships with homeless-serving organizations for practicum work is something that can be seen as an added benefit to this community. Additionally, the average entry-level compensation can range from \$20 per hour, and with experience \$28 per hour or more in yearly salary the range is between \$41,600 to \$58,240+. For example, there is a demand for practical nurses in long-term care facilities and home health settings with possible opportunities in the acute/hospital setting. The average entry-level salary is \$20 per hour and with experience \$28 per hour or more<sup>6</sup>.

What should not be understated is the diversity that lower Kalihi has, this diversity is both a blessing and some cases leads to difficulties. The lower Kalihi area has many types of ethnic groups that live within this area. Many people are overrepresented; this situation means that a one size fits all approach may not be suitable according to researchers published in the Journal of Health Care 2011) states:

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<sup>6</sup> <https://www.kapiolani.hawaii.edu/academics/programs-of-study/practical-nursing-prcn-program/> (2020)

“[Prevalence](#) of substance misuse and substance use disorders differs by race and ethnicity, sex, age, sexual orientation, gender identity... are associated with differing rates of access to both health care and substance use disorder treatment[.]”<sup>7</sup>”

From this author’s experience in the lower Kalihi area, the author concludes that because there is this variation in the vulnerable populations, the workforce in these areas need should be from the areas where these variations of race and ethnicity, etc are prevalent, lower Kalihi area fits this criterion and therefore redeployment of instructional healthcare and human services field programs to Honolulu Community College should become more apparent.

### **Conclusion**

In summation, this author this document has laid out a logical, comprehensive, and innovative case for the redeployment of assets. This author also strives to bring deeper insights as to the need for greater interdisciplinary training between healthcare and mental health such as nurses crossed trained in behavioral health. Furthermore, this author cannot overstate the extortionary need for services and the prudence of having those services in the proximity of where they are needed.

The legislature should consider the policy proposal not just on the immediate effects but on the long-term effects this could have on the community as providing a community and workforce benefit for persons in this community. Policy implementation could lead to a greater percentage from the lower Kalihi area that are currently not looking to get to a 4-year university an option that is close to home and where they may have greater insights into their community than others from outside the lower Kalihi area. Furthermore,

With the creation of a system where students can go from the Farrington and McKinley directly to Honolulu community college and with eager collaboration between the service providers receive

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<sup>7</sup> Lo CC, Cheng TC. Racial/ethnic differences in access to substance abuse treatment. Journal of Health Care for the Poor and Underserved. 2011;22(2):621–637

hands-on training that will increase the effectiveness of our health care and human services providers.

In closing this author quest that the Hawaii State Legislature consider the use of ARPA (American Rescues Plan Act) funds for this policy proposal.