



STATE OF HAWAII
DEPARTMENT OF EDUCATION
P.O. BOX 2360
HONOLULU, HAWAII 96804

Date: 02/12/2016
Time: 02:00 PM
Location: 309
Committee: House Education

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Resolution: HB 2696 RELATING TO VOCATIONAL TRAINING.

Purpose of Bill: Requires the department of education to establish a student repair and maintenance program at selected public high schools. Makes an appropriation.

Department's Position:

The Department of Education (Department) supports the intent of HB 2696 to establish a student repair and maintenance program at selected public high schools.

The Department is open to meeting with the introducers of this bill to establish a working group that could, amongst other things, review existing career and technical education programs, identify programmatic requirements necessary to create a student repair and maintenance program, including but not limited to academic, personnel (including any necessary licensing), operations, procurement and fiscal needs for effective program implementation.

Further, the Department is open to collaborating on the development of language for a concurrent resolution to establish a working group to convene during the 2016-17 school year.

For this Committee's information, the Department has an established Career and Technical program in building and construction which provides training for students in the appropriate and safe use of tools related to the field of construction. These programs allow for students to participate in a work-based learning program that may include live repair and maintenance projects on a school site.

With regards to potential liability and licensing issues, student projects should be limited to non-emergency repairs and projects that do not require electrical or plumbing licenses. Additional personnel for program coordination, direct instruction, and supervision of students are essential and critical elements for a successful work-based learning program.

Thank you for the opportunity to provide testimony on this measure.

DAVID Y. IGE
GOVERNOR



SARAH ALLEN
ADMINISTRATOR

PAULA A. YOUNGLING
ASSISTANT ADMINISTRATOR

**STATE OF HAWAII
STATE PROCUREMENT OFFICE**

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TESTIMONY
OF
SARAH ALLEN, ADMINISTRATOR
STATE PROCUREMENT OFFICE

TO THE HOUSE COMMITTEE
ON
EDUCATION

February 12, 2016, 2:00 P.M.

House Bill 2696
RELATING TO VOCATIONAL TRAINING

Chair Takumi, Vice-Chair Ohno, and members of the committee, thank you for the opportunity to submit testimony on HB 2696. The State Procurement Office (SPO) takes no position on the intent of this bill, but opposes the exemption language on page 2, section 2(e), lines 18-20 and provides suggested changes to that section as indicated below:

“(e) Repair and maintenance projects under the student repair and maintenance program shall be ~~exempt from~~ in accordance with chapter 103D.”

While SPO understands students will be performing the repair and maintenance services, SPO also recognizes that in order to fully perform those services certain instructors, supervisors, materials, equipment and other project/program support may be required and may be procured by contract or purchase order. As such, those requirements procured by contract or purchase order should be in accordance with the procurement code. Statutory exemptions are contrary to the Hawaii Public Procurement Code (Code), section 103D-102, HRS, on the applicability of the chapter that states in part “...shall apply to all procurement contracts made by governmental bodies whether the consideration for the contract is cash, revenues, realizations, receipts, or earnings....” Any governmental agency with the authority to expend funds should be in compliance with chapter 103D, which promotes the policy of fair and equitable treatment of all persons who deal with the procurement system; fosters effective broad-based competition; and increases public confidence in public procurement.

One of public procurement’s primary objectives is to provide everyone equal opportunity to compete for government contracts, to prevent favoritism, collusion, or fraud in the awarding of contracts. Another critical objective is to ensure disclosure and public visibility into the way tax-payer dollars are being spent. As such, along with open competition the Code provides safeguards to ensure procurement integrity, determination of fair and reasonable pricing, public notice, and transparency. The Code also provides consistency in the manner in which purchasing agencies procure goods, services, and construction.

Exemptions to the Code mean that all procurements made with taxpayer monies for this authority, will not have the same oversight, accountability and transparency requirements mandated by those procurements processes provided in the Code. It means that there is no requirement for due diligence, proper planning or consideration of protections for the State in contract terms and conditions, nor are there any set requirements to conduct cost and price analysis and market research or post-award contract management. It also means the authority is not required to adhere to the Code's procurement integrity laws.

To provide fairness and consistency, and due process for vendors/contractors, the Code offers a legal and contractual remedy process to resolve protested solicitations and awards, which includes impartial reviews by the Department of Commerce and Consumer Affairs administrative hearings process and the ability to request judicial review. The protest process also protects agencies and taxpayers from onerous and baseless protests, minimizes delays and disruptions in the award of contracts, and supports a prompt resolution.

To ensure all vendors/contractors who seek public contracts compete on equal footing they are required to demonstrate compliance with Hawaii laws. The Code requires potential vendors/contractors to comply with Hawaii laws prior to award of a contract, i.e. DOTAX Tax Clearance Certificate including IRS certification, DLIR Certificate of Compliance; DCCA Certificate of Good Standing; or Hawaii Compliance Express (HCE) Certificate of vendor compliance. Upon completion of goods provided or services performed, and before final payment is made, a vendor/contractor is again required to demonstrate compliance with Hawaii laws, thereby assuring that public funds are paid to compliant vendors/contractors.

Open bidding procedures assures that the State obtains value, and potential vendors/contractors are treated fairly. Those who lack a working knowledge of the Code, may view it as a cumbersome process. The SPO believes that it is vital to good government to have a fair and consistent process to award government contracts that hold agencies responsible and accountable for their actions.

The SPO is against exempting specific agencies from the Code, as it is not in the best interest of government, the business community, and the general public. The Code establishes a time-tested, fair, reliable set of rules and processes for award of contracts. In conclusion, there is no compelling reason to statutorily exempt the student repair and maintenance program projects from chapter 103D.

Thank you.



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Corey Rosenlee
President
Justin Hughey
Vice President
Amy Perruso
Secretary-Treasurer
Wilbert Holck
Executive Director

TESTIMONY BEFORE THE HOUSE COMMITTEE ON
EDUCATION

RE: HB 2696 - RELATING TO VOCATIONAL TRAINING

FRIDAY, FEBRUARY 12, 2016

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Takumi and Members of the Committee:

The Hawaii State Teachers Association **opposes HB 2696**, relating to vocational training, **with suggested amendments**.

We believe in the value of vocational education. In recent years, education rhetoric has revolved around the misguided notion of “college and career readiness,” a banner phrase for preparing all students to attend universities. Yet, today, college affordability is at an all-time low, student debt at an all-time high, and vocational skills found wanting by employers.

According to the Hawai‘i State Department of Labor, more than 72 percent of the state’s projected openings through 2022 require a high school diploma or less, while only 15 percent of future openings require a bachelor’s degree and only 4 percent require a master’s, doctoral, or professional degree. Thus, to truly promote “college and *career* readiness,” we must invest in vocational and career pathway programming, in which students may learn such vocations as animation, emergency medical services, environmental sciences, marketing, culinary skills, engineering, and, ironically, elementary and secondary education.

We are concerned with the merits of this measure, however, for four reasons. First, while we note that Hawaii’s crumbling public school infrastructure is over 65-years-old on average, the proposed student repair and maintenance program would replace highly skilled contractors and workmen with child laborers. Students should be offered every opportunity to learn a vocation, but should not be used as “cheap

labor” to skirt procurement rules that exist to protect public school users and taxpayers from inadequate craftsmanship. Second, neither teachers nor students should be relied upon as a primary source of infrastructure repairs, given that the number of repairs at any school is likely to be vast, differentiated, and outweigh the number of students enrolled in the vocational training program and that the program does not require the repairs to be completed as part of an ongoing course of study. When schools need plumbing repairs performed, for example, they should call a plumber, rather than offer custodial work to a small number of students for no pay, with little curricular context. Third and relatedly, the department of education already encompasses the principles of vocational training in its career and technical education programs, which offer a broad array of pathways into fields as diverse as digital animation, natural resource management, culinary skills, automotive technology, building and construction, and electrical installation. CTE courses are rigorous, comprehensive, and employ a performance based assessment system that involves, in part, “a challenge from a local or national business or organization asking students to develop a solution, strategy, and/or product to solve a problem facing the business or organization.” Those challenges could, and sometimes do, come from the Hawaii State Department of Education. Forth and finally, this bill does not require vocational training instructors to possess or be provided with a teaching license, teacher certification, teaching degree, or even minimal teacher training. Our state’s schools are already suffering a near 50 percent workforce depletion rate every five years because of the deprofessionalization of teaching. We strongly oppose any measure that further subjects students to unqualified and untrained educators.

To support and expand vocational education, we urge your committee to **replace the contents of this bill with the contents of Senate Bill 2589**, which reads:

SECTION 1. The legislature finds that vocational, technical, and career pathway programs equip students with the skills necessary for in-demand jobs within the modern labor market. Linking education with real-world activities, the programs emphasize innovation within high-growth industries and provide students with opportunities to explore career options.

The purpose of this Act is to expand vocational, technical, and career pathway programs and ensure that secondary school students have the opportunity to participate in these types of programs.

Corey Rosenlee
President
Justin Hughey
Vice President
Amy Perruso
Secretary-Treasurer
Wilbert Holck
Executive Director

SECTION 2. Chapter 302A, Hawaii Revised Statutes, is amended by adding a new section to be appropriately designated and to read as follows:

"§302A- Vocational, technical, and career pathway programs; secondary schools. (a) Beginning with the 2020-2021 school year, at least one secondary school in each school complex area shall provide students with the opportunity to participate in a vocational, technical, and career pathway program. Students who successfully complete all course requirements of a vocational, technical, or career pathway program of study, including all graduation requirements, shall be recognized by the department.

(b) A student participating in a public secondary school's vocational, technical, or career pathway program may complete up to fifty per cent of their graduation requirements in vocational, technical, or career pathway courses.

(c) At any secondary school offering a vocational, technical, and career pathway program, grade nine students may be given the opportunity to earn credit in a course that describes and explains the school's vocational, technical, or career pathway program.

(d) Secondary school students participating in vocational, technical, or career pathway programs may complete a for-credit internship or apprenticeship in grade twelve, subject to department approval and review. The department shall develop criteria for allowing qualified individuals and businesses to provide internship and apprenticeship opportunities to students.

(e) Secondary school students shall have the opportunity to participate in a vocational, technical, or career pathway program in any complex area, subject to department approval.

(f) Vocational, technical, and career pathway programs may include courses in core content areas. For courses in core content areas, dual credit may be given for graduation requirements and vocational, technical, and career pathway program requirements.

(g) Teachers providing instruction in vocational, technical, or career pathway programs at any secondary school shall be highly qualified.

(h) Teachers who are certified and licensed to teach in a vocational, technical, or career pathway program shall receive annually up to \$1,500 to purchase, at their discretion, instructional materials and equipment to support student learning."

SECTION 3. There is appropriated out of the general revenues of the State of Hawaii the sum of \$ or so much thereof as may be necessary for fiscal year 2016-2017 for the department of education to provide up to \$1,500 to each vocational, technical, or career pathway program teacher for instructional materials and equipment to support student learning.

The sum appropriated shall be expended by the department of education for the purposes of this Act.

SECTION 4. New statutory material is underscored.

SECTION 5. This Act shall take effect on July 1, 2016.

To prepare students for the 21st century job market, the Hawaii State Teachers Association asks your committee to **oppose, but amend** this bill.

Hawai'i Construction Alliance

P.O. Box 179441
Honolulu, HI 96817
(808) 348-8885

February 11, 2016

The Honorable Roy M. Takumi, Chair
The Honorable Takashi Ohno, Vice Chair
and members
House Committee on Education
415 South Beretania Street
Honolulu, Hawai'i 96813

RE: Support for HB2696, Relating to Vocational Training

Dear Chair Takumi, Vice Chair Ohno, and members:

The Hawai'i Construction Alliance is comprised of the Hawai'i Regional Council of Carpenters; the Operative Plasterers' and Cement Masons' Union, Local 630; International Union of Bricklayers & Allied Craftworkers, Local 1; the Laborers' International Union of North America, Local 368; and the Operating Engineers, Local Union No. 3. Together, the member unions of the Hawai'i Construction Alliance represent 15,000 working men and women in the basic crafts of Hawai'i's construction industry.

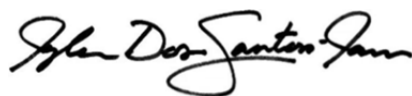
We have long been supporters of vocational education programs in our public schools, which play a crucial role in developing a job-ready workforce in the construction industry and other critical fields. We have also been concerned about the growing backlog of repair and maintenance in DOE schools, which now exceeds \$300 million in both projects large and small.

We find that utilizing students and instructors to address minor repair and maintenance projects has the potential to free up staff time and resources for larger repair and maintenance projects. Providing high school students with hands-on vocational opportunities will help these students to put their learning into action, build self-esteem, and foster pride in their campus.

Therefore, we support HB2696, relating to vocational training, which would require the department of education to establish a student repair and maintenance program at selected public high schools and make an appropriation to fund such a program.

We respectfully request your committee's favorable action on HB2696, relating to vocational training.

Mahalo,



Tyler Dos Santos-Tam
Executive Director
Hawai'i Construction Alliance
execdir@hawaiiconstructionalliance.org

From: mailinglist@capitol.hawaii.gov
Sent: Thursday, February 11, 2016 3:02 PM
To: EDNtestimony
Cc: drjsurfs@gmail.com
Subject: Submitted testimony for HB2696 on Feb 12, 2016 14:00PM

HB2696

Submitted on: 2/11/2016

Testimony for EDN on Feb 12, 2016 14:00PM in Conference Room 309

| Submitted By | Organization | Testifier Position | Present at Hearing |
|---------------------|---------------------|---------------------------|---------------------------|
| David Jay | Individual | Support | No |

Comments: I am a registered voter. I have voted in every election since 1986. I support this bill and the funding to ensure its growth and success.

Please note that testimony submitted less than 24 hours prior to the hearing, improperly identified, or directed to the incorrect office, may not be posted online or distributed to the committee prior to the convening of the public hearing.

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From: mailinglist@capitol.hawaii.gov
Sent: Friday, February 12, 2016 8:12 AM
To: EDNtestimony
Cc: cyuen@kahukuhs.k12.hi.us
Subject: Submitted testimony for HB2696 on Feb 12, 2016 14:00PM

HB2696

Submitted on: 2/12/2016

Testimony for EDN on Feb 12, 2016 14:00PM in Conference Room 309

| Submitted By | Organization | Testifier Position | Present at Hearing |
|---------------------|---------------------|---------------------------|---------------------------|
| Carol Yuen | Individual | Support | No |

Comments: In this bill it proposes to re-introduce vocational training programs back to our high schools to give the students a more well-rounded curriculum choices that can prepare them for life after high school. I think having vocational education would be a great addition and shouldn't have been taken away at all. There are students who don't have the option to go to college and having another skill to prepare them and give them another option would be much more beneficial to their futures. Even if students did have the opportunity to go to college, having additional skills would be a great opportunity for more knowledge. Additionally, this Bill allows students of these classes to perform "small scale" repair and maintenance work around their campus as well as other campuses under supervision. This is a great opportunity for students to learn from people in the field as well as having another mentor. This bill would give them another view of future careers besides just hearing it from teachers who may or may not have had experience in those fields. The passing of this bill will be beneficial to all involved.

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Aloha 'e House Committee on Education,

My name is Irene Leger and I support bill HB2696.

I am a math teacher at Kahuku High and Intermediate school and all year long in my classroom we talk about potential future jobs. I survey the students (about 150+ a year) 4 times a year and 73% majority of the students that I teach, plan on going into vocational careers. Students have expressed to me their desire to have were more programs where they can learn about the trades and vocations. The math that I teach daily is very relevant to vocational skills, and having a funded vocational program in our public schools will benefit the student learning process, and in the long run benefit the State of Hawaii as more students will have the exposure needed to keep them interested to stay in school, and pursue higher education.

I propose to re-introduce vocational training programs back to our high schools to give our students more well-rounded curriculum choices that prepare them for life after high school. Additionally, this Bill allows students of these classes to perform "small scale" repair and maintenance work around their campus as well as other campuses under the supervision of appropriately licensed instructors. We are very excited about the prospect of re-introducing vocational training back into the high school curriculum and have received support for this proposal from both sides of the aisle regarding this program!

Mahalo,
Irene Leger
808-769-7925

LATE

HOUSE OF REPRESENTATIVES
THE TWENTY-EIGHTH LEGISLATURE
REGULAR SESSION OF 2016

COMMITTEE ON EDUCATION
Rep. Roy M. Takumi, Chair
Rep. Takashi Ohno, Vice Chair

DATE: Friday, February 12, 2016
TIME: 2:00PM
PLACE: Conference Room 309
State Capitol
415 South Beretania Street

RE: HB2696 RELATING TO VOCATIONAL TRAINING

Aloha Chair Takumi, Vice-Chair Ohno and Members of the House Education Committee:

My name is Gino Soquena, and I am the Government and Community Relations Director for The Laborers' International Union of North America Local 368 which represents almost 5,000 members throughout the State of Hawaii. Thank you for the opportunity to submit testimony in SUPPORT of HB2696 which would establish a student repair and maintenance program at selected public high schools.

The Hawaii Laborers' Union Local 368 has an apprenticeship program called "The Hawaii Laborers' Training Program" and is continuously looking for new people who would like to pursue a career in construction by becoming a member of the Laborers' Union via its apprenticeship program. We further understand that not all high school graduates may want attend a college or university and some may want to pursue a career in construction.

We believe that HB2696 provides an opportunity for students may want to pursue a career in the construction trades in addition to addressing the backlog of repair and maintenance in some of our public schools.

For these reasons, The Laborers' Union Local 368 respectfully requests your favorable consideration for the passage of HB2696. Thank you for your consideration.

Sincerely,



Eugene "Gino" Soquena
Government & Community Relations Director
Laborers' International Union of North America Local 368