



STATE OF HAWAII
DEPARTMENT OF EDUCATION
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Date: 02/23/2017
Time: 09:30 AM
Location: 211
Committee: Senate Ways and Means

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: SB 0298 RELATING TO SCHOOLS.

Purpose of Bill: Establishes a workforce readiness program within the department of education to allow students to graduate from an extended high school enrollment with a high school diploma and an industry-recognized associate's degree. Appropriates moneys to develop and implement the program.

Department's Position:

The Department of Education (Department) supports the intent of SB 298 to establish a workforce readiness program. The Department values its ongoing collaboration with the University of Hawaii to develop a new industry-led career and technical education (CTE) and appreciates the recognition of the necessary resources to implement such a program.

The Department estimates \$1,054,000 for 17.0 FTE 12-month positions (15 complex area resource teachers and 2 educational specialists) and \$250,000 in operational funds to support the start up and establishment of a workforce readiness program for school year 2017-18 provided that the passage of SB 298 does not replace or adversely impact priorities indicated in our Board of Education-approved budget.

Further, the Department respectfully offers the following amendments for consideration:

Page 2, Section 2(c)(1), line 16 - Amend language to read, "Include grades nine through [~~fourteen~~] twelve."

Page 3, Section 2(c)(4), line 7 - Amend language to read, "...throughout grades nine through [~~fourteen~~] twelve."

Page 4, Section 4, delete lines 1-14 to address the Department's concerns with regard to students with disabilities as proposed in this measure.

The cutoff age under the Individuals with Disabilities Act (IDEA) allows special education students to remain in school until the age of 22. Federal IDEA funds may not be used for any service provided to a student who turns 22 years old and notably an Individualized Education Program (IEP) will not be in effect.

Currently, Section 4 would allow a student in the Workforce Readiness Program to remain in school after their 22nd birthday (so long as they are not 22 or over on the first instructional day of the school year). In other words, if a student is 21 on the first instructional day of the school year, turns 22 on the 2nd instructional day of the school year, the student can remain in the program for the full school year. This would apply to any special education eligible student in the program regardless of the IDEA's cutoff at age 22. So for the student that turns 22 on the 2nd instructional day of the school year, the DOE will likely be required to use State funds to pay for that student's educational services (including special education services) for the rest of the school year.

As currently drafted, this measure allows general education students to remain in the workforce readiness program until they receive certification in Grade 14, or age 20. Allowing students over 18 to remain in a high school setting presents other challenges including discipline, attendance, and compulsory education challenges. The amendments noted above would alleviate these concerns.

Thank you for this opportunity to provide testimony on SB 298.



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony Presented Before the
Senate Committee on Ways and Means
February 23, 2017 at 9:30 a.m.

By
John Morton
Vice President for Community Colleges
University of Hawai'i System

SB 298 – RELATING TO SCHOOLS

Chair Tokuda, Vice Chair Dela Cruz, and members of the committee:

Thank you for the opportunity to submit testimony on SB 298. This bill proposes to establish “a workforce readiness program within the department of education to allow students to graduate from an extended high school enrollment with a high school diploma and an industry-recognized associate's degree.” This bill asks for a formal and intentional connection between DOE pathways, UH programs and industry partners, and this bill further asks that this workforce readiness program resides within the department of education.

As a result of preparing for a recent DOE grant opportunity around career readiness, there exists a working committee involving the head of the State CTE department, UH and DOE leaders that is still going forward. In addition, the UHCC System Office has developed a sector/labor mapping site that is used as a means to engage the leadership of all major economic sectors in the state of Hawai'i, in a formal, cyclic, and intentional fashion. The University of Hawai'i's new website organizes all the jobs in the state of Hawai'i into sector grouping. Each job in the state has its own landing page and detailed there are the following: current demand, projected demand, salary ranges, degree levels required by industry, skill sets required (soft and hard), and a listing of companies that are hiring. In addition, the web site shows how DOE pathways lead to programs in the University of Hawai'i and then into industry.

The leadership of the banking sector and the chief information officers from all major sectors have already met with UH and the DOE and as a result have established formal relations and specific projects and programs have evolved from this engagement. These sector convenings also include the DOE and as a result there is ongoing work to connect the program pathways in the DOE with UH Associate programs and also direct connection with industry partners. In sum, much of current activity in the DOE and in UHCC system is dedicated to connection the curriculum directly with workforce opportunities.

The University of Hawai'i Community College supports the intent of this bill and would add that most of what is asked for is already taking place. We defer to the DOE on the legal and technical considerations on this matter.

Thank you for considering this testimony in your deliberations.