



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

Date: 02/10/2017
Time: 02:45 PM
Location: 229
Committee: Senate Education

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: SB 1305 RELATING TO EDUCATION.

Purpose of Bill: Establishes the vocational education out-of-school program.
Establishes the vocational education program special fund. Makes an appropriation.

Department's Position:

The Department of Education (Department) recognizes the intent of SB 1305 to establish a vocational education out-of-school program for high school students. Further, this measure establishes a special funds and makes an appropriation for the proposed program.

High school students are currently offered a myriad of out-of-school activities including athletics, band, and clubs. Pertinent to this particular measure are existing Career and Technical Student Organizations (CTSOs) such as DECA, FCCLA, FFA, HOSA and SkillsUSA.

The mission of DECA (previously known as the Distributive Education Clubs of America) is to enhance the co-curricular education of students with interests in marketing, management and entrepreneurship. DECA helps students develop skills and competence for marketing careers, build self-esteem, experience leadership and practice community service. DECA is committed to the advocacy of marketing education and the growth of business and education partnerships.

The Family, Career and Community Leaders of America, Inc. (FCCLA) is a nonprofit national career and technical student organization for young men and women in Family and Consumer Science education. FCCLA promotes personal growth and leadership development through Family and Consumer Sciences education focused on character development, creative and critical thinking, interpersonal communication, practical knowledge and career preparation.

FFA, or Future Farmers of America, is an intra-curricular student organization for those interested in agriculture and leadership. FFA provides a path to achievement in premier leadership, personal growth and career success in a broad range of agricultural career pathways (e.g., biologists, chemists, veterinarians, engineers, entrepreneurs).

HOSA: Future Health Professionals (formerly known as Health Occupations Students of America) offers a unique program of leadership development, motivation and recognition designed to meet the needs of students pursuing health and medical professions. The mission of HOSA is to enhance the delivery of compassionate, quality healthcare by providing opportunities for knowledge, skills and leadership development of health science education students.

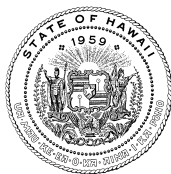
SkillsUSA fosters personal, leadership and professional development for students enrolled in Industrial and Engineering Programs. SkillsUSA promotes understanding of the free-enterprise system, involvement in community service, and training relevant to employers' needs.

Qualified career and technical education (CTE) teachers provide quality instruction and technical guidance during the regular school day. During school year 2015-16, 29,654 students enrolled in at least one CTE course and 4,302 seniors completed at least two or more CTE courses in a specific CTE program of study.

The CTSOs are co-curricular activities that are directly linked to classroom learning and are standards-based through coursework and programs of study. CTE teachers are foundational to the success of the CTSOs. CTSOs meet during and outside of the school day.

Thank you for this opportunity to provide testimony on SB 1305.

DAVID Y. IGE
GOVERNOR



WESLEY K. MACHIDA
DIRECTOR

LAUREL A. JOHNSTON
DEPUTY DIRECTOR

EMPLOYEES' RETIREMENT SYSTEM
HAWAII EMPLOYER-UNION HEALTH BENEFITS TRUST FUND
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ADMINISTRATIVE AND RESEARCH OFFICE
BUDGET, PROGRAM PLANNING AND
MANAGEMENT DIVISION
FINANCIAL ADMINISTRATION DIVISION
OFFICE OF FEDERAL AWARDS MANAGEMENT (OFAM)

WRITTEN ONLY
TESTIMONY BY WESLEY K. MACHIDA
DIRECTOR, DEPARTMENT OF BUDGET AND FINANCE
TO THE SENATE COMMITTEE ON EDUCATION
ON
SENATE BILL NO. 1305

February 10, 2017
2:45 p.m.
Room 229

RELATING TO EDUCATION

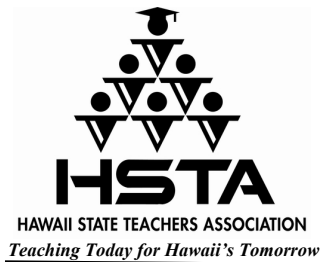
Senate Bill No. 1305 amends Chapter 302A, HRS, and establishes the Vocational Education Out-of-School Program within the Department of Education (DOE) for grades 9 through 12 to be conducted during after-school hours, on weekends, and during inter-sessions. The measure provides that all public schools, including charter schools, may participate in and be eligible for funding through the program.

In addition, the measure establishes the Vocational Education Program Special Fund to be administered by the DOE. The measure authorizes the deposits of appropriations made by the Legislature; gifts, donations, and grants; and proceeds derived from student participation fees should the DOE chose to collect such fees. Moneys in the special fund are to be used to support the Vocational Education Out-of-School Program.

The measure also makes an unspecified general fund appropriation into the special fund and makes an unspecified appropriation out of the special fund for FY 18 and FY 19 for expenses and implementation costs related to the Vocational Education Out-of-School Program.

As a matter of general policy, the Department of Budget and Finance does not support the creation of any special fund which does not meet the requirements of Section 37-52.3 of the HRS. Special funds should: 1) serve a need that cannot be implemented under the general fund appropriation process; 2) reflect a clear nexus between the benefits sought and charges made upon the users or beneficiaries of the program; 3) provide an appropriate means of financing for the program or activity; and 4) demonstrate the capacity to be financially self-sustaining. In regards to Senate Bill No. 1305, it is uncertain if the special fund will be self-sustaining.

Thank you for your consideration of our comments.



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TESTIMONY BEFORE THE SENATE COMMITTEE ON
EDUCATION

RE: SB 1305 - RELATING TO EDUCATION

FRIDAY, FEBRUARY 10, 2017

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Kidani and Members of the Committee:

The Hawaii State Teachers Association **supports SB 1305**, relating to schools.

According to the Hawaii State Department of Education, “Career and Technical Education is an educational structure that allows students the opportunity to explore and learn through the practical application of academic and technical skills and knowledge. The support and involvement of business and industry in CTE is critical to the preparation of tomorrow's skilled workforce.”

Yet, there is concern among CTE stakeholders (teachers, industry experts, and employers) about the lack of CTE inclusion in federal education legislation. As a result of the federal emphasis on high stakes accountability over the past decade, secondary schools across the state have diverted CTE funding to core content areas, especially English Language Arts and mathematics.

A majority of all current job openings, both locally and nationally, are for positions that do not require a college degree. While education reform rhetoric endlessly extols “college and career readiness,” job projections by the Hawai‘i Department of Labor show that, overall, more than 72 percent of the state’s projected openings through 2022 require a high school diploma or less. For comparison, about 15 percent of future openings require a bachelor’s degree and only 4 percent require a master’s, doctoral, or professional degree.

Hawai‘i's CTE offerings must be expanded, then, to allow young people to design their own futures. According to a national study, only 25 percent of polled job

seekers reported receiving career pathing in high school, however, with 41 percent saying that they wished they had received more vocational guidance. Careers taught through the state's CTE program—from automotive technology to environmental management to digital media—are at the cutting edge of our local economy, requiring real-world skills that students and employers desire, and that the CCRI paradigm too often fails to advance. One way of increasing participation in CTE programming is to offer after-school vocational training that aligns with classroom content and standards, as this measure accomplishes, which would also benefit the 38 percent of local children who are not enrolled in an after-school program, but would be likely to participate in one available in their communities.

To prepare students for the 21st Century workforce, the Hawaii State Teachers Association asks your committee to **support** this bill.



46-063 Emepela Pl. #U101 Kaneohe, HI 96744 · (808) 679-7454 · Kris Coffield · Co-founder/Executive Director

TESTIMONY FOR SENATE BILL 1305, RELATING TO EDUCATION

Senate Committee on Education
Hon. Michelle N. Kidani, Chair
Hon. Kaiali'i Kahele, Vice Chair

Friday, February 10, 2017, 2:45 PM
State Capitol, Conference Room 229

Honorable Chair Kidani and committee members:

I am Kris Coffield, representing IMUAlliance, a nonpartisan political advocacy organization that currently boasts over 350 members. On behalf of our members, we offer this testimony in support of Senate Bill 1305, relating to 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 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 digital animation, emergency medical services, environmental sciences, marketing, culinary skills, engineering, and teaching.

Parents and the High Cost of Child Care, a 2016 report by ChildCare Aware of America, found that Hawai'i is the ninth least affordable state for the cost of before-school and after-school care as a percentage of median family. Moreover, researchers with the Afterschool Alliance found that 17 percent of Hawai'i's K-12 youth are responsible for their own care after school hours and 38 percent of all Hawai'i children not currently enrolled in an after-school program would likely participate in one, if one were available in their community.

According to the Hawai'i State Department of Education, approximately 3,790 students experienced homelessness during the 2015-2016 school year, all of whom would benefit from a safe and supportive after-school environment. Vocational education programs may complement classroom content, extending curricular materials to trades, crafts, and technical careers. Such

programs would develop the 21st Century skills Hawai'i's workforce will need, while nurturing the character and creativity of our keiki and helping to retain Hawai'i's best and brightest on our shores. With 92 percent of executives surveyed by Adecco Staffing Agency lamenting a lingering skills gap among job applicants, we must act to equip our children with the necessary training to build a prosperous future for themselves and a thriving economy for the islands.

Mahalo for the opportunity to testify in support of this bill.

Sincerely,
Kris Coffield
Executive Director
IMUAlliance

Chair Michelle Kidani and Vice Chair Kaiali'i Kahele
Committee of Education
Chair Jill Tokuda and Vice Chair Donovan Dela Cruz
Committee of Ways and Means

Stephanie DeMello
Day and date of hearing TBA
Support for S.B. No. 1305, Relating to Education

I am a student at the University of Hawai'i at Manoa currently in the Social Work Bachelor's Program. I am also a single mother and employee for the Marine Corps of Hawai'i SAC program which is a before and after school program to help enrich the lives of young people while their parents are off working and serving our country. I strongly support S.B. No. 1305, Relating to Education, which would establish a vocational out-of-school program for eligible children, including homeless children, to help them learn a trade and, close the information gap here in Hawai'i, and address the lack of affordable programs for children to participate in after school.

Approximately seventy-four percent of all children and teens in Hawai'i are raised in working families who cannot afford the high cost of before and after school care for children. According to the point-in-time count in 2016 there were about 2,000 homeless children in Hawai'i. This program would directly benefit those children whose parents cannot afford after school programs and the children who are homeless to give them a safe and structured place to go to without added financial stress to their household. The vocational program will prepare students in grades 9-12 for working in a specific field, by exposing them to different fields of work it shows these students who may have thought that a certain job or career was out of reach for them that it isn't out of reach. This bill gives many children and teens a goal to work toward that they previously didn't think was an option. This program has the potential to change many young people's lives and end the circle of poverty many families feel stuck in.

Being a single mother myself who, with my daughter, escaped from an abusive relationship it is very important to me to show my daughter that even though she has endured these hard situations so early in life she is still able to overcome it and make something great of her life. By passing this bill you would be changing so many children's and teen's life by giving them a chance many didn't even know was possible. By giving children and teens the support they need to survive even if they don't receive it at home and we can show that Hawai'i is committed to the future. As an employee of an after school program that serves troubled children and teens, I see they are often left at these programs for long hours in the day. I believe these children, who have trouble focusing and making connections with their peers and teachers, need someplace where they can see themselves flourish. We must never forget that children and teens are the future. We must grow and nurture the future in any way we can for the next generation and the generations to come.

In closing I urge the passing of S.B. No. 1305 to help Hawaii's children realize and expand on what they thought the future can hold for them. Thank you for this opportunity to testify.

From: mailinglist@capitol.hawaii.gov
Sent: Wednesday, February 8, 2017 12:46 PM
To: EDU Testimony
Cc: burgharc@gmail.com
Subject: *Submitted testimony for SB1305 on Feb 10, 2017 14:45PM*

SB1305

Submitted on: 2/8/2017

Testimony for EDU on Feb 10, 2017 14:45PM in Conference Room 229

Submitted By	Organization	Testifier Position	Present at Hearing
cheryl	Individual	Support	No

Comments:

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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