



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

**Date:** 04/10/2019

**Time:** 02:10 PM

**Location:** 309

**Committee:** House Lower & Higher  
Education

**Department:** Education

**Person Testifying:** Dr. Christina M. Kishimoto, Superintendent of Education

**Title of Resolution:** SCR 190 REQUESTING THE DEPARTMENT OF EDUCATION TO CONDUCT A STUDY TO ASSESS THE ADEQUACY OF THE DEPARTMENT'S VOCATIONAL EDUCATION PROGRAMS TO PREPARE STUDENTS FOR A CAREER IN A VOCATION.

**Department's Position:**

The Department of Education (Department) appreciates the intent of SCR 190 and respectfully provides comments.

The Department currently is working to establish a continuum of supports and services for students within our high schools that lead to post-secondary opportunities. Ongoing collective actions to build upon relevant, real-world instruction and job-related demands remain a priority as the Department collaborates with its valued industry leaders, Hawaii P-20 Partnerships for Education, the University of Hawaii, the military, and workforce development.

Career and Technical Education (CTE) programs are established in 43 of Hawaii's public high schools to explore their academic and vocational interests across six (6) career pathways comprised of: Arts and Communication, Business, Health Services, Industrial and Engineering Technology, Natural Resources, and Public and Human Services.

The Department has strategically coordinated workforce readiness programs with its vested partners in many of its public high schools to expand opportunities for students to earn pre-apprenticeship and other industry-recognized certificates to strengthen capacity to fill job market needs in post-secondary years.

Further, the University of Hawaii has created workforce Career Interest templates representing the pathways from high school into the workforce in the areas of: Automotive, Business, Culinary, Hospitality and Tourism, Cyber Security, Teaching and Education, Engineering, Finance, Information Technology, Medical Support and Nursing.

Also, in its recent 2017 Hawaii Labor Market Dynamics, the Department of Labor and Industrial

Relations identified our state's projected entry level job openings along with valuable data that included education requirements, work experience requirements, and job training requirements.

Our work is galvanized around a vision for workforce development in Hawaii that ensures all employers have competitively-skilled employees, and all residents have sustainable employment and self-sufficiency. In recognition of the importance for a joint agency workforce preparation program for our students, the Department of Labor and Industrial Relations, Division of Vocational Rehabilitation, and employers statewide collaborated with the Department to recognize competencies required for employment in entry-level jobs.

Given the strategic direction and ongoing work to advance an array of vocational and career paths, the Department respectfully suggests that this measure is not needed at this time.

Thank you for this opportunity to provide testimony on SCR 190.

The Hawaii State Department of Education seeks to advance the goals of the Strategic Plan which is focused on student success, staff success, and successful systems of support. This is achieved through targeted work around three impact strategies: school design, student voice, and teacher collaboration. Detailed information is available at [www.hawaiipublicschools.org](http://www.hawaiipublicschools.org).



Corey Rosenlee  
President  
Osa Tui Jr.  
Vice President  
Logan Okita  
Secretary-Treasurer  
Wilbert Holck  
Executive Director

TESTIMONY BEFORE THE HOUSE COMMITTEE ON  
LOWER AND HIGHER EDUCATION

RE: SR153/SCR190 - REQUESTING THE DEPARTMENT OF EDUCATION TO CONDUCT A STUDY TO ASSESS THE ADEQUACY OF THE DEPARTMENT'S VOCATIONAL EDUCATION PROGRAMS TO PREPARE STUDENTS FOR A CAREER IN A VOCATION.

WEDNESDAY, APRIL 10, 2019

COREY ROSENLEE, PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

Chair Woodson, and Members of the Committee:

The Hawaii State Teachers Association **supports** SR 153/SCR 190, requesting the Department of Education to conduct a study to assess the adequacy of the department's vocational education programs to prepare students of a career in a vocation.

**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 extols “college and career readiness,” job projections by the Hawai'i Department of Labor show that, overall, more than 70 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.

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

Vocational education/CTE offerings at our public schools must be expanded 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, with 41 percent saying that they wished they had received more vocational guidance.



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**Careers taught through the department's vocational programming/CTE—from financial management to civil engineering to teaching—are at the core of our local economy, requiring real-world skills that benefit both students and employers alike.**

Vocational training, now called CTE, should be a viable alternative to college, which is increasingly cost prohibitive for high school graduates and their families (though, notably, students who obtain CTE certifications attend college a higher rate than students who do not). Expanding these programs would allow the 44 percent of Hawai'i high school graduates who do not seek post-secondary education to have more opportunities to receive industry-based skills and certifications required to join the 21<sup>st</sup> Century job market while still in high school.

To know what other vocational/CTE programs are needed in our public schools, so that the HIDOE is able to expand their offerings, to better prepare students to become members of the modern workforce that includes CTE, The Hawaii State Teachers Association asks that your committee to **support** SR 153/SCR 190.