



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

Date: 03/13/2019
Time: 10:00 AM
Location: 309
Committee: House Economic Development & Business

Department: Education

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

Title of Bill: SB 0365, SD2 RELATING TO ECONOMIC DEVELOPMENT.

Purpose of Bill: Requires and appropriates funds for the department of business, economic development, and tourism to develop annual regional economic plans for each county to identify regional economic priorities and industry clusters and jobs within those priorities and clusters. Requires the workforce development council to develop, based on the findings of the regional economic plans, K-16 pathways and programs in each public school and public charter school that prepare students to fill the priority jobs identified in the regional economic plans. Requires participating schools to communicate opportunities to enroll in K-16 pathways, receive industry certifications, and place students in qualified internship programs to prepare students for jobs identified by regional economic plans as priorities in each geographical area. (SD2)

Department's Position:

The Department of Education (Department) offers comments on SB 365, SD2.

The Department works closely with the Office of the State Director for Career and Technical Education and Hawaii P-20 Partnerships for Education to implement and support programs pursuant to the federal Carl Perkins Act for Career and Technical Education.

Career pathways are offered to students by Hawaii's public high schools to guide career exploration and planning activities, to focus teaching and learning, and to link education with relevant, real-world activities. The six pathways are comprised of: Arts and Communication, Business, Health Services, Industrial and Engineering Technology, Natural Resources, and Public and Human Services. Additionally, a range of studies within each pathway promotes student choice to develop their academic and career potential and aspirations. More information on Career and Technical Education can be found on the Department's public website at: <http://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning>

</CTE/Pages/default.aspx>

Schools implement pathways based on a number of factors including student interest, availability of resources, and workforce demand. Throughout the continuous process to ensure access to comprehensive and high-quality opportunities to prepare students for careers, there is need for data to inform efforts and expanding programs with industries being proposed in the bill.

The Department defers to the Department of Business, Economic Development & Tourism for any implementation concerns.

Thank you for this opportunity to provide testimony on SB 365, SD2.

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.



DAVID Y. IGE
GOVERNOR

Mike MCCARTNEY
DIRECTOR

DEPARTMENT OF BUSINESS, ECONOMIC DEVELOPMENT & TOURISM

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Statement of
MIKE MCCARTNEY
Director

Department of Business, Economic Development and Tourism

before the

HOUSE COMMITTEE ON ECONOMIC DEVELOPMENT & BUSINESS

Wednesday, March 13, 2019

10:00 AM

State Capitol, Conference Room 309

in consideration of

SB 365, SD2

RELATING TO ECONOMIC DEVELOPMENT.

Chair McKelvey, Vice Chair Kitagawa, and Members of the Committee on Economic Development and Business.

The Department of Business, Economic Development and Tourism (DBEDT) appreciates the intent of SB 365, SD2 which requires: 1) DBEDT to develop an annual regional economic plans for each county; 2) The Workforce Development Council to develop K-16 pathways and programs to meet each region's specific industry needs in each public school and public charter school; 3) The DOE to maintain records of credentials and internships and schools offering pathways and programs; 4) SPO to exempt qualified internship programs from Chapter 103D; and 5) Each participating school may receive up to \$1,000 in bonus incentive for each student who has completed a qualifying internship in the previous budget year. The bill appropriates \$500,000 in each year of the biennium to be expended by DBEDT.

DBEDT offers the following comments:

This is a meritorious program which requires careful planning and collaboration by five state departments and hundreds of schools and industry partners to be implemented successfully. DBEDT believes the measure is premature because it does not afford sufficient time for the partners to develop an implementation plan. DBEDT respectfully requests that this measure be deferred for at least a year to give the partners an opportunity to work out proposed operating arrangements. Thank you for the opportunity to testify.



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony Presented Before the
House Committee on Economic Development & Business
Wednesday, March 13, 2019 at 10:00 a.m.

By
Donald O. Straney, Vice President for Academic Planning and Policy
University of Hawai'i System

SB 365 SD2 – RELATING TO ECONOMIC DEVELOPMENT

Chair McKelvey, Vice Chair Kitagawa, and members of the committee:

Thank you for the opportunity to testify on SB 365 SD2. The University of Hawai'i (UH) supports the intent of this bill and would like to provide comments. This bill would require the Department of Business, Economic Development and Tourism (DBEDT) to develop and publish an annual economic development plan for each county. Based on these plans, the workforce development council would work with the department of education and UH to develop and provide K-12 pathways and programs in each school that would prepare students for employment in the high-priority industries identified in the county plans. Additionally, internship programs would be identified that would give these students hands-on experience in these industries.

The University of Hawai'i has developed a website that is used by its students and by Department of Education (DOE) schools to identify career opportunities and jobs in the economic sectors of Hawai'i's economy (<https://uhcc.hawaii.edu/workforce/index.php>). The site can be searched by industry, or by county and identifies degrees and credentials that are sought by employers. In addition, users can identify specific job advertisements, required skills, and the trend over time in number of job openings. This website could be linked to priority industries identified by DBEDT in each county, permitting easy mapping by the DOE schools to K-12 curricular pathways.

Another critical project in the final stages of completion is the Pathway Alignment to High Demand Jobs initiative. These templates show pathways from K12, to UH to jobs in Hawai'i. They are endorsed by the DOE, the Chamber, Castle Foundation, UH, and Hawai'i P-20. These templates are ready now but are still drafts. These can be found towards the bottom of the sector site linked above. The direct link is [http://uhcc.hawaii.edu/workforce/downloads/CareerInterestTemplates_All_2019-02-04%20\(DRAFT\).pdf](http://uhcc.hawaii.edu/workforce/downloads/CareerInterestTemplates_All_2019-02-04%20(DRAFT).pdf)

The University of Hawai'i will continue to work with any and all agencies to increase a coherent focus on education/workforce alignment. The University currently works towards this end also with the workforce development council.

Resources would be required in both departments to implement the economic plans and to establish, monitor and supervise the internship programs called for in this bill. However, the University will continue to place a high value on developing pathways that would assist students to prepare for employment or entry into post-baccalaureate programs that lead to careers.

Thank you for the opportunity.



STATE OF HAWAII
Executive Office on Early Learning
2759 South King Street
HONOLULU, HAWAII 96826

March 8, 2019

TO: Representative Angus L.K. McKelvey, Chair
Representative Lisa Kitagawa, Vice Chair
House Committee on Economic Development & Business

FROM: Lauren Moriguchi, Director
Executive Office on Early Learning

SUBJECT: **Measure:** S.B. No. 365, S.D. 2 – RELATING TO ECONOMIC DEVELOPMENT
Hearing Date: March 13, 2019
Time: 10:00 a.m.
Location: Room 309

Bill Description: Requires and appropriates funds for the department of business, economic development, and tourism to develop annual regional economic plans for each county to identify regional economic priorities and industry clusters and jobs within those priorities and clusters. Requires the workforce development council to develop, based on the findings of the regional economic plans, K-16 pathways and programs in each public school and public charter school that prepare students to fill the priority jobs identified in the regional economic plans. Requires participating schools to communicate opportunities to enroll in K-16 pathways, receive industry certifications, and place students in qualified internship programs to prepare students for jobs identified by regional economic plans as priorities in each geographical area.

EXECUTIVE OFFICE ON EARLY LEARNING'S POSITION: Support the Intent

Good morning. I am Lauren Moriguchi, Director of the Executive Office on Early Learning (EOEL). EOEL supports the intent of Senate Bill 365, S.D. 2, and respectfully requests consideration for the inclusion of other industries or fields in Hawaii that are greatly lacking a pool of qualified workforce candidates, such as early childhood education.

EOEL is statutorily responsible for the development of the State's early childhood system that shall ensure a spectrum of high-quality development and learning opportunities for children throughout the state, from prenatal care until the time they enter kindergarten, with priority given to underserved or at-risk children.

As we work to increase access to qualified early learning opportunities for our keiki, we must consider the severely limited workforce of qualified early childhood educators (i.e., those with coursework and background in early childhood, and supported with ongoing professional development, who research shows are most effective).

- As the EOEL Public Prekindergarten Program stands now with 26 classrooms, we have difficulty recruiting and turnover is high (when teachers have not completed coursework in

early childhood education and their assumptions about pre-K teaching are inconsistent with the knowledge and competencies required of teachers in settings for preschool-aged children).

- Because the Program targets our underserved and at-risk children, it is especially important to have teachers who are able to support preschoolers and families living in difficult circumstances. If not, what may result are increased instances of stress-induced behavior problems and inappropriate referrals to special education. Nationally, suspensions and expulsions occur at a rate 3 times higher in public pre-K than in K-12. When vulnerable children encounter teachers who are unprepared to support their developmental needs, these children who can benefit the most from early learning are rejected at an even earlier age and their families are left without options.

Given the severely limited workforce of qualified early childhood educators in the state, we believe what is proposed in this bill would be mutually beneficial for both the community and our students who are interested in entering the field of early childhood education.

We thank you for considering the inclusion of early childhood education if it fits within the parameters of this measure, and/or during implementation if the measure is enacted.

Thank you for the opportunity to testify on this bill.

DAVID Y. IGE
GOVERNOR

JOSH GREEN
LIEUTENANT GOVERNOR



LESLIE WILKINS
CHAIRPERSON

ALLICYN C.H. TASAKA
EXECUTIVE DIRECTOR

STATE OF HAWAII
WORKFORCE DEVELOPMENT COUNCIL
830 Punchbowl Street, Suite 417, Honolulu, Hawaii 96813
Phone: (808) 586-8630 Web: <http://labor.hawaii.gov/wdc/>

March 13, 2019

To: Rep. Angus L.K. McKelvey, Chair and
Rep. Lisa Kitagawa, Vice Chair and
Members of the House Committee on Economic Development and Business

From: Allicyn Tasaka, Executive Director
Workforce Development Council

RE: SB 365 SD2 Relating to Economic Development

Hearing: March 13, 2019, 10:00 a.m., Conference Room 309

POSITION: Support Intent and Comments

Good morning Chair McKelvey, Vice Chair Kitagawa and members of the Committee on Economic Development and Business. I am Allicyn Tasaka, Executive Director of the Workforce Development Council (WDC) testifying in support of the intent of SB 365 SD2 and offers comments.

The measure requires DEBDT to develop annual regional economic plans for each county to provide K-16 pathways and qualified internship programs to meet each region's specific industry needs, involving the WDC, Department of Labor and Industrial Relations (DLIR), Department of Education (DOE) and the University of Hawaii (UH).

The WDC is responsible for the administrative oversight and implementation of a federally mandated initiative, the Workforce Innovation and Opportunity Act of 2014 or WIOA. The agency is tasked with strategic planning and developing the infrastructure for a seamless common intake and referral system at the American Job Centers (or One-Stop Centers) so job seekers and employers can maneuver through the workforce system efficiently and receive employment, education, training and support services throughout the State. The WDC is administratively attached to the DLIR.

Under WIOA and the Carl D. Perkins Career and Technical Education Act (Perkins) the WDC, UH and DOE Adult Education are currently collaborating to develop career pathways, internships and apprenticeships at the post-secondary level. The federal initiatives are data and

job-driven and emphasize work-based training. UH Office of Career and Technical Education (CTE) is taking the lead on developing a five-year state Perkins plan (2019-2024) that must align with the recently updated WIOA Hawaii Unified State Plan.

The WIOA law helps people with barriers to employment. The federal law focuses improving access to education and workforce services to veterans, individuals with disabilities, out-of-school and at-risk youth, foster care youth, ex-offenders, low-income, homeless, low level of literacy, and migrant and seasonal farmworkers. The front-line employment services are conducted at the American Job Centers.

To be ready and able to provide K-16 pathways and programs in each public school and public charter school will take time, resources and much collaboration among government agencies and considerable amount of effort developing the needed internships with the private sector businesses. Additionally, the industries or clusters identified by DEBDT may not have industry recognized certificates.

Thank you for the opportunity to testify on SB 365 SD2.



david.miyashiro@hawaiikidscan.org
hawaiikidscan.org

David Miyashiro
Executive Director

March 13, 2019

Committee on Economic Development & Business
Rep. Angus L.K. McKelvey, Chair
Rep. Lisa Kitagawa, Vice Chair

State Capitol
415 South Beretania Street
Honolulu, HI 96813

Aloha Chair McKelvey, Vice Chair Kitagawa, and Members of the Committee,

HawaiiKidsCAN strongly supports SB 365 SD2.

Removing barriers to relevant, applied, and innovative learning experiences is necessary if we want our kids to shape and lead the world of the future. We see industry and public schools as natural partners in preparing students for tomorrow—if only there were less red tape.

Founded in 2017, HawaiiKidsCAN is a nonprofit organization committed to ensuring that Hawaii has an excellent and equitable education system that reflects the true voices of our communities and, in turn, has a transformational impact on our children and our state. Last year, our centerpiece campaign sought to increase equity and access for STEM and computer science learning experiences. These opportunities expose students to skills connected with high-wage, high-growth industries, giving them more options upon graduation.

Today, our students face an uncertain, deeply complex economic future, both globally and locally. The cost of living continues to rise in Hawaii while affordable housing options become more scarce. By forging a strong and thoughtful link between local schools and industry, we can ensure the next generation thrives in that challenging environment; grow our local economy; and address the state's persistent "brain drain" phenomenon, which sees many of our talented students leave for the mainland and stay there due to perceived lack of opportunity.

Given the diverse and varied needs of our local communities, SB 365 SD2 provides critical alignment between K-12 and higher education. It builds on exciting work happening locally already thanks to innovative school and industry partners.

This bill moves the needle in three critical ways:



- **Alignment:** There is growing interest from local students and teachers in work-based learning and career and technical education. Schools need coordinated support so that they are offering training and classes that lead to the biggest impacts. SB 365 SD2 ensures that the opportunities available to students are tied directly to industries with the greatest economic and growth potential for students. This is made possible by aligning K-12, higher education, and economic development partners to work together to map out regional economic plans. These plans help schools offer K-16 pathways, qualified internship programs, and industry credential opportunities to meet each region's specific industry needs.
- **Streamlining:** “High school internships are a win-win for both employers and students,” said Robin D. Richards, chairman and CEO of Internships.com. “For students, work experience is the key to ensure they make a good career decision and build their professional network. By employing students, companies get exposure to talent early in their career journey and help support the well-being of the local community.”

SB 365 SD2 streamlines the process of companies offering internships to students. It exempts schools from having to go through the complicated state procurement process, making it less daunting for well-meaning industry partners to support their local public schools. It also establishes safeguards for students to ensure they receive quality, relevant career experiences in these opportunities.

- **Resources:** In order to spur these innovative changes in our local schools, SB 365 SD2 also provides financial incentives to schools as determined by the number of students actively completing qualified internship programs and attain industry credentials as outlined by this bill. Schools already have so much on their plate with limited resources, so policymakers should ensure that they receive the appropriate support and recognition as they build out these programs.

States like Tennessee and Colorado have already taken the lead on initiatives to coordinate across sectors or provide incentives to schools to offer industry certifications, internships and Advanced Placement computer science courses. School districts in Washington State also offer summer internships aligned to regional careers in areas such as aerospace and advanced manufacturing, health and medicine, information and communication technology, energy and sustainability, business and professional services, and education. We believe that SB 365 SD2 moves similar work forward for Hawaii, and we are excited to see



what Hawaii's students will achieve when they have opportunity to attain transformative, marketable skills under SB 365 SD2.

Mahalo for the opportunity to testify,

David Miyashiro
Founding Executive Director
HawaiiKidsCAN

SB-365-SD-2

Submitted on: 3/12/2019 9:47:02 AM

Testimony for EDB on 3/13/2019 10:00:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Melodie Aduja	O`ahu County Committee on Legislative Priorities of the Democratic Party of Hawai`i	Support	No

Comments:

SB-365-SD-2

Submitted on: 3/12/2019 9:59:37 AM

Testimony for EDB on 3/13/2019 10:00:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Phoenix Maimiti Valentine	W.A.V.E. (Hawai'i Kids Can)	Support	No

Comments:

Aloha Kakahiaka Venerable Lawmakers,

‘O Phoenix Maimiti Valentine ko‘u inoa. He ‘Umikā«mā• lima o‘u makahiki. He haumana au. Ke noho nei au ke awā• wa ‘o Mā• kaha. ‘O wau kahi Kupa o ka Honua. ‘O wau nā• ka mea e hiki mai ana.

My name is Phoenix Maimiti Valentine. I am 15 years old. I am a homeschooler from the Valley of Mā• kaha. I am a citizen of the world. I am the future, as is every keiki in Hawai‘i nei.

I write in support of SB365 SD2, the companion bill of HB406. SB365 SD2 purposes appropriations to support internships for Public School & Public Charter School Students, in our State from K-16. Investing in internships, would create educated advocates. Advocates come in many forms.

I am learning about mo‘olelo in moku ‘o Wai‘anae. I am learning how legends tell about our History. Land and it’s inhabitants were connected. People were shaped by their surroundings. Jobs were determined by resources available thereby determining purpose of the community. The land was connected to a people who created a history. Without educated advocates to protect what makes us unique, we could lose our identity. The idea of educating youth through internships would create purpose for a community and give students a future of being advocates for an industry of their choice in Hawai‘i. SB 365 SD2 would appropriate funding for this endeavor.

It is true that Hawai'i is a Tourism-based State. Let us protect what makes us unique by educating the youth to preserve our integrity & the integrity of Hawai'i. Imagine the proposals each County would deem important for the survival of our State. Hawai'i is rich in Culture, History, and Geographically as amazing. If we start teaching more of our residents, about what makes Hawai'i so special, we'd have educated advocates in the fields specified to greatest economic growth as determined by the Department of Business, Economic Development and Tourism.

I support SB365 SD2 for being the companion Bill of HB 406. Future connections and purpose for the inhabitants of Hawai'i could be made by implementing SB365 SD2. Please support this SB365 SD2.

Mahalo, Phoenix Maimiti Valentine

SB-365-SD-2

Submitted on: 3/11/2019 11:04:31 AM

Testimony for EDB on 3/13/2019 10:00:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Layla Kilolu	Individual	Support	No

Comments:

Aloha Honorable Elected Public Servants,

My name is Layla and I am a graduate student at UH Manoa studying urban and regional planning. I am also an East-West Center fellow studying resilience, and working towards making our state more sustainable and resilient. Further I support this bill because I know that we need to support career pathways for our keiki. This bill makes it easier for students to access the most impactful work-based learning experiences by aligning K-12, higher education, and economic development departments around the unique needs of each region of our state, with a specific focus on high-wage, high-growth sectors.

I appreciate that this bill will help pave the way for our schools and businesses to offer internships, and helps to protect students so that their time is being spent on tasks actually related to the career skills they are trying to build. Let's keep our keiki here in Hawaii, instead of having them go to the mainland for jobs.

**Respectfully,
Layla Kilolu, MBA**

SB-365-SD-2

Submitted on: 3/11/2019 11:49:19 AM

Testimony for EDB on 3/13/2019 10:00:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Mio Chee	Individual	Support	No

Comments:

SB-365-SD-2

Submitted on: 3/11/2019 12:11:01 PM

Testimony for EDB on 3/13/2019 10:00:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Carl Takamura	Individual	Support	No

Comments:

I strongly support SB365, SD 2 because I believe that career pathways not only help students to better develop and apply their academic and personal strengths, but they also enable them to explore their career interests in a structured and focused way that involves mentors and other partners from out community. I have chaired the McKinley High School Academies of Finance and Hospitality and Tourism for over twenty years now and can attest to the value and success of this effective approach to education.

Carl Takamura

SB-365-SD-2

Submitted on: 3/12/2019 9:24:57 AM

Testimony for EDB on 3/13/2019 10:00:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Dyson Chee	Individual	Support	No

Comments:

As a 17 year old high schooler, I strongly support SB365. I believe it will provide more opportunities for students who are in the DOE system, and will benefit local businesses as well by preparing my generation for real world jobs.

LATE

SB-365-SD-2

Submitted on: 3/13/2019 8:56:32 AM

Testimony for EDB on 3/13/2019 10:00:00 AM

Submitted By	Organization	Testifier Position	Present at Hearing
Clara Kathman	Individual	Support	No

Comments:

Rep. Angus L.K. McKelvey, Chair

Rep. Lisa Kitagawa, Vice Chair

COMMITTEE ON ECONOMIC DEVELOPMENT & BUSINESS

March 12, 2019

Support on Senate bill 365 relating to economic development

Hello, I am Clara Kathman a freshman at Kalaheo High Schools and I fully support SB365. This bill requires internships to fit the specific region's industry needs. With Hawaii's high housing cost students need any break they can to get ahead and get a job. With these pathways and internships, students will be able to get the education they need for more jobs

Only 2.1% of Hawaii is unemployed which sounds like a really great thing. However, this means that for soon to be graduates there are less in-state jobs available. College isn't always an option for students due to cost and family issues. These internships will allow these students to become more qualified for high-paying jobs.

Thank you for your time and consideration, and I truly hope that you will support Senate Bill 365.

