

SB2589

Measure Title:	RELATING TO EDUCATION.
Report Title:	Education; Vocational, Technical, and Career Pathway Program; Secondary Schools; Appropriation (\$)
Description:	Appropriates funds and designates the department of education to implement a program of study for students to gain vocational and technical training.
Companion:	
Package:	None
Current Referral:	EDU, WAM
Introducer(s):	KIDANI, HARIMOTO, SHIMABUKURO, Dela Cruz, Galuteria



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

Date: 02/10/2016

Time: 01:15 PM

Location: 229

Committee: Senate Education

Department: Education

Person Testifying: Kathryn S. Matayoshi, Superintendent of Education

Title of Bill: SB 2586 RELATING TO EDUCATION.

Purpose of Bill: Requires the department of education to provide public school students with a whole child education curriculum, air conditioning in certain classrooms, and decrease class size. Requires sufficient allocation of special education teachers and provides special education teachers with additional preparation time and funding. Establishes the student loan subsidy program and special fund. Expands vocational, technical, and career pathway programs. Amends weighted student formula factors to be considered by the committee on weights. Limits participation in standardized tests, prohibits the use of standardized test scores for evaluation purposes, authorizes standardized testing exemptions, and requires the board of education to provide notice of the right to opt-out of standardized testing. Requires all eligible children to attend preschool by the 2020-2021 school year. Amends evaluation program for teachers and educational officers. Increases the general excise tax. Makes appropriations.

Department's Position:

The Department of Education offers COMMENTS on S.B. No. 2586, S.B. No. 2587, S.B. No. 2588, S.B. No. 2589, S.B. No. 2590, S.B. No. 2591, S.B. No. 2592, S.B. No. 2593, S.B. No. 2594, S.B. No. 2595, S.B. No. 2596, S.B. No. 2597, S.B. No. 2598, and S.B. No. 2599.

Overall Comments

The Department of Education's (Department) vision is that our students are educated, healthy, and joyful lifelong learners who contribute positively to our community and global society. To achieve this goal, our schools and educators need the proper tools and resources.

We support initiatives aimed at improving working conditions for teachers and educational opportunities for students. In 2004, the Legislature established the "Reinventing Education Act," allowing schools the autonomy and responsibility to allocate school-based budgets to support school-identified programs and priorities, whether it be hiring more staff or purchasing supplies and materials. And, it empowered schools to make the best decisions to fit the needs of its students and communities.

Over the last decade school funding levels have not kept up with our education costs. Nevertheless, our public schools have made significant strides that have not gone unnoticed by the U.S. Department of Education and other national organizations. Attendance has improved, students are progressing and achieving more, and more students are going to college. This is a testament to the dedication of our educators and students, as well as other community leaders and partners.

The measures before you address many important aspects of education – curriculum, assessments, staffing, facilities, class size, funding, etc. However, respectfully, the Department is concerned that the crafted language, such as providing specific types of teachers for schools or a one-size-fits-all approach to instructional time or class size, detracts from school-level decision making and also circumvents the appropriate participants and venues for these conversations. Such a proposal would hinder the progress made by school leadership teams or School Community Councils, the collective bargaining process, the Board of Education which sets the policy direction for the Department, and principals and teachers in collaboration with Department leadership.

We welcome continued support from HSTA and the Legislature for additional resources for public education as well as the Department's budget priorities, as set out in the Executive Budget request. Adequate funding for our students helps to ensure a quality education that they deserve, and need, to prepare to be contributing members in our community and global society. Teachers have the most impact in ensuring a quality education. It's important that they have the support, the right tools, and the best facilities to thrive in their profession.

We look forward to working with the Committee and other stakeholders to address the issues raised in these measures.

Specific comments to the parts of the bill are itemized below.

Part II. WHOLE CHILD EDUCATION (S.B. No. 2587)

The Department recognizes the importance of promoting creative thinking, self-directed learning, and cultural understanding, as well as the impact it has upon children's future outcomes and the state's economic growth.

Since 1999, the Department has provided "whole child education" through its K-12 standards-based system which includes the General Learner Outcomes (GLOs). GLOs are the overarching goals and content standards in nine areas including fine arts, social studies, Hawaiian studies, world languages, and physical education. Complex areas and schools have the flexibility to design class offerings that are best suited to their

community.

Additional funding would support increased opportunities and more diverse offerings for students.

Given that a Board of Education policy for whole child education is already in place, the Department respectfully finds S.B. No. 2587 to be unnecessary.

Part III. SPECIAL EDUCATION (S.B. No. 2588)

The Department appreciates the intent of S.B. No. 2588 to provide each teacher with \$1,690 of discretionary funds for instructional materials and equipment and to add additional preparation time for special education (SPED) teachers. This additional preparation time, during which teachers would "not be required to interact with students", would be to complete individualized education programs (IEPs), which are required for each SPED student.

Teachers' preparation time is subject to collective bargaining. Article VI of the current HSTA contract and Department regulations include provisions for preparation periods and that address providing SPED teachers with additional non-student time to work on IEPs and other related SPED duties.

If this measure is adopted, additional funds would be required to either pay SPED teachers for the additional 40 plus hours of additional preparation time, or alternatively, schools would need to establish and hire additional SPED teachers or substitute teachers to cover the instructional time for SPED teachers during the extra preparation period. Because Hawaii's SPED teaching positions are "hard-to-fill," as they are nationwide, creating more positions in order to hire more SPED teachers will not, in the near term, be a solution.

The Department is not opposed to the Legislature appropriating funding for \$1,690 for every SPED teacher to purchase additional instructional materials and equipment, provided that it does not replace or adversely impact priorities as indicated in budget approved by the Board of Education (Board).

Given that teacher preparation time is included in the collective bargaining agreement, the Department respectfully does not support S.B. No. 2588.

Part IV. VOCATIONAL EDUCATION (S.B. No. 2589)

The Department supports the intent of S.B. No. 2589 to expand vocational, technical, and career pathways programs and welcomes additional funding to support career and technical programs, provided that it does not replace or adversely impact priorities as indicated in budget approved by the Board.

Career and Technical Education (CTE) programs (formally known as Vocational and Technical Education) are currently offered in 46 public high schools. In school year 2014-2015, 29,356 students were registered in at least one CTE course and 4,453 seniors had completed a CTE program of study. Also, the Department awards Honors

Recognition Certificates for graduates earning Career and Technical Education Honors or Science, Technology, Engineering and Mathematics (STEM) Honors.

CTE programs are organized under six Career Pathways: Arts and Communication, Business, Health Services, Industrial and Engineering Technology, Natural Resources, and Public and Human Services. The Department currently offers 41 programs of study within the six career pathways framework. Current Board Policy No. 2103 defines Career and Technical Education.

The Department is committed to improving CTE opportunities for students throughout the state. The Department respectfully finds the provisions of S.B. No. 2589 to be unnecessary, as the intent of this bill is currently being implemented.

Part V. FACILITIES (S.B. No. 2590)

The Department welcomes additional funding for heat abatement and energy efficiency measures. The Department's Ka Hei program is a comprehensive energy and sustainability program designed to provide comfortable learning environments for our students and teachers. One of the key objectives of the program is to reduce costs and energy consumption at all 256 public schools. The Department has made significant progress in working toward the goals of Ka Hei and appreciates the support of the Legislature to further these efforts.

In addition, the Governor announced his plan to air condition 1,000 classrooms by the end of 2016, and is making available GEMS financing. We appreciate his initiative and are moving rapidly to execute his proposal.

Part IV. WEIGHTED STUDENT FORMULA (S.B. No. 2591)

The Department offers the following comments:

This bill states: "Principals, in consultation with teachers and school community councils, shall expend moneys provided to the principals' school." Section 302A-1124, HRS, currently defines the role of the school community council and mandates a composition that includes teachers.

The new language related to a "superintendent's reserve" states both that the reserve is "to address needs at unique and remote schools," and that "the committee on weights shall make recommendations...for how the reserve should be used." Stating that the reserve is for "unique and remote schools" would be unnecessary if the intent is to allow the committee on weights to determine the criteria for the reserve's use.

The Weighted Student Formula (WSF) reserve was established in school year 2012-2013 based on a committee on weights recommendation that was approved by the Board. A portion of WSF funds are set aside in this reserve to provide supplemental funds to schools that demonstrate a need as combination school (e.g., K-8, 7-12), geographically isolated, has very low enrollment, or is experiencing an extraordinary circumstance. The distribution of these funds is made based on committee on weights-recommended guidelines.

Part VII. STANDARDIZED TESTING (S.B. No. 2592)

Statewide standardized tests provide one valuable source of information on student learning for students, parents, teachers, and educational administrators, but also informs educators and policy-makers about the progress of the education system. Standardized testing is an efficient method for reliably and objectively measuring the academic performance of the over 90,000 students in tested grades and 275 public schools (Department and charter) across the state. Standardized test scores provide one consistent measure, although incomplete, of school and student performance. Thus, all of the Department's accountability systems – for schools, educators, and students - use multiple measures.

Many provisions in this bill related to testing conflict with federal requirements which are a condition of receiving federal educational support including Title I funds. Despite the elimination of No Child Left Behind, its successor, the Every Student Succeeds Act (ESSA), still requires states to administer a statewide student test and use those test scores to "meaningfully differentiate" schools and identify the lowest-performing. Federal requirements for minimum participation of 95% of students continue under ESSA. And students who have individual needs may receive accommodations on a test based on their IEP, which is informed by their teachers' assessment of their needs. The Department also administers an alternative assessment for students with significant cognitive disabilities and an exemption for the English Language Arts state assessment for students with limited English proficiency who are in their first year in a U.S. school.

The Department understands that instructional time is incredibly valuable for teaching and learning. The Department is continuously reviewing the tests that are required for all students to ensure that they are necessary and valuable. Over the last two years, we have reduced the number of tests that are required. Currently, the number of standardized tests required by the state is at the federal minimum with the exception of grade 11 which is being reviewed.

The Department remains cognizant to minimize the burden on students while balancing the need to support students through measuring achievement and complying with federal requirements. As such, the Department respectfully suggests that S.B. No. 2592 is unnecessary.

Part VIII. CLASSROOM SUPPLIES (S.B. No. 2593)

The Department supports providing teachers with the resources necessary to help our students thrive in the classroom. The Department estimates the fiscal impact to be approximately \$11,900,000 per year using the calculation of \$1,000 per Full Time Equivalent (FTE) positions at schools which total approximately the Department's workforce of 11,100 classroom teachers, 200 libraries, and 600 counselors.

Additionally, there may be some administrative issues that need to be addressed before

implementing such a program through a debit card system, as described in the bill. These administrative considerations include processing, procurement, reconciliation, and workload issues at the school and vendor payment levels.

Part IX. TEACHER RECRUITMENT AND RETENTION (S.B. No. 2594)

The Department supports the intent of S.B. No. 2594. Loan subsidies can encourage prospective teachers to contemplate careers in special education, vocational education, technical education, and career pathways.

However, the Department believes the bill may not be necessary. Federal loan forgiveness is already available for teachers in areas the Department has designated as “teacher shortage,” including special education, technical, and vocational education.

Furthermore, the program proposed for teacher recruitment and retention is complex and would be, as a result, administratively burdensome given the Department’s current systems and staffing. The Department anticipates the establishment and maintenance of the program would require substantial resources to fund the incentives and administer the program.

Part X. EARLY CHILDHOOD EDUCATION (S.B. No. 2595)

The Department supports efforts to provide opportunities for early childhood education for all of Hawaii’s keiki as it is critical that they enter kindergarten ready to learn. Children deserve the best possible foundation upon which to build success and early childhood education is integral to this foundation. Children are most successful when they enter the public school system prepared with the socio-emotional and pre-academic skills that make them kindergarten-ready.

Part XI. EVALUATIONS (S.B. No. 2596)

The Department offers the following comments on S.B. 2596:

The Department recommends maintaining the existing 302A-638, HRS, which was established in 1996 and preceded the current evaluation systems which were negotiated between the State and its unions. The proposed changes should be bargained, as HSTA has previously testified in response to prior year’s efforts to legislate aspects of teachers’ evaluations.

The Department supports the intent of the portion of paragraph (a), which requires the Department to consult with the unions in establishing an evaluation program for teachers and educational officers (EOs), but notes that proposed language is redundant with existing statute and practice. A consultation process is already codified in section 89-9(c), HRS, and in the past, the Department has consulted, and at times negotiated, with Hawaii State Teachers Association (HSTA) and Hawaii Government Employees Association (HGEA) regarding evaluation programs for teachers and EOs.

Many provisions of this measure are currently governed by agreements with HSTA and HGEA.

Part XII. CLASS SIZE (S.B. No. 2597)

The Department supports the intent of S.B. No. 2597 but respectfully opposes the measure for the reasons identified below.

Class size is a subject of collective bargaining and is addressed in the Department's contract with HSTA. Article VI, Teaching Conditions and Hours, Section A. 6., of the current contract states that the employer agrees to maintain the "average statewide class size ratio of 26.15 to 1."

Moreover, class size is product of school-level decisions by the principal and School Community Council in budgeting of school funds. Thus, schools are empowered to select its number of teachers based on its allocation of its student population-based budget toward personnel. Rather than class size limitations determined by the Legislature, class size is better addressed by providing additional funding for the Weighted Student Formula, which would allow schools to allocate additional resources towards personnel and thus reduce class size.

The current HSTA contract also provides a process to follow should there be issues in connection with the class size of individual classrooms. For example, a class size committee is required, with the authority to hear and investigate class size complaints and make recommendations to the Superintendent for change. If there is no majority vote on a decision of the committee, the HSTA may have the matter submitted to arbitration.

Finally, any change to the class size requirements, including a change from average statewide ratio to individual classroom maximum, would have significant cost implications due to the need for more teachers and additional facilities to house additional classrooms. The Department believes there are other, often less costly, means to provide students with quality education and to address working conditions for teachers.

Part XIII. FUNDING (S.B. No. 2599)

The Department has no position on this measure and defers to the Administration with regard to the generation of revenues to fund public programs.

Part XIV. MISCELLANEOUS (S.B. No. 2598)

The Department supports the intent of S.B. No. 2598. The additional funds would provide the Department with additional teaching positions to support the programs and needs of our schools and students. However, this bill is prescribes the subject area of

teachers to be funded, and the Department supports schools' using their autonomy to determine the types of positions necessary for their school program and community.



STATE OF HAWAII
STATE COUNCIL
ON DEVELOPMENTAL DISABILITIES
919 ALA MOANA BOULEVARD, ROOM 113
HONOLULU, HAWAII 96814
TELEPHONE: (808) 586-8100 FAX: (808) 586-7543
February 10, 2016

The Honorable Michelle H. Kidani, Chair
Senate Committee on Education
Twenty-Eighth Legislature
State Capitol
State of Hawaii
Honolulu, Hawaii 96813

Dear Senator Kidani and Members of the Committee:

SUBJECT: SB 2589 – Relating to Education

The State Council on Developmental Disabilities (DD) **SUPPORTS THE INTENT OF SB 2589**. The purpose of the bill 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.

The DD Council is responsible for the development and implementation of a Five-Year State Plan. Our current State Plan (FY 2012-2016) includes two Goals, "Students with intellectual and developmental disabilities have quality education outcomes, including vocational and life skills training," and "People with intellectual and developmental disabilities will have supports to obtain and sustain their chosen life goal to prepare students at all educational levels for the transition from high school to adult life including employment, self-employment, and/or post-secondary education and training." The Council has learned that individuals with DD are not provided with career pathways within the Department of Education (DOE). They are categorized as a diploma or certificate track student. The provision of vocational, technical, and career pathways as described in the bill would benefit students with disabilities in obtaining vocational and technical training for life after exiting DOE. They would gain skills to explore opportunities to become competitively employed.

Thank you for the opportunity to submit testimony **supporting the intent of SB 2589**.

Sincerely,

A handwritten signature in black ink, appearing to read "Waynette K.Y. Cabral".

Waynette K.Y. Cabral, MSW
Executive Administrator

A handwritten signature in black ink, appearing to read "Josephine C. Woll".

Josephine C. Woll
Chair



Testimony Presented Before the
Senate Committee on Education
Feb. 10, 2016 at 1:15 pm

by
Bernadette Howard
Hawaii State Director for Career and Technical Education

SB 2589: Relating to Education

Chair Kidani, Vice Chair Harimoto and Members of the Committee:

Thank you for the opportunity to provide comments on SB 2589 which appropriates funds and designates the Department of Education to implement a program of study for students to gain vocational and technical training.

The State Office for Career and Technical Education (CTE) administers the \$5.5M Perkins grant awarded to Hawaii annually by the US Department of Education. The main purpose of the Perkins grant is to promote the development of services and activities that integrate rigorous academic and career and technical instruction in Hawaii's high schools and community colleges. The overall goal is program improvement and student success.

In SY 2015-16, the State Department of Education received a total of \$2,531,015 for current secondary CTE programs and the development of new programs in emerging occupations, for teacher professional development, and for the assessment of student success in meeting employer-endorsed standards in CTE courses and programs.

SB 2589 states in Section 2(a), that *"Beginning with the 2020-21 school year, at least one secondary school in each school complex will provide students with the opportunity to participate in a vocational, technical, and career pathway program."* Please note that currently every high school in the state has CTE programs that are open to all students. The attachment to my testimony lists all secondary schools by island and the Career Pathways that are offered there. Every school offers at least two programs, and 16 schools have programs in all six of the Pathways.

Section 2(a) of the bill goes on to read, *"Students who complete all courses...shall be recognized by the department."* In 2014-15, 51 high school graduates earned a CTE honors designation. This was a 70% increase from the 30 students that earned the CTE honors designation in 2013-14.

Section 2(d) reads *"...students participating in a...career pathway may complete a for-credit internship or apprenticeship in grade 12...The department shall develop criteria...to provide internship and*



apprenticeship opportunities to students.” Work-based learning opportunities have long been available for CTE students, though, in truth, they rarely occur at the secondary level. They require a great deal of coordination by the school with a willing business partner. The State CTE Office is aware that access to work-based learning opportunities for all students is one of the features of the Every Child Succeeds Act and we are prepared to provide technical assistance to the DOE as they address this aspect of the law.

Section 2(f) reads “*Vocational, technical, and career pathway programs may include core content areas.*” One of the federal requirements under Perkins is the integration of academics with technical skill instruction. All of the current secondary CTE programs require a complementary academic course.

This section also talks about including dual credit opportunities for CTE students. Currently there are 3 ways for secondary students to earn dual credit that may be applied to their program completion and graduation: *Running Start* offers college-level academic classes on the high school campus and, though it was designed for liberal arts students, may be used to satisfy the academic requirements of a CTE program; *Jump Start* was specifically designed for CTE students to attend college full-time – on the college campus – to study a specific CTE program and potentially earn a college certificate along with their high school diploma; and *Early College* which is akin to *Running Start* but may include CTE students. The main difference among these three programs is the way the tuition for the classes is paid.

At the national and state levels, there is a great deal of attention being focused on upgrading career and technical education overall – through more employer engagement, more internships and apprenticeships, better counseling and advising, more career exploration being taught at younger grades and throughout the education pipeline, by addressing the shortage of certified CTE teachers, through regular evaluation and assessment of program quality and student achievement, and finally through data-driven decision-making to sustain the entire process. Expansion of resources to support CTE in k12 education is welcome!

Several years ago, the term “vocational education” was replaced by “Career and Technical Education” to reflect the changing workforce in this global economy. The HDOE, the UH Community Colleges, and the State CTE Office remain committed to continuing the work they have engaged in over the last decade in providing high quality CTE programs accessible by all of Hawaii’s students.

Thank you for the opportunity to comment on the bill. I am happy to address questions at any point in the process.

Career and Technical Education (CTE)
Career Pathway Offerings by District
SY 13-14

Table 1: Central District Career Pathway Offerings SY 13-14

Career and Technical Education Career Pathways	Aiea	Leilehua	Mililani	Moanalua	Radford	Waialua
Arts & Communications	X	X	X	X	X	X
Business	-	X	X	X	X	-
Health Services	X	X	X	X	X	-
Industrial & Engineering Tech.	X	X	X	X	X	X
Natural Resources	X	X	X	-	-	-
Public & Human Services	X	X	X	X	X	X

Table 2: East Hawaii District Career Pathway Offerings SY 13-14

Career and Technical Education Career Pathways	Hilo	Kau	Keeau	Laupahoehoe	Pahoa	Waiakea
Arts & Communications	X	X	X	X	X	-
Business	X	X	X	-	X	X
Health Services	X	-	X	-	X	X
Industrial & Engineering Tech.	X	X	X	X	X	X
Natural Resources	X	-	X	-	X	X
Public & Human Services	X	-	X	-	X	X

Table 3: Honolulu District Career Pathway Offerings SY 13-14

Career and Technical Education Career Pathways	Anuenue	Farrington	Kaimuki	Kaiser	Kalani	McKinley	Roosevelt
Arts & Communications	-	X	X	X	-	X	X
Business	-	X	-	X	-	X	-
Health Services	-	X	-	-	X	X	X
Industrial & Engineering Tech.	X	X	X	-	X	X	X
Natural Resources	X	-	-	-	X	X	-
Public & Human Services	-	X	-	X	-	X	X

Table 4: Kauai District Career Pathway Offerings SY 13-14

Career and Technical Education Career Pathways	Kapaa	Kauai	Waimea
Arts & Communications	X	X	X
Business	X	X	-
Health Services	X	X	-
Industrial & Engineering Tech.	X	X	X
Natural Resources	-	X	X
Public & Human Services	X	X	X

Table 5: Leeward District Career Pathway Offerings SY 13-14

Career and Technical Education Career Pathways	Campbell	Kapolei	Nanakuli	Pearl City	Waianae	Waipahu
Arts & Communications	X	X	X	X	X	X
Business	X	X	-	X	X	X
Health Services	X	X	X	X	X	X
Industrial & Engineering Tech.	X	X	X	-	X	X
Natural Resources	X	X	X	X	X	X
Public & Human Services	X	X	X	X	X	X

Table 6: Maui District Career Pathway Offerings SY 13-14

Career and Technical Education Career Pathways	Baldwin	Hana	Lahainaluna	Lanai	Maui	Molokai	Kekaulike
Arts & Communications	X	X	X	X	X	X	X
Business	X	-	X	-	X	-	-
Health Services	X	-	X	-	X	X	X
Industrial & Engineering Tech.	X	X	X	X	X	X	X
Natural Resources	X	X	X	-	X	X	X
Public & Human Services	X	X	X	-	X	-	X

Table 7: West Hawaii District Career Pathway Offerings SY 13-14

Career and Technical Education Career Pathways	Honokaa	Kealakehe	Kohala	Konawaena
Arts & Communications	X	X	X	X
Business	X	-	-	X
Health Services	X	X	X	-
Industrial & Engineering Tech.	X	X	X	-
Natural Resources	X	X	X	X
Public & Human Services	-	X	X	X

Table 8: Windward District Career Pathway Offerings SY 13-14

Career and Technical Education Career Pathways	Castle	Kahuku	Kailua	Kalaheo	Olomana
Arts & Communications	X	X	X	X	X
Business	X	-	X	-	-
Health Services	X	X	X	X	-
Industrial & Engineering Tech.	X	-	X	X	X
Natural Resources	X	X	X	-	X
Public & Human Services	X	X	X	X	-



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TESTIMONY FOR SENATE BILL 2589, RELATING TO EDUCATION

Senate Committee on Education
Hon. Michelle N. Kidani, Chair
Hon. Breene Harimoto, Vice Chair

Wednesday, February 10, 2015, 1:15 PM
State Capitol, Conference Room 229

Honorable Chair Kidani and committee members:

I am Kris Coffield, representing IMUAlliance, a nonpartisan political advocacy organization that boasts over 350 members. On behalf of our members, we offer this testimony **in support of** Senate Bill 2589, 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 animation, emergency medical services, environmental sciences, marketing, culinary skills, engineering, and, ironically, elementary and secondary education.

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

Sincerely,
Kris Coffield
Executive Director
IMUAlliance



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Corey Rosenlee
President
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Amy Perruso
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Wilbert Holck
Executive Director

TESTIMONY BEFORE THE SENATE COMMITTEE ON EDUCATION

RE: SB 2589 - RELATING TO EDUCATION.

WEDNESDAY, FEBRUARY 10, 2016

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

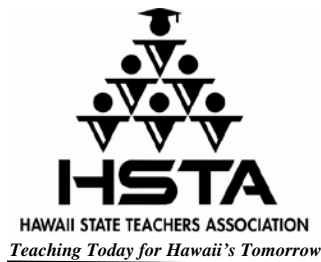
Chair Kidani and Members of the Committee:

The Hawaii State Teachers Association **strongly supports SB 2589**, relating to education.

According 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.”

As a result of the emphasis on high stakes accountability, 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.



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Executive Director

Hawaii'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 entrepreneurship to environmental management to digital media—are at the cutting edge of our local economy, requiring skills that students and employers desire, and that the CCRI paradigm fails to advance.

Research shows the positive benefits of a strong career and technical education program within our schools. CTE decreases the risks of dropping out of high school, and graduation rates for CTE are higher than the national graduation rates. "Participation in skills-training programs has increased wages and earnings, raised the probability and consistency of employment and led to work in higher quality jobs."

Because many students can succeed without a college degree, the Hawaii State Teachers Association asks your committee to **support** this bill.

Testimony for: Support of SB 2589

Dear Honorable Chair Members,

My name is Kyana Iida, and I support this bill wholeheartedly because it allows the future generation to have a chance at a better education, so that later on in life, they'll have better opportunities available. "It is an investment in our future and the responsible thing to do." The upcoming generation is the future, so I believe that public schools should be funded with more money, so that there are greater things that can be accomplished. Education is the most important thing for us adolescents, because it is the foundation for the rest of our lives. More opportunities expanding "vocational, technical, and career pathway programs" will give students a variety of experiences, which opens up opportunities for them in the long run. "It's time to make education a priority in Hawai'i. Hawai'i isn't known for having the best education, and this act will allow Hawai'i to improve its public education system. Education is an important role in every child's life, and this act will definitely change it for the better.

This act has affected me personally because I have a passion for school. I am a freshman at Mililani High School, and I've been in the public education system for my whole life. I've seen growth, since evolving from "Furlough Fridays". I believe that education is the most important thing because it shapes your career. I've been known in school to always try hard and a lot of people always ask why I do so. It's because I have goals in mind and I know what I'm striving for. The school education system is decent now, but if it was improved, the education system would be really solid. It'll honestly give others a better chance at going to college and pursuing what they want for the future generation. I believe that this is the key Act for the future generations to allow them to have a better education. Education is super important to me, and although I feel like I'm sometimes out of place because I am obsessed with my grades and school, I still believe that the education system can be improved. This is such an amazing act.

Sincerely,
Kyana

Name: Matthew Feria, Justice Rosario

Period: 6

Date: February 8, 2016

Testimony for: Support of SB2589

Committee on Education Hearing

Wednesday, February 10, 2016 1:15pm

Honorable Chair Takuni and committee members, we juniors at Mililani High School support bill SB2589 because Hawaii needs it. Needs it to keep up in the world. Needs it to improve the community. Needs it to improve our students future. The islands are behind, Hawaii is last in the country concerning the spending on students, due to cost of living. This bill will allow the state to catch up to the rest of the world, building a better future for our students.

To begin, the weighted student formula is an important way for schools to improve staffing and funding equity. This is important not only for the staff, but for the students as well. The students will be able to reach their greatest potential since the formula allows for more money per student depending on the type of class they're taking; such as honors or AP. This allows for money to be allocated in important classes and avoid wasting any extra money for students that aren't in rigorous courses. The other schools that aren't as fortunate as our own could benefit greatly from such programs, especially since this state needs more schools like ours.

This affects students such as ourselves who also seek ambitious futures, since the money will allow for AP courses to get the more money across the state. Especially for students in other

schools who have the same academic potential as us, the additional money will allow them to achieve their full potential. Also, classroom size will be greatly helped; even Mililani has had instances where too many students are in one classroom, to the point that there aren't even enough chairs or laptops. If the weighted student formula were to be continued across the state, many more students would be able to pursue better careers because they will have better learning environments. This will create more jobs, a better economy, and prevent students becoming homeless in the future because of better opportunities. So why shouldn't we invest in the future?

Sincerely,

Matthew Feria and Justice Rosario

Testimony for: Support of SB2589
Committee on Education Hearing
Wednesday, February 10, 2019 1:15pm

Honorable Chair and committee members,

Our names are Jade Brooks and Kaitlyn French and we are students at Mililani High School concerned about the quality of education at schools around the islands. We are testifying in support of Senate Bill 2589 because it will resolve many issues in public education. Some issues that are addressed in SB2589 are air conditioning, supplies, salaries, class size, and special funding. It is imperative to solve these complications in public education because in all of our classes, there are more than 30 students. This isn't the only issue in public education. In addition to the number of children in each class, on average, a teacher's salary in Hawaii is \$55,000 per year. Teachers in Hawaii are the lowest paid in all of the United States. This combines with the cost of living in Hawaii and the number of children an average teacher has to teach, makes it very clear that teachers in Hawaii deserve a higher salary.

This bill pertained to vocational education. Part IV of SB2589 impacts me directly because, I Kaitlyn am currently enrolled in a class called Public and Human Services Career Pathway Core, as well as Business Core, which is a vocational

education class. I noticed that not every student is required or gets the opportunity to participate in this type of curriculum, and I believe that EVERY student should experience this opportunity because, for example in Public and Human Services Career Pathway Core, I am learning culinary skills, the importance of education, hospitality, and community awareness. In Business Core, I am learning how to write checks and balance finances, interview skills, the application process, and also customer service skills. All of skills are necessary to live a successful life.

Sincerely,

Jade Brooks

Kaitlyn French

Testimony : SB 2589 for Education hearing on Part IV.

Honor Chair Kidani and committee members.

My name is Andrew Monfort and I am a freshman from Mililani High School. I support this legislation because Part IV support the ways in which vocational, technical and career pathway provides skills for all public high school for all secondary students. The purpose of this part is to “expand vocational, technical, and career pathway programs by ensuring that all public high schools provide secondary school students with access to vocational, technical, and career pathway programs.” This bill gives the important skills for the students to use throughout their life.

Mililani High School has allowed me to be in one of these Vocational programs, IET pathcore which gives everyone in the class the skills to use tools to create a objects. All students should have the chance of obtaining the important skills that s/he could use in their life to use a certain tool such as a drill, saw, screwdrivers and many other tools. All Public High schools should provide secondary students with the opportunity to participate in a vocational, technical, and career pathway program to obtain all skills that are teached in the program for them to obtain a stronger education.

Sincerely,
Andrew Monfort

Testimony In Support of Senate Bill 2589
Senate Committee on Education
Wednesday, February 10, 2016

Dear Honorable Chair Kidani and committee members,

Our keiki deserve robust vocational education paths to rewarding careers. Recent national public education ‘reform’ efforts under *No Child Left Behind*, and more specifically, Hawaii’s involvement in Obama’s *Race to the Top* initiative, have had the effect of marginalizing and even gutting career and technical education (CTE) programs in Hawai‘i as schools have redirected their limited resources to fulfilling the educational reform agenda of raising scores on standardized tests.[1]

There is a unified concern among Career and Technical Education (CTE) constituents in Hawai‘i (teachers, industry experts, and employers) about continued negative effects of federal legislation because no area of CTE (agriculture; business, marketing, and computer; family and consumer sciences; health occupations; or technology- trade and industry education) was discussed at any length in either *No Child Left Behind* (NCLB) or in the more recently passed *Every Student Succeeds Act* (ESSA).[2] As a result of the shift in emphasis to accountability measures that focus on scores in high stakes standardized tests, secondary schools across the state, mirroring the national trend, have utilized funding normally set aside for CTE programs to improve students’ performance in areas directly mentioned in the legislation in order to meet accountability requirements, devoting more instructional time and curriculum attention to English Language Arts (ELA) and mathematics.[3]

Because a majority of all current job openings, both locally and nationally, are for positions that do not require college, the rhetoric of education reform that emphasizes college while minimizing the possibilities of other pathways does students a grave disservice.[4] Families in our communities value the goal of a college education, but in Hawaii, job projections by the Hawai‘i Department of Labor show that overall, more than 72% of the state’s projected job openings through 2022 require only a high school diploma or less. About 15% of the future openings will require a Bachelor’s degree and another 3% will need an Associate’s degree. The prerequisite for not even 2% of all openings will be a Master’s degree while another 2% will require a doctoral or professional degree for employment.[5] While these projections are based on a continuation of the existing economic model, it is not clear that our definition of meaningful and productive work in society should be limited to that which requires a college degree. If the end of poverty and social inequality are genuinely desired by those who advocate education reform, then there should be strong support by all parties for measures which unequivocally address social inequality, such as more egalitarian tax measures and an increase in the minimum wage.

The current imbalance in educational direction is contributing to deepening economic insecurity for our young people. Not only do current state and federal education policies overemphasize the importance of the attainment of college degrees at the expense of supporting students in a multitude of pathways, but they also contribute to a social and economic situation that impoverishes young people. Students are strongly encouraged to attend college at all costs so that schools can improve their college

attendance rate without regard to the wisdom of that imperative. As a result, many young people are becoming mired in debt, with “six out of ten college graduates incurring an average of \$30,000 in student loan debt.”[6] Underemployment, a situation faced by far too many of our young people, can be crippling to a young adult's finances if he or she cannot find full-time employment within six months of graduating from college, when most loan repayment is scheduled to begin. According to a national study, “more people than ever before are earning college degrees, and as many as 39% of people under 25 are *unemployed or underemployed*,” and according to the Bureau of Labor Statistics, nearly “8 percent of those under the age of 25 who have a four-year degree cannot find a job at all.”[7] In Hawaii, that statistic is thought to be even higher.[8] “Career education in too many of our secondary schools reflects an outdated model... [resulting in an] increasingly pronounced skills gap that plagues American businesses as they struggle to find qualified workers and dead ends for our students who rely on career preparation programs as their ticket into the middle class.”[9] When we coerce all students to follow a narrow pathway to a four-year college without regard to student preference and personal vision, we unjustly put them in competition for fewer jobs, force them to incur unreasonable and insurmountable debt, and contribute to the creation of a shortage in Hawaii's workforce of individuals prepared for a majority of socially and economically critical jobs.

Hawaii's Career and Technical Education programs need to be expanded to provide greater opportunity to prepare young people to design their own futures. This will require attracting and retaining qualified instructors in many vocational fields and developing teachers who can work at the intersection of disciplines. Attracting these instructors to apply for teaching positions in our public schools has been a challenge, according to Michael Barros, head of Hawaii's Department of Education Career and Technical Education programs.[10] Offering teachers salaries worthy of their professional status will attract high-quality instructors to CTE programs in the public school, and reducing the onerous and irrational current teacher evaluation requirements will further assist in attracting and retaining valuable CTE instructors. Moreover, instructors moving straight into teaching, without training or experience in working with adolescents and their parents, should be provided with mentoring, support, and appropriate, yet flexible, professional development to help them develop their skills and gain teacher certification.

Hawaii, like most states, is “working toward the goal of getting their students 'college-and career-ready,’” but CTE experts are concerned that “what we mean by 'career-ready' is not always clear, and the supply of quality career-technical education programs has not kept pace with demand.”[11] It is currently impractical, especially with such sharply limited funding for public education, that all high schools establish and maintain expensive facilities and infrastructure with technical equipment that will require modernization over time. Community colleges in Hawaii, on the other hand, are poised to become the center for partnerships in vocational training.[12] With solid introductory courses to various professions and strong vocational counseling provided by high schools, our secondary school system can and should serve as catalysts to post-secondary vocational training both on-the-job and in community colleges and trade schools. Students must have several options available to them in order to explore creative expression, academic excellence, and practical plans for their future. Vocational

counseling efforts must be improved to help students to see the opportunities of vocational pathways. According to a national study, "only 25 percent of polled job seekers reported receiving career pathing in high school, and 41 percent said they wished they had received more guidance." [13] Adequate provision of skilled and knowledgeable high school counselors is essential to support individualized student planning of coursework. Because of the unique geographical challenges among the public high schools in Hawaii, the variety of programs available at each school should be decided upon by a collaborative effort of the community and school officials, so that they effectively meet individual student and community needs.

Sincerely,

Amy Perruso, Ph.D
Mililani High School
Advanced Placement Social Studies
NBCT

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- [1] Daggett, Willard. "The Future of Career and Technical Education." ERIC, Mar. 2003. Web. 17 Jan. 2016.
- [2] "Every Student Succeeds Act (ESSA)." *Every Student Succeeds Act (ESSA)*. Ed.gov, 10 Dec. 2015. Web. 17 Jan. 2016.
- [3] "The Goals of Education." *Economic Policy Institute*. EPI.org, 4 Dec. 2006. Web. 17 Jan. 2016.
- [4] "Occupational Employment Projections to 2022." *Monthly Labor Review*(2013): 1-44. *U.S. Bureau of Labor Statistics*. Bls.gov, Dec. 2013. Web. 17 Jan. 2016.
- [5] "Hawai'i Labor Market Dynamics." *Hawai'i Workforce Infonet* (2015): 14. *Research and Statistics Office Department of Labor & Industrial Relations, State of Hawaii*. Hiwi.org, Sept. 2015. Web. 17 Sept. 2016.
- [6] *NEA's Degrees Not Debt: An Organizer's Guide to Kick Student Debt* (2014): 1-18. *National Education Association*. Neo.org, June 2014. Web. 17 Jan. 2016.
- [7] *The Shocking Truth About The Skills Gap* (2015): 3. *Career Builder*. Careerbuildercommunications.org, Dec. 2014. Web. 17 Jan. 2016.
- [8] LaFrance, Adrienne. "More People Are Underemployed in Hawai'i Than Are Jobless." *Civil Beat News*. Civilbeat.org, 26 Mar. 2014. Web. 17 Jan. 2016.
- [9] *Making Career Preparation Work for Students* (2014): 2. *Council of Chief State School Officers*. Ccsso.org, Nov. 2014. Web. 17 Jan. 2016.
- [10] "Michael Barros: Hawaii's Career and Technical Education Programs." Telephone interview. 19 Dec. 2015.
- [11] *Making Career Preparation Work for Students* (2014): 1-28. *Council of Chief State School Officers*. Ccsso.org, Nov. 2014. Web. 17 Jan. 2016.
- [12] "Programs of Study." *University of Hawai'i Community College*. University of Hawaii, 7 Jan. 2016. Web. 17 Jan. 2016.
- [13] *The Shocking Truth About The Skills Gap* (2015): 6-7. *Career Builder*. Careerbuildercommunications.org, Dec. 2014. Web. 17 Jan. 2016.

Testimony for Support of SB2589
Committee in Education Hearing
Wednesday, February 10, 2016 1:15pm
Honorable Chair Kidani and committee members

My name is Niko Sagaysay, I am a junior at Mililani High School and I support Senate Bill 2586. I support this bill because I believe that schools do not focus enough on preparing students for the world after high school. Schools are pushing to educate kids in a way that makes the “college and career ready” but this is quite an ambiguous term. Majority of kids do not go on to college. 72% of projected jobs in 2022 will only require a high school education. More students need to be prepared to join the workforce. Nation wide, high schools are pushing kids to go to college so that they can boost their college attendance rates. However, this may not be the smartest decision because it does not consider the field of work that the student may want to pursue in their future. This may cause students to accumulate debt. These students may then go into jobs that don’t pay as much as they need to make up their debt, putting them in a tough financial position. Had these people been pushed to a CTE track of their choice, they would be prepared for their job and not have accumulated debt. This would then improve our economy for the future.

I am currently enrolled in CTE classes and I strongly believe that it helps prepare me for the area of work that I would like to pursue. I am a part of SkillsUSA which is a CTE vocational leadership club that is dedicated to creating a skilled workforce for America. I am also in VEX robotics. Here I learn to build and program a robot to complete a set task given to us. We then compete against teams from all around the world. This prepares me and my peers for a wide range of technological and engineering type careers. These jobs types of jobs are becoming more and more available and need to be filled due to the progression of technology. If we had more educational opportunities like this then I think we would have a great future workforce.

Sincerely,
Niko Sagaysay

EDUtestimony@capitol.hawaii.gov

Heading: Testimony in support of SB2589

Testimony for: Committee on Education Hearing on Wednesday, February 10, 2016 1:15pm

Honorable Chair Kidani and committee members,

My name is Debbie Anderson. I am a teacher at Waiakea Intermediate School on the island of Hawaii. As a teacher of over 25 years in Hawai'i, I am writing in support of SB2589 vocational and technical training, SB2586 The Schools Our Keiki Deserve Act subcomponent Part IV, which "Appropriates funds and designates the department of education to implement a program of study for students to gain vocational and technical training."

PART IV. VOCATIONAL EDUCATION

Our keiki deserve robust vocational education paths to rewarding careers. Recent national public education 'reform' efforts under No Child Left Behind, and more specifically, Hawaii's involvement in Obama's Race to the Top initiative, have had the effect of marginalizing and even gutting career and technical education (CTE) programs in Hawai'i as schools have redirected their limited resources to fulfilling the educational reform agenda of raising scores on standardized tests.[1]

Effects of Education Reform on Career and Technical Education

There is a unified concern among Career and Technical Education (CTE) constituents in Hawai'i (teachers, industry experts, and employers) about continued negative effects of federal legislation because no area of CTE (agriculture; business, marketing, and computer; family and consumer sciences; health occupations; or technology- trade and industry education) was discussed at any length in either No Child Left Behind (NCLB) or in the more recently passed Every Student Succeeds Act (ESSA).[2] As a result of the shift in emphasis to accountability measures that focus on scores in high stakes standardized tests, secondary schools across the state, mirroring the national trend, have utilized funding normally set aside for CTE programs to improve students' performance in areas directly mentioned in the legislation in order to meet accountability requirements, devoting more instructional time and curriculum attention to English Language Arts (ELA) and mathematics.[3]

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Impact on Economic Security

The current imbalance in educational direction is contributing to deepening economic insecurity for our young people. Not only do current state and federal education policies overemphasize the importance of the attainment of college degrees at the expense of supporting students in a multitude of pathways, but they also contribute to a social and economic situation that impoverishes young people.

Students are strongly encouraged to attend college at all costs so that schools can improve their college attendance rate without regard to the wisdom of that imperative. As a result, many young people are becoming mired in debt, with “six out of ten college graduates incurring an average of \$30,000 in student loan debt.”[6] Underemployment, a situation faced by far too many of our young people, can be crippling to a young adult's finances if he or she cannot find full-time employment within six months of graduating from college, when most loan repayment is scheduled to begin. According to a national study, “more people than ever before are earning college degrees, and as many as 39% of people under 25 are unemployed or underemployed,” and according to the Bureau of Labor Statistics, nearly “8 percent of those under the age of 25 who have a four-year degree cannot find a job at all.”[7] In Hawaii, that statistic is thought to be even higher.[8]

“Career education in too many of our secondary schools reflects an outdated model... [resulting in an] increasingly pronounced skills gap that plagues American businesses as they struggle to find qualified workers and dead ends for our students who rely on career preparation programs as their ticket into the middle class.”[9] When we coerce all students to follow a narrow pathway to a four-year college without regard to student preference and personal vision, we unjustly put them in competition for fewer jobs, force them to incur unreasonable and insurmountable debt, and contribute to the creation of a shortage in Hawaii's workforce of individuals prepared for a majority of socially and economically critical jobs.

Restoring Balance in the Educational System

Hawaii's Career and Technical Education programs need to be expanded to provide greater opportunity to prepare young people to design their own futures. This will require attracting and retaining qualified instructors in many vocational fields and developing teachers who can work at the intersection of disciplines. Attracting these instructors to apply for teaching positions in our public schools has been a challenge, according to Michael Barros, head of Hawaii's Department of Education Career and Technical Education programs.[10]

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