



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

Date: 02/10/2020
Time: 02:45 PM
Location: 229
Committee: Senate Education

Department: Education

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

Title of Bill: SB 2065 RELATING TO SCHOOLS.

Purpose of Bill: Establishes a Workforce Readiness Program within the Department of Education to allow students to graduate from an extended high school enrollment with an industry-recognized associate's degree to complement the student's high school diploma. Appropriates moneys to develop and implement the program, including (2.0) FTE Educational Specialist II staff positions and (7.0) FTE District Office Teachers.

Department's Position:

The Department of Education (Department) supports the intent of SB 2065 to establish a workforce readiness program provided it does not adversely impact the Department's Board-approved budget.

Engaging stakeholders across education, business, industry, and higher education is vital to creating a qualified field of students for in-demand occupations. Currently, internships and apprenticeships are initiated at the school-level as part of a high school's academy, early college and career technical education (CTE) pathways. National leaders are facilitating a process with 14 Hawaii public high school teams on a robust academy design aligned to the National Career Academy Coalition (NCAC). This cohort is offering industry-recognized certificates in partnership with the University of Hawaii Community Colleges and Hawaii Pacific Health. The vision is to ensure a coordinated seamless response by Hawaii's lower and higher public education systems to our local, regional and global economic and labor demands.

The Hawaii Community School for Adults, as a core partner of Hawaii's Workforce Investment and Opportunities Act, worked collaboratively with the Workforce Development Council, Department of Labor and Industrial Relations (DLIR), and the Department of Human Service's (DHS) Division of Vocational Rehabilitation (DVR), along with employers in the job market and the community colleges to design an inter-agency workforce development program for students with an expressed interest in pursuing trades and other employment opportunities.

The Department is strongly committed to supporting, strengthening, and advancing a consolidated statewide effort by schools and complex areas to prepare secondary students for a career pipeline with the appropriate skills, attributes, certifications, and/or college credit to contribute to the vitality of Hawaii's workforce.

Lastly, the Department is appreciative of the budgetary appropriation included in this measure and is reviewing the resources necessary to launch a workforce readiness program beginning school year 2020-2021.

Thank you for this opportunity to provide testimony on SB 2065.

The Hawai'i State Department of Education is committed to delivering on our promises to students, providing an equitable, excellent, and innovative learning environment in every school to engage and elevate our communities. 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.



**STATE OF HAWAII
DEPARTMENT OF LABOR AND INDUSTRIAL RELATIONS**

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February 10, 2020

To: The Honorable Michelle N. Kidani, Chair,
The Honorable Donna Mercado Kim, Vice Chair, and
Members of the Senate Committee on Education

Date: Monday, February 10, 2020

Time: 2:45 p.m.

Place: Conference Room 229, State Capitol

From: Scott T. Murakami, Director
Department of Labor and Industrial Relations (DLIR)

Re: S.B. No. 2065 RELATING TO SCHOOLS

I. OVERVIEW OF PROPOSED LEGISLATION

SB2065 proposes to amend Chapter 302A, Hawaii Revised Statutes (HRS), by adding a new section to establish a Workforce Readiness Program within the Department of Education (DOE) that would provide opportunities for students to earn pre-apprenticeship certificates, industry-recognized certificates, and associate's degree; require the DOE to coordinate with the DLIR to develop and implement the program; allow the DOE to contract with industry employers; and appropriate funds and positions for the program.

DLIR supports the intent of this measure provided it does not conflict with the priorities identified in the Governor's Supplemental Budget request.

II. COMMENTS ON THE SENATE BILL

With the increasing number of Hawaii's students opting to not pursue a college education and enter the workforce after graduation, many public schools have been developing industry specific curriculums to meet the high demand for workers in shortage areas. DLIR works with the DOE on a variety of workforce development programs, and if the measure is enacted, will work with the DOE to develop and implement the Workforce Readiness Program.



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

February 9, 2020

TO: Senator Michelle N. Kidani, Chair
Senator Donna Mercado Kim, Vice Chair
Senate Committee on Education

FROM: Lauren Moriguchi, Director
Executive Office on Early Learning

SUBJECT: **Measure:** S.B. No. 2065 – RELATING TO SCHOOLS
Hearing Date: February 10, 2020
Time: 2:45 p.m.
Location: Room 229

Bill Description: Establishes a Workforce Readiness Program within the Department of Education to allow students to graduate from an extended high school enrollment with an industry-recognized associate's degree to complement the student's high school diploma. Appropriates moneys to develop and implement the program, including (2.0) FTE Educational Specialist II staff positions and (7.0) FTE District Office Teachers.

EXECUTIVE OFFICE ON EARLY LEARNING'S POSITION: Comments

Good afternoon. I am Lauren Moriguchi, Director of the Executive Office on Early Learning (EOEL). EOEL appreciates the opportunity to offer comments on S.B. 2065.

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.

If this measure is enacted, we respectfully request that early childhood education be included in implementation of the workforce readiness program. Early childhood education is one of the industries and fields in Hawaii that are sorely lacking a pool of qualified workforce candidates.

It is precisely during the earliest years before brain development is largely complete (before kindergarten), and particularly for those who come from disadvantaged backgrounds – the priority population for the EOEL Public Pre-K Program – that our children need the best educators. It is critical to promote equity.

As we work to increase access to qualified early learning opportunities for our keiki, we must focus on addressing 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). Even as the EOEL Public Pre-K Program stands now with just over 40 classrooms across the state, we have difficulty recruiting and turnover is high. This can be attributed in part to the fact that over half of the teaching staff in the EOEL Public Pre-K Program have not completed coursework in early childhood education and assumptions about pre-K teaching that are inconsistent with the knowledge and competencies required of teaching staff in settings for preschool-aged children.

Unqualified teaching staff do not have the requisite understanding to support preschoolers and families living in difficult circumstances. When vulnerable children encounter teachers who are unprepared to support their developmental needs, what may result are increased instances of stress-induced behavior problems, inappropriate referrals to special education, and suspensions or expulsions ... all of which may incur high costs to the State.

Given the severely limited workforce of qualified early childhood educators in the state, we believe that incentives such as that 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. Students would work toward a Child Development Associate certificate; for example, this would allow them to work as an educational assistant in the EOEL Public Pre-K Program.

Thank you for your consideration.

TO: Senator Michelle N. Kidani, Chair
Senator Donna Mercado Kim, Vice Chair
Senate Committee on Education

FROM: Robert G. Peters, Chair
Early Learning Board

SUBJECT: **Measure:** S.B. No. 2065 – RELATING TO SCHOOLS
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Early Learning Board's Position: Comments

I am Robert G. Peters, Chair of the Early Learning Board (ELB). Thank you for this opportunity to offer comments on behalf of the ELB related to S.B. No. 2065.

Through Act 202, Session Laws of Hawaii 2017, ELB transitioned from an advisory to a governing board for the Executive Office on Early Learning (EOEL) and is charged with formulating statewide policy relating to early learning. We are composed of members from across the early childhood field, in both the public and private sectors.

ELB's mission is to support children's academic and lifelong well-being by directing and supporting the EOEL for an effective, coordinated, high-quality early learning system from prenatal to kindergarten entry. 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.

If this measure is enacted, the ELB respectfully requests that early childhood education be included in the implementation of the workforce readiness program. Early childhood education is one of the industries and fields in Hawaii that is sorely lacking a pool of qualified workforce candidates.

As we work to increase access to qualified early learning opportunities for our keiki, we must focus on addressing 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).

Even as the EOEL Public Pre-K Program stands now with just over 40 classrooms across the state, it has difficulty recruiting and turnover is high. This can be attributed in part to the fact that over half of the teaching staff in the EOEL Public Pre-K Program have not completed coursework in early childhood education.

Given the severely limited workforce of qualified early childhood educators in the state, the ELB believes that incentives as proposed in this bill would benefit both the community and our students who are

interested in entering the field of early childhood education. Students could work toward a Child Development Associate certificate; this would allow them to be an educational assistant in the EOEL Public Pre-K Program, for example.

Thank you for your consideration.



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Toby Taniguchi, KTA Superstores, *Advisor*

TO:

Committee on Education
Senator Michelle N. Kidani, Chair
Senator Donna Mercado Kim, Vice Chair

FROM: HAWAII FOOD INDUSTRY ASSOCIATION
Lauren Zirbel, Executive Director

DATE: February 10, 2020
TIME: 2:45pm
PLACE: Conference Room 229

RE: SB2065 Relating to Schools

Position: Support

The Hawaii Food Industry Association is comprised of two hundred member companies representing retailers, suppliers, producers, and distributors of food and beverage related products in the State of Hawaii.

HFIA supports efforts to align educational curriculum to workforce readiness. One of the biggest challenges of doing business in Hawaii right now is lack of skilled, trained workers. Many of our member companies would be interested in collaborating with high schools, the Department of Education Adult Community Schools, community colleges, and the workforce development council to create this program. We believe that increasing workforce readiness will have benefits for Hawaii employees, Hawaii business, and Hawaii consumers.

We thank you for the opportunity to testify.