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TESTIMONY BEFORE THE HOUSE COMMITTEE ON  
LOWER & HIGHER EDUCATION

RE: SB 376 - RELATING TO EDUCATION

THURSDAY, MARCH 14, 2019

COREY ROSENLEE, PRESIDENT  
HAWAII STATE TEACHERS ASSOCIATION

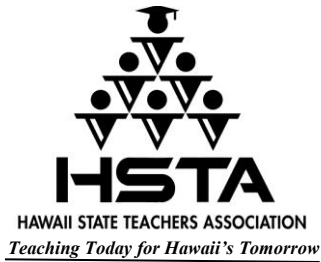
Chair Woodson, and Members of the Committee:

The Hawaii State Teachers Association **supports SB 376**, relating to education.

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

Yet, there is concern among CTE stakeholders (teachers, industry experts, and employers) about the lack of CTE inclusion in federal education legislation. As a result of the federal emphasis on high stakes accountability over the past decade, secondary schools across the state have diverted CTE funding to core content areas, especially English Language Arts and mathematics, and have cut or reduced courses in CTE, or vocational classes that support developing highly skilled labor needed in current industries, that would prepare many of our students for careers that don't require a college degree, but instead require very specific skills and training in these various industries.

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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Hawai'i's CTE offerings must be expanded, then, to allow young people to design their own futures, and provide them with a multitude of opportunities in a variety of future careers.

According to a national study, only 25 percent of polled job seekers reported receiving career pathing in high school, however, with 41 percent saying that they wished they had received more vocational guidance. Careers taught through the state's CTE program—from automotive technology to environmental management to digital media—are at the cutting edge of our local economy, requiring real-world skills that students and employers desire, and that the College Career Readiness paradigm too often fails to advance.

Vocational training should be a viable alternative to college, which is increasingly cost prohibitive for high school graduates and their families. **One way of increasing participation in CTE programming is to require the department of education to collaborate allow students to attend a high school that offers a CTE program they desire, even if the student does not live in that school's designated geographical area, as this bill proposes, which would allow the 44 percent of Hawai'i high school graduates who do not seek post-secondary education to receive industry based skills and certifications required to join the 21st Century job market. Not every school can or should offer culinary arts, auto mechanics, or agricultural tech programs, but when they do offer specific vocational programs, our students should be allowed to enroll in them when those programs match a student's interests and future goals.**

To prepare students to become members of the modern workforce, the Hawaii State Teachers Association asks your committee to **support** this bill.



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

# Late Testimony

**Date:** 03/14/2019

**Time:** 02:30 PM

**Location:** 309

**Committee:** House Lower & Higher  
Education

**Department:** Education

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

**Title of Bill:** SB 0376 RELATING TO EDUCATION.

**Purpose of Bill:** Allows students to enroll in career and technical education programs in schools outside the Department of Education service area in which the student resides.

**Department's Position:**

The Department of Education (Department) recognizes the intent of SB 376. The Department respectfully offers comments and proposed language.

Pursuant to Board of Education Policy 500-12, Geographic Exceptions to the Mandatory School Attendance Law, and Hawaii Administrative Rules (HAR), Chapter 13, Geographic Exception priority consideration for a geographic exception is provided to applicants requesting an exception for a program of study of the receiving school that is not available at the student's current service area school or "home school". Therefore, if a career and technical education program is not offered at the student's home school, an application for a geographic exception may be submitted by the student's parents to the school offering the desired Career and Technical program of study.

Given the Board of Education's policy and HAR in place, we respectfully submit that this measure is unnecessary.

Should this Committee move this measure forward, the Department respectfully offers language to ensure the school principal retains their authority to approve Geographic Exceptions as they are responsible for addressing any impacts to staffing needs, budgetary resources, and classroom space, as follows:

Page 2, line 6 - insert "review all Geographic Exceptions applications and make a determination whether to :," so lines 4-6 reads:

"§302A- Career and technical education programs; enrollment. (a) A school having a

career and technical education program shall review all Geographic Exceptions applications and make a determination whether to:

Page 2, line 20 - amend "shall" to "may", so it reads:

(b) The department shall may adopt rules pursuant to chapter 91 to effectuate the purposes of this section.

Thank you for this opportunity to provide testimony on SB 376.

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