



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

Date: 04/01/2021

Time: 02:30 PM

Location: 308 Via Videoconference

Committee: House Finance

Department: Education

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

Title of Bill: SB 0224, HD1 RELATING TO EDUCATION.

Purpose of Bill: Gives a preference to students who live within the service area of a school or who enrolled in the school the previous school year who apply for participation in a career and technical education program offered by that school. Exempts students enrolled in a career and technical education program from the requirement to attend school within the service area in which a student resides. Effective 7/1/2050. (HD1)

Department's Position:

The Hawaii State Department of Education (Department) respectfully offers comments on SB 224, HD1.

The Department supports student choice, which is an essential part of student voice and equity in education.

Currently, there exists the geographic exception procedure that can be used to enroll students in an educational program outside of their home school. Pursuant to Board of Education Policy 500-12, Geographic Exceptions to the Mandatory School Attendance Law, and Hawaii Administrative Rules, 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."

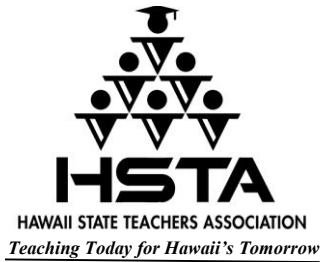
Therefore, if a career and technical education program is not offered at the student's home school, an application for a geographic exception may be submitted by the student's parents to a school offering the program of interest.

The addition of *Career and Technical Education programs; enrollment* to part IV, subpart C, Chapter 302A, Hawaii Revised Statutes, although well intentioned, may have a negative impact on the enrollment of non-CTE programs that are unique to a school if enrollment of CTE students is prioritized. Prioritized enrollment of CTE students may reduce the capacity of a school to accept students outside of the school's geographic area in programs such as the performing arts and world languages.

Should this measure continue to move forward, the Department respectfully requests the addition on page 2, in section 2, line 12, of the phrase "provided that the home school does not offer the same career and technical education program, and that if enrolling all students pursuant to paragraphs . . ." This amendment would ensure greater access to CTE programs for all students by first checking the availability of programs at a student's "home school."

Thank you for this opportunity to provide testimony on SB 224, HD1.

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.



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Corey Rosenlee
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Wilbert Holck
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TESTIMONY BEFORE THE HOUSE COMMITTEE ON FINANCE

RE: SB 224, HD1 - RELATING TO EDUCATION

THURSDAY, APRIL 1, 2021

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

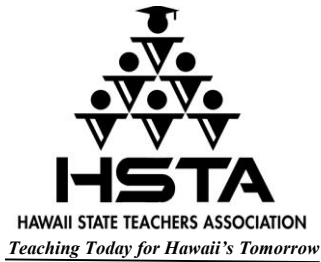
Chair Luke and Members of the Committee:

The Hawaii State Teachers Association **supports SB 224, HD1**, relating to education. This bill gives a preference to students who live within the service area of a school or who enrolled in the school the previous school year who apply for participation in a career and technical education program offered by that school. It also exempts students enrolled in a career and technical education program from the requirement to attend school within the service area in which a student resides. Effective 7/1/2050. (HD1)

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.”

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**



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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.

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 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 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, regardless of where they live in Hawaii should be allowed to enroll in these programs in the high school that offers them when these 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.



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David Miyashiro
Executive Director

April 1, 2021

Committee on Finance
Rep. Sylvia Luke, Chair
Rep. Ty J.K. Cullen, Vice Chair

State Capitol
415 South Beretania Street
Honolulu, HI 96813

Aloha Chair Luke, Vice Chair Cullen, and Members of the Committee,

HawaiiKidsCAN respectfully offers comments on **SB224 HD1**, which gives a preference to students who live within the service area of a school or who enrolled in the school the previous school year who apply for participation in a career and technical education program offered by that school; and exempts students enrolled in a career and technical education program from the requirement to attend school within the service area in which a student resides.

Founded in 2017, HawaiiKidsCAN is a local 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. We strongly believe that all students should have access to excellent educational opportunities, regardless of family income levels and circumstances.

As the legislature and Hawaii DOE consider policy implications related to the granting of geographic exceptions, we believe that greater transparency and clarity are needed for the program overall. We urge the consideration of the following questions and issues through an informational briefing during the interim period between sessions, a Hawaii State Board of Education meeting, or a public report:

- An analysis of the historical use of geographic exceptions that reaches back at least ten years from the present school year;
- Disaggregated data categorized by home school and receiving school; student demographics, including ethnicity, for geographic exceptions that were approved and those that were disapproved; special education services needed; status as an English Language Learner student; status as a student recipient of free or reduced lunch; and the reasons provided for approval or disapproval;
- A compilation of: the date of application for a geographic exception by a parent or substitute legal guardian with the date of receipt by a school, the number of days prior to

or after the March 1 deadline that the application was received, the number of days it took for a school to respond to the application, and whether a written appeal was made and its outcome;

- The number of students attending school under a geographic exception as a percentage of total enrollment numbers for each school;
- The appropriateness of geographic exception review procedures, including principal-applicant interviews and consideration of student grades and test scores;
- The feasibility and possible timeline for implementing an online geographic exception and school enrollment platform;
- How other states administer geographic exception programs;
- Equity implications based on the information contained in the report, clarifying any opportunities to promote a more efficient allocation of funds and objective standards for approval or disapproval in the geographic exception process; and
- The regulatory and collective bargaining changes needed to enable students to enroll in distance learning courses at schools where they are not enrolled.

We appreciate the legislature's work on the important issue of geographic exceptions and hope that SB224 HD1 spurs further discussions.

Mahalo for your consideration,

David Miyashiro
Founding Executive Director
HawaiiKidsCAN

SB-224-HD-1

Submitted on: 3/30/2021 1:03:12 PM

Testimony for FIN on 4/1/2021 2:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
John D. Smith	Individual	Support	No

Comments:

I support this bill to be passed through legislature.