



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

Date: 03/11/2021

Time: 02:00 PM

Location: 309 & 430 Via
Videoconference

Committee: House Education

Department: Education

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

Title of Bill: SB 0224 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. Establishes enrollment in a career and technical education program as a new exception to the requirement to attend school within the service area in which a student resides.

Department's Position:

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

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, section 2, in line 14, 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.

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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TESTIMONY BEFORE THE HOUSE COMMITTEE ON
EDUCATION and THE COMMITTEE ON WATER & LAND

RE: SB 224 - RELATING TO EDUCATION

THURSDAY, MARCH 11, 2021

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

Chair Woodson, Chair Tarnas, and Members of the Committees:

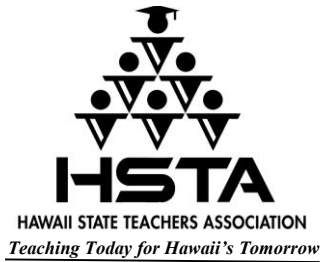
The Hawaii State Teachers Association **supports SB 224**, relating to education.

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. Establishes enrollment in a career and technical education program as a new exception to the requirement to attend school within the service area in which a student resides

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.