

Date: 02/03/2021
Time: 03:00 PM
Location: 229
Committee: Senate Education

Department: 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 Department of Education (Department) recognizes the intent of SB 224 and respectfully offers comments.

The system in which a school determines entry into a career and technical education programs varies with each school being unique. The Department would like to leave that system determination at the school level.

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.

Given the autonomy of each school to create their own systems, Board policy and HAR in place, we respectfully submit that this measure is not needed at this time.

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.

Status: Pending



1200 Ala Kapuna Street ♦ Honolulu, Hawaii 96819
Tel: (808) 833-2711 ♦ Fax: (808) 839-7106 ♦ Web: www.hsta.org

Corey Rosenlee
President

Osa Tui Jr.
Vice President

Logan Okita
Secretary-Treasurer

Wilbert Holck
Executive Director

TESTIMONY BEFORE THE SENATE COMMITTEE ON EDUCATION

RE: SB 224 - RELATING TO EDUCATION

WEDNESDAY, FEBRUARY 3, 2021

COREY ROSENLEE, PRESIDENT
HAWAII STATE TEACHERS ASSOCIATION

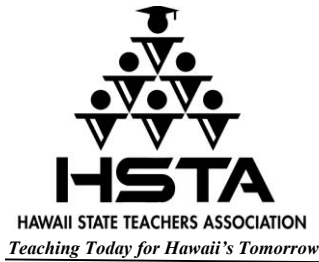
Chair Kidani, and Members of the Committee:

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**



1200 Ala Kapuna Street ♦ Honolulu, Hawaii 96819
Tel: (808) 833-2711 ♦ Fax: (808) 839-7106 ♦ Web: www.hsta.org

Corey Rosenlee
President

Osa Tui Jr.
Vice President

Logan Okita
Secretary-Treasurer

Wilbert Holck
Executive Director

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.

SB-224

Submitted on: 1/30/2021 11:52:34 AM

Testimony for EDU on 2/3/2021 3:00:00 PM

| Submitted By | Organization | Testifier Position | Present at Hearing |
|---------------------|---------------------|---------------------------|---------------------------|
| Susan Pcola_Davis | Individual | Support | No |

Comments:

I strongly support the use of a geographic exemption for the purpose of attaining these skills.

I strongly support transparency in the lottery process and that it be conducted using a documented process by all schools running a lottery.

Concerns regarding lotteries:

In addition, when a lottery is used to enable some exemptions, those that are applying must know how many openings are available prior to the lottery. The school **MUST** notify those **NOT** selected, where they were on the lottery list and the total number applying for an exemption.

LATE

SB-224

Submitted on: 2/2/2021 10:42:01 PM

Testimony for EDU on 2/3/2021 3:00:00 PM

| Submitted By | Organization | Testifier Position | Present at Hearing |
|---------------------|---------------------|---------------------------|---------------------------|
| Linda Elento | Individual | Comments | No |

Comments:

Aloha. Students with disabilities, such as mine from ages 3 through 21, have been denied the opportunity to receive a geographic exception, especially if they are eligible for special education.

To prevent continued disability discrimination--

--A statement should be added to this section to clarify that the school choice process must not violate Section 504 nor restrict students eligible under IDEA.

--A deletion in section (2) would help to prevent any discrimination or unfairness: remove "and granted at the discretion of the department."

Thank you for the opportunity to provide comments to help meet yhe needs of our students.