



**TESTIMONY OF
THE DEPARTMENT OF THE ATTORNEY GENERAL
KA 'OIHANA O KA LOIO KUHINA
THIRTY-SECOND LEGISLATURE, 2024**

ON THE FOLLOWING MEASURE:

H.B. NO. 1587, RELATING TO CIVIC ENGAGEMENT.

BEFORE THE:

HOUSE COMMITTEES ON EDUCATION AND ON
HIGHER EDUCATION AND TECHNOLOGY

DATE: Thursday, February 1, 2024 **TIME:** 2:00 p.m.

LOCATION: State Capitol, Room 309 and Videoconference

TESTIFIER(S): Anne E. Lopez, Attorney General, or
Candace J. Park, Deputy Attorney General

Chairs Woodson and Perruso and Members of the Committees:

The Department of the Attorney General provides the following comments.

This bill: (1) requires the Legislative Reference Bureau's Public Access Room to establish and maintain an outreach and engagement program for primary, secondary, post-secondary, and community education; (2) requires the University of Hawaii and the Department of Education to assign appropriate staff to coordinate with the Public Access Room with respect to the outreach and engagement program; and (3) establishes and makes appropriations for relevant positions.

Article X, section 6, of the Hawai'i Constitution gives the Board of Regents of the University of Hawai'i "exclusive jurisdiction over the internal structure, management, and operation of the university." Section 6 further provides: "This section shall not limit the power of the legislature to enact laws of statewide concern. The legislature shall have the exclusive jurisdiction to identify laws of statewide concern." If the Committee decides to pass this bill, we recommend an amendment to add a statement identifying this bill as a law of statewide concern.

Thank you for the opportunity to provide these comments.



UNIVERSITY OF HAWAII SYSTEM

‘ŌNAEHANA KULANUI O HAWAII

Legislative Testimony

Hō'ike Mana'o I Mua O Ka 'Aha'ōlelo

Testimony Presented Before the
House Committee on Education
House Committee on Higher Education & Technology
Thursday, February 1, 2024, at 2:00 p.m.

By
Debora Halbert, Vice President for Academic Strategy
University of Hawai'i System

HB 1587 – RELATING TO CIVIC ENGAGEMENT

Chairs Woodson and Perruso, Vice Chairs La Chica and Kapela, and Members of the Committees:

The University of Hawai'i (UH) supports the intent of HB 1587 as it provides educational outreach and engagement programs through the Public Access Room (PAR) under the Legislative Reference Bureau and supports efforts to enhance civic engagement throughout the State. UH has several members who sit on the Commission to Promote and Advance Civic Education (PACE), and these individuals have worked with other members of the Commission to develop programming that fosters civic education at all educational levels. Thus, UH agrees with the recommendations for amendments made by the PACE Commission regarding the provisions related to UH.

Specifically, the PACE Commission recommends, and UH supports, that the bill be amended so that section 3, which requires UH to assign staff to coordinate with the PAR on their outreach and engagement, be deleted and that post-secondary education not be included in the outreach and engagement program at this time. The PACE Commission recommends the following specific revisions:

Page 3, line 19: delete “post-secondary,”

Page 4, lines 3-4: delete “and university of Hawaii”

Page 5, lines 1-8: delete Section 3 of the bill regarding Chapter 304A

Page 5, line 17: delete “post-secondary,”

If funding to support systemwide civic engagement personnel is forthcoming so that all ten campuses might coordinate with the PAR, then UH welcomes the opportunity to collaborate and build programming.

At this time, UH is unsure of what the PAR envisions with its outreach and engagement program. With this uncertainty, UH has reservations about including this language in the statute to mandate coordination without an appropriation to provide UH the ability to effectuate the requirements of this measure.

Thank you for the opportunity to submit testimony on this bill.



STATE OF HAWAII
DEPARTMENT OF EDUCATION
KA 'OIHANA HO'ONA'AUAO
P.O. BOX 2360
HONOLULU, HAWAII 96804

Date: 02/01/2024
Time: 02:00 PM
Location: 309 VIA VIDEOCONFERENCE
Committee: House Education
House Higher Education & Technology

Department: Education

Person Testifying: Keith T. Hayashi, Superintendent of Education

Title of Bill: HB 1587 RELATING TO CIVIC ENGAGEMENT.

Purpose of Bill: Requires the public access room to establish and maintain an outreach and engagement program for primary, secondary, post-secondary, and community education. Requires the department of education and university of Hawaii to assign appropriate staff to coordinate with the public access room for the outreach and engagement program. Establishes two full-time equivalent permanent civic education resource teacher positions. Appropriates funds to the legislative reference bureau for one full-time equivalent (1.0 FTE) position to assist in effectuating this requirement. Appropriates funds to the department of education for the expansion of civic education in the public schools.

Department's Position:

The Hawaii State Department of Education (Department) provides comments on SB 2052, which requires the Public Access Room to establish and maintain an outreach and engagement program for primary, secondary, post-secondary, and community education. This bill also requires the Department to assign appropriate staff to coordinate with the Public Access Room concerning the outreach and engagement program. In addition, this bill establishes and appropriates funds for two full-time equivalent (2.0 FTE) permanent civic education resource teacher positions within the Department and appropriate funds to the Department to increase access to civic education in Hawaii's public school system.

The Department appreciates the appropriation for two full-time equivalent (2.0 FTE) permanent

civic education resource teacher positions and the additional appropriation to enhance access to civic education, encompassing professional development and classroom resources aligned with the Hawaii Core Standards in Social Studies. The funding could be used to supply resources that support effective instruction in social studies. However, these positions and resources are not part of the priorities in the Department's Board approved budget.

Thank you for the opportunity to testify on this measure.

Charlotte A. Carter-Yamauchi
Director

Shawn K. Nakama
First Assistant

Research 808-587-0666
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LEGISLATIVE REFERENCE BUREAU
State of Hawaii
State Capitol, Room 446
415 S. Beretania Street
Honolulu, Hawaii 96813

Written Comments

HB1587

RELATING TO CIVIC ENGAGEMENT

Charlotte A. Carter-Yamauchi, Director
Legislative Reference Bureau

Presented to the House Committees on Education and Higher Education and Technology

Thursday, February 1, 2024, 2:00 p.m.
Conference Room 309 and Via Videoconference

Chairs Woodson and Perruso and Members of the Committees:

Good afternoon, Chairs Woodson and Perruso and members of the Committees, my name is Charlotte Carter-Yamauchi, and I am the Director of the Legislative Reference Bureau (LRB). Thank you for providing the opportunity to submit written comments on H.B. No. 1587, Relating to Civic Engagement.

The purpose of this measure is to:

- (1) Amend section 21G-2(a), Hawaii Revised Statutes, to require the LRB's Public Access Room at the State Capitol (PAR) to establish and maintain an outreach and engagement program for primary, secondary, post-secondary, and community education;
- (2) Establish one full-time equivalent (1.0 FTE) position for PAR and appropriate funds for the position;
- (3) Insert new statutory language to require the Department of Education and University of Hawaii to assign appropriate staff to coordinate with PAR on the new outreach and engagement program; and

- (4) Establish two full-time equivalent (1.0 FTE) civic education positions for the Department of Education and appropriate funds for the positions.

The Bureau wholeheartedly recognizes the need for civics education in our schools and supports efforts to provide age-appropriate civics education as part of the primary, secondary, and post-secondary school curriculum. However, the Bureau does not believe that **primary responsibility** for this effort should lie with its Public Access Room. Accordingly, the Bureau respectfully submits the following comments for your consideration.

PAR was established in 1994 with the core mission of enhancing the public's ability to participate in the legislative process; it became part of LRB in 1996. PAR offers services, equipment, and facilities to members of the public to enhance their participation in the legislative process, and PAR's offices and services are utilized year-round by the public and legislators alike. As part of its many services, PAR provides seminars, workshops, and information that are targeted to reach a broad audience. PAR also maintains and updates a comprehensive website with educational materials and up-to-date legislative information. Accordingly, students can and do already benefit from these ongoing educational sessions and information efforts.

PAR has **only two full-time permanent staff** year-round and hires an additional two temporary staff members during the legislative session. Since the onset of the COVID-19 pandemic, the workload during the interim has grown tremendously as PAR staff have continuously worked to expand remotely accessible and in-person services. As a result, even our dedicated and very capable two permanent staff members are challenged to handle the interim workload, particularly if one or both may be absent due to illness or personal time off. The Bureau's efforts to date to secure funding for an additional permanent position to help handle the current workload have been unsuccessful.

This measure provides an unspecified amount of funds for one permanent full-time equivalent position, to be placed within PAR, to enable PAR staff to undertake a targeted educational outreach and engagement program with the apparent intent that it be age-appropriate for primary through post-secondary Hawaii educational institutions, as well as to provide undefined "community education." Neither the Bureau nor PAR staff have any experience or training in curriculum development. While we appreciate the funding for an additional permanent staff position, we believe it unlikely that the Bureau could successfully locate and hire one person having sufficient expertise to develop age-appropriate civics education curriculum for such a very wide range of ages.

The Bureau notes that if the overarching intent is to provide a thoughtful and effective mechanism for civics education essentially for all age groups, it seems that a more practical approach would be to statutorily require inclusion of age-appropriate civics education in primary, secondary, and post-secondary school curriculum. Presumably, the Department of Education (DOE) and the University of Hawaii (UH), unlike the Bureau and PAR, already employ experienced curriculum development specialists, given that they are specifically in the

business of teaching. Indeed, according to the DOE's website, the DOE has already developed detailed social studies curriculum, including civics education, appropriate for its students, as part of a three-year implementation plan beginning with the 2019-2020 school year (see attachment). The Bureau and PAR would be more than willing to share information PAR has already developed, regarding engagement with the Legislature and the legislative process, with curriculum development specialists or other appropriate staff of the DOE, UH, and any other educational institution to assist in the creation of age-appropriate civics education material for their respective students. Moreover, the Bureau suggests that rather than stepping into the teachers' roles, it would be most effective and appropriate for PAR to offer workshops directly to the appropriate teachers in order to expand their understanding of how citizens can participate at the Capitol and obtain a better understanding of how laws are made. If the DOE and other educational institutions are willing to work with us to coordinate such a training program for appropriate staff, the Bureau believes it would be the most efficient way to achieve the important goal of providing better civic education for all of Hawaii's students.

The Bureau also notes that both the DOE and the UH have far larger budgets, staff, and other resources than PAR to carry out the effort envisioned in this measure. For example, with respect to the DOE, according to the FY 2025 Executive Supplemental Budget, Budget in Brief, the Department of Education was appropriated \$2,124,901,834 for fiscal year 2023-2024 by Act 164, Session Laws of Hawaii 2023, which accounted for 19.8% of all state general funds budgeted for the Executive Branch. The Department of Education was also appropriated \$2,049,077,753 for fiscal year 2024-2025 by the same Act, which accounted for an additional 20.7% of all state general funds budgeted for the Executive Branch. Also, the Department of Education position ceiling for fiscal year 2023-2024 is 20,473.25 permanent positions and 2,147.00 temporary positions. In contrast, PAR has just two permanent and two temporary session employees, and PAR's annual budget is \$201,721, or equal to approximately 0.001% of the general funds budgeted for the DOE for fiscal year 2023-2024.

The Bureau further notes that additional personnel and funding are not the only impediments to implementing such a program. If the intent of the measure is to have PAR host and teach students at the State Capitol, then the existing spatial limitations of PAR need to also be addressed. A significant amount of additional space would be required to physically accommodate these activities, since the current space allocated to PAR would be far insufficient and the Bureau does not control any additional State Capitol space that could be used for this purpose.

Should the Committees decide that they still want PAR to explicitly provide educational outreach to Hawaii educational institutions, rather than statutorily requiring age-appropriate civics education in primary, secondary, and post-secondary school curriculum and having PAR provide targeted training for appropriate teachers, the Bureau respectfully requests that funding be provided in an amount sufficient for the Bureau to hire three additional full-time permanent employees: one to assist in handling the current PAR workload and two experienced curriculum development specialists capable of carrying out the intent of the measure. The Bureau would also request the allocation of sufficient additional space within the State Capitol

to host educational activities required by this measure. If such funding is authorized and additional space in the State Capitol is identified and allocated to the Bureau to host educational activities, the Bureau would do its best to carry out this intent.

Thank you again for your consideration.

<https://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/Pages/standards.aspx>

Social Studies

Hawaii Core Standards for Social Studies (HCSSS), approved for adoption by the Board of Education in October 2018. Three-year implementation begins with the 2019-20 school year:

- [Introduction](#)
- Elementary: [Grade K](#), [Grade 1](#), [Grade 2](#), [Grade 3](#), [Grade 4](#), [Grade 5](#)
- Secondary: [Grade 6 World History](#), [Grade 8 United States History](#), [History of the Hawaiian Kingdom](#), [Modern History of Hawai'i](#), [Pacific Island Studies](#), [Participation in a Democracy](#), [United States History and Government](#), [World History and Culture](#)

Social Studies High School Elective Courses

- [American Problems](#), [Asian History](#), [Cultural Anthropology](#), [Economics](#), [European Studies](#), [Filipino History Culture](#), [Geography](#), [Global Studies](#), [Humanities](#), [Political Science/Government](#), [Psychology](#), [Sociology](#).

Secondary

Participation in a Democracy

<https://www.hawaiipublicschools.org/DOE%20Forms/Social%20Studies/HCSSSdemocracy.pdf>

Theme 1	Foundations of the Constitution		
Theme 2	Institutions of National Government		
Theme 3	Civic Rights and Responsibilities		
Sample Compelling Questions	<ul style="list-style-type: none"> • Has the Supreme Court historically expanded or constricted freedom? • What makes a good citizen? 		
Anchor Standard	Topic	Content Standard	Sample Content/Concepts
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>	
History Anchor Standard 17 Change, Continuity, and Context	Landmark Cases	Content Standard SS.PID.3.17.1 Explain the significance and impact of landmark Supreme Court cases in American history	<ul style="list-style-type: none"> • Cases: Marbury v. Madison, Plessy v. Ferguson, Korematsu v. United States, Brown v. Board of Education, Tinker v. Des Moines, Texas v. Johnson, Shelby County v. Holder • Significance: judicial review, upheld segregation, affirmed Executive Order 9066, principle of separate but equal overturned, free speech, free press, privacy, civil rights, voting rights • Impact: established branches of government as co-equal, enshrined idea of "separate but equal," legalized internment of Americans of Japanese ancestry, supported desegregation, guaranteed free speech rights to students, symbolic speech protected, challenged constitutionality of Voting Rights Act of 1965
Civics Anchor Standard 7 Civic Virtues and Democratic Principles	Rights and Responsibilities of Citizenship	Content Standard SS.PID.3.7.2 Assess the importance of exercising the rights and responsibilities of citizenship in a democracy	<ul style="list-style-type: none"> • Rights and Responsibilities: being an informed and active citizen, paying taxes, respecting the rights, beliefs, and opinions of others, serving jury duty, understanding and exercising the rights of citizenship, voting

Theme 4		Public Policy	
Sample Compelling Questions		<ul style="list-style-type: none"> • What should we do about economic inequality? • Do international alliances make the United States stronger? 	
Anchor Standard	Topic	Content Standard	Sample Content/Concepts
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>	
Civics Anchor Standard 7 Civic Virtues and Democratic Principles	Public Policy	Content Standard SS.PID.4.7.1 Draw conclusions about the role of policy makers, interest groups, and the media in shaping public policy	<ul style="list-style-type: none"> • Policy Makers: create and enact laws and policies • Interest Groups: advocate for specific policies, represent multiple viewpoints • Media: investigates and educates the public about policy problems
Economics Anchor Standard 10 Exchange and Markets	Role of Government in the Economy	Content Standard SS.PID.4.10.2 Analyze how the government affects the economic well-being of its citizens	<ul style="list-style-type: none"> • Economic Functions of Government: corrects for externalities, Federal Reserve System, maintains competition, provides public goods and services, regulates wages, stabilizes the economy • Social Services Provided by Government: educational grants and loans, Medicare and Medicaid, Social Security, veterans' services
Geography Anchor Standard 16 Global Interconnections: Changing Spatial Patterns	The Global Role of the United States	Content Standard SS.PID.4.16.3 Evaluate the degree to which the United States affects and is affected by geopolitics and international economics	<ul style="list-style-type: none"> • Geopolitics: military alliances, terrorism, treaties • International Economics: debt, monetary policy, outsourcing of goods and services, trade agreements • Immigration: changing patterns of movement and government policy

Theme 5		Civic Engagement	
Sample Compelling Questions		<ul style="list-style-type: none"> • Will you vote? • How can young people make a difference? 	
Anchor Standard	Topic	Content Standard	Sample Content/Concepts
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>	
Civics Anchor Standard 7 Civic Virtues and Democratic Principles	Analyzing Civic Action	Content Standard SS.PID.5.7.1 Plan and demonstrate some ways in which an active citizen can effect change in the community, state, nation, or world	<ul style="list-style-type: none"> • Citizen Engagement Actions: forming a club, peaceful protesting, providing a forum for debate, providing public testimony, running for office, volunteering, voting, writing letters to policymakers and the media

Elementary

Grade 3

Theme 1		Rules and Laws	
Sample Compelling Questions		<ul style="list-style-type: none"> • Why do we follow laws? • When should rules and laws change? 	
Anchor Standard	Topic	Content Standard	Sample Content/Concepts
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>	
Civics Anchor Standard 8 Processes, Rules and Laws	Rights and Responsibilities	Content Standard SS.3.1.8.1 Explore how people can change rules and laws, and how these changes affect society	<ul style="list-style-type: none"> • How People Change Rules and Laws: being elected to office, petitioning government, protests, strikes, voting • Changes to Society: civil rights, mandatory seat belts, voting rights, wearing helmets when riding bikes, women's suffrage
Civics Anchor Standard 7 Civic Virtues and Democratic Principles	Governance, Power, and Authority	Content Standard SS.3.1.7.2 Describe the relationship between authority and power	<ul style="list-style-type: none"> • Authority: the legitimate right to give orders, make decisions, and enforce obedience • Power: the capacity or ability to direct or influence the behavior of others • Power without Authority: bullying, dictatorship
History Anchor Standard 19 Causation and Argumentation	Causes and Effects in History	Content Standard SS.3.1.19.3 Explain how groups have worked to effect change in American society	<ul style="list-style-type: none"> • Groups: environmental organizations, government organizations (e.g., Environmental Protection Agency, Centers for Disease Control and Protection), Mothers Against Drunk Driving, unions (e.g., end to child labor, 8-hour work day, safety)

Theme 2		Rights and Responsibilities of Citizens		
Sample Compelling Questions		<ul style="list-style-type: none"> • Do all people have the same opportunity to succeed? • What makes someone a good citizen in your community? 		
Anchor Standard	Topic	Content Standard	Sample Content/Concepts	
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>		
Economics Anchor Standard 10 Exchange and Markets	Role and Functions of Markets	Content Standard SS.3.1.10.1 Explain the role of money in making exchange easier	<ul style="list-style-type: none"> • Money: convenience, less transactional time, portability, store of value 	
Economics Anchor Standard 10 Exchange and Markets	Role and Functions of Markets	Content Standard SS.3.2.10.2 Explain how public goods and services support community needs	<ul style="list-style-type: none"> • Public Goods and Services: emergency services, hospitals, libraries, parks, post offices, roads, schools 	
Civics Anchor Standard 7 Civic Virtues and Democratic Principles	Principles and Values of Democracy	Content Standard SS.3.2.7.3 Explain how to be a responsible and active citizen in a democracy	<ul style="list-style-type: none"> • Responsibilities: being an informed and active citizen, engaging in civil discourse, paying taxes, understanding and exercising the rights of citizenship, respecting the rights, beliefs, and opinions of others 	
Civics Anchor Standard 7 Civic Virtues and Democratic Principles	Principles and Values of Democracy	Content Standard SS.3.2.7.4 Explain how democratic rights promote equality and opportunity	<ul style="list-style-type: none"> • Rights: freedom of assembly, freedom of religion, freedom of the press, freedom of speech, right to petition the government for redress, voting 	
Civics Anchor Standard 6 Civic and Political Institutions	Governance, Power, and Authority	Content Standard SS.3.2.6.5 Explain the purpose of various government functions	<ul style="list-style-type: none"> • Purposes: consumer protection, education, environmental protections, health care, national passing and enforcing of laws, recreation, safety, sanitation, security 	

Theme 3		Migration		
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Theme 4		Our Changing World		
Sample Compelling Questions		<ul style="list-style-type: none"> • How can we use limited resources sustainably? • How can we respond to environmental change? 		
Anchor Standard	Topic	Content Standard	Sample Content/Concepts	
<i>The student demonstrates an understanding of</i>		<i>Therefore, the student is able to</i>		
Economics Anchor Standard 9 Economic Decision Making	Limited Resources and Choice	Content Standard SS.3.4.9.1 Compare ways that people are addressing the issue of limited natural resources	<ul style="list-style-type: none"> • Limited Resources: fossil fuels, minerals, water • Addressing the Issue: reduce use, recycle, develop alternate materials, develop alternate sources 	
Geography Anchor Standards 14 Human-Environment Interactions: Place, Regions, and Culture	Interactions and Impact	Content Standard SS.3.4.14.2 Analyze ways the environment of a community changes over time in various world regions	<ul style="list-style-type: none"> • Technological Impacts: deforestation, farming techniques, internet availability connects communities • Human Impacts: big corporations establish factories or stores, climate change, housing developments • Political Impacts: passage of laws for nature conservation 	
Geography Anchor Standards 16 Global Interconnections: Changing Spatial Patterns	Disasters	Content Standards SS.3.4.16.3 Analyze the effects of disasters on people around the world	<ul style="list-style-type: none"> • Disasters: earthquakes, floods, hurricanes, sea level rise, tornadoes, tsunami, volcanoes 	
History Anchor Standard 18 Perspectives	Historical Inquiry	Content Standard SS.3.4.18.4 Assess the reliability and accuracy of differing historical accounts	<ul style="list-style-type: none"> • Assess: media literacy, opinion vs. fact, propaganda vs. unbiased perspective, reliability of sources, same event from multiple perspectives 	

HB-1587

Submitted on: 1/30/2024 4:05:12 PM

Testimony for EDN on 2/1/2024 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Andrew Crossland	Individual	Support	Written Testimony Only

Comments:

I **support** this Bill.



HAWAII YOUTH SERVICES NETWORK

677 Ala Moana Blvd., Suite 904

Honolulu, Hawaii 96813

Phone: (808) 489-9549

Web site: <http://www.hysn.org> E-mail: info@hysn.org

Vonnell Ramos, President
Cyd Hoffeld, Vice President
Sione Ford Naeata, Treasurer
Greg Tjapkes, Secretary

Judith F. Clark, Executive
Director

Network Membership

Big Brothers Big Sisters Hawaii
*Big Island Substance Abuse
Council*

*Bobby Benson Center
Child and Family Service
Coalition for a Drug-Free Hawaii*
*Collins Consulting, LLC
Domestic Violence Action Center
EPIC 'Ohana, Inc.*

Family Programs Hawaii
Family Support Hawaii
*Friends of the Children's Justice
Center of Maui*

Get Ready Hawaii
*Hale Kipa, Inc.
Hale 'Opio Kaua'i, Inc.
Hawaii Children's Action
Network*

*Hawaii Health & Harm
Reduction Center
Hawaii Island Community'
Health Center*

*Ho'ola Na Pua
Ho'okele Coalition of Kaua'i
Ka Hale Pomaika'i
Kahi Mohala*

*Kokua Kalih Valley
Kaua'i Planning and Action
Alliance*

*Maui Youth and Family Services
Na Pu'uwai Molokai Native
Hawaiian Health Care
Systems*

*P.A.R.E.N.T.S., Inc.
Parents and Children Together
PHOCUSED*

*PFLAG—Kona, Big Island
Planned Parenthood of the
Great Northwest, Hawaii
Alaska, Kentucky, Indiana
Residential Youth Services
& Empowerment (RYSE)*

*Salvation Army Family
Intervention Services
Sex Abuse Treatment Center
Susannah Wesley Community
Center
The Catalyst Group*

January 30, 2024

Representative Justin Woodson, Chair
And members of the Committee on Education

Representative Amy Peruso, Chair
And members of the Committee on Higher Education and Technology

TESTIMONY IN SUPPORT OF HB 1587 RELATING TO CIVIC ENGAGEMENT

Hawaii Youth Services Network (HYSN) supports hb 1587 Relating to Civic Engagement

“Youth civic engagement leads to reduced risky behavior, increased success in school and leads to greater civic participation later in life. . . . Civic engagement provides young people with opportunities to gain work experience, acquire new skills, and to learn responsibility and accountability—all while contributing to the good of their communities.”¹

Hawaii Youth Services Network coordinates the annual Hawaii Children and Youth Summit, in which youth are provide recommendations to legislators about what Hawaii needs to be a better place to live, learn, and work. Youth voice is reflected in bills introduced this legislative session about flavored tobacco products, mental health education, disaster preparedness and other issues.

If the program is funded, HYSN would work in partnership with the Public Access Room and the Department of Education to engage youth in civic affairs. The young people who have participated in the Children and Youth Summit find the experience empowering, and, their involvement leads to continued engagement as adults.

I will close with some quotes from Hawaii's youth that have participated in the Hawaii Children and Youth Summit,

“This was my first experience in attending a meeting with other youths where our voices matter. . . . I want to make a difference and attending the Summit gave me the courage to step out and share everything I've learned with my fellow students. I know I will never stop speaking up for what is right.”

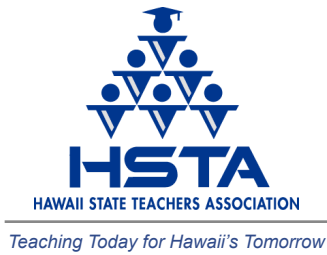
I have always been passionate about the environment . . . but I never thought I could make a difference now. . . . Thank you for providing that chance to speak out and give me someone to listen. . . . This has been one of the few times that I felt like people listened to me.

Thank you for this opportunity to testify.

Sincerely,

A handwritten signature in cursive script that reads "Judith F. Clark". The signature is written in black ink and is positioned below the word "Sincerely,".

Judith F. Clark
Executive Director



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

Osa Tui, Jr.
President

Logan Okita
Vice President

Lisa Thompson
Secretary-Treasurer

Ann Mahi
Executive Director

TESTIMONY TO THE HAWAII HOUSE COMMITTEES ON EDUCATION AND HIGHER EDUCATION & TECHNOLOGY

Item: **HB1587 - Relating to civic engagement**
Position: **Support**
Hearing: **February 1, 2024, 2:00 p.m., Conference Room 309**
Submitter: **Osa Tui, Jr. – President, Hawai'i State Teachers Association**

Chairs Woodson and Perruso, Vice Chairs La Chica and Kapela, and members of the committees,

The Hawai'i State Teachers Association supports HB1587 which requires the public access room to establish and maintain an outreach and engagement program for primary, secondary, post-secondary, and community education. It also requires the Department of Education and the University of Hawai'i to assign appropriate staff to coordinate with the Public Access Room for the outreach and engagement program. It establishes two full-time equivalent permanent civic education resource teacher positions and appropriates funds to the Legislative Reference Bureau for one full-time equivalent (1.0 FTE) position to assist in effectuating this requirement.

The Hawai'i State Teachers Association stresses the importance of expanding civic education in our public schools to prepare students to participate in the public and political lives of their communities. Civic education helps develop critical thinking skills in our students that are vital to the functioning of a democratic nation, including how to recognize social problems, evaluate possible solutions to problems, separate evidence-based claims from opinions, and to take action.

Hawai'i is among the ten states with the lowest voter turnout in the nation. Cultivating social and political engagement among students through civic education is an important strategy available to increase voter turnout and citizen engagement over the long term. This wouldn't be just for increasing voting turnout, but also to educate on how to become more involved in community issues as they arise. Civic education helps to learn how to evaluate what others have tried, what has worked, and make a plan of action for creating change needed to solve problems together.

The Hawai'i State Teachers Association asks your committees to **support** HB1587.

Hon. Lisa M. Ginoza
Chair

Representative Amy A. Perruso
Vice-Chair

Prof. Troy J.H. Andrade

Perry M. Arrasmith

Philip J. Bossert, Ph.D.

Rosanna Fukuda, MAEd

Debora Halbert, Ph.D.

Nathan G. Kam

Senator Dru M. Kanuha

OHA Board Chair
Carmen Hulu Lindsey

Matt M. Mattice

Prof. Colin Moore

Ruth K. Oh, Esq.

Magistrate Judge
Wes Reber Porter

Testimony to the Thirty-Second Legislature, 2024 Regular Session

House Committee on Education
Rep. Justin H. Woodson, Chair
Rep. Trish La Chica, Vice Chair

House Committee on Higher Education and Technology
Rep. Amy A. Perruso, Chair
Rep. Jeanne Kapela, Vice Char

Thursday, February 1, 2024 at 2:00 p.m.
Conference Room 309 and Videoconference

Testimony By
Professor Colin Moore
Member, Commission to Promote and Advance Civic Education
(PACE Commission)

Bill No. and Title: House Bill No. 1587
Relating to Civic Engagement

Purpose: Requires the Public Access Room (PAR) to establish and maintain an outreach and engagement program for primary, secondary, post-secondary, and community education. Requires the Department of Education (DOE) and University of Hawaii (UH) to assign appropriate staff to coordinate with the public access room for the outreach and engagement program. Establishes two full-time equivalent permanent civic education resource teacher positions. Appropriates funds to the legislative reference bureau for one full-time equivalent (1.0 FTE) position to assist in effectuating this requirement. Appropriates funds to the department of education for the expansion of civic education in the public schools.

PACE Commission Position: Strong support, with amendments

The PACE Commission strongly supports the purposes of the bill to: **(1)** require the PAR to establish and maintain an outreach and engagement program for primary, secondary, and community education, and provide funds to establish a full-time position in the PAR to effectuate this requirement; **(2)** establish and fund two civic education resource teacher positions in the DOE; **(3)** appropriate funds to the DOE to increase access to civic education in public schools; and

(4) require the DOE to assign staff to coordinate with the PAR regarding the outreach and engagement program.

However, because the bill does not provide resources to the UH related to the outreach and engagement program, the PACE Commission recommends the bill be amended: (a) so that post-secondary education not be included in the outreach and engagement program at this time; and (b) by deleting section 3, which requires the UH to assign staff to coordinate with the PAR on the outreach and engagement program.

Establishing the outreach and engagement program: Amending HRS § 21G-2 to establish an outreach and engagement program in the PAR would have a significant impact in reaching and educating students and citizens across the state about the Legislature. It is also crucial to have a dedicated position to focus on this important effort, and thus it will be highly beneficial to have funds appropriated to establish the full-time position in the PAR. These steps would create a very positive and focused engagement with students, educators and citizens to promote learning about the Legislature, understanding of the legislative process, and further interaction with Legislators. The more direct contact that students, educators and citizens can have with the Legislature, and the more they can see the process in action, the more they will understand and want to participate in this key part of our democracy. The proposals in Senate Bill 2052 advance the purpose of the Public Access Room to “ensure improved public participation in the legislative process” set forth in HRS § 21G-1.

Establishing positions in the DOE and appropriating funds to expand civic education in public schools: The PACE Commission strongly supports establishing two civic education resource teacher positions in the DOE and appropriating funds to expand civic education in public schools. These actions would be a very significant step toward improving civic education in Hawaii’s public schools. The positions and funding are imperative in order to have focused attention on everything from training, programs, creating resource materials, project learning, and much more, needed for robust civic education in grades K-12 in public schools. Currently, the DOE does not have a position dedicated to civic education. The DOE has an Educational Specialist for Social Studies who has broad statewide responsibilities related to social studies generally. Just one part of those duties is to address civic education for students in grades K-12. In short, this position has multiple other statewide duties beyond civic education. Further, there is a significant shortage in resources for professional development of teachers to teach civics and to support those who are already teaching civics. This bill appropriates funds needed to expand civic education in public schools, including through professional development and classroom resources related to the existing Hawaii core standards in social studies.

Just recently, the DOE announced Mililani High School and Maui High School as the first Schools of Democracy for the State of Hawaii. These designations mean that these schools have a rigorous commitment to civic learning aligned with the core standards for social studies, opportunities for civic learning across the curriculum, and a school culture that embraces the Aloha Spirit. This is just a glimpse and start of what is possible in this program alone. With positions and resources dedicated to civics in the DOE, so much more can be accomplished to

improve civic education, increase civic engagement and have broader participation in our democracy. Expanding civic education in public schools will provide students with a better understanding about the fundamental workings of government, the rights and responsibilities of citizens, and how each can meaningfully engage in making their communities a better place. This bill is a crucial step in the right direction.

Coordination by PAR with DOE and UH: Regarding the provisions in the bill requiring the DOE and UH to assign staff to coordinate with the PAR, the PACE Commission appreciates the focus on engagement and coordination between entities, but recognizes that the lack of resources to support civics is a challenge across the state. Given that the bill establishes two civic education resource teachers and funding for the DOE, those positions would be able to coordinate with the PAR on the outreach and engagement program. However, the bill does not provide similar resources for the UH, and the Commission is not aware of any position in the UH System focused solely on civic education. Therefore, the PACE Commission recommends the following amendments to the bill:

- page 3, line 19: delete “post-secondary,”
- page 4, lines 3-4: delete “and university of Hawaii”
- page 5, lines 1-8: delete Section 3 of the bill regarding Chapter 304A
- page 5, line 17: delete “post-secondary,”

Brief background on the PACE Commission: The PACE Commission was created pursuant to Rule 23 of the Rules of the Supreme Court of the State of Hawai‘i, issued on January 7, 2021. The purpose of the PACE Commission is to promote and advance civic education for students and citizens throughout Hawai‘i. The commission has fourteen members appointed according to Rule 23 by the following: Chief Justice of the Hawai‘i Supreme Court, Governor, President of the Senate, Speaker of the House, Office of Hawaiian Affairs, Superintendent of the Department of Education, Chief Judge of the U.S. District Court for the District of Hawaii, President of the University of Hawai‘i, Dean of the William S. Richardson School of Law, Hawaii State Bar Association, Hawai‘i Association of Independent Schools, and two members selected by the other appointed members.

Thank you for hearing this bill and for the opportunity to provide testimony.

HB-1587

Submitted on: 1/31/2024 1:28:28 PM

Testimony for EDN on 2/1/2024 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Malia Tsuchiya	Individual	Support	Written Testimony Only

Comments:

IN STRONG SUPPORT

LATE

HB-1587

Submitted on: 2/1/2024 6:52:20 AM

Testimony for EDN on 2/1/2024 2:00:00 PM

Submitted By	Organization	Testifier Position	Testify
Kamuela Stone	Individual	Oppose	Written Testimony Only

Comments:

I oppose this bill. I oppose this bill because it is asking the PAR to do the DOE's job. First, let me say that the PAR is fantastic. I've called their staff many times and I've always received patient and helpful service. They are very good at what they do. This bill proposes that the PAR create and manage a civics program for the schools. Hello, isn't that the DOE's job? What does creating a civics program have to do with helping people login to their accounts on the legislative website or find a bill? The DOE is responsible for training its teachers and making sure that its own education standards are being met. I watched the Senate version of this bill being discussed yesterday and was really bothered by the DOE's feckless attempt to defend its poor effort to teach civics to its students. Their rep talked about all the great things they were doing to enhance civics in the schools while at the same time supporting another government agency teaching civics to its students. It was like watching a comedy. Please hold the DOE accountable for meeting its own education standards.

Yesterday was the first time I heard about this PACE commission. I discovered that they are the motor behind this push to turn the PAR into a hub of civics education creation. PACE was created by the Judiciary. The Judiciary already has a civics program under their history center. Why didn't PACE add the Judiciary History center as a partner on this bill? Do they expect the PAR to create civics curriculum on the courts too? They're just as irresponsible as the DOE in trying to give another state agency responsibility over something it should be doing. I worry about how much of an impact this bill will have on the good work the PAR already does. Please leave the PAR for the public and make the DOE and the Judiciary do their own jobs.