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February 24, 2015

TESTIMONY OF MASON K. CHOCK
COUNCILMEMBER, KAUAI COUNTY COUNCIL
ON
HB 95, RELATING TO DUAL CREDIT PROGRAMS
House Committee on Finance
Thursday, February 26, 2015
11:00 a.m.
Conference Room 308

Dear Chair Luke and Members of the Committee:

Thank you for this opportunity to submit testimony in support of HB 95, Relating to Dual Credit Programs. My testimony is submitted in my individual capacity as a Councilmember of the Kaua'i County Council.

HB 95 provides a great opportunity for students to further their education. The increasing number of jobs requiring postsecondary education is inevitable, and to ensure students receive the best options in preparation for their professional careers is to broaden the current law which expands student participation in dual credit programs. This will give high school students a chance to get an early start on college and see that they can succeed in college, regardless of their income status.

For the reasons stated above, I strongly encourage the House Committee on Finance to support this measure. Again, thank you for this opportunity to submit testimony.

Sincerely,

A handwritten signature in black ink, appearing to be 'Mason K. Chock'.

MASON K. CHOCK
Councilmember, Kaua'i County Council



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony presented before the
House Committee on Finance
February 26, 2015 at 11:00 am
By Karen C. Lee, Ed.D.
Associate Vice President and
Executive Director, Hawai'i P-20 Partnerships for Education

HB 95 – RELATING TO DUAL CREDIT PROGRAMS

Chair Luke, Vice Chair Nishimoto, and Members of the Committee:

HB 95 expands the current running start legislation to include all dual credit programs, broadens the definition of an eligible student to include all high school students, and replaces the standardized test to determine college readiness with assessments for college placement. It also appropriates moneys to these programs.

The University strongly supports this bill. Hawai'i has had a history of promoting dual credit opportunities, mainly through the Running Start program, which allows high school students to take college level courses for college and high school credit at a UH campus, for over 10 years. The outcomes of these students show that they have higher college-going rates, higher likelihood to enroll in college, higher likelihood to remain in college, and higher likelihood to graduate with a degree or certificate. The University, in partnership with the Hawai'i Department of Education, is expanding the dual credit program to include the Early College High School program, which allows high school students to take college level courses at their high school campus and which targets students who would not traditionally go to college, as well as the Jump Start program, which gives high school seniors on a career/technical education track to spend their last year of high school as a full-time community college student. This bill will consolidate these successful dual credit programs to maximize our existing resources and leverage the current grant funding that has been sustaining these initiatives on a small scale thus far.

Because early indications from Hawai'i high schools show better college-going rates and success rates of these students than regular incoming college students, we support this bill's efforts to give more of Hawaii's keiki a chance at college and career success. Some of these students, particularly at high schools such as Waipahu, Waiakea, and Kaimuki, are on track to graduate with a college associate's degree upon high school graduation. Nationally, a recent report from the American Institutes for Research shows early college students have higher rates of high school graduation, college enrollment and college completion.

Currently, high schools are able to run these dual credit programs in partnership with UH campuses through private foundation grants, federal grant dollars, and payment of tuition by families who can afford to pay. However, because the early college high

school program is expanding rapidly and because it targets underrepresented, low-income, first-generation college students, the ability to sustain this popular program is in jeopardy. We ask that the state fund these programs to broaden participation for students through both the Hawai'i Department of Education and the University of Hawai'i.

In the 2014-15 school year, Hawai'i has over 1,400 students enrolled in dual credit courses. The \$1.84 million request to the Hawai'i DOE would fund 30 students at every DOE high school to earn 6 college credits in one year through the Early College program. Research shows that earning at least 6 credits aids college-going and success. It would also fund 2 full time positions – one to act as the fiscal and operations administrator of the funds and distribute the funds equitably to schools; the other to provide programmatic and technical support to the schools and colleges in setting up the programs, determining courses, and acting as liaison between K-12 and higher education. These two positions do not exist currently; the functions are performed by temporary personnel at Hawai'i P-20 Partnerships for Education which is funded by private and federal grants.

The \$800,000 request to UH would award scholarships to approximately 1200 students to take Running Start courses (those taken at the college campus) and to be in the Jump Start program (program for 12th graders to spend their senior year at the college, taking a full year of career and technical education courses). Some of these students take more than 1 course each year. The funding request would also fund one position to coordinate the scholarship application process, distribute funds to students equitably, and coordinate the early college taskforce. The position currently exists as a temporary position at Hawai'i P-20 Partnerships for Education, funded by private and federal funds.

Thank you for this opportunity to testify.



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Office of the State Director
for Career and Technical Education

Testimony presented before the
House Finance Committee
February 26, 2015, 11:00 am
By Bernadette Howard
Hawaii State Director for Career and Technical Education

HB' 95 RELATING TO DUAL CREDIT PROGRAMS

Chair Luke and Members of the Committee:

HB 95 expands the current Running Start legislation to include all dual credit programs – including those traditionally referred to as vocational, but now known as Career and Technical Education (CTE). It expands the definition of an eligible student to include all high school students, replaces the standardized test to determine college readiness with assessments for college placement, and appropriates money to these programs.

The State Office for CTE, a part of the UH System, strongly supports this bill. This office administers the \$5.6M Perkins grant awarded to Hawaii annually by the US DOE. The purpose of the Perkins grant is to promote the development of services and activities that integrate rigorous and challenging academic and career and technical instruction, and that link secondary and postsecondary education. Last year, Perkins funds supported 48,014 high school and community college students in Hawaii.

There is ample evidence that students enrolled in CTE programs are more likely to complete high school (HIDOE CTE students graduated at a rate of 98% in the 2014 reporting year) and continue on and complete post secondary education. They are more likely to be employed and stay employed. Attached is a “snapshot” of CTE in Hawaii over the last three years as reported to the US DOE.

This bill would consolidate several accelerated learning options for high school students that currently exist in Hawaii. It will allow the DOE and UH to more efficiently serve students, and equally important, maximize resources. The current Running Start program focuses on *academic* courses that students can complete while in high school. The dual credit Jump Start and Early College models, which support the DOE’s goal of making all students “college and career ready,” were more recently developed and implemented as options for students to earn both academic *and* CTE credits. Early indications are that students enrolled in these programs show better college-going rates and success rates than regular incoming college students. These options are included in HB 95.

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Office of the State Director
for Career and Technical Education

Currently there is no legislative funding appropriated for dual credit programs. They are funded by private foundation grants, federal grants, and payment of tuition by the families who can afford to pay. As a state, we should ensure that the underrepresented, low-income, and first-generation college students – that all students - have an equal opportunity to these programs.

As a state we will benefit by having a well-educated and highly skilled workforce to maintain our economic competitiveness, higher incomes resulting in higher tax revenues, fewer demands on social services, improved health, and increased civic engagement. We are asking the state to provide the means for the DOE and UH to sustain these programs by supporting the \$1.8M requested for the DOE and the \$800,000 requested for UH.

Thank you for this opportunity to testify.

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KAUAI
 COMMUNITY COLLEGE

Testimony in Support of HB 95 – Relating to Dual Credit Programs

To Honorable Committee Chair and Members:

I would like to provide support to HB 95 to expand the current Running Start Program to include Early College, where high school students are provided with the opportunity to take dual-credit college courses during their high school hours at their high school campus.

The existing Running Start Program, which allows students to take college courses for dual-credit at one of the UH campuses, has shown to be successful: these students are more likely to attend college, likely to persist and earn a college degree/certificate. One thing that this program does not address adequately is ACCESS. That is only the top students with the financial and transportation means can come to the college campus to take advantage of this opportunity. These are the students who really would have gone to college anyway.

In order to increase the number of people obtaining a college degree/certificate to meet the economic demands of the state of Hawaii (as addressed in the 55 by 25 initiative), we need to target another group of young adults. I'd like to call them the "I am doing okay" group, who have just done okay along the way and somehow nobody ever give them a little nudge to say "go to college" and "you can do it!". I have spent the past few years trying to make "Early College" concept work under the umbrella of Running Start program. The problem is obvious at the beginning. These students do not have the time or the means to get to a college campus. Well, then I come to teach it at their school. When I did this I found out that there is a bigger problem: they cannot afford to pay the tuition fees and books. Every semester I have tried this, only a third of the students who are interested can afford to be enrolled.

HB 95 will appropriate funding to allow these high school students the opportunity to get their foot in the door of college, to build their confident, and to just give them a sense of "I can do college!"

Finding a way to make this HB 95 works is responsible legislation. You will see fruitful results and I can count on my words! I am a true believer in education and am in the trenches every day trying to pull together this grant and that grant to make this Early College Program happen for the island of Kauai. I currently have a Title III grant right now for a math teacher and a coordinator, but that won't be here for too long. Really, what is being requested in this bill is just the

beginning of what is needed. I see the needs and I see how many students being interested in the program on Kauai. For example, the bill asked to fund 30 students at every high school campus to earn 6 credits in one year. I have just heard of at least 50 students interested in my math class that is being considered for next Fall using private grant funding at Kapaa High School. That's just math alone and you know math isn't the most popular subject for most students, although it is best thing for them!

I truly need your help and support to make Hawaii a better place for our future generations. Thank you for the opportunity to testify and welcome any discussion if you so desire.

Sincerely yours,

A handwritten signature in black ink, appearing to read 'G. Drent', with a long, sweeping flourish extending to the right.

Gigi Drent

Associate Professor of Mathematics
Science and Math Division Chair
Kauai Community College
gdrent@hawaii.edu
(808) 245-9289

DAVID IGE
GOVERNOR



KATHRYN MATAYOSHI
SUPERINTENDENT

STATE OF HAWAII
DEPARTMENT OF EDUCATION
WAIPAHU HIGH SCHOOL
94-1211 FARRINGTON HIGHWAY
WAIPAHU, HI 96797

Testimony presented before the
House Committee on Finance
Conference Room 308
11:00 AM, Thursday, February 26, 2015
By Mark Silliman
Director, Waipahu High School Early College

HB 95 RELATING TO DUAL CREDIT PROGRAMS

POSITION: Support

Dear Honorable Committee Chair Sylvia Luke, Vice Chair Scott Nishimoto and Members of the Committee:

In 2002, start-up funding for the Early College High School Initiative came from the Bill & Melinda Gates Foundation, the Carnegie Corporation of New York, the Ford Foundation, the W.K. Kellogg Foundation, and a number of other major contributors. These start-up resources gave rise to one of the most important educational reform movements in recent history. Notwithstanding these generous grants, many of the 280 redesigned early college high schools throughout the nation have moved away from "soft" money and have now secured permanent and sustainable funding through their respective state legislatures.

On June 4, 2012, Waipahu High School launched the first early college high school program in the State of Hawaii with generous support from the McInerney Foundation. The program began by offering 30 students the opportunity to take a University of Hawaii, West Oahu course in Psychology at no cost to the students. As word spread amongst eager students, enrollments grew to 103 duplicate students in SY2012-13 to 424 duplicate students in SY2013-14, with a 99.8% pass rate.

The net result of this program has been far greater than the award of college credit to underrepresented, low-income, ELL and first-generation college students. The early college program has significantly improved career and college readiness. For instance, preliminary data show that students who graduate from Waipahu High School, and who transfer to Leeward Community College with early college credits, outperform Waipahu High School graduates without early college experience.

The following are a few examples of these preliminary data:

- Retention Rate 90.2 versus 65% (25 percentage point better with respect to retention)
- Average Success Rate in Math 100 & English 90.5 versus 70.4 % (20.1 percentage point difference)
- Average GPA was 2.92 versus 2.05 (.87 on 4 point scale (42% higher) GPA

It is no coincidence that the early college movement is championed by Jobs for the Future – a non-profit organization that works to ensure that all underprepared young people and workers have the skills and credentials needed to succeed in the job market.

Beyond helping the University of Hawaii System and the Hawaii Department of Education reach their strategic goals of improving graduation rates of underrepresented students, the early college high school initiative has also been a major contributing strategy toward helping the State of Hawaii reach its 55 by 25 goal.

Jobs for the Future asserts, “Our best chance of preparing millions more Americans for the jobs of the future is by enabling higher education’s most underrepresented populations (i.e., dropouts, minorities, low-income students) to succeed in college and other career training programs).

In improving readiness for college and careers, early college schools have become an essential part of Texas’ strategy to develop a young workforce that can compete in a global, knowledge-based economy. The benefits to taxpayers of having more students progress successfully toward college completion makes the state’s support for starting up these sustainable schools a prudent move” (JFF).

Skeptics might ask: “Is there a return on investment?” In 2006, Augenblick, Palaich and Associates developed a financial analysis model for calculating the return of investment (ROI) and found that states like California and New York might expect to yield \$1.33 to \$2.11 more for every dollar invested in early college high schools than in traditional high schools over the course of 15 years, and \$2.51 to \$3.95 more over the course of 25 years.

In summary, support of this bill will not only significantly improve the gross individual earnings, but would also significantly increase tax revenue for the federal and state governments.

- Hawaii could save as much as \$92.7 million in health care costs over the lifetimes of each class of dropouts (Alliance for Excellent Education, “Healthier and Wealthier,” 2006).
- Hawaii’s high schools graduated all of their students, the state could save as much as \$13.7 million a year (Alliance for Excellent Education, “Paying Double,” 2006).
- Hawaii’s economy could see a combination of crime-related savings and additional revenue of about \$18 million each year if the male high school graduation rate increased by just 5 percent (Alliance for Excellent Education, “Saving Futures, Saving Dollars,” 2006).

The above analysis does not factor in other costs related to substance abuse, domestic violence, health-related medical expenses and incarceration – all of which have been shown statistically to relate to educational opportunity.

Thank you for this opportunity to testify

AN AFFIRMATIVE ACTION AND EQUAL OPPORTUNITY EMPLOYER



TO: Honorable Sylvia Luke, Chair
Honorable Scott Nishimoto, Vice Chair
Members of the Finance Committee

DATE: February 26, 2015
TIME: 11:00 a.m.
PLACE: Conference Room 308
Hawai'i State Capitol

FROM: Kamehameha Schools

RE: HOUSE BILL 95, RELATING TO DUAL CREDIT PROGRAMS

Chair Luke, Vice Chair Nishimoto, and members of the Committee,

Thank you for this opportunity to testify in support of HB 95, relating to the dual credit program at the University of Hawaii.

Kamehameha Schools offers support to this bill consolidating guidelines for the former running start and jump start programs into the dual credit program, which allows high school students to work towards high school graduation and a degree at the same time. The measure also replaces a standardized test with an assessment approved by the college or university which may include many measures of college readiness.

Kamehameha Schools supports all efforts to help students achieve greater in education. Programs that allow students to work simultaneously toward both a diploma and a degree support increased rates of degree attainment and so are important for developing future generations.

We ask that you help to provide our state's young people with the tools and support they need to succeed.

Thank you for the opportunity to testify on this measure.

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Honolulu, Hawaii 96813



Telephone: 808 926-1530
Contact@HEECoalition.org

House Committee on Finance
Representative Sylvia Luke, Chair
Representative Scott Nishimoto, Vice Chair

February 26, 2015

Dear Chair Luke, Vice Chair Nishimoto, and Committee Members:

This testimony is in support of HB95, which replaces the running start program and jump start program with dual credit programs.

The Hui for Excellence in Education (HE'E) is a diverse coalition of over 40 parent and community organizations dedicated to improving student achievement by increasing family and community engagement and partnerships in our schools. Our member list is attached.

The Coalition understands that having a post-secondary degree gives choices to our youth, allowing them to prepare for jobs in our workforce as well as challenging them with higher-level thinking. However, we hear that many students do not think that college is an option because they do not have the confidence or the financial support. Jump Start and Running Start Programs have allowed high school students to experience college classes, start accumulating college credits and gain the confidence that they can succeed in a post-secondary program. We applaud these programs for giving students the opportunity and exposure while still in high school.

We support this bill, which expands the eligibility to 9th grade, giving more students the opportunity to participate in the dual credit programs. In addition, we support the financial appropriation, which will allow students to participate in dual credit programs tuition free. From a parent, family and student perspective, the cost of college tuition is extremely daunting. If a student can participate in their high school years to gain college credits tuition free, it eases the burden on families and the student, especially for those families and students who are contemplating pursuing a post-secondary education because of costs.

Thank you for the opportunity to testify. Our support of this bill represents a 75% consensus or more of our membership.

Sincerely,

Cheri Nakamura
HE'E Coalition Director

Academy 21
After-School All-Stars Hawaii
Alliance for Place Based Learning
*Castle Complex Community Council
*Castle-Kahuku Principal and CAS
Center for Civic Education
Coalition for Children with Special Needs
*Faith Action for Community Equity
Fresh Leadership LLC
Girl Scouts Hawaii
*Good Beginnings Alliance
Harold K.L. Castle Foundation
*Hawaii Appleseed Center for Law and Economic Justice
Hawai'i Athletic League of Scholars
*Hawai'i Charter School Network
*Hawai'i Nutrition and Physical Activity Coalition
*Hawaii State PTSA
Hawai'i State Student Council
Hawai'i State Teachers Association
Hawai'i P-20
Hawai'i 3Rs
Head Start Collaboration Office
It's All About Kids
*INPEACE
Joint Venture Education Forum
Junior Achievement of Hawaii
*Kaho'omiki
Kamehameha Schools
Kanu Hawai'i
*Kaua'i Ho'okele Council
Keiki to Career Kaua'i
Kupu A'e
*Leaders for the Next Generation
Learning First
McREL's Pacific Center for Changing the Odds
Our Public School

*Pacific Resources for Education and Learning
*Parents and Children Together
*Parents for Public Schools Hawai'i
Punahou School PUEO Program
Teach for America
The Learning Coalition
US PACOM
University of Hawai'i College of Education
YMCA of Honolulu

Voting Members () Voting member organizations vote on action items while individual and non-voting participants may collaborate on all efforts within the coalition.*

Aloha Representatives;

I support HB95 with some recommended additions.

The bill states: "The purposes of this Act is to broaden current law to include all dual credit programs to broaden eligibility to participate in the program, to allow for multiple measures of assessment to determine eligibility, and appropriate funds for the instruction, courses, and administration of college credits, thus allowing broader participation by various types of students."

I ask that "students" be clearly defined as public, private or home school. I am a home school mother who has a daughter currently dual-enrolled at Leeward Community College (LCC) and two others that have since graduated but attended both Honolulu Community College (HCC) and LCC.

For most home school families, we are one-income households. The financial help would be tremendous. We receive no financial assistance or breaks while educating our children, even though our tax dollars are heavily utilized for education.

Also, there are no uniformed standards for home school students in the dual-enrolled programs at the community colleges; they are different at each campus. Additionally, there are different acceptance standards within an institution between home school and public school students. These discrepancies have been frustrating at best and discriminating at worst. All students should be considered by equal standards and given equal opportunities to excel.

I support HB95 with the above changes. I believe the monies spent and standards set must include all students equally, be they public, private or home schooled.

Mahalo for your time and thoughtful consideration,

Lisa Poulos

LATE

February 24, 2015

Testimony presented to the House Committee on Finance
February 26, 2015 at 11:00am

By

Farrah-Marie Gomes, Director, North Hawai'i Education and Research Center

HB 95 – RELATING TO DUAL CREDIT PROGRAMS

Dear Chair Luke, Vice Chair Nishimoto and Committee Members,

Thank you for this opportunity to provide testimony in support of HB 95 relating to education and dual credit programs. I submit this testimony as the Director of the University of Hawai'i at Hilo's North Hawai'i Education and Research Center (NHERC) and not as a representative of the University of Hawai'i system.

Founded in 2006, the NHERC is located in Honoka'a, 40 miles north of the main UH Hilo campus and serves the rural communities of Hamakua and North Hawai'i on Hawai'i Island. The Center offers UH Hilo college courses. The first course was offered in 2008. Since then, NHERC has enrolled a total of 517 students. Of those students, 221 (42.7%) have been high school students. More than 95% of the high school students who attend classes at NHERC receive a Gear-Up voucher or a foundation scholarship. There are many more students who would like to attend and who meet the eligibility requirements to attend, but cannot afford the tuition.

NHERC works closely with Honoka'a High School and Kanu o ka 'Aina public charter school in Waimea to administer the Running Start programs on their campuses. Most recently, NHERC partnered with Kohala High School as participants in the Early College High School program. The classes that NHERC offers are often the types of classes that high schools used to offer, but started to eliminate when resources were cut. Through the dual credit programs, students have been able to take advantage of the classes offered by NHERC to fulfill their high school requirements with classes that their campus is no longer able to offer. In this way, the University and Department of Education systems are working nicely to complement each other.

In addition to the college classes that students participate in, they are also eligible to receive support on other matters related to their college experience, such as information on the processes for admissions, financial aid, and advising. Access to faculty members in the classroom and academic support specialists outside of the classroom enriches the college experience for high school students and provides them with support that is often not available to them through the high schools or their home environments. This is critical to long-term success for high school students since many of those who enroll at NHERC are first-generation college students.

For many students, especially those in rural communities like those in our service area, the dual credit opportunity provides a real sense of hope for their future. Anecdotally, many students credit their pursuit of higher education to their participation in a dual credit program. For all of the reasons stated above, I strongly encourage the Committees to support this bill. Again, thank you for this opportunity to submit testimony.