



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

**Date:** 02/21/2020  
**Time:** 11:00 AM  
**Location:** 308  
**Committee:** House Finance

**Department:** Education

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

**Title of Bill:** HB 2603, HD1 RELATING TO EDUCATION.

**Purpose of Bill:** Requires the department of education to establish a pilot program that provides grants for high school students enrolled in a career academy program to enroll in college courses through the running start program or other similar programs that allow students to earn college credits that are applicable to the requirements for a career discipline of high need, including teaching. Appropriates funds for the pilot program. Expands the eligibility criteria for the Hawaii Educator Loan Program to include students who have graduated from a career academy; provided that the loan recipient agrees to teach for three years at a public school in the State. Appropriates funds into and out of the Hawaii educator loan program revolving fund. Requires reports to legislature. Takes effect on 7/1/2050. (HD1)

**Department's Position:**

The Hawaii Department of Education (Department) supports HB 2603, HD1 and respectfully offers comments.

The Department acknowledges the shortage of qualified teachers; as such, the Department has taken a multi-prong approach to finding qualified teachers. This bill addresses one such avenue by directly encouraging high school students to consider a career in the high-demand field of teaching by allowing ease of access to college credits and by expanding eligibility requirements for the Hawaii Educator Loan Program.

As a note, the Department would like to point out the existence of the Early College dual credit program, which was funded by the legislature. As of school year 2017-2018, 38 eligible schools are participating in the Early College dual credit program. The participating schools include all 16 academy high schools plus 23 comprehensive high schools in the Department. Additionally, 12 high schools utilize online distance-learning dual credit courses, which include seven on the neighbor islands and five on Oahu.

In school year 2019-2020, 14 high schools offered the education program of study in the Department's Career and Technical Education (CTE) public and human services pathway; of the 14 schools, 10 are academy high schools and four are comprehensive high schools. In school year 2018-2019, the total student enrollment in the education program of study in all high schools was 352.

The Department is appreciative of the ongoing partnership with the University of Hawaii System and is committed to increasing participation in the education program of study in academy and comprehensive high schools to build a pipeline of future educators.

The Department thanks the legislature for its continued support for expanding opportunities for our students to improve their career readiness. We also urge your consideration in expanding the eligibility of students who graduate from an education program of study from CTE programs at any of the Department's high schools, not only limiting them to those with career academies.

Lastly, the Department is appreciative of the budgetary appropriation included in this measure.

Thank you for this opportunity to provide testimony on HB 2603, 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](http://www.hawaiipublicschools.org).



**STATE OF HAWAII**  
**Executive Office on Early Learning**  
2759 South King Street  
HONOLULU, HAWAII 96826

February 20, 2020

**TO:** Representative Sylvia Luke, Chair  
Representative Ty J.K. Cullen, Vice Chair  
House Committee on Finance

**FROM:** Lauren Moriguchi, Director  
Executive Office on Early Learning

**SUBJECT: Measure:** H.B. No. 2603, H.D. 1 – RELATING TO EDUCATION  
**Hearing Date:** February 21, 2020  
**Time:** 11:00 a.m.  
**Location:** Room 308

**Bill Description:** Requires the department of education to establish a pilot program that provides grants for high school students enrolled in a career academy program to enroll in college courses through the running start program or other similar programs that allow students to earn college credits that are applicable to the requirements for a career discipline of high need, including teaching. Appropriates funds for the pilot program. Expands the eligibility criteria for the Hawaii Educator Loan Program to include students who have graduated from a career academy; provided that the loan recipient agrees to teach for three years at a public school in the State. Appropriates funds into and out of the Hawaii educator loan program revolving fund. Requires reports to legislature. Takes effect on 7/1/2050.

**EXECUTIVE OFFICE ON EARLY LEARNING'S POSITION:**  
**Comments with Suggested Amendments**

Good morning. I am Lauren Moriguchi, Director of the Executive Office on Early Learning (EOEL). EOEL appreciates the opportunity to offer comments and suggested amendments for H.B. 2603, H.D.1.

EOEL is statutorily responsible for the development of the State's early childhood system that shall ensure a spectrum of high-quality development and learning opportunities for children throughout the state, from prenatal care until the time they enter kindergarten, with priority given to underserved or at-risk children.

**We respectfully request that:**

- **Early childhood education be included among the options available to students through the pilot program if this bill is enacted; and**
- **The expansion of the Hawaii Educator Loan Program include students in early childhood education. We note that S.B. No. 2052 expands the Hawaii Educator Loan Program specifically to include early childhood education professionals, and prefer the language included in that bill, noting the following suggested amendments:**
  - **Ensuring and clarifying that teachers in the EOEL Public Prekindergarten Program (which includes those in department and charter schools) are included; and**
  - **Incorporating the amendments proposed by HTSB.**

**Early childhood education is one of the industries and fields in Hawaii that are sorely lacking a pool of qualified workforce candidates. One of the things we've learned from our Program as well as our collaborative work across private and public partners in the field is that most if not all of us cannot find enough qualified staff to expand quickly.**

**As we work to increase access to qualified early learning opportunities for our keiki, we must focus on addressing the severely limited workforce of qualified early childhood educators.**

We have been in discussions with legislators, and working with higher education and other stakeholders statewide to understand how we can find creative ways to increase our early learning workforce to achieve the Legislature's vision.

We believe programs such as those proposed in this bill would be mutually beneficial for both the community and our students who are interested in entering the field of early childhood education.

Thank you for your consideration.

**TO:** Representative Sylvia Luke, Chair  
Representative Ty J.K. Cullen, Vice Chair  
House Committee on Finance

**FROM:** Robert G. Peters, Chair  
Early Learning Board

**SUBJECT:** **Measure:** H.B. No. 2603, H.D. 1 – RELATING TO EDUCATION  
**Hearing Date:** February 21, 2020  
**Time:** 11:00 a.m.  
**Location:** Room 308

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#### **EARLY LEARNING BOARD’S POSITION: Comments with Suggested Amendments**

Thank you for this opportunity to offer testimony on behalf of the Early Learning Board (ELB) in support of the purpose and intent of H.B. No. 2543, H.D. 1, with comments. I am Robert G. Peters, Chair of the ELB.

The ELB is the governing board for the Executive Office on Early Learning (EOEL) and appreciates the support given by the Legislature in the past 5 years to expand public pre-K and develop the EOEL infrastructure as it works to develop a State Early Learning System. The ELB anticipates working with the Legislature to expand access to, and affordability of safe, healthy early learning environments that maximize quality early learning experiences as part of this effort.

The ELB’s specific statutory responsibilities include directing the office (EOEL) on how best to meet the developmental and educational needs of children from prenatal care to entry into kindergarten along with providing recommendations to the office on improving the quality, availability, and coordination of early learning programs. Good morning.

The ELB is committed to working to address early learning workforce capacity needs to increase access to good early learning opportunities for our keiki. To that end, the ELB has been monitoring EOEL’s efforts as they engage in discussions with legislators, and work with higher education and other stakeholders statewide to understand how we can find creative ways to increase our early learning workforce to achieve the Legislature’s vision.

In support of their efforts, we request that,

- Early childhood education be included among the options available to students through the pilot program if this bill is enacted; and
- The expansion of the Hawaii Educator Loan Program include students in early childhood education. We note that S.B. No. 2052 expands the Hawaii Educator Loan Program specifically to include early childhood education professionals, and prefer the language included in that bill, noting the following suggested amendments:
  - Ensuring and clarifying that teachers in the EOEL Public Prekindergarten Program (which includes those in department and charter schools) are included; and
  - Incorporating the amendments proposed by HTSB.

We believe programs such as those proposed in this bill would be mutually beneficial for both the community and our students who are interested in entering the field of early childhood education.

Thank you for your consideration.



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

WRITTEN TESTIMONY  
OF  
KEITH HAYASHI, PRINCIPAL  
DEPARTMENT OF EDUCATION, WAIPAHU HIGH SCHOOL  
TO HOUSE COMMITTEE ON FINANCE

FRIDAY, FEBRUARY 21, 2020, 11:00 AM  
CONFERENCE ROOM 308

HB 2603, HD1

RELATING TO EDUCATION

Chair Luke, Vice Chair Cullen and members of the Committee, thank you for the opportunity to submit testimony in **support** of House Bill (H.B.) 2603, HD1 to pilot a program that provides grants for high school students enrolled in a career academy program to enroll in college courses through the running start program, Early College or other similar programs and that allows students to earn college credits that are applicable to the requirements for an associate degree in teaching. I also stand in support of the expansion of the eligibility criteria for the Hawaii Educator Loan Program to include students who have graduated from a career academy.

Waipahu High School is a career academy school that prepares students for college and careers. Our model academies are accredited by the National Career Academy Coalition (NCAC) and follow National Standards of Practice. One of the ten standards of practice is to provide high school student with opportunities to take Early College and Running Start courses that lead to completion of a degree, like the Associate in Science in Teaching (AST) degree.

Support of HB 2603, HD1 is also in alignment with the mission and purpose of the Academy structure at Waipahu High School in that it links students with peers, teachers, and community partners in a structured environment that nurtures academic success. In terms of community partners, Waipahu High School proudly acknowledges the vibrant partnership with Leeward Community College and the University of Hawaii, College of Education. The Academy of Professional and Public Services, in which the Teacher

Education Pathway lies, offers advanced technical and specialized courses in concert with Early College and Running Start that successfully integrate career and academic preparation.

By passing HB 2603, HD1 you will be helping to establish a vertically articulated course of study that helps the State of Hawaii address the teaching shortage with our own home-grown teachers.



**HB-2603-HD-1**

Submitted on: 2/20/2020 11:33:13 AM

Testimony for FIN on 2/21/2020 11:00:00 AM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Ruston Utu	Individual	Support	No

Comments:

I am in support of this bill. We definitely need more teachers in Hawaii and if we can keep college students to stay in Hawaii to teach at home this program may help with this shortage. Also, if we target students as early as high school and make the transition easier into college this would close the gap for drop outs or constant change of majors. Sometimes students go into college not knowing what to pursue.

**HB-2603-HD-1**

Submitted on: 2/20/2020 6:16:55 AM

Testimony for FIN on 2/21/2020 11:00:00 AM

<b>Submitted By</b>	<b>Organization</b>	<b>Testifier Position</b>	<b>Present at Hearing</b>
Leimomi Khan	Individual	Support	No

Comments:

Support HB2603, HD1, that would provide grants for high school students enrolled in a career academy program to enroll in college courses through the running start program or other similar programs that allow students to earn college credits that are applicable to the requirements for a career discipline of high need, including teaching.

I have several young family members in high school. I believe such initiatives as this measure will help them to improve their career readiness and in fields where Hawaii is experiencing a shortage, especially in the field of teaching.



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**WAIPAHU HIGH SCHOOL**  
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WRITTEN TESTIMONY  
OF  
MARK SILLIMAN, DIRECTOR OF WAIPAHU HIGH SCHOOL EARLY COLLEGE  
DEPARTMENT OF EDUCATION, WAIPAHU HIGH SCHOOL  
TO HOUSE COMMITTEE ON FINANCE

FRIDAY, FEBRUARY 21, 2020, 11:00 AM  
CONFERENCE ROOM 308

HB 2603, HD1

RELATING TO EDUCATION

Chair Luke, Vice Chair Cullen and members of the Committee, thank you for the opportunity to submit testimony in **support** of House Bill (H.B.) 2603, HD1 to pilot a program that provides grants for high school students enrolled in a career academy program to enroll in college courses through the running start program, Early College or other similar programs and that allows students to earn college credits that are applicable to the requirements for an associate degree in teaching.

Early College 2.0 is an innovative and bold approach to school redesign that promotes college and career readiness by providing lower-income youth, first-generation college goers, English language learners and under-represented populations in higher education with accelerated learning opportunities and Early College classes — at no cost to the student.

In a recent poll given to Waipahu High School (WHS) Early College students in the spring 2020 semester, 30.4% reported that English was not their first language, 39.9% reported eligibility for free or reduced lunch, 64.8% reported that their parents did not know or did not graduate from a college in the United States, and 92.6% were identified as having an under-served and under-represented background.

To be an Olympian means to discipline and dedicate one's self with regard to their supreme "top-level" goal: a two-year associate degree by the time one graduates from high school. Early College Olympians maximize dual credit; that is, satisfying high school course requirements by taking college classes instead. STEM Olympian Early College students are grit paragons who aspire to become scientists,

technology innovators, engineers, medical professionals and mathematicians, to name a few. Through intense individual effort and collaborative teamwork, their goal is to complete college chemistry, physics, four semesters of calculus and much more in order to earn an Associate in Science/Natural Science degree by the time they graduate from high school.

In accordance with the nationally recognized Early College umbrella organization known as **Jobs for the Future**, the primary goal of the Early College 2.0 program is to offer vertically articulated courses that align with high school classes, Academy curricula and higher education degree requirements that lead to family-supporting jobs. Early College 2.0 offers five pathways that lead “Olympians” to on-time graduation and degree completion for high demand jobs: 1) Associate in Arts (AA) Liberal Arts degree, 2) Associate in Science in Teaching (AST) degree, 3) Associate in Science/Natural Science (AS/NS) degree in Pre-engineering, 4) Associate in Science/Natural Science (AS/NS) degree in Health Sciences/Pre-Medical, and 5) Associate in Arts (AA) Academy of Creative Media degree.

According to the Community College Research Center at Columbia University (Cho and Karp 2012), students who accrue 15 or more college credits are more likely to persist in college. Students may also choose the option to take select number of Early College classes without pursuing a college degree. The non-degree option maximizes student choice in terms of extracurricular activities (e.g., student government, council, sports, band, clubs, etc.) while increasing college and career readiness.

Waipahu High School Early College Olympian Program encourages students to earn a two-year Associates degree upon graduation from high school. In SY 2017-18, twelve (12) Olympian students received both their Associates degree and high school diploma, followed by ten (10) more students earning an Associate degree in SY 2018-19. The averaged GPA for all Early College students taking classes in SY 2018-19 was 3.4, with 97.7% of all Early College students earning a passing grade.

The greatest challenge facing our dedicated Olympians relates to funding their remaining college credits as high school seniors who spend most of their time at Leeward Community College as Running Start students. Act 276 currently allocates funds to the Department of Education (DOE) that covers Early College sheltered classes (i.e., a flat rate of \$2,000 per each college credit with allowances for maximum enrollment commensurate with the stated enrollment cap for the class). In order to help reach the 55 by 25 goal where our target population earns degrees in high demand professions, Olympians need to integrate with non-traditional students in unsheltered classes at Leeward Community College. In doing so, these students can take the classes that are unique and specific to their degree (e.g., some pre-engineering Olympians may need specific classes related to civil engineering, others may need pre-engineering electives in mechanical engineering, while others may need to focus on electrical engineering).

If HB 2603 HD1 makes provision for Running Start funding in tandem with Early College funding, our Olympians will be able to successfully complete their two-year college degree; thereby shortening the time to graduation while accelerating entry into the workforce where Hawaii faces critical shortages.