



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

Date: 04/07/2021

Time: 01:30 PM

Location: 308 Via Videoconference

Committee: House Finance

Department: Education

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

Title of Bill: SB 0516, SD1, HD2 RELATING TO EDUCATION.

Purpose of Bill: Beginning 7/1/2022, requires the state board for career and technical education to oversee and review annually certain statewide processes, requirements, and rules related to the student attainment of industry-recognized credentials. Requires an annual report to the governor and legislature. Requires the statewide longitudinal data system to include career and technical education data for analysis. Effective 7/1/2051. (HD2)

Department's Position:

The Hawaii State Department of Education (Department) supports SB 0516, SD1, HD2 and will partner with the state board for career and technical education in utilizing the statewide longitudinal data system for industry-recognized credential data collection.

The attainment of industry-recognized credentials by students in high school as part of a quality Career and Technical Education program is a goal of the Department. As public high schools establish or expand their Career and Technical Education programs of study in their school design, the Department is committed to strengthening and advancing a concerted effort among various partners to prepare students for the college and career pipeline with the appropriate skills, attributes, certification, and/or college credit to contribute to the vitality of Hawaii's workforce.

Thank you for the opportunity to provide testimony on SB 0516, SD1, HD2.

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.


OFFICE OF HAWAIIAN AFFAIRS
‘Ōlelo Hō‘ike ‘Aha Kau Kānāwai
Legislative Testimony

SB516 SD1 HD2
RELATING TO EDUCATION
Ke Kōmike Hale o ka ‘Oihana ‘Imi Kālā
House Committee on Finance

‘Apelila 7, 2021

1:30 p.m.

Lumi 308

The Office of Hawaiian Affairs (OHA) **SUPPORTS** SB516 SD1 HD2, a measure that would mandate data collection at the secondary and post-secondary school levels to better understand student attainment of industry-recognized credentials in local career readiness programs. OHA has long advocated for Ho‘ona‘auao, or the path to education and enlightenment, to maximize Native Hawaiian knowledge and opportunities at all levels. **OHA therefore appreciates that SB516 SD1 HD2 would help to provide disaggregated Native Hawaiian data that can best inform career and technical training pathways to contribute to the success of future workforce generations.**

OHA commends the intent of this bill, to gather data to better understand student attainment of industry-recognized credentials. OHA notes that **Hawai‘i schools that offer dual credit career and technical education programs (CTE) are often located in areas with high Native Hawaiian populations,¹ and that the collection of data from such programs may help to both demonstrate their success as well as identify ways to enhance their effectiveness.** Therefore, OHA supports the intent of the bill to gather consistent, timely, and accurate data to best understand students’ attainment of industry-recognized credentials through programs like those provided by CTE.

OHA further commends the amendments made to this measure that would disaggregate Native Hawaiian demographic data from other Pacific Islanders. As highlighted in OHA’s Data Governance Resolution (HCR3/SCR5), OHA believes that such disaggregated race and ethnicity data will be critical to improving the alignment of programmatic training and career pathways with the needs of Native Hawaiian and other communities. For example, **disaggregated data, including for Native Hawaiian students specifically, will further aid in informing OHA’s advocacy and investments in furtherance of its mission to better the conditions of Native Hawaiians. Such data may also be helpful to understanding what other student groups may be participating and succeeding in CTE programs.**

¹ Hawai‘i State Department of Education, Dual Credit Programs, <https://www.hawaiipublicschools.org/TeachingAndLearning/CollegeAndCareerReadiness/DualCredit/Pages/home.aspx> (last accessed on Feb. 14, 2021).

As a final note, SB516 SD1 HD2 also recognizes the need for consistency regarding both data collection and reporting, which are also components of data governance as highlighted in HCR3/SCR5. OHA appreciates the recognition of this need in this measure, and agrees that a coordinated approach is needed to ensure consistent, timely, and accurate data.

Accordingly, OHA urges the Committee to **PASS** SB516 SD1 HD2. Mahalo nui for the opportunity to testify.



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hawaiikidscan.org

David Miyashiro
Executive Director

April 7, 2021

Committee on Finance
Rep. Sylvia Luke, Chair
Rep. Ty J.K. Cullen, Vice Chair

State Capitol
415 South Beretania Street
Honolulu, HI 96813

Aloha Chair Luke, Vice Chair Cullen, and Members of the Committee,

HawaiiKidsCAN strongly supports SB516 SD1 HD2, which, beginning 7/1/2022, requires the state board for career and technical education to oversee and review annually certain statewide processes, requirements, and rules related to the student attainment of industry-recognized credentials; requires an annual report to the governor and legislature; and requires the statewide longitudinal data system to include career and technical education data for analysis.

Founded in 2017, HawaiiKidsCAN is a local nonprofit organization committed to ensuring that Hawaii has an excellent and equitable education system that reflects the true voices of our communities and, in turn, has a transformational impact on our children and our state. We strongly believe that all students should have access to excellent educational opportunities, regardless of family income levels and circumstances. Our work has included a focus on increasing access to science, technology, engineering, and math (STEM) and computer science learning experiences. These opportunities expose students to skills connected with high-wage, high-growth industries, giving them more options upon graduation.

Today, our students face an uncertain, deeply complex economic future, both globally and locally. More than ever, students need to leave our K-12 system with the career readiness skills they need to survive and thrive and hopefully contribute to our state. Hawaii schools understand this reality, which is why there has been a growth in career academies and pathways programs in recent years. The COVID-19 pandemic has further shown the need to diversify Hawaii's economy and ensure students are equipped with skills to thrive in high-wage, high-growth industries here in the state.

National research has shown that the question should be not whether schools offer career pathway programs, but what types of programs are offered. For example, research shows that workers with certificates in engineering technologies have median earnings between \$75,001

and \$150,000, easily outpacing those with certificates in cosmetology, who earn between \$10,001 and \$20,000, and culinary arts, at \$20,001 and \$30,000. As such, schools and policymakers need quality economic data to more strategically drive career readiness experiences for students.

It is estimated that more than 80% of good jobs today require a post-secondary credential, including industry-recognized credentials. Yet, national data shows only 18% of credentials earned by K-12 students in the US hold real value to employers.

SB516 SD1 HD2 helps to streamline and centralize the data gathering and reporting process for the industry-recognized credentials obtained by students. With clear and transparent data, SB516 SD1 HD2 will help to ensure students are ready to work in Hawaii, and that their career readiness programs are truly preparing them to succeed. This bill builds on the important work of the Promising Credentials initiative – a local collaboration between Chamber of Commerce Hawaii, Harold K.L. Castle Foundation, Hawaii P-20, and Kamehameha Schools – which identifies the industry-recognized credentials that offer the strongest return on investment for students and local employers.

With the passage of SB516 SD1 HD2, schools, policymakers, and students will be able to see which programs lead to high-wage, high-growth job opportunities. Given limited time and resources at our schools, this information promotes a strategic approach to course offerings and career counseling. The data will also help school leaders and policymakers ensure that quality opportunities are being equitably distributed across schools, so that all students have a fair chance to pursue their dreams.

Mahalo for your consideration,

David Miyashiro
Founding Executive Director
HawaiiKidsCAN



**Testimony to the House Committee on Finance
Wednesday, April 7, 2021 at 1:30 P.M.
Written Testimony**

RE: SB 516, SD 1, HD 2, RELATING TO EDUCATION

Chair Luke, Vice-Chair Cullen, and Members of the Committee:

The Chamber of Commerce Hawaii ("The Chamber") **supports** SB 516, SD 1, HD 2 which requires:

1. The state board for career and technical education to oversee and review annually certain statewide processes, requirements, and rules related to the student attainment of industry-recognized credentials;
2. An annual report to the governor and legislature; and
3. The statewide longitudinal data system to include career and technical education data for analysis.

The Chamber is Hawaii's leading statewide business advocacy organization, representing about 2,000+ businesses. Approximately 80% of our members are small businesses with less than 20 employees. As the "Voice of Business" in Hawaii, the organization works on behalf of members and the entire business community to improve the state's economic climate and to foster positive action on issues of common concern.

To accelerate Hawaii's economic recovery, industry leaders must collaborate to support innovative solutions to grow and strengthen their industry. Identifying the right credentials to offer students matter now more than ever and we have an obligation to prepare students for jobs that are forecasted to increase in demand, pay a family sustaining wage, and have a promising career ladder.

In order to guide the right tools in identifying industry credentials and tailoring them to the current employment environment, the aggregation, collection and analysis of data is necessary to properly tailor and successfully align with the mission and vision of the Promising Credentials project, and that their career readiness programs are truly preparing students to succeed.

Thank you for this opportunity to provide testimony.

April 7, 2021

Committee on Finance
Rep. Sylvia Luke, Chair
Rep. Ty J.K. Cullen, Vice Chair

State Capitol
415 South Beretania Street
Honolulu, HI 96813

Aloha pumehana e Chair Luke, Vice Chair Cullen, a me Members of the Committee,

‘O Phoenix Maimiti Valentine ko‘u inoa. Keiki a Ac‘Lynne Uesugi, keiki a Arthur a me Allene Uesugi. O Mākaha ku‘u one hānau. O Ko Olina ku‘u kahakai. He haumaāna kula ki‘eki‘e au. Welina!

My name is Phoenix Maimiti Valentine. I am the child of Ac‘Lynne Uesugi, who is the child of Arthur & Allene Uesugi. I hail from Mākaha. My beach is Ko Olina. I am a High School student. Greetings!

Today I write in support of SB516 SD1 HD2.

We all have a history. We are here because of events that have happened in the past. Our future may lead us beyond our birthplace.

I believe SB516 SD1 HD2 is instrumental in holding accountable the Hawaii board for career and technical education to oversee and review annually statewide data collection processes and reporting requirements related to the student attainment of industry-recognized credentials; requires certain agencies to collect and report disaggregated data on students' attainment of industry-recognized credentials; requires certain agencies to pursue data-sharing agreements with credentialing entities; and requires an annual report to the governor and legislature.

Students' future success is tied to the events done in preparation and maintenance to attain our utmost desired goals. SB516 SD1 HD2 is vital in helping students to achieve their dreams. Please vote in favor of SB516 SD1 HD2.

Mahalo nui loa a pau, Phoenix Maimiti Valentine

SB-516-HD-2

Submitted on: 4/5/2021 4:27:42 PM

Testimony for FIN on 4/7/2021 1:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Yvonne Sun	Individual	Support	No

Comments:

I support SB516 SD1 HD2

SB-516-HD-2

Submitted on: 4/6/2021 9:40:37 AM

Testimony for FIN on 4/7/2021 1:30:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Amy Sun	Individual	Support	No

Comments:

I am writing in support of SB516. Especially in COVID times, students need opportunities to apply their learning beyond the classroom walls (and Zoom screen). Career-readiness opportunities will allow students to not only make important connections but begin to explore possible career paths. Ideally, this should better prepare our students to transition into the work place. However, we need funding to better assess these preparation programs. Are our programs effective? And which ones? Most importantly, do all our students have access to highly effective career preparedness programs or are we widening the gap for our students? Without this data and alignment with actual workplace credentials, students will still struggle after graduation.