



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

Date: 03/16/2021

Time: 02:00 PM

Location: 309 Via Videoconference

Committee: House Education

Department: Education

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

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

Purpose of Bill: Requires the State 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. Requires an annual report to the governor and legislature. (SD1)

Department's Position:

The Hawaii State Department of Education (Department) supports the intent of SB 0516, SD1, however, notes that additional time and resources will be needed to modify existing data collection systems to collect the information being requested in the bill.

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.

In order to meet the reporting requirements requested in this measure, the Department will need to explore our current data collection options and modify them to generate the requested reports. Due to the scope of this effort, the Department anticipates that

additional time and resources will be needed.

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

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.



SB516 SD1
RELATING TO EDUCATION
Ke Kōmike Hale o ka Ho‘ona‘auao
House Committee on Education
Ke Kōmike Hale o ka Ho‘ona‘auao Kulanui a me ka ‘Enehana
House Committee on Higher Education & Technology

Malaki 16, 2021

2:00 p.m.

Lumi 309

The Office of Hawaiian Affairs (OHA) **SUPPORTS** SB516 SD1, 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 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 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 does note that such disaggregated race and ethnicity data may help to foster a better understanding of ways to improve alignment of programmatic training and career pathways, with the needs of the 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**

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).

Hawaiians. Such data may also be helpful to understanding what other student groups may be participating and succeeding in CTE programs.

As a final note, SB516 SD1 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 Committees to **PASS** SB516 SD1. Mahalo nui for the opportunity to testify.



**Testimony to the House Committee on Education and
House Committee on Higher Education
Tuesday, March 16, 2021 at 2:00 P.M.
Written Testimony**

RE: SB 516, SD 1, RELATING TO EDUCATION

Chair Woodson, Vice-Chair Kapela, and Members of the Committee:

The Chamber of Commerce Hawaii ("The Chamber") **supports** SB 516, SD 1 which ensures Hawaii collects student attainment data for individual industry-recognized credentials.

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 in support.



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David Miyashiro
Executive Director

March 16, 2021

Committee on Education
Rep. Justin H. Woodson, Chair
Rep. Jeanne Kapela, Vice Chair

State Capitol
415 South Beretania Street
Honolulu, HI 96813

Aloha Chair Woodson, Vice Chair Kapela, and Members of the Committee,

HawaiiKidsCAN **strongly supports SB516 SD1**, which requires 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.

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 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 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, 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



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony Presented Before the
House Committee on Education
March 16, 2021 at 2:00 p.m.

By
Bernadette Howard
State Director for Career and Technical Education
University of Hawai'i

SB 516 SD1 – RELATING TO EDUCATION

Chair Woodson, Vice Chair Kapela, and members of the Committee:

As the State Director for Career and Technical Education (CTE) which falls under the University of Hawai'i, I support the intent of SB 516 SD1 with comments and recommended revisions.

This bill would require the State Board for CTE to oversee and annually review statewide data collection processes and reporting requirements related to the student attainment of industry-recognized credentials, and annually report to the Governor and the Legislature on its findings

NOTE: a great deal of progress has been made over the last year through cross-agency collaboration to determine which credentials Hawaii's employers value and endorse. Representatives of each of the stakeholder agencies are currently collaborating on data definitions, collection, reporting, analysis, and most importantly, the data-sharing agreements that ensure the data meets all security requirements. This is but one part of a comprehensive revamping of the indicators of student and program success, and economic impact.

After further conversation with partner agencies, we offer these recommendations:

1. Representatives from the agencies would appreciate the opportunity to work with the Legislature to address the specificity of the language in the bill and correct the statements about the "Promising Credentials Committee."
2. There is significant work still to be done to create the protocols and processes to do this with integrity – and to then implement the plan and create the report. The work of organizing and implementing data collection and reporting across all agencies statewide is unlikely to be completed by July 1, 2022, as required by the bill. A progress report on this work could be delivered to the Governor and the Legislature by July 1, 2022, however, I would respectfully recommend that the complete report be set for July 1, 2023.

Thank you for this opportunity to submit testimony.

SB-516-SD-1

Submitted on: 3/12/2021 7:38:43 PM

Testimony for EDN on 3/16/2021 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Anne Weber	Individual	Support	No

Comments:

March 16, 2021

Committee on Education
Rep. Justin H. Woodson, Chair
Rep. Jeanne Kapela, Vice Chair

State Capitol
415 South Beretania Street
Honolulu, HI 96813

Aloha Chair Woodson, Vice Chair Kapela, and Members of the Committee,

I'm proud to support SB516 SD1.

The COVID-19 pandemic has 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.

Quality career readiness programs at our schools are a powerful way to help drive Hawaii's economic recovery.

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 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 will help to ensure students are ready to work in Hawaii, and that their career readiness programs are truly preparing them to succeed.

Schools, policymakers, and students will be able to see which programs lead to high-wage, high-growth job opportunities.

This data will also help schools make sure all students have a fair chance to pursue their dreams.

Mahalo,
Anne Weber

SB-516-SD-1

Submitted on: 3/14/2021 10:29:53 AM

Testimony for EDN on 3/16/2021 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
chelsea pang	Individual	Support	No

Comments:

- Quality career readiness programs at our schools are a powerful way to help drive Hawaii's economic recovery.
- 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 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 will help to ensure students are ready to work in Hawaii, and that their career readiness programs are truly preparing them to succeed.
- Schools, policymakers, and students will be able to see which programs lead to high-wage, high-growth job opportunities.
- This data will also help schools make sure all students have a fair chance to pursue their dreams.

SB-516-SD-1

Submitted on: 3/14/2021 11:49:58 PM

Testimony for EDN on 3/16/2021 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Allison Mikuni	Individual	Support	No

Comments:

I support SB 516 as a way to increase the number of job and career options for Hawaii's youth and make these options more accessible to students with disabilities and also to students who are economically disadvantaged. Thank you.

SB-516-SD-1

Submitted on: 3/15/2021 10:49:27 AM

Testimony for EDN on 3/16/2021 2:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Janet Kim	Individual	Oppose	No

Comments:

Accountability in education has been an issue plaguing our public schools since the very beginning. While all of us would agree that accountability is essential, I believe the problems lie in how it's defined and measured. Especially after this arduous year, I feel like even those not working in education can now see that schools should no longer be defined by test scores. Schools and teachers are so much more than that. In fact, when you think back to the most influential teachers you have had, does it ever speak to their ability to get you to pass a test? A teacher has the ability to change the trajectory of a student's life, often being a source of comfort and support during crises. To me, that takes precedence over any quantifiable outcome currently being measured in schools. Effective teachers are the ones who build relationships, contextualize content, create meaningful connections between their classroom and the real world. Standardized exams and other means of high-stakes measurements stifle and prevent these types of effective learning environments from happening. None of those efforts can be accurately measured through quantifiable means. We should stop forcing schools to hinder the innovative and meaningful work that is being done when you remove high-stakes testing as the indicator of success.

The problem with accountability measures in education is that there is no easy way to quantify and measure true success in education. While standardized tests can be used for more formative data, showing where gaps exist and helping to track progress over time, the use of standardized tests as quantifying the worth or achievement of a student or a school is destructive. This is one of the most obvious issues of inequity in education. The beauty of public schools is that they serve their communities. They do not screen, select, and choose who they get to serve. They serve our community, especially our keiki who likely need an additional source of love and support. Therefore, schools in disadvantaged communities will be punished unfairly for not measuring up to the artificial "standards" that are used when comparing test scores across different communities. To create bills or policies that tie funds to these measures inadvertently exacerbate these inequities in schools. You end up punishing the schools and teachers who are working under more challenging contexts; in return, it fosters higher rates of attrition, lesser ability to recruit highly qualified teachers, and ultimately perpetuates low morale across everyone in that school community.

I urge you to rethink how we can measure quality in education. There is no easy test that can be given to assess the complexities around what schools and teachers provide

for our students. We should be giving more, not less, to schools and communities that need it. Please reconsider tying academic and financial plans to STRIVE-HI outcomes, which include standardized exams. Our teachers, administrators, and schools are already in a fragile state of mind after all the hardships and emotional stress that has come from navigating this pandemic. This is not the time to focus on standardization outcomes. Instead, let's support our people - our administrators, teachers, and students. Thank you for your time.