



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

Date: 02/24/2021

Time: 10:00 AM

Location: CR 211 & Videoconference

Committee: Senate Ways and Means

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 ‘Aha Kenekoa o ke Ki‘ina Hana a me nā Kumuwaiwai

Pepeluali 24, 2021

10:00 a.m.

Hālāwai Keleka‘a‘ike

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. For example, 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 race data. As highlighted in OHA’s Data Governance Resolution (HCR3/SCR5), OHA does note that 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 race data, including for Native Hawaiian students specifically, will further aid in understanding the specific student groups participating and succeeding in CTE programs.** Such data may also be helpful to informing OHA’s advocacy and investments in furtherance of its mission to better the conditions of Native Hawaiians.

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 highlighted

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).

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. Mahalo nui for the opportunity to testify.



**Testimony to the Senate Committee on Ways and Means
Wednesday, February 24, 2021 at 10:00 A.M.
Written Testimony**

RE: SB 516, SD 1, RELATING TO EDUCATION

Chair Dela Cruz, Vice-Chair Keith-Agaran, 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

February 24, 2021

Senator Donovan M. Dela Cruz, Chair
Senator Gilbert S.C. Keith-Agaran, Vice Chair

State Capitol
415 South Beretania Street
Honolulu, HI 96813

Aloha Chair Dela Cruz, Vice Chair Keith-Agaran, 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
Senate Ways and Means Committee
February 24, 2021, at 10:00 a.m.

By

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

LATE

SB 516 SD1 – RELATING TO EDUCATION

Chair Dela Cruz, Vice Chair Keith-Agaran, and members of the Committee:

As the Hawai'i State Director for Career and Technical Education (CTE) which falls under the University of Hawai'i, I support 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

It is in alignment with the US DOL's Workforce Innovation and Opportunities Act, (WIOA), the US DOE's Every Student Succeeds Act, (ESSA) and the Strengthening CTE for the 21st Century Act, (Perkins V) State Plans – all of which have directed their agencies to measure indicators of student success - of which industry-recognized credential attainment is but one.

Progress was made over the last year through cross-agency and employer work groups to determine which credentials Hawaii's employers value and endorse. Additionally, representatives from all of the agencies are collaborating on data definitions, collection reporting, analysis, and most importantly, the data-sharing agreements that ensure the data meets all security requirements.

After further conversation with partner agencies regarding this bill, we offer the following recommendations:

1. Representatives from the agencies would appreciate the opportunity to work with the legislators 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. The work of organizing and implementing data collection and reporting across all agencies statewide is unlikely to be completed by the bill's proposed effective date of July 1, 2022. I would respectfully recommend that the effective date be set for July 1, 2023.

Thank you for this opportunity to submit testimony.