



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

Date: 02/17/2021

Time: 03:00 PM

Location: 229

Committee: Senate Education
Senate Energy, Economic Development,
and Tourism

Department: Education

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

Title of Bill: SB 0516 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.

Department's Position:

The Hawaii State Department of Education (Department) supports the intent of SB 0516, however, notes that 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.

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.



UNIVERSITY OF HAWAII SYSTEM

Legislative Testimony

Testimony Presented Before the
Senate Committee on Education
and
Senate Committee on Energy, Economic Development, and Tourism
February 17, 2021 at 3:00 p.m.
By
Bernadette Howard
Hawaii State Director for Career and Technical Education
University of Hawaii

SB 516 – RELATING TO EDUCATION

Chairs Kidani and Wakai, Vice Chairs Kim and Misalucha, and members of the Committees:

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

Regarding an annual report to the state board for CTE:

The UH Board of Regents has served as the State Board for CTE since 1967 when Hawaii Statute 304A-302 was passed. That same statute requires "...an annual report to the Governor describing the conditions and progress of CTE...". The Board regularly submits the required report. An additional set of data points around credentials conforms to efforts currently underway across the state, and those data can be provided by the CTE office to the State Board for inclusion in the Governor's report once the processes and protocols have been completed and implemented.

Regarding collecting data around credentials:

WIOA, ESSA, and Perkins V State Plans are aligned around a statewide Career Pathways System. One of the elements of a high-quality career pathway is that it culminates in a degree, certificate, or credential recognized and validated by the employers in the state. Significant progress has been made over the last year

through cross agency and employer work groups to determine which credentials Hawaii's employers value and endorse. 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.

Recommendations:

1. Data security is of the highest importance and some of the language in this bill needs to be strengthened.
2. 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 delayed until July 1, 2023.

Thank you for this opportunity to submit testimony.



Chamber of Commerce HAWAII

The Voice of Business

**Testimony to the Senate Committee on Education and
Senate Committee on Energy, Economic Development, and Tourism
Wednesday, February 17, 2021 at 3:00 P.M.
Via Videoconference**

RE: SB 516, RELATING TO EDUCATION

Chairs Kidani and Wakai, Vice-Chairs Kim and Misalucha, and Members of the Committees:

The Chamber of Commerce Hawaii ("The Chamber") **supports SB 516**, 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.



david.miyashiro@hawaiikidscan.org
hawaiikidscan.org

David Miyashiro
Executive Director

February 17, 2021

Committee on Education
Senator Michelle N. Kidani, Chair
Senator Donna Mercado Kim, Vice Chair

Committee on Energy, Economic Development, and Tourism
Senator Glenn Wakai, Chair
Senator Bennette E. Misalucha, Vice Chair

State Capitol
415 South Beretania Street
Honolulu, HI 96813

Aloha Chairs Kidani and Wakai, Vice Chairs Kim and Misalucha, and Members
of the Committees,

HawaiiKidsCAN strongly supports SB516, 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.

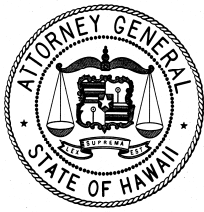
It is estimated that more than 80% of good jobs today require a post-secondary credential, including industry-recognized credentials. Yet, national data shows only 18% of credentials earned by K-12 students in the US hold real value to employers.

SB516 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 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, 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



**WRITTEN TESTIMONY OF
THE DEPARTMENT OF THE ATTORNEY GENERAL
THIRTY-FIRST LEGISLATURE, 2021**

ON THE FOLLOWING MEASURE:

S.B. NO. 516, RELATING TO EDUCATION.

BEFORE THE:

SENATE COMMITTEES ON EDUCATION AND ON
ENERGY, ECONOMIC DEVELOPMENT, AND TOURISM

DATE: Wednesday, February 17, 2021 **TIME:** 3:00 p.m.

LOCATION: State Capitol, Via Videoconference

TESTIFIER(S): **WRITTEN TESTIMONY ONLY.**

(For more information, contact Lori N. Tanigawa,
Deputy Attorney General, at 586-0618)

Chairs Kidani and Wakai and Members of the Committees:

The Department of the Attorney General (Department) provides the following comments.

The purposes of the bill are to (1) require 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; (2) require certain agencies to collect and report disaggregated data on students' attainment of industry-recognized credentials; (3) require certain agencies to pursue data-sharing agreements with credentialing entities; and (4) require an annual report to the Governor and Legislature.

The Department is concerned that the collection and reporting of disaggregated data pursuant to this bill may inadvertently violate applicable state and federal laws governing the privacy or confidentiality of personally identifiable information from educational records, wage data, and employment data. The Department therefore recommends that a new subsection (h) be added to Section 2 of the bill as follows:

“All data collection and reporting activity under this section shall be conducted in a manner consistent with applicable federal and state laws governing the privacy and confidentiality of such data.”

Thank you for the opportunity to provide comments.



SB516

RELATING TO EDUCATION

Ke Kōmike ‘Aha Kenekoa o ka Ho‘ona‘auao
Ke Kōmike ‘Aha Kenekoa o ke Ikehu, ka Ho‘omohala Waiwai, a me ka
‘Oihana Ho‘okipa Malihini

Pepeluali 17, 2021

3:00 p.m.

Lumi 229

The Office of Hawaiian Affairs (OHA) **SUPPORTS WITH AMENDMENTS** SB516, 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 would help to provide data that can best inform career and technical training pathways to contribute to the success of future workforce generations. **To maximize the potential benefits of this measure, particularly with respect to Native Hawaiians, OHA does respectfully recommend an amendment to ensure that data on Native Hawaiian students is appropriately collected.**

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.

As called for 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.

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).

Accordingly, in order to ensure that disaggregated data is appropriately collected with respect to its beneficiaries, OHA respectfully recommends amending the language on page 5, line 13, to read as follows:

“(A) Race, provided that Native Hawaiian demographic data shall be disaggregated from other Pacific Islanders;”

As a final note, SB516 also recognizes the need for consistency regarding both data collection and reporting, which are also components of data governance 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 WITH AMENDMENTS** SB516. Mahalo nui for the opportunity to testify.



Testimony Presented Before the
Senate Committee on Education
and
Senate Committee on Energy, Economic Development, and Tourism
February 17, 2021 at 3:00pm
by
Stephen Schatz
Executive Director, Hawai'i P-20 Partnership for Education

SB516 – RELATING TO EDUCATION

Chairs Kidani and Wakai, Vice Chairs Mercado Kim and Misalucha and Members of the Committees:

Hawai'i P-20 Partnerships for Education (Hawai'i P-20) supports Senate Bill 516. As more students achieve credentials at all levels of the education pipeline, there is a growing awareness that industry-recognized credentials provide opportunities for students to advance their education and career aspirations. Together with Kamehameha Schools, the Chamber of Commerce Hawai'i, the University of Hawai'i Community Colleges, and the Harold K.L. Castle Foundation, Hawai'i P-20 recently embarked on the *Promising Credentials* project to assess which credentials have value in Hawai'i's labor market. Key to the success of this project is having data that lets us know which credentials provide value in the labor market, based on wages and demand. While we have made progress on determining which credentials are promising, we still need to know more about the production of credentials, who are earning them, and which entities are providing programs accessible by students. With this data, we can collectively invest in programs that are successful in helping our students achieve their career goals.

As the managing partner of the Hawai'i Data eXchange Partnership (DXP) – a collaboration of five state agencies committed to cross-agency data sharing in order to improve education and workforce outcomes in the state – Hawai'i P-20 has experience in successfully implementing data sharing among state agencies. Through data sharing agreements, DXP partners contribute to the Statewide Longitudinal Data System and have collectively established a strong and active data governance program to protect individual privacy and confidentiality. The DXP values data privacy and security and ensures that all data sharing agreements comply with applicable state and federal statutes for the agencies involved.

Hawai'i P-20 understands the critical importance of data, as it allows the state to develop better policies and practices by identifying the achievements and challenges students face as they transition through Hawai'i's education and workforce pipeline. We believe that education and training will help our citizens to fully achieve their goals, support themselves and their families, and thrive in our state. Hawai'i P-20 stands ready to bring our expertise with data sharing and data use to assist with the implementation of SB516.

Thank you for the opportunity to provide testimony on this measure.

Hawai'i P-20

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Office: 808-956-3879 | Fax: 808-956-8037

www.p20hawaii.org

SB-516

Submitted on: 2/13/2021 11:23:09 AM

Testimony for EDU on 2/17/2021 3:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Aisha Heredia	Individual	Support	No

Comments:

February 13, 2021

Committee on Education
Senator Michelle N. Kidani, Chair
Senator Donna Mercado Kim, Vice Chair

Committee on Energy, Economic Development, and Tourism
Senator Glenn Wakai, Chair
Senator Bennette E. Misalucha, Vice Chair

State Capitol
415 South Beretania Street
Honolulu, HI 96813

Aloha Chairs Kidani and Wakai, Vice Chairs Kim and Misalucha, and Members of the Committees,

I am a community member living in Waimanalo who cares deeply about public education. I strongly support SB516.

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 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 will help to show what growing industries to target, the types of credentials we need to make available in our schools, and better ensure programs and opportunities are created so our public education students are ready to work and stay in Hawaii. Without updated data, how do we know that their career readiness programs are truly preparing them to succeed?

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

Mahalo,
Aisha Heredia

SB-516

Submitted on: 2/9/2021 6:47:03 PM

Testimony for EDU on 2/17/2021 3:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Dyson Chee	Individual	Support	No

Comments:

My name is Dyson Chee, I am 18 years old, and thank you for the opportunity to testify in support of SB516.

SB-516

Submitted on: 2/9/2021 8:17:58 PM

Testimony for EDU on 2/17/2021 3:00:00 PM

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

Comments:

Data on state funding of career buildin for hawaii's keiki is critical. We need to know how to tailor what works and address what doesnt.

Mahalo

SB-516

Submitted on: 2/11/2021 8:05:27 PM

Testimony for EDU on 2/17/2021 3:00:00 PM

Submitted By	Organization	Testifier Position	Present at Hearing
Marissa Baptista	Individual	Support	No

Comments:

I live in Oahu and support SB516.