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David Miyashiro
Executive Director

April 6, 2023

Hawaii State Board of Education
Student Achievement Committee Meeting
Kili Namau‘u, Committee Chairperson
Bill Arakaki, Committee Vice Chairperson

Aloha Chair Namau‘u, Vice Chair Arakaki, and Members of the Board,

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.

HawaiiKidsCAN would like to offer comments for Discussion Item A: Presentation on College and Career Readiness Indicators for the Class of 2022.

Mahalo to the committee for making the time for this important report and thank you to Stephen Schatz and Hawaii P-20 for the informative presentation. Upon reviewing the data, we offer the following questions and suggestions for the BOE to consider:

- In theory, one of the greatest benefits to students from Dual Credit courses is that they help make attaining a college degree more probable, as these credits will reduce the time and cost of higher education. However, it is unclear if the increase in dual credit has had the effect of increasing college enrollment or persistence. How can our system ensure that students taking Dual Credit courses utilize these credits for college? If this is not the goal, how else would the DOE justify the investment in Dual Credit?
- For the college enrollment rate, it would be helpful to layer on data pertaining to how students have addressed college costs. For instance, how have FAFSA completion rates tracked with college enrollment? How many students have applied for the Hawaii Promise Scholarship, enrolled in a Western Undergraduate Exchange (WUE) school, or received an athletic scholarship? A

more nuanced look at these kinds of factors will help policymakers better target support and communications to students and families so that affordability is a top priority.

- For ACT completion, it makes sense that there are a number of contributing factors, including test-optional admissions at schools. However, the ACT is still a valuable tool for students as they weigh their post-secondary options and interests. Is the DOE still paying to provide free testing for students? Has research been done to assess the adequacy of current testing site availability?

Mahalo for your consideration,

David Miyashiro
Founding Executive Director
HawaiiKidsCAN



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Student Achievement Committee Meeting

Dear Chair Namau'u and Members of the Committee,

We greatly appreciate P-20's data reports and the resources provided to the public on preparing our students for college and career readiness. The report provided to the BOE is helpful in looking at where there are equity gaps within our student population for various indicators. As advocates for educational equity, we want to go deeper in the analysis of the data so that we can understand what specific actions can be done at the schools to address the gaps.

We would like to take this opportunity and ask if P-20, HIDOE or the University of Hawai'i has done root cause analysis of why there are gaps, what strategies have been formulated to address the root causes, and the progress on whether these strategies are moving the needle on outcomes. If this is the case, we would like to see a detailed report on the analysis and progress of the strategic actions and the impact on student subgroups.

Schools should have *free access* to the raw data from P-20 so that they can do their analysis to create their own strategies to address educational equity because schools are ultimately accountable for student academic achievement.

P-20's report reviews four indicators. Please see questions below with respect to each indicator.

College Enrollment

The data shows that there is a persistent gap in College Enrollment between economically disadvantaged and non-economically disadvantaged students. Why is this the case?

What does the data say about college persistence or college completion? It is great that students enroll in post-secondary opportunities, but if they do not complete programs, it may affect their future career paths. We would like to know the reasons for why they do not complete.

Has P-20, HIDOE or University of Hawai'i (UH) done the analysis?

Dual Credit

The gap is comparatively narrow between economically disadvantaged and non-economically disadvantaged with respect to students taking Dual Credit courses in high school, which is promising. What kinds of dual credit courses are offered? Is it possible to see the courses and a breakdown of participants by subgroup? Is there data tying dual credit participants and college completion? Is there

any correlation between the types of dual credit courses a student gets credit for (i.e. core college requirements) and college persistence or graduation?

ACT

What are the reasons that there are gaps among ethnic subgroups for participation and readiness, particularly for mathematics?

ACT participation has declined precipitously. The ACT seems to be more practical than the Smarter Balanced Assessment for high school assessments, as some post-secondary institutions consider these results in admissions. In addition, we understand that there is also an ACT WorkKeys Assessment that measures foundational skills required for success in the workplace, which would be useful for students who want to go directly into careers after high school. Are there states that use the ACT for their state assessments and has Hawai'i ever considered it?

Fall 2022 Enrollment at UH

Why is there a persistent gap between economically disadvantaged and non-economically disadvantaged students enrolling in the University of Hawai'i system? We understand that there are more economic incentives for enrolling at UH compared with other post-secondary institutions, which should help the economically disadvantaged students. Aside from economic factors, what are the root causes for the gap? Has P-20, HIDOE, or UH done this analysis?

We look forward to P-20's response. Thank you for this opportunity to testify.

Sincerely,
Cheri Nakamura
HE'E Coalition Director

HE'E Coalition Members and Participants

Academy 21

Alliance for Place Based Learning

American Civil Liberties Union

Atherton YMCA

Castle Complex Community Council

Castle-Kahuku Principal and CAS

Education Institute of Hawai'i

*Faith Action for Community Equity

Fresh Leadership LLC

Girl Scouts Hawai'i

Harold K.L. Castle Foundation

*HawaiiKidsCAN

*Hawai'i Afterschool Alliance

*Hawai'i Appleseed Center for Law and Economic Justice

*Hawai'i Association of School Psychologists

Hawai'i Athletic League of Scholars

*Hawai'i Children's Action Network

Hawai'i Education Association

Hawai'i Nutrition and Physical Activity Coalition

* Hawai'i State PTSA

Hawai'i State Student Council

Hawai'i State Teachers Association

Hawai'i P-20

Hawai'i 3Rs

Head Start Collaboration Office

It's All About Kids

*INPEACE

Joint Venture Education Forum

Junior Achievement of Hawaii

Kamehameha Schools

Kanu Hawai'i

Kaua'i Ho'okele Council

Keiki to Career Kaua'i

Kupu A'e

*Leaders for the Next Generation

Learning First

McREL's Pacific Center for Changing the Odds

Native Hawaiian Education Council

Our Public School

*Pacific Resources for Education and Learning

*Parents and Children Together

*Parents for Public Schools Hawai'i

Special Education Provider Alliance

*Teach for America

The Learning Coalition

US PACOM

University of Hawai'i College of Education

* Youth Service Hawai'i

Voting Members () Voting member organizations vote on action items while individual and non-voting participants may collaborate on all efforts within the coalition.*