

November 2, 2023

Hawaii State Board of Education  
Student Achievement Committee  
Bill Arakaki, Committee Chairperson  
Lauren Moriarty, Committee Vice Chairperson

Aloha Chair Arakaki, Vice Chair Moriarty, and Members of the Committee,

I am a teacher from Kauluwela Elementary School and I'm proud to support computer science education.

As computer science (CS) skills become more foundational to quality academic and career success, Hawaii must ensure that students have equitable access to CS courses and credits. In Hawaii, just 20% of public elementary schools offer computer science learning, and just 13.9% of all public school students were enrolled in a CS course in the 2021-2022 school year. When you consider that Hawaii currently has more than 2,000 open computing jobs, and that these open jobs have an average salary of \$94,618, it's clear that we are not fully setting our kids up for success. This is especially true given that Native Hawaiian public high school students are 3x times less likely in 2022-2023 to take foundational computer science courses than their white and Asian peers in Hawaii, and just 26% of students who took foundational computer science were female.

This is a matter of generational sustainability in Hawaii, as the median price of a single-family home has topped \$1 million in most areas of Hawaii, the state has the fourth-highest per capita rate of homelessness in the nation, and the islands have experienced net population loss five of the last six years.

To address these equity concerns head on, I urge the BOE to strongly consider adding a stand alone credit requirement for graduation. This is an opportunity for Hawaii to exert strong leadership and create a pathway for students of all backgrounds to enter high-wage, high-growth careers.

Act 174 is the perfect catalyst for the BOE to ensure that computer science education is a foundational part of the student experience in Hawaii in 2023 and beyond. Given the tremendous impact of technology in all aspects of life, the discussion is incredibly important and timely.

Mahalo,

Ning Z. Langworthy



November 2, 2023  
 Student Achievement Committee

Dear Chair Arakaki and Members of the Committee,

**Review of Strive HI: 2022-23 State and School Performance Reports**

We are pleased to see that the 2022-2023 State performance on the Smarter Balance Assessments are holding steady for ELA and science and improved for mathematics. As the numbers in the memo reflect the average of the state, we look forward to seeing the specific subgroup data.

When we look at the data over time, we have most concern about the persistently wide achievement gap in ELA and mathematics.

STATEWIDE STUDENT SUCCESS INDICATORS	2015-2016 (Base)	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Chronic Absenteeism	15%	15%	15%	15%	12%	18%	37%	30%
School Climate (% Positive)		72%	73%	74%				
Panorama (Elementary)					70%	75%	75%	71%
Panorama (Secondary)					59%	63%	63%	58%
Inclusion Rate	37%	37%	41%	44%	48%	50%	50%	52%
3rd Grade Literacy	70%	65%	73%	75%	N/A	76%	80%	78%
8th Grade Literacy		67%	73%	71%	N/A	77%	76%	72%
9th Grade On-Track	91%	91%	90%	91%	93%	85%	89%	92%
Academic Achievement (ELA)	51%	51%	55%	54%	N/A	50%	52%	52%
Academic Achievement (Math)	42%	43%	43%	43%	N/A	32%	38%	40%
Academic Achievement (Science)	43%	46%	46%	44%	N/A	35%	40%	40%
Achievement Gap (ELA)	32	(69-36)33	(72-40)32	(72-38)34	N/A	(69-35)34	(71-37)34	(71-37)34
Achievement Gap (Math)	29	(58-30)28	(58-30)28	(59-30)29	N/A	(47-20)27	(54-25)29	(56-27)29
High School Graduation	82%	83%	83%	84%	85%	85%	86%	85%
CTE Concentrator	38%	42%	48%	56%	58%	61%	64%	64%
College-Going Graduates	56%	55%	55%	55%	55%	50%	50%	50%

**Discussion regarding Act 174, Session Laws of Hawai'i 2023 (House Bill 503, Relating to Computer Science Education) and Senate Concurrent Resolution 56, 2023, Requesting the Board of Education to Review Various Programs and Subject Matter Areas for Implementation in Public Schools.**

We respectfully ask that HE'E or members of HE'E be part of the task force. We are a consortium of leaders representing all islands.

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

Education Institute of Hawai'i

\*Faith Action for Community Equity

Fresh Leadership LLC

Girl Scouts Hawai'i

\*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

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*

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## Act 174 - Computer Science as a Graduation Requirement

1 message

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Amber Davis <amber@code.org>

Tue, Oct 31, 2023 at 3:24 AM

To: "testimony.boe@boe.hawaii.gov" <testimony.boe@boe.hawaii.gov>

Hawaii State Board of Education  
Student Achievement Committee  
Bill Arakaki, Committee Chairperson  
Lauren Moriarty, Committee Vice Chairperson

Thank you for your consideration of a Computer Science Graduation Requirement

The passage of Act 174 was a great catalyst for discussing the inclusion of computer science as a graduation requirement for all Hawaiiin students. Allowing the board of education to determine the feasibility of a computer science graduation requirement will help ensure all Hawaiian students learn computer science, and to especially close the gaps in computer science for girls and underrepresented students.

Currently in Hawaii, every school is required to offer computer science, but yet there are still 23% of schools that do not provide this foundational learning opportunity to students.

In a 21st century economy, computer science gives students the chance to learn how to create technology, and use critical thinking and problem solving skills to solve the problems of tomorrow. With over 2200 jobs posted per month in computing with salaries exceeding 94,000 dollars annually (up from \$80,000 last year), it is crucial that students are exposed to this content area at an early age.

It has become increasingly clear that we cannot leave those opportunities to chance for Hawaiian students. The only way to ensure equity for all students is through a graduation requirement. There is a stark gender gap amongst students who enroll in computer science. While this gap is narrowing every year, unfortunately who enrolls in computer science is not equitable amongst all students. **When you look at the gender breakdown, only 26% of students enrolled in computer science are female.**

This gender gap is not unique to Hawaii. The only states that we have seen solve this problem have been states that have passed a Computer Science Graduation Requirement, and that is why we are advocating for this policy. We are encouraged by this legislation to require the Board of Education to evaluate and recommend **a stand alone graduation requirement for computer science.**

Thank you for your time and consideration of this topic.

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Amber Mariano Davis  
Director of State Government Affairs  
Code.org



Testimony BOE <testimony.boe@boe.hawaii.gov>

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## Testimony - Nov 2, 2023 Student Achievement Committee - Item II A - Review of Strive HI: 2022-23 State and School Performance Reports

1 message


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**03\_schisms.woofer@icloud.com** <03\_schisms.woofer@icloud.com>  
To: testimony.boe@boe.hawaii.gov

Tue, Oct 31, 2023 at 11:01 AM

Thank you for the opportunity to submit testimony for Nov 2, 2023 Student Achievement Committee Item II A - Review of Strive HI: 2022-23 State and School Performance Reports

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 **2023-1102-Testimony.pdf**  
163K

November 2, 2023

Re: Agenda item II; Discussion item A - Review of Strive HI: 2022-23 State and School Performance Report

Dear Chairs Arakaki and Members of the Committee,

Why does it take so long for the SBA data to be released?  
And why does the department release its own presentation/interpretation of the results without simultaneously releasing the underlying data?

We the people should have the chance scrutinize the data for ourselves in time to give relevant comment and testimony.

Timely public review is not just for criticism, but would help catch unintended errors while the publishing of the report has the department's attention. Eg. to this day there are glaring math errors in official published StriveHI reports that have gone uncorrected for years.

The October 4 Student Achievement Committee meeting focused on:

Strategic Plan, Desired Outcome 1.1.3. "All students are proficient in mathematics by the end of eighth grade, and those who are not proficient receive necessary and timely support to become proficient."

The department sets a poor example in math proficiency when it consistently gets simple word problems wrong in its official documents. Eg:

*If there are X special needs students who receive special education services, and Y percent of are in general education classes most of the day, how many special needs students spend most of the day in general education classes when X = 17591 and Y = 44%?*

The department's answer since Oct 3, 2019 has been 17037.

Pretty sure that is not correct.

And how could this easily fixable sort of mistake have stood for so long?

The department sets a poor example when it acts as if information is used for punishment and mistakes are best covered up or ignored rather than used as an opportunity for learning and improvement.

Back to the first question of the long lag time of the SBA data release.

We are two-thirds of the way through the first semester and last year's proficiency results are only publicly available now? The department's website<sup>[1]</sup> claims:

For the Smarter Balanced summative assessments conducted in the spring, teachers have access to student scores within two weeks of completion of the assessment, allowing them to adjust instruction in the final weeks of the school year. Reports will also be provided to educators who will be teaching students the following school year to help inform their instruction.

Hopefully the educator access claim is correct, but does it really take 5 months for FERPA screening of the school summaries?

And *is* the educator access claim correct? Did our educators have access all summer so they could adjust this year's lessons?

Relative to Desired Outcome 1.1.3 (stated above) this is not irrelevant.

When is the best time to provide "necessary and timely support to become proficient" in 8th grade math?

For middle schools, who have the most autonomy over 8th grade results, the answer sensibly would be 6th grade, but that would involve complex level coordination. Presuming only intraschool coordination the results of the 6th grade assessment are clearly important for "all students" eventual 8th grade proficiency. A quick glance at the historical school data shows odds of 2:1 that a year over year rise (or fall) of 6th grade results will correlate with that cohort's 8th grade proficiency rise(or fall). (This is not real analysis, but it does not seem like nothing.)<sup>[2]</sup>

The class of '29, whose graduation will mark the culmination of the department's strategic plan implementation, are just now having their 6th grade proficiency results publicly released. Hopefully our educators had easy access all summer to plan proactive "support" for next year's 8th graders and will not have to resort to only reactive interventions.

The class of '33 will be having their 8th grade proficiency tested in 2029, at the Strategic plan's end. Their 2nd grade proficiency results are now being released. Hopefully they will receive many years of proactive intra-complex (ie elementary to middle school) coordinated support so everyone can reach the best of Desired Outcome 1.1.3.

a couple notes:

In the past the department claimed particular data as available to the schools. these claims turned out to be technically true, but in practice navigating the maze of page clicks made the data so obscure, and the presentation of the data was so obfuscated, that effectively the information was unavailable and unusable. Educators have more productive things to do than navigate multiple portals and puzzle over heaps of data. The department should ensure insights from "student data for monitoring progress" is trivially accessible for our educators.

About some of the non-traditional strategies for math intervention presented Oct 4, particularly "just-in-time teaching": hopefully the department proceeds with caution as well as optimism. "just-in-time teaching" sounds and smells too much like exam cramming and/or teaching to the test and/or "cueing" in reading, all of which might appear to be helpful for results in the moment, but prove less effective for long term mastery (which we all would prefer, right?). eg the cited paper uses the in the moment measure of "lessons completed" and not the long term mastery measure of "lessons learned".

Thank you for the opportunity to testify.

[1]<https://www.hawaiipublicschools.org/TeachingAndLearning/Testing/StateAssessment/Pages/home.aspx>

[2] The discontinuity of the pandemic disrupted the cohort data, so only pre-pandemic data was used. The data came from ARCH for relevant middle schools:

Dole Mid (105)	6th	y/y delta	8th	y/y delta
2014-15	14.50%		21.10%	
2015-16	11.30%	-3.20%	10.70%	-10.40%
2016-17	12.70%	1.40%	11.70%	1.00%
2017-18	25.30%	12.60%	15.50%	3.80%
2018-19	11%	-14.30%	11.90%	-3.60%
Jarrett Mid (110)				
2014-15	18.70%		29.80%	
2015-16	31.50%	12.80%	50%	20.20%
2016-17	39%	7.50%	26.30%	-23.70%
2017-18	35.30%	-3.70%	30%	3.70%
2018-19	42.60%	7.30%	39.40%	9.40%
Kaimuki Mid (116)				
2014-15	63.30%		71.40%	
2015-16	54.90%	-8.40%	69.30%	-2.10%
2016-17	58.60%	3.70%	73.10%	3.80%
2017-18	63.30%	4.70%	69.90%	-3.20%
2018-19	67.30%	4.00%	70.20%	0.30%
Kalakaua Mid (118)				
2014-15	33.80%		40.10%	
2015-16	40.50%	6.70%	37.20%	-2.90%
2016-17	38.90%	-1.60%	37.80%	0.60%
2017-18	46.70%	7.80%	40.70%	2.90%
2018-19	37.30%	-9.40%	44.80%	4.10%
Kamakahahei Mid (448)				
2014-15	36.20%		39.50%	
2015-16	45.70%	9.50%	47.10%	7.60%
2016-17	39.10%	-6.60%	37.40%	-9.70%
2017-18	46.70%	7.60%	46.60%	9.20%
2018-19	43.10%	-3.60%	35.60%	-11.00%
Kapaa Mid (447)				
2014-15	30.10%		32.90%	
2015-16	32.90%	2.80%	21.30%	-11.60%
2016-17	23%	-9.90%	17.70%	-3.60%
2017-18	33.70%	10.70%	34.30%	16.60%
2018-19	25%	-8.70%	25.20%	-9.10%



Kapolei Mid (291)

2014-15	45%		41.30%	
2015-16	42.70%	-2.30%	41.40%	0.10%
2016-17	35%	-7.70%	46.90%	5.50%
2017-18	37.60%	2.60%	42.80%	-4.10%
2018-19	43.20%	5.60%	32.90%	-9.90%

Kawananakoa Mid (126)

2014-15	53.20%		47.10%	
2015-16	50.30%	-2.90%	43.70%	-3.40%
2016-17	42.40%	-7.90%	54.60%	10.90%
2017-18	49.60%	7.20%	50.70%	-3.90%
2018-19	48.60%	-1.00%	46.20%	-4.50%

Keaau Mid (370)

2014-15	16.70%		28.70%	
2015-16	15.10%	-1.60%	26.70%	-2.00%
2016-17	21.10%	6.00%	24.30%	-2.40%
2017-18	30.10%	9.00%	16.60%	-7.70%
2018-19	25.90%	-4.20%	17.50%	0.90%

Keelikolani Mid (104)

2014-15	12.40%		22%	
2015-16	10.50%	-1.90%	13.20%	-8.80%
2016-17	10%	-0.50%	14.70%	1.50%
2017-18	6.90%	-3.10%	17.60%	2.90%
2018-19	11.10%	4.20%	18.10%	0.50%

Kohala Mid (366)

2014-15	24.10%		43.10%	
2015-16	29.60%	5.50%	20.30%	-22.80%
2016-17	10%	-19.60%	29%	8.70%
2017-18	1.70%	-8.30%	42.30%	13.30%
2018-19	10.70%	9.00%	15.20%	-27.10%

Konawaena Mid (376)

2014-15	31.70%		33.50%	
2015-16	32.90%	1.20%	32.10%	-1.40%
2016-17	34%	1.10%	35.70%	3.60%
2017-18	40.30%	6.30%	39.80%	4.10%
2018-19	30%	-10.30%	38.70%	-1.10%

Mililani Mid (238)

2014-15	50.70%		53%	
2015-16	52.40%	1.70%	48%	-5.00%

2016-17	56.70%	4.30%	54.60%	6.60%
2017-18	51.80%	-4.90%	49.40%	-5.20%
2018-19	52.90%	1.10%	49.40%	0.00%
Niu Valley Mid (139)				
2014-15	74.10%		<del>67.80%</del>	
2015-16	74.40%	0.30%	<del>62%</del>	<del>-5.80%</del>
2016-17	67.20%	-7.20%	57.50%	-4.50%
2017-18	63.50%	-3.70%	60.20%	2.70%
2018-19	63%	-0.50%	60.20%	0.00%
Stevenson Mid (148)				
2014-15	48%		<del>54.30%</del>	
2015-16	48.50%	0.50%	<del>53.10%</del>	<del>-1.20%</del>
2016-17	41.30%	-7.20%	47.80%	-5.30%
2017-18	39.70%	-1.60%	42.10%	-5.70%
2018-19	46.90%	7.20%	43.30%	1.20%
Wahiawa Mid (230)				
2014-15	25.80%		<del>38.40%</del>	
2015-16	20.90%	-4.90%	<del>41.20%</del>	<del>2.80%</del>
2016-17	22.70%	1.80%	33.70%	-7.50%
2017-18	25%	2.30%	28.70%	-5.00%
2018-19	28%	3.00%	25.30%	-3.40%
Washington Mid (152)				
2014-15	33.40%		<del>45.20%</del>	
2015-16	29.40%	-4.00%	<del>48.20%</del>	<del>3.00%</del>
2016-17	33.30%	3.90%	38.60%	-9.60%
2017-18	37.20%	3.90%	41.60%	3.00%
2018-19	31.20%	-6.00%	46.20%	4.60%
Wheeler Mid (237)				
2014-15	49.30%		<del>49.20%</del>	
2015-16	55.10%	5.80%	<del>60.30%</del>	<del>11.10%</del>
2016-17	68.90%	13.80%	63.30%	3.00%
2017-18	58.70%	-10.20%	78.40%	15.10%
2018-19	64.30%	5.60%	67%	-11.40%

Testimony to the Board of Education  
Student Achievement Committee

Bill Arakaki, Committee Chairperson  
Lauren Moriarty, Committee Vice Chairperson

Thursday, November 2, 2023 at 1:30 p.m.

By

Colin D. Moore, Ph.D.

Commissioner, Commission to Promote and Advance Civic Education  
(PACE Commission)

Chief Judge Lisa M. Ginoza  
*Chair*

Representative Amy A. Perruso  
*Vice-Chair*

Prof. Troy J.H. Andrade

Philip J. Bossert, Ph.D.

Rosanna Fukuda, MAEd

Debora Halbert, Ph.D.

Nathan G. Kam

Senator Dru M. Kanuha

OHA Board Chair  
Carmen Hulu Lindsey

Matt M. Mattice

Prof. Colin Moore

Ruth K. Oh, Esq.

Magistrate Judge  
Wes Reber Porter

**Agenda Item:** Civic Engagement

**Position:** Strong Support

The Commission to Promote and Advance Civic Education (PACE) would like to express its support for the increased civic learning opportunities offered by the Hawai'i Department of Education (HIDOE). These initiatives will have a positive impact on our students and our community.

The Hawai'i Core Standards in Social Studies, which provides a rigorous K-12 social studies experience, is crucial in fostering informed and responsible citizens. Anchor Standard #5, focusing on skills and practices for active participation in democracy, is a strong component to these standards.

The requirement for students to complete "Participation in a Democracy" (CGU1100) as part of their graduation continues to be a notable achievement. This underscores the importance of civic education and ensures that all students leave school with a foundational understanding of their roles in our democratic society.

In addition, learning that HIDOE is working on initiatives such as the Civic Education Survey, Hawai'i Schools of Democracy, and The Aloha Seal of Civic Engagement, which encourage students to engage with their communities and promote a sense of responsibility and dedication to society, is commendable.

I urge HIDOE and the Hawai'i Board of Education to increase their support for civic education in the years ahead. The value of these initiatives is evident in the well-rounded education they provide to our students and the lasting impact on our community. Civic education equips our youth with the tools to engage in the democratic process and make informed decisions that shape our future.

Let us continue to prioritize the development of an informed, engaged, and responsible citizenry. The future of Hawai'i depends on the strength and dedication of its citizens, and civic education is a cornerstone of that future. Thank you for your ongoing commitment to this important endeavor.

Thank you for the opportunity to provide testimony.



david.miyashiro@hawaiikidscan.org  
hawaiikidscan.org

David Miyashiro  
Executive Director

November 2, 2023

Hawaii State Board of Education  
Student Achievement Committee  
Bill Arakaki, Committee Chairperson  
Lauren Moriarty, Committee Vice Chairperson

Aloha Chair Arakaki, Vice Chair Moriarty, and Members of the Committee,

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 I:  
Review of Strive HI: 2022-23 State and School Performance Reports.**

While incremental growth is promising given the challenges students and educators have faced these last few years, it's clear there is still so much work to do. Experts on academic recovery like Harvard University's Thomas Kane have called for a focus on acceleration that aims to go beyond a pace of learning that existed before the pandemic. His advice includes:

- **Prioritizing summer learning** – This has been an area of strength for HIDOE, but we hope there is an opportunity for more students to participate moving forward, as just 16% of public school students participated in an official program in 2023.
- **Prioritize 9<sup>th</sup> grade for catching up** – For example, a double-dose of Algebra for those below proficiency in 8th grade.
- **Demand Evaluations of Academic Recovery Interventions** – While the DOE has been on-track with spending ESSER support funds, it is unclear what data has been collected to show which interventions have been most effective at accelerating learning. This level of transparency would be very helpful for the BOE, schools, families, and public.

We also urge for a deeper examination of the Strive HI data from an equity perspective, as the presentation today does not provide a granular look at student subgroups. For example, while 4<sup>th</sup> grade NAEP reading results are listed as a strength for Hawaii, only 18% of Native Hawaiian and Pacific Islander students were rated as proficient in 2022. We should celebrate success while noting that many students still need intensive, targeted supports.

Mahalo for your consideration,

David Miyashiro  
Founding Executive Director  
HawaiiKidsCAN



david.miyashiro@hawaiikidscan.org  
hawaiikidscan.org

David Miyashiro  
Executive Director

November 2, 2023

Hawaii State Board of Education  
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Aloha Chair Arakaki, Vice Chair Moriarty, and Members of the Committee,

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**HawaiiKidsCAN would like to offer comments for Discussion Item II: Discussion regarding Act 174, Session Laws of Hawai'i 2023 (House Bill 503, Relating to Computer Science Education) and Senate Concurrent Resolution 56, 2023, Requesting the Board of Education to Review Various Programs and Subject Matter Areas for Implementation in Public Schools.**

We are incredibly grateful for the collective partnership of the BOE, DOE, and legislature to take up the important issue of computer science (CS) education. As computer science (CS) skills become more foundational to quality academic and career success, Hawaii must ensure that students have equitable access to CS courses and credits. In Hawaii, just 20% of public elementary schools offer computer science learning, and just 13.9% of all public school students were enrolled in a CS course in the 2021-2022 school year. When you consider that Hawaii currently has more than 2,000 open computing jobs, and that these open jobs have an average salary of \$94,618, it's clear that we are not fully setting our kids up for success. This is especially true given that Native Hawaiian public high school students are 3x times less likely in 2022-2023 to take foundational computer science courses than their white and Asian peers in Hawaii, and just 26% of students who took foundational computer science were female.

This is a matter of generational sustainability in Hawaii, as the median price of a single-family home has topped \$1 million in most areas of Hawaii, the state has the fourth-highest per capita rate of homelessness in the nation, and the islands have experienced net population loss five of the last six years.

Just this week, Ed Barnabas of Booz Allen Hamilton spoke at the Chamber of Commerce Hawaii's Future of Work Conference about Hawaii's technology workforce pathways. He noted that the COVID-19 pandemic, increase in remote work, and rapid advancements globally in AI, automation, robotics, and cyber has demanded a greater need for technical learning, upskilling, and STEM in our education system and a focus on ensuring diversity, equity, and inclusion in the tech industry. He also noted the major explosion of local job opportunities in roles such as information security analysts and software developers, which come with median salaries of over \$103,000.

The Hawaii DOE, along with partners like Code.org and STEMworks, has already led successful work to train and support local teachers to understand and incorporate CS across the K-12 system. The BOE has also played an important role, previously adopting the Computer Science Teachers Association's K-12 Standards in 2018. We are on the path toward achieving access and equity in CS education, but we'll only get there by continuing to take bold steps, such as adding a stand alone credit requirement for graduation. This is an opportunity for Hawaii to exert strong leadership and create a pathway for students of all backgrounds to enter high-wage, high-growth careers. Every student, regardless of background, should have the opportunity to survive and thrive in Hawaii.

Mahalo for your consideration,

David Miyashiro  
Founding Executive Director  
HawaiiKidsCAN